

## **PROBLEMS OF SECOND LANGUAGE LEARNING**

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There are meaningful definitions of First language and Second language. First language (native language or mother tongue or L1) is the language a person has acquired from birth and a second language(L2) is a language that is not the native language of the speaker. However, what is second language learning? 'learning a second language is defined as acquiring the ability to use it's structure with in a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed'. In language learning, learners have conscious knowledge of the new language and can talk about that knowledge. Since first standard we have been learning a second language, though we make mistakes.

Once a friend of mine said that "ho, you now come", to me I could understand what he said, but it was not a meaningful sentence. Why he did this mistake? What is the apt cause for that? Why such problems appear?, Why people face such problems?, outwardly it may not be a serious issue but if you look into the language aspect usage and context then it so. Man is social being he has a language of his own(Mother tongue), but when he attempts to learn a new language various problems occur.

Language is universal. Everybody uses it and wants to use it aptly. But quit often people find them. And some people find they can't use it at all because of language restrictions. However, this paper mainly deals with the problems of the Kannadigas learning English as a second language. Before that, we should know the distinction is made between second language and foreign language. We know that learning a second language which is generally spoken in the surrounding community, in contrast learning a foreign language which is not spoken in the surrounding community.

Problems faced during the learning a second language are cited below,

1. Age factor
2. Social factors
3. Psychological factors
4. Teaching aids
5. Monolingual instructor
6. Interference of the mother tongue.

Let me analyze the problems individually.

### 1. Age factor.

Age factor plays a significant roll in second language learning. Before we discuss this factor we must know the difference between the acquisition and Learning. The term acquisition is used to refer to the gradual development of the ability of a language by using it in natural communicative situations with others who know the language. The term learning is used to accumulate knowledge of the features such as vocabulary, grammar of a language. Thus, Mother tongue is acquired by child with help of mother but Second language is learnt. Mother tongue is taught in school to polish thoroughly what we have acquired, but second language will be learnt. For instance, Kannada is acquired by native speaker, but English is learnt.

Age category is classified as follows:

- i. Child
- ii. After child hood

As we have seen already, language is acquired by child in the childhood in a rapid manner. When a child is born, the portion of brain which is dealing with language part is considered as “Tabularasa”( French) or blank page. Child under the age of eight can learn any language like a mother tongue suppose kannadiga child is born in China; he/she learns Chinese language like a native speaker. If child is born in multilingual environment then child can be aware of those languages. For example a child is born to a Kannadiga father and a Bengali mother and is take care by the servant who speaks Konkani. He/ She become aware of all the three languages in which he/she grownup. Again his/her peer group consist of speaking different languages then He /She acquires that language also, gradually he/she becomes a multilingual individual in such an environment. This is the case of the child.

But coming to adult he/she learns a language comparing. Already mother tongue rules, components and grammatical categories are fixed permanently in his /her brain which has developed but when he will be learning a second language all the learnt factors or known factors will be interfering in the second language learning. There is a term in Linguistics is called ‘Blind spot’, it means ‘In a language when a particular sound or word having a meaningful meaning can be turning as a meaning less one when utilized in another language’, for instance, in English usually words are not pronounced as they are written because of its rules and restrictions, but in kannada words are pronounced as they are written. There is always confusion between English-‘C’ and Kannada-/ka/ they write it as C, but pronounce it as /ka/, if kannada speaker while hearing this sound he/she hear it as /ka/ it happens in Receptive level as well as Productive level, in connection with this few examples will be given as follows,

English	Kannada
/c/	/ka/
o car	kar
o call	kall
o cold	kold
o camel	kyamal
o cough	kough

## 2. Social factors

In social factors, Individual's internal and external factors are mainly found. Such as,

- i. Background of the student
- ii. Learning environment

For instance one can identify the background of a person who speaks a standard language or colloquial language, will make us to know the background. For example students come from rural area their speaking competence is too low and pronunciation is entirely different from urban area's students. Many a times rural schools have lack of teaching methodologies. They do not have well qualified language teachers. Rural students and urban students have large differences in their learning methodologies; because of these rural students develop a inferiority complex to speak English language in front of English knowing students. Sometimes they are unaware of usages in the context. Learning environment plays a major role in learning a second language. The effect of environment in the course of learning a second language is very valuable.

