



Mini Review

Analysis of Factors Affecting Second Language Acquisition

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Abstract

The purport of this paper is to provide an overview of five factors affecting second language acquisition (SLA). The factors include vocabulary, grammar, and interference of mother tongue (L1), self-efficacy and motivation. These factors are vital to research for the process of acquiring second language. Language is composed of vocabulary words which are synchronized by grammar affected by first language. Self-efficacy is a consequential component of social cognitive and this entire process of second language acquisition is possible by the factor of motivation. Motivation is additionally a consequential contributor to language achievement in terms of linguistic outcomes. Study of these factors synthesizes in the process of acquiring second language resulting with possible suggestions.

Keywords: Mother tongue (L1); self-efficacy; synthesizes; social cognitive

Introduction

Role of Factors in Second Language Acquisition (SLA)

This study investigates the factors influencing the second language acquisition. Vocabulary, grammar, mother tongue self-efficacy and motivation are the five factors studied in this research to observe the acquisition process of second language. When children are learning through the medium of a second language, it is even more important to give them the most efficacious avail possible to enable them to understand to the best of their faculty. The more preponderant our construal of the factors involved in second language acquisition, the more efficacious our avail is liable to be. Littlewood (1984) verbalized, "*The sum of our cognizance about the factors influencing second language learning is very constrained and imprecise*". Klein (1986) maintained that research into second language acquisition had too short a history to supply conclusive evidence on any important question.

Vocabulary is the most important factor of second language acquisition. The verbalization that "*While without grammar very little can be conveyed, without vocabulary nothing can be conveyed*." Wilkins, (1972) tells us that mastering of vocabulary is an essential component of second language learning. Moreover, Read (2000) states that, "*words are the*

rudimental building block of language, the units of construal from which more astronomically immense structures such as sentences, paragraphs and whole text are formed". Nation (1993) discusses that vocabulary education enables language use (as cited in- Nation & Waring, 1997), or Anderson and Freebody (1981) accentuate that vocabulary has long apperceived as consequential to reading prosperity (Dickinson et al, 2009). Similarly, Carroll (1993), Elley (1991) and Krashen (1993) believe that the development of vocabulary cognizance and the amount of target language reading undertaken by the learners are vigorously cognate, or arduousness levels of vocabulary substantially affect the degree of readability of reading text (Coady, 1993; Alderson, 2000; Nation, 2001). In integration, prosperous acquisition of the facility to read with comprehension is essential for prosperity and full participation in the mainstream the technological society ((Dickinson et al, 2009). In such case, Coady (1993) believes that vocabulary building as integral part of reading.

The word Grammar designates different things to different people. To the mundane denizen, it connotes to correctness or incorrectness of the language that he or she verbalizes. To a school student, it signifies an analytical and terminological study of sentences. Education of grammar avails the student in the rectification of mistakes and

amendment of written work. A person can't learn second language accurately only through a process of insensate assimilation. Grammar is a sure ground of reference when linguistic habits fail us. So grammar is indispensable for the student.

Mother tongue (L1) is the integral factor of second language acquisition. Most learners apply education from their native language to the second language and this transfer can result in both positive and negative transfer. Positive transfer occurs when the designation of items that are transferred is in line with the native speakers' notion of acceptability. Negative transfer occurs when the antithesis transpires resulting in errors. Negative transfer transpires at a more preponderant scale when the distinction between two languages is astronomically immense. The kindred attributes and dissimilarities in word construals and word forms affect how expeditiously a learner can acquire a second language (Odlin, 1989). The method utilized in teaching second languages in most scholastic institutions is Grammar Translation. The major characteristics of Grammar Translations are: The target language is taught in mother tongue and there is diminutive active utilization of the language. Most of the vocabulary is taught in the form of isolated lists of words. Learners are given long elaborate explications of the intricacies of grammar. Arduous texts are learnt to be read early. The exercise given to students is mostly that of translating disconnected sentences from the target language into mother tongue and vice versa. Little to no attention is given to how words should be pronounced (Dralo, 2012).

