CHAPTER THREE

FACTORS IN SECOND LANGUAGE ‘ACQUISITION’ OR ‘LEARNING’

3.1 Introduction

There have been several researches that has establish the fact that second language learning is not a new phenomenon, it has been existing since the 5th century when Latin and Greek were the major second languages learnt by academics. But, it is only since 1960s that second language learning has gained momentum in an unprecedented way, so has the research in this field. Several teaching theories emerged that laid foundation for various methods. All these have been discussed in detail in the previous chapter.

To carry out this study effectively it is not only important to understand teaching theories involved in second language teaching, but also factors involved in learning. Looking at the history of teaching methods, the traditional methods focussed on learning language more consciously through deeper understanding of grammar and other features involved in it. Nevertheless, the contemporary methods rested on the behaviourist theory and argued teaching second language in a natural way as the children learn their native language.

This chapter would thus first review the research that present distinction between ‘Acquisition’ and ‘Learning’, then it would see the ways how second language learners acquire the target language, followed by the factors influencing second language acquisition. Finally, this chapter will attempt to have a distinction between English as a second language and English as a foreign language.

3.2 Learning Vs Acquisition

Although there was a great deal of research done in the field of second language teaching but second language ‘learning’ was not rigorously studied. It was only in late 1960s that there were attempts made understand the ways learners learnt or acquired language. Krashen and Terrell (1983) define language ‘acquiring’ as “picking it up” which means that language is developed naturally in a communicative situation. Similarly, Stern (1983) defines language ‘acquisition’ as “biological process of growth and maturation rather than as a one of social learning.” This means that language acquisition is what people acquire naturally through experience and under the influence of environment without being taught the language. For example; to absorb the target language by living in a community that speaks the target language without any formal attention to studying the rules involved in grammar or structures. This is the ways when a child learns his or her first language. The child is not taught any grammar rules; rather the child hears and emulates the language around him or her. The aim of language in this situation is only to communicate and the result is subconscious linguistic ability.

On the other hand, ‘learning’ language is more of conscious learning of the grammar rules of the target language or “knowing the rules” (Krashen & Terrell, 1983). Learning a language may not necessarily aim at communicative ability, it may not even make able to communicate effectively but the thing it may do more is to have a deeper understanding of the language rules and may help in editing and monitoring the accuracy. But to do this monitoring and editing there is some condition required. To begin with, there has to be enough time for the user to make corrections before the language is uttered. Secondly, the user has to be consciously concerned about the accuracy or the correctness of the language before using it. Finally, it requires a good knowledge of the rules. Krashen and Terrell refer learning of
language as “explicit” knowledge of rules and its awareness and potential to talk about those rules. It is very different from ‘acquisition’ which is implicit in nature. This distinction done by Krashen and Terrell was not a new discovery in second language, rather it existed as early as 1920s when Harold Palmar presented the difference of “spontaneous” and “studial” capabilities in second language. Spontaneous ability is second language refers natural acquisition and production of the second language which was helpful in speaking skills whereas ‘studial’ ability referred to the knowledge of the task that was in hand and was important in literary development (as cited in, Harmer, 2007). Krashen and Terrell (1983) summarized the concept of language ‘acquisition’ and ‘learning’ from the learning and teaching perspective through the following table:

<table>
<thead>
<tr>
<th>Acquisition</th>
<th>Learning</th>
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</thead>
<tbody>
<tr>
<td>• It is the way a child learns his or her mother tongue.</td>
<td>• It is formal knowledge of a language.</td>
</tr>
<tr>
<td>• It is a subconscious way in which a person ‘picks up’ a language.</td>
<td>• It is done consciously to ‘know rules’ of a language.</td>
</tr>
<tr>
<td>• Formal teaching of the language does not help in this.</td>
<td>• Formal teaching is important to introduce and clarify language aspects.</td>
</tr>
<tr>
<td>• It is implicit knowledge.</td>
<td>• This is an explicit knowledge.</td>
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</table>

This distinction was certainly an important view point to be considered in second language teaching. But Stern (1983) found this distinction done by Krashen and Terrell questionable from psychologist point of view. He explained that psychologists used the terms ‘growth’, ‘development’ and ‘learning’ synonymously to describe the relationship between biological factors and environment. Stern find this distinction between ‘acquisition’ and ‘learning’ only a stylistic variation. He also argued that the term ‘acquisition’ means a permanent possession but language is not a permanent stable possession, it continues to modify. Yet, this distinction is a good viewpoint to understand that second language learning does take place differently from the way mother tongue or the first language is learnt.

Now as the distinction between learning and acquisition is clear, it is also important to see the detailed theory that acquisition-learning entails. The eminent work done is this regard was put forward by Krashen (1983) in his five-hypothesis model which is will be discussed in this section.

3.2.1 Acquisition-Learning Hypothesis

Often it is assumed that language can be acquired or learnt better at younger age, but this hypothesis contradicts this idea and asserts that adult have the ability of pick up language even after puberty. This does not claim that the second language can be acquired by adults
perfectly and to the highest proficiency like the native speakers of that language. It also does not make any claims as to what part of the language can be acquired and what can be learnt consciously, or the ways adult learners use learning and acquisition in performance. This hypothesis claims that both language learning and language acquisition are different processes and they both exist in when adults set out to learn a second language.

As there is a clear distinction between learning and acquisition so language teaching has varied impact on the two aspects. If we look back on the theories and methods of teaching, in grammar-based approaches when language rules are explained and there is correction of errors, then the teaching is directed towards learning not acquisition. Whereas, language acquisition is like when parent help their child learn the language. Parent do not bother to correct their child if they do make wrong sentences which are understandable. But when the child makes errors in the language production which distorts the meaning, then parents pitch in and correct it. But they do not go on to explain the grammar rules to the child.

This distinction between the two is not new, many other scholars call it ‘implicit’ and ‘explicit’ learning. There are evidences to this distinction that are presented by Krashen through five hypotheses; natural order, monitor, input, aspects of SLA and the effective filter.

3.2.1.1 Natural Order Hypothesis

The natural order Hypothesis of Krashen and Terrell (1983) claims that grammar structure is mainly acquired and not learnt in a specific order. This there may be a slight variation in the time that learner takes in acquiring those grammar form, but the pattern is similar. There order may also vary marginally yet very close. They explain this through an example of children who have English as their first language. Children usually learn function words relatively earlier. They usually learn to say ‘ing’ form (I am going) or the plural forms like; flowers relatively earlier than the possessive forms like ‘it is my father’s hat’. They may continue for say ‘this is my father hat’ for quite some time. This means that some grammar morphemes are acquired relatively earlier than others.

Some children may acquire plural forms with ‘s’ before ‘ing’ forms or vice versa but it is unlikely that they acquire possessive forms like ‘mother’s’ before the plural and gerunds. Interestingly, the same pattern was studied on other children, who were Spanish and Chinese speaker, in other parts of the United States. The study verified similarity between children who had English as their first language and the ones who ad English as their second language.

More interestingly, this pattern of learning some grammar morphemes easier and earlier than others were studied on adults by Bailey, Maiden and Krashen in 1974, and was shocking the results were very similar to the results of children. This means that irrespective of age there are certain grammar morphemes that can be acquired much easier and quicker than others. However, this pattern may change when the adults are taught grammar explicitly and are given grammar test but if adults learn language through communication then the pattern resembles to the one of children.

