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**My experience of Second Language Acquisition-a Success of Failure?**

The second language acquisition refers to subconscious acceptance of a new language in a similar way with the first language. I think my second language acquisition from middle school to high school was a failure compared to the first language. First, being passive and forceful learning atmosphere, I was unable to overcome the fear of making mistakes. Second, limited teaching methodologies without considering students’ potentials made me lose interest and less motivated. These led to a lack of confidence and proficiency for expressing everything in English in the end.

Passive student participation, lecture-based class, chalk&talk/mug&jug theories, focusing on receptive skills like reading and listening are the features that we can see in the traditional classroom. Class atmosphere and the teachers that I was taught by were almost similar to the above. Thinking of the past English classes reminds me of my teachers holding a piece of chalk in one hand and an English textbook on the other hand, reading sentences and then translating them into Korean alternately with explaining grammar related to each sentence. They all gave the lecture enthusiastically but there were no classroom dynamics like discussing the topics, group activities, attractive resources, brainstorming. The explainer type of teaching style was dominating. They forced students to memorize words, grammar rules, and sentences. I remember one teacher who let the students get out of the classroom when the students didn’t do their assignment or homework and scolded the students with the corporal punishment when they didn’t get the correct answers to the questions she asked. What a disrespectful and discouraging teacher she was! I was scared, because I was like a rule-former type of learner who is very concerned about errors. It is obvious that I was neither motivated nor encouraged to learn English. I can say that my English teachers were knowledgeable about the subjects but not equipped with effective qualities as teachers. I sometimes think if they had had more empathy, patience and respect toward students, there must have been good rapport between we students and my teachers. Then I could have enjoyed myself much more in learning English.

According to Multiple Intelligence Theory, every individual has his or her own distinct intelligences that can be developed over lifetime. They are Visual-Spatial Intelligence, Linguistic-Verbal Intelligence, Logic-Mathematics Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence. I definitely agree with this theory. If I had made use of my strong intelligence, I could have acquired a second language much easier. It seems that I was more interested in the classes using bodily-kinesthetic and musical intelligence like singing an English pop song and dancing to it. On the other hand, reading, grammar, memorizing vocabularies comparatively require more of visual-spatial and linguistic-verbal intelligence, so I was less preferable to learning reading and grammar in a lecture-oriented teaching circumstance. Most of my English classes consisted of 50% of reading, 30%of grammar, 20%of listening and vocabulary. As appears by Learner Retention Rate, lecture, reading, audio-visual centered classes show lower retention rate. Judging from the Multiple Intelligence Theory and the Retention Rate, I can see that I had to relatively make more efforts to catch up the courses without falling behind, because I was less interested in reading&grammar class usually done by means of Visual-Spatial and Linguistic-Verbal Intelligence.

In conclusion, learning a second language is the most effective when we try to approach the way of acquiring rather than studying. I was taught English in a passive and forceful atmosphere in a traditional classroom by teachers who were knowledgeable but relatively didn’t much care about the efficient ways to improve students’ English ability based on good rapport. The reason I couldn’t enjoy English classes is attributed to the things above to a certain extent. So to speak, my experience of second language acquisition was a failure, which means now I am not a fluent English speaker. While writing this essay, however, I could reflect myself as an English teacher and I realized not only what the problems were specifically, what qualities I should be equipped with to become an enabler type of teacher but how much effort I have to make to meet the needs. If I keep these in mind and do my best as much as I can , I will be able to make it.