Role of Formal Instruction in SLA (Second Language Acquisition) and Its Impact on

Learning Process: Teachers` and Learners` Perspective

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Abstract

English is an important target language which is learnt for different purposes. To learn English as a second language different strategies are followed. Focusing on its form and instructional features language can be learnt. Here I would like to observe the relationship between language input and output of the language features which are used to teach language. So to know the effectiveness of this language in different cases I want to implement some features of second language. In acquiring second language some instructional features must learnt to be accurate. Here I would like to focus on the effectiveness of language features and importance of these in communication. For this purpose I want to make a survey among secondary level students to know their perception and I also like to survey among some language teachers. Finally I will try to find out the outcome of implementing instructional features in second language learning. My objective of doing this research is to know how much we should know about features to be competent in a target language.

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Chaper1: Introduction

1.1 Research Topic:

English is an important language all over the world because it has some significance. There are so many reasons for learning this particular language beyond other languages in the world. Different people have different purpose of learning this language. Some people want good jobs having sufficient knowledge about this language and some people try to learn it for academic purposes. So there is a necessity to learn the strategies of acquiring second language. Different strategies are followed by different people and these strategies have contribution to obtain knowledge about the target language. There are some effectiveness of instructional features in second language acquisition and these features help learners best to learn the language. As instructional features act as language input in learning a language so we should know the importance of these strategies in different circumstances and the outcome of them. Here I also want to know the importance of the language instructions in communication more specifically how the instructional features help the learner in real life communication.

To know the importance and significance of second language features I would like to make a survey among secondary level students so that I can realize the perception of learners about Second Language Acquisition. Here I have chosen learners of this level because they already have acquired much knowledge about Second Language and they can perceive better than lower level learners. I also want to make another survey among second language learning teachers to know their experience and perception of Second Language Acquisition.

1.2 Purpose of the study:

The purpose of doing this research is to know the aptitude of a Second Language learner about a Second Language. It is also the curiosity of researcher to learn about accuracy and also competence of learners. I also want to know the effectiveness and necessity of the features in communication. I am also interested to recognize which instructional features are effective mostly for the maximum learners and finally bring out a message for the learners so that they can easily learn English as Second Language. Most of the learners of our country are scared of acquiring this language; so I think if they know particular strategies they can be confident in learning the language and show their interest to learn it.

So these are the things I want to focus throughout my paper so that these can facilitate the learners in their learning process. Considering learners` necessity to learn English as a Second Language I want to implement the strategies among the learners to know the response of the learners.

1.3 Rationale behind conducting the research:

There are many people in the linguistic world and they have given their valuable opinion and comments about Second Language Acquisition. Some of them have researched on Second Language issues and find out the outcome of their research. Some critics have contributed much as they introduced some language features and some other critics opposed them to establish their own support. The area of Second Language Acquisition is very broad so we have to find out which is helpful for us. There are learning strategies and learning strategies by which learners can learn effectively.

So in this paper I will try to talk about the instruction of Second Language and facilities of using these instructions. There are many materials and tasks that facilitate much to get knowledge about Second Language Learning.

However, another important term in Second Language Acquisition is the role of formal instruction and interaction that affect learners to learn the language. Learners need different settings to learn a language. Some learners can learn more in a natural setting like outside the classroom and some learners can study more in a classroom setting. So it is also a significant issue in acquiring the language. Second Language Learning theories also contribute much to introduce some terms of language. So I want to talk about some of the language theories because there are variations among learners and different learners are capable of adopting different theories. Different methods are implemented for different learners because every learner does not possess same linguistic competence.

In the next section I will describe the views of different linguists about Second Language Learning to make the difference because I believe that different aspects of language learning help learners differently and they can learn better in this way. So I desire to know all the above mentioned things working on this research paper.

1.4 Research questions:

➢ Does formal instruction in SLA (Second Language Acquisition) really work?

➢ Is it important to know instruction of SLA for successful communication and interaction?

1.4 Methodology:

The method of the research in this paper is primary. It means that the data in the research collected from primary sources not any secondary sources. The methods for conducting the research:

- Survey questionnaire solved by both teachers and students

- Searching materials from library, books, articles and internet to develop the theoretical perspectives of research topic

1.6 Limitation of the study:

This research paper is a part of an academic requirement to fulfill an undergraduate degree in English. Though the dissertation continued for two semesters but there was a time constraint. For the time limitation the researcher conducted the survey among few secondary level students and teachers in Dhaka. The research findings would be more unique if more participants could participate in the survey. However, small samples were analyzed in details throughout the paper to know the actual scenario of implementation of Second Language (English) instruction and role of it in communication.

The following chapters describe existing literature on this topic, research method used in the survey and the presentation of the result of the study. Chapter 2 includes definition of SLA, history of SLA, some theories in SLA, instructions in SLA and communicating with SLA. Chapter 3 describes methods of the research, survey, participants, design procedure, research instruments used for data collection and methods of analysis.

Chapter 2: Literature review

This chapter contains the theoretical overview of Second Language Acquisition and different

terms related with the research topic. The definition of SLA, its history, its importance, role of it

in communication will be described in the following chapter.

2.1 Definition: Second Language Acquisition

O"Grady et al. (1997) defined language as "a system of communication, a medium for thought, a

vehicle for literary expression, a social institution, a matter for political controversy, a catalyst

for nation building"(Waskita p.1).

According to Guasti (2002), "*Second Language Acquisition* (also known as *second language*

learning or *sequential language acquisition*) refers to the process by which a person learns a

"foreign" language--that is, a language other than his or her mother tongue".

Lynes emphasizes (cited in Waskita p. 2) that "the process of Language Acquisition is such that

the biological transmission of whatever is universal in language is also dependent, for its

success….."

"Second Language Acquisition refers to all the aspects of language that the language learners

need to master and the focus is on how L2 learners acquire grammatical sub systems such as

negatives or interrogatives or grammatical morphemes such as plural or the definite or indefinite

articles"(Ellis p. 5).

However, Ellis (1997) asserts that "Second can refer to any language that is learned subsequent to mother tongue.... Second is not intended to contrast with foreign. Learning a language naturally as a result of living in a country where it is spoken or learning it in a classroom through instruction, it is customary to speak generally of Second Language Acquisition" (p. 3).

According to Krashen (2002), "Language Acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language, natural communication, in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding" (p.1).

The term 'Second Language Acquisition' is very complex and broad. There are different issues regarding SLA and all those issues and facts help to learn a Second Language. Actually, according to the Second Language researchers, it is the study of learning a Second Language. It refers to all the associated aspects of language that the Second Language learners must need to master. The focus can be on grammatical structures, formal instructions, and situational factors etc that help to learn in a good manner.

The term 'Second Language' is normally used without the qualification for the process which results in the knowledge of one `s native language. Language Acquisition may differ after one `s critical age for neurological reasons from the normal child `s acquisition of his native language (Lyons p. 252-53).

Language Acquisition is a process similar but not identical by which children develop their ability in the way as the first language. It is a subconscious process; language learners are not normally aware of the fact that they are acquiring a language but they are aware about that they are using a language for communication. The result of Language Acquisition is also subconscious such as acquired competence. Learners are usually not aware of the rules but they are concerned about correctness of the rules (Krashen p. 17).

In addition sometimes people mistake and they mix up the term 'Language Acquisition' with Language Learning. So to be clear 'Language Learning' is defined here shortly. It is the way of getting competence in second language that is called learning. Learning refers to conscious knowledge about second language such as knowing the rules, being aware of the rules, being able to use the rule and being able to talk to them.

To summarize, Second Language Acquisition depicts the subconscious or conscious process by which a language other than a mother language is learnt in a natural setting or tutored setting. The study of SLA manifests the learners` competence and investigates how a learner performs in a Second Language (Ellis p. 5-6). According to Stephen Krashen Language Acquisition is contrasted with Language Learning and he emphasizes that Acquisition represents unconscious learning which takes place when attention is focused on meaning rather than language form (Lightbown and Spada p. 177).

2.2 History of SLA:

Second Language Acquisition is a new term and it appeared as a learning process from late 19th century. People learnt the language for communication and interaction in that century later on the perspective of Second Language changed as more other things are considered for researching Second Language. Recent SLA research is paying attention on vocabulary acquisition, the role of motivation in SLA, and how interaction influences SLA.

Second Language Acquisition theories have been widely discussed in 1970s. According to Krashen, "adults should acquire a Second Language just as children do; they should be given the opportunity to pick up a language and should not be forced to study grammar in the classroom" (Brown 1941: p 79). Second Language is a recent phenomenon belonging to the second half of the twentieth century. In that time people needed to communicate among other people and they have expanded way beyond the local speech communities. People learnt a second language not just for pleasing a past time but as a need for good education and employment. So for various reasons there was a necessity to learn a Second Language. Day by day it becomes important to have some capacity in acquiring English as a Second Language. There are numerous views of language learning and people gave their notions and ideas about Second Language. In this chapter I would like to focus on some of the relevant theories about Second language Acquisition. There are researchers and scientists in the linguistic world who have contributed a lot to form SLA theories. In his recent text Long (2007, cited in Reynolds p.1) points "as many as 60 theories, models, hypothesis, and theoretical frameworks" in the field of SLA which is up from forty in Larsen Freeman.

