



Raising Issues in Connection with Second Dialect Acquisition

Midhun K. S.

Research Scholar, University of Calicut, Malappuram, Kerala, S.India

ABSTRACT

Language learning can provide enjoyment and enhance confidence. The aim of language education is to strengthen social cohesion, mutual understanding and solidarity. A multicultural society or as multilingualism country like India second language learning is one the most relevant and influence ways to promote cultural integration. This paper tries to raise this pivotal issue and find out blockades of 'thorough knowledge' of second language learning and second dialect acquisition. It signify the significance of language education and find out the peculiarities of second dialect acquisition while connect it with Malayalam language. It would see the incidental of a cultural integration through second language learning. Finally, this article gives a selfsame meaning for second language learning and second language acquisition is very decisive.

KEYWORDS : Second Language Learning, Second Dialect Acquisition, Applied Linguistics, Malayalam, Language lab, Cultural integrity.

Introduction

Language education, today, seems to have attracted a serious attention worldwide. The study of language promotes better relationship with others and enables better communication with others. A language expands your range of thinking. Moreover, language learning is not merely a key component of education for democratic citizenship but also a participate process. It equips men and women to play an active part in public and to shape in a responsive their own destiny and that of their society. Language education aims to instill a culture of human rights. It, of course, prepares people to live in a multicultural society and to deal with knowledge, sensibly, tolerantly and morally. The aim of language education is to strengthen social cohesion, mutual understanding and solidarity. In this information era, knowledge stands out as very important and critical input for growth and survival. It is rather a means of achieving social upliftment and research leading to development. In the process of language as well as second language learning/teaching it transfers a culture also.

The more languages we study, the fuller our picture of the human linguistic options will be. Languages which are off the beaten track are especially important, as their isolation means they may have developed features which are not found in other languages (Crystal 2000: 55). Learning another language gives you a wider understanding of world affairs (Byram 1997: 57). It is a natural phenomenon that learning of a second language causes the integration of two languages. While we learn the language of a particular place, we also learn the culture of that place. Here we can see a cultural integration through language learning. Learning a new language improves the use of dialects. Learning another language gives the learner valuable insights into the way the mother tongue work. However, while knowing a new culture through a new language with different structures, the language learning is to be a difficult task (Angela 2004). The new teaching methods, fortunately we developed through applied linguistics, would minimise the difficulty of second language learning. This paper is focusing on the significance of language education through find out the peculiarities of second dialect acquisition while connect it with Malayalam language.

Second Language Learning

The second language learning and cultural integration is totally inter-connected. While we learn the language of a particular place we also integrate the culture of that place. By keeping this, a multicultural society or as multilingualism, India needs to maintain a cultural integrity. One of the easiest ways to promote cultural integration is through second language learning. With the combined study of second language learning the second dialect learning the Cultural integration of two languages are happened. It means both the standard learning and natural learning are equally relevant to learn culture. The second language learning itself is divided into two: first is to learn language only for survival; secondly, language learning with knowing the structure of the same language. This paper recognizing the fact that we see the second language dialect learning is as part of second language learning. The paper use the second language dialect acquisition is the synonym of the second language dialect learning.

Second-language acquisition, otherwise known as second-language learning, is the process by which people learn a second language. It is specifically refers as the scientific method of studying the process of leaning second language. Indeed, Second language defines any language learned in addition to a person's first language. Although the concept is named second-language acquisition, it can also incorporate the learning of third, fourth or subsequent languages. Second-language acquisition refers to what learners do; it does not refer to practices in language teaching. In the academic discipline, the second-language acquisition is a sub-discipline of applied linguistics. It is either a broad and relatively new realm of education or branches of linguistics. The second language learning through the discipline of second-language acquisition contains five stages: pre-production, early production, speech emergence, intermediate fluency and advanced fluency.

Preproduction or silent period: Learners at this stage may have a receptive vocabulary of up to 500 words, but they are not yet speaking. Some learners start speaking straight away, although their output may consist of imitation rather than creative language use. Some learners will, however, repeat everything and this stage may last up to six months.

Early Production: In this stage learners are able to speak slightly even if mistakes are coming while using them. During this stage, learners can usually speak in one- or two-word phrases and language strength of learners would increase a certain extent. Learners are developing an active and receptive vocabulary of around 1000 words and this stage may last up to six months.

