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THE MAJOR ISSUE AND STRATEGY IN THE SECOND LANGUAGE TEACHING IN A MODERN EDUCATIONAL SYSTEM

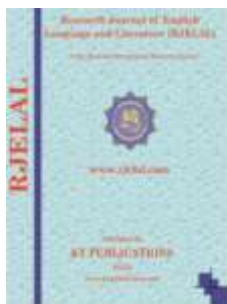
AYESHA AKTAR

Lecturer in English, Department of English, Asian University of Bangladesh (AUB)

House-25, Road-05, Sector-07, Uttara Model Town, Dhaka-1230, Bangladesh

Email- ayeshaaktarusha@gmail.com

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ABSTRACT

The research areas of the second language acquisition are now playing a fundamental part for foreign language teaching and learning. The new area just brings various key issues that can change the second language teaching and learning, in this substance the mother tongue, personality, input and intake, cultural factors are few issues are vital from the learner's point of view. The teaching mythology used in the second language acquisition and structural facilities of the educational institution also a vibrant agent for successful second language teaching. The syllabus, modern teaching strategies and classroom environment for the student related to research has developed this new sector of education. The key issues of this sector have identified various hesitation and barriers to the teaching and learning process.

Keywords: Second language acquisition, key issues, strategies, Direct Method, Mother tongue.

Introduction

The Second language Acquisition is always a matter of great concern in teaching and learning, from the ancient time to present situation learning and teaching a Second language (L2) deals with various key issues that actually determined the Success rate of the Second language (L2). With the advancement of modern educational psychology and the study of linguistics, various key issues of the Second language (L2) Acquisition come in front as influential factors in this sector. So many linguists just maintain a document for the chronological development of bilingual language acquisition. To teach the second language properly linguists sometimes used theories of general psychology rather than any specific theories of second language learning or language acquisition in general. In the

early 1960s, all the educationists and researches combine the psychology, linguistics and language teaching fields together and make a strong ground for Second Language Acquisition (SLA). This paper has tried to give some idea of the richness and depth of SLA research today, partly to compensate for the impression the field often gives of being obsessed with minutiae of syntax. Its worthy attempt to establish itself as an independent discipline has resulted in it being isolated from contemporary developments in language teaching, linguistics, and psychology. The feedback into these disciplines is the message that people who know two languages are not exceptions but the norm, both in terms of their numbers and in terms of the human potential to learn more than one language; the study by saying monolingual first language

acquisition depends on realizing that many children are bilingual and that all children could be bilingual; a second language is not an afterthought but a core element in human existence. In the process of learning and teaching Second Language mother tongue may have a negative impact on it, motivation can really enhance the rate of Second Language learning and teaching.

Literature Review

Optiz and Degner. (2012) said that L2 learners have a tendency to connect L2 to L1 emotionally if L1 support more emotions learning L2 and became bilinguals easily.

Mollica, A. and Neussel, F. (1997), represented that the good Second Language learners often use positive learning strategies; good language learners always practice L2 in real-life communications.

Billiet, Maddens, and Beerten (2003) presented the idea that to teach the foreign language for children it should start in an early stage of age, but it may cause a problem in national belonging feeling. Early age help children grasp the language better.

Terrell (1977), find out that so many other factors out the cognitive process, among other factors self-esteem, play a crucial role in L2 learning and teaching process.

From the literature review, it indicates that all the works of other researchers or the articles are based on only one or aspect of Second language Acquisition or with only strategies but not with various factors. So it is very important to study the various factors together and focused on the entire Second language Acquisition study. The whole study of various factors will clarify the main concern of Second language Acquisition.

a. Objectives

- a) To find out the influential factors of second language teaching and learning.
- b) To identify the strategies in second language teaching and learning.

- c) To ascertain some methods in second language teaching and learning.

Methodology and importance of the Study

This is Secondary research, where all the information has collected from existing books, journals, articles, websites and research publications and so on. This research is an attempt to identify the various reasons for the Second language Acquisition's success rate. This could use as a document and attempt to find out the various situations of learning and teaching the Second language.

