



Strategies of psycholinguistics on the acquisition of third language from the second language

Dr. Adaikalam Arulanandam, Assistant Professor, Department of Languages, School of Social Sciences and Languages, Vellore Institute of Technology, Vellore, Tamil Nadu Email: adikalam@vit.ac.in

Dr. V.Saravanan, Assistant Professor senior, Department of English, School of Social Sciences and Languages, Vellore Institute of Technology, Vellore, Tamil Nadu Email: saravanan.v@vit.ac.in ORCID ID 0000-0002-2668-1839

Dr. G. Sankar, Assistant Professor, Department of English, School of Social Sciences and Languages, Vellore Institute of Technology, Vellore, Tamil Nadu Email: sankar.g@vit.ac.in ORCID ID 0000-0002-2464-3727

Dr.Karunakaran Thirunavukarasu, Senior Lecturer of English, University of Jaffna, Sri Lanka karuenglish@yahoo.com

Abstract- Various psycholinguistics strategies applied to the acquisition of second and third language has become a prominent phenomenon in the last few decades. Yet there is paucity in the third language acquisition. The psycholinguistics strategies are used by few experts to teach second or third language. In this realm the cognitive method is used to acquire the language. The psycholinguistics principles bring out how one perceives the language and produces that particular language is important. While acquiring a third language from the medium of second language there is transference of second language rather than the first language to third language. Usually the structure of the second language is transferred to the third language. The learners commit errors when they acquire third language from the medium of second language. Normally the four skills of language acquisition are applied in the strategies of language acquisition. This article explains how psycholinguistic strategies affect the learning while acquiring a third language from the second language and how to rectify the committed errors.

Key words: Psycholinguistic strategies, Language acquisition, word order.

I. INTRODUCTION:

In so far as there is different psycholinguistics strategies applied to the language acquisition. It is essential to take an account of students' background in order to teach a language effectively and efficiently. The four skills of language should be concentrated on teaching and acquiring a language. Language acquisition takes place from the infant stage onwards but the language that is conventionally taught should follow some strategies so that the students learn the language adequate enough to communicate properly. In this article it is enumerated of the various psycholinguistic strategies especially on second and third language acquisition.

1. Strategies of Psycholinguistics on the acquisition of a language

According to Field (2004) acquisition takes place when an infant acquires a native language or mother tongue and 'learning' takes place in the second language learning or foreign language learning. Some experts like Chaer (2015) use the term 'language learning' intentionally. Acquisition is unconscious and unintentional learning but ' learning ' takes place conscious procedure and with an intention using grammatical rules that usually takes place in the classrooms

1.1. Intelligence

The intelligence is usually tested in the schools by using certain kind of tests and exercises which are associated with performance of the students. The four skills (reading, writing, listening and speaking) are tested. Sometimes to teach third language the medium of second language is used. For instance English is used as a medium of second language to teach German as a third language in some parts of India. But it need not be a necessary one.

1.2. Aptitude

Certain abilities need to be taken into consideration regarding the learners. It is essential to test the language aptitude because only then the learners can be properly given attention to their learning otherwise learners with low aptitude will fail to go up with learners with high aptitude. Every teacher has to test the aptitude first before teaching a language otherwise the teacher would be wasting the time, energy and cannot concentrate on both the high aptitude students and low aptitude students. It has been noticed that there are classes that conducted for the slow learners in many academic institutions. It is because of low aptitude or the high level aptitude students must have other problem that could have hindered the enhancement learning.

1.3. Learning Style

The 'learning style' indicates of different habitual methods. Some believe that visual learning is more effective because they have developed the skill of absorbing pictures and videos. Short films, pictures and some visual aids are helpful to enhance their learning. Still some believe that 'aural learning is effective because these learners acquire their learning by hearing things from the childhood onwards. Kinesthetic learners are believed to be also effective because they are acquainted with more physical activities like role play and miming. It is very important to find out the learning style of the students in order to teach them effectively.

1.4. Personality

Personality plays a great role in the acquisition of second and third language. According to some researchers the extraverted person learns better due to their dynamic movement and talkativeness. It is necessary to take into consideration of learners' anxiety, nervousness, worry and their dynamic movement. These kinds of characteristics have definitely an impact on the language learning.

