

Factors Affecting Second Language Acquisition: A Critical Review (Two Case Studies)

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Abstract

This paper focuses on some factors which affect second language acquisition (SLA), e.g: learner's age, personality, motivation, etc. The paper is a critical review that presents some authors opinions and arguments which supported the main idea of the paper. In addition, two non-native English learners are chosen as case studies. They are from different mother tongue. Both of them are interviewed in order to collect data, then the data is analyzed according to the factors which are mentioned earlier. The analysis had got a great role in supporting the idea of the paper which is concentrating in how learner influenced by some factors.

Keywords: Second language acquisition, case study, second language, affect

■ ملخص:

تركز الدراسة في هذه الورقة البحثية على بعض العوامل التي تؤثر في اكتساب اللغة الثانية والتي من ضمنها: العمر، الشخصية، الحافز للتعلم، إلخ. هذه الورقة عبارة عن دراسة نقدية لعرض بعض آراء نقاشات الكتاب والتي كان لها دور في دعم الفكرة الأساسية للبحث. كما تم اختيار شخصين من غير الناطقين باللغة الانجليزية كعينة للدراسة. كلاهما يتحدث لغة مختلفة عن الآخر. وقد تم إجراء مقابلة معهما لجمع المعلومات. وتم تحليل هذه المعلومات وفقا لتلك العوامل التي تم ذكرها مسبقا. وكان لتحليل هذه المعلومات دور كبير في دعم الفكرة التي تركز عليها هذه الورقة البحثية.

الكلمات الدالة: اكتساب اللغة الثانية، حالة الدراسة، اللغة الثانية، تأثير

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1. Introduction

Learning a second language has become important for most people in this world. This can be clearly derived from the statement of Vistawide (2010): “ Learning another language opens up new opportunities and gives you perspectives that you might never encounter otherwise. Personal, professional, social, and economic considerations all point to the advantages of foreign language.”

English is regarded as one of the main languages that are used and practiced in the world by a large number of people from different parts of the world. This notion can be explained further by considering various aspects as Crystal(2003:2) stated that:

Of course, English is a global language ... You hear it on television spoken by politicians from all over the world. Whenever you travel, you see English signs and advertisements, whenever you enter a hotel of a foreign city, they will understand English and there will be an English menu.

This shows the importance of English in this global world. A global language is: “A language achieves a genuinely global statue when it develops a special role that is recognized in every country” (Crystal 2003:3).

Historically, the wide spread use of English all over the world started when the British invaded different parts of the world, such as America and Asia and more specially Africa (Crystal 2003). Colonialism has affected the language and the culture of colonized countries as stated by Jenkins (2003:50): “One result of colonialism is thought to be the endangering of many indigenous languages... There are two other important and related effects of colonialism during the colonial and post- colonial periods: the denigrating of colonized people and their loss of identity.”

Jenkins (2003) also classified people who use English into three groups: Native speakers in the United Kingdom, the United States, New Zealand, Canada and Australia. The second group is where English is used as a second language as in some Asian and African countries. The third group is defined as a group where English can be considered as a foreign language. Moreover, Jenkins(2003) described the variations of English as “New Englishes”. This

term can be defined and described on the basis of the differences present in the grammar, pronunciation and vocabulary. These differences in grammar and pronunciation of English have resulted by the incorporation of inputs from the local language, where English has been adopted and practiced. All these changes which have been carried out in English, are attributed to the impact that is created by the indigenous language of that area over the English language. Consequently, Harmer (2001:8) stated that: “We are facing, then, a situation where English varies between and within those countries where it is spoken widely. There is then, a multiplicity of varieties, and this makes it difficult to describe English as any one thing.”