Here mainly two major steps are found, they are, advanced environment and scrolling environment. In advanced environment student is in very fluency level, there are no grammatical confusions, second language is used in very developed manner in contrast, all the problems regarding grammar, usages and conjugations are existed in dark environment, student still undergoing number of confusions he quiet often making mistakes. Here one thing research must tell you is that the cultural differences. It takes an important role in the course of learning a second language. Mother tongue environment and second language environment have long gap between them. Second language culture is entirely different from Mother tongue, for example, suppose a person who would like to learn English, if he/she is taught in the English environment, the effect of learning will be very effective. Thus social factors take a major role in the course of learning a second language.

## 3. Psychological factors

As mentioned here the psychological factor concentrate on the mental ability of the learner, how the Linguistics competence is worked in the production and comprehension of speech (Linguistics performance). How psychology impact on second language?. Most of them are not learn a second language and most of them are not exposed, though they learn second language, due to various reasons, they are given below,

- o Ability of a person to learn a second language and his way of processing language in his mind.
- o De-motivational factors
- o Lack of encouragement
- o Groupism in classroom.
- o Sarcasm.

Even after years of study we are unable to use second language like mother tongue, there is always barrier between mother tongue and second language. Sometimes some strange incidents take place in language class room, suppose language teacher scolds the student for not using the language correctly it directly effects on student psychology, it may demotivate the student to learn a second language. This happens in family situation also, though child is interested in learning a second language encouragement from the family hardly exists. Sometimes children in their peer groups also face such problems, before the peer group some children feel shy or inferior to speak in second language, with a fear they may make mistake and others may laugh at them. Thus the psychological factors play a very important role in learning a second language,so

both children and adult need lot of motivation, environment and encouragement to use the second language without hindrance.

#### **4. Teaching aids**

Using a teaching aids make learning effective, the teacher should be clear about the object of instruction and thus make the right use of the right material at the right place and right time. Teaching aids are used to make the teaching effective. However, in what way teaching aids are relevant to the language learning? There is a meaningful definition for teaching aids that is an object (such as a book, picture, or map) or device (such as a DVD or computer) used by a teacher to enhance classroom instruction. Language class room should be furnished with teaching aids such as, Audio aids, Visual aids, and Flash cards, Diagrams, Smart class, models, projectors, language lab for demonstration. While learning a second language, various kinds of teaching aids must be used, if students are impressed by teaching aids they will develop interest in learning a second language, this will make them very active in learning. So instructor should use teaching aids compulsorily for comprehension. Teaching loses its effectiveness if aids are not used.

While explaining English words, suppose instructor wants to explain the act of Drinking, while teaching this word if video is used, student can grasp it easily. By showing video of a person drinking water by seeing this student can easily comprehend it as an act of drinking. But in some language class rooms this type of teaching methodology is never used. This makes student's ineffective in learning a second language.

#### **4. Monolingual instructor**

If monolingual instructor is assigned for teaching a second language more learning problems get created. If instructor knows only second language, when student faces any confusion in language class room instructor will be unable to clear the confusions. Student may not know the way of asking a question in second language because he is still learning; here he/she mixing the mother tongue may ask a question, since instructor does not know the mother tongue of the learner he/she fails to tell an accurate answer, here learning effectiveness is lost. Hence second language instructor must be Bi-lingual or Multilingual.

#### **5. Interference of the Mother tongue**

He/ She will already know one language (Mother tongue), so when he/she is learning a second language always there will be the interference of mother tongue. While learning a second language we make mistakes because of the Mother tongue. Lado has mentioned about the interference and its impact on the mother tongue and second language in his book "Linguistics across culture". Mother tongue interference in second language happens at all levels, they are, Listening, Speaking, Reading and Writing. Interference takes place at all levels of linguistics, they are, Phonology, Morphology, Syntax and Semantics. Now let me analyze each one of these.

