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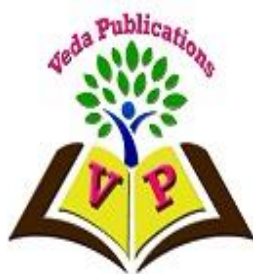
## SOME ASPECTS OF THE LEARNING OF A SECOND LANGUAGE

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### ABSTRACT

It is a common knowledge that acquisition and learning are not one and the same. One cannot acquire a language as a second language. Rather, one has to learn a language as a second language. A number of aspects are there which are involved in the matter of the properly learning of a second language. Those aspects need to be taken care of in order to properly learn a second language. If those aspects are not taken care of, then one cannot learn a second language properly. This research article deals with some of those aspects in order to help the learner to learn a second language which is English here in this article.

**keywords:** *Aspects, Learning, Second Language.*

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## INTRODUCTION

A second language (which is English here in this article) is the language which is not one's mother tongue, is immediate after one's mother tongue, cannot be acquired and has to be learnt. In order to learn a second language, the learner has to do a lot of hard works. It is said that till real life situations are provided to the learner, the learner is unable to aptly learn a second language. Lado mentions:

Learning a second language is defined as acquiring the ability to use its structure within a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed. More specifically it means the acquisition of the ability to use, in speaking, the units and patterns of expression of the second language associated with the units and patterns of content that together constitute the language. And it means the acquisition of the ability to group the units and patterns of content when listening to the second language. It means in other words learning the expression, the content and their association for rapid use in the proper position within the system of the target language. (qtd. in Nath 59-60)

A number of aspects are there which are involved in the matter of the properly learning of a second language. Those aspects this article attempts to render need to be taken care of in order to properly learn a second language. If those aspects are not taken care of, then one cannot learn a second language properly. Among them, some are very important and must be in existence if the learner is to learn the same appropriately.

## THE ASPECTS

The aspects which have above been said to be very important in the matter of a second language's getting properly learnt are below:

1. Classrooms need to be monolingual.

2. The learning of the second language needs to be unable to become found to be boring by the learner.
3. The second language needs to be taught not as a subject but as a skill.
4. Care needs to be taken of the communication skills.
5. Use should not be made of the Grammar-Translation Method.
6. The Communicative Language Teaching Method needs to be used.
7. Use needs to be made of innovative methods which are for teaching a second language.
8. The medium of instruction needs to be the language which is being taught and learnt as a second language.
9. Learners need exposure to the second language. Spolsky says:  
whatever the language learner brings to the task, whether innate ability, a language acquisition device, attitudes, previous knowledge, and experiences of languages and language learning, the outcome of language learning depends in large measure on the amount and kind of exposure to the target language. (qtd. in Nath 84)

Bright and McGregor say:

There is no learning without exposure. It may be salutary to consider the kinds of English to which pupils are normally exposed and what therefore they have the opportunity to learn. Exposure need not of course be limited to school situations and what happens outside may be important. But in most places it is what is done in school that will have the greatest effect. (qtd. in Nath 84)

10. The atmosphere which the learner learns the second language in needs to be stress-free. Littlewood states:  
In the classroom anxiety can hinder learning and make learners reluctant to express themselves through the second language. We should therefore avoid becoming over-critical of their performance, try to create



space for each learner's individuality to express itself, and work to produce a relaxed classroom atmosphere with co-operative relationships. (qtd. in Nath 88)

11. All the four basic language skills, which are listening, speaking, reading and writing skills, need to be taken care of equally.

## CONCLUSION

Thus ends this research article dealing with some of those aspects in order to help the learner to learn a second language which is English here in this article.

## REFERENCES

Nath, Malay. *Problems in Learning English As A Second Language at the Secondary Level in Tripura*. Savitribai Phule Pune U, PhD thesis. In progress.

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