The Significance of Second Language Learning and Teaching:

By

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Abstract:

Second-language acquisition or learning, is also known as L2 (non-native language) learning, is the process by which an individual acquires a non-native language. L2 learning is also the practical moot discipline constant to learning that procedure. The arena of L2 learning is a subdivision of applied linguistics. The dialect that students use is not just the result of variances amongst the dialects that they earlier learnt and the language they are learning, but it's a comprehensive dialect system, through its own organized instructions. This paper discusses such an organized instruction system that has the five stages of SLA namely speech emergence, intermediate fluency, advance fluency, early production and pre-production and Comparisons with first-language acquisition and significance of SLA in learning process.

Keywords: Native language (L1), second language acquisition (SLA), non-native language (L2)

Introduction:

Second language learning and teaching (SLA) are quite significant since ever linguistics scholars have foreseen oral communication as a pivotal discipline of Lingua Franca. Most of the learners are aware with traditional scholar inhabitants: captive school student required to "pass" a second language (often for no clear reason), college students sustaining a language requirement toward a BA in literature, new students headed overseas for university courses, as preachers or to serve as unpaid worker in the Peace Corps and comparable

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organizations, and adults requiring a foreign language (L2) for professional training or professional purposes in the business world, relief organizations, armed forces, state and federal government, or the ambassadorial and intelligence services. Naturally, these learners are well-educated, literate, quite affluent, acquiring a major world language, and, the school student aside, doing so willingly. Less observable to many of us, but frequently with even more vital linguistic requirements, are the gradually increasing numbers of instinctive language students of all ages. Each year, masses are forced to cross linguistic borders to escape conflicts, dictatorial regimes, ethnic cleansing, religious persecution, famine, drought, disease, wretched poverty, and climate change. Many of these students are faced with acquiring less powerful, poor, uneducated, illiterate, frequently unwritten and irregularly taught languages. In some cases, for example, for migrant workers in USA, Europe and some parts of the Gulf countries, the target languages politically and economically are Arabic, English, Spanish, French or German. Coaching is available for those with time and money to acquire it, but many such students lack either. Not as good as, living and marginalized in a linguistic ghetto, they often have little or no approach to target language (L2) utterers, communication with who could serve as the basis for realistic second language. In some cases, involuntary students are not formed by persons moving into new linguistic areas but by influential languages coming to them. When imperialist state use military force to annex terrain, they naturally oblige the people to acquire the dialect of the occupier if they hope to have approach to political power, education or economic opportunity, often while transferring local languages (L1) to second language (L2) or even making their use prohibited. The complete picture is dubious to change anytime soon. Advanced talent in a foreign or second language (L2) will remain a serious factor in defining the educational and economic sector chances of all mentioned aspects, from the victims of occupations and colonization, to their school-age children and college students, through humanitarian aid employees and middle-class experts, to migrant labors and government and military peoples. Moreover, if the obvious serviceable reasons were not significant enough, for millions of students, especially the non-volunteers, learning a new language is inseparably bound up with generating a new identity and acculturating into the receiving society. Rarely, Second Language Acquisition (SLA) is a path to confrontation for them but in all too many dimensions, it is just essential for survival. For all these explanations and given the clear political suggestions of a

few major world languages being qualified the speakers of so many less influential ones, an accountable course of action, it appears to me, as with teaching in general, is to make sure that language teaching (LT) and learning are as socially broadminded as possible. Language Teaching (LT) alone will never reimburse for the harms that create so many language students, but at the very minimum, it should struggle not to make community inferior (Brendon, 2006)

Statement of the Problem:

Previous studies have tried to explore the significance of second language learning and teaching, but they have not elaborated its valuation during several stages. Hence this research seeks to fill this gap between the learning and acquisition of second language and pursues an approach and a guideline for SLA instructors.

Significance of Study:

Speaking is an activity which is viewed as the most important activity in learning English as Foreign Language (EFL). Communication is the skill which is the source of transferring ideas and information and speaking is one of its most explicit units. Additionally, all skills like writing, listening and reading are based on speaking. Though speaking is the most important skill, yet many students face several problems in speaking EFL and understanding other speakers' spoken sentences. To understand the significance of second language acquisition this study will help the readers in simple way.

