Essay Topic: My experience of L2 Acquisition – a Success of Failure

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Learning a language is always a hard task especially when we are trying to study second language.

There are some different effects on leaning between acquiring a language and studying it.

L2 acquisition means learning L2 after your L1 language is established in a way similar to how we got our L1 language.

In this essay I will discuss my experience from the time I started learning English at age 6 to 9 which was the time at US and came back to Korea.

I succeed in acquiring English from US elementary school experience.

When I was in US, my class was a **modern class room**. The setting was mostly in a horse shape.

For activities, everyone had to come up to the front which means the class went on without a desk.

From this **classroom dynamic,** I felt comfortable and had chance to communicate with both teacher and friend. I once had no clue why we were coloring a palace, but all of the sudden I was standing in front of the class explaining how china’s palace had this shape in English.

This knowledge also, came up from the video we watched the other day relating to Chinas history.

It actually touched my **visual spatial intelligence** since I have better understanding watching somethings.

This **rapport** helped me relax so that I can concentrate on all activities for that lesson.

Not only the relationship with people in my class was good, also the result of my knowledge and words that were coming up from my mouth was not that hard.

In this class room the teacher didn’t explain much. She was an **involver**. For activates, she showed some samples and made groups of students to make their own story with some material she prepared. While students were making the story, she moved around and gave some hints and talked with us.

As a result, I became a **data gather** by communicating with friends about the tasks. We taught each other about the topic and task which made my **retention rate** high. This was possible since I have big proportion of **interpersonal intelligence** placed in me.

Modern class touches students multiple intelligent. This leads student’s interest and naturally gain their language ability subconsciously.

Living in US itself was a challenge for acquiring L2 for me.

Since I had to enter English school, my **language proficiency** wasn’t **assessed** exactly right, however, progress had been made through using English everywhere every day.

I personally agree with **Krashen`s theory** by my experience in English school.

For acquisition to occur, **Natural Order Hypothesis** and **Input Hypothesis** is important.

I couldn’t watch any of Korean TV programs at that time. Even though the cartoons were none subtitled I had fun watching it with my friends and doing exercises in real life such as ordering MC Donald’s, gave me a comprehensive input.

Entering English school, I think there was two important things that made me use English like my first language all of the sudden. Firstly, I already knew Korean words so I could compare with English and understand to definition from those activities. Secondly, students were also 6,7years old which is the time where language as L1 is naturally acquired. I think I was at the right time for **Natural Order of acquisition** to happen in my brain.

As far as I can recall my time in US, L2 acquisition defiantly happened to me. Even though I didn’t study, memories all the words or teacher giving lecture base class, I could speak and write.

I always couldn’t explain the difference between me and my Korean friend’s English skill.

They were very good at vocabulary and grammar whereas my pronunciation and speaking was better than them. Now I know that my pronunciation and speaking skills was acquired from my US experience and environment.