RESEARCH ARTICLE

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PROBLEMS IN THE ACQUISITION OF SECOND LANGUAGE: A STUDY ON SELECTIVE STUDENTS

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ABSTRACT
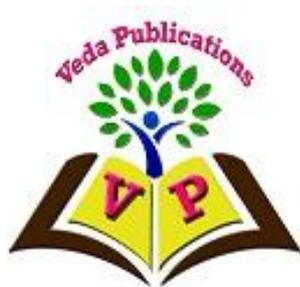
Globalization creates a need to get command on English language for getting a job or to pursue higher education. Acquisition of second language is not a simple task. It requires special attention especially in the case of advanced learners. It also depends on other factors like the knowledge of mother tongue, interest of the learner, suitable environment and basic knowledge of the learner. It majorly depends on the age factor and the learning process. These factors make difference in learning process between Mother Tongue and Second language. The learner exposure is different from learning first language to second language. Language teacher's role is to identify the problems of learner's and providing optimum solutions. The present paper deals with the selective students' problems in the acquisition of second language and how to improve linguistic ability among students.

Keywords*: Acquisition, Mother Tongue, Second Language, Learning Process.*

INTRODUCTION

English is placed as second language in countries like India from several years. The students are exposed to this language from kindergarten onwards. Most of the students would have studied at least in their higher education. But, most of the students are not able to use the language as they used as their mother tongue and also lack fluency and accuracy in the usage of language. Their early experience helps the little to the learners to get a command on English language .The reason may be differed from one place to another still in some cases it treated as foreign language without having the enough knowledge of grammar and vocabulary. Students who have studied English for several years have helped to get marks in examinations. However, they lack good training in language skills the result is they fail to communicate in their day to day lives. It requires a real change to promote the level of proficiency among the students'. This paper concentrates on the problems faced by selective learners and tries to improve knowledge, linguistic competency, vocabulary and grammar.

Acquisition of language is depending on individual characteristics like interest, practice and recalls it in the second language. All these are treated as individual learning abilities. Apart from these, it requires external support like understanding, time limitation, goal, motivation and support from the environment. This makes a major difference in the learning a language in learners especially in young and adult learners. The students who are learning English from lower classes they can be performed better than the learners who are exposed at higher level. Young and adult learners need more practice and must be a goal oriented. One who practiced language from early age, it never makes much difference in the learning of first language and second language, but in the case of grown person it becomes a challenging task. Young learners one who learn second language at this age their mother tongue influence and inferior nature clearly observed in the learning process of second language.

Though the students have studied English for several years, they may fail to get proficiency to communicate for daily purposes. They may have basic knowledge of grammar and vocabulary, this knowledge helps to get marks in the examinations but not to fetch to get command in speaking and listening. Children have inherent ability to learn any language but in the case of young and adult learners it may not be applicable. Language acquisition is differing from one person to another. It also depends on how the learner understands and expressed. So, we can treat that young and adult learning is a special and needs more training.

A number of differences have seen in the acquisition of language in the case of young and adult learners. Those factors are including basic grammar and vocabulary other than these two the learner required to spend enough time for practicing .It is also very important to get motivation from the other like speakers/teachers/society.

The learner tries to learn second language how he acquired his first language but he never get the support from the environment. As a language teacher, it requires to create such kind of supportive environment in the class. Instruction in college to speak in English may help them to realize the importance and the learner feel it as necessary and need to identify the errors and try to rectify them to improve the confidence level.

PROBLEMS IDENTIFIED

Leaning process of the student is different from one to another. So, the assessment cannot be possible with comparison on in a whole group. To test the knowledge of the student, it requires depending on many parameters like Age, class, background of academics, social and economic status and interest of the subject. Group analysis or Theoretical testing may not fetch to frame new ways to improve students' level of proficiency in English language. Language teachers need to identify different capacities of students in the class. These kinds of problems may not unique in all the courses. Individual attention, motivation from the teacher and supporting environment in the class or college make easy to enhance language skills in adult learners.

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INFLUENCED FACTORS

Besides language skills, the learning depends on social and psychological factors. In young and advanced learners, it is more required than the child learners. These are the dependents of their social and psychological factors.   Though they were exposed to the second language from their early age, they are not able to exhibit their proficiency level.

