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

To begin with, let me define the term 'acquisition'. The term acquisition is defined as subconscious acceptance of knowledge. The significant process of acquisition is natural, slow to fast and enjoyable. Information is deeply stored in the brain through the usage of communication. In this sense, I will discuss that my experience of L2 acquisition was successful or not during the 8-week pre-sessional course in the English Language Study Unit (ELSU) at Loughborough University from August to September in 2005. In terms of **assessing language proficiency**, I received a score of IELTS 6.0 in 2004 and it could lead me to attend the course.

When looking back on the days, I had a good **rapport** with a teacher during the pre-sessional course. Because the teacher remembered and called my name whenever he needed my responses and it was not difficult for me to have eye-contact with the teacher during the lessons. The teacher showed students senses of respect, authenticity and empathy as **effective teaching qualities.** The atmosphere of class was positive, relaxed and comfortable as making successful **classroom dynamics.** In the very beginning of class, the teacher led students to proceed group works to find out **individual learner differences.** Concerns included age, a major of Master degree course that will start after the 8-week pre-sessional course, previous education, hobbies and interests, strengths, expectations, culture and beliefs and so on. The rest of lessons covered to learn listening, reading, speaking and writing as being called as **language skills.** In learning listening, I could improve to remember the sounds of language, in other words, 'phonology'. The lesson of reading let me remember 'vocabulary', as meaning of words, and 'grammar', as rules of language. The lesson of speaking allowed me to learn how to use words in particular situations, that is, 'function'. In learning writing, I could study the linking words and the relationship between sentences, in other words, 'discourse'. Those five terms could be called as **language systems.**

The classroom was more similar to **modern classroom** rather than **traditional classroom.** Desk arrangements were in rows and columns or clusters. Those were changeable, according to the types of activities. There were many pair and group works. I could have many chances to speak in English language. I would rather be a data-gatherer, which was a fluent communicator and sociable company, in signifying myself in the **types of learners**. In reminding activities, there were many auditory and visual learner modes. For example, a teacher let students listen to dialogue of native speakers and then students solved questions and discussed answers. But, the activities rarely used kinesthetic learner mode. Therefore, it would be difficult to say that a balance of **three learner modes** was kept and developed during the lessons. However, **multiple intelligence theory** could be applied in a more various and wide-range way by using a blend of four different kinds of intelligence. To talk about strengths, I and classmates were good at dealing with numbers, charts, interaction with others, reading

and writing stories. Thereby, a combination of logical/mathematical, visual/spatial, interpersonal and verbal/linguistic intelligence could be applied during the course.

According to **Malcolm Knowles,** adult learners were characterized differently from children. I and classmates were internally motivated, self-directed to learn and goal-oriented. Based on life experience, we could talk about many topics and controversial issues and did not mind mentoring others sometimes and putting theory into practice in doing activities. Regarding **learner retention rates,** we talked a lot and a teacher's teaching techniques were regarded as more effective so that we retained more. Thereby, **second language acquisition** could be successfully made. In applying the statement of **Stephen Krashen**, I and classmates could be exposed to comprehensible input. If 'i' indicated 'a learner's current level, then ideal comprehensible input would be 'i'+1 ie just above the current level' (Scrivener, 2011, p.128). That is, the teacher considered our English level at that time and then tried to add a bit more information on top of that every time. Also, the teacher did monitor the accuracy of our talks while, he encouraged us to improve fluency and keep positive simultaneously.

In summary, my experience of L2 acquisition could be deemed as successful, even though a balance of three learner modes was less kept and developed during the 8-week pre-sessional course in the ELSU at Loughborough University. Concerning Language and learning, this essay could help me to remind important terminologies. I think it can be applied when I become a teacher of English language as second language.

References

Scrivener, J. (2011). Learning teaching: The essential guide to English language teaching (3rd Edition), Macmillan Education; London, pp 128.

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