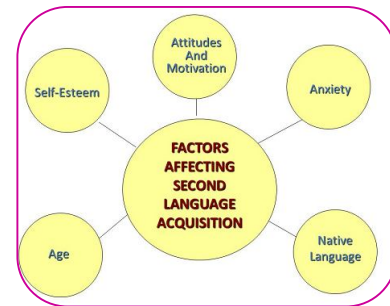




SECOND LANGUAGE ACQUISITION AND ITS AFFECTING FACTORS

Dr. S. Abdul Jabbar

Assistant Professor , Dept Of Edu & Training ,
Manuu,Hyderabad.



ABSTRACT:

Second language acquisition for a learner who has been in a multilingual arena poses amalgamation of different thought that trigger his or her learning processes and factors which are either chaotic in a sense that a learner may have been demotivated by an environment where he or she is being spun off or possibility or an outcome or breakthrough by which a student could have his or her second, third and fourth languages. Through this article I would like to furnish an information about second language acquisition and its effecting factors keeping mind that after comprehending or sensing, we might have a view on these so that being a teacher idea penned down here can have to practise and a learner shall have a paradigm where he or she should not be lacking behind in having his right of learning other languages rather than his mother tongue.

KEY WORDS: - Second language acquisition, factors; age, motivation, personality etc.

INTRODUCTION

Language is one of the main components of the society and is shown the culture of the people who speaks it. People who verbalize more than one languages are pertinent because they could colligate people of different cultures and landscape. To fulfill or capable of having job opportunities that is available needs to have required a guy who mouth foreign languages and he could travel anywhere in the world with no trouble of any kind exclusively related with language.

Most children ,nowadays, however when they are so young even without sensing the value of it in school where part of its syllabus, are learned very instantly than other relevant part of curriculum. Therefore, it is a major duty of a teacher to motivate and guide them so that the society where they hail could reduce rate of educational unemployment entirely in the discipline of language. Phenomenon of second language acquisition can be encountered around the world and in every walks of life. The pursuit to learn second language is because of the changes of life style and growing ubiquity of international travel and that may generate the interest in learning new languages.

SLA is study process of learning language other than ones mother-tongue or native language. Second language acquisition means learning a language of great dominant in his country. Learning as we know it is a conscious processes requires to have effort or attempt and formal system whereas there is no endeavors and formalities ought to have to have been acquiring first language. It is typical tidings that learning second language heavily or extensively depends on both learners himself and circumstances in which he or she lives in. Here two interrogations are being rooted or derived that are :What factors in their learning second language are affected more often than others? Which factor that would outcome mostly on acquisition of second language?

Many factors that are intrinsically being affected as well as extrinsically in second language learning have been a pivotal discussion among educationalist and language expert and here major of them, when as

far as effect that frequently occurs while the learners in the process of acquiring skills and vocabulary concerned, they may directly or indirectly have their determined. The first aspect of internal factor, that is learners personality traits; introvert and extrovert, is his personality, however, the magnitude of effect likely to be obviously interchanged. Anxiety of a learner is a pertinent factor that quite possibly hinder or hamper the learners and which always would associate with negative feeling, uneasiness, tensions etc and hence anxiety can be likely to have badly deteriorate rather in language class room are orientation anxiety: Will I understand or comprehend what is going on? acceptance anxiety: Will I be accepted liked, wanted, and acknowledged? and performance anxiety: Will I be possibly able to do or perform what I have come to learn? Here we shall discuss some factors that have been either positively or negatively influencing on second language acquisition.

The native language (L1)

Recent research findings shows that cross linguistic transfer, Krashen, a renowned, linguistic confirmed that transfer in the area of syntax, semantics, phonology and morphology can be possible and knowledge that which we have on our mother tongue however could be influenced vividly while learning second language and more likely to have effected more in languages which are more or less same in their with their mother-tongue structure, phonology etc than those which is not much similar. It is quite evident from the research findings Al-Nofaie, 2010, Kim, 2011, Mahmood, 2006) that the positive transfer of L1 skills to L2 can be clearly possible.

Age of the learner

Age is one of the most powerful determining factors that determines second language learning and it is empirically proved that children are better at language learning than adults, however, research found that learners who begin their learning either second or foreign language as children achieve a more native-like accent than those who start later in their adolescence (Oyama 1976). The recent studies results note that concerning the age factor were perfectly effects and influences the period of starting nevertheless, there is a relationship between the rate of learning and the age of the learners. Anoma (2005) and Fakeye (2005) in their research found that age, intelligence and personality of a learner directly influence on learning English as a second language. There are the some of the factors associated with age of the learner which are obviously or evidently effective when the learner who kick off to learn second language after being acquired first language successfully. The role of social experience is an attribute which plays a pivotal effects in learning second language as universal property or innate capacity of language pre programmed in children, unless this skill is being utilized or used there would no child be getting to have been learned other language quite rather than his or her mother tongue.