Two learners of English as a second language(L2) are chosen for the case study. A case study as Ellis (1997:6) defined is: “ A detailed study of learner’s acquisition of an L2.” Those two cases are from different cultures and backgrounds. Mohammed is a Libyan male and is 38 years old. He is an Arabic native speaker. He used to live in the UK for 3 years and did his MA there. He started studying English when he was 13 years old. He studies English because he needs it to communicate with the people he interacts. Emily is a Chinese female postgraduate student whose first language is Mandarin. She is 21 years old. She has been in the UK for about one year for the purpose of higher studies. She started studying English when she was 10 at primary school in China. She studies English to pass her high school exams and her family encourages her to learn English, so her chances to survive in this competitive world and get good marks and a good job are high.

The data which was collected from those two people will be analyzed in terms of three theories: behaviourism, cognition and socio-culture theory.

2. Research Problem

Learning a second Language is one of the most difficult things that one can do. It might be hard and challenging to think in another language, as it might be influenced by some factors that make learning a second language will be at a level of proficiency or not . This issue attracted the attention of researchers since the evolution of SLA as a field of study.

A central theme in SLA research is that of interlanguage i.e the language

that learners use is not necessary to be a result of the differences between the learner's first language(L1) and the language he or she is learning(L2). As learners are exposed to L2 this interlanguage is gradually develops. Learners might stay constant, even for learners with different native languages. However, learning L2 which already learners know could have a great influence on the process of learning this language, this is known as language transfer.

Another topic of interest regarding age in SLA is the Critical Period Hypothesis (CPH) which suggests that after a certain age in childhood, learners lose their ability to learn a language proficiently.

Acquiring a second language and the factors which influence this process is still a topic of argument as it has different opinions and debates about this issue.

3. Targets of the Research

- Enabling learners to obtain more contributions in SLA, this depends on the learners background, age, ability.....etc and how they behave towards the language.
- Creating awareness and complete understanding of these factors and addressing them to avoid negative ones in order to maximize learning English effectively.
- Exposure to some of SLA theories and some authors' opinions can assist researchers to build more knowledge and understanding of SLA.

Importance of the Research

Second language acquisition is a field that consists of various contributions and is influenced by many factors such as cognitive, linguistics and sociocultural factors. The study of this topic can guide us to find out a helpful condition to facilitate successful language learning, as a lot of researchers are trying to get more lens on examining the complexities of second language acquisition.

4. Hypothesis of the Research

- Learners age has a great role in acquiring second language, or the process of learning another language can be achieved at any age of learning.
- The difference between the features of the first language and the target

language can be a barrier to learn successfully.

- The learner's personality can be helpful in learning process.

5. Literature Review

There is a wide range of literature around, which explains about behaviourism theory, which says that the process of language acquisition is a result of habit formation. These habits are created by the repetition between stimulus and purpose. The “stimulus” and “purpose” will become stronger by a positive “reinforcement”. So, second language learning could happen by surmounting the habits of L1 to acquire the new habits of L2. This can be explained further that the habits formed with respect to the first language can be used at the time of second language learning. This can be explained further that the habits formed with respect to the first language can be used at the time of second language learning. This process is carried out through the practice of memorization and imitation (Larsen- Freeman & Long, 1991).

Behaviourism is associated with the “Contrastive Analysis Hypothesis (CAH)” as Lightbown & Spada (2006) mentioned that the (CAH) point of view is that if there is a similarity between L1 and L2, learning L2 will be easy and vice versa. This can be explained further that as per this hypothesis, it is believed that the process of the second language learning will be simpler and easier if there is a similarity between the two languages.

Yule (1995) stated that the transfer of the structure of the first language may cause “errors”. This transfer could be “positive” if the structures of L1 and L2 are similar or it might be “negative” if these structures are different. Therefore, the differences between the features of L1 and L2 could affect the process of learning L2 and make it difficult. This states that the learners who are trying to learn a second language will face some problems and this difference would be seen as a barrier or impediment, preventing him/ her improving his / her L2, especially if the two languages are quite different. Ellis (2008: 350) pointed out that: “ such errors or “bad habits” were considered damaging to successful language learning because they prevented the formation of the correct target-language habits.”

