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My experience of L2 Acquisition – a success or not?

When I was in 2nd grade, I went to Australia. During that period, I was able to encounter a second language, which was English. As I did not learn English correctly in South Korea, I thought studying English in Australia was a perfect environment. Due to the ideal condition, I believed that I could learn my second language effectively. Furthermore, I thought that I could obtain the **acquisition** of the English language naturally and enjoyably through subconsciously. However, due to my past teacher’s lack of attention for her students, my L2 acquisition experience was not fully successful as I had difficulty memorizing and learning English.

When other people hear about how I learned English, they get jealous because I learned English effortlessly and acquired it easily. Although when others admire my overseas experience, I usually tell them that my learning experience in Australia was not very profitable. Unfortunately, my first impression of English remained fearful.

        When I registered in Rosary primary school with a different environment, I could not see the educational difference between South Korea’s **traditional teaching** methods. My teacher’s classes were mostly lecture-based, individual work, weak **interpersonal**, and limited **bodily-kinesthetic**teaching types of courses. To put it differently, my teacher’s students, including me, became unsocialized during the class hours. Furthermore, I was very concerned about making errors, which people define as **rule-formers**. Due to her teaching style, **explainer**, she was not able to establish a good **rapport** with her students. As she only focused on receptive skills (reading and listening), it was also difficult for the students to make connections with each other. According to the **learner retention rates**, lecture-based and reading-based lessons are not beneficial for students to learn a new language. Since my teacher did not allow us to speak or volunteer during class hours, retaining English was hard, which meant my L2 acquisition was not successful.

Another failure of my L2 acquisition was because of my teacher’s negligence. For example, while I was in Rosary primary school, my homeroom teacher educated me in an uncomfortable environment. In other words, she did not instruct me differently by understanding my circumstance. Unfortunately, I did not experience any encouragement from her even though my **language systems** – grammar, lexis, phonology, function, and discourse – were inadequate; she just continued the lecture without knowing or mentioning my academic needs. The teacher's role is to direct and control students’ behavior, provide a model, and reinforce correct responses. However, based on what I perceived, she was not doing properly on her role as a teacher, in which the **natural order hypothesis** and **input hypothesis** were not performed. I felt I could do nothing, which in turn, my self-esteem and motivation were weakened. Eventually, my life in Rosary was extremely lonely and isolated.

Based on these outcomes, my **affective filter hypothesis** became negative. Even though I went to school and learned various subjects in English, my brain could not operate it well due to my high anxiety. Because of my teacher's failure education, I missed an excellent opportunity to acquire English in Australia. As a result, I became afraid of not only speaking English to native speakers but also receiving corrections from others. Although it passed almost 15 years, I still regret it and want to go back if time allows.

I believe language learners will have pressures as I had while attending Rosary school. They will have their own difficulties overcoming isolation, shyness, or speaking out loud in class. However, I suppose most language learners will be frustrated to express themselves and be able to be themselves. I believe caring, knowing, and giving love to international students is the first step in making a connection as they will feel lonely or isolated from their peers. Due to these consequences, teachers must support students based on what they observed and experienced. Furthermore, by creating an environment comfortable through monitoring and understanding students’ backgrounds, they will feel secure. This education will make language learners enjoy learning so that they are willing to go to school to acquire their second language subconsciously.