Research Question:

What is the importance of SLA Second Language Acquisition in learning EFL English as a foreign language?

Literature Review:

Robinson (2013) in "The Routledge Encyclopedia of Second Language Acquisition (2013)" examines how to organize practical and theoretical interest in the arena of second language acquisition (SLA). In his Agenda for SLA by Robinson draws selfless insights from current research concerning communicative language teaching and an applied guide for second/foreign language teachers on how to conduct SLA. There are several parts in this encyclopedia. Part one illustrates the academic principles supporting her framework for SLA. Part two details the three stages of the agenda. The first stage allows students to become aware with the task topic and prepare difficult words meaning for the task while presenting students a rich exposure to the aimed

language via teacher's lecture. The second stage consists of major component of Pre-production. In this stage, students complete the task in pairs or small sets, and articulacy and meaning cooperation are the basic goal. The planning phase gives students some space to contemplate linguistic areas before reporting to the masses. In the next (early production) stage, students report to other colleagues about the task they have done, using the language they have prepared in the planning phase. This phase inspires students to maintain both fluency and accuracy. In the last two stages, language focus, students have a chance to focus on language through events such as consciousness-raising to grow their linguistic range. Stage three demonstrates some ways to opt this framework to some rare teaching situations, such as teaching novices and young students. The writer highlights the status of language exposure to support students build up a stock of confidence that they can use in real-time conversation. In this phase, the writer also described that how teachers in a traditional form-emphasized classroom join SLA into their teaching, including techniques to gear form-focused teaching resources toward SLA. In the appendixes, the writer elevated some valuable teaching information, such as lesson frameworks and assessment sheets.

The done-work has valuable strength. Firstly, it is a useful link between practice and research. Robinson bases his agenda on recent research in language learning: the significance of exposure to and proper use of the target language and the importance of a balance between form and meaning. Second, Robinson takes an inclusive look at the topic of SLA considering disparate teaching situations, from how to inspire young students to how to opt SLA to the outmoded form-focused classroom. Techniques and strategies are presented to handle problems usually found in the classroom. Finally, this work proposes clear setup for readers to adopt. Each chapter starts with a focus page that offers a sketch of the chapter and concludes with a summary subscripting recommendation for classroom activities (Robinson, 2013).

Similarly, Klein (1986) has given a brief description of SLA. In his book, second Language Acquisition (1986) he explores the essence of second language acquisition following the SLA stages. This 1986 textbook describes an account of the main events, concerns and practical and theoretical issues raised by second language acquisition research and, to describe the findings, the writer constituted SLA sophomores studying in several academies in the home town University. To account for homogeneity of the subjects, several

speaking measures were implemented. Based on their scores on SLA, the candidates were ranked from the highest to the lowest. Regardless of the gender of the candidates, every other subject was placed in experimented and control groups according to their scores from the top to the bottom. In conducting the study, an experimental research method was opted.

The contents used for the practical sets were cards comprising roles to be experienced in the class-based on SLA thoughts. The members in the control group did not experience and employed with SLA-based role play cards. Alternatively, they were given resources based on traditional methods and subjects speaking professional English. The test continued for three semesters through which both control and experimental groups participated in their classes twice a week. The results confirmed the variance among the groups and the positive effect of SLA oriented role play method, and EFL student's verbal skills were empirically verified accurate. But it is not essential for SLA oriented role play methods to be approved only in classroom coaching atmosphere, slightly these can be performed outside the classroom for example at visiting points and during travelling as speaking is not limited to only one classroom. Verbal articulacy needs self-confidence and it can shape up in real life environments too (Klein, 1986).