There are nearly sixty theories for Second Language Acquisition but all the theories are not important. McLaughlin (1987) was the first to press, and he draws on early work by Lightbrown to create a classification around the fields of study which had a perspective on SLA including: general linguistics, sociolinguistics, social psychology, neurolinguistics, and cognitive psychology. He also says "research is inseparable from theory", "there is no one scientific method" and "there is no single scientific truth" (Reynolds p. 2). Theory of SLA does not need to be scientific in the sense that it needs to meet evidence, validity and results established by SLA `s scientific community. So theories can be applied to find out the results of a research. There are some fundamental characteristics provided by McLaughlin (1987) in Second Language Acquisition which can be followed to learn the language and the summary of the features are:

- Predictable sequences of structural acquisition exist (Lightbrown, 1985).

- Learners create an "interlanguage" in which some errors reflect L1 learner's errors and other errors appear related to L2 transfer (Lightbrown, 1985).

- Interlanguage development is associated with Universal Grammar, which makes some 'rules' easier than others (Ellis, 1985).

- A person's second language acquisition reflects an active and interactive process (Wong Fillmore, 1985).

- Input affects language learning: simple, repetitive, and regular is better (Wong Fillmore, 1985).

McLaughlin based his framework on Lightbown's (1984) work which is interesting, because in 1999 Lightbown and Spada would offer a different taxonomy for grouping SLA theories: behaviorism, psychological, and interactions. Larsen-Freeman and Long (1991), with revision by Long (2007), suggest a similar framework to Lightbown and Spada (1999), which is most

remarkable because of its simplicity. Larsen-Freeman and Long suggest group theories of SLA

as natives, environmentalist, or interactions.

Some researchers were fascinated   how the role of interaction in SLA have focused on the

language classroom and have investigated task-based learning and teaching, and how attention to

grammatical forms affects SLA. There are other methods that help second language learning like

Grammar Translation, Audio Lingual method, Direct Method, Task Based learning. As they are

broad methods so the linguists specifies some formal instructions that associate learning the

second language. Here formal instructions that are given importance are grammatical instruction,

comprehensible input, consciousness raising task, task based instruction etc. Krashen also argues

that there are many ELT theories that fail because these could not provide sufficient

comprehensible input (Kranhke p.7). There are many theories related to SLA and these theories

emerged as many language theories failed to be effective for acquiring second language. So these

are some common comprehensible theory in SLA. Some of the SLA theories will be discussed in

a separate section.

2.3 **Purpose of SLA:**

There are different reasons to learn a Second Language. Now a days it is necessary to learn a

Second Language except one`s mother tongue. In Bangladeshi context learning a Second

Language especially English is a must because it is a common language all over the world.

To get a good job people must have adequate proficiency in English and communicative ability.

So it is a significant issue and everybody should possess the instructions of Second Language.

The main purpose of my study is:

a. To identify the effectiveness of instructional features in Second Language

b. To know the communicative ability of learners with those features given in Second Language.

c. To find out which factors must learn in acquiring the Second Language.

d. To know which level of learners are most suitable in successful Language Learning.

e. To investigate the importance of Second Language Learning and communication together.

2.4 Theories of SLA:

2.4.1 Behaviorism

There are many theories related to Language Acquisition and one of the dominant psychological theories is Behaviorist Learning Theory in 1950s and 1960s. According to this theory language learning is like any other kinds of learning that involves habit formation and habits are formed when learners respond to a stimulus in the environment and consequently have their responses reinforced so that they can remember. So we can say that it is a stimulus –response connection.

So it was believed that the entire attitude found in Language Acquisition could be explained in terms of habit. Learning can take place when learners have the opportunity to practice doing the correct responses (Ellis p. 31-32). This theory says that learning can happen while responding with external stimuli. But in reality we cannot always depend on external stimuli.

The behaviorists emphasize on the regulation of different grammatical steps in specific level so that each learner can face every step. As there is feedback session so it has some purposes and

these are: L2 utterances which are produced by learners should be accurate and it should turn

into a habit and feedback session should be kept apart so that learners make the habit to learn

without feedback.

2.4.2 Mentalist theory:

There is mentalist theory that helps learning a language when children `s mind are set in a

suitable environment and the innate properties of human mind shape learning. According to the

theory only human beings is capable to learn the language and human mind is equipped with

ability for language learning that referred as Language Acquisition Device (LAD). This is

separate from other faculties responsible for other kinds of cognitive activity like logical

reasoning.

There are some views of Second Language found by different linguists. The behaviorists seem

learners as language producing machine and linguistic environment are seen very essential

factor. Language Acquisition input comprises of the language available for the learners and they

are treated as stimuli and they help for getting feedback.

There are some internalized rules which learners should learn as key factors and they learn these

imitating them.

2.4.3 Nativist theory:

However the nativist researchers view learners as a grand initiator and they think that the

learners cannot learn only by exposure they need certain amount of input. According to

Chomsky 'the imperfect nature of mother's language sometimes helps the young children to

learn something from it. But these are not sufficient for language acquisition. So output from

Second Language can be found if these are implemented correctly. The main focus of this approach was basically on interpersonal communication skills that in everyday language situation- conversation, shopping, listening radio etc. The initial task of a teacher is to provide comprehensible input. Teacher is the source of the learners` input and creator of an interesting and stimulating variety of classroom activities like commands, small group work etc (Brown 1941 : p 79). According to Brown (1941) "Language learning is an interactive process and therefore an overreliance on the role of input at the expense of stimulation of output that could thwart the Second Language Acquisition process". Subsequently Krashen and Terrell note "Learners would benefit from delaying production until speech emerges that learners should be as relaxed as possible in the classroom and a great deal of communication and Acquisition take place" (p. 79).

2.4.4 Interactionist theory:

The third view of Language Acquisition is from the interaction's perspectives because they focused on learners' exposure and their internal knowledge as input of Second Language. They also focused on interaction between learners` mental abilities and linguistic environment. The interaction's people think that language development is both the combination of input factors and innate mechanism (Ellis 128-29). Hatch and Long (1976) think that only input is not sufficient to explain SLA. Hatch opposes that learners first learn language structures and then try to use them in real discourse. So she says "one learns how to talk, one learns how to interact verbally, and out of this interaction syntactic structures are developed (Piava p.3). Based on empirical study Long (1981, cited in Piava)) observed "in conversation between native and non native speakers there are more modification in interactions than in the input provided by the native speakers".

He does not reject the positive role of modified input but supports that modification in interaction is consistently found in successful SLA. Some people say negotiation for meaning by native speakers or competent interlocutor facilitates Acquisition because it helps to connect input, enhances learners` internal capacity. According to Freeman and Long (1996: 266 cited in Piava), "interactionists views are more powerful than other theories because they invoke both innate and environmental factors to explain language learning". So in this theory both syntactic structures and conversation for interaction is very important.

2.4.5 Universal Grammar Hypothesis:

The followers Noam Chomsky understand SLA in the light of his universal grammar theory a human innate endowment. He is more interested in the nature of language and thinks that language is the mirror of the mind.

According to his theory (Cited in Paiva) "Every human being is biologically endowed with a language faculty, the Language Acquisition Device, which is responsible for the initial state of language development". The UG theory considers that the input from the environment is inadequate to account for Language Acquisition. In the same perspective White says that "if it turns out that the L2 learners acquire abstract properties that could not have been induced from the input, this is strongly indicative that principles of UG constrain interlanguage grammas, parallel to the situation of L1 acquisition" (Paiva). Two other researchers Mitchel and Myles (2004) point out that "the universal grammar approach is only interested in the learner as a processor of mind that contains language". Basically research supported by UG theory works mainly with experiments in the form of acceptability and grammatically judgments. It did not focus on language acquisition directly but emphasizes on grammar knowledge.

2.4.6 Krashen `s Monitor Hypothesis:

Stephen Krashen developed his Monitor theory based on Chomsky `s concept of LAD (Language Acquisition Device). This theory is formed with five hypotheses that provide a complete framework to acquire a Second Language and it is called Krashen `s Monitor model:

- The Input Hypothesis

- The Natural Order Hypothesis

- The Affective filter Hypothesis

- The Acquisition -Learning Hypothesis

- Monitor Hypothesis

2.4.6.1 The Input Hypothesis:

The most important formal instruction for Second Language Acquisition is comprehensible input. The term 'comprehensible input' was first introduced by Stephen Krashen and he emphasizes that instead of teaching grammar teachers must put effort to the extensive amount of comprehensible input to the learners.

Learners need comprehensible input and for this reason Krashen and Long have argued strongly that SLA is dependent on the availability of comprehensible input before learners` internal processing can act. Here Krashen presents the comprehensible input in the form of the input hypothesis. For SLA to take place the learners successfully need input that contains language form. Input hypothesis refers to exposure in comprehensible input. If the input contains form and

structures beyond the learners` current level of competence in the language then both comprehension and acquisition will take place. Recently Krashen gives importance in the value of undirected pleasure reading as a source of comprehensible input and he acknowledges that some people are exposed to extensive comprehensible input cannot achieve high level of proficiency in the Second Language (Ellis p. 39).