An average natural order of grammar morphemes for ESL among both children and adults is presented in the table demonstrated by Krashen and Terrell (1983).

<table>
<thead>
<tr>
<th>Grammar forms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerunds</td>
<td></td>
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<tr>
<td>infinitives</td>
<td></td>
</tr>
<tr>
<td>Plural</td>
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</tbody>
</table>
3.2.1.2 The Monitor Hypothesis

According to this hypothesis adult ESL learners have a limited conscious learning and this conscious learning is more used as a monitor or an editor. As the hypothesis explains that when any utterance in started or initiated in second language the acquisition system comes into play before any conscious learning. which means when an adult second language learner or and produces language through written or spoken form, initially it is based or what has been acquired and then the learners does the self- repair. This can be often observed in ESL learners who say a sentence then realize the error them self and correct it immediately. Krashen ad Terrell(1983) presented a model adult SL performance.

![Monitor Hypothesis](image)

This means that whatever a learner produces language in for of written or spoken form comes out spontaneously based on the language that has been ‘picked up’ or acquired this is not something that has been consciously learnt in the classroom. The self-correction that a person makes in what is has been learnt. It means that there is a monitor function that follows the acquisition but there are three conditions that are needed for this monitor to work successfully.

1. There is enough time in hand of the performer. If the person is speaking, then it is hard for him or her to keep reminded themselves of the rules. If a learner tris to keep accuracy in min all the time, then the fluency gets hampered. However, in language production through writing this monitor may work well.
2. The learner must be constantly aware of the correctness which is difficult because in reality, when people communicate, no matter what the mode is, there is more concern for what is being said than how it is being said.
3. The third most important aspect for the monitor to work successfully is to awareness of the rule. If the learners are not much aware of the complexity of the rules, then there is no way that they can correct it.

This study of monitor in language suggest that when adult learns are left in a monitor free environment such as communication then the errors and the difficulty that the encounter is similar to that of children in a natural order but when they are kept in a condition when they have to carefully produce language, the one like a test of grammar, then the difficult is not the same as in a natural order. Another important pointKrashen and Terrell make in the monitor hypothesis is that self-correction not necessarily take place only in Monitor free environment or a conscious learning situation, it can happen in acquisition too. In addition, monitor works better in some grammar form than others. The grammar rules like their person subject verb agreement for example ‘He/She/It+ V(+s) and the rule of articles before a noun is easy monitor but making interrogative sentences or the articles use in with general nouns or countable and uncountable is a difficult monitor. Thus, monitor rule work well with simple forms of grammar than the difficult ones.

3.2.2.3 Input Hypothesis

One of the major question that is often asked in second language learning or acquisition is, how do we acquire language? Krashen and Terrell(1983) answer it in a very simple manner. They believe that when a person encounters and input which is little higher than his or her own current competence, then they acquire a language.

Listening and reading are important components of a Language learning program. According to this hypothesis, the skill of writing develops gradually with time and speaking fluency is a skill that cannot be taught, rather it gradually emerges through comprehensible input.

Input hypothesis asserts that second language learners progress from one level to another higher level only when they come across some previously known structure with an additional part which could be called as ‘i+1’. Here ‘i’ is the information or the structure that learners are already aware of, whereas the 1 is the additional input. For example; it a ESL beginners level learner is already aware of the words like ‘there are many people is the room. Then the sentence ‘there are many oranges in the basket can be easily acquired by them. A good teacher may either take help of realia or pictures to give the addition input of ‘basket’ and ‘oranges’. It means when learners know most of the words and structures in a reading or listening then then can acquire some new input that they were not aware of. This can be also explained as, when we talk to someone in a language that we have not acquired yet, then the person would ‘cast a net’ of sentences in a level which is understandable to us which is our ‘I’ this net may include “1” which we may acquire in the course. This can also be illustrated through the figure below

Finely-Tuned Input

Speaker

Natural order  1  2  3  4  5  ….i  ........(i+ 1)  .....22.....27......89
Roughly-Tuned Input

Speaker

Natural order 1 2 3 4 5 ....i ......i+1.........89 98.....

*Figure 5: Speaker input*

This illustration shows that a finely tuned speaker would ensure that there are many familiar sentences included to explain something more, which is not known to the second language learner. Whereas, the roughly tuned speaker would not bother to see what the listener knows and would go on to express himself or herself.

Study on children language acquisition, research on applied linguistics are some of the sources that has led to this understanding of input hypothesis. There is evidence to the impact of caretaker’s (father, mother, grandparents etc.) speech on children language acquisition. It is believed that children who get simplified input from the caretakers acquire language quicker than the one who don’t get it. some of the characteristics of caretaker’s speech which contributes to input in language acquisition are:

1. Caretaker makes efforts in communication to be understood than to teach language to children. In other words, there is a desire to be understood.
2. Caretakers speech is not similar to the one which is used to speak with an adult, it is simplified for easier communication. This may appear roughly tuned without any systematic ‘i+1’. The speech may get complex as the child gets older.
3. Usually caretakers do not talk to children about abstract ideas, past events or future plans. They often talk with them about here and now which is easily understood by younger children.

This observation and study on caretaker’s speech in first language is the foundation to input hypothesis. Caretakers help children acquire language by giving an input that is comprehensible and the one that covers the next stage of language making a combination of ‘i+1’.

A similar pattern occurs when a foreigner talks with someone who does not understand his or her language much. They simplify the language as is to be understood which is similar to the one that caretakers do. The speaker slows down, repeats sentences, rephrases and often tries to modify questions to ‘yes’-‘no’ to make answering easier for the other person. This input is similar to the roughly tunes input.

In a second language or a foreign language learning classroom teacher talk is like a foreign talk. It is the language that teacher uses to explain things and also manage classroom activities. This talk is also a good example of roughly tunes input because the motive of teacher here is to be understood like in the case of caretaker speech. So, the impact on the adults in second language or the foreign language is the same as that on a child when hears and learns from caretakers.

However, in theory, traditional classrooms which are grammar- based, the input should be finely-tuned. Here krashen and Terrell assert that when teachers just talk in a roughly tuned manner, it is more valuable and advantageous for adult learner because they are supplying sufficient input for natural acquisition. This roughly tuned input has several advantages.

1. Firstly, in roughly tuned input the teachers subconsciously contribute to ‘i+1’ whereas in finely-tuned input the teacher has to keep an alert and guess what the
current level of a student is and then keep adding and extra ‘1’ to it which is more mechanical.

2. While the finely tuned input locks stages, roughly tuned input goes back and forth giving more opportunity for reinforcements and review.

3. In addition, roughly tuned input works well for learners in a group who may have slightly different levels of language because this would provide extra input to lower levels and review and reinforcement to the learners at the right level.

4. Lastly the roughly tuned where teachers talk like caretaker’s way is more natural and interesting than a class where it is finely tuned to learn some grammar point.

To conclude this input hypothesis of Krashen and Terrell reflect and support communicative language teaching method which is one of the contemporary approaches in second language classrooms.

