SECOND LANGUAGE ACQUISITION: AN ANALYTICAL STUDY OF PREVAILING DESIDERATUM OF ENGLISH LANGUAGE

Dr. Jagdish Joshi
Dr. Priya Advani

Abstract

In India, English is less important as a "lingua franca" than Hindi, which is used only in specific regions. The truth is that English has become one of the world's most important languages, and one cannot deny its importance or fail to learn it. If one wants to advance in life, learning spoken English has become a crucial factor. Spoken English institutes are springing up everywhere in the United States. In the article, the enormous difference between learning and gaining a second language is discussed. Unfortunately, students are not regularly taught to speak, read, and write English in our schools. One of the major factors contributing to this picture is a lack of good teachers willing to take the required steps to ensure that children's speaking skills improve. The second cause is a lack of learner enthusiasm and low self-esteem. Inadequate time and money are the third factor. If such programmers are given permanently, it would be a positive step in the lives of students. The government is not paying enough attention to the growth of spoken English skills. For several years after students join the school, it never performs any research on their learning outcomes.

Due to the colonization culture that existed across Asia and Africa for the past two centuries, spoken English has acquired paramount significance. The rise of the United States as a global bellwether and the proliferation of ecumenical media have been the main proponents of spoken English's increasing presence in the western world. The paper currently discusses the mechanism of second language learning and the desideratum.

Key words: Lingua franca; Spoken English; Spoken English institutes; English Language

Introduction

India is one of the world's most linguistically diverse nations. Just 22 regional languages have official status in India, according to the 8th schedule. The Commutation’s official language is Hindi, but it ranks second behind the language of the British colonizers, English, rather than another indigenous language. English had already cemented its place in primary school and higher education by the time India gained independence in 1947. (Agnihotri & Khanna,1997). English is the official language of four states (Manipur, Meghalaya, Nagaland, and Tripura) as well as seven Amalgamation territories that are under direct rule from Incipient Delhi (the
Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Delhi, Lakshadweep, Mizoram and Pondicherry).

English is now the primary medium of instruction, law, media, and commerce in India. It's also used in a pan-Indian literature for gregarious interactions. Despite the fact that Hindi is an indigenous language, it has been unable to unite India due to non-Hindi speaking communities' relentless opposition. This is why English has been an official language for so long. In several parts of South India, people would tend to converse with visiting North Indians in English rather than Hindi, which, ironically, sounds more akin to a colonial language to speakers of Tamil, Kannada, or Malayalam than English, which has taken on a lingua franca atmosphere of cultural neutrality in the South. “India now boasts of being the world's second-largest English-speaking country.” Most Indians speak English as a second language, about 10% of its population, or 125 million people, speak English as a second language, second only to the United States and projected to quadruple in the next decade (http://www.bbc.com/news/magazine-20500312).

In India, English has replaced Hindi as the primary language of instruction, law, media, and commerce. It's also used in a pan-Indian sociable relation tradition.

India's English has developed into an apperceived variety: Indian English, due to the astronomically large number of speakers (IE). The Central Institute of English and Foreign Languages published a monograph that standardized this variety (CIEFL). The CIEFL was established in 1958 with the aim of conducting research on Indian English and training English educators. CIEFL studies in the early 1970s resulted in the compilation of a list of linguistic features of English in India. These characteristics were consolidated in the monograph, which became India's standardized English variety. This official dialect of English is spoken in India and is said to be free of regional influences.

The view of English as a representative of an alien power base has shifted since independence. After a native language, IE is often taught as a second or third language. According to Spolsky (1978,42), English is less important as a "lingua franca" in India than Hindi, which is used only in specific regions. Spolsky also pointed out that the school system in India, where English is first encountered, has a language policy that is both a product of the gregarious and economic forces that make English a good lingua franca in India and a source of pressure on English itself. In India, Hindi is referred to as L1 and English is referred to as L2.