This hypothesis counters to usual pedagogical approach of foreign and Second Language Learning. Hatch has argued that "our assumption has been that we first learn structures and then practice them in communication and this is how fluency develops". But this hypothesis says we acquire language 'going for meaning' first and as a result we acquire structure (Krashen p.21).

This hypothesis states:

1) the input hypothesis relates to acquisition not learning

2) we acquire by understanding language that contains structure a little beyond our current level of competence (i+1) and this is done with the help of context or extra linguistic information

3) when communication is successful, when the input is understood and there is enough of it, i+1 will be provided automatically

4) Production ability emerges; it is not taught directly.

2.4.6.2 Natural Order Hypothesis: Krashen based his hypothesis on the study that like first language learners, Second Language learners appear to acquire the features of the Second Language in predictive sequences. This theory says Second Language can be learnt as first

language. He observes that the natural order is an independent order in which rules are taught in the language class. He got original evidence for this hypothesis from morpheme studies. Other studies sustaining the Natural Order Hypothesis prove only the order in which mature or well-formed structures emerge acquisition is possible (Krashen p.21).

2.4.6.3 The Affective Filter Hypothesis: the 'affective filter' is an imaginary barrier which restricts learners from acquiring a Second Language from the available input. 'Affect' refers to such things like motives, needs, attitudes and emotional state. According to this hypothesis "A learner who is tense, angry, anxious or bored may 'filter out' input making it unavailable for acquisition" (Lightbown and Spada p. 39). So depending on the learners` state of mind the filter limits what is noticed and what is acquired. The filter will be blocked up the input when learner is worried, self conscious or unmotivated. The filter will be down when learners are relaxed and motivated. This hypothesis becomes attractive to the practitioners because it appears as classroom practice. For this reason teacher can understand students` achievement in second language why all the students do not acquire equally though they get the same opportunity. The main reason researchers found is that some students have much affective filter hypothesis. But there is a problem with this hypothesis; it is difficult to be sure that affective factors cause the differences in Language Acquisition. If affective filter is low then Language Acquisition becomes successful. Then Krashen talks about Communicative Language Teaching (CLT) which has been influential in North America. CLT is very important for communication and successful interaction. It focuses on forms which help for better language learning.

2.4.6.4 The Acquisition – Learning Hypothesis:

For adult learners Krashen has developed two ways to learn the Second Language: 'Acquisition' and 'Learning'. From his point of view we can acquire language if we understand the exposure of Second Language. This can happen in a similar way that a child learns first language in a subconscious process. On the other hand we learn a language via a conscious process giving attention on forms and more on learning rules.

For Krashen acquisition is by far more important process. According to him "only acquired knowledge is natural and fluent communication can take place in natural way." He also emphasizes on how learning cannot turn into acquisition (Lightbown and Spada p. 38).

Many people are quite fluent without having any learned rule and there are learners also who know rules but they fail to apply the rule in communication. So from this hypothesis we come to know that at first people should acquire the language for better communication.

2.6.4.5 The Monitor Hypothesis:

In this hypothesis Krashen argues that speakers` utterances are responsible for fluency and intuitive judgments about correctness. The learned system on the other hand acts only as an editor or 'monitor' to make minor changes and to polish the acquired system that has been produced by learners. Learners can correct themselves on a specific rule when they can master the rule and have sufficient time to search their memory for the relevant rule. In this case writing can be more conducive than speaking to monitor use because it allows more time on forms. He asserts " Knowing rules only helps the speakers supplement what has been acquired , the focus

of language teaching should be on creating conditions for 'Acquisition' rather than 'Learning' (Lightbown and Spada p.38-39).

But it is very difficult to show the sufficient evidences of monitor use and in a given utterances it is impossible to determine what has been produced by the acquired system. Krashen claims that language which is produced quickly and spontaneously must have been acquired rather than learning.

2.5 Some formal instruction in SLA:

There are many instructions to learn a Second Language; some of them are very important in classroom setting and some of them are important for natural setting. Formal instructions will be focused highly in classrooms because it is a very important setting for Second Language Learners. Most considerate and possible formal instructions are grammatical structures, comprehensible input, consciousness raising tasks, learners' strategies, comprehensible output and many others.

2.5.1 Grammar:

Grammar instructions are two types; explicit grammar instruction and implicit grammar instruction. Explicit grammar instruction means the use of instructional strategies to draw learners` attention to focus on form or structure.

The role of explicit grammar in second language class has changed in the last forty years as there are different methodologies. Some of the significant approaches are Grammar Translation to Audio Lingual, then from Audio Lingual to Cognitive and finally from Cognitive to

Communicative approaches. In particular, Grammar Translation focuses on grammar skills and describes the different morphological and syntactic principles of Second Language.

Proponents of this approach say that students must understand the rules for using the Second Language forms and structures before they try to use them for communication (Terrell p. 53).

According to Terrel (p.54-55) explicit knowledge of grammar instructions can be helpful for some learners in the Acquisition process in the target language. Pienmann (Cited in Terrell says that natural acquisition process influences the learners to acquire formal instruction. He also says that in a certain condition instructional features increase the rate of acquisition and learners increase the rate of attending in the form. Most importantly, classroom environment is only source of comprehensible input and meaningful interaction. Some researchers also found that Language instructions have positive effects on Language Acquisition because they are beneficial to the learners. According to Long, more instructed learners had reached in the higher level of Second Language Acquisition.

However it works to speed up the entire Acquisition process and also helps learners to avoid certain learning production strategies like omission and reduction. There are different ways that can influence Second Language Acquisition especially grammar instructions affect adult learners to learn more. In order to acquire Second Language there are two paired components like comprehension strategies and production strategies. Comprehension strategies process the principles used by the learners to make the form of target language and one of them is central comprehension for beginners that involves key words and utterance.

Production strategies are those by which learners form a linear string to get output. It helps to mean something in foreign or target language.

The acquisition of target forms is very important for communication as it helps to mean what the learners want to express. So in this view learners` task in the acquisition process is to use the input to conceive and store correct meaning to form relationship (Terrell 56).

However, Terrell stated "explicit grammar instruction affects the acquisition process in three different ways like advance organizer that helps to comprehend the language input and another one is meaning form focuser that co-operates learners to establish meaning form relationship for learning morphological form and the last one is forms of monitoring as it makes availability for comprehensible output".

According to Terrell grammar instructions are useful as they comprehend the input for Natural Acquisition. Krashen on the other hand says that EGI that provides information for grammatical relationship can also be used as 'monitor'. He suggests that learners should be encouraged to use the monitor to improve the accuracy of speech and it must be occurred in classroom. Monitoring can perfectly interact with acquisition as learners are able in this situation producing some output. Willis and Willis think that Second Language Acquisition means to focus on discreet grammatical structures to progress. Sometimes learners can learn the forms if these are taught in an isolated manner. Most of the forms are familiar to them but sometimes they need some refreshment and they can recollect the old forms. So they can use the revised grammatical features newly.

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2.5.2 Consciousness raising task:

Another important term in Second Language Acquisition is 'consciousness raising task' and this term was first defined by Sharwood Smith. According to Smith and Rutherford (11985) "consciousness raising refers to increased awareness of particular linguistic form. They said that the focus on form can be instructed by the teachers or the learners themselves can take the responsibility. But the effectiveness of the tasks is acquired when they take instruction from teachers". As consciousness raising task is a broad and umbrella term so there are some teaching techniques of this approach.

Consciousness raising task can be elaborated by the term 'Input Enhancement' and the linguist Smith proposes it a more safe term replacing it. The main purpose of such technique is to manipulate instruction among the learners so that the internal mechanism process is developed by the learners (Espinosa p. 9).

The learners must notice the signal and input because noticing is necessary and preliminary step for subsequent language learning. According to Sharwood Smith (1991) input enhancement has two different terms such as explicitness and elaboration. He thinks there are four possibilities like more or less instruction and more or less elaboration in the learning process. Color making of English third person-s, asking the learners for clarification question after a mistake has been made or providing learners with explicit instruction or some complex rule by means of abstract meta language are all examples of input enhancement activities (Espinosa p. 10).

Richard Schmidt has found out the term called 'consciousness' which is used in SLA and makes an argument that there is a need to standardize the concept to use it. For example he

differentiates between consciousness as 'intentionality' and 'attention'. First one refers to whether a learner makes awareness and takes decision to learn some L2 knowledge. There is another kind of consciousness raising position which is called 'noticing'. Schmidt says that learners may not learn properly if they do not notice it. It is the process of attending linguistic form in the input carefully (Ellis p. 55).

He himself observed the importance of noticing in a study of his own Acquisition of Portuguese when he was in Brazil. So including other researchers Krashen supports that input processing involves noticing.

2.5.3 Comprehensible input:

Input is one of the main instructions of acquiring a Second Language. If the learners successfully want to acquire the input then they should follow some step according to Terrell. He asserts that learners can isolate the forms so that they can find out the meaning of it and associate the meaning for communication.

In a low anxiety environment learners can process the comprehensible input in their mind and then can engage them in efficient learning. Learners need the opportunity what they already know about the Second Language so that they can notice it clearly and interact with others for a good and successful communication. Input is very important so the theorists advocated a number of language theories for the development of learners` input. According to Lightbown and Spada, developmental changes in the brain affect Natural Language Acquisition… language learning that occurs after critical period may not be based on the innate knowledge of the learners to contribute in Second Language Acquisition in early childhood (Straková p. 2). Language teachers desire that their learners must have basic input which is called 'finely tuned input' and it

means that learners have a certain level of input by which they can adjust with the school environment for a better learning.