3.2.2.4 Aspects of SLA related to Input hypothesis

Input hypothesis discussed in the previous sections resonates the other process or the phenomenon of second language acquisition. If we see the way a young child acquires mother tongue, we would notice that the child takes few months to initiate. There is a phase called ‘silent period’ where the child absorbs input and then begins to utter some memorized forms, sometimes without even understanding them. This is very similar in second language acquisition. Hatch (1972, as cited in Krashen &Terrell, 1983) reports from a case study on a child who came to the United States and was five years old. The child did not begin to speak English for several months and when began to speak English, he spoke memorized sentence like ‘get out of here’. This is similar to what infants do in their mother- tongues. There is lot of listening that takes place well before as a young child he or she makes the first sentences or a choppy sentence utterance. This means that there is active listening as input. The research in children acquiring their first language shows that they take several months in which they listen to the language around then from caretakes before they begin to speak. Krashen and Terrell believe this same thing happens when adults or adolescents learn a second language. They also believe that the methods like grammar-translation, audio-lingual method or other grammar based approach do not resonated with this natural way of acquiring language, they are designed to conscious learning.

However, there are some good methods that emerged and supported this hypothesis. One of it is Asher’s Study that compares students taught using two different approaches; Grammar-based and Total Physical Response. The study was done on adult learners who were there to learn German. The group that was taught under to total physical response, what instructed in the target language from the first hour itself, the instruction input was very simple. There was a silent period where the learners did not utter any sentences but within ten hours they began to produce some comprehensible phrases. These learners surprisingly out performed students on a listening test who studied German at college for 150 hours. Asher studies this in different setting and found the acquisition pattern similar. There was similar research done in University of Texas by Swaffer and Woodruff (1978) on the students learning German as second language. They too observed student’s progress taught under the principles of Total Physical Response theory, in which student were in the silent period for 4 weeks of the semester and rest of the year they were exposed to maximum listening and reading comprehension with minimal grammar which was with the context of the listening and readings done or in relation to the listening and the reading text. No grammar was taught explicitly. The study report better results on standard modern Language Association test and students also continued to study German II. Krashen and Terrell (1983) summarize input hypothesis in four points

1. This is inclined to acquisition of language and not learning of language.
2. With the help of context learners acquire language. The acquisition takes place when the language is a little higher than one’s current level.
3. Speaking skill is a gradual process which cannot be taught explicitly.
4. When caretakers (parents, grandparents, teacher etc.) speak with the person who has lower language proficiency than them, their input automatically includes some information which the acquirer is already aware of and some new which makes ‘i+1’.

This makes it clear that leaning can take place if natural acquisition input model in incorporated in second language learning classrooms.

3.2.2.5 The Affective Filter Hypothesis

It is believed that attitude towards the target language has an impact on language acquisition but not on language learning. There are some affective variables that indicate the progress that a learner might have in second language learning. Often if the learners had intrinsic motivation, then the anxiety levels are lower and this results in better second language acquisition. The integrative orientation and intrinsic motivation are discussed in detail in the following chapters. If learners have better attitude towards the target language, their affective filter is lower. In other words, these learners are more receptive to the input of second language and thus acquire more and faster. Krashen and Terrell(1983) illustrate it through the following.

\[
\text{‘Affective Filter’}
\]

<table>
<thead>
<tr>
<th>Filter</th>
<th>Language Acquisition Device</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>- - - - - - acquired competence</td>
</tr>
</tbody>
</table>

\[\text{Figure 6 - Affective Filter}\]

They believe that in the subconscious acquisition of a second language is influence by attitudinal variables and can have two main impacts. Firstly, these attitudinal variables work as a catalyst in second language acquisition. The more motivated learner is and more he or she has a positive self-image, the more receptive he or she would be to the input and subsequently be more successful in the target language. The second effect is on teaching; it argues that only having pedagogical knowledge of providing input is not sufficient for the learners to acquire the target language, teacher should also be putting in efforts create environment where the affective filter is minimum, so that maximum input can be possible.

These five-hypothesis pointed out by Krashen and Terrell are the foundation of SLA. The variable that impact SLA are discussed in detail in the following sections r. The ways to deal with these factors in a ESL classrooms are also suggested briefly.

3.3 The Process of Acquisition

Since the language learning and acquisition have been seen as holding different characteristics and process, there have been some eminent researcher how have studied the process and ways of Second Language Acquisition(SLA). Stern, Krashen and Terrell and Ellis are some of the names to mention. Krashen and Terrell (1983) pointed out that
language acquisition takes place only when the people understand the target language or the second language. Second language input that is incomprehensive does not have any positive outcome. For example; if a person hears an unknown language, then it cannot be acquired. In other words, there has to be some there has to be some level of basic comprehensible level to acquire language. Some of the pre-requisites needed for target language acquisition. Firstly, the learner should be open to inputs. Among the low effective filters needed in language acquisition, there should be some positive orientation to ensure anxiety free environment and some level of confidence in the acquirer of the language.

Krashen and Terrell (1983) also believed that the success of second language acquisition is directly linked with the nature of input that the second language situation receives. They also pointed out the fact that speaking ability is a gradual process and cannot be taught directly. Acquirers should receive enough comprehensible, even if it is of some higher level, before they develop fluency in speaking. This comprehensible input is called “comprehensible input i + 1”. It means that student gets exposure to higher level of second language that he or she is familiar with which is then “roughly tuned” and later “finely tuned”. This means that an acquirer first gets exposed to the language that is understandable for a reasonable amount of time before he or she develops the confidence to produces it in spoken or the written form. The “tuned” word here means the corrections that are made by teachers which is similar to the one made by parents when a child says a wrong or saysthe word wrongly without telling the child about the grammar background involved in it. This amount of time depends on various factors which will be discussed in detail in the following section.

3.4. Internal Factors Influencing Acquisition

Not all the children acquire their mother-tongue is the same way and in the same span of time. There are some children who speak the language faster than others. This difference is seen in acquiring or learning the second language too. There has been a lot of research the factors that play a role in second language learning. It has been researched that there are both ‘internal’ and ‘external’ factors that influence the way and speed with which people learn the second language. ‘Internal’ factors include aptitude, attitude, role of first language, routine and patterns, individual variations in age, motivation etc. whereas ‘external’ factors may include, amount of language input, curriculum, social factors, and extrinsic motivation etc.

3.4.1 Second language aptitude

Since 1960s there has been attempts to see the correlation of language aptitude in second language learning. Second language learning is similar to many other skills like learning music or learning mathematical skills. Not everyone becomes competent in every skill so is that case of second language learning. It is interesting to see that aptitude plays an important role in the success in second language acquisition. The definition of second language aptitudes and its measurement depend on the language theories and the characteristics of the language learning process involved. Knowledge of aptitude of learners can answer many questions. It can help in predicting the way and time a learner might take in acquiring or learning a language(Krashen and Terrell, 1983). However, it may not work in isolation as there would be many other factors that would affect the success. The psychological qualities that play a role in formal schooling, especially in learning verbal material has an impact on second language learning too. Many studies in second language learning prove that measurement tests conduct that test the ability of learner in verbal reasoning, intelligence, lexis and fluency in first language are a good indicator of success in second language (Stern, 1983).
To gauge the probability of success in second language acquisition and learning there were tests. The early language test developed in 1930s was the Symonds Foreign Language Prognosis Test. The popular language teaching method of that time was the Grammar Translation so this test also involved the ability method of the learners to translate. The second test to mention was in 1959 was the Modern Language Aptitude tests or Pimsleur’s Language Aptitude Battery in 1966. These aptitude tests emerged in the period Audiolingual Method, so the test was influenced by it. The test assessed the ability to distinguish speech sounds, relate sounds with symbols etc. which were the principles of ALM (Stern, 1983). These tests claimed that it would be able to predict second language learning capacities. However, they were no consideration of the language acquisition aspect considered in these tests. There was criticism to these tests as they were testing the conscious awareness of language that was more appropriate in classroom settings. In these tests, the attendees were expected to analyze sentences of foreign language that obviously was possible only when the attendees had knowledge of grammar rules (Krashen and Terrell, 1983). Hence, aptitude could be used to test some cognitive qualities that a learner needs in learning a foreign language but it cannot be the sole indicator in language acquisition.