1.5. Motivation

Motivation is a fuel to learning. Where there is less motivation there is ineffective learning. Motivation can either come from the instructors, or parents, or colleagues or role models or some other sources. It can be enhanced mostly by the instructors in classroom setups by introducing warming up sessions, curiosity arousing stories and notes. It brings out a great value in communication and proficiency of a language. The teachers instil and inculcate a good attitude in the behaviour of the students. It is because of their motivation.

1.6. Culture and Status

Social factors play a role in the acquisition of a language. It is observed that culture and status influence in their learning. In the Indian context English is taught as a second language and German is taught as a third language. The attainment of students from the rural background is less than the attainment of the students from urban background in the language learning. It is because of their culture and status. Rural background students are slow in learning. It can be concluded that there is a close relationship between the language learning and social setup. It can be probably due to the low esteem in their culture. It can be also because of prejudice that students from certain culture are considered to have been born with less IQ. This kind of prejudice curtails their advancement in the language learning. They are considered to be psychologically not potential for knowledge.

1.7. Age

Second Language acquisition is mainly influenced by the age factor. Children learn better than the adult. It can be because of Chomsky's view of Language Acquisition Device (LAD). If children have solid literary skills in the first language acquisition, they are able to acquire the second and third language. An adult learning a language is relatively less when they are compared with children. Acquisition of second language has a great impact while acquiring third language. This is what the survey undertaken at VIT, Vellore reveals. English (L2) has influenced German (L3) in the acquisition. Pertaining to the age the adolescents have picked up faster than the adult. Children are more effective to distinguish and memorize the second language in terms of phonology, morphology and syntax.

2. Applied strategies of four skills

2.1. Psycholinguistic strategy on the Listening Skill

According to Psycholinguistics researchers there is a difficulty in the listening activity because there may be speed in the listening activity such as speed in the speech or improper pronunciation of some words, or some unknown words or else the disturbing elements in the surrounding places. The students of German as TLA having English as SLA face normally difficulty in the listening of some German words like Volkswagen, Juli, etc. They commit errors in the pronunciation of the word 'V'. In German it is pronounced as 'fau' but German learners having English as SLA tend to transfer the pronunciation of English 'V'. The word 'J' is pronounced in German as 'yot' but they misunderstand the letter while listening to German words. They tend to transfer the English pronunciation rather than the First language or their native language. The teachers can prepare consisting of 100 words which are familiar to the students. It is essential to teach them in a calm environment and reading the text or words with less speed. They need to instruct the correct pronunciation in the beginning itself. The teachers should arouse the interest of the students in order to keep them motivated in learning. According to the opinion of Yagang (1994) major difficulties are due to the message delivered, the speakers' situation, the listeners' condition and the physical settings of the learners.

The speaker

The speaker or the instructor is an important person in the listening skill. If the instructor does not have adequate voice or fast in his speech, the listener will fail to listen to the words properly or misunderstand the context and the words.

- The Message

The message should be clear and understandable so that the learners can absorb correctly and reproduce it. If the message is vague and confused, the learners cannot comprehend properly. It may cause problems in the listening part.

- The listener

The listener is the one who is going to listen to the message and reproduce it. He should be keen to the message and show an interest to it. If he is mentally passive or disturbed or agitated or distracted, there won't be any learning that can take place.

- The physical setting

It is an important factor for the listening skill. The classroom setting should be a well-equipped closed and undisturbed room. The audio and visual aids are to be well monitored and repaired can enhance the listening skill. According to Flowerdew & Miller the speed of delivery, new terminology and the concepts can cause problems in the physical environment. Learners find difficulties in listening because they lack of understanding each and every word. While learning second language they tend to transfer the grammatical structure of first language. Their attire and posture can also affect their learning. If they bend their body and sit, the central nervous system cannot supply blood to the brain properly and then they become dizzy and bored up. Instead of learning the target language they assume and correlate with the acquired language. For instance, in German the word 'kommen' that means in English 'to come', if they hear the sound of kommen, they associate with the word 'come'. They produce the sound 'commen'. It is wrong in German. They are influenced by English word. They use 'C' instead of 'K'. They have transferred the L2 into L3 due to their physical settings