According to Krashen (2003) "grammar can be learnt naturally if learners are interested in learning it and if they possess enough comprehensible input". So he thinks it is not necessary to learn the rules. But other people like White (1987) claims "grammatical instructions are important because some rules cannot be learnt only through exposure". Another linguist Larsen Freeman says that though grammar can be learnt naturally but it does not mean that it should not be taught.

Actually it helps to learn the second language in a correct manner and speed the process of learning.

2.5.4 Interlanguage:

There is another term called 'interlanguage' and it was first introduced by American linguist Larry Selinker and the term says that L2 learners construct a linguistic system on learners ' L1 but is different from it and also from target language. It is a unique linguistic system in learning a language. There are some features of this term like:

- Learners made a system of abstract linguistic rules which underlies comprehension and production of the L2 and the rules are viewed as a mental grammar and referred to interlanguage

- Grammar can be learnt through input and it is also influenced from outside for example omission, overgeneralization and transfers errors

- Learners grammar is transferable because they change their grammar from time to time by adding rules, deleting rules and restructuring by themselves

Ellis (2003) asserted "some learners become adapted in learning some specific strategies of target language followed by tasked based task; so they further need to learn some more rules for their betterment". So in such kind of situation focus on form is seen as a highly desirable support for interlanguage development.

It is said that grammatical structures should be taught after completing the task of task based learning. It is done so that learners not only concentrate on some particular rules rather learn more rules to improve their performance in Second Language (Muhamed p. 22).

2.5.5 Input and Interaction:

However, there are some important roles of input and interaction in Second Language Acquisition. The role of input and interaction acquiring Second Language is prominent and here the researchers talk about the importance of these features. There are three views of Second Language Acquisition by different supporters of l2 language. They are (1) some Second Language data should be available for the learners as an input and (2) a set of linguistic rules should be introduced to them to process the L2 data. It means that learners learn the effective rules as machine to be right and they can be considered as grand initiator. It indicated that now learners are able to discover the L2and contribute with it (Ellis 127).

Interaction is not just a means of automatizing what the learners already know but also about helping them to acquire new language. According to the Interaction Hypothesis (Cited in Ellis, Long, 1996), interaction fosters acquisition when a communication difficulty arises and learners are occupied in negotiating for meaning. The interactional modifications those come up to make

input comprehensible, provide corrective feedback, and push learners to change their own output

repairing their own errors.

There are five fundamental requirements for acquisition rich classroom for successful interaction

provided by Ellis:

- create contexts of language use where students have a motivation to be present at language classroom

- permit learners to introduce topic and to control topic development

- give opportunities for learners to use the language to convey their own individual meanings

- help students to contribute in language-related activities that are beyond their present level of proficiency and

- propose a full range of contexts that present opportunities for students to connect in a full presentation in the language (Ellis 2008: 5)

Explicit and implicit learning take place in communication which are very important as for

successful interaction. One thing is clearly noticed by Hatch who focused on speakers ` talking

down which means omission of grammatical functions and some specific lexicon. He thinks in

this way because it is easy to learn something if the difficulties are ignored.

Then she talks about the adult –adult conversation that describes displaced activity. For this reason the adult learners have difficulty in topic choosing and request for clarification. The consideration is that native and non native speakers try to sustain the conversation. The adult speakers have the greater opportunity to perform more than the child learners. Krashen also supported this idea as he emphasizes on adult conversation because they can learn rapidly. Learners of Second Language always try to communicate with others though they face some difficulties. There are some techniques by which they can learn how to deal with different situation. One of the strategies is conversational device that helps to avoid trouble, selecting a good topic and checking the comprehension. On the other hand tactics are devices for native speakers for repairing trouble like topic switching and requesting for clarifications (Ellis p. 141).

For successful interaction 'taking a turn' is very important because it consists of several categories grouped under turn getting and turns giving.

2.5.6 Output:

To introduce comprehensible output to language acquisition theory Swain suggests that comprehensible input may be important for SLL but it is not sufficient for attaining advance level of grammatical accuracy. It can be achieved if the learners get the opportunity to use the linguistic range in meaningful situation.

A fundamental idea in this theoretical approach will be effective if production contributes to acquisition but the learners must take the responsibility of achieving grammatical accuracy.

However Swain assigns three roles to output and these are:

1. Learners are encouraged to make use of their close linguistic resources in the process of negotiating meaning so that they can make their own comprehensible input.

2. They are provided with opportunities to find out efficient hypothesis for them

3. Finally production develops the progression from semantic to syntactic processing as it influences the learners to pay attention to convey the meaning (Espinosa p. 12).

2.6 Summary of the instructions:

The role of formal instruction can be investigated in two ways and one way is to know how formal instruction helps to learn a Second Language. Another way is what kinds of formal instructions smooth the progress of in SLA. Considering such kind of situation Ellis finds out some major dimensions of such variance like consciousness raising task. To perform such kind of task the teachers should follow a certain degree of formal structures. Practice of grammatical structures can vary according to do concentration of the particular techniques. The nature of target language rule is also a significant factor like some rules can be easy but some are not.

However it has been argued by different people that it is not possible to talk about formal instruction in general but most considerable issue is to find out the outcome of applying the rules. According to Ellis, specific grammatical features are selected for learners` attention and their attention focuses on formal features of grammatical structures. For these reasons formal instructions are comprised of deductive method such as cognitive code and inductive method like Audio- Lingualism. The role of instruction in SLA must be considered separately because all the instructions are not effective to develop knowledge in target language (Ellis p153).

Formal instruction is directed at conscious raising task that affect learning. Classroom learners may learn rules but they do not manifest them in natural conversation until they have acquired it.

It is expected that classroom environment may slow down the rate of SLA rather than speed up as formal instruction only aids learning not acquisition. There are two types of environments like exposure type environment and intake type environment where different learners involve them differently in acquisition. Long finds adult learners are suitable for such environment in comparison with child learners.

However, D`Anglcjan notes that in classroom the teachers should teach in explicit manner. For communication input is important and there is limited opportunity for learners and this opportunity is seen as consequences to negotiate the meaning. On the other hand, MacNamara (1973) suggests that motivation which occurs in classroom setting is totally different from street setting. Learning also happens differently in such kind of context. There are some studies like indirect studies which help to investigate input and interaction following different steps. Step one shows conversational adjustments improve comprehension and then comprehensible input promotes Acquisition and finally conversational adjustments promote Acquisition (Hawkes p 1-2).

Finally, task analysis is very important because learners are already involved in the activity and they can now manage such kind of topic easily. So in this way Language Acquisition process goes on.

2.7 Communicating with SLA:

It is very important for Second Language learners to know some communicative strategies. Clause and Kasper proposed a model for the use of communication which they named 'speech

production' and it means that strategies are seen as the part of planning stage and learners can apply their own experience while communicating.

Selinker has also noticed that communicative strategies comprise of the processes responsible for learners error. But the choice of communicative strategies might develop the situation which reflects the learners` stage of development.

According to Krashen, Language Acquisition leads to the ability to use a language in a communicative setting. Acquisition is more helpful than learning because learning only checks performances of accuracy. It is the Language Acquisition that leads the learners to comprehend the messages in their mind with understanding.

However, formal instruction does not affect the acquisition process rather it helps to provide input. Language Acquisition may be successful if the input is sufficient. One way of interaction is communication. Interaction among people is very important because they share some information while interacting. But actual interaction might happen in a more formal fashion. When learners communicate they can increase their language store as they listen to or read authentic linguistic material or even the output of their fellow students` discussion like joint problems, solving tasks, or dialogue journals.

For interaction learners can use all they possess about the second language and learn about the language in real life situation where expressing their real meaning is important to them (Rivers p. 9).

Comprehension is a way of creating something and in creating discourse that conveys their intention. It is also important for communication in real life. Some scholars agree that all that is needed for students to acquire language is plenty of comprehensible input and the ability to speak fluently in a Second Language.

However communicative proficiency is most effectively and efficiently achieved by means of instruction that emphasizes the development of comprehension skill to the primary exclusion of training in production. Straight continues "the best way to acquire a language is to acquire the skills needed to comprehend it fluently, easily and effectively" (Rivers p. 6).

In a Second Language teaching context, most—even though not all—learners can be likely to gain contact to ample input outside the classroom. In a foreign language teaching context (Like English in Bangladesh), there are far fewer opportunities for extensive input. Thus, to ensure sufficient access, teachers require maximizing the use of the Second Language inside the classroom. Ideally, this means that the Second Language needs to become the medium as well as the object of instruction. Teachers also need to make opportunities for students to get input outside the classroom. This can be achieved most easily as long as extensive reading programs based on carefully selected graded readers suited to the level of the students, as recommended by Krashen (Ellis 2008: 4).

Form focused instruction can work best for developing communicative ability. If learners adequately learn the instructions then they can be fluent in communication with the Second Language because it helps for free communication. There are two types of form focused instructions such as input based and production based instruction. Traditionally grammar teaching has imposed on production like giving students' substitution, fill in the blanks, drilling, games etc. But some theorists in SLA found that input processing works better than the instruction that emphasizes production. An experiment was done by Bill Van Patten and Teresa to prove it. There were two groups of learners who were given the instruction differently.

