LEARNING APPROACHES IN SECOND LANGUAGE ACQUISITION

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Annotation

Second language learning is a conscious process when learning an additional language other than the First Language (L1). It is often confused with bilingualism and multilingualism, the process has to take after the first language(s) has already been acquired. It is said that second language learning could also refer to the third, fourth, or fifth (so on and so forth) language the learner is currently learning. More about L1 and L2, the First Language (L1) refers to the language that he or she learns since birth. It is commonly known as the language(s) of the parents or caregivers the person(s) who spend time with the most with them. This process continues to the child in the mother's womb till the baby grows about 5 years old. It is possible to have more than one L1. The Second Language (L2), on the other hand, refers to the language learned after the L1 has been acquired. A language can only be referred to as your L2 if the learning occurs after you have acquired your L1.

Keywords: Language, Acquisition, Approach, Cognitive, Natural language, etc.

Introduction

Nowadays, it is widely acknowledged that learning strategies have become one of the main factors that help students learn a second or foreign language successfully. The individuals whose findings continually remind educators of the power of crafty, familiarising, or applying effective

teaching methods to promote the use or creation of learning approaches that cover the way for learners to take charge of their development in language learning and subsequently increase their self-governing learning. There are many approaches to explaining second language learning. Among the main approaches, the second language emphasized the Grammatical Approach, the Communicative Approach, and the Cognitive Approach. These approaches are employed by various effective methods to promote L2 teaching strategies and tools in the classroom.

Grammatical Approach

Earlier research has shown that this historical approach emerged two centuries ago to teach Greek and Latin, whose instruction viewed language learning as a mental discipline. The teacher-centered approach mainly focuses on teaching L2 grammar structures. The main methods used in this approach are Grammar Translation which focuses on reading, writing, grammar, and translation into the First Language (L1), Direct Method which focuses on grammar and pronunciation, total immersion in L2, and Audio-lingual which focuses on error-correction, minimal use of L1.

Research reveals several strategies that learners can choose when they are learning a second language. In general, drills, rote memorization, dialogue memorization, repetition, and kinetics are learning strategies associated with the grammatical approach. These strategies, such as reminders, rote memory, and flashcards, enable students to learn vocabulary and grammar. However, such strategies are not always feasible to promote L2 proficiency in advance stages; these can be used in the early stages of the language learning process. Finally, an educational study revealed that L2 learners who are taught through grammar-based instruction showed lower scores in standardized tests that measure reading skills than L2 students who received content-based instruction.

Communicative Approach

The communicative approach is called a contemporary approach. Its origin is traced between the 1960s and 1970s. The three major principles of this approach are communication, constructivism, and social interaction. As this is a learner-centered approach, students should develop assorted competencies like communicative, grammatical, sociolinguistic, discourse, and strategic which are nurtured through authentic materials, activities, and strategies to enable students to have a meaningful acquisition of L2 language. The main methods used in this approach are the silent way which focuses on reinforcement through repetition and signals, the natural way which focuses on comprehensible input, and acceptance of L1, Suggestopedia which emphasizes a relaxed physical setting, minimal error-correction, the application of L1 for explanation Integrated Content-Based which focuses on content and language, and L2 development, and the sheltered instruction which focuses on scaffolded instruction, use of visuals, cooperative learning, and guarded vocabulary. According to Oxford, L2 educators could select the communicative approach because it comprises several useful methods that fit all learners' needs in the classroom. Furthermore, learning strategies play a central role in determining "a particular learner's ability and willingness to work within the framework of various instructional methodologies" Oxford documented 62 strategies which were classified into six categories: cognitive (Ex. reasoning, analysis, summarizing); metacognitive (Ex. self-planning, arranging, evaluating); memory-related (Ex. grouping, associating, and using imagery); compensatory (Ex. guessing, switching to L1); affective (Ex. using music, laughter, meditation); and social (Ex. becoming aware of other points of view).

Cognitive Approach

The cognitive approach emerged from a new understanding of the cognitive psychological view of the learning process. This new learner-centered paradigm had its roots in the 1980s and 1990s and has research on learning purposes, retention, and intellect. The crucial component of this approach is to promote the use of learning strategies in the classroom. The main method used in this approach is known as the Cognitive Academic Language Learning Approach (CALLA) which is focused on cognitive development in L1 and L2, prior knowledge, and explicit instruction in learning strategies. The CALLA method has developed from the research on learning strategies used among Culturally Linguistically Diverse (CLD) students. The research and writing

documented several types of learning strategies and their correlation with specific academic tasks. Such strategies are divided into cognitive, metacognitive, and social or affective strategies.

Cognitive strategies include manipulation mental and physical of the material to be learned. Such strategies are known as resources in the hands, which can be applied to learning a second language through resourcing, repetition, grouping, deduction, imagery, auditory representation, elaboration, transfer, keyword method, inferencing, note-taking, and summarizing. Metacognitive strategies involve tactics that enable L2 students to have control of their learning. Such strategies are known as resources in the head, which consist of planning. The advance organizers, direct attention, functional planning, selective attention, and self-management are examples of the resources in the hand; monitoring e.g. self-monitoring, and evaluation e.g. self-evaluation. Social/affective strategies refer to learning a second language through communication with peers. In these strategies, people are resources with their attitudes and beliefs towards L2 learning.