SECOND LANGUAGE ACQUISITION

The method of learning a second language is known as second language acquisition. That is, it is the method of someone who has already learned a native language or several native languages acquiring a supplementary language. It may also refer to the empirical study of the mechanism of second-language cognition. A second language is usually an official or societally dominant language that is needed for education, jobs, and other basic needs. SLA encompasses informal L2 learning in naturalistic
environments, structured L2 learning in schools, and L2 learning that combines these settings and circumstances.

The use of English as a second or foreign language by speakers of various native languages is known as ESL. English as a second language (ESL), English as a foreign language (EFL), English as a supplemental language (EAL), or English for speakers of other languages are all terms used to characterise injunctive permission for English-language learners (ESOL). Non-native English speakers learning English in a country where English is not widely spoken use English as a foreign language (EFL). Some people have misinterpreted the word ESL to mean that English is only of secondary importance. However, it simply refers to the order in which the language was learned, consistent with the linguistic terminology of second-language acquisition.

HISTORY OF SECOND LANGUAGE ACQUISITION:

S.D. Krashen, an American linguist, coined the term "language acquisition" in the 1970s. Theories about second language acquisition were suggested based on research into the mechanism and laws of second language acquisition. The second language learning process refers to the process by which a learner who has mastered his mother tongue learns another language outside of a social setting. Language acquisition is a psychological process in which learners actively engage, as well as a process in which learners store and organize the language input they have learned and put it into effect, according to language acquisition principles. Language learning can only be completed in the presence of a favorable language environment as well as language input.

Existing SLA theory research has emphasized the early development of general linguistics, functional grammar, and other fields of study, including gregarious linguistics, psycholinguistics, pragmatics, and empirical studies based on theory. To put it another way, SLA theory is not only a consumer of linguistics, but also a major contributor to it. However, current SLA research still lacks direct findings on the effective implementation of SLA theory in authentic English educating practice, and some researchers or educators are directly or blindly replicating the principle of SLA theory in their education practices without taking into account the concrete learning environment of our country or the distinction between I and ii.

RECOMMENDATIONS OF WOOD'S DESPATCH

Wood's Despatch on Education, published in 1854, laid the foundation for the scholastic method. The aim of the dispatch was to bestow upon the natives of India those astronomical and material blessings that flow from the widespread spread of Western knowledge, as well as to improve the moral character of those who profit from it. The Wood's Despatch made many suggestions to improve the educational system. The aim of the government's policy was declared to be the promotion of western education, according to his recommendations. He emphasized the inculcation of art, technology, philosophy, and literature in Europe in his Despatch. In short, the Wood's Despatch's slogan was the propagation of
European education. According to the Despatch, English will be the primary means of ordinate dictation in higher education. Wood claimed that European cognizance could reach the masses through the mediums of vernacular language, so the significance of the vernacular language was emphasized even more. Wood's Despatch also suggested that several vernacular primary schools be established in the villages at the earliest possible stage. Furthermore, at the district level, there should be Anglo-Vernacular high schools and an associated college. To encourage and promote private enterprise in the field of education, Wood's Despatch recommended a system of grants-in-aid. The available grants were contingent on the institution hiring trained educators and maintaining high educational standards. The despatch suggested that universities be founded in the presidency towns of Calcutta, Bombay, and Madras. In India, English will be the most popular medium for inculcation dictation.

The Wood's Despatch was regarded as crucial in the history of Indian indoctrination. The British Government was able to propose a detailed scheme for the first time. “The Despatch is indeed a very paramount document,” wrote Prof. S.N. Mukherjee in his book “History of Inculcation in India.” It was dubbed the "Magna Carta of English Indoctrination in India."

The Despatch is so detailed that Indian educators have yet to complete the tasks it has set. It established a scheme that attempted to physically touch all aspects of Indian education and correctly identified the relative positions of English and Indian languages in a general scheme of inculcation for this region.

SUBSTANTIVE ASPECT OF LANGUAGE EDUCATION

Man is a gregarious being. His superior perspicacity sets him apart from other living creatures. Some animals could only be taught. However, only man can be inculcated. “Education is a process to develop the potentials of man so as to differentiate him from other living beings”, says T. Raymond. Man's linguistic ability is one of the most important potentials that can be built through education. Hindi and English are the two languages taught in schools in Gwalior, Madhya Pradesh.