The group that received input based instruction did better on the comprehension test than the group who received production test. So this test gives importance that input processing is very

effective. It also supports the theory of Language Acquisition that emphasizes on role of consciousness, noticing in input etc (p. 85).

Krashen reviewed Hatch in his book where he (1978a) has pointed out, our hypothesis has been that we first learn structures, then practice using them in communication, and this is how fluency improved. The input hypothesis says the opposite. It says we obtain by "going for meaning first, and as a result, we acquire structure" (p.20).

According to Krashen (2009: 29), deductive methods are methods in which learners first learn the rules then practice it like Grammar Translation and cognitive code. These methods are slightly more efficient than audio lingual teaching for adults. Mohamed (2004) believes "deductive approach is the most useful means of teaching grammar where learners are explicitly taught the rules of particular features of target language". On the other hand Bourke (1996) argues that an inductive approach is a more successful method where learners are encouraged to look for regularities in the Second language input and formulates rules for themselves. He states deductive means of teaching grammar tend to give emphasis to form over meaning and promote passive rather than active participation of learners in the learning process. Other linguists also commented on these two approaches. Bolitho and Tomlison (1995) believe that "the awareness raising inductive approach helps to develop learners ` own understanding of language and to build confidence in them as learners".

2.8 Drawbacks of SLA:

Language Acquisition has been a major topic for research in linguistics for some decades. There are different levels of learners who try to acquire the Second Language. The level of Acquisition is not similar between child learners and adult learners. Sometimes children can learn better than the adult and sometimes adult learners can also learn more than child learners. It varies according

to context and topics. But the researchers of SLA argue that it is not possible for people to learn a language after a certain period of age which they called 'critical period hypothesis or CPH. Cited in Wagner, Brown states that "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire" (Wagner p.1).

Sometimes people mix up the attitudes of first language with Second Language and they try to apply the learnt knowledge in L2 acquisition. Penfield maintained that the plasticity of the brain is lost "at puberty, after which complete or native like mastery of languages, first or second, is difficult and unlikely" (Genesee 98). Penfield noted that children who suffered brain damage before 9 to 12 years of age could improve language skills entirely, but children who had suffered brain damage after puberty could not improve the skills.

Lenneberg established that language learning after puberty was more difficult but he referred to children who suffered damage to the left hemisphere of the brain before and after the age of 12 (Brown p.98).

Some further research done by linguists such as Krashen supports that loss of plasticity in brain is not responsible for less acquisition after puberty.

But learners `age might be a factor for gradual acquisition of Second Language. Most children can get the opportunity learning in natural setting but adults have to learn it in classroom situation. Because adults may have some inhibitions and attitudes towards Second Language and they are less willing for meaningful interaction.

The most persuasive disadvantage for adults is the failure to "acquire authentic (native-speaker) pronunciation of the Second Language" (Brown 58) which unluckily, many people judge as particularly important feature of successful acquisition. Many adults who learned a Second Language can have confident control of grammar and communicative functions, but also a foreign pronunciation.

Chapter 3: Research Methodology

3.1 Introduction:

This chapter explains the methodology of doing research and the main purpose of the study is to know students` perception about Second Language and what they like to learn for Second Language. Another aim is to know teachers ideas and opinion about Second Language and how they teach learners in secondary level. I have chosen secondary level as my research area except other level. Elementary level students are not very suitable with my research topic because they just start to learn gradually. So they cannot perceive the research question clearly. On the other hand tertiary level students are more matured than secondary level they have already mastered knowledge about Second Language so I feel that I should choose secondary level to conduct my research.

The next part will describe the participants, nature of the research, and method of doing survey, research instruments for data collection, research design and method analyzing the survey result.

3.2 Background information:

Second Language Acquisition is a complex process and in classroom teachers need to follow some strategies and instructions. Different teachers apply different methods of learning and students receive them in their own ways. For this reason researcher prepared different questionnaires for teachers and learners. In our Bangladeshi context learning English as a Second Language seems difficult to Bangla medium students.

There are different Language Acquisition theories and researcher 's intention is to know the usefulness of these theories whether they work best in our context or not. Another reason is to recognize the necessity of these theories in successful communication and interaction.

3.3 Methods of Data collection:

The methodology in this survey includes (1) students ' questionnaire survey and (2) teachers questionnaire Survey. Questionnaire method while doing a research is one of the most useful and widely used methods in many years and in many countries. Using questionnaire both researcher and participants get benefit because there are many associated advantages of questionnaire. It is easy for the participants to solve a questionnaire within a short period of time and answers are objective, easy to analyze. Subsequently for the researcher it is very important to quantify the result and interpreting participants' point of view.

According to Seliger and Shohamy (1989, p. 172) some of the advantages of using a survey questionnaire for data collection are following:

- Questionnaires are self -administered and can be given a large group to solve at the same time. They are less expensive to administer than other method like interviews.

- When ambiguity is assured, subjects tend to share information of a sensitive nature more easily

- Since the same questionnaire is given to all subjects, the data are more consistent and simple

- Since they can usually be given to all subjects at accurately the same time or with the short period of time, the data are more accurate.

3.4 Principles followed for designing instrument:

The method used to collect data is student `s and teacher `s survey questionnaire. According to Seliger and Shohamy (1989, p. 173), questionnaires are in printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously. Therefore, according to Kothari (1985), "a questionnaire consists of a number of questions printed or typed in a definite order in a form or in a set. Kothari (ibid, 127) also stated that all questions should meet the following criteria. They are (a) should be easily understood (b) should be simple (c) should be concrete and should conform as much as possible to the respondent `s way of thinking.

There are many ways to make questionnaire and rating score and of the most common ways amongst all the method is 'Likert scale'. *Likert scale* (Likert, 1932) is extensively used in case of empirical studies. There are five different options in a Likert scale which are provided for each item on a survey questionnaire to the participants. They need to answer a series of statements whether they are 1) Strongly Agree (SA), 2) Agree, 3) No comment (NC) 4) Disagree and 5) strongly disagree. Furthermore, Entirely Agree is assigned 1 and Entirely Disagree may get the score of 5. Seliger and Shohamy (1989, p. 173), however, recommended that in an attitude questionnaire the sequence should be reversed from the one suggested by Likert. For example, `Strongly Disagree' should be assigned 1 and `Strongly Agree' should be scored 5.

Researchers like to follow Likert scale type because it has some advantages:

1. Likert type scale is considered more consistent because under it respondents answer each statement included in the instrument. Likert-type scale can easily be used in respondent-

centered and stimulus-centered studies for example through it we can study how responses differ between people and how responses differ between stimuli.

2. This scale takes less time to construct and it is used mostly to participant`s opinion (Kothari 1985, p. 106,107)

For these above mentioned reasons researcher decided to follow the rating scale of Likert for her research. While making the statements for the participants, researcher tried to prepare each item as simple and brief as possible so that they do not face any difficulties. The statements for the participants were basically on their opinion about Second Language Acquisition.

3.5 Description of students` and teachers` questionnaire:

All the questions in the questionnaire for both students and teachers emerged out of the theoretical discussion in chapter 2(Literature Review). Firstly the questions were based on some theoretical perspective of acquiring a Second Language and participants should circle or give tick mark one option for each item separately. Researcher was also eager to know whether the instructions given in classroom were suitable for learners or not. Then the researcher gave some items to know the effectiveness of instructions for successful communication and interaction. Different questionnaires were prepared for students and teachers. Teachers were asked to respond whether they follow some strategies in the class to teach a Second Language and how they like to encourage students to communicate and for a better learning. The total items for students were 18 and 12 for the teachers. Each item was simple and also understandable. To find out the participants for solving the questionnaire were not easy because it was the time of second term exam in bangle medium school so most of the teachers and students were busy with exam. So the researcher had to face difficulties to complete all the questionnaires because participants

were not available. Questionnaires both for teachers and students focused on theoretical perspective of Second Language Acquisition. Some statements were based on the effectiveness of instructions in communication. The aim of the researcher was to know whether the traditional theories of Language Acquisition are applicable in Bangladeshi context or not.

3.6 Administering Students questionnaire:

As researcher has chosen secondary level students so the questionnaire was provided for the students in different ways. First researcher went to a secondary school and took permission from the headmaster of that school. The teacher allowed the researcher to solve the questionnaire. The class teacher associated much to solve the questionnaire. There were 10 students in that class and all of them solve the questionnaire very attentively. The class teacher also participated in the survey questions while the researcher gave her teacher` s questionnaire. Then to solve the rest of the questionnaire the researcher went to a coaching centre. Researcher could not manage more students directly from school because in bangle medium school students were busy with second term exam so teachers were not willing to allow for conducting the research.

3.7 Administering teachers` questionnaire:

Researcher wanted to manage teachers, who teach secondary level bangle medium students. First the researcher had to take permission from the head teachers of every school. So researcher had to wait until she got the permission. Teachers were very busy with school`s exam and the researcher got them after exam. Then she explains the purpose of survey and waits for some time. Some participants could not understand some item so researchers helped them to make the item easy. In this way the researchers managed some participants for conducting the researchers. After that, researcher talked to her thesis supervisor when she could not manage more

participants to solve survey questionnaire. So the supervisor helped her to manage some participants. Then researcher gave some questionnaires to the supervisor and she helped to complete the questionnaires. The rest of the survey questions were sent to Bangla medium school outside Dhaka and in this way researcher had to complete all the survey questionnaires.

