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My unsuccessful experience of L2 Acquisition

 Krashen’s definition of acquisition is a subconscious process of learning while learning is through communication. I studied English simply to pass the exams with the traditional Korean approach to English education, not for any practical communicative purpose. In this essay, I will write about my “failure” story of L2 Acquisition from the time I first started learning English at age of 13 to the time I graduated from high school in Korea.

Getting eager was challenging enough while learning English at that time. The major reason is that I didn’t have a good **rapport** with my teachers unfortunately. I wasn’t also motivated to learn English in unfriendly atmosphere. At the beginning of the class, I already lost interest in studying English and felt tired of learning. I felt it was dead time because of the lack of engagement in class. The atmosphere of weariness grew so fast. Thus, teachers didn’t teach in a way to **effective method** to the class. I tended to lose focus that was caused by fatigue and emotional stress. The way of their teaching was largely a functional procedure which focused on delivering knowledge to the student. The classroom setting design emphasized teacher centered space that was suitable for **traditional teaching.** There was no communication between teacher and student. It was hard to ask question freely at some point that I wanted to clarify some difficult parts. Learning vocabulary, phrases, and sample sentences weren’t related with communicative English in daily life. When I traveled abroad with my family, I wasn’t able to speak any words in English at all and feeling so unsuccessful.

Teachers should offer various of learning style to make the students’ make progress everyday; however, I didn’t have any chance to find my potential to learn English that could be connected to my personal preferences to learning based on **Multiple Intelligence Theory**. Although I was a visual and a kinesthetic leaner, I only learned it by listening to the teacher’s explanations that is the auditory way of **Three Learner Modes**. I had a difficult time to concentrate on without providing any other visual resources and doing activities. There was nothing to boost my classroom dynamics that was based on Chalk & Talk theory. Teachers didn’t care much about **Individual Learner Differences,** either, which was resulted in low **learner retention rate**. It was one way teaching like lecture that I couldn’t interact with teachers and receive feedback. Teacher didn’t even know the level of each student in large class due to the fact that was hard to approach **Assessing Language Proficiency** for the large size.

According to Krashen, it is impossible to achieve if there is an **affective filter**. The way I learned English caused low motivation, low self-esteem and high anxiety that was unsuccessful. My teacher was forced to study English through rote memorization to obtain a better score on the test, resulting in high school. That was why I tried to memorize vocabularies as much as I could that was totally different from ‘**Comprehensible input**’. I had to focus on learning grammar, reading and spelling rather than accurate pronunciation, fluency of speech and listening comprehension. I wasn’t exposed to acquire the target language related with **Skills & Systems** at public school setting. As a result of the lack of such experience, my vocabulary knowledge tended to be limited; that is, I tended not to fully understand the phonology and the lexis, function, and discourse. I rarely acquired words incidentally to use in a practical way because I only focused on exam-related skills, with no attention given to conversation or speaking in general.

In conclusion, my experience of acquiring second language was the failure. Looking back, I feel like I can accurately conclude that learning language should not be forced to only memorize the language rules and words. The most effective way to learn a second language is by acquisition rather than by studying. Every student is different. And yet, no matter what difference my students bring to the table, hopefully I can help them to find their potential by knowing their strengths in effective teaching. I would like to be the teacher who encourage my future students to boost self-esteem and good motivation in a modern learning environment.

Words: 721