Bachman and Cohen (1998) in their book, "Interfaces between Second Language Acquisition and Language Testing Research" offer a fresh look at aspects of mutual attention to both SLA and LT research, and ways in which research in these two sectors of applied linguistics can be productively combined. An SLA description is conducted to communicate two units from the home town university. Some data is evaluated, and results revealed that there were quantitatively signified variances among mean scores of the research and controlled groups in both one-way monologue and two-way dialogue test supporting the research group and the findings support the effectiveness of utilizing SLA in English as a foreign language. In his result, the students found that SLA is a student-centered approach and learners are stimulated to practice language productively through the tasks they are ordered to accomplish. Second language learning helps the learners to practice English language in an apprehension free classroom atmosphere while working on language, mistakes are considered expected because the concentration is on fluency and improving speaking a language.
        Thus, teaching and learning by practicing is not a new idea in communicative language teaching and learning methods. It is based on

the philosophy that hands-on approach positively improves a student's cognitive engagement. Events based on natural world do not inevitably need a classroom, these basically need ordinary and random place where students form groups and virtually involve themselves in those prearranged tasks. Bachman and Cohen say that new information is better unified into long term memory (LTM) and easier recovered, if tied to the natural-world activities and events (Bachman & Cohen, 1998).

Ortega (2014) "Understanding Second Language Acquisition" a book increases and decreases social, individual and universal forces, in each case evaluating the research results that have been produced across diverse formal and naturalistic contexts for second language acquisition (SLA). The book is also a practical and clear introduction to second language acquisition (SLA), written for students encountering the topic for the first time. The book took place over three years of period in the its first edition. It is the first ever book to study the philosophy of science in sequence to examine the epistemological foundations of SLA research and appraise rival theories of second language acquisition (SLA). In Foreign and Second Language Learning (SLA), the writer stated that how people acquire languages and consider its relevance for language teaching. For relevant findings the writer conducted a research. The respondents were not informed prior to the research study that the emphasis of the research was vocabulary learning. A fixed pretest activity in the form of language contextual questionnaire titled word rating sheet was managed in the class during the second week of the semester. They finalized only the pre-and post-test on the same agenda as the researcher group and were handed over a copy of the sentences on the answer sheet to read alone for ten minutes each week in place of the dictogloss task. It was seen that the control and researcher groups commenced out at parallel levels of declared vocabulary knowledge but that over the eight-week treatment there was a significant improvement in vocabulary knowledge by the researcher group. This study has verified that learners can not only build the depth and breadth of their business English vocabulary but that they engage themselves actively in the procedure and feel a sense of inspiration doing dictogloss tasks in a cooperative setting with their counterparts (Ortega in 2014).

Gass, (2013) in her work "Second Language Acquisition" has foreseen the academic and applied setbacks in the research field of second language acquisition. Sociologist, psychologists, anthropologists,

phenomenologists and linguists were pedagogically oriented and gradually involved in the determined principles of second language acquisition. The author says that after understanding these principles determined by researchers and the educational experts can easily achieve their tasks and SLA can become more effective. The book is divided in several parts; in the first part the writer presents a slight assessment of the department of state of the art of recent time of the writer. The next part, 'from the students' point of view', is divided into four focal challenges which anyone acquiring a second language is meet with, and whose solution constitutes the acquisition process. The available outline in this work offers students of linguistics and applied linguistics and anyone concerned with L2 teaching with an understanding of the essential topics in the field (Gass, 2013).

Newmeyer (1989) in his work "Linguistics: The Cambridge Survey" which is a complete outline to recent work in all aspects of applied linguistics from theory to ethnography of language, from learning language to the rational dictionary, from dialectal achievement to address analysis. Respectively all the chapters are written by professionals and eminent scholars in their field who have recognized the issues of reviewing the current issues and prospects in enough complexity for the teachers and with enough clarity for the learner. Each part is written independently, and each volume has an actual attention (Newmeyer, 1989).

Research Methodology:

Non-empirical research methodology is used in this research study. Researchers utilizing non-empirical strategies consider that reflection, individual perception, and specialist/encounter are similarly as important for information securing as exact information. This study is conducted academically as related books to the topic; significance of second language acquisition is studied to fill the gap.

Discussion and Findings:

What is Second Language Acquisition (SLA)?