3.8 Universe of the study:

In practical situation field study needs a lot of time and cost to select respondents for data collection. According to Kothari (1985: 68), "the selected respondents constitute what is technically called a `sample' and the selection process is called sampling technique".

The researcher needs to collect valid data from reliable sources all over the country for the research topic. To do research all over the country researcher requires a lot time, money that is not available in her context. Therefore, considering the entire situations and limitations researcher decided to use the sampling to conduct the research for the convenience of data collection. The participants were chosen keeping in mind of time, cost and other resources.

3.9 Sampling of the study:

Barg and Gall (1989) refers to sampling, "selecting a given number of subjects from a definite population as representative of that population". Consequently, to collect the data the researcher has chosen 20 teachers and 20 students from as many schools as possible.

Samples selected for the survey are shown in the following table:

Type	Number of Participants
Students` questionnaire	20
Teachers` questionnaire	20

3.10 Process of Data analysis:

The data collected from the survey both for the students and teachers were hand tabulated,

showing in bar chart, and finding mean score, percentage etc. Seliger and Shohamy (1989, p.

211) have stated that there are number of advantages of counting frequency and mean score for

data analysis:

- ➢ Researcher gets meaningful information measuring frequency for the research even

    before the result is compared

- ➢ Frequency may be helpful for obtaining insight into the data research

- ➢ Frequency counting is a useful way of condensing, organizing and summarizing the data

    when the score range becomes high.

Moreover, Seliger and Shohamy (1989:215) also stated that the mean is the sum of all scores of

all subjects in a group divided by the number of subjects $[X = YX/n]$. Here Y is the sum of the X.

3.11 Conclusion:

The results found from both the questionnaires (teachers and students) have been analyzed and

discussed in details based on the questionnaire and interpretation from the questionnaire in the

following chapter.

Chapter 4: Findings and Analysis

4.1 Introduction:

The data collected from both the students` and teachers` questionnaire has been hand tabulated

and analyzed thoroughly in terms of frequency, mean score and the results are presented in this

chapter.

4.2 Results as Found from the Students' Questionnaire Survey:

In the students` questionnaire, the participants had to circle the appropriate option for each item.

In order to analyze, the responses had to be converted into mathematical figure below. In each

box number on top indicates the number of scorers and the number at bottom show the score

after converting into mathematical figures. Bottom ones are calculated to find out the mean

score.

Strongly Agree= 1

Agree=2

No comment=3

Disagree=4

Strongly disagree=5

The results are presented in below:

Table1 (number of respondent for each item is 20)

Number of item	Strongly agree	Agree	No comment	disagree	Strongly disagree	Mean score
1	2	3	0	10	7	4.15

	2	6	0	40	35	
2	4	10	1	4	1	2.4
	4	20	3	16	5	
3	2	13	4	1	0	2.2
	2	26	12	4	0	
4	4	10	3	3	0	2.25
	4	20	9	12	0	
5	3	6	1	2	8	3.30
	3	12	3	8	40	
6	5	8	4	3	0	2.25
	5	16	12	12	0	
7	2	3	8	4	3	3.15
	2	6	24	16	15	
8	0	4	2	11	3	3.65
	0	8	6	44	15	
9	3	11	5	1	0	2.2
	3	22	15	4	0	
10	4	12	1	2	1	2.2
	4	24	3	8	5	
11	0	11	2	6	1	2.85
	0	22	6	24	5	
12	1	13	2	3	1	2.5
	1	26	6	12	5	

13	6	12	0	2	0	1.9
	6	24	0	8	0	
14	6	6	7	1	0	2.15
	6	12	21	4	0	
15	4	9	1	6	0	2.45
	4	18	3	24	0	
16	6	9	3	2	0	2.05
	6	18	9	8	0	
17	6	7	2	3	2	2.4
	6	14	6	12	10	
18	4	9	1	5	1	2.5
	4	18	3	20	5	

The details of the students` questionnaire survey are given below:

➤ For the item number 1(I learn English only when I have English class in school) 2 students strongly agree, 3 students agree, no one chose 'no comment', 10 students disagree and 7 students strongly disagree. The mean score is 4.15.

➤ For item number 2(I can understand everything from the teachers` lecture) 4 participants strongly agree, 10 participants agree, one participant gave no comment, 4 participants disagree and one participant disagrees strongly. The mean score is 2.4

➤ For item number 3 (I get good marks when I memorize materials provided by the teacher) 2 students strongly agree, 13 students agree, 4 students gave no comment, 1 student disagree and no one chose 'Strongly disagree'. The mean score of this item is 2.2

➢ For the next item (I ask to my teacher if I do not understand anything) 4 students strongly agree, 10 students agree, 3 students do not respond, 3 students disagree and none of them chose 'strongly disagree'. The mean score is 2.25.

➢ For item number 5 (I learn English without following any grammatical rules.) 3 students strongly agree, 6 students normally agree, one student gave no comment, 2 people disagree and 8 people strongly disagree. the mean score is 3.30

➢ For item 6(If I understand any topic I can explain it to my friends) 5 students strongly agree, 8 students agree, 4 students did not comment, 3 students chose 'disagree' and no one chose 'strongly disagree'. the mean score is 2.25

➢ For item 7 (I can learn English without interacting with people) 2 students strongly agree, 3 students agree, 8 students gave no comment, 4 students disagree and 5 students strongly disagree. The mean score is 3.15

➢ For item 8 (I have the ability to learn English naturally; without any instruction of it) no student chose 'strongly agree', 4 students agree, 2 students gave no comment, 11 students chose 'disagree' and 3 students strongly disagree. The mean score is 3.65.

➢ For item number 9 (When my teacher asks any question in class I can answer in English) 3 students strongly agree, 11 students agree, 5 students gave no comment, one student disagrees and no student chose 'strongly disagree'. The mean score is 2.2.

➢ For item 10(I can make sentences by myself when I know the rules) 4 students strongly agree, 12 students agree, 1 student comments 'no', 2 students disagree and one student disagrees strongly. The mean score is 2.2

➤ For item number 11(When my teacher teaches grammar I only memorize to learn) no student chose 'strongly agree', 11 students agree, 2 students chose 'no comment', 6 students disagree and 1 student chose 'strongly disagree'. The mean score is 2.85.

➤ For item 12 (I use taught grammar rules outside the class) one student agrees strongly, 13 students agree, 2 students gave no comment, 3 students disagree and one student chose 'strongly disagree'. The mean score is 2.5

➤ For item number 13 (Watching television and movies in English are two of the best ways to learn English) 6 students chose ' strongly agree', 12 students agree, no people chose ' no comment', 2 students disagree and one student pointed out ' Strongly disagree'. The mean score is 1.9

➤ For item number 14 (I find the opportunities to use English outside the classroom) 6 students agree strongly, 6 students agree, 7 students chose no comment, one student disagrees and no student chose 'strongly disagree'. The mean score is 2.15

➤ For item 15 (I should read a lot in English especially for my enjoyment) 4 students chose 'strongly agree', 9 students agree, one student chose 'no comment', 6 students disagree and no student strongly disagrees. The mean score is 2.45.

➤ For item 16 (I should study with a partner or in group for better learning) 6 people chose 'strongly agree', 9 people agree, 3 people gave no comment, 2 people disagree and on one chose 'strongly disagree'. The mean score is 2.05.

➤ For item 17 (I should know the vocabulary and grammar in a meaningful systematic way) 6 students chose 'strongly agree', 7 students agree, 2 students commented 'no', 3 students disagree and 2 students chose 'strongly disagree'. The mean score is 2.4

> ➢ For item number 18 (I should not be afraid to make mistake) 4 students strongly agree, 9
> students agree, 1 student gave no comment, 5 students disagree and 1 student chose
> 'strongly disagree'. The mean score is 2.5

4.2.3 Results found from Teachers` questionnaire:

In the teachers` questionnaire, the participants had to circle the appropriate option for each
item. In order to analyze, the responses had to be converted into mathematical figure below.
In each box number on top indicates the number of scorers and the number at bottom show
the score after converting into mathematical figures. Bottom ones are calculated to find out
the mean score.