Self-efficacy appears to play a vital role in sooth saying learners' performance in inculcative contexts and it can presage performance even better than authentic facilities (Bandura, 1997), or aptitude (Schunk, 1991). Apart from influencing students' learning, self-efficacy additionally affects motivation as it has been substantiated by a solid body of research (Pajares, 1996; Schunk, 2003). It is a consequential component of convivial cognitive theory. Social Cognitive Theory suggests reciprocal interactions among these influences: environment, demeanor, and personal factors including physiological, cognitive and affective aspects (Bandura, 1986). In this theory, human beings have the facility to affect and shape their environment rather than passively react to it. With reference to the interaction among the three forces (personal, environmental and behavioural), individuals' credence in their capabilities to perform a task (e.g. self-efficacy) determine the efforts and engagement they exert for the task (Bandura, 1999; Schunk 2003).

Motivation is an ultimate factor in the process of acquiring second language. Motivation has been called the neglected heart of language teaching. It is observed that all of learning activities are filtered through the students' motivation. In

this sense, students control the flow of the classroom. Without student motivation, there is no pulse; there is no life in the class. This factor leads to perpetual procurement of other mentioned factors for second language acquisition. Motivation is an issue worthy of investigation because it seems implicated in how prosperous language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, quantifying and relegating its role in theoretical models of the language cognition process (Ushioda, 1996).

Various Opinions Regarding Factors in Second Language Acquisition (SLA)

Research has been done much extent on factors influencing second language acquisition. The cognizance of congruous vocabulary is found to be the important factor for acquainting second language. The researchers have focused their attention on vocabulary in the procedure which second/second language learners optimize their vocabulary education. In such way, after long time of neglect, as Stern (1983) mentions vocabulary acquisition had been curiously and inequitably neglected, vocabulary is now apperceived as central to second/second language acquisition process (Laufer, 1997). theoretical and empirical researches which are appeared on sundry aspects of vocabulary acquisition (Harrison,1980; Keen,1985; Cruse,1986; Wallace,1987; Nation,1990; Clark,1993; Huck, Haynes & Coady,1993; Schmitt,2000).

As the Macrocosmic Grammar theory raised by Chomsky suggests, "learners are learning aspects of grammar that we are not teaching them", in integration, "learners have insensate cognizance of grammar systems which we, as teachers, are often nescient of" (Shortall, 1996). Limpidly, this hypothesis shows that learners 'insight to acquire grammar through understanding the scope of language forms in an insensate way rather than explicit cognition process. The kindred credence has withal been discussed by Richards (2002). He verbalizes, "Some researchers claim that language learners have the innate ability to understand the framework of grammatical variables such as the grammatical structure, the tense, the gender, etc". Communicative language teaching and communicative approach play dominated roles in stimulating second language learners 'desiderata for communication (Larsen-Freeman, 1991). Withal, Thompson (1996) points out second language learners who are involved in the communicative context will discover the grammar in the incipient language and understand its functions. Through the communicative language teaching, learners will be trained to verbalize about the aspects they have learned rather than merely notice it from teachers (Thompson, 1996). Consequently, the communicative language teaching occurred around 30 years until recent time, on the grounds

that teaching grammar does not only have language learners' fixate on acquiring the language forms, but withal have them ken how to apply it in their communication.

Arguments, on how much one's mother tongue affects his/her acquisition of an incipient language, have risen and a divide has been engendered between groups that are for monolinguals' in the classroom and those that are against it. Butzkamm (2003), as cited in Suntharesan V's research paper 'Role of Mother Tongue in Teaching English to Tamil Students' remarked, "The international ascendance of English native speakers who find absolution in the dogma of monolingualism when they cannot understand the language of their pupils, together with the more frugal mass engenderment of stringently English-speaking in the Anglo-American mother country, constitutes one of the reasons abaft the sanctification of, and the authoritative ordinance for, monolingualism in the classroom." Here, Butzkamm (2003) fortifies the utilization of first language in the classroom as it is a utilizable implement which can be habituated to expound arduous grammar. L1 can withal be used when giving ordinate dictations which learners might not be able to understand in English, and for checking understanding, especially when utilizing involute contexts (Suntharesan, 2012). The utilization of the first language provides students with a sense of security that enables them to learn with facileness and in comfort. In the 1970s and 1980s, challenges to postulations about the consequentiality of transfer arose. This was due to claims made by Fries (1952) and Lado (1957) about the subsistence of cross-linguistic differences. The two verbalized that the differences in cross-linguistic differences in the acquisition of second language could be defined by contrastive analysis (Torrijos R, 2009). Two variants of the contrastive analysis hypothesis (C.A) have since risen: C.A. a priori and C.A a posteriori. The former is additionally known as the predictive or vigorous version while the latter is kened as the impuissant or explanatory version. C.A a priori is the point to point analysis of syntactic, phonological, morphological and other subsystems of both languages learnt. This hypothesis suggests that with the kindred attributes between both languages, a student will facilely acquire a second language but with the differences, acquiring it will be harder. C.A a posteriori concentrates more on error analysis. Most errors occur due to the strategies that students use to acquire a second language thus linguists and teachers should pay more attention to what learners authentically do than concentrating on their posits of what the student will do (Torrijos R, 2009).