This issue some time facilitated second teaching and learning or some ways created barriers. The major issue that widely influences the teaching English as a second language is the followings. According to Rod Ellis (1985), Second Language Acquisition includes a few major key issues, such as:

Brown, H. D. (1980), points out that the role of mother tongue or first language (L1): It generally assumes that teaching English as a Second language (L2) is influenced by First language or mother tongue and it has a negative influence on English language learners. Language transfer occurs when learner tends to transfer the knowledge of L1 in their L2. If the L1 and L2 are very close in nature, the L1 would actively support L2 learning, but so many dissimilarities cause in problem in learning. In Universal Grammar theory Noam Chomsky said that there are core and language-specific rules in every language. When a learner finds that L2 rule is not like a universal rule, then the learner tries to interpret it with the L1.

Second language users have a slightly different knowledge of their first language. The common notion is that L1 will have an influence on L2 but now in research, it also sees that L2 influence the L1. In pro-drop languages likes Italian, this language does not require subject in each part of a large conversational sentences, so foreign students with pro-drop L1s when they completed a study in England, returning to their homeland and when they speak the mother tongue they find that subconsciously they are using more subjects in the

sentences (Cook, 2003). In the case of Japanese speakers who uses English, they used subjects too much and they find it very natural (Cook, Kasai & Sasaki, 2005). So many other researches also shown that language others factors like intonation (Mennen, 2004), voice onset time influences by L2 (Zampini & Green, 2001), the pragmatics that means speech act, conversational implicates can influence through L2 (Pavlenko, 2003). A speaker who uses another language cannot remain a pure speaker for his / her mother tongue and subconsciously with L2; they created a new version of their mother tongue (Cook, 2003).

Second language (L2) users have greater effectiveness in their first language. If someone learns L2 then it may also change the ability to use L1 language. Distinguish linguists believe it is a general effect which enhances the ability to use the language better so learning L2 may have some special or specific impact on L1. For this we may present two examples, few Hungarian where learning English became a better essay writer in their L1 language, but those students who never learn any second language, they don't show much development (Kecskes & Papp, 2000); then few English children took lessons of Italian regularly they became better at reading in English. (Yelland et al, 1993). Learning the Second language can change one's ability to use the language and knowledge in practical life.

Contextual variation in language-learner language: The contextual factors consider vital for Second Language Acquisition SLA and teaching of English as a second language. Krashen, S. (1981), observed that the language of the learners varies according to a situational perspective. The Learners use their knowledge of the L2 differently in different situations. For example, when a learner has to communicate directly at once, they will have no time to analyzing L2 knowledge and they will make errors, but if a learner has time to do so he will make fewer errors. Stephan Krashen's "monitor model theory" has a large impact on second language teaching and research since the 1980s. In his Monitor Hypothesis learning system works like a monitor or editor which controls the errors. The 'monitor' acts in a planning, editing and correcting

language, if the second language learner has given adequate time, they can easily make corrections in output.

Stephan Krashen's "monitor model theory" in Acquisition- Learning Hypothesis, he suggested that in the Second Language performance there are two schemes acquired the system, which is an ordinary subconscious progression in the course of that all the children obtain their mother tongue, it needs a lot of interactions in the form of communicative act. Then the Learned system, it is the consequence of conscious procedure with formal instructions.

According to the Natural Order Hypothesis the grammar items learn in a predicted progression, some grammar items can be learned easily in early stage, but few needs time to accomplish, this thing can be influenced by learner's age, First language background, and Second language exposures. Stephan Krashen's view is that the syllabus of the Second language needs not to follow the result of research strictly, he discards the grammatical sequencing to establish language acquisition goal.