Speech Emergence: At this stage, learners have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. In this stage grammatical errors are common. At this stage, speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics.

Intermediate Fluency: At this stage, learners can use more complicated sentence structures as they are having a vocabulary of around 6,000 words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning. The learners are become able to share their thoughts and opinions. They would make frequent errors with more complicated sentence structures. At this stage, learners will use strategies from their native language to learn content in second language.

Advanced Fluency: It is typically reached somewhere between five and ten years of learning the language. Learners at this stage will be near-native in their ability to perform in content area learning. Researchers, of course, recognize that Second Language Acquisition takes place in a social situation. They would accept that it can be influenced by that context both at broad and brief way. However, they

also recognize that language learning, like any other learning, is ultimately a matter of change that internally happens in individuals. As such, research in Second Language Acquisition is increasingly viewed as a branch of cognitive science.

Obstacles of Second Language Learning and Second Dialect Acquisition

It seems difficult that when compared second language acquisition to second dialect acquisition. In second language learning, after introduce scripts and conjuncts, is mainly the learning of official language and sentence structures. The Second Language Dialect, though a part of SLA syllabus, is very difficult in learning and teaching process as learners are belonging to various cultural backgrounds.

Here, the paper is focus on analysing the peculiarities of Malayalam language with its dialects. Malayalam is one of the major languages in India with classical position in Indian languages. It is included in the category of Dravidian languages. Malayalam is the mother language of Kerala which is situated in the southern part, between Western Ghats and Arabian Sea, of India riches with monsoon. Malayalam is using in the fourteen districts of Kerala with different dialects. Lakshadweep (Union territory of India situated in the Arabian Sea near Kerala) is also using Malayalam as their language. For a non-Malayalam speaker, as a second language, learning Malayalam is always having some dialect trouble. Kerala is having fourteen dialect areas. The major five dialects are Thiruvananthapuram, Ernakulum, Thrissur, Palakkad and Kozhikode. It is usual that some kinds of dialect questions are creating barriers to second language acquisition. That is:

‘ni: eñgo:TTa:Nu po:kunnathu?’ (Where are you going?) For this standard language question is using various type in various area:

SI No	Dialect sentence	Districts
1	ni: eñgo:TTa: po:Ne?	Thiruvananthapuram
2	ni: eñgo:TT po:nne ?	Kollam
3	ni: eñgo:TTa: po:Nath?	Alappay
4	ni: eñgo:TTa:da po:Ne:? ni: eñgo:TTanda: po:Ne:? ni: eñgo:TTa:Ndra po:Ne:	Thrissur
5	iñgaleñgaTTa po:Nū? ijjeñgaTTa po:Nū?	Malppuram
6	ni: e:Takkū po:nnū? ni: e:Te: po:nnū?	Kazaragode
7	ni: oTakkū po:NTe?	Lakshadweep

‘Ne entha: ceyyunnathu?’ (What are you doing?) This standard question also is using differently in various area:

SI No	Dialect Sentence	Districts
1	ni: enthaū ceyyaNathū?	Thiruvananthapuram
2	ni: entha: ceyyaNe:?	Kollam
3	ni: enthuva ceyyunne:?	Alappay
4	ni: enthu:Tra ceyyaNe:? ni: enthuTTa:da ceyyaNe? ni:enthuTTanda ceyyane:?	Thrissur
5	iñgalūentha: ceyyaNū? ijjenta: ceyyaNū?	Malppuram
6	enthū a:kkānū	Kazaragode
7	ni: enni:NTa	Lakshadweep

Not only this, all nouns, verbs, adjectives et al. are totally different from standard language. As far as a non-native speaker of Malayalam is concerned the learning of Malayalam dialects is difficult. Of course, here reflects the absent of mutual intelligibility. The speakers of two different dialects of the same language can understand each other but speakers of two different languages cannot (Jeff Siegel: 2010). Text books and other related textual materials are not sufficient for dialect accusation and text book based teaching also not effective.

Essential of Language Lab

The significance of the language lab has been much felt in the domain of communication. We live in a multilingual and multicultural world, which is being shrunk to the size of a village by the advancement of science and technology. The language lab exists to help one

to use technology effectively to communicate. It is not merely for learning a single language, but can be used for teaching a number of languages efficiently.