Second language acquisition is teaching or learning of a second language once the first language acquisition is established. L2 acquisition (SLA) is the process of teaching or learning other languages in addition to the mother tongue (L1). For instance, a baby who speaks Pashto as L1 starts learning Urdu (L2) when s/he starts going to school,

Urdu (L2) is learnt by the process of second language acquisition. In fact, a baby can pick up a second language (L2) faster than an adult. Though the terms "Language Learning" and "Language Acquisition" are used equally by the scholars, but both terms differ. Language learning refers to the learning in the classroom. While language acquisition means acquiring the language at any way with little or no academic learning or training (Littlewood, 1984)

Stages of SLA:

There are several stages of second language acquisition mentioned by scholars in their works, here in following we discuss some of the agreed upon stages of SLA. These stages are presented by Oliveri, Judie Haynes and Stephen Krashen with 33 years of experience. In following five distinct stages of second language acquisition are described (Haynes, 2007).

Pre-Production:

The first stage of SLA may last from some hours to numerous months, liable on the student learning. During this period, new language students usually spend time on acquiring, practicing and pronouncing new vocabularies. While they might involve in self-talk, they don't generally speak the language with any real understanding or articulacy.

This first stage is contentious among language instructors. Ana Lomba disagrees that second language learners (SLA) are totally quiet while they are in this first acquiring stage. In its place, Lomba says that "speech is essential in language learning" and students shine in language learning when they apply what they acquire as they learn it.

The first stage is also called the silent period. Second language learners might have up to 1000 words in their accessible vocabulary, but they are not yet talking and using it. Some learners though repeat words and sentences utter by their instructors. They are actually not creating language but are imitating.

These new students of new language will listen considerately, and they may even be able to imitate words from the white or black board. They will be able to reply to pictures and other photographs. They can recognize and duplicate signs and activities to show understanding. Total Physical Response methods (TPRM) will work well with them.

Instructors should pay attention on listening comprehension doings and on building accessible words.

Second language learners at this first stage will need much imitation of English. They will take advantage from a friend who speaks their dialect. Remember that the school day is fatiguing for these novice students as they are overwhelmed with heeding to new language whole day (Ellis, 1997).

Early Production:

The second stage of SLA is known as Early Production. It might last up to six (6) months and learners will progress open and active words of about one thousand (1000). In this stage, learners may speak in one- or two-word expressions. They might use short language expressions that have been learnt by heart though these expressions may not always be used properly. In other words, the learners might also learn to speak some vocabularies and start forming short sayings, although they might not be grammatically accurate. In following, some suggestions are mentioned for working with learners in this second stage of learning new language:

     i.   Ask closed-ended questions consist of yes/no and either/or questions.

    ii.   Accept one or two-word replies.

   iii.   Give learners the chance to contribute in some of the full class activities.

   iv.   Usage of images and pictures to build vocabulary to support questions.

    v.   Adjust content and data to the language level of English language learners (ELLs).

   vi.   Provision of listening activities

  vii.   Focusing on key concepts and vocabularies

 viii.   Usage of simple books with expected texts and simple content materials.

  ix.   Acquiring new language with tables, pie charts, bar graphs. Start to adoptive writing in new language through labeling and short phrases. Usage of a frame to support writing (Haynes, 2007).

Speech Emergence:

Third stage of SLA is in relation to speech emergence. By this third stage, students typically learn a word of up to three thousand (3,000) words, and learn to interact by using the words in short sentences, questions and phrases, such as "May I go to washroom"? Again, they might not be grammatically accurate, but this is a central stage during which students gain good comprehension and start writing and reading in their second language (L2). English language learners (ELLs) will also start little conversations with fellows. The learners will understand simple stories delivered in class with the help of visual pictures. They will also excel to do some contented task with instructor support. Here are some simple tasks they can perform comfortably:

i. Sound out stories phonetically.
ii. Read short, improved texts in gratified area subjects.
iii. Wide-ranging graphic organizers with word series.
iv. Understand and reply to questions about graphs and charts.
v. Match words to their definitions.
vi. Study placards with content area words.
vii. Contribute in pair and choral reading activities.
viii. Write and illustrate puzzles.
ix. Understand instructor explanations and two-step guidelines.
x. Make up short stories based on personal understanding.
xi. Write in dialogue periodicals.

Dialogue periodicals are discussions between the instructors and the learners. They are especially cooperative with English language learners (ELL). Learners can write about issues that interest them and continue at their own pace and level. They have an opportunity to express their ideas and thoughts ("What's the Hardest Language to Learn?". Zidbits. Retrieved 29 December (2017).

