My second language Acquisition

141 WD Kelly

I would like to tell you about my personal experience of second language. I started learning English as a second language for the first time when I entered the middle school. As soon as entering middle school, I started to learn alphabet letters at first and grammar, reading. The class was a very basic evel and I learned the easy greetings and self-introduction, etc. Since then, though I had learned English for about 10 years, I am still not fluent in speaking. What is the reason? I have no experience to stay abroad. I have never held a short-term language training. Are those the causes? To find the cause, I want to view and think about the whole process of learning English as a second language in the meantime.

When I recall my own teachers at school, there were little teachers whose lessons were bright and enjoyable. Furthermore teachers and students were not generally friendly. I think they didn’t try to break ice at the first class and make **the rapport** between teacher and student. They didn’t consider the students' **individual learning differences.**

This teaching method was totally **traditional ways** unlike modern ways of doing interaction with teacher and student or student and student, doing activities or a sort of debating.

In teaching type, teacher always stood in front of the students. Students were seated in a low. Teachers just only explained the meaning of words and the rules of grammar, not doing activities for comprehension. As it were, they were **explainer.** They were neither **involver** nor **enabler**. But sometimes, there were the teachers who made a group and gave a chance to students to talk a little bit.

What was worse, I majored in English literature. But the teaching method in the university also was the traditional way. Professors still lectured to students and we had no opportunity to be taught by group class or project. Even, there was no opportunity to talk lot. At that time **learner retention** of students and **multiple intelligence** was not considered at all.

After I graduated from the University, I began to learn English conversation at the institute. But then I must think about grammar and word order before speaking. I had anxiety of speaking English because I thought I should speak perfect language. But this way of learning second language did not help. Of course, my speaking ability did not come up. Besides, I tried to read the original book in English and to watch the English movie and English drama. But these were just the way of raising the ability of reading and listening. I think these ways were **receptive** language acquisition but have never been a big help to **productive** speaking and writing language acquisition.

And there are types of learning. Three main modes are **auditory learners, visual learners, kinesthetic learners**. Visual learners learn best by looking at graphics, watching a demo, or reading. Auditory learners would rather listen to things being explained than read about them. Kinesthetic learners process information beset through a "hands-on" experience. I think I've ever been in visual language acquisition mode. I have never received auditory classes and at school

According to **Stephen Krashen**, children have an easier time learning a second language, but anyone can do it at any age. It takes a lot of practice. And the best way to teach a second language is that internal motivation of the learner and the reason that the second language is needed. I absolutely agree with his hypothesis. In my second language acquisition experience, language acquisition is not successful. That is the reason why I learned in the traditional way and there was almost no chance to say with native speakers.

In occasion of my 9-year-old son, he has been seeing DVD made up in English everyday by over an hour from 6 years old. So, he does not have a fear that he speaks in English and sometimes English appears first than Korean. I think that the language is learned faster and naturally, unconsciously at younger age. In addition, a second language acquisition is not mastered by listening and reading as my failure experience.

In conclusion , I think successful second language acquisition should be taken into consideration with various aspects. First, a teacher should recognize the level and motivation of the learner. I think that is the most important thing. Second is that teaching should be done appropriate to students' learning mode. Finally, a teacher should use their teaching style for student to improve efficiency. Even if my second language acquisition is not successful, I would like to make my future students acquire English as a second language through learning Tesol.

word count : 788