Self-efficacy, as a key element of convivial cognitive theory, refers to "beliefs in one's capabilities to organize and execute the courses of action required to engender given attainments" (Bandura, 1997). Learners' notions in their capabilities affect performance tremendously. Learners' credence can prognosticate performance better than their

authentic competency (Bandura, 1997; Schunk, 1991). This is of considerable consequentiality for educators in that students with high self-efficacy authentically engage in doing a task, ergo they achieve higher score than those learner with low self-efficacy, albeit they may have low faculty. Self-efficacy is a motivational variable in learning and it seems virtually infeasible to examine some aspects of human functions such as learning, motivation and academic performance regardless of the role of self-efficacy credence of the learners (Pajares & Urdan, 2006). Bandura (1986) proposed that, within this triadic reciprocity (interaction between three above mentioned factors), individuals are endowed with five capabilities which avail them to determine their own action: symbolizing capability, forethought capability, Self-regulatory capability, vicarious capability, and self-reflective capability. Among the five capabilities, self-reflection is the most important and central capability in determining human comportment. Self-reflection enables human beings to assess, interpret and self-evaluate their motivation, phrenic conceptions and comportment. One of the most puissant arbiters of self-reflection is self-efficacy which is a vigorous soothsayer of prosperity (Bandura, 1986). Bandura (1997) noted four sources which affect the development of self-efficacy notions: a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological states.

Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious cognition process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dörnyei, 1998, as cited in Huang 2007). Research on motivation in second language learning has accentuated the underlying reasons abaft the involution or noninvolvement of EFL(English as foreign language) learners in academic activities (Muftah & Rafik-Galea, 2013). The word "motivation" has been defined as the intrinsic and external forces that account for the initiation, cull, and direction of demeanor towards a goal (Babae, 2012). It refers to the characteristics of learners "that initiates and maintains the cognition process, or that leads to the avoidance or abnegation of learning". (Stern, 1983). It is, consequently, one of the key factors which determine the design and implementation of language ordinate dictation, and which influence the prosperity or failure of learning, a second or second language (Alamin & Ahmed, 2013).

Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and prosperity of second language learning. Motivation determines the extent of active, personal involution in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native verbalizers and how long they persevere and maintain L2 skills after language study is

over (Oxford & Shearin, 1994). Conversely, without adequate motivation, even individuals with the most remarkable faculties cannot accomplish long-term goals, and neither are felicitous curricula and good teaching enough on their own to ascertain students' achievements (Dörnyei & Csizér, 1998).

An Analysis of Factors Affecting Second Language Acquisition

A second language learner cannot use grammar efficaciously without being taught felicitously in vocabulary. This is because good cull of words leads to good utilization of grammar, which withal explicates the engenderment of grammatically correct but still inelegant utterances. The de-contextualized way of teaching vocabulary do not avail students learn how to cull words for their concrete communicative purposes in different situations. With the important of learning vocabulary in mind, it is good to ken that it is comparatively facile to learn words. Second language learners conventionally don't have to learn the concepts behind words from scratch, which makes it relatively facile to edify words than grammar especially at lower-level classes. It seems that the benefits of learning vocabulary come more expeditious too because individuals words alone can make prosperous communications in some circumstances, which doesn't hold true for grammar. In order to elicit the benefits associated with learning vocabulary, teachers should design their vocabulary teaching with the purport of making words retain longer in students' minds and availing them engender words in different contexts.