Individual Learner differences in English Language Learning: Researchers have shown that various factors can influence the teaching and learning of English as a second language. Stephan Krashen's "monitor model theory" the affective filter hypothesis, he has suggested that motivation and the self-image of learners, confidence level, and anxiety can cause a great impact on learning. The positive self-image of learners, high motivation, and low anxiety level can do better for learners to learn L2. So if in the field of teaching of English as a second language these matters used in a positive way teaching English will be easy for teachers.

Political, economic and cultural equality of Second Language (L2) Group with Learners: In Acculturation Model theory (1978), presented the notion that if L2 became over dominated for the learners then Second Language teaching and learning became complicated and not successful. If the two groups are closely equal, then communication and learning became easier and encourages.

So in the teaching and learning of English as a second language, Political, economic and cultural equality of Second Language (L2) Group with learners should establish by analyzing both groups Political, economic and cultural history, issues and mutual respect with trust. Learners must convince about the benefits of Learning English.

The Acculturation model theory also presented the idea of Social and Psychological remoteness can make L2 learning difficult. These distances can create by the quantity and quality of the time and contract the learners have with the target language groups. Psychological detachment may create by individual choice and dislikes. Social distances may cause through Good and bad conditions of learning situations of learners.

Assimilation, preservation, and adaptation play a vital role in L2 learning, if L2 learners group easily assimilated with the target language and nicely adapt its culture, then the learning will occur in a desirable rate, but if the L2 learner groups don't assimilate and acclimatize its culture and language then learning will not be successful.

In the enclosure, if the target language group and the L2 groups have similarities with various social institutions it will create better conditions for learning.

Language shock, it is the sense of experience when learners use the L2 language like confusion, doubt, and hesitations. Cultural shock is created by the differences between learner's culture and Second language, cultures like disorientation, fear, and stress.

Attitude and Motivation: Teachers' attitude and motivation influence the learners' success in learning the second language. With teachers impact learners built up own perspective of a second language. W. T. Underwood (1984) said that positive motivation encourages communication need for learners. When a learner is favorably motivated in Second Language Learning, learners will develop a favorable attitude and wish to have a more intense relationship with the L2 community. If the attitude and motivation are negative then it will create

internal barriers against an L2 community with learning uninteresting.

The personality of Learners: It also believed that various personality traits can cause trouble in learning a second language, or the same some traits can positively facilitate the learning. The Various personality traits have been thought to facilitate or inhibit Second language learning and teaching : self-esteem (Heyde, 1979), extroversion (Busch, 1982), reaction to anxiety (Bailey, 1983; MacIntyre & Gardner, 1989), risk-taking (Ely, 1986), sensitivity to rejection (Naiman, Frohlich, Stern, & Todesco, 1978), empathy (Guiora, Brannon, & Dull, 1972), inhibition (Guiora et al., 1972), and tolerance of ambiguity (Chapelle & Roberts, 1986). Some of these traits have correlated positively with success in SLA; other findings have been inconclusive. Extrovert and Introvert:

Researchers have been investigated is that extrovert learners learn more rapidly and are more successful than introvert learners. A positive result emerged from a study by Richard Tucker et al. (1976), who found that success in L2 learning seemed to correlate with learner's scores on some traits often associated with extroversion, such as assertiveness and adventurousness. This may because of extrovert learners perform more confidently in communication situations, whichever language they are using.

The role of input: Learning the basic things related to information about the language. Direct contact with the second language is input. This input should be favorable and comprehensible for the learners. In Stephan Krashen (1981), presented "monitor model theory" the input should be just slightly beyond of learners' understanding. It will balance the learning.

The role of formal instruction in second language teaching and learning: Formal instruction can enhance SLA by accelerating the whole process. Learners who receive formal instruction may learn more rapidly than those who do not. Formal instruction can have a powerful delayed effect. There is also some research that suggests that formal instruction speeds up SLA.

Intelligence

Intelligence is the underlying ability to learn, rather than actual knowledge. McDonough (1981) says that the term 'intelligence' refers to 'capacity rather than the contents of the mind'.