##### **A. Phonology.**

In the course of learning a second language various problems occur in Phonemic or Phonetic level. Sounds which are not present in Mother tongue while learning in second language will create problems. Sounds like f, z and x are not present in Kannada, while making words with using these sounds there will be lot of mistakes.

Example-:	English		Kannada
	1.Bazaar	----	/bazaar/
	2.Zoo	----	/ joo/
	3.Coffee	----	/ kafi/
	4.Xerox	----	/jerax/
	5.Khan	----	/kaan/
	6.Thin	----	/tin/
	7.Rafiq	----	/ rafik/

### B. Morphological level.

Even at Morphological level several problems arise. Some students try to make sentences using their mother tongue words which are related to second language. For example in Kannada we have the expressions like /banni-banni/,/elli-elli/,/ya:ru-ya:ru/,/be:ga-be:ga/,but this is not possible in English,we can't say come-come,where-where,who-who,soon-soon together.

While making sentences in English,there will be mistakes take place ,because English has Preposition but kannada has Postposition, so this will make them to do mistakes,in connection with this some examples can be given as follows,

Example-1: English

- 1.He goes **to school** every morning by 10 o'clock
- 2.I got a letter **from my brother**
- 3.They like you more **than him**

Example-2: Kannada

- 1./avanupratidinasha:le-geho:gutta:ne/
- 2./na:nuondupatravannunanna**aNNa-nindapa**Dede/
- 3./avarunannannu**avanig-inta**heccupri:tisutta:re/

### C. Semantic level

Since English is an analytical language, it has huge number of phrases which are used in particular context,in contrast a single word can be used in all the contexts in Kannada language.

Example-1. I watch television (English)

if above sentence is translated in to kannada,theverson has complet change, version is given below,

/na:nuT.V.yannuno:Dutte:ne/ (Kannada)

Example-2. I saw a tree (English)

The translation of the above sentence in Kannada wiil be

/na:numaravannuno:Dide/ (Kannada)

The word 'Watch' and the word 'See' have their own existence in English language, moreover they should be used in particular context, not in all the contexts, we should not say I watch tree or I see a television .Every word hasit's own rule in English. In contrast there is no such rules and regulations in Kannada,the word /no:Dutte:ne/ can be used not in particular situation but in all the contexts.

### D. Syntactic level

The structure of sentence in English is **Subject+Verb+Object** but if in students language it is S.O.V. or any other,then the construction of sentence is lost,for example 'This is a rose' suppose

this sentence is translated into Kannada /iduhu:-the whole structure changes. like wise 'I am a student' in Kannada /na:nuvidya:rta/ .

Example-1. The girl hates John (English)

S            V            O

Suppose word order is changed entire structure has change in English. But it doesn't happen in Kannada, word order can be changed and used, in connection with this an example can be given as follows,

Example-2. Huli Jinkeyannukonditu (Kannada)

(Meaning in English: The Tiger killed Deer)

In above mentioned sentence (Kannada) though the word order is changed meaning does not change,

Huli Jinkeyannukonditu

S            O            V

Hulikonditu Jinkeyannu

S            V            O

Konditu Jinkeyannu Huli

V            O            S

Jinkeyannukonditu Huli

O V            S

Jinkeyannu Hulikonditu

O S            V

Since Kannada has different word order, while learning English confusions take place. During Syntactic stage, brain tries to make sentence on the basis of the genius of Kannada language, eventually they fail to construct a sentence. To conclude, even today Kannadigas are facing lot of problems in learning a second language. The control of the target or second language is obviously inadequate. They need to concentrate regarding these problems. They have to find out the reasons for the problems of second language learning and try to solve them. As we have already seen Mother tongue interference, Cultural differences, Lack of views, Individual differences, Grammatical divisions, Over generalization, Language community, all these need to be clarified.

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