The truth is that English has become one of the world's most important languages, and one cannot deny its importance or fail to learn it. Though the English language began as a mash-up of the dialects of the Germanic tribes Angels, Saxons, Jutes, Sots, and Celts, it evolved as a language over time, absorbing the lexica and many linguistic elements from other languages such as Latin, Greek, French, Dutch, and Spanish. Over the course of its 2500-year existence, the English language has evolved continuously, and it is now an ecumenical language that is inextricably linked to scholars, as well as science and technology, communication, international business, and global convivial and cultural relations. As a result, English has become the official language of the Commonwealth and the world's Lingua Franca. Other languages, such as Greek and Latin, Spanish and French, Turkish and Arabic, have spread beyond their original homelands as a result of political, cultural, or religious expansion; however, no language has spread more widely or been used more extensively than English in the history of the
world. It is the most commonly spoken language on the planet. It's a popular way for people from different countries to communicate with one another. English can be used to communicate with one out of every four people on the planet. English is now the mother tongue or "first language" of around 250 million people around the world. When this is taken into account, the number of people who have a working knowledge of English as a second or foreign language, such as many Indians, Africans, Russians, and French, far outnumber the number of native English speakers.

As the English language gains traction as an ecumenical language, it is becoming increasingly important for all countries to educate and learn English. It is difficult to keep up with world events if this is not the case. Learning this ecumenical language is especially important for a multilingual and developing country like India. A fully English-proficient student is able to use English to ask questions, understand instructors, and read content, test assumptions, and challenge what is being asked in the classroom. The following four language skills lead to proficiency:

1. **Reading**: the ability to comprehend and understand written material

2. **Listening**: the ability to comprehend and retrieve information while understanding the pedagogy’s vocabulary and injunctive authorization.

3. **Writing**: the ability to create written text with content and format that fulfils classroom assignments at the appropriate age and grade level.

4. **Speaking**: the ability to use oral language in learning tasks in a consistent and effective manner.

Learning a second language improves one's employability. It adds value to their portfolio and adds another feather to their hat. To remain ahead of the competition, students take multiple classes in addition to their academic activities. At the time of the interview, knowing a second language tilts the scales in favor of students. Companies nowadays offer priority to people with multilingual skills. As the economy has opened up and businesses are probing for growth and magnification, there are many prospects for foreign language specialists and translation industry experts.

Only language experts and translators with enormous colossal ability to translate material from one language to another can now break the language barrier in this process. Foreign languages have enormous potential that has yet to be realized. There is an astronomically high demand for language professionals, especially in the hospitality, tourism, and pharmaceutical industries, to name a few. Experts, teachers, and practitioners in the field of foreign languages have a lot of opportunities ahead of them.
English is one of the most widely spoken languages on the planet. When it comes to native speakers, English is second only to Chinese. The scope of spoken English, on the other hand, is vast and encompasses the entire globe. Rather than being limited to a specific area or continent, the speakers live all over the world. English is still spoken by a large number of people as a second language.

Due to the colonization culture that persisted across Asia and Africa for the past two centuries, spoken English has acquired paramount significance. The rise of the United States as a global bellwether and the proliferation of ecumenical media have been the primary drivers of spoken English's increasing presence in the modern world.

There are a number of barometers which can be habituated to gauge the paramount of spoken English for the world’s population.

**EDUCATION**

The world's top universities are concentrated in countries where spoken English is the primary mode of communication. The majority of the programmers are taught in English, and lectures are only given in English. It is important for an expatriate to be fluent in spoken English in order to receive his education from a prestigious university around the world.

**BUSINESS**

In the corporate world, English is a Lingua Franca. When businessmen or delegations from more than two countries meet, English is expected to be the primary language of communication. Of all the world's well-known languages, English has the broadest range. When the people at a meeting or conference don't speak the same language as you, it's helpful to be fluent in spoken English.

**PERSONALITY**

Learning a language and speaking it fluently enhances a person's personality. It exudes optimism, and since English is one of the most elegant languages, it is an excellent choice for learning as a primary or secondary language.