Research has shown how deliberate and critical reflection on the three dominant approaches to L2 instruction helps educators determine the best methods that trigger strategies for learning a second language effectively. So, skilled L2 educators make learners aware of their strategies and teach them how to manage those tools in the classroom. Similarly, educators must explicitly teach how to use learning strategies to make students capable of choosing the best tools during the learning process. Finally, Oxford suggested that teachers should use a range of methods and strategies in the classroom because it is irresponsible to believe that a single L2 methodology or learning strategy could meet all students' needs. In addition to approaches to L2 instruction discussed above, effective teachers have integrated some current instructional models into their ESL or EFL curriculum. By doing so, they have helped learners to apply more appropriate and pertinent learning strategies to increase their L2 proficiency.

Situation-Based Language Teaching

Despite the controversies on language learning processes, there is the underlying fact that the main practical objective of teaching a language is to enable the learners to use it. That is, to know to what real-life situations each particular form of the target language corresponds. Acquiring linguistic data is not sufficient because the scene is not a linguistic one, as it has to do with people, objects, and events that are present at the moment of communication. There is considerable debate among linguists and psychologists as to the nature of language. Language learning, in particular, is characterized by vicissitude; in the 1930s, for example, it meant accurate translation of readings, but in the 1950's it meant facile ability in aural comprehension and oral production.

The origin of the vicissitude is rather to be found in the theoretical concepts which in turn cause corresponding shifts in notions of what it means to acquire, teach, or learn a language. Any approach is a collection of intrinsic beliefs that serve as a framework for a specific outlook on language. At this point, we often realize that approaches are in and out of style; that is, because some attempts prove to be more effective than others during a given period. An approach is "in" when widely used methods and techniques are made up according to its principles; and, accordingly, the impact may be traced in current classroom practices. Developed by British applied linguists in the 1930s, the Situational Approach has survived, so far, by completing later approaches and methodologies such as the Audio-Lingual Method, Communicative Language Teaching, Total Physical Response, The Silent Way, Community Language Learning, The Natural Approach, Suggestopedia., etc.

According to the Situational Approach, and to ensure that the language that is being taught is realistic, all the words and sentences must grow out of some real situation or imagined real situation. Thus, the meaning of words is tied up with the situations in which they are used. The learners know the meaning of the word "blackboard", not because they have looked it up in a dictionary, but because they have learned the word in situations; by hearing commands such as: "Look at the blackboard!"; "Clean the blackboard!", "Write on the blackboard!" This example stresses the association between the word "blackboard" and the action of "looking at it", "cleaning it", or "writing on it.

Aspects of communicative language teaching: Strong and weak versions of CLT

For some 40 years now, discussions of foreign language teaching have been dominated by the concept of 'communication' and its various derivatives such as 'communicative language teaching' (CLT) and 'communicative competence'. Hunter and Smith (2012) analyzed the keywords in articles published in one leading UK-based journal (ELT Journal) and showed how communicative ideas and terminology gradually climbed to a dominant status in ELT professional discourse in the years up to 1986. Since 1986 this trend has continued. Even if much discussion now refers to 'task-based language teaching' (TBLT) rather than CLT, this is not so much a shift of direction as a continuation within the same direction. As many writers have noted TBLT is best understood not as a new departure but as a development within CLT, in which communicative tasks 'serve not only as major components of the methodology but also as units around which a course may be organized. National language education policies have shown a strong tendency to follow this trend. This is not surprising, since almost every nation has faced an increasing need for people who can communicate with speakers of other languages, particularly through 'English as a lingua franca'.

Task-Based Language Teaching

Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument that the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem, or sharing information or experiences, can all be considered relevant and authentic tasks. In TBL an activity in which students are given a list of words to use cannot be considered as a genuine task. Nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many role plays students simply act out their restricted role. For instance, a role play where students have to act out roles as company directors but must come to an agreement or find the right solution within the given time limit can be considered a genuine task in TBL.

In the task-based lessons included below our aim is to create a need to learn and use language. The tasks will generate their language and create an opportunity for language acquisition (Krashen*). If we can take the focus away from form and structures we can develop our students' ability to do things in English. That is not to say that there will be no attention paid to accuracy, work on language is included in each task, and feedback and language focus have their places in the lesson plans. We feel that teachers have a responsibility to enrich their students' language when they see it is necessary but students should be allowed to use English in the classroom as they use their languages in everyday life.

Conclusion

Learning a second language is a vital one and it is enhanced by learning different approaches like the grammatical approach, the communicative approach, and the cognitive approach. Along with these approaches, Situation-Based Language Teaching,

Aspects of communicative language teaching: Strong and weak versions of CLT, and Task-Based Language Teaching are the additional methods to support language teaching for different students in different countries of the world. Second language learning is not like bilingualism in learning a new language.

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