The strategy of learning second dialect is to overcome through the use of AAC language lab (Audio Active and Comparative) and digitized language lab. In AAC language lab, the learner has spool recorder of two tracks. Upper track is for master’s voice and lower track is for learner’s voice. The audio lessons transferred from the master console get recorded onto the master track and the voice recorded by the learner on to the lower track. Two track recording enabled the learner to compare their voice with teacher’s voice. Later, to minimize the size and space, the mechanical spool recorders were replaced by the cassette recorders. The multimedia lab or digitized language lab is upgraded version, the use of digital language learning system encourages the learners to talk freely and lose their inhibitions while talking in front of their co-learners. Each individual learner’s attention is to focused on the program material being studied, ultimately increasing the attention span of the learner to listen and analyze the content of the lesson, not only developing the speaking skill with an accent and style. These lab systems have to use SDA. It may help to learners, how to pronounce a standard word in differently.

Further, the language lab is a very helpful tool for practicing and assessing one’s speech in any language. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and do self-assessment. Since the language lab gives every learner of any language freedom to learn at their own pace, it is flexible and does not necessarily require a teacher all the time. At the same time, it is possible for teachers to provide assistance individually and collectively. The language lab allows every participant his or her privacy to speak and listen.

It is recommended that the following points shall help the Second Dialect Acquisition simple and outright.

record and play the dialect dialogues with the comparison of standard language nouns, verbs etc ...without a visual

Record and play the grammatical structures of Standard language and Dialects. And compare the differences in the structures of Standard language and Dialects with similar examples. This may use like Repetition Drills.

A conversation between standard language speaker and Dialect speaker without a visual

A conversation between standard language speaker and Dialect speaker with a visual and this visual should focus on speaker’s mouth movement.

Play melody and speed songs which is dialectally influenced and learners should rectify the correct dialects.

Play documentaries, serials, speech, advertisements , interviews and films which is using dialects

Finally, SDA is most important study area in our contemporary world. Dialects are not created like as a standard language, it is naturally developed. So dialects shows visibly or invisibly the particular culture elements. That is the main reason a person who learn other than mother language should know Dialects and Dialects usage of concern languages. Otherwise second language learning becomes mockery.

It is important to know that language learning promotes equal opportunities. The citizen with good language skills is better able to take advantage of the freedom to work or study in another member state. Learning languages boosts brain power. Different languages will provide bases for different kinds of experience. Some will provide a basis for action in the world as well as for learning and conceptualising. Some will be crucial at particular stages as the major means by which learning takes place. Some will have a major role in reinforcing understanding of heritage (Brumfit 2002: 118)

In the knowledge society of the 21st century, language competence and inter-cultural understanding are not optional extras, but they are an essential part of being a citizen. Learning a language gives you the ability to pick out information in many languages which you haven't actually studied. Language learning can provide enjoyment and enhance confidence (Williams, 2001: 44). This century, of course, multilingualism is better. It is better for countries and states whose shared ambitions are for peace, growth and prosperity. Only through multilingualism we can really understand and appreciate the stranger. It seems reasonable that integration of cultures through language learning could lead us to recognise various changes in understanding, values, beliefs, attitudes. It would be cardinal to suggestive to the countries like India.

REFERENCES

- Angela Gallagher-Brett (2004): 700 Reasons to Study Languages, UK: Centre for Languages, Linguistics and Area Studies, https://www.llas.ac.uk/resourcedownloads/6063/700_reasons. | Pdf | | Byram, M. (1997): "Cultural awareness" as vocabulary learning' in the Language Learning Journal, No. 16. | | Catherine, J. Doughty & Michael H. Long (2005): The Hand Book of Second Language Acquisition, Blackwell Publishing Ltd, USA | | Crystal, D. (2000): Language Death, Cambridge: Cambridge University Press. | | Ellis, Rod (1997): Second Language Acquisition Introductions to Language Study, Oxford University Press, Oxford | | Ellis, Rod (1994): The Study of Second Language Acquisition, Oxford University Press, Oxford. | | Jeff Siegel (2010): Second Dialect Acquisition, UK: Cambridge University Press | | Omar, N. Kaul (1983): Language in Education, Indian Institute of Indian languages, Patiala | | Williams, K. (2001): Towards A Rationale for Foreign Language Education: Re-Stating my Reservations, Language Learning Journal, No. 24. |