Table2 (for each item the number of total respondent is 18)

Number of item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean score
1	6	10	2	0	0	1.78
	6	20	6	0	0	
2	0	4	7	7	0	3.17
	0	8	21	28	0	
3	10	7	1	0	0	1.5
	10	14	3	0	0	
4	0	2	4	9	3	3.72
	0	4	12	36	15	
5	0	7	2	9	0	3.12
	0	14	6	36	0	

6	2	7	2	7	0	2.78
	2	14	6	28	0	
7	1	3	4	10	0	3.5
	1	6	12	40	0	
8	4	10	3	1	0	1.89
	4	20	6	4	0	
9	3	8	5	2	0	2.33
	3	16	15	8	0	
10	4	11	2	1	0	2
	4	22	6	4	0	
11	4	5	1	8	0	2.72
	4	10	3	32	0	
12	2	9	3	3	1	2.56
	2	18	9	12	5	

The details results for teachers` questionnaire survey are given below:

➤ For item number 1 (I follow some strategies while teaching students in the language class) 6 teachers agree strongly, 10 teachers agree, 2 teachers commented 'no' and no teacher chose 'disagree' and 'strongly disagree'. The mean score is 1.78

➤ For item number 2 (I find interest teaching English when I give materials for memorizing) no teacher chose 'strongly agree', 4 teachers agree, 7 teachers liked to choose 'no comment', 7 teachers disagree and 2 teachers 'strongly disagree'. The mean score is 3.17

➢ For item 3 (I appreciate my students when they communicate in second language (English) in class and outside the classroom) 10 teachers strongly agree, 7 teachers agree, 1 teacher comments 'no' and no teacher chose 'disagree' or 'strongly disagree'. The mean score is 1.5

➢ For item number 4(I believe that only instructions are important to learn a language) no teacher chose 'strongly agree', 2 teachers agree, 4 teachers gave no comment, 9 teachers disagree and 3 teachers strongly disagree. The mean score is 3.72

➢ For item 5 (I want my students to correct themselves from the beginning) no one chose 'strongly agree', 7 teachers agree, 2 teachers gave 'no comment', 9 teachers disagree and finally no teacher chose 'strongly disagree'. The mean score is 3.12

➢ For item number 6 (I think grammar drills are very important for mastering a second language) 2 teachers chose ' strongly agree' ,7 teachers agree, 2 teachers commented no, 7 teachers agree and no one chose 'strongly disagree'. The mean score is 2.78.

➢ For item number 7(Memorizing dialogues is a good way to learn a language) 1 teacher strongly agrees, 3 teachers agree, 4 teachers comment 'no', 10 teachers disagree and no one chose 'strongly agree'. The mean score is 3.5

➢ For item number 8(Being anxious is usually harmful when learning a second language) 4 teachers strongly agree, 10 teachers agree, 3 teachers commented 'no', 1 teacher disagrees and no one chose ' strongly disagree'. The mean score is 1.89.

➢ For item number 9 (Learning a second language is different from learning other academic subjects) 3 teachers strongly agree, 8 teachers agree, 5 teachers commented 'no', 2 teachers disagree and no one chose 'strongly disagree'. The mean score is 2.33

> For item number 10(It is important to repeat and practice a lot for learning a second language) 4 teachers strongly agree, 11 agree, 2 teachers commented 'no' and one teacher disagrees and no one chose 'strongly disagree'. The mean score is 2.

> For item number 11(The best way to learn another language is to forget about lesson plans or grammar, but just spend time with people who speak the language) 4 teachers agree strongly, 5 teachers agree, 1 teacher comments no, 8 teachers disagree, and no one chose 'strongly disagree'. The mean score is 2.72

> For item number 12(It's really important to have your errors corrected from the beginning when you are learning a language, or you'll never speak correctly) 2 teachers strongly agree, 9 teachers agree, 3 teachers commented no, 3 teachers disagree and one teacher chose 'strongly disagree'. The mean score is 2.56

4.1.4 Analysis found from students` survey:

An interpretation scale is used to interpret the result in mathematical figure and to identify the respondent's attitude towards any particular item. The interpretation scale is as follows:

a) 1.00-2.25: strongly agree

b) 2.26-3.00: agree

c) 3.01-3.75: disagree

d) 3.76-5.00: strongly disagree

For item number 1 the mean score is 4.15 that mean students strongly disagree with the statement. It is to be noted that the range for strongly disagree opinion is from 3.76 -5.00. So 4.15 is a very high score. It is a range of strongly disagree.

In item number 2 the mean score is 2.4. It ranges in the criteria agree. So, most of the respondents agree with the statement.

For item number 3 the mean score is 2.2 that mean the statement ranges in the criteria 'strongly agree'. It is very close to strongly agree.

For item number 4 the mean score is 2.25.it means that respondents are strongly agree with the statement. So the respondents are quite agreeing with the given statement.

For item number 5 the mean score is 3.30. It indicates that respondents slightly disagree with the statement. They give their opinion about this statement because they do not agree with the statement.

For item 6 the mean score is 2.25. It shows that respondents closely agree with the statement. So they accept the statement and opinion of researcher.

For item 7 the mean score is 3.15. It shows that respondents slightly disagree with the statement. As mean score 3.15 so the range is in the middle.

For item 8 the mean score is 3.65. It means that the respondents disagree with the statement. Respondents did not show their agreement with the statement so the mean score is 3.65

For item 9 the mean score is 2.2. It means that the respondents agree with the statement. As mean score is 2.2 so most of the students chose the option 'agree'.

For item 10 the mean score is 2.2. It means that the respondents agree with the statement. As mean score is 2.2 so most of the students chose the option 'agree'.

For item number 11 the mean score is 2.85. It indicates that students slightly agree with the statement. It gradually goes in the range of disagreement.

For item number 12 the mean score is 2.5. It means that students agree with statement. Most of the students agree in this item.

For item number 13 the mean score is 1.9. It means that the students quite agree with the statement because the score is high in the range agree.

For item number 14 the mean score is 2.15. This score means that students agree with the researcher `s statement as most of them chose 'agree'.

For item number 15 the mean score is 2.45. The score means that students agree with the statement so most of the students chose 'agree'.

For item number16 the mean score is 2.05. This score means that students strongly agree with the statement. So they chose this option.

For item number 17 the mean score is 2.4. It means that students agree with the given statement.

For item number 18 the mean score is 2.5. It indicates that most of the students agree with the statement because the score is in the middle of agreeing.

Table 3: Students` response

Number of item	Strongly agree	agree	No comment	disagree	Strongly disagree	Mean score	Attitude
1	2	3	0	10	7	4.15	Strongly

Role of Formal Instruction in SLA (Second Language Acquisition) and Its Impact on Learning Process: Teachers` and Learners` Perspective

53

	2	6	0	40	35		disagree
2	4	10	1	4	1	2.4	Agree
	4	20	3	16	5		
3	2	13	4	1	0	2.2	Strongly Agree
	2	26	12	4	0		
4	4	10	3	3	0	2.25	Strongly Agree
	4	20	9	12	0		
5	3	6	1	2	8	3.30	Disagree
	3	12	3	8	40		
6	5	8	4	3	0	2.25	Strongly Agree
	5	16	12	12	0		
7	2	3	8	4	3	3.15	Disagree
	2	6	24	16	15		
8	0	4	2	11	3	3.65	Disagree
	0	8	6	44	15		
9	3	11	5	1	0	2.2	Strongly Agree
	3	22	15	4	0		
10	4	12	1	2	1	2.2	Strongly Agree
	4	24	3	8	5		
11	0	11	2	6	1	2.85	Agree
	0	22	6	24	5		
12	1	13	2	3	1	2.5	Agree
	1	26	6	12	5		

13	6	12	0	2	0	1.9	Strongly
	6	24	0	8	0		Agree
14	6	6	7	1	0	2.15	Strongly
	6	12	21	4	0		Agree
15	4	9	1	6	0	2.45	Agree
	4	18	3	24	0		
16	6	9	3	2	0	2.05	Strongly
	6	18	9	8	0		Agree
17	6	7	2	3	2	2.4	Agree
	6	14	6	12	10		
18	4	9	1	5	1	2.5	Agree
	4	18	3	20	5		

4.2.5 Analysis found from Teachers` survey:

An interpretation scale is used to interpret the result in mathematical figure and to identify the respondent's attitude towards any particular item. The interpretation scale is as follows:

a) 1.00-2.25: strongly agree

b) 2.26-3.00: agree

c) 3.01-3.75: disagree

d) 3.76-5.00: strongly disagree

For item number 1 the mean score is 1.78. It means that most of the teachers agree strongly with the statement. So they chose this item and agree.

For item number 2 the mean score is 3.17. It means teachers disagree with the given statement as the mean score is in the middle range.

For item number 3 the mean score is 1.5. It indicated that teachers strongly agree with the statement so they gave their opinion in this way.

For item number 4 the mean score is 3.72 it shows that maximum teachers disagree with the statement so they have chosen 'disagree'.

For item number 5 the mean score is 3.12. This range shows that teachers disagree with the statement so they chose this item.

For item number 6 the mean score is 2.78 that mean most of the teachers agree with the statement.

For item number 7 the mean score is 3.5. It indicates that most of the teachers chose option 'disagree' so they gave their opinion in this way.

For item number 8 the mean score is 1.89. It means that teachers chose the option strongly agree because it is very close to the range of 'strongly agree'.

For item number 9 the mean score is 2.33. It means that most of the teachers agree with the given statement so they chose this item.

For item number 10 the mean score is 2. It means that most of the teachers strongly agree with the statement so they chose this item in this way.

For item number 11 the mean score is 2.72. It means that most of the teachers agree with the statement because it is nearly 3.

For item number 12 the mean score is 2.56. It indicates that most of the teachers chose the statement 'agree' because it is very close to 3.