2.2. Psycholinguistics strategy on the Reading Skill

This strategy has a deep impact in the reading skills. It resorts to the text based approach. There is an emphasis in the comprehension activity while reading a text. Sometimes they read the target language based on the perceived and preconceived word of the acquired language. It can happen when the similarity text appears. While reading a text learners confuse certain sound and spellings in the given text. For instance in English they read 'music' the phonetic sound is 'muesik' but in German the word is 'Musik' the phonetic sound is 'musik'. The 'ó' sound is produced. It is due to the prediction of certain learnt sound in the acquired language. The emphasis of this strategy is to make them understand the meaning of the

text and make them reproduce according to the prior knowledge. If the students are not properly exposed to the authentic and relevant contextual based materials, they may fail to imbibe the value in the real world. They will also lack enthusiasm and interest. Reading comprehension indicates of one's ability to read texts, process them and understand their meaning. It is usually influenced by one's traits and skills. If the word is difficult, the learners fail to infer the meaning of the word. Reading comprehension can be enhanced with reciprocal teaching, instructional conversation, partner reading, and inferences with connections

- Reciprocal Teaching

This method of teaching in the reading comprehension was developed by Annemarie Sullivan Palincsar and Ann L. Brown (1980). They taught the students to predict, summarize, clarify, and ask questions for sections of text. When German is taught as third language through the medium of English as a second language, the reciprocal method is useful because the students are effective in developing reading skill.

- Instructional Conversation

This strategy is a kind of discussion. It enhances the critical and aesthetic thinking. In this forum intellectual questions are asked and discussed. Several types of questions are administered to the students to think syntactic texts and calibrate the skills and testing. While reading a text the meaning may not be understood completely but while discussion of the text the meaning is vivid and clearly understood. The learners can relate the text to their experience and provide wholesome meaning to the text. It is essential to decode or identify vocabulary and the most important thing is to pronounce them exactly. It is difficulty for the foreigners to pronounce the vocabulary exactly like the native speakers. Indians learn German as a third language and English as a second language, it is noticed that their accent is not exactly like the native speakers even though they pronounce the vocabulary and understand the meaning.

- Partner Reading

It is another strategy that is created for pairs. The instructor chooses two appropriate and similar texts. One of the pairs is asked to read loudly and another one has to note down. This is done vice versa. They have to ask questions from each other to comprehend the meaning of what is being read. This strategy helps children to excel in reading.

- Inferences with connections

Making inference is another strategy that is excelled in the reading comprehension. It means 'reading between the lines'. Here the readers have to find out the meaning of certain texts or words that are not directly linked. Then they may arrive with the sensible meaning. The reader has to speculate on the hidden meaning. Making connections denote the cognitive approach of 'reading beyond the lines'. Here the reader links the read text with his personal experiences and links with the text read previously in order to establish a deeper understanding of the context and implication in his life.

2.3. Psycholinguistics strategy on the Writing Skill

2.3.1. Spelling

Often the learners commit mistakes in the spelling too. English words are not pronounced as they are spelled whereas in German and Indian languages they are spelled as they are written with some exception. In English the words do not sound as they are written. For instance the word 'serve' is pronounced as 'sev'. The letters 'r' and 'e' are silent whereas in German 'sprechen - speak' is pronounced as it is. There is a hardship on this case because storing of the spelling of words and retrieve them on demand is very difficult.

2.3.2. Word Order or Structure

Psycholinguistics strategy helps in understanding the students' committed errors in writing especially on the structure of a sentence or in the word order. In every language there are different word order and structures that causes errors while acquiring another language based on the medium. There is an influence in the acquisition of a language. A study conducted on the acquisition of third language as

German from the second language as English reveals that there is an influence in the word order not from the first language acquisition.

- The word order while translating a statement

When we translate a sentence from German to English the word order is changed. For instance, *Er kann gut Lieder singen* (he can sing songs well). When it is translated into English, it has really a different sentence order. The subject comes first like in English. If there is only one verb, that comes immediately after the subject. But if there is more than one verb, the first auxiliary verb comes after the subject and other verbs go at the end of the sentence. We need to note down the changes carefully otherwise the whole meaning will be lost. Sometimes the software translation does not translate properly. Here the students having English background write both verbs together like in English. When it is so, it does not sound like a good German sentence.