Intermediate Fluency:

The fourth stage of SLA is intermediate fluency. At this fourth stage, which might last for a year or more than year after speech emergence, students typically have words as many as six thousand (6,000) words. They frequently learn the capability to interconnect in writing and speech using more compound phrases and sentences. This vital stage is also when students start thinking in their second language (SLA), which supports them to gain more ability in speaking it. For instance, they will ask something to clarify what they are acquiring in class.

These English language learners (ELL) will be capable to work in grade level science and math classes with some instructor support. Understanding of social studies and English literature material is swelling. At this fourth stage, learners will use plans from their native language (L1) to acquire material in English. Learners writing at this fourth stage will commit many mistakes as ELLs try to clarify the intricacy of English grammar and sentence structure. Many learners might be interpreting written assignments from native language. They should be anticipated to produce what they have acquired and to make implications from that learning. This is the time for instructors to pay some attention on learning strategies. Learners at this fourth stage will also be able to realize more multipart concepts (Haynes, 2007).

Advanced Fluency:

The fifth stage of SLA is advanced fluency. It takes most students at least two years to reach this fifth stage, and then up to ten (10) years to gain full command on the second language in all its complications and nuances. Second language learners (SLA) need ongoing chances to engage in conversations and express themselves in their new language, to uphold articulacy in it. The key for acquiring a new language and evolving talent in speaking and writing that language is constancy and practice. A learner must talk to others in the new language daily to build their confidence and fluency. Further, Haynes says it is important for learners to continue to work with a classroom instructor on exact content area related to the new language such as, social studies, history and writing (Haynes, 2007)

Comparisons with First-Language Acquisition:

There is a big difference between adults and children to acquire new language. In the following, it is categorized in several steps.

Children are still emerging their brains while mature has settled minds and mature regarding their first language (L1) that turns their rational and speaking qualities. Though some adult non-native dialect students reach very higher levels of ability, enunciation inclines to be non-native. This absence of native enunciation in mature students is explained by the serious period supposition. When a student's speech plateaus, it is called as petrification (Cook, 2008).

Some mistakes that non-native dialect students commit in their speech for instance, Urdu talkers learning English might ask "Is raining" rather than "It is raining", skipping the theme of the expression. This kind of impact of the first language (L1) on the second language is called as Negative Language Transfer (NLT). Persian talkers acquiring English, though, do not frequently commit the similar mistake of leaving out "it" in "It is raining." This is somewhat because of impersonal and pronominal expression theme can be avoided. The Persian talker considers using a pronominal expression theme when talking English is a sample of Positive Language Transfer (PLT). It is imperative to note that not all mistakes are committed in same ways; even two persons with the same native language acquiring the same second language still have the potential to use different aspects of their natural language. Similarly, these same two persons might develop near-native articulacy in several forms of grammar (Chang, 2012).

Similarly, when masses learn an L2, the way they express views in their native language changes in indirect ways. These variations can be with any dimension of language, from articulation and grammar to signs the students make and the language features they incline to notice. For instance, Persian talkers who spoke English as a second language pronounced the /t/ sound in Persian inversely from monolingual Persian talkers. This way of variation in articulation has been originated even at the commencement of non-native dialect acquisition; for instance, English talkers utter the p, t and k sounds, as well as English vowels, inversely after they start to acquire German. These effects of the non-native language on the first led Vivian Cook to suggest the idea of multi-competence, which realizes the different languages a person speaks not as separate schemes, but as connected schemes in their attention (Cook, 2008).

Conclusion:

Second language acquisition (SLA) through an organized instruction system is essential in this modern era than ever before and is more energetic than even several language instructors' gain. Inopportunely, what we learn about language learning is not making it to conventional teachers who are involved in it. For second language acquisition (SLA), one can choose these five stages namely pre-production, early production, speech emergence, intermediate fluency to advanced fluency to adjust speech to that level. Not only can learners gain the confidence they require, but they can move to the next level of

progress. Language researches demonstrate that SLA advances brain function and excites action, because, after learning a new language, one begins to see contacts he didn't see earlier since all the languages approach the world in a dissimilar way. Consequently, one has the chance to recognize the world from the viewpoint of other culture in society and advance a better gratitude of human society in all its diversity.

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