Some recent studies have shown that intelligence may be more strongly related to some particular kinds of L2 abilities than the other. Genesee (1976) in a study with French 'immersion' children in Canada found that while intelligence was related to the development of French L2 reading, grammar, and vocabulary, it was unrelated to the oral production skills. Other research findings are similar. It was found that intelligence was highly related to performances on reading and dictation and writing tasks, but not on listening comprehension and free oral production tasks. Thus three things become clear:

Firstly, intelligence is more related to these L2 skills which are used in the formal study of a language, i.e. reading, language analysis, writing and vocabulary study.

Secondly, intelligence is less likely to influence the way in which, oral communication skills are developed.

Thirdly, in the case of older learners, however, the nature of the learning situation or the established use of intellectual learning strategies might lead to an effect.

So, we can say that in 'natural' learning situations, such as the L2 environment or an immersion program, IQ differences are limited in their effect to the kinds of skills that IQ tests measure-, such as academic and literacy-based. In formal classroom learning, where these skills are emphasized, the effects are stronger.

Self-esteem and inhibition: A study by Adelaide Heyde (1979) found that a high level of self-esteem was associated with L2 proficiency. Presumably, learners with high self-esteem are less likely to feel threatened when communicating in a strange language or in an unfamiliar situation. They may also be more ready to risk-taking mistakes or projecting a reduced image of them.

The other major aspect of personality that has been studied with regard to SLA is inhibition. It is hypothesized that the defensiveness associated with inhibition discourages the risk-taking which is necessary for rapid progress in an L2. The alcohol-treatment of Guiora et al. (1972) on learners proved that inhibition had a negative effect on L2.

Tolerance of Ambiguity: Naiman et al. found that learners with a greater tolerance for ambiguity scored higher on tests of listening comprehension. Presumably, if learners can tolerate uncertainty without feeling insecure or confused, they are less likely to feel overwhelmed by the large amounts of strange material they must face when learning an L2.

Empathy or Social Skills: There is some evidence, from studies by Alexander Guiora et al. (1975) that learners with a high capacity for empathy may perform better in at least one aspect of an L2: pronunciation. Since the way that a person speaks is closely associated with his sense of identity, it may be that empathy helps a learner to step outside his present identity in order to adopt new patterns of behavior.

The age of learning of a Second Language is always a matter of controversy; it is a general belief that the younger children are more suitable to learn a Second language because they can have more social exposure at street, markets or with neighbors. The young children are better learners than the older learners, so it should be tested in which way they learn, but it will be problematic because it needs proper balancing in the total amount of time they have an L2 Exposure (Munoz, 2008); it is also confusing in learning that those who learn it any educational center and those who learn it from exposure from the environment will be the same matter or not because learning in institution need preparation and formal instructions. So which range of age is better for L2 learning in the Classroom or just for natural exposure is a matter of controversy.

The Teaching strategy for Second language teachers to overcome the previous issue that is mentioned.

Strategy for teaching the English language can vary according to various issues related to it. Wendell, A. & Rubin, J. (1987) said that strategy basically means taking any plan or special design to achieve one end or desired success in any task. To teach English effectively all teachers should have special Strategy; I think that only one idea is not enough, so teachers need to combine a few methods of language teaching for achieving success in English language teaching. The strategy could be a combination of the direct method, Suggestopedia, and natural approach.

If teachers use the direct method, then, no role remains for the mother tongue, only the uses of the English language. A lot of interaction between teacher and students is done with the English language. With the direct method speaking and communication skills develop. Krause, C. A. (1916), presented that the direct method used in the foreign language or for second language teaching. It emphasizes classroom should be conducted in English and meaning should find out another definition from English. In a direct method, communication is done through practical actions. Reading aloud will improve pronunciation and speaking skills better. Pictures, objects, and other materials are presented to enhance learning meaning. Teachers will facilitate the English language with the demonstration. The teacher will encourage conversation practice and Questions-Answers practice regularly in the classroom so that students' listening, speaking and sentence construction ability became better. To improve writing skill and grammar learning teacher will present Fill in the blanks and paragraph writing dictations in the classroom.

