

Acquisition Learning of Second Language in High School

Xinran Ma^{1,*}

¹Affiliation: Syracuse University

*Corresponding author. Email: xma135@syr.edu

ABSTRACT

Second Language Acquisition (SLA) refers to the process in which language learners gradually understand and master the language by using the language to communicate information with the outside world in the natural context. Though it is proved to be effective for mastering a second language, many schools do not use it as their main teaching method. The problem largely attributes to the mismatch between teaching methods and students, as well as the teaching progress. This paper aims to explore the adoption of learning acquisition for teaching high school students' second language. The findings revealed that test, educational resources, individualised study method, attitude, and age are the reasons leading to the inefficiency of language acquisition. Therefore, language acquisition should be considered learning environment, students and their interactions.

Keywords: *Second Language, Language Acquisition, High School*

1. INTRODUCTION

Learning a second language becomes common in recent years. Schools and other educational institutions have opened classes for relevant training. During the learning process, it is widely understood that learners show a wide range of individual differences in their willingness to communicate in foreign language [1]. In this way, to give a better education for students, people need to consider the difference between different people. For these methods, lots of people have researched on the acquisition for second language in recent years. How student study language? Did they study good or bad? What method are they using? Is it related to some reasons? People always consider these questions and researching for answers. However, the best and the most perfect method is not realistic. Every method needs to consider with the environment and teaching places. For acquisition, teachers need to consider whether students age will fit their teaching method. Also, schools and educational institutions need to consider whether they have teachers and equipments to teach acquisition. Due to the differences in each cities, teaching method will also change. In China, such as Shanghai, has lots of educational resources. Students in Shanghai may study second language since they are two. However, in some other places, such as Shandong, students do not have so many resources as Shanghai does, so they may study

second language after six or ten. Therefore, differences in resources would cause the study on second language become different.

Acquisition advocates students drench in the place with second language. For example, find a foreigner and talk with students in second language for most of the time. Then, they will understand second language as their native language. This method has been used for a long time to teach students studying second language, mostly used in children. "The reason is that words learned early in life are stored with more complete representations in the phonological output lexicon than late acquired words and, therefore, learners can articulate phonological completeness faster [2]. They will have a better understanding when studying second language by using acquisition method. But why couldn't teachers use this method to teach high school students? Since lots of restrictions in school, such as time and tests, and students' ages and characteristics have limited the use of acquisition, schools need to not only find a teaching method but also deal with these restrictions. For example, Chinese high school students need to take tests once a week or month, sometimes may be once a day, they do not have enough time period to learn these knowledges in a long time. However, it needs a longer time period for them to learn second language when using acquisition. What's more, age would also be a restriction when students studying second language. Therefore, it is hard

for high school using acquisition to teach students. These restrictions would cause acquisition do not fit high school students.

Looking for a better environment for students to learn second language, people need to consider lots of aspects, instead of only looking for one method. There are also lots of ways for schools to teach high school students with second language. When talking to some education institutions and schools, both of them told that they would not consider acquisition as the method to teach high school students. Since the age of students would influence the teaching method they choose. Also, the timespan of acquisition is too long for high school students. For most of the time, parents and students need to see the result in a short term. With lots of pressure and exams, they cannot spend such a huge effort to teach them in a long time.

Therefore, the purpose of this study is to understand that acquisition is not a good choice for high school student to study second language.

Acquisition method has been shown as the base when studying second language. However, though language acquisition might be useful, lots of high schools still not choosing it as their first method. Second Language (L2) teachers are struggling with how to prepare teachers who understand SLA theory and how to apply this in their classrooms [3]. Compare to different different cities and teachers. Acquisition cannot also follow the rules that are used in school. For most of the times, schools have their own method and rules, they need to consider lots of aspects. Also, acquisition might be hard to fit the exams rules when teaching second language. It is more ideal instead of real. Sometimes people would use acquisition for smaller children. After they grow up, study will be a better choice than acquisition. Language studying in linguistics is to learn language as a skill. Learners are only studying language knowledge itself, such as what a grammatical rule is, what the Chinese meaning of a word is, and so on. But just studying what rules are doesn't mean you can subconsciously use them.

