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

L2 acquisition is a process where people acquire second language in the similar way they developed their L1. According to Stephen Krashen’s **Second Language Acquisition** hypotheses, the main difference between acquisition and studying a language lies on the consciousness. Acquisition is rather a subconscious acceptance of knowledge, whereas studying is a conscious acceptance of knowledge. In regard to this theory, I would say that my L2 acquisition was unsuccessful. In this essay, I will discuss my learning experience between 2002 and 2007; which is the period, where I mostly ‘consciously’ focused in learning English: 3 years in England and 3 years in Korea.

First of all, my learning environment didn’t follow Stephen Krashen’s natural-order hypothesis and input hypothesis. The natural-order hypothesis suggests that there is a certain order in acquiring a language and the input hypothesis emphasizes that people can acquire language only when the input is comprehensible. The comprehensible input should be just one step above the learner’s current level. In reference to this, **Assessing Language Proficiency** is important. However, as I arrived in England for the first time, although I was a beginner, I was just sent to a normal school with L1 speakers, who had an advanced level of English. The classes were not just one step above my level and were definitely not taught in the conducive order. Consequentially, it made my motivation and self-esteem to fall down and raised my anxiety. Soon my English lessons were substituted with a special one-to-one tutoring, which helped me to ‘study’ English. Still, as I didn’t learn English according to the different **Language Skills & Systems**, I was very weak in producing the language. I can still hear the classmates laughing at me, when I said “thirty” in American accent; as that was what I was taught with, back in Korea. No one told me what was wrong and I had to record my voice repeatedly to study the phonology of British English.

Moreover, there were very few teachers who were considerate of what **Type of Learner** I was and what my strengths and weaknesses were. In my opinion, teachers should be always aware of **Effective Teaching**. They should be able to really listen to their students and empathize with their problems. In order to do so, they should be aware of the different **Types of Learners**, as well as the **Individual Learner Differences**. I am rather a data-gatherer than a rule-former. However, in high-school in Korea, I was not allowed to give free opinions on a matter and only to say the “right” answers. Even for the questions, where I think there could be more than just one answer, I was not allowed to list them all. Once during an English exam, I got so tensed up with the thought that I was ought to make no mistakes and ended up not answering almost half of the exam paper. As my anxiety was too high, I couldn’t read or even think properly; which didn’t help me in acquiring English.

Most of all, the **Importance of Rapport** was easily ignored. My teachers didn’t take the time to really communicate with me. In England, I was just an Asian girl who couldn’t speak English well, and in Korea, I was just a girl who could speak better English than the rest of the class. When I think back, based on the **Three Teacher Types**, most of my teachers were an explainer. In regard to the **Traditional vs. Modern Teaching**, they showed the typical features of traditional teaching. The classes were mostly just lectures. As the **Learner Retention Rates** show, I would’ve only remembered 5% of the whole class. Mainly, the classes were not interesting and I couldn’t get any motivation in learning English. English was just a subject, which I had to conquer as I had to get good grades.

My experience of learning English seems quite unique, as I could experience both only English speaking environment and a ‘proper studying’ environment. However, in both conditions I was just forced to learn English without any motivation or a goal. As a result, I somehow managed to achieve the current level in English, but sadly I never really liked the language itself or get to understand its structure. This assignment was very meaningful, as I could ponder over my past experience and realize that my L2 acquisition was a failure. Based on what I have learned, I would like to give my son a chance to really acquire English.

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