The value of grammar teaching is consequential in English language teaching field. Grammar is the base of English language. It is not acquired naturally, but learning, it requires be inductively authorized. Grammar operates at the sentence level and governs the syntax or word orders that are permissible in the language. It additionally works at the sub sentence level to govern (Rubenson, K., & Desjardins, R., 2009), such things as number and person accidence between subject and verb in a sentence. To grammar learning, some students may have a more analytical learning style than others, but if one hope to utilize English language accurately and fluently, it is compulsory for him to receive grammar rules injunctive authorization.

Mother tongue (L1) accommodates social and cognitive functions in students who work in groups to discuss in their native language. This sanctions them to relate and have a sense of identity. Language transfer or translation is an involuntary thing done by language learners. Utilizing mother tongue (L1) in cases where students are incapable of activating vocabulary proves utilizable in their cognition, and gives them the comfort to read arduous texts in the second language. With texts that require higher proficiency, learners are advised to first read the text in their first

language, then in the second language to better understand the concept (Suntharesan, 2012). The influence of a learner's native language in making the acquisition of a second language facile or arduous varies depending on many factors. Many learners need a sense of security when learning a second language. It is challenging for them to thoroughly forsake their native tongue despite the communicative methods that accentuate that a second language (L2) be taught, and learnt through the second language. The conception of ceasing the utilization of mother tongue in the language classroom was brought by the eccentric phenomenon where after studying a second language (L2) for a long time through grammar-translation; students were still unable to fluently verbalize in the language.

Self-efficacy is a important component of social cognitive theory(SCT), It suggests reciprocal interactions among these influences: environment, deportment, and personal factors including physiological, cognitive and affective aspects (Bandura, 1986). In this theory, human beings have the faculty to affect and shape their environment rather than passively react to it. With reference to the interaction among the three forces (personal, environmental and behavioural), individuals' credences in their capabilities to perform a task (e.g. self-efficacy) determine the efforts and engagement they exert for the task (Bandura, 1999; Schunk 2003). Self-efficacy is one of the most influential factors for L2 learning, it appears to be very consequential for the teachers to avail students develop their self-efficacy. Teachers can enhance the caliber of students' self-efficacy through several feasible teaching techniques. Performance accomplishment is a key factor for developing self-efficacy. Learners who have reiterated experiences of prosperity have higher self-efficacy than those students who experience reiterated failure. Teachers should give learners some tasks that they can perform (Dörnyei, 2001), hence learners can build prosperous experiences. As persuasion is one of the four sources of self-efficacy (Bandura, 1986), positive feedback and inspiration from the teachers can enhance students' self-efficacy. Self-efficacy can withal be developed through vicarious experience. Students should be provided with opportunities to observe their friends and classmates do tasks prosperously, these opportunities avail learners to foster positive credence about them.

Motivation is a major factor in the prosperous study of language acquisition. It is considered goal directed and defined as "the amalgamation of effort plus desire to achieve the goal of learning the language plus auspicious postures toward learning the language" (Gardner, 1985, p. 10 cited in Xu 2008). Motivation is additionally a consequential contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the cognizance structure of the language, i.e. vocabulary, grammar and pronunciation and the four rudimental skills

of the language, including heedfully aurally perceiving, understanding, reading and writing (Gardner, 1985 cited in Xu 2008). Reece & Ambulator (1997 as cited in Gomleksiz 2001), express that motivation is a key factor in the second language cognition process. They stress that a less able student who is highly incentivized can achieve more preponderant prosperity than the more astute student who is not well incentivized. Sometimes students may come highly incentivized and the task of the edifier is to maintain motivation of the students. The task of the edifier is to maximize the motivation. Shulman (1986 as cited in Gomleksiz 2001), expresses that students' learning is facilitated most efficaciously when students are incentivized, and that motivation can be enhanced through the engenderment of a positive affective climate. Crookes & Schmidt (1991 as cited in Gomleksiz 2001), defines the motivation in terms of *cull*, engagement and sedulousness, as resolute by interest, pertinence, expectancy and outcome. Motivation depends on the social interaction between the pedagogy and the learner. To be able to engender an efficacious learning environment having highly incentivized students necessitates vigorous interpersonal and social interaction. According to Cooper & McIntyre (1998 as cited in Gomleksiz 2001), if it is accepted that learning is claimed to be dependent on certain types of interpersonal and social interaction, it follows that circumstances that make these forms of interaction desirable or at least congenial become an obligatory prerequisite of efficacious learning.

