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 **My experience of L2 Acquisition - a Success or Failure?**

Stephen Krashen defined that Second language acquisition is learning a second language after a first language is already established. Stephen Krashen says that they are two different types which one is acquisition type and study type. In my experience, I had acquired my second language by acquisition type. But due to my special situation, I have experienced on two different types of acquiring second language. In this essay, I will write down about my experience of second language of acquisition.

Due to my family issues, I had to move to the united states when I was 6. I remember the first time when I went to kindergarten. I barely knew how to speak my name by using English. I don't know exactly how I acquired English, but I believe that I was followed the **Natural order hypothesis** that Stephen Krashen has mentioned. I remember that I enjoyed going to school because of the atmosphere of the class. First of all, the teacher was friendly. Learning about **rapport** made me think of how my teacher helped me feel fun to go to school even though I didn't know how to speak at all. She took care of me at the beginning of the class and made the **classroom dynamic** very enjoyable. The classroom was colorful and more like a playground. Also, the teacher used the **Three learner modes** to teach the students. She prepared and used all sorts of tools to teach us new topics, and by showing us a game, she tried to make us move to participate. She was trying to motivate us by using visual, auditory, and kinesthetic. I believe that this kind of teaching developed **my intelligence of kinesthetic**. Whenever I learn something new, I feel more comfortable, and I learned quickly when I move and use my body.

After four years of staying in the states, I had to come back to Korea due to my family issues. I remember my first time going to a classroom in Korea. I could say that the Korean class that I experienced was more like a **traditional way** of studying. They were about 40 students in one classroom, and the setting was a very traditional way compare to a **modern** horseshoes classroom. It was a very teacher-centered way. The main problem for me was that the school did not **assess my language proficiency**. The school did not consider the difference between the student's level of English. For me, I felt the English were easy at that time, and I thought that I already knew what the teacher was teaching. So I could not find any interest in the class. The teacher was more likely an **explainer**(three teacher types). He never asked a question, he was very textbook heavy, and instead of S.T.T he was T.T.T style of teaching. He did not try to communicate with the students or me at all, also I did not really have a chance to interact with other students.

 Through my experience in my English class, the teacher would not use the **four language skills and systems**. He focused on only reading and listening, grammar, and vocabulary. The school was only focusing on teaching us to get scores and to take tests. Personally, I had no motivation to study in the school because my purpose in studying English was not getting a higher score on a test. My goal was to speak fluent and native. So, the traditional way of the study did not affect me at all of improving my English. Because of the experience of studying a modern type of study made me like a **data-gather type** of learner.

So it was frustrating and hard for me to change to a **rule-former type** of learner. My goal was not to get a good score on a test, so it was obvious to me that I did not have high motivation and did not succeed in acquiring second language.

To conclude, I believe that I was a success in second language acquisition when I was taught in a modern type of way even though It was not fast at the beginning. But getting taught in a traditional way made me fail to improve my English and hindered me of acquiring English.

Word count : 721