In addition, Odlin (1989) said that the distance between languages could affect the transfer, the similarity between languages makes the process of learning easier. However, this similarity could cause problems when the words are similar in form but the meaning is quite different: “false transfer” or “false friends”. This means that both situations, i.e. the greater degree of similarity and the greater degree of difference in the two languages will cause problem and the first language transfer will be greater as well.

In contrast, as Ellis (2008) mentioned that according to Newmark and Reible (1968) transfer is appropriate form of “communication strategy” to get rid of communication problems. For Newmark and Reible(1968) in the early stages of learning, to speak a new language a learner will use what he or she already knows. He or she may seem to be knowledgeable about the target language as if he stubbornly replaces his first language(L1) habits with second language(L2) habits; however, from the learner’s view he is doing his best to fill the gaps in his knowledge. From Krashen’s(2003) point of view, transfer is padding, which means: due to the lack of new knowledge, the learner goes back to the old one. This states that things can turn either ways with the use of transfer aspects, and there are chances that will help in the learning process, while there are others that could cause hindrance in the learning process in relation to the second language, and all this is dependent on the degree of difference in the two languages.

In terms of phonological transfer, this kind of transfer happens when L1 sounds are different from L2 sounds. This difference can be explained on the basis of the differences of accent that is used in case of these two different languages and the pronunciation of these two languages Batt (1994). Ellis (2008) added that L2 sounds, which are different from L1 sounds, will be more difficult to learn than the similar ones or rather they will be acquired later than them.

A learner’s age plays an important role and according to Lightbown & Spada (2006) , “A Critical Period Hypothesis” has been assumed in second language acquisition. It means that there is a certain time for the human when the brain is able to learn a language more successfully. Learning a

language, which comes after the end of that time, may not be built on “innate biological structure” which assists with L1 or L2 acquisition in the early period of human development. Moreover, the general learning abilities that older learners depend in some aspects as in phonology are not effective as the innate abilities that young children have. This depends on the ability of the learner and this ability is dependent on the age of the learner. However, some studies about older and younger learners, who learned a second language at similar situations, concluded that older learners by using some strategies like memory strategies and problem- solving skills actually were more successful than young learners (Lightbown & Spada 2006).

Furthermore, it is stated by Lightbown & Spada(2006:69) that Patkowski assumed that: “Even if foreign accent were ignored, only those who had begun learning their second language before the age of fifteen could achieve full native - like mastery of that language.”. On the other hand, Odlin (1989) mentioned that the relationship between phonetic and phonological transfer is not clear. Some researchers suggested that native like pronunciation is more likely to be achieved by younger learners. Odlin(1989) indicates that age is not always the important factor as there are other related factors like the duration of residence in the environment where the second language is used. Odlin(1989:137) said that: “ The older the learner, the more important the influences of native language pronunciation will be.”

According to Duly, Burt & Krashen (1982), Patkowski(1980) concluded that according to studies on young and adult immigrants to the US, the proficiency in achieving native like pronunciation depends on the learner’s age of arrival in the foreign country, and this includes pronunciation and grammar. Krashen, Duly and Burt (1982:84) emphasized this point by stating that “ The younger the learner upon arrival, the more likely that native - like pronunciation will be obtained. “

Ellis (2008) mentioned that a study by Coppetiers(1987) comparing learners who started learning a language as adults with native speakers, which also included a grammar task. He noticed that there were differences between the two groups in their grammatical proficiency and the vocabulary they choose although of the

native-like pronunciation of those learners. This could emphasize the importance of learner's age and how it affects some aspects of the language. However, without considering age, Ellis (2008) stated that some learners may become unable to learn at a stage of their learning development. This may be because there is a strong correlation between the age of the learner and his or her capability to learn the second language. Lightbown & Spada (2006) stated that efforts by Selinker(1984) further explained this process and he termed it as "fossilization" and his studies were carried out after all these practices, which associate age with the learning capability in relation to second language learning. According to this point of view, this happened when L2 learners were not given feedback as to distinguish between the target language(TL) and their inter-language(IL). On the other hand, " fossilization" could be positive or negative according to these similarities or differences between TL and IL. Selinker(1984) also added that it could be considered as a correct form of the target language when the learner's inter-language features are the same as that of the target language.