Table 4 (Teachers` response)

Number of item	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Mean score	Attitude
1	6	10	2	0	0	1.78	Strongly agree
	6	20	6	0	0		
2	0	4	7	7	0	3.17	Disagree
	0	8	21	28	0		
3	10	7	1	0	0	1.5	Strongly agree
	10	14	3	0	0		
4	0	2	4	9	3	3.72	disagree
	0	4	12	36	15		
5	0	7	2	9	0	3.12	disagree
	0	14	6	36	0		
6	2	7	2	7	0	2.78	agree
	2	14	6	28	0		
7	1	3	4	10	0	3.5	disagree
	1	6	12	40	0		
8	4	10	3	1	0	1.89	Strongly

	4	20	6	4	0			agree
9	3	8	5	2	0		2.33	agree
	3	16	15	8	0			
10	4	11	2	1	0		2	Strongly
	4	22	6	4	0			agree
11	4	5	1	8	0		2.72	Disagree
	4	10	3	32	0			
12	2	9	3	3	1		2.56	Disagree
	2	18	9	12	5			

4.2.6 Formal Instruction in Class:

Most of the students stated that they get the opportunity outside the classroom to acquire English as a second language. They think that only instruction in the classroom is not important to learn a language. So, most of the students disagree that they need to consider other things beyond classroom instruction. Some students also disagree with the statement. There is a graphical representation below:

Classroom instruction	percentage
Strongly disagree	50%
disagree	35%
agree	10%

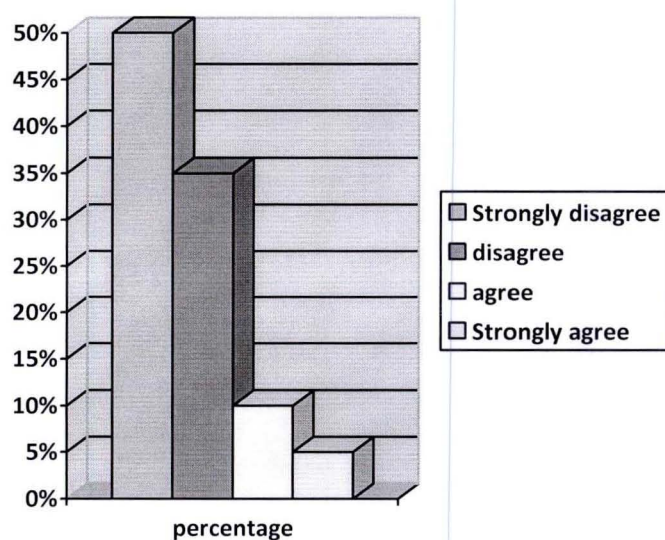| Strongly agree	5%

Figure1: Students response about classroom learning.

4.2.7 Application of Behaviorism theory:

Most of the students in Bangladeshi context like to follow some rules. As English is a Second

Language so students want to learn the language by memorization. They get good marks

when they memorize the materials. They learn more when they imitate the language

memorize it and try to repeat so that they can produce something by themselves. Here is a

graphical representation of it below:

Memorizing material	Students` responses
Strongly agree	65%
Agree	10%
No comment	20%
Disagree	5%
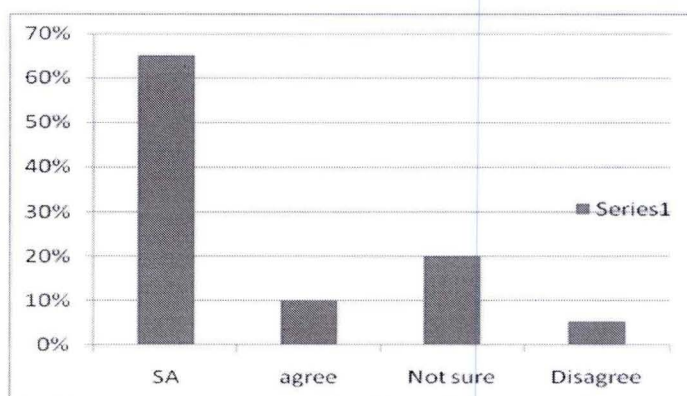
Figure2: students` involvement in memorization materials.

4.2.8 Knowing grammar of Second Language:

To learn a Second Language, grammar is important. Researcher gave an item to get students`
response about the knowledge of grammar.

In Bangladeshi context most of the students learn grammar memorizing it. Some students
strongly disagree (SA), some students agree, some of them did not comment at all and most of
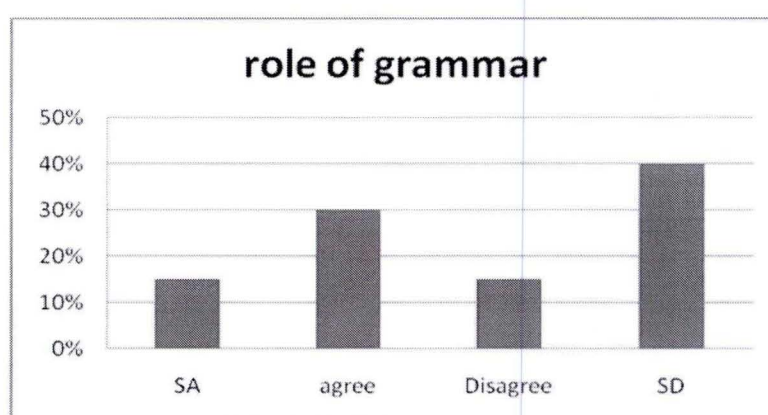them disagreee with the statement. So only memorization is not important to learn a language.

Figure3: students opinion about grammar to learn second language

4.2.9 Communicating with SLA:

Communication is very significant to learn a Second Language. Without communication no
one can acquire a Language. To learn a Language successfully communicating and
interacting with others is very important. As communication has a very important role so
students gave their important opinion about Language Acquisition. Some students strongly
agree(SA), some students agree, some students disagree and some other students strongly
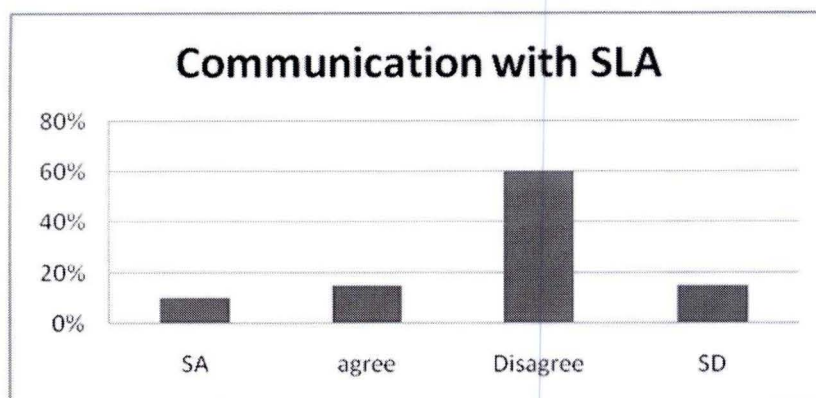disagree(SD). There is a graphical representation below:

Figure4: representing students`response about communication.

4.2.10 Language instruction:

Instruction is important because it works like an input in language acquisition. So some students think that instruction is necessary, some students think instruction is not important at all. Without instruction Langauge Acquisition is not possible. So most of the students disagree with the statement that without instruction Language Acquisition is not possible. Here is a graphical represtation in the following:
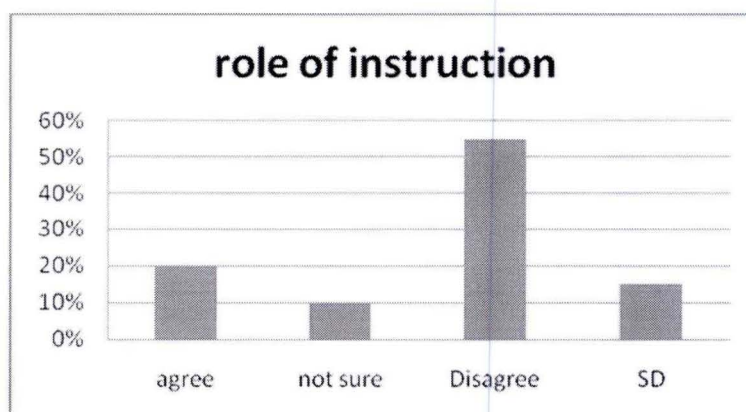

Figure5: students` opinion about language instruction

4.2.11 Students ` interaction with Second Language:

Most of the students say that they can interact with their teacher in the classroom using the instruction of Second Language. They can talk to teacher and respond if teacher ask anything in English (Second Language). So it seems that most of the students interact with Second Language. There is a graphical representation below showing the percenatge of students` involvement.
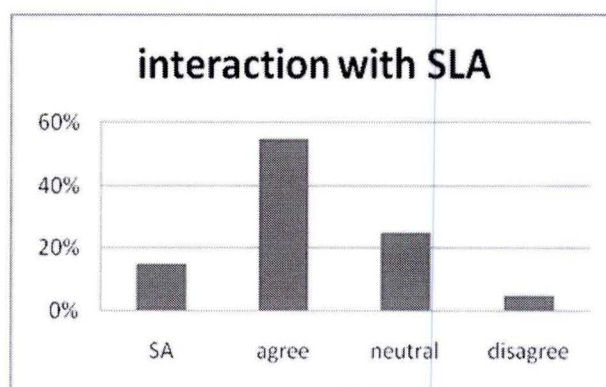

Figure6: students` