John Lee

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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 the second language, which was English. As I did not learn English correctly in South Korea, studying that language in Australia was perfect for learning it. Due to the ideal condition, I believed that I could learn my second language precisely because getting that language will be smooth. This method of earning the second language through the subconsciousness is the **acquisition**, which I can obtain naturally and enjoyably. However, due to my past teacher’s failure in education and inattention, my L2 acquisition experience was not fully successful. As I had difficulty memorizing and learning English, it is hard to state that my second language acquisition was utterly productive during my 2nd grade.

When people hear about my story of getting an English, they strongly feel jealousy toward me. The reason is that I learned English effortlessly and acquired it easily. However, even though my acquaintance is admiring my situation and qualification, I usually say my learning experience in Australia was not fruitful. Unfortunately,

        When I registered in an English school with a different environment, Australia, I could not see the educational difference between South Korea: **traditional teaching**. Most of my teacher’s classes were lecture-based, individual work, weak **interpersonal**, and limited **bodily-kinesthetic**. To put it differently, her students, including me, became unsocialized during the class hours. Furthermore, I was concerned about errors a lot, in which people define **rule-formers**. Due to her teaching style, **explainer**, I could assume the **rapport** was weak. As she only focused on receptive skills (reading and listening), it was indeed that my relationship with peers was not harmonized. According to the **learner retention rates**, lecture-based and reading are not beneficial for students to learn a new language. Since my teacher did not allow us to speak or volunteer during the class hours, my information about English did not last for a long time, meaning my L2 acquisition was not prospering.

Another failure of my L2 acquisition was my teacher’s negligence. For example, when I went to Rosary primary school, my homeroom teacher educated me with an uncomfortable environment. Moreover, even though my character was extrovert, I could not reveal my real character due to her ignorance. In other words, she did not consider my strengths and value first, which 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, discourse – were inadequate; she just continued the lecture without knowing my academic needs. The teacher's role is to direct and control students’ behavior, provide a model, and reinforce correct responses. However, her role was not doing correctly based on what I received, in which the **natural order hypothesis** and **input hypothesis** were not performed. I felt I could do nothing, in which my self-esteem and motivation weakened. Eventually, my life in Rosary was extremely lonely and isolated.

I believe language learners will have pressures as I had during the 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 himself and be able to be himself. I know that I love to talk in front of people, but I was afraid to speak English, which I became an introvert. I believe caring, knowing, and giving international students love the first step to making a connection. As they will feel lonely or isolated from peers, teachers must support students based on what they observed and experienced. Furthermore, by creating an environment comfortable through monitoring and understanding their background, they will feel secure. This education will make language learners feel enjoyable so that they are willing to go to school to acquire their second language subconsciously.