Inter- language (IL) as Yule (1995: 195) defined is " In-between system used in L2 acquisition, which certainly contains aspects of L1 and L2, but which is an inherently variable system with roles of its own". Accordingly, the features of the learners' inter- language are fossilized due to some reasons. Selinker(1984) described these features as *item, rules and subsystems* and are related them to five processes: Firstly, it can be "language transfer" due to L1 effect or "transfer training" when all learners at different levels of language competence find difficulty in a certain structure and they produce their IL. It might also be a result of "strategies of second language learning" when the learners simplify L2 system, "strategies of second language communication" could be a reason when the learners ignore the grammar processes in order to communicate successfully with the native speakers while speaking, or due to "overgeneralization" of second language rules (Robinett & Schachter,1983).

Furthermore, it seems that there is a relation between "fossilization" in terms of phonology and creating a foreign accent. It may be because of the phonological differences between the features of the learners' IL and the TL features as Yule (1985: 195) emphasized that " the process of fossilization in L2 pronunciation is one obvious cause of a foreign accent."

Personality is one of the factors which have an influence on learning a second language; however, it is difficult to measure this effect or rather to determine which personality is good at learning L2. In addition, many studies of personalities have different opinions and results. Lightbown & Spada (2006) stated that it is likely that personality affects second language learning, but it is hard to prove its effect. There are certain studies that represent different results by making use of similar examples and this is because of different methods that are used to interpret information.

Ellis (2008) stated that most researchers were interested in extroversion and introversion. An extrovert is the person who is sociable, has many friends, outspoken and has inclination towards excitement. While an introvert is quite, has few friends, and is interested in reading and does not like excitement. As sociability is the main feature of extroversion, the extroverts will usually have great verbal communication skills, whereas, introverts will be better at writing and reading.

The social factor might play a crucial role in the process of learning. As Ellis (1986) has claimed that it has been hypothesized that extroverts are faster at learning successfully than introverts and it is easy for them to make contact with people using the target language. This can be explained further by associating the nature of extroverts with the requirements that are meant to be present in a learner to be treated as a fast and quick learner. There are lesser inhibitions associated with extrovert people and they are more open to the changes that are taking place in their personal and professional life. This feature allows them to adapt to the situation and react accordingly, this attitude is necessary to be present in a learner. However, Larsen-Freeman & Long (1991) mentioned that some researchers measuring extroversion and introversion performance in some skills found no relation between learners' personalities in terms of sociability and their second language competence. It has been noticed that extroverts score higher in oral interviews, while the introverts did better in reading and grammar. This can be explained and justified on the basis of the capabilities of an extrovert person that allow him or her to be more expressive nature, in contrast to the introvert person.

A learner's reason for learning a second language could also be another factor that may affect L2 proficiency. This purpose is called "motivation". As Ellis (1997: 75) defined, motivation is: "The attitudes and effective conditions that influence the degree of effort that learners make to learn an L2".

Learners, according to Gardner(1988), (as cited by Larsen-Freeman & Long 1991) are instrumentally motivated when their aims of learning the language are functional, such as getting a career, passing an exam or improving social position, whereas they have integrative motivation when they are interested in learning the culture of the people who speak the target language. In addition, the other reasons are related with matching with their skills and competing in different fields related to the use of second language. Ellis (2008) concluded that in learning L2, instrumental motivation would be more effective, although it has less effect than integrative motivation.

