

RESEARCH ARTICLE

**PSYCHOLOGICAL PROBLEMS IN ACQUIRING SECOND LANGUAGE****Smt. S.R.KULKARNI**

Research Scholar, Department of Linguistics

Dr.R.C.Hiremath Institute of Kannada Studies, Karnataka University, Dharwad

**ABSTRACT**

It is a known fact that English has become a Lingua Franca in the globalised world. The global spread of English to both developed and developing countries resulted in the need to learn the language of wider communication. The main issue of this study is to contribute to the understanding of the connection between learners, the sociological and psychological context in which languages are learned, and the attitude and motivation toward language learning. The psychological and sociological factors play a vital role in acquiring second language. This paper tries to focus on the factors that are responsible in learning a second language. Some of the factors are knowledge structures, language transfer, aptitude, age, motivation etc.,

Keywords: psychology, attitudes, motivation, English Acquisition, language.

Article Info:

Article Received:12/06/2014

Revised on:21/06/2014

Accepted for Publication:23/06/2014

INTRODUCTION

Once independence was gained and the English were gone, the perception of English as having an alien power base changed; however, the controversy about English has continued to this day. English now has national and international functions that are both distinct and complementary. Only about three percent of India's population speak English, but they are the individuals who lead India's economic, industrial, professional, political, and social life. Even though English is primarily a second language for these persons, it is the medium in which a great number of the interactions in the above domains are carried out. Having such

important information moving in English it is often not appreciated by Indians who do not speak it, but they are relatively powerless to change that. English confers many advantages to the influential people who speak it -- which has allowed it to retain its prominence despite the strong opposition to English which rises periodically. There are so many factors that affect the teaching-learning process in India. The students in India can be categorized into two; the one is having the regional language as medium of study from the primary level and the other is having English as the medium of study. Hence, the problem of teaching English as a second

language, to the Indian students starts from the pre-schooling.

Further environment and family background play vital role in success of learning process. For example, countries like India, where majority of the people are farmers, have the poor background in education. Moreover, the income of majority of the families is not adequate. Hence, the parents are not interested in giving good education background to their children. In contrast, they are willing to engage the children in some jobs in order to earn money. This is the very basic reason and the affecting factor in teaching.

In Schooling Second language acquisition or second language learning is the process by which people learn a second language in addition to their native language(s). "Second language acquisition" refers to what the learner does; it does not refer to what the teacher does. "Second language acquisition research" studies the psychology and sociology of the learning process. Sometimes the terms "acquisition" and "learning" are not treated as synonyms and are instead used to refer to the subconscious and conscious aspects of this process respectively.

"Second language", "target language", or "L2" are used to refer to any language learned after the native language, which is also called "mother tongue", "first language", "L1", or "source language". Second language acquisition also includes third language acquisition/multilingualism and heritage language acquisition. Second language acquisition may be abbreviated as "SLA", or "L2A", for "L2 acquisition".

A distinction closely related to that made by Krashen (1982) between acquisition and learning is one between implicit and explicit linguistic knowledge. Learners gain implicit knowledge by processing target-language input without consciously giving attention to acquiring the forms and structures of the language. On the other hand, learners get explicit knowledge of a language when they process language input with the conscious intention of discovering the structural rules of the language. A distinction between the implicit learning involved in acquiring a first language (L1) and the mix of implicit and explicit learning that takes place in L2 acquisition has been one analytic route for

understanding the virtually universal success of L1 acquisition versus the more limited success of L2 acquisition among adult learners (Hulstijn, 2005). Ellis (2005) has found empirical confirmation for the distinct constructs of implicit and explicit language knowledge.

Further, Bialystok and Smith (1985) make another distinction in explaining how learners build and use L2 and interlanguage knowledge structures. They argue that the concept of interlanguage should include a distinction between two specific kinds of language processing ability. On one hand is learners' knowledge of L2 grammatical structure and ability to analyze the target language objectively using that knowledge, which they term "representation," and, on the other hand is the ability to use their L2 linguistic knowledge, under time constraints, to accurately comprehend input and produce output in the L2, which they call "control." They point out that often non-native speakers of a language have higher levels of representation than their native-speaking counterparts have, yet have a lower level of control. Thinkers have produced several theories concerning how learners use their internal L2 **knowledge structures** to comprehend L2 input and produce L2 output. One idea is that learners acquire proficiency in an L2 in the same way that people acquire other complex cognitive skills. Automaticity is the performance of a skill without conscious control. It results from the graduated process of proceduralization. In the field of cognitive psychology, Anderson (1992) expounds a model of skill acquisition, according to which persons use procedures to apply their declarative knowledge about a subject in order to solve problems. On repeated practice, these procedures develop into production rules that the individual can use to solve the problem, without accessing long-term declarative memory. Performance speed and accuracy improve as the learner implements these production rules.. This evidence conforms to Anderson's general model of cognitive skill acquisition, supports the idea that declarative knowledge can be transformed into procedural knowledge, and tends to undermine the idea of Krashen (1982) that knowledge gained through language "learning" cannot be used to initiate

speech production. Perhaps **certain psychological characteristics** constrain language processing.