**TRAVEL**

Many people enjoy travelling to different parts of the world. Knowing how to communicate effectively in English is important because it will be the most frequently spoken language that a traveler will experience on the road. It would be difficult to learn the native languages of all the countries one visits, but English will help him cross the gap.
There is no doubt about the consequentiality English has as a language around the world. Knowing how to speak good English is an asset in this day and age.

ENGLISH AS OFFICIAL LANGUAGE

There are 49 countries that speak English as their official language. The list excludes the United Kingdom and the United States, both of which have no recognised official languages. However, English is used for the vast majority of communication there. The majority of countries tend to conduct their liaison operations in English rather than any other major world language.

STATUS OF ENGLISH IN THE WORLD

Americans, Canadians, and Australians have also been native English speakers. That is to say, native English speakers are not limited to Great Britain alone, but are found on three continents around the world: Australia, Europe, and the United States of America. Because of historical circumstances, English has strong roots in other continents such as Africa and Asia. Many countries are British colonies, and English has been taught and used as a means of communication there since the day they were brought under British rule. English is widely spoken in countries such as India, Ceylon, Singapore, Pakistan, Nigeria, and Zambia etc., English is utilized as a second language.

“A language becomes an international language for one chief reason: the political power of its people, particularly their military power,” David Crystal will say while discussing what makes a language a “world language.” (Crystal, 1997). That may have been valid in the past, but it now depends on how cultural values are projected and how foreign markets for the circulation and consumption of products and accommodations are opened. “There is no reason to expect that any other language would emerge within fifty years to supersede English as the ecumenical lingua franca,” David Crystal says emphatically. The advancements in space technology, telecommunications, remote controls, cordless phones, satellite networking, cellular phones, and internet computer technology all demonstrate this. It is extremely difficult to deduce and absorb innovations in this area without a good command of the English language. Any attempt to translate technical terms into regional dialects would fail miserably. With its increasing presence in a variety of fields such as global trade, economic modernization, the ecumenical market, science and technology, and communication systems, English appears to be here to stay for a long time.

STATUS OF ENGLISH IN INDIA

Even after 65 years of independence, the English language continues to be used in every aspect of Indian life and maintains its status as an associate official language of India. Despite continued nationalist pressure, English remains at the core of Indian society. It is commonly used in the media, higher education, and government proceedings, and as a result, it has become a popular symbol of communication, both among the ruling classes and between speakers of mutually incomprehensible
languages. This situation certainly hurts people's national feelings, but in the midst of the globalization trend, people are also seeing the advantage of having an enormous pool of people in India who can speak English. This has aided Indians in general in conducting ecumenical business. In terms of integration, it has provided India a competitive edge in the software and business process outsourcing industries.

JUSTIFICATION OF RESEARCH

English is the world's most widely spoken language, as well as the most popular and powerful on the planet. It is spoken almost anywhere in the world and has taken a prominent position in people's minds and hearts, with even rural students wishing to learn the second language if they have the opportunity. Despite the fact that English is a second language, many parents want their children to learn it and are willing to put in any amount of physical and financial effort to help them do so. The quotidian gambler anticipates his children attending English-medium schools. This diligence has come from the citizens of the countryside. Despite the fact that India is a multicultural country, English has become the everyday and official language of the computer world. People and rural students in the cyber world want to learn English speaking skills from any designates, coaching centers, spoken English classes, and so on. It is widely recognized as a pressing need for rural students to learn the importance of English speaking skills today.

If one wants to advance in life, learning spoken English has become a crucial factor. Spoken English institutes are springing up everywhere in the United States. Our students are not consistently taught to speak, read, and write English in our schools, which is a shame. One of the major factors contributing to this image is the scarcity of good educators willing to take the necessary steps to ensure that children's speaking skills improve. The second cause is a lack of learner enthusiasm and low self-esteem. Inadequate time and money are the third factor. If such services are given indefinitely, it would be a beneficial measure in a student's life. The government is not paying enough attention to the growth of English speaking skills. For several years after students join the school, it never performs any research on their learning outcomes.