- The word order while making questions

Questions are usually categorized into two types. These types are formed with auxiliary verbs or without auxiliary verbs. In English auxiliary verbs are used to form a question whereas in German auxiliary verbs are limited in forming questions. In WH questions German and English vary each other because of the variation of auxiliary verbs. The word order in English is W + auxiliary verb + Subject + main verb + other words? But in German the word order is quite different from English. The word order is W + Verb + Subject + other words? We do not use any auxiliary verbs such as do, have, and be to form questions in German. If there is more than one verb in the question, the first verb occurs immediately after the WH words and then the subject comes and after the subject the other elements follow. At the end of the sentence the main verb occurs in the infinitive form. For instance, *Wo wohnst du?* (Where do you stay). *Wie lange kannst du in Deutschland arbeiten?* (How long can you work in Germany?) The word 'arbeiten' means to work. This occurs at the end of the sentence whereas in English it occurs immediately after the subject. The verb agreement has to be considered according to the first verb like English. In the Indian languages the occurrence of the verbs appear at the end of the sentence. The subject comes in the beginning of the questions and then the WH word occurs. Students having Indian languages (Tamil, Hindi, Telugu, Malayalam...) as the first language learn English as second language and German as third language. They are not influenced by the first language but the second language English has a great influence in the acquisition of German as third language. In the survey the committed errors are as follows: *Wielangekannst du arbeiten in Deutschland?* and *Wo tun du wohnen Sie?* – these are wrong sentences in German because the occurrence of the main verbs should be at end of the sentence but learners of German as third language have placed the main verbs after the subject like English. The same thing happens with Ja/Nein Fragen (yes/No type question). It is interesting to note that when acquisition of third language takes place learners are influenced by the second language rather than the first language in the Indian context.

- Word Order while using Modal verbs

The six modal verbs in German (können – can, möchten – would like to, dürfen – may or to be allowed, wollen – will or want, müssen – must and sollen – should) are used to indicate abilities, likes and dislikes and quality. If the modal verb is used in the sentence it usually occurs in the second place of the sentence in German. The action verbs should be written. The modal verbs decide the verb agreement according to Verbs ending at the end in the Indian Languages.

Subject + Object + Verbs (Word order in Indian languages)

Naan ippodhuveetirkuPohiren (I now to the house go-I go to the house) –Tamil

Mei abhiKhaanakhanekelejiyejaathahoom (I now food to eat go-Now I go to have my dinner) –Hindi

- German Word Order

S+V+O (If there is only one verb in a sentence, then the word order is just like English)

Eg. Ich gehe nach Deutschland (I go to Germany)

O+V+S (German word order)

Eg. Am Mittwoch schreibe ich meine Pruefung (On Wednesday write ich my exam.- I write my exam on Wedenesday)

S+V (first verb) +O+other Verbs (German word order)

E.g. Mein Kind kannFussballheutespielen (My child can football today play- My child can play football today)

O+V (first verb) +S+O+other Verbs (German word order)

E.g. Das Auto werdeich morgen kaufen (the car will I tomorrow buy- I will buy the car tomorrow)

Having English (second language) as medium to learn German (third language) in the Indian context (first language) there are repetitive errors in the third language acquisition. Learners of third language are influenced by second language rather than the first language.

2.4. Psycholinguistics strategy on the Speaking Skill

Psycholinguistic skill is used to enhance the speaking ability. It has a control over the field of speaking skill. It points out the difficulty of students' speech.

- Personality disorder

The difficulty occurs in the manner of personality that could mean either the students extrovert or introvert. The performance of the students depends on the defects of voice, stuttering and disarticulation. There are also some traumatic disorders such as aphasia and autism caused by localized in damage. These kinds of traumatic disorder can be rectified by counselling and therapy. There is a remedy for each speech disorder in the psycholinguistics strategy.

II. CONCLUSION:

This article has brought an opening view to the teachers and learners. It clearly explains how to apply the psycholinguistic strategies on four language skills. Besides this, what to be taken into consideration before teaching a language is well highlighted. To teach a foreign language a teacher needs to concentrate on the psycholinguistic strategies that affect the students very much on their learning. It is a useful instrument for teachers and learners of a language.

REFERENCES:

1. Adaikalam.A, and Ramani. N, " Rectification of committing Errors while translating a text from German to English in the word order," Research Journal of English Language and Literature (RJELAL), Vol 5, No.2, 2017:
2. Alduais, A. M. S. " Integration of Language Learning Theories and Aids Used for Language Teaching and Learning." A Psycholinguistic Perspective.Journal of Studies in Education, Vol 2, No. 4.2012.
3. Croom Helm Cross, D., Teach English, Oxford: Oxford University Press, 1995.
4. Higgins, J.M.D., Facilitating listening in second language classrooms through the manipulation of temporal variables, unpublished doctoral thesis, University of Kent at Canterbury, 1995.
5. Yagang, F., Listening: Problems and solutions. In T. Kral (ed.) Teacher Development: Making the Right Moves. English Language Programs Divisions. Washington, D., 1994.