A STUDY ON SELECTIVE STUDENTS

The analysis is as given below:

1. Number of students selected- 8 (From two different courses)

2. In the case of selective students, the medium of instruction is English. Some students used Second language from their schooling but others practiced it from intermediate level. The Identified major problem is differences in exposure of second language.

3. As young learners, they have basic knowledge of grammar and vocabulary but they unable to interact with others actively because of their feeling of making a mistake. It is comparatively more in the case of upper intermediate learners when they are grown in the studies.

4. Most of the students are competitive enough to involve in various activities. This is also a result of their basic learning.

5. Some of the students are ready to grab the opportunity to show their ability in writing and speaking too. These pupils are more active than other groups. In other case the students are economy in the use of words in their writing and speaking too. It is depended on their previous experiences and the exposure of environment.

6. Though all students may not extraordinary in grammar and the mechanics of writing. Some of the students are very enthusiastic to present their piece of writing in an elaborate way but in other case some are not interested. They think about errors in their presentation.
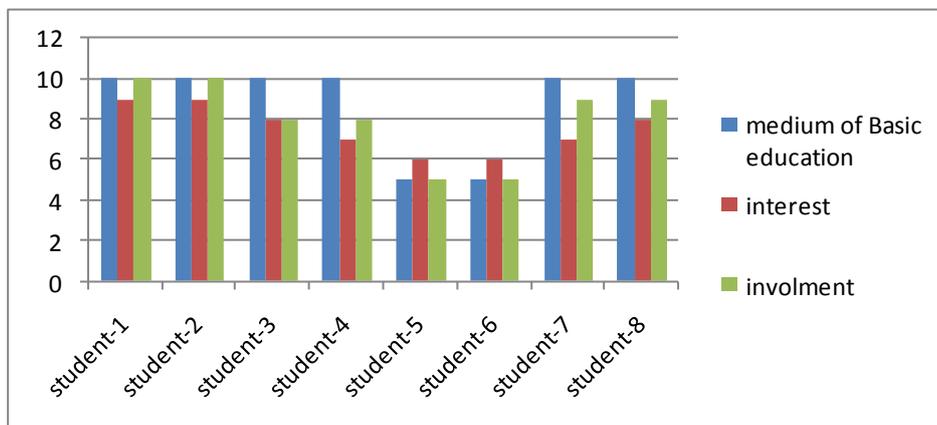
In the selective students, four are good and two are try to present and the other fail to perform up to the mark. The result is not only depends on the preparation of given time but also on the previous knowledge that means the capacity of vocabulary, usage of language and construction of the sentence. It is based on the individual strength which is developed with the help of social and economical background but not depended on the group. Every group we can observe different category like below average, average and above average and good performed students as the selective students. This is the place where the learners assembled from different areas. It leads to the differences in learning process. Task- based learning really helps to create interest among learners and develop language skills among the all. It also helps them to know how to use language for day to day purposes.

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EXERCISE TO IMPROVE LINGUISTIC ABILITY

At present number of methods are applying for the development of English language which is really helpful to develop functional language among the learners. Through this task, the learner may learn new vocabulary with understanding the situation and usage of language in writing. It extends the language skills like writing, reading, speaking and listening. Initially the situation has been given to the students with a set of words which are really helpful for them to develop the given task. Firstly, ask them to develop a piece of writing by taking help of clue words and later ask them to present in front of the class.

Example: Develop a conversation between a bank manager and customer to open a bank account with the help of suitable words from the given list.

CLUE WORDS

ATM, bank balance, bank charges, bank balance, Bounce, cash, cheque, debit card, credit card, deposit, expense, withdraw, interest, loan, over draft, payee, savings account, deposit account, statement and tax.

Pre Task	During	Post Task
• The situation has been given and asked them to develop a conversation • Evaluation of the task and identification of problems • Later list of words provided to the students and ask them to develop conversation by using the given clue words • Introducing new vocabulary with meanings , useful expressions and questions • Divided the pair based on their performance	• Monitoring the involvement of the students • Support the students, if they find trouble.	• Ask them to practice and perform in front of the class for practicing speaking and listening.

CONCLUSION

Introducing task along with required vocabulary, expressions and questions help them to complete the task. Group judgment cannot fetch to develop language abilities of individual learner. Individual learner's observation is required for feedback. Motivation from the peer and the teacher helps to build confidence in the learners and that leads to better perform at end. Implementing teaching techniques and methods is not a new one but executing it with appropriate observation and requirement of the learners.

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