The role of natural ability

We are born with innate capacity to learn languages therefore the children begin to learn their mother tongue more or less same pace whether their mother-tongue may English, Malayalam, Arabic, Tamil, Kannada, Telugu etc. Children anywhere in the world seems to have been mastering their basic phonological and grammatical operations around when they reach 5 or 6 years age. Metalinguistic awareness and cognitive process after successfully having in their mother tongue, if he or she needs, could be transferred. Approximately 6000 languages spoken in the world, all most all of them have been learned as second languages by some portion of their speakers.

Intelligence level of a learner

Intelligence can be defined herein terms of linguistic and it is fact that for successive in life and learning there maybe positively correlation with intelligence. The studies on intelligence show a strong relationship between intelligence and acquisition of second language as far as academic skills of a learner is

concerned, and whose IQ level higher achieves better results on language performance. Same would be encountered or proved that intelligence can predict the rate and success of SLA in the formal language classroom. The ability to perform well in standard intelligence tests correlates highly with school related second language learning. Thakur (2006) after his research it is concluded that there is relation between academic achievement and intelligence.

Learning styles

Learning style can be described as the characteristic cognitive, affective, and physiological behaviours that shows comparatively stable devices of how learners perceive, interact with, and respond to the learning environment. Learners' learning styles can be influenced or determined by many factors among which are their genetic background, their culture and previous learning experience etc. Students learning style in the class would be differed according the learners context of the learning take place and is apparently believed to have depended on the teaching style of the teacher, strategy what he or she adopts in the class room; child centered or teacher centered. Brown (1994) states that neither of styles decides about success or failure in the language learning and both types of learners or classroom can achieve a lot but in the appropriate conditions of learning. A learner who is more sensitive in language learning skill may spontaneously learn ignoring the way he is being taught in the class room, nevertheless, some who is not capable of having learned the things what he is being taught in the classroom may vividly have discouragement from parents, society as well as from friends. For instance, when we start talking in English we will have negative motivation from our society, family and friends terming him that 'you are so and so'

Motivation level on second language learning

As we know motivation is one of the most important factors in second language acquisition and is obvious that learners who want to learn are likely to achieve more than those who do not. Types of Motivation: Intrinsic or extrinsic, would be either effects one there is former could exclusively helpful when he or she tries to learn a language rather his mother-tongue more often than a learner who is being motivated by external sources like society, teachers, parents and friends. Thus a learner while he has been in situation where he himself will sense the pertinent of having one more language in his pocket more than what he has and there is no external force needed to have been a source of inspiration. Notwithstanding the extrinsic motivation neither can be neglected or the role of teacher on whom a learner is motivated yet there is one who is being once motivated shall have a habit of creating self-motivation in himself or herself so that an opportunity he gets may probably tense him. Society is having a key to play on its individual's second language development either providing facilities that would encourage him to have more language sensitive so that the benefits what an individual possess shall have a good predictor in his society where he is rooted through or positively motivating by mouthing a fascinating or amazing word that might be 100 times more than a library where it is stationed at very centre of that society where he resides.

Anxiety of a learner

Anxiety is an crucial aspect of personality that affects while learning a foreign language and second language learning. Anxiety of a learner is negative trait that may evolve so long as a learner in a such a corridor or environment where he or she has been in a alarming mental stage that is, scientifically proved that he or she would be not flexible in doing an assignment that a typical learner of a class room supposed to do, however, a learner of who has anxiety either in learning second language or foreign language might be from a social or family background where he could not have an avenues or chances thereby he could reduce the burden of learning second or third or fourth languages as well. Anxiety that is being created by his family or society in this case the learner himself would not be responsible on the mistakes that what he is committing both in the class room as well as off the class room, where a learner is expected to have shown

the practical knowledge of what he had in the class room or his experiment field where he experience the feeling of freedom,citizenship and individuality.

Personality of a learner

Personality of a learner which effect the acquisition of second languages is indeed research oriented fact and whatsoever his personality may be whether introvert or extrovert,anxious or more anxious, having risk taking ability or not ,empathetic or not and being self esteemed or not being self esteemed.Meantime, as a teacher it is ought to be acknowledged that a learner under his supervision if he has been in the class room or off the class room should not have been introvert unless he or she has had major heredity related obstacles.An ideal or sensational class room needs to have a learner who is to have involved group activities,collaborative discussions and peer tutoring so that the environment that is expected to have from a growing or motivated class room will triumphantly produced or carved out.

CONCLUSION

It is known that children with general faculties and through normal environment easily master their native language whereas it is hardly or rarely happens the learning of a second language.In order to figure out the key issues in learning second language, SLA researchers have had found that some individual social and psychological factors of a learner could influence when they initiate their second language acquisition meanwhile there is no well defined or pinpoint reasons or ground for impediments or obstacles in second language acquisition that learners may have felt in their learning quite some time after first language being learned and how and why does it trigger need to be researched so that the real factors and how they effect on second language as well as foreign language may empirically and scientifically be proved henceforth linguist, psychologist and educationalist can have apparent conclusion on second language learning and its affecting factors.

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