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My experience of L2 Acquisition – a Success or not?

What second language acquisition literally means the learning or developing of a second language, so at first, from the learners’ perspectives, this simple, yet ambiguous definition may cause some confusion with another way of learning a second language, which is ‘studying’. However, according to what I learn from **one Hypothesis by Stephen Krashen**, the acquisition is different from the studying and built up by the various comprehensible inputs and the subconscious acceptance of knowledge. With this Hypothesis, I could say my second language acquisition wasn’t a success. So, I’d like to share my story from the time of my middle school student to the time I graduated from high school by elaborating on why my past academic environment negatively affected my second language acquisition and how my **Type as a Rule-Former** was developed and defined.

In 1980s, there was no doubt that the commonly used way of learning a second language was based on the **Traditional Teaching** because at that time, all the classes including the English class were designed to fit into the educational system targeted to a college entrance examination, not to foster the data-gatherers, nor to make students practically utilize a second language in their future life. It was all about the scores for the examination to the teachers, to the parents and even to the students. So, this traditional teaching way allowed me to study and develop only a few of **Language Skills and Systems** like the reading, the grammar, and the lexis. This limited development couldn’t fulfil all prerequisites to ‘acquire’ a second language in an effective manner. Also, what I gained from this traditional teaching was way far from what I could have expected from the modern teaching where all the attributes for second language acquisition could be nurtured. I feel very sorry to realize that the weak **Rapport** between my teachers and me back then, which was one of the serious side effects from this Traditional Teaching didn’t establish a **Classroom Dynamics** at all and my teachers were not definitely the involvers, but just the explainers. All I had to do was just to take English classes in a tense and very quiet atmosphere like “silence is golden” and I as a student couldn’t expect any **Effective Teaching** from my teachers. Therefore, let alone my teachers’ lack of acknowledging the **Individual Learner Differences**, even some of my strengths presented by the **Multiple Intelligence Theory** and my preferable **Modes** were totally ignored and never considered as the great boosters of second language acquisition under this unfavorable educational environment. As the result, it goes without saying how difficult I found it to use my English skill as fluently and proficiently as I expected it to be after I started working for a field where fluent English skills were required. Speaking of my expectation, my desire from ‘studying’ a second language back then was to be fully equipped with all 4 language skills. However, the ‘studying’ could not just fulfill my desire. The **Learner Retention Rates** proves that it was so natural for me to struggle with my humble English speaking and listening skills, but of course I didn’t realize it back then because I didn’t know there was another way to learn, and I just blamed my incompetency and my poor talent a lot for the stagnant level of my English skills and the affective filter ended up getting in the way of my English improvement.

In a nutshell, my experience confirms of a ‘failure’ of a second language acquisition. It would be no exaggeration to say that I am one of many victims of the absurd educational system and at the same time, a witness who can give testimony of the negative consequences brought by my previous way of learning a second language. However, since now I can figure out the big differences between two ways of learning a second language, which way that I have to take and how to make my future students recover their self-esteem, so more than anyone, I can give them a ‘real’ opportunity to acquire a second language in a zero anxiety environment and I am very confident to meet the expectations that my future students must have and to contribute to taking out their potential for the second language acquisition. Speaking of my ‘future students’, yes, I’m determined to become a helpful teacher as my second career life.

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