In the direct method, the oral language use is emphasized, the speech practice is done intensely and to correct speech phonetics lesson also given to the students. Classroom promoted the target language exclusively. No translation is allowed so learners have the same experiences with the target language as their mother tongue when they learn it.

The direct method created a connection among experiences and expressions of the learners. Direct method believes that students should think with the target language, not with the mother tongue. The students always have the tendencies to find out the L2 items equivalent to mother tongue, so it is forbidden in the direct method which helps learners to achieve L2 learning goals.

Suggestopedia teaching method is introduced by a Bulgarian psychologist Georgi Lozanove in the 1970s. According to Suggestopedia, it is believed that learners create psychological barriers due to fear or hesitations. O'Malley, J. M. & Chamot, A.J. (1990) said that the teacher will facilitate a comfortable and relaxed learning environment with positive suggestions for learners. The teacher will read the text in a loud voice and slowly, teachers will tolerate learner's mistakes. Music, drama, songs and the arts are combined into the teaching processes.

Suggestopedia facilitated a learning situation through posters, materials, and decorations indicating the use of the target language. To teach grammatical information the same setting can be used. Students are encouraged to play various roles in the target language. Students are dealing with lengthy dialogues in the target language; they are allowed to use limited translation in their native language. Learning is done both in the conscious and subconscious level; students pay more attention to the dialogue they have read. The aim of teaching is to emphasis on content; students' errors tolerated, then later teacher will correct it. No formal tests are taken only classroom performances given importance during evaluations.

Brown, H. D. (2000) said that the Natural approach is based on the natural way of learning where the subconscious mind involved and related to Krashen's monitor model theory. Learning should be naturalistic in the classroom. The main focus is on communication. Learners' speech production never forced and learning goes through natural stages.

To overcome previous issues like the First language (L1) role in Learning English, teachers and learners should use the direct method, where the

English used exclusively at this point L1 has no influences over teachers and learners. If teachers and learners both parties use English in the classroom in this way they become competent for communication for this reason they will make fewer errors in contextual variations.

Richards, J. C. & Rogers, T. S. (1986) find out that In Suggestopedia teaching and learning in a comfortable setting where background music increase mental relaxation with positive suggestions can solve so many learning issues like it will promote motivation, self-image and lessen the anxiety level; error tolerance removes the hesitations of learners. Psychological barriers of learners are suppressed as a result of learners' political, economic and cultural tension can be handled easily.

In the natural approach with direct method's strategy, the input, as well as the formal instruction, can be designed and maintain in a standard format, which will keep balanced between teaching and learning strategy. I will mention here one crucial point that holds true no matter what teaching and learning facilitated. Mainly the point is that the quality of learners' speaking in a second or foreign language will be determined by the quality of learners' listening. The direct method, as well as the Natural approach, promotes listening.

Teaching and learning strategy for the English language can be carried out in any school if they have a few arrangements like a well-equipped classroom with multimedia, digital sound systems, and well-trained teachers. The school has to revise its syllabus according to direct method or Suggestopedia or the natural approach, traditional materials should be limited as well as modern materials like e-book, projectors, and CD players use should be promoted. The environment of the school along with the classroom has to make comfortable for teachers and learners. An extra-curricular activity likes drama, cultural programs, science exhibition, language games and giving feedback in a positive way should be introduced in school.

CONCLUSION

Second language acquisition (SLA) teaching and learning now became a part of multidisciplinary

subjects. In present time Second language acquisition (SLA) can find out various issues of teaching and learning which have a deep connection with teaching environment and learner's external as well as internal matters and own ability, teachers may play a greater role in overall teaching and students' learning process. In recent time, the research on second language acquisition has a profound relationship with linguistics, pedagogy, philosophy, sociology, psychology, cognitive psychology, information science, applied linguistics, neurology, and so many other social-political and economic issues are related. Direct method and Suggestopedia have facilitated and solve the key issues, problems of second language Acquisition.

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