3.4.2 First language interference

There is no doubt that native language of every learner has a significant impact on the acquisition of a new language. The role that the first or the mother tongue plays in second language learning or acquisition is ‘interference’. Many theories suggest that the knowledge of first language or the mother tongue comes in the way when a person sets out to learn a second language. Majority of the errors that occur in the production of second language is due to the assumptions that the target language operates in the same way as their first language. This is more often at the beginner’s level. In other words, first language interferes or hinders the learning of second language. Thus, regular drills in the target language are needed to overcome the interference. Stern believes that native language of the learners has a strong impact on the acquisition of the second language. Though the system of the native language facilitates and interference in second language production and comprehension, the hindrance due to it is the major characteristic. However, Krashen and Terrell (1983) had a different view and supported the ideas of Newmark who argued that the first language is not interference; rather it is an indicator of the lack in acquisition of the target language. To explain, when a second language acquirers or the learners are unclear about the rules in the target language then they fall back on their first language. The less learners are lack their understanding in the second language, the more they fall on their first language. So, when learners have error in their production of second language, then instead of correcting it, there should be efforts to help then acquire the understanding of the same. Stern(1983) gives some suggestion for the classroom pertaining the native language or the first language effect.

1. Errors made by the learners in the second language acquisition are an important signal to their underlying system and feedback from the teachers can help repair it.
2. All the learners identify and hold on to the system of their first language that facilitates second language acquisition. They should be made aware that not all the things might be totally different from their first language.
3. Thinking in second language in helpful in limiting the interference of L1 on L2. Direct use of first language should be encouraged however occasional lexis translation may be helpful in case of adults.

Often there are similarities between the rules of the first language and the target language. Acquirers of second language often substitute the native or the mother tongue rules to the target language or the second language use. The more is the similarity the more it is
advantageous in the acquisition. For example; the English language learners often find
learning German easier than learning Arabic as English has more similarities in terms of rules
with German than Arabic. Acquirers repair their second language through the knowledge of
their first language if it has any similarities. Krashen and Terrell call this \textit{L1 plus monitor
Mode}.

The first language or the L1 impacts the acquisition of the target language(L2). The
first advantage is that similarity in L1 allows convenient production of L2. For instance;
similarity in Spanish and English allows Spanish speakers to acquire English easily whereas
Chinese language which hardly has any resemblance with English makes it harder for them to
acquire English. Secondly, it helps in early production of the target language. However, there
could be some challenges too. Firstly, the first language rules may be entirely different from
the second language or the target language. Secondly, mature L1 may require a lot of
linguistic gymnastic when learning the second language which may hinder the spontaneous
production of language, especially speaking.

This factor that affects language learning and acquisition is an important aspect in this
study because the native language of the study group in this case is Arabic which hardly has
any resemblance with English. So, the time that might be taken by the learners to acquire
certain proficiency level will be different if the same is applied with some other language
speakers.

3.4.3 \textit{Routines and Patterns}

Sometimes memorization of sentence and phrases are helpful in communication
especially when the acquirer of the target language is not learning the language in a formal
setting. For example; when the tourist want to know some sentences and phrase for
communicative purpose as they memorise

“Where is …….? Or where can I buy……….?

Such pattern requires only filling of some nouns that would help them to having basic
required communication. Krashen and Terrell (1983) mention that this memorization of
patterns and routines is helpful in providing comprehensible input but it may not lead to any
learning or acquisition of L2. Krashen and Terrell suggest that routine and pattern
memorization has both positive and negative aspects. On a positive note, it can work as a
comprehensible input at the beginner’s level and later help in acquisition of L2 but on the
negative side it can lead to confusion of the user and the response expected may differ or may
be detailed and extended. For instance,
The speaker may ask “Where is ….? And might aspect an answer “On the right or left” but
the response may be varied like

“As you go down the lane there is a shop and … is next to it”

This unexpected response may leave the L2 user confused and the purpose of routine and
pattern memorization; “communication” would be defeated.

3.4.4 Language ego

The fourth factor that may influence acquisition of the target language could be
language ego. Language ego could be the summarized as the negative impact of second
language acquisition. Language is not merely as set of words together, it come with its own
sets of thinking and feeling that acts as an identity. When the acquirer of the L2 faces the
second identity, it may clash with their ego and lead to inhibitions, defence or make the
learner fragile (Brown, 2001). Language ego could also be called.

This could be explained through the situation like; there might be some very
intellectual Arabic or Hindi speaking scholar but when he or she is set out to learn English in
a mature age then they might struggle expressing themselves. They might even babble like a
child sometimes. This may make them sound silly in front of others or even put them in an
embarrassing situation. This image of looking silly may hurt the intellectual ego of the
acquirer or learner. Hence, it is extremely important that L2 learners, especially adult L2
learners are dealt very carefully.

3.4.5 Individual Variation
In addition to some of the factors that affect the L2 learners in common like L1 interference,
language ego there are some factors that are very personal to individuals. As every human
being is different, so is their personalities and abilities in tasks, including acquisition and
learning of a second language. It is often believed that outgoing students are more successful
L2 learners than the ones who are introverts (Stern, 1983). There were studies don on
different personality types in the fifties like; the authoritarian personalities, ethnocentric
personalities, dogmatic personalities etc. In fact, there were test that included the
testing of these traits. Gardner-Lambert research included the test battery assessment that
attempted to measure social attitudes like prejudice, stereotypes, anomie and
Machiavellianism. These social traits were claimed to have negative correlation with L2
learning in Gardner-Lambert research (as cited in Stern, 1983).

There were other personality traits too that are identified to have an advantageous or
detrimental effect on the second language acquisition. Ego-involvement, aspiration,
perseverance and need-achievement are also some to name. Moreover, ‘Introvert’ and
‘Extrovert’ personality also determine the success of second language acquisition to some
extent. Eysenck (1970, as cited in Stern, 1983) call introverts, the people who are
preoccupied in their personal thought and feeling and tend to withdraw social interaction
whereas refers extroverts to people who are outgoing and interested in people and
environment around them. He points out that on one hand extroverts are assets in interaction,
introverts have an advantage on systematic learning of language.