Speaking is the most important skill to master while studying a language. A second language, on the other hand, needs more deliberate effort to understand. It is more difficult to teach speaking skills to students in backward urban areas where there is no English-speaking community and parents are unable to help their children learn to speak English. The aim of this researcher's research is to identify issues that students face while acquiring English speaking skills.

The role of pedagogy in our schools is revered. That is why, in his book "Teach Gently," Dr. Kokila S. Thangasamy notes, "There are two holy places in the world: one is a mother's womb, and the other is a pedagogy’s classroom." One's conception begins in the womb, but one's understanding begins in the classroom.”

“Speech is the foundation upon which all else is built.” French is expressed verbally. This viewpoint is supported by champions who have said, "The first duty of English educators is to teach students to
speak English." Thomson and Wyatt proposed the system for teaching students proper pronunciation. They said, "To acquire correct pronunciation, continued practice in heedfully aurally perceiving verbalization sound is needed." It is a pressing need to uncover the genuine reasons and deficiencies that our students face as they learn to talk. It is also essential to develop remedial English teaching approaches that will foster a positive attitude toward acquiring English speaking skills. The community has been welcoming to students who choose to learn a second language quickly.

RESEARCH PROBLEM

According to Ellis R., “failure to provide learners with opportunities to interact spontaneously would isolate them from the primary source of language content, causing the acquisition process to be slowed.” Language acquisition is a systemic process that involves instructors, students, their friends and families, as well as their language learning patterns. Language learning, on the other hand, is viewed as the acquisition of education rather than skills in our conventional English classes, where the teacher's position is exorbitantly emphasized. As a result, educators are very solitary in the classroom, emphasizing the explanation and practice of language cognition and laws while neglecting opportunities for students to interact with and apply language education and skills in practice, while students do not heedfully interpret them aurally. Of course, this trend would have an effect on students' English proficiency growth and improvement. In my opinion, a student-centered dynamic class educating pattern should be developed, in which educators speak English in a way that students understand, directly control the entire language educating and acquisition process, and use a variety of educating skills and methods, such as pedagogy-student communication, group discussion and report, presentation, individual report and performance, and so on in or outside of the classroom. Students can receive more understandable language feedback, have more opportunities to interact with various types of understandable language, and thus achieve their language acquisition target. Research problems considered for study are:

1. Students find it difficult to learn English when they are comfortable with other languages such as their native language, regional language, or national language.

2. Despite the importance of learning a second language for all aspects of life, students remain unmotivated to learn English.

3. Despite being familiar with the language's grammar and lexicon, students remain confident while speaking in English.

4. Schools are unable to provide students with sufficient instruction in the acquisition of a second language.

5. Teachers are skeptical of second language learning hypotheses, resulting in inefficient lessons.

6. Translation is used to communicate between students and educators, either from Hindi to English or from English to Hindi or some other language.
7. Parents who recognize the importance of English language learning for their children but are unable to create an atmosphere conducive to language acquisition.

PROBLEMS IN TEACHING STUDENTS SPEAKING SKILLS

English education in our schools and colleges is currently in a state of disarray. Pupils are taught English for about six hours a week for ten years, but by the time they enter college or university, they only know a few words. Our calculative method has made a mistake. The main goal of a teacher is to “prepare” his students for the test, not to make them knowledgeable in the language they are studying (Balasubramaninan 1985,p.56)

CONCLUSION

For more than two centuries, the English language has dominated all aspects of life. Every branch of science, technology, and literature has benefited from the English language. And ordinary people ought to be able to communicate in English. Students are aware that without an understanding of English, they will be unable to excel in any field today, especially in the scientific field. As a result, the current study aimed to highlight the shortcomings in teaching students speaking skills. It is past time for our conventional method of education to change and adopt more incipient innovations in English education, especially in the area of imparting speaking skills. It would be more effective and fruitful if English educators devote more time and effort to their teaching ministry, especially in the area of imparting speaking skills. Otherwise, students will be denied the opportunity to learn speaking skills in a second language, which are sorely needed for their future success.
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