An appropriate use of instrumental or integrative motivation depends on the situation. In some circumstances, the instrumental motivation plays an important role, while in others, the integrative will be more important. For instance, if using L2 is not important outside the classroom, when it is used as" a foreign language" by the learners, the integrative motivation will be more successful if it is used widely outside that classroom when learners consider it as " a second language" Ellis(1986).

Lightbown & Spada (2006) referred to motivation as " a complex phenomenon" as it could be realized in terms of two sides: the learner's needs in order to communicate or to achieve a professional purpose. This can also be related with the differentiation so made in the types of motivation, which were intrinsic and extrinsic motivation. On the other hand, the learner's approving attitudes toward the native speakers of the target language will support his contact with them. Furthermore, Ellis (1997) also emphasized the motivation complexity when he stated that every kind of motivation completed the other. It can be considered as a cause for learning or a result as well. This relation among the result and learning with motivation can be explained further and this can be stated that motivation can be used as means to institute the learning process. It can be used as a tool to obtain desired result from the concerned

activity. Moreover, motivation is something that varies from one moment to another, according to the situation. This is applicable to the other forms of motivation, which are intrinsic and extrinsic motivation.

6. Research Methodology

In addition to the data which mentioned about the two case studies, those persons were given pseudonyms names “Mohamed & Emily”.

Mohamed started studying English when he was 13 in preparatory school for just one year. After that his exposure to this language was not that prominent because English was no longer taught in Libyan Schools at that time. He Went to the UK when he was 30 and attended full-time English courses and lived in university accommodation, where he had the opportunity to be in contact with native speakers and converse with them in English frequently. He liked reading English newspapers and watching English television channels, this helped him collecting a good deal of vocabulary, because he was exposed to extensive use and repetition of the language.

Emily started studying English in primary school when she was 10. When she came to the UK, she lived in students accommodation, but she was not able to make contact with the native speakers, she always avoid talking to them because they found it difficult to understand her accent. This explains the impact of pronunciation on the ability to interact and use a certain language. It had a negative impact on her, and she continued to avoid speaking to the native speakers.

Different methods were used to collect the data about “Mohamed” and “Emily”. They both were interviewed three times each. Also, writing tests were made in order to measure their grammar and writing abilities. As well as, a recorder was used to discover some features in their speech and pronunciation by listening to them several times, and the interviews conducted with them were recorded for later use. This was very important, because both of the observation and the collected information were useful as they helped to observe features like behaviour and personality and how they behaved outside with other people. Ellis (2008) said that personality and motivation are usually measured by using a self-report questionnaire; however, there was not enough time to perform such activity because it was a time consuming

task. In addition, as it was mentioned earlier that motivation is a complex phenomenon, it is difficult to be determined. In this regard, the limitation in recording the motivation level will be resolved by making use of a practical situation. Both the second language learners “Mohamed” and “Emily” will be confronted to a similar situation and on the basis of their responses, their motivation levels can be identified.

7. Data Analysis

The data from the two participants will be analyzed to explore some theoretical perspective and these perspectives will be discussed in this section in relation to the theories. An initial assessment suggested that Mohamed has spoken English very confidently with some grammatical and phonological errors and has a good vocabulary as he uses various words and expressions which are rarely used by non-native speaker in his level as “*cross the fingers*” and “*I’m the black sheep in the family*”. Emily has less confidence in speaking than Mohamed, makes mistakes in both grammar and pronunciation and has a poor listening ability as by interviewing her it seemed that she does not reply from the first time, she says “pardon” and “sorry” for several time as she sometimes misunderstand the message from the speaker and starts talking about something else. Both of the participants have some errors in their speech and their writing as well. Some of these errors are grammatical and others are phonological. Mohamed, for example mostly omits the single third person “s” from the verb in the present simple as when he said: “*He always talk about their culture*”. This kind of error is called “omission”. Another kind of error is “overgeneralization”, when he wrote about what he did last week. He over-used the regular form of the past simple:

“I write the task which the teacher asked us to do.”