‘Empathy’ is also a personal trait that impacts second language acquisition. Empathy
is the willingness to identify with others. This trait helps learners to learn and pronounce
the second language in the way native speakers of that language do. (Guiora, 1972; Schumann,
1975, as cited in Stern, 1983). In a nutshell, there are individual psychological personality
traits that influence the second language acquisition both positively and negatively.

3.4.6 Self-Confidence and risk-taking
The idea of “Yes, I can do it” is a very important factor that decides the success or the
failure in second language acquisition. Learner’s belief in their ability to accomplish the task
at least partially is a big factor (Brown, 2001). This can be made easier internal factor but it
can be influenced by some external factors like the teacher’s methods attitude and tasks.
Verbal assurances and non-verbal assurances from teachers can help boost learner’s
confidence. Grading of the teaching material from easy to difficult can help in maintaining
the confidence of students and make them feel “yes, I am good. I did it”.

It is also to be understood both by teachers and the learners is that second language learning
or acquisition is like taking any other risk in life. This risk should be well calculated.
Learners should recognize their language ego and fragility and yet believe that they are taking
risk for a purpose and hence have to be assertive. There are many institutions that scare
learners of making errors but it is important that they are told that it is alright to do errors and
learn from them. Brown suggests that learners in a real scenario are vulnerable but capable of
accomplishments. They should be willing to “gamble” in attempting interpretations and
production. This can be done by doing some small but important things in a classroom like:
• By creating an atmosphere in a classroom where students can explore language and venture responses.
• Have an appropriate level of task. The very easy task and risk them to boredom and very difficult to loss of self-confidence.
• Make students take “calculated risks”. They are free to do errors should not be interpreted and bringing in irrelevant and stupid responses.
• Students should be praised when taking calculated risks but the language errors must be attended to.

3.4.7 Age Difference

One more factor that has been of an interest in second language acquisition is the optimal age of second language learner or the acquirer. There is ample research done in this field to have an agreement but the results have been inconclusive. The question “is younger better? ‘remains unanswered. However, one thing that is unanimously agreed on the age issue is that age does impact Second language acquisition.

On one occasion research done by Hoefingal-Hohle in 1978 on English native speakers of different age groups who went to Netherlands and learnt Dutch as a second language reported the following: Firstly, by comparison all the people learning Dutch showed improvement, irrespective of their age. Secondly, Older learners showed better progress in some of the areas like; morphology, syntax and vocabulary. Among these adult’s teenagers showed faster progress. Finally, the progress in phonology was not much different in age groups (cited in Stern, 1983)

On the issue of age, Krashen and Terrell (1983) suggested that children ultimate attainment of second language is better than the adults (above 15 years of age). However, adults become proficient in second language faster than children. This possibly happens because they are able to acquire better and faster through comprehensible input. There are three ways that Krashen and Terrell thought it it was possible. To begin with, adults are able to manage their conversation and control the input more comprehensibly than younger learners. They do this by asking question and clarifications which in turns helps then acquire more. Secondly, adult’s ability to deal with the “silent period” is better. They are able to use their first language monitor for repairs in second language consciously. Finally, they have extra-linguistic knowledge that makes them use the comprehensible input more effectively.

Stern(1983) also hold similar opinion on the cognitive aspect of adult second language acquirers. He claims that adult learners are more efficient because they have greater cognitive maturity and hence they can apply that into the learning tasks.

Harmer (2007) points out some characteristics of adult Second language learners as:
• Adult students do not need games and activities all the time because they can engage with abstract thoughts.
• They can bring in their real-life experiences in classrooms
• They have their own learning patterns and have specific expectations
• They can cope with boredom be more disciplined
• Having range of experience helps then to engage in variety of activities
• Their goal of learning Second language is clearer than children which enables to sustain their motivation

Despite all the great characteristics, adult learners can have some challenges. Because, adult learner has been through a set of learning pattern and methodology, they can uncomfortable and critical to any new methodology. They might even get hostile to activities at times especially if they haven’t experienced it in their previous learning setup. Secondly, their
previous failures and criticism may make them less confident in second language learning. Often, they also see their age as a barrier to new learning (Harmer, 2007).

So, it is clear that age is an important factor in second language acquisition but is not always a barrier. This factor is a crucial aspect of this study because the participants of this study are adult learners who all are about 18 years of age.

3.5 External Factors Influencing L2 Acquisition

Besides the internal or the personal factors that impact learning of the second language, there are some external factors that could impact the second language acquisition or the learning too. These external factors could be both helpful or detrimental in second language learning and could be broadly categorized under institutional or socio-political factors.

Institutions or the formal systems imparting the second language lessons play an important role. This includes things like teachers, curriculum, teaching material methodologies and approaches used and the aims. Let’s say for example; in case of English teaching in Indian private high schools, English literature is taught by Indian teachers who have English as their second language. In addition, most of the schools have teacher-centred classrooms because of multiple reasons and student’s aim of learning is mainly to get high scores in English which adds up to their total academic scores. This may be very different to English being taught in some other country. Like in Oman, there is a mix of local, second language English speakers and native English teachers who teach English through notional-Functional syllabus that focuses on communicative language teaching principles. This is a major factor that may have differences in results.

Socio-political status of a second language also determines the success of learners in that target language. Often ‘second language’ and ‘foreign language’ are taken as synonymous there is certainly a difference in it and so should be treated differently. Brown (2001) sees an operational difference between them, ‘second language’ that is not limited to classrooms, it can be heard and used outside in social setups like in English taught is India, Singapore or Australia is not limited to classroom when students learn it as a second language. They hear it on news, see it on advertisement, newspapers etc. On the other hand, Language becomes a foreign language when it is limited to classrooms for instance; learning Chinese in India.

To conclude, the external factors certainly influence the second language acquisition. As this study is on English as a second language it is necessary to specifically look into the differences in ESL and EFL.

3.6. Motivational Factors

Motivation of students in first language classroom or the second language classroom is also an important factor that can decide the level and speed of a student’s learning. This is very important when it comes to second language learning. I have personally heard many ESL teachers say, “My students are not motivated enough so is not able to perform well.” This often makes me think that if student is not motivated then why is he or she spending money to learn that language? or what is making that students sit in the classroom? And keep aside these questions bothering many ESI teachers like me, there are also instances when teachers say that the student was very engaging today.

These all things make us wonder that what is motivation? Are there different kinds of motivations? What makes learners motivated at some instances and unmotivated at other times? What are the factors involved in it? can motivated be taught? What can be done in second language classrooms to keep the learners motivated throughout.
This section of the chapter will look into all these aspects.

3.6.1 Defining motivation

From the definition of dictionaries motivation could be defined as the extent to which a person can go to make choices about the goals, and the efforts that people put in to pursue those goals. Stern (1983) defines it as factor or a subconscious drive that makes the learners initiate a task, maintains the process of the task and conclude it. According to Loewen and Reinders (2011), motivation is an innate psychological construct which translates into willingness of an individual to get involved in an activity. Similarly, Melendy (2008) sees motivation as a process that stems out of a need and turns into a behaviour that helps a person to pursue the desired goals. The success or the failure of the task could be decided by the intensity of the drive. Based on the theories of human behaviour, these definitions can be interpreted in various ways. Brown (2001) explains it from two point of views that were based on the two different camps of language learning theories. As mentioned in the previous chapters of this study, there were several second language theories. The two popular ones that established the basis of many methods and approaches in second language learning were ‘Behaviourist theory’ and the ‘Cognitive theory’.