2. REASONS

Lots of reasons influence high schools choosing studying for high school students instead of acquisition. Not only caused by schools but also students themselves, and lots of external factors. Various constraints have been revealed such as large class sizes, traditional views of teacher-fronted authority, pressures from an exam-based system, student reticence, conservative parental beliefs, lack of training and authentic materials [4]. In this way, talking about only one method using in school is not realistic. Constrains and problems always cause people choosing other methods in order to keep balance. The most important thing is: schools need to consider their actual consequence in order to find the best method. No

matter how acquisition is good for students, schools and institutions may not have enough energy and economy to use this method. Therefore, lots of reasons cause this consequence. Acquisition might be used in some high school, however, not all high school can choose this method. Most of the Chinese schools still using learning now.

2.1. Test

SLA is a multidimensional process, operating across a long timespan for individuals with very different sets of abilities interacting in diverse social configurations [5]. Under this circumstance, it is hard for students to learn second language in a short time. However, there are lots of tests in China when students grow up. If schools cannot show results in a short timespan, students may not pass the exams. Therefore, influence students to looking for a better college. Instead of monthly and weekly tests, there are lots of other tests they need to prepare when growing up. For example, weekly test and monthly test for every subject, sometimes may be daily, and the examinations for high school and college. In this way, lots of tests would cause students struggle with pressure and do not have enough time to consider why or how. Though acquisition maybe better, the time it needs is too long for dealing with the test. When students are young, they need to face lots of exams and prepare them for a long time. Acquisition might be hard to remember lots of knowledge in a short time. In this way, acquisition is hard to deal with those tests. Scores determine their schools in the future, and the resources in different schools are also having a vast difference. If students cannot pass the test and get a low score, it is hard for them to study in a better school. If they cannot study in a better school, it might be hard for them to study in a good college. In this way, hard for students to have a good job in the future. As for the competition is really high in China, score is one of the ways that judge whether student is good or bad. In this way, not choosing acquisition as a second language studying method would be excusable.

2.2 Educational Resource

Though people want to use acquisition as the method to study second language. However, some schools and educational institutions do not have enough resources to build that environment. "The proficiency of the speakers varies greatly and linguistic input from less proficient speakers (e.g. L2-speaking parents) may not provide sufficiently rich input to support L2 acquisition, especially into the elementary school years [6]. In this way, we can see that the input is important for students when using second language acquisition. This is related to the environment that people give to students.

Resources are important for everyone. However, some places do not have enough teachers or money to

support acquisition, some places may not have enough effort to teach students second language. When talking to some students and educational institutions, some places show that students study second language when children are small, some of them say that they study second language when they are twelve. Also, the number of educational institutions in different countries are also different. There are more than one hundred educational institutions in Shanghai teaching English as their second language, not only for English, but also for French, Japanese, and many different kinds of languages. However, there are only twenty education institutions in Weifang, Shandong, not to mention other languages. It is hard to believe that the difference between different countries are so huge. Comparing different places and resources, it is hard for us to choose the same method in order to teach students second language. With this consequence, it might be hard for schools and institutions to get enough resources for high school students, however, resources would be an important part in teaching students. In order to teach students in acquisition ways, schools and institutions need to invest a large sum of budget to alleviate the difficulties for students. For example, they need to find a teacher that is familiar with the second language, from pronunciation to grammar. Schools and institutions also need to give a high salary in order to let this teacher working in their companies. However, sometimes it might be hard for them to get. Still, different resources and economy in different places would cause the different method using. For example, in Shanghai China, children study second language (or may be more) when they are two to three years old. They would also study lots of different skills due to peer pressure. Studying English better would become a kind of competition. In this way, the resources for studying second language is really common to find in Shanghai. However, in some other places, children would study second language when they are ten or twelve, starting at middle school or may be even high school, may not have the same starting point as other cities. Since there are lots of restrictions for acquisition, it is better for children not using acquisition to study second language when they grow up. The teaching quality in different regions will also lead to the difference of studying effect. Therefore, resources would be one of the reason schools do not choose acquisition.

2.3 Individualized Studying Method

Different children have different study method. It is hard to use only acquisition for students from kindergarten to high school for almost ten to fifteen years. Changing method in order to have a better studying would be likely used by schools. Invariance will only arouse students' disgust and will not produce favorable conditions for their studying effect. Lots of factors influence the method choosing. In this part, development in different students is important for considering the

method. For example, age, one of the significant method that schools need to consider when students are growing up. Growing up would also important for schools and parents to concern whether children are changing or not. In this way, we need to know that different ages have different thinking about the world and the language. With different brain development and intelligence, how students learn second language will be a difficult question for students. Different age has different study method. When student grow up, study would be better for them. "In the last few years, researchers have begun to suggest that age of Acquisition of Words (AoA) is indeed a more important variable than word frequency, as it allows to better predict the individuals' speed and accuracy in a number of psycholinguistic tasks such as word naming and lexical decision [7]. When students growing up, brain development would change with studying from the outside world. Stimulation in different age would change, for this is an important reasons for schools and institutions to consider. Schools also need to change their teaching method in order to have a better result. "AoA ratings revealed that the greatest part of the word stimuli in the present set were estimated to be acquired between the ages of 3 and 12 years and high school students are totally not fitting this criterion [7].

