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My experience of L2 Acquisition – a success or Failure?

**Second language acquisition** is defined as the process of gaining the capacity and capability to perceive and comprehend a language other than the speaker’s first language. Children learn their native as well as a second language through acquisition which entails gaining abstracting structural patterns of information that enable understanding of language when repeated and internalized. In this discussion, I will present how I learned the English language. The process of learning English began when I was seventh grade when I moved to America. At that moment, my **English language proficiency** was at the beginner level since I could only understand or utter basic words for greetings.

With a deficiency in English, I was afraid of individuals who conversed fluently in English. As a new international student there were significant **individual learner differences** between my pronunciation of the basic words I learned and the right pronunciation from my American classmates. I started becoming optimistic and eager to comprehend what my classmates were talking about in their conversations before practicing how to respond and pronounce words rightly.

I would say I learned English through acquisition. **Based on the three learner methods,** I am largely an auditory learner. First, in the U.S. I lived with an American host family, which was an all English-speaking family. However, I was patient and chose to listen to them attentively. I set a goal of learning at least three complete sentences from them. The best thing is that they were understanding and always gave me sentences that I would focus on daily and review them at the end of the week. In my first year in school, I took an ESL class where I thought it would be easier to learn if I remain attentive during class lessons and when listening to classmate’s converse in English. At first, I was not bothered with how bad or broken my English was but focused on delivering the right information after listening keenly for almost a whole term. Later, I started having an urge to communicate with my classmates who were starting to become my great friends which according to the interactionist approach is essential in language acquisition (Kim, 2017). Soon, I could pronounce words correctly and could identify new vocabularies.

It was a tough time trying to get to the level of my classmates who were native speaker. However, the Language Art teacher combined both **traditional and modern teaching** skills to enable that I could follow lesson with the rest of the other students. As such, she called me often to her office to explain some texts that were assigned for reading through email and to check whether I could summarize the contents of the reading material as recommended by Chater and Christiansen (2018). The teacher had initially analyzed and categorized all learners using the **multiple intelligence theory**. With the realization that I was an auditory and visual learner, she shared with me pre-English lessons before actual class during after school to reinforce my grammar, sentence construction, and acquire essential English **language skills system**. I realized that it was my role as a new learner to build a **rapport** with the teacher and my classmates so that I could learn from them.

In senior high school, I was perfect at listening to English as I could understand all instructions written or spoken. By this time, I would not seek an explanation like before when I had my class teacher or classmate interpreting some of the instructions to enable me to answer assignment questions. As I eventually became efficient in spoken and written English including reading and public speaking, I appreciated the fact that people are pre-wired with basic elements of language acquisition in our brains(Slabakova, 2020). The teachers also used **effective teaching methods** which including allowing learners to identify their points of weaknesses in English and seek improvement by consulting course textbooks and English teachers. The techniques enabled me to realize the highest learner retention rates.This was reflected in high grade in English assessments based on course content.

Generally, knowing the type of learner one is essential in beginning the process of language acquisition. This is because individuals whether the auditory, visual or kinesthetic learner would acquire the right materials and technique to master the language. Eventually, I realized that language acquisition though a complex process is possible with dedication, will, and role models to learn from.

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Work Cited

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