To begin with the theories of behaviourism, the psychologist of this view though that reward and punishment are the diving factors of motivation. In the conditioning model of Skinner, humans set out to follow a goal when they see a reward linked with it. when a reward is promising then there is reinforcement in the behaviour which is like perseverance. Brown call this theory as the “M and M’ theory. For instance; where children are motivated to accomplish a task so that they can get a candy. But this does not imply that the reward is only in a material form, reward could be merely a praise or a hug. This theory has undoubtedly strong presence in second language learning classroom and most of the time a praise from the teachers and marks are the rewarding factors.

The other definition to it is based on Cognitive theory of learning. this theory also values the aspect of reward in motivation but it considers the source of motivation and strength of self-reward or say self-satisfaction. There are three different view or the perspectives to it. The first one is the ‘Drive theory”. Proponents of this theory see motivation emerging from innate drive. Ausubel (1968) explains six different drives that a person may have namely; exploration, manipulation, activity, stimulation, knowledge and ego enhancement. This means that it is not the external reward alone that keeps the person motivated, sometime the internal urges of people make them do a task for instance; a teacher of mathematics goes out to learn pottery which is not going to give him promotion at work or say the teacher does not even have any plans to take up pottery as a profession but still spend hours learning pottery. The teacher may do so for not external rewards but just as a recreational activity. This can be seen very commonly when people do something to satisfy their ego and learn things for knowledge.

The second theory based on cognitive view is the one by Maslow (1990) which has its foundation on the ‘drive theory’. The theory believes that motivation is something that makes human work to achieve higher and higher degree in something. It is often termed as a ‘Need Pyramid” where once a person achieves something of the basic requirement then he or she is driven to attain its higher level and so on. The figure below can explain it well.

Esteem: Power, Status

Self-actualization
Love Belonging, Affection
Safety, Security, Protection, Freedom from fear
Basic Necessities: air, water, food, rest, shelter

Figure 7: Maslow's hierarchy of needs (1970)

This need pyramid goes to explain that if a person accomplishes or achieves the basic requirements then goes to achieve further.

The third view of motivation in under cognitive theory is the ‘self-control theory’. According to this view it is the person himself who controls what he wants to think or feel and how he wants to do so. A person makes choices which could be both short and long term and they pursue it. In a classroom situation, learners decide what they want to learn and how they want to learn. In other words, learners get and keep motivated when it is in accordance with their choice and get demotivated when it is against it. Based on these two major theories motivation could be intrinsic and extrinsic.

3.6.2 Intrinsic and Extrinsic Motivation in general

It has been decades in second language acquisition research that has led to understanding of motivation and the distinctions in integrative and instrumental orientation. In the scenario of second language learning, integrative orientation means the willingness to acquire a language because of the positive affect towards the natives of the target language is stronger than the instrumental motivation which is a forced desire to learn a language in order to achieve career, financial or educational goals. It could be explained as if a person begins to learn Spanish because he or she like Spanish people, their culture or music then he or she develops a desire to learn the language. Such a person has more chances of success in learning Spanish that the one who begins to learn Spanish in schools as a compulsory subject to graduate a level.

There are heaps of research available to explain this. Some eminent work done by Gardner and his colleagues is worth mentioning. Gardner (1972) call it ‘Orientation’ instead of ‘motivation’ which in the learning language scenario the intensity that a learner put in to achieve the purpose of learning a language. As mentioned above, integrative orientation is when a second language learners has a social or cultural purpose to learn a second language or a target language. In addition to this purpose the learner has an intensity to learn it which could be different for different learners. However, in an instrumental orientation learners learn a target language for career and educational purposes.

The other explanation of motivation is from a different intrinsic and extrinsic continuum. Deci (1975) describes intrinsic motivation as the one that can be seen in an activity that has not apparent reward than the completion of the activity itself. This means that people participate in the activity and complete it because they want to do it for themselves rather than someone else. This can be done for getting self-satisfaction and personal feeling of achievement.
Nevertheless, extrinsic motivation is the action motivated for external rewards outside the ones that are for one self. Some of these extrinsic rewards could be like the one; money, promotions, scores or an appreciation from someone. From the point of behaviourism theoretical perspective, the activity is driven to avoid failures or punishments. This kind of motivation can be more challenging and stressful.

The next aspect related to these two types of motivation is that which is more powerful. It is of course evident through several researches that the intrinsic motivation is more powerful. When humans make their own choices, and set their targets that they pursue it with more vigour. Maslow states that once people are able to achieve their basic requirements which are in the lowest slab of the pyramid then they have intrinsic desire to reach the peak of the pyramid gradually, where sits the ‘self-actualization’. Bruner (1962, as cited in Brown,2011) also praises the significance of self-rewarding feeling that can benefit both children and adults. Once people aloof themselves from the desire of external rewards and fear of punishments then they can be more motivated because whatever is then done is for one self which is much bigger reward than a them one that can be expected from anyone else.

But that does not mean that extrinsic motivation does not have any significance. There are several studies which show that often external desires lead to success. As Kohn (1990) mentions in two examples:

1. At one occasion subjects were given a puzzle to solve which was very complicated and there was no reward announced for it. Subjects worked on it but the progress was slow, however once a monetary award was announced subjects did the task much faster and with the desired success.

2. On another occasion two group of teenage girls were asked to teach some games to younger children. The group that was promised to receive movie tickets on successful completion did the task faster and more cheerfully. (as cited in Brown,2011)

In a second language learning situation, often extrinsic motivation works wonders. When learners are provided some positive feedback, it boosts their feeling of confidence and determination. Whereas intrinsic motivation may not have greater impact because no matter how eager the learners may want to learn the target language, they may fail to have desired progress because language learning is impacted by many other factors which have been discussed earlier in this chapter. Yet it is important that learner have intrinsic motivation to have better success in target language acquisition. Harter (1982) presents difference and the salient features of intrinsically and extrinsically motivated learners.

<table>
<thead>
<tr>
<th>Intrinsic versus Extrinsic motivation</th>
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<tbody>
<tr>
<td>Intrinsic</td>
<td>Extrinsic</td>
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<tr>
<td>Prefers challenges</td>
<td>Prefers easy tasks</td>
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<tr>
<td>There is curiosity and interest</td>
<td>Task is done to please others or to get grades</td>
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<tr>
<td>Independent mastery</td>
<td>There is dependence on teachers to explain problems</td>
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<tr>
<td>Takes independent judgements</td>
<td>Depends on teacher’s judgement to do tasks</td>
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<td>Self- criteria for success</td>
<td>External criteria for success</td>
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3.6.3 Role of intrinsic motivation in education
There have been several studies to see the impact of intrinsic motivation in an educational environment. Traditionally in elementary and secondary school’s environment students are more influence by extrinsic motivation. There is very limited or say there is no control of teachers, parents or the learners on the curriculum followed and the bench marks set by the schools or the society which is in turns guided by many other factors. Often examinations are established to meet certain pre-decided standards. This is without any consultation with students and with very limited or no input of teachers.