Attention is the main characteristic that determines the success or failure of language processing. Schmidt (1990) states that although explicit metalinguistic knowledge of a language is not always essential for acquisition, the learner must be aware of L2 input in order to gain from it. In his "noticing hypothesis," Schmidt states that learners must notice the ways in which their interlanguage structures differ from target norms. This noticing of the gap allows the learner's internal language processing to restructure the learner's internal representation of the rules of the L2 in order to bring the learner's production closer to the target

Language transfer:

Language transfer typically refers to the learner's trying to apply rules and forms of the first language into the second language. The term can also include the transfer of features from one additional language to another (such as from a second to a third language), although this is less common. Transfer is an important factor in language learning at all levels. Typically learners begin by transferring sounds (phonetic transfer) and meanings (semantic transfer), as well as various rules including word order and pragmatics. As learners progress and gain more experience with the target language, the role of transfer typically diminishes. Language transfer specifically refers to the linguistic parameter settings defined by the language universal. Thus, "language transfer" is defined as the initial state of second language acquisition rather than its developmental stage.

Individual variation

Research on variation between individual learners seeks to address the question: Why do some learners do better than others? A flurry of studies in the 1970s, often labelled the "good language learner studies", sought to identify the distinctive factors of successful learners. Although those studies are now widely regarded as simplistic, they did serve to identify a number of factors affecting language acquisition. More detailed research on many of these specific factors continues today

Language aptitude:

Language aptitude have proven extremely effective in predicting which learners will be successful in

learning. However, considerable controversy remains about whether language aptitude is properly regarded as a unitary concept, an organic property of the brain, or as a complex of factors including motivation and short-term memory. Research has generally shown that language aptitude is quite distinct from general aptitude or intelligence, as measured by various tests, and is itself fairly consistently measurable by different tests.

Language aptitude research is often criticized for being irrelevant to the problems of language learners, who must attempt to learn a language regardless of whether they are gifted for the task or not. This claim is reinforced by research findings that aptitude is largely unchangeable.

Age:

It is commonly believed that children are better suited to learn a second language than the adults. However, general second language research has failed to support the critical period hypothesis in its strong form (i.e., the claim that full language acquisition is impossible beyond a certain age).

Strategy use

The effective use of strategies has been shown to be critical to successful language learning, so much so that Canale and Swain (1980) included "strategic competence" among the four components of communicative competence. Research here has also shown significant pedagogical effects. This has given rise to "strategies-based instruction."

Strategies are commonly divided into learning strategies and communicative strategies, although there are other ways of categorizing them. Learning strategies are techniques used to improve learning, such as mnemonics or using a dictionary. Learners (and native speakers) use communicative strategies to get meaning across even when they lack access to the correct language: for example, by using pro-forms like "thing", or non-spoken means such as mime. Communicative strategies may not have any direct bearing on learning, and some strategies such as avoidance (not using a form with which one is uncomfortable) may actually hinder learning.

Learners from different cultures use strategies in different ways. Related to this are differences in strategy use between male and female learners. Numerous studies have shown that female learners

typically use strategies more widely and intensively than males; this may be related to the statistical advantage which female learners enjoy in language learning.

Affective factors

Affective factors relate to the learner's emotional state and attitude toward the target language. Research on affect in language learning is still strongly influenced by Bloom's taxonomy, which describes the affective levels of receiving, responding, valuing, organization, and self-characterization through one's value system. It has also been informed in recent years by research in neurobiology and neurolinguistics.

Affective Filter: If a student possesses a high filter they are less likely to engage in language learning because of shyness, concern for grammar or other factors. Students possessing a lower affective filter will be more likely to engage in learning because they are less likely to be impeded by other factors. The affective filter is an important component of second language learning.

Anxiety:

Although some continue to propose that a low level of anxiety may be helpful, studies have almost unanimously shown that anxiety damages students' prospects for successful learning. Anxiety is often related to a sense of threat to the learner's self-concept in the learning situation, for example if a learner fears being ridiculed for a mistake.

Personality Factors

Studies have shown that extraverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people). Extroverts will be willing to try to communicate even if they are not sure, they will succeed. Many of the students would avoid interaction with the native speakers at all costs, while others jumped at the opportunity to speak the language. Those who avoided interaction were typically quiet, reserved people, (or introverts). Logically, anxiety will cause students not to try and advance their skills, especially when they feel they are under pressure. Just the lack of practice will make introverts less likely to fully acquire the second language.

Motivation

The role of motivation in Second Language Acquisition has been the subject of extensive

scholarship, closely influenced by work in motivational psychology. There are different kinds of motivation; these are often divided into types such as integrative or instrumental, intrinsic or extrinsic. Intrinsic motivation refers to the desire to do something for an internal reward. Most studies have shown it to be substantially more effective in long-term language learning than extrinsic motivation, for an external reward such as high grades or praise. Integrative and instrumental orientations refer to the degree that a language is learned "for its own sake" or for instrumental purposes. Studies have not consistently shown either form of motivation to be more effective than the other, and the role of each is probably conditioned by various personality and cultural factors.

Some research has shown that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation. Thus motivation is not fixed, but is strongly affected by feedback from the environment and peer group.

CONCLUSION

Factor Which Affect Language Learning Process, such as internal and external factors facilitate the learning of the target language by the language learner. All language learners, needless to say, fulfill factors which affect language learning process. Since the factors like physical, psychology, exhaustion, family factors, school factors, social factor, etc. Affect the way in which language learners learn the target language, it is reasonable to support all language learners must fulfill all that factors to become successful learners. Another is successful learning centers require good classroom management and well known rules and procedures. A productive learning environment will take time to implement. The teacher may have to call the whole class together regularly in the beginning to ensure that all rules and expectations are being adhered to. Remember, think big but start small. Introduce a couple of centers per week. Finally, one of the most important things is never an individual endeavor, and neither is teaching. Although teachers can feel quite isolated into their classroom, it is important to remember that openness, collaboration and sharing

are the keys to enrich your teaching and your students' learning.

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