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Essay topic: My experience of L2 Acquisition – a success of failure?

How we learn a mother tongue? We acquire a mother tongue naturally and gradually through communication, not by studying. **L2 Acquisition** is a way of learning same as mother tongue after first language has been established. In this essay I would like to discuss about the reason why I had a failure experience of L2 Acquisition from the time I first started learning English at age 10 to the time I graduated from high school in Korea.

My best teacher in my life is Ms. Song who I met in primary school when I just started to learn an English. She adopted a **modern style** of teaching and had a lot of effort to **rapport** with students. She always welcomed students warmly and energetic. She believed that students have different strengths by following theory of **Multiple Intelligence** so she brought a lot of method to make all the students feel comfortable with L2 acquiring. **Class dynamic** happened in her class. Most of time we were active and leading the project in her class so that I can still remember some of the lesson I had until now supporting by **Learning Retainment Rates**. By doing it and get involved actively in class helped me a lot to acquire a L2 naturally at the beginning of learning English.

From the time I enter middle school, the L2 acquisition face difficulties. I took an English course in an academy where they only concern about grammar and lexis among those **language systems** of all. Every class I had to memorize about 200 to 250 vocabulary words after all there was immediate assessment and if I had even one single mistake, teacher did not let me go home. I went to academy 3 days a week it means that I must memorize 600 to 750 words per week. Teacher was **explainer** and spent a lot of time to talk. Students rarely talk in the class and wide our ears to listen what teacher says; **auditory** mode on. That’s why sometime I was hard to follow the lecture as I was preferred to learn with **visual** mode. Under stressful environment I was frustrated and losing my confidence then I became a **rule former.** Although I got a good score on the exam because I memorized all but not able to retain for long.

High school period I was struggling with the purpose of learning English. At that moment I decided to study abroad and was preparing an IELTS not a SUNEUNG which is an entry exam of university in Korea. In order to take an IELTS I should prepare four **language skills** which are speaking, writing, listening and reading. However, what I learnt from school was only focused on reading and listening only. One of the **6 assumptions theorized by Dr. Malcolm Knowles** is relevancy. However, what I learnt from school was not relevant with my situation and did not match with my personal goal. Also, no matter you were bad at English or good at English we were taking a same course in school as we do not take **assessing language proficiency**. I was bored with lesson because it did not match with my level. On the contrary it was hard to prepare an IELTS. Specially speaking was disaster. Because I rarely have an experience of speaking in English so when I tried to speak some sentence, I had to translate L1 to L2 in my head. Then monitor was on to judge whether I had an accurate grammar or not.

To sum up with the beginning of time I started learning English I had a succeed moment to acquire of L2 however time goes by I started to face a failure and end up with not succeeding of L2 acquisition. Although I had a failure experience, however it gave me an idea of what is the **effective qualities of teaching**. As an English teacher, I will help my students to be motivated and offer them stress-free environment and make them confident so that **affective filter** does not disturb on L2 acquisition. **Comprehensible input** will be given to students considering with **natural order hypothesis.** At last Knowing students’ **individual learner differences** I will make a good rapport and be **EAR**; Empathy, Authenticity, Respect with them.

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