The activities that are usually done in classroom are not geared to encourage intrinsic motivation, but to achieve grades, scores or rewards like being a good student. Students attempt to accomplish task to get grades even at the cost of competing with their peers. The expectation of parents and other educational authorities cannot be ignored. Nevertheless, teachers can be of some solace and they can bring in some intrinsic motivations. Students can be encouraged to see exam or test results as self-evaluation rather than their testimony to an external norm. this would help them see the purpose of the learning for knowledge. All this can be done by taking a few simple efforts like:

- Giving students a larger picture of education
- Helping students make their aims for long term
- By giving students enough time to learn
- By engaging students in team activities
- Making students develop a rapport with peers
- Encourage students to take calculated risks
- By appreciating student’s innovations and creativity.

Activities and attitude on the part of teachers can be important in developing intrinsic motivation in an academic environment. Now, after understanding the difference between intrinsic and extrinsic motivation and the ways intrinsic motivation can be encouraged generally in the classrooms, it is important to know the ways teachers can encourage intrinsic motivation in Second language learning classrooms.

### 3.6.4 Intrinsic motivation in Second language classroom

Hall (2011) asserts that motivation is pivotal in the accomplishment of an activity or a task and it is nearly unimaginable that an individual is able to learn a second language without some degree of motivation. Besides theories, there are often claims made by teachers that the success or failure of students is mainly due to the level of motivation that they have. Dornyei (2005) defines motivation in the second language learning context and believes that it is perhaps the single most important factor in second language learning because it enables a learner to be persistent in the long-term aim of language proficiency which can be a tedious process. In addition, the purpose of learning that language, actually decides the efforts that an individual may take in to following the goal. In other words, if the purpose is not very crucial then the motivation may be weak. Another definition of motivation is that it is ‘a conditions of cognitive and emotional encouragement which enables a person to make some conscious decisions in doing an act, sustain the action by putting in efforts (Williams & Burden 1997). Garner (2010), believes insight of human behaviour can be described by an abstract and complex concept called motivation. With respect to language learning Gardner asserts that motivation is directly impacted by the attitude of the learners towards the language and the language process. All this give rise to several questions as to see that teachers are able to make conscious efforts to motivate students to learn language and they maintain that
motivation. Thus, undoubtedly motivation is an important factor in L2 learning. Now it is also interesting to see the intrinsic motivation that is instrumental in the same.

Intrinsic motivation in learning a second language implies that learner take pleasure in learning without any external stress. There are three distinct kinds of intrinsic motivation, namely; desire for knowledge, sense of accomplishment and stimulation, as perceived by theorists that are based self-determination and empirical studies. To begin with knowledge, often learners learn a second language because they want to explore new ideas and culture through language. Second kind is the accomplishment; this motivation is to master a language to a certain proficiency level for instance; many ESL learner’s want to have a proficiency in English like the native speakers of it. The third is the stimulation of doing something for example a person learns a second language classroom because the way it is taught and the activities done is the classroom are very engaging and exciting.

It is crucial that teachers understand the significance of intrinsic motivation ad have strategies to trigger this motivation and maintain it in their language classrooms. It is often seen that when students begin to learn a second language they are highly motivated which is evident through their engagement in the classroom but after some time especially once they have reached a certain level of proficiency in the language they begin to take less interest in the classroom activities. Sometimes it may result in change in their attitudes which could even become hostile. This may happen due to several reasons, studies show that may learners especially the young learners in second language learning classroom to satisfy social or educational requirements. So, once they have achieved it to the required limits they may get disengaged. For instance; there is a student who needs sixty percent score to pass a certain level of ESL in a school. He or she would be very motivated and would perhaps challenge to achieve it but once that level is reached the same motivated student would become disengaged. However, this situation is not beyond solutions because there are several studies done to counter it.

3.6.5 How to improve intrinsic motivation in a second language learning Classroom

Firstly, it is important that learners are involved in some decisions that are made regarding the program. They may also have involvement in the issues and interests of students which can help in having productive and stress-free classroom environment. This democratic way would make students feel more responsible and involved because they would understand that the program is tailored by them and for them. Learners should be encouraged to give their views and perspectives on various issues without having a fear of embarrassment. Teachers must assure that they care about what learners feel and want because by the end of the day lessons should be able to address their language needs. This is very important to build in mutual respect and trust and is crucial to reduce stress and anxiety.

Secondly it is important to build in a sense of community among students. They should feel enthusiastic that they belong to the class and the group. This enthusiasm can be embedded in the classroom if the teachers are enthusiastic about the lesson.

In addition, there should be some range of activities to avoid monotonous environment in class. This means if a lesson is delivered every time in one particular way then it could lose its charm. Teachers can exploit various teaching aids like movies, music, pictures games etc. to have a range in their lessons.

Moreover, giving options of doing tasks in different ways can be beneficial. Understanding the fact every student is different; they have their preferred way of doing a task. Having an insight of the types of learners would assist teachers come up with more options and would enable learners to have their preferred way of doing things.
It is important for the teachers to make students aware of the relevance of the material in the lessons. Students lose their motivation when they fail to see the relevance of the lesson or the material in real world.

Teachers should also help students identify and set their learning goals. This would help them be more focused and engaged. Having a learning plan with set specific goals and periodic review on their success would be of great assistance. Feedback from teachers and peers could be some great relevance in this direction.

It is also important that the lessons are set to be achievable. If the lessons are way above or below the student’s knowledge level, then student’s motivation is at risk. For instance, in an ESL classroom if elementary level students who can barely read a simple text are given a researched journal article to read and summarize, they would have no motivation because the language of such articles may be way beyond the understanding of the learners. This means once learners feel that they can do the task with some level of success then they are motivated to do it.

Finally, enable learners set realistic goals in their learning especially in a second language learning classroom. If the goals are set too high, then the failure in progress can demotivate students. It is the responsibility of teachers to make learners understand the gradual and the complex nature of language learning to avoid such situations.

It is important for teacher to make conscious efforts to keep learners motivated. Dornyei and Csizer(1998, as cited in Brown,2011) point out ten commandments for teacher to do so:

1. Teacher lead by example.
2. Have a stress free and positive class environment.
3. Have explicit and clear way of presenting tasks
4. Develop a good rapport with learners
5. Help students to develop their confidence in the target language
6. Have interesting lessons which can engage learners
7. Develop independent learning and autonomy among learners
8. Have a personalized approach to lessons
9. Have student centred classes
10. Make students aware of the target language culture

Similarly, Brown gives some advice to second language teachers to develop intrinsic motivation which could be listed under six points.

1. Teachers should view themselves and ‘enablers not rewarders’. This means that teachers should focus on the ways to make learners set their learning aims according to their potentials. Their focus should not be on tangible rewards to be given to students.
2. Teachers should ensure that learners become independent. They should not be waiting for rewards to do something, they should know that what they do is for themselves.
3. Assist learners to be responsible for their own learning, by setting achievable goals and specific strategies to pursue them.
4. The learning environment should be learner-centred. There should be cooperation among students too. This could be done by giving opportunity to students to choose their topic of discussion, activities etc.
5. Teachers can maintain and surge intrinsic motivation by having content-based activities. Teachers might focus on content of student’s interests. For example; having a discussion about football in an adult learner’s classroom in the middle eastern ESL classroom because football is a popular game in the Middle Eastern countries.
6. Teachers can use tests to have intrinsic motivation too. Having a well though test constructive class test could be helpful.
All the suggestions given for encouraging intrinsic motivation in second language learning classroom can be of great value. There is no second thought that motivation is pivotal in second language learning but there are many other factors that impact the language learning too which have been discussed earlier.

