**My Experience of Second Language (L2) Acquisition**

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My second language is English. Was my second language acquisition successful or failed? I think it was not a complete failure.

When I first met English, I was in the first grade of middle school. Korea's ordinary classroom in the mid-1990s, nearly 50 students sat side by side in a row, typical of the **Traditional Classroom**. I started to learn the basic English alphabet for the first time and my teacher gave English class that explained only by grammar. They kept writing and explaining grammar on the board, and students only took notes without asking questions or saying anything. I thought students, including me, used only **visual** and **auditory** and they didn’t use **kinesthetic**. Among language skill, only listening and reading were done. There were few speaking and writing. Of course, a little speaking was done in an hour a week with a native English teacher, but there was no interest in it for me. I think it is because I have already been accepted English as a study, not an acquisition. From my experience, it seems that the important thing is that when someone first met a second language, I think it could have been better teaching that the teacher approaches students with the concepts of **visual**, **kinesthetic** and **musica**l etc. so that everyone knows the **multiple intelligences**.

The situation had been similar in high school. Even I just didn't have anytime with my native English teacher without studying an hour a week. All the English teachers were The **Explainer**, so the students, including me, remained as **rule-formers**. According to **Learner Retention Rates**, I think I had only 5% effect because I only used the **lecture**. So after 6 years of English class from middle school to high school, I think I know little English and can't speak a word out of my mouth.

When I was in my early 30s, I started to speak English again. Since I worked at a guest house in front of Incheon International Airport as a staff, I have often met with Native. Of course, my English skills did not suddenly increase, but I started to guide them and sometimes make simple jokes. It seems to be the use of **interpersonal** and **intrapersonal** in **multiple intelligences**. Through many repeated conversations with them without any other grammatical study, simple sentences began to come out without thinking. I think it was simple **monitor Hypothesis**, said that the sentences used repeatedly without question whether they fit the grammar or not. I think I've gained a little confidence here. By repeating the same sentences when teaching other students over and over again, if they start with one or two sentences and come out without thinking much about it, it repeats and I think it will definitely work if I say many sentences.

Then there was a time when I was in Paris for about four months. Although I did not meet Native there, I used English more often than when I was in Korea. Of course, I used a simple sentences in English everyday. And I think I carefully listened to what they said when they ordered at a cafe or at a restaurant, and then followed similar sentences. I think **input Hypothesis** was used**.** And then when I was talking in English at paris with other people who are not native speakers, I or they did not care about whether this is right or not grammatically. I just thought that it was fine, we could just understand meaning of each other. So I was able to speak English more no grammatically. I don't think it was good to do too much think in your head before speaking in English.

In the course of language acquisition, it was a little more interesting and easier to access English when I was a **Data-gathere**r than when I was a **Rule-former**. And it affected whether we could continue to be interested or not.

The teachers I mentioned earlier in my middle and high school were The **Explainers** in the **Traditional Classroom**, but the people who made me think about English later on came to me a little more **involer**’s feeling in a **dynamic** atmosphere, like the **dynamic** **classroom**.

So I don't think it was a complete failure.

When I become a teacher, I think the appearance of I**nvolver** who sees students more carefully and listens to their things and asks their **multiple-intelligences** with my experience.

Words Count : 735