2.4 Students Attitude

Students themselves are really important when studying the second language. How they think of themselves and the study method would be important for schools choosing the method. If students hate and do not like acquisition, it might be hard for schools to teach them in acquisition ways. How do students think of this method? Sometimes the dislike on studying is not because of method itself, but students also have important influence on studying. Attribution theories are based on the concept of seeking explanations and formulating conceptions on the underlying causes of one's success or failure activities. It connects those conceptions to subsequent behavior, which governs our motivational disposition in future actions [8]. When students are studying second language, something important is how students think of this studying experience. If students do not want to study second language, it is hard for schools to teach them. Though using lots of different methods, students still cannot have a good study on second language. Attribution would cause students conclude reasons for failure and success studying. With different conclusion students have, it might cause different study pressure for them. What's more, Findings show that students attribute success in SFA, mostly, to external factors like teaching methods and classroom atmosphere followed by internal factors like ability, interest, effort, and strategy [9]. How students believe and think will also influence their study habit. In this way, not because of acquisition, how student think of the school and

themselves would also influence the result of studying second language.

Students in high school may not be familiar with acquisition. They may not understand what acquisition is. In most of the traditional Chinese schools, they use study instead of acquisition. Therefore, high school students may not understand what acquisition is, and more likely to help students learn second language in study method. In this way, it is better for schools to choose study instead of acquisition, since students are more familiar with this method. “Teachers often make instructional decisions based on their own experiences as learners. Not understanding how these decisions can affect other learners differently can unintentionally create uncomfortable situations that counteract effective instruction [10] If teachers only use the best method to teach students, students may not like this method and may feel uncomfortable. Sometimes it may be hard for them to understand a new method after they studying the one for almost ten years. So, they might have pressure when studying second language. Acquisition is a better method, but not always related to high school students. Students’ aptitude is important. Schools need to consider the consequence at that time, so that they can have a better teaching method.

2.5 Age

Age is also an important part when using second language acquisition. Most of the people may notice the importance of age, however, they might not understand why age is important when using acquisition to teach students. There are lots of resources proved that age has relation with second language acquisition. “Results revealed a critical period ending around 17 years of age for the most effective acquisition of a second language [11]. The time when students study in Chinese high school, it is almost 16, near 17. So, the time they study in high school is too late for high school students to use second language acquisition. When growing up, it might be hard for people to use acquisition method to teach students. When the time students studying in high school, the age might not fit with this method. In this way, acquisition might not be the best method that schools would choose to teach students. “Analysis puts the onset of this decline at 10–12 years of age, marking the end of the putative “critical period” for L2 learning. Support for this conclusion comes from the small amount of variation in task performance between individuals who began L2 learning in the first decade of life [11]. In this way, we can know that after age 10-12, it might be hard for students when using acquisition to learn second language. Due to this reason, it is hard for high school choosing acquisition to teach students.

3. RESULTS

It is hard for schools to use acquisition instead of studying. Lots of reasons may cause them not using acquisition, such as tests and development of brain. What’s more, students themselves are also important reason for school to have a better education. How they believe and think would affect their study. There are lots of reasons influencing schools and institutions not choosing acquisition for students. Sometimes different study methods and environment will also cause different effect on acquisition. Not only think of the best, but also think the most comfort and fit. Also, whether acquisition would be the best method for teaching high school students is hard to say. Lots of environment consequence will influence the result. So, acquisition is hard for high school students to use in order to study second language.

4. CONCLUSION

All in all, reasons should be considered in terms of choosing methods for language studying. There are lots of tests and studies after students go to high school, so they do not have enough time to study by using acquisition. Also, with the difference in resources, it might be hard for high school to use acquisition since they do have enough resources. What’s more, acquisition may not fit students when teaching them a second language, this may cause worse results if not using the right teaching method. If students do not want to study, this would also influence the level when teaching. So, educators should not only find the appropriate way, but also need to consider the actual consequence. The so-called best practice will not be the most effective.

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