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

The second language (L2) acquisition means learning a second language after a first language is already established. By the way, would it be easy to learn the second language to adults? Generally, children under the age of three or four acquire their first/native language easily in the non-teaching conditions, but adults are unable to acquire the language like the children. According to **Stephen Krashen**, adults' second language acquisition requires a conscious learning or studying process. I also learnt/studied and developed English as the second language after I became an adult. Even if it was not an easy process, I think I successfully learnt English through **modern teaching** type. In this essay, I am going to talk more about how I was able to acquire English based on various related theories.

First of all, I am going to talk about Krashen's input hypothesis. Krashen's **input hypothesis** indicates adults' second language acquisition should follow "I+1" theory model. In the input hypothesis, 'I' means the current language level and '1' represents language that is little bit more advanced than the current level. This theory explains well how I could improve **verbal/linguistic intelligence**. I have an experience learning English intensively for about 6 months before entering the University. When I started studying, my English **proficiency level** was not that much good. So, my classmates and I did a variety of learning activities in the class in order to improve the vocabulary skills. For an example, we did a game that each student takes turns talking one English word at a time. There was another rule that the students should say all the words previously mentioned before they say another new word. By repeatedly speaking out and memorizing words at the same time, I could expand my vocabulary knowledge in a relatively short time. Another factor that I could improve my vocabulary skill was **comprehensible input**. Because the words mentioned in the class were not completely new to me and I heard or read at least once, I was able to quickly familiar with the words and my motivation to learn the vocabulary quickly increased.

This experience can also be described by another theory called **Learner Retention Rate or Learning Pyramid**. The theory of Learner Retention Rate shows that learners retain approximately 90% of what they learn when they explain/teach the concept to someone else or use it immediately. It means learners can remember and/or understand well when they share or use what they learn or know. As another example, I studied my Bachelor's and Master's degree

and lived in Australia for several years. In other words, the environment allowed me to be able to actively use **four language skills**, which include reading, listening, speaking and writing.

Furthermore, how did I use the language skills? It may be supported by **multiple intelligence** theory. Multiple intelligences theory states that everyone has eight intelligences at varying degrees of proficiency. Therefore, it would be important to match optimally between an individual's learning style and the areas in which they are the most intelligent. During my university life, I made some presentations in the class about the reports/articles that I wrote and participated in a diversity of group works and group discussions based on a strong **rapport** and **classroom dynamics**. Just for reference, my **teacher types** were mostly the 'Involver' and the 'Enabler' rather than the 'Explainer'. In other perspective, I **interpersonally** communicated with other members in order to boost the effectiveness of group work/activities.

Finally, there was another thing besides multiple intelligence to enhance my second language skills. It was practical and useful feedbacks given in a timely manner. Namely, the **effective teaching** adeptly guided the course activities. Actually, it was not limited to the course activities. Even in my daily life, acquaintances and friends helped me to appropriately use English at the beginning. These experiences allowed to enhance my L2 knowledge and/or skills.

In conclusion, my L2 level has advanced since 2007 even though my L2 acquisition took years and was a quite complicated process. It was a great experience. And, I believe more useful methods of acquiring L2 will be introduced more and more in the future so that learning L2 would be easier and enjoyable in sooner or later.

Word Count: 725