In addition, he over-uses the definite article “The” and “That” clause, he puts them where they are not required, for example:

“We always go for the shopping on the Saturday.”

“That the people that I lived with were very friendly.”

On the other hand, in the writing test “Emily” did not made any grammatical

errors, just some spelling mistakes, but there were some errors in her speech. This was most likely because she thinks before writing. For example, she omits the definite article “The’ where it is required and uses it where it is not required, as when she said:

“ *When I make the mistake teacher.....*”

In addition, there are other errors related to using prepositions and tenses, for example, when she was speaking about her last experience, sometimes she used the past simple. These of errors are typically made by L2 learners as (Ellis,1997:19) said:

“Both errors of omission and overgeneralization are common in speech of all L2 learners irrespective of their L1.” However, these errors could also be a result of L1 interference. This happens when L1 differs from L2 and the learners will face difficulties in some of L2 rules, therefore, they will shift some of L1 rules and use them in L2.

In Arabic, the form of verb changes according to the subject in a different way. Also, there is over-use of the definite article “The” by Mohamed, because if this sentence was translated into Arabic, there will be a definite article in the exact place where he used it in English. Swan & Smith (2001:205) said: “ The most common problem with the definite article arises from interference from the Arabic genitive construction.”

On the other hand, “Emily” omits the definite article “The” and sometimes she uses it where it is not required. This could be because there are no articles in the Chinese Language and there is no conjunction of tense as Swan & Smith (2001) stated. This could be also be the reason for the error in using the past simple tense. Moreover, such errors could also be a type of “fossilization” as it repeated several times by those learners, however, there is no clear evidence that fossilization happened over a long period of time, because the study happened over a short period of time, it is about two months.

Furthermore, it seems that there is a segment transfer, as a result of the difference between the second systems of these languages. According to Swan & Smith (2001), the Chinese sound system is quite different from

English, that is why Chinese learners have difficulty in English pronunciation and understanding the spoken language.

Evidence from the interview indicates that “Emily” pronounced many words incorrectly, she replaced some sounds by other ones, for example: she said / SΛmSrŋ/ instead of / SΛmΘŋ /, she also omitted /t/ from the /est/ and she could not differentiate between short and long vowels, for instance: is /i:z/, it /i:t/.

On the other hand, «Mohamed» has some problems in pronunciation, but they are less significant than «Emily»s». The lesser degree of problems in the pronunciation of Mohamed in relation to the problems in Emily»s pronunciation could be because the difference between Arabic and English is not as great as between Chinese and English, for example, he pronounces /p/ as /b/ and the word /seven/ as /sivin/, /weit/ as /wi:t/. In Arabic there is no /p/, /e/ nor /ei/, so he replaced them by similar sounds in Arabic. This could be segment transfer, or it can be considered as fossilization, as both those learners have a foreign accent. Mohamed has an Arabic accent while Emily has a Chinese accent. Yule (1995) claimed that fossilization in L2 pronunciation is the reason of creating a foreign accent.

Age of the learners might affect their acquisition. Both of Mohamed and Emily started learning English at different ages, but they have similar errors. In addition, if their ages of arrival to the UK were considered, that could be another reason which affects their language learning, as they arrived to the UK as adults.

Moreover, personality can be another factor as well, although it is difficult to determine it over a short period of time. However, it seems according to the data so gathered in the form of recorded interviews that Mohamed is an extrovert person. From his speech he appeared to be a sociable person. In addition, he has a lot of native speaking friends and enjoys jokes. On this basis, it can be clearly stated and inferred that this type of attitude encourages interaction and learning capabilities. This kind of personality might assist him to be in contact with the native speakers and use the language, therefore, he improved his speaking skills. In contrast, Emily seemed to be a shy person

and she is very quiet. She did however improve her writing, but that is most likely to be shy because the teacher taught them well, or she learnt a number of paragraphs by heart and practiced by writing them again herself. This helped her to gain confidence over the language in terms of writing, but not in terms of speaking. She also enjoys her time in the library reading and writing, making her an introvert person which could be the reason behind her good written English, but her quietness and shyness undermine her from using the language to speak. In addition, because of her Chinese accent, people find it difficult to understand her, as she said when she speaks to her roommates, they always say, «pardon» and that is why she prefers to keep silent. Although she has been in the UK for almost two years and started studying English at the age of 10, she has not been able to improve her speaking skill.

