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**Essay Topic : My Experience of L2 Acquisition – a Success or Failure?**

Acquisition is a way of learning a second language after your first language has been learned. It is similar to the way people learn their first language. Also, acquisition is a subconscious acceptance of new language and goes slow to fast and permanent and retained and learning is through communication.

 My experience of L2 Acquisition is both success and failure.

In this essay I will discuss my experience from the time I first started learning English at age 14 to the time I graduated from Middle school in Korea

I started to learn English from first grade of Middle school. The teacher who teaches English to me was one of an explainer among the **Three Teacher Types.** He taught us English without any interaction and explained many things. Maybe he was lack of teaching techniques and we had a weak **rapport** and **classroom dynamics.**

Also, when he taught, he used only textbook and taught based on receptive skills same as listening and reading of **Language Skills & Systems.** It was a **Traditional Teaching** like Lecture and Teacher-Centered.

Naturally, I was not interested in learning English and didn’t like the English subject at that time.

When I became a second grade of Middle school, I met a new English teacher who teaches English to me. She taught us English through **Effective Teaching**. For example, she was very passionate and gave a positive feedback to students and communicated clearly and listened to her students.

Also, she showed many materials related with teaching English in addition to textbook and made a close and harmonious relationship with classmates through group works or many kinds of activities. For example, we discussed about one topic through group work and made a decision for the topic and present the result in front of the students and teacher. Therefore, we could make a strong **Rapport** with the classmates and also couldremember the learning things for a long time based on **Learner Retention Rates and Three Learner Modes**.

In addition, she communicated mostly through many gestures and a few isolated words because we were all beginners with regard to the **Assessing Language Proficiency**.

We took a test for 5 words every lesson so if we got 100 points, she gave a sticker and on a final day, she gave a prize to person who got many stickers. I thought that it is not difficult to memorize only 5 words so I always memorized 5 words and I got 100 points so I received the prize from teacher on the final day.

Through this way, I was interested in learning English and English became my favorite subject. In other words, my motivation and self-esteem became high and anxiety became low. This is supported **by Affective Filter Hypothesis of Second Language Acquisition**.

Specially, when the teacher taught English through music and rhythm and body’s gesture, I could concentrate on the lesson very much and could feel that it is very exciting and fun and interesting to learn English. This is related with the **Multiple Intelligence Theory**.

Also, she had an interest for our private situation for learning English and always observed each student carefully and tried to teach based on the each **Individual Learner Differences**.

Until now, I explained what the acquisition is and whether it was a success or a failure based on my experience. In conclusion, in the first year of middle school, my experience of L2 acquisition was a failure due to the teacher's teaching style same as an explainer and traditional teaching and so on.

However, in my second year of middle school, I met a different English teacher, through her different teaching skills and extraordinary passion, my experience of L2 acquisition became successful.

In conclusion, based on my experience, successful ways of L2 acquisition are as follows:

 First, form a rapport with classmates so that you can learn English in friendly and comfortable atmosphere.

Second, consider the learner's personal differences.

Third, teach as a role of involver and enabler, not just explainers.

Fourth, teach the students based on learner's level

Fifth, teach the student through modern teaching rather than traditional teaching.

Sixth, teach considering learner retention rates

Seventh, think and teach what effective teaching methods are.

Eighth, teach with the methods that motivation, self-esteem increase and anxiety decrease.

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