3.7 Status of Language: English as a Second Language and English as a Foreign Language

Undisputedly English has had tremendous impact on people’s life across globe to get their business done. English in non-native English-speaking countries in no more limited to classrooms, it has become the mainstream language now. Right to road signs to information on google, English has its imprint it has been discussed in detail previously in this study. English can be a native language of some countries like; America, Britain, Australia or New Zealand etc. a second language for the countries such as India, Pakistan, Philippines or a Foreign Language for many nations such as Gulf countries. The status of English may differ from country to country an in-depth understanding of their difference can help to follow the right terrain to teach them.

In the past, the word “Foreign language” was widespread which often referred to any language that was not the “Native Language” or the “mother tongue”. However, in the past couple of decades the term “Second language” has evolved. Now with regards to its teaching and learning, researchers are practitioners have started dealing with them separately. Applied linguistics have adopted the two acronyms ESL, “English as a second language” and EFL, “English as a foreign language”.

Stern (1983) difference a language to a considered as a ‘foreign language’ or a ‘second language’ on the basis of it usage in the boundaries of a country. According to him if a non-native language is learnt and used to communicate with people outside the boundaries of a country then it is a foreign language however if it is used within the boundaries of a country as an alternative language to the native language and also has some form of official status then it is ‘second language’. However, there is a very thin line between the two terms and with the rapid increase in the number of English language speaker and widespread use of English with in the countries has barely left any country that does not have English as a second language. Today from far east countries to middle eastern countries every official document has two languages; one the native language and the other is English.

It is ridiculous to say for an immigrant into an English-speaking country that English is a foreign language for him/her. This is because English in that country has a political, economic and social status. Hence, Stern concludes that the terms ESL and EFL are merely variants of the L2 set of terms. According to Richards and Schmidt (2002) the language that is learnt after a person has learnt the mother tongue could be referred as a ‘Second language’. However foreign language could be included the language that has some influence in a particular region or the country it is not the languages of the masses not does it have any official status in the country. For example; learning of English by immigrants in the countries that have English as their first language like America or Australia would be considered as English as a second language because English is the main stream communicative language in these countries. English would also be considered and the Second language in the countries
like Nigeria, Singapore or India because it is language of legislature in these countries and a big population speaks English in these countries.

Richards and Schmidt, (2002) explain that a language can be considered a foreign language when it is limited to classrooms as a subject to be learnt in order to be able to communicate with foreign land people or have an ability to comprehend foreign language text without becoming the language of instructions in schools. Additionally, a language remains a foreign language unless it not used as an alternative language by the masses, government or media in a country.

Hence, it would not be wrong to understand that ‘Second language’ and ‘Foreign language’ are differentiated on the basis of geography and environment too. It can also be said that ‘Second language situation’ and 'Foreign language situation' depends on the social setup in which it is being used. In other words, the difference can be attributed to geographical location.

It can be understood well with an example that if a learner is learning English language say for instance in Yemen, where English is not the language of masses or the second official language then he would be considered as English as a foreign language learners, However, if the same learner travels to Australia to learn English where English is the official language and the language of masses then the same learner become a ESL learner.

Beside geographical local to decide EFL and ESL, it can also be differentiated on the basis of their purpose. The rationale behind learning ESL is usually for the political and the economic reasons because in such place English is frequently the official language or it may be the medium of education whereasEFL is learnt for a different purpose. The purpose is usually to have a basic communication on travels, have a reasonable level of language to comprehend literature and science in in English.

The evident difference that can be noted in EFL and ESL is the way it is received and produced. As a second language learner, there is learning of the language both inside and outside the classroom which means the learner’s exposure to English is not limited to the classroom. He does come across language is day to day life and get an instant opportunity to put the language learnt into practice. There is an application of the language learnt hence it come out more naturally. Hence the language learnt is applied in social set up for the purpose of day to day work. However, in EFL the language is learnt in the classroom but there is no opportunity for learners to put their learning in use in a social context which often leaves the leaners low level of confidence in using the target language when given a chance.
Understanding the differences that ESL and EFL Classrooms entails, a few suggestions made by Brown (2001) to the teachers of these classes. ESL teachers may consider doing the following:

- Teachers may set homework that involves interaction or engagement with English outside the classroom like; taking interview in English or listening to an English radio talk.
- Encourage learners to take opportunity to practice language. For example; taking up a part-time job, getting information from some school etc.
- Encourage students to take feedback positively and make corrections.
- Encourage students to maintain class journals
- Take short excursions
- Have social interactions with Native English or Expert English speakers

ELF teachers may consider the following:

- Make maximum use of the class time for comprehensible input and interaction
- Not to waste time on the activities that students can do alone at home
- Have more stimulating activities to boost motivation
- Make students see the relevance of their English learning in real scenarios
- Give less emphasis on tests and more emphasis on other intrinsic factors
- Create more opportunities for English exposure, through movies, radio programs, music, non-academic reading, journal writing etc.
- Have language clubs like for speaking, reading, writing etc.

The understanding of the concept of English and a native language, second language and a foreign language in a socio-political view impacts the acquisition. But the institutional context is also something that has an impact which could be either positive or negative.

3.8 Institutional factors

It is common to hear that English in India or Arabic speaking countries is taught in a certain fashion and that is the reason they have a certain trait in their English. But it is unfair to generalize to this extent as every institution works differently. Brown (2001) mentions that English as a second language and as a foreign language is taught in a wide variety of institutions. The range is so vast that the textbook publishers find it hard to address specific requirements of institutions. For instance; in the case of Oman where this study is conducted has many types of institutions that teach English. English is taught at some schools as a subject, there are other schools where English is the medium of instructions for all the subjects, there are also some centres like Hawthorn and British Council that are specifically training students in taking International English examinations and there are also Pre-University colleges that run General Foundation Programme. The General Foundation Programme have also included some finely tunes courses like English for specific purpose (business, technical, medical etc), IELTS preparation Courses and English for Academic Purpose.

Institution do not work in isolation, they language program rum in each institution in firstly in accordance with the broad educational policies from the government and legislation. Secondly there are institutional policies that decide the teaching methods approaches and even material.

3.9 Conclusion

To conclude, second language ‘learning’ is to be treated from language ‘acquisitions’ (Krashen and Terrell 1983; Stern, 1983) because the psychology the stages involved in them are different. Additionally, there are several internal and external factors that influence second acquisition and learning. While internals factors could be traits like aptitude, first language
interference, language ego, personality differences and age, external factors may include the curriculum, teachers, teaching materials and the socio-political status of the target language. Besides all these factors there it is important motivational factor that can be either intrinsic or extrinsic. Intrinsic motivation is certainly stronger than the extrinsic one because it is driven by self-motives. This does not imply that intrinsic motivation cannot be developed. There are various ways that teachers can exploit develop motivation in classrooms, especially second language learning classrooms. It is important to understand all these factors before going to have an insight of learner’s variable in second language learning.