Another possible reason of causing «foreign accent» could be their age, because both of them arrived to the UK as adults. Lightbown & Spada (2006) referred to this point when some studies concluded: « Older learners almost inevitably have a noticeable foreign accent.» Moreover, younger learners are more likely to achieve native-like pronunciation as (Duly, Burt and Krashen 1982) suggested. While those learners are speaking, they often face difficulty in pronouncing a word or find some difficulty in grammar structure. In order to communicate successfully, they try to avoid difficult areas and sometimes they ignore the importance of grammar. So in this manner, they may omit or replace something, therefore, errors could occur due to this avoidance or replacement.

Learners motivation could affect L2 learning. Mohamed, for instance, has two kinds of motivations, instrumental and integrative. He studies English for two purposes: he needs it to communicate with people but also it is required in his career as he works in a company where there are people, who do not speak Arabic and he must know how to deal and converse with them clearly, some of the people he works with are native speakers. This is an instrumental motivation. At the same time, he has integrative motivation, because he is interested in British culture as he always watches social programs and reads newspapers. In addition, he traces what is going on in the UK. He has a good vocabulary related to culture and social expression.

Emily has an instrumental motivation as she studies English in order to pass her exams and also she is trying to find a job in the UK. While she is studying, she wants to get a job that will help her speak and learn English. In addition, her family encourage her to study the language.

Mohamed and Emily both have instrumental motivation which as Ellis (1997) claimed will be more successful when the language is considered as «a second language», when it is important to be used outside classroom. However, Emily said she did not use it widely outside classroom and this could be another reason that adversely affected her speaking skill.

Unlike Mohamed, despite the fact that he started studying English when he was 30 and has some grammatical and phonological errors, he is struggling to improve the learning abilities in relation to the second language learning.

8. Conclusion

Overall, after the analysis of all this data, it seems that there are many factors affecting the second language acquisition for both these case studies, which can be explained by behaviourism, cognitive and socio-culture factors. However, it seems that their L1 interference affected them as a behaviourist factor. It also appears that their motivation and personalities have a great influence, which is reflected in a sociocultural way.

Accordingly, after analysing all the data, it can be concluded that some issues related to the theories discussed do have an effect on the process of learning. The interference of the first language as a behaviourist issue could be seen as a key factor that hinders the learner and causes errors. Other cognitive issues like fossilization in the grammatical structure were not clear as there was no evidence to trace it over a long period of time. However, it might be clearer in when we look at pronunciation as both of the participants have a foreign accent.

This paper has examined two case studies, which have been helpful in showing what problems are present to those who learn English as a second language. In fact, it also highlights problems that can be faced by people worldwide, who want to learn English, because many of the concepts will be applied to them. To succeed interaction between natives and those who

are learning the language is imperative. The issue seems to lie in the fact that there are so many varieties of English as mentioned in the introduction, so it is inevitable that learners will always come across an equal variety of problems when they are trying to overcome the interference presented.

9. Recommendations

For teachers and learners, both of them should have a knowledge about how the process of learning a language is affected by some factors. They have to understand more details about this topic and looking for further information about SLA. This can assist in developing the process of learning and teaching and achieve more successful results.

For researchers, further studies in SLA in general should be carried out and about this topic in specific, however, they could go for further details in the same way but they should try to search about another area which might be helpful in achieve progress in SLA as a field of study.

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