Conclusion

Learners need sizably voluminous lexica to prosperously utilize a second language, and so high vocabulary targets need to be set and pursued. Vocabulary learning is an involute and gradual process, and different approaches may be opportune at different points along the incremental cognition process. At the commencement, establishing the meaning-form link is essential, and intentional learning is best for this. Utilizing the L1 is one sensible way to expeditiously establish this initial link. Once this initial meaning-form link is established, it is crucial to consolidate it with reiterated exposures. It is additionally important to commence enhancing education of different aspects of word education. Some of these may be usefully learned explicitly (e.g. education of derivative forms), but the more 'contextualized' word cognizance aspects (e.g. collocation) are probably best learned by being exposed to the lexical item numerous times in many different contexts.

We can compare all components of the body as rules of the grammar and kinetics of the body components as the utilization. The body will be fit & salubrious when it has all components and utilize it in congruous direction. In the same way one will be efficacious communicator when he kens all the rules of grammar and utilize it felicitous way & verbalizing fluently. Practice verbalizing is the primary step

to learn any language. In the commencement learners should fixate on heedfully listening discerning and verbalizing skills along with learning rudimental grammar rules as grammar is not acquired naturally and it requires to be taught. So grammar plays a important role in learning second language efficaciously, accurately and fluently.

The interference of mother tongue in learning English has been subsisting since their schooling. So an apt solution is to be sought out to eliminate the quandary. Some of the suggestions to evade mother tongue interference are

- English language should be taught in the language lab for congruous pronunciation.
- Self – study and self-assessment programs to be suggested.
- Group discussions, debate, JAM [Just a Minute], verbalization competition, seminars etc. in English may be organized frequently.
- Learners should be familiarized with spelling and pronunciation.
- Make the learners reading more English books on any topic and heedfully listening discerning verbalized English CD and BBC news on TV.
- English should be taught only aimed at national intelligibility.
- Make them to convert their difficulties in learning English into challenging opportunities.
- Children should be trained to make mother tongue utilizable for learning a second language by transferring the kindred rules.
- Constant practice should be given in sounds

Self-efficacy credence toward a concrete task in classroom context and out of the class context can be developed and enhanced. Furthermore, more research is required to find the casual relationships between self-efficacy and other variables rather than just establishing a simple relationship. Conclusively it seems obligatory to examine self-efficacy notions with the interaction of learning style, personality types, and cultural and convivial variables. Establishing that these variables influence learners' self-efficacy will avail and guide teaching and program planners in paving the way for the development of learners' self-efficacy.

Motivation is a crucial factor in learning a second language, which is influenced by different variables: personality variables, the postures of learners, their cognition styles. Motivation is the 'neglected heart' of our construal of how to design learning and teaching. Motivation is something all students bring with them in one form or another. It is not the case that all we require to do as teachers is to identify it, embolden it, victual it now and then, and optically canvass it grow. Rather, our job is additionally to edify the students how to cultivate motivation, find it in areas where they did not expect it, and reflect upon their own motivational

process so they can take charge if it. Many teachers believe that by sticking to the language materials and endeavoring to edify their learners, they will manage to engender a classroom environment that will be conducive to learning. These teachers seem to lose optical discernment of the fact that, unless they accept their learners' personalities and work on those minuscule details that constitute their convivial and psychological make-up, they will fail to incentivize them. Consequently, language learning and teaching should take account of a variety of factors that are liable to promote prosperity. Language is a component of one's identity and is utilized to convey this identity to others.

There is conspicuously a desideratum for as much research as possible in this field to contribute to our subsisting cognizance of the factors affecting the acquisition of a second language. Research findings can influence teaching methods and ameliorate the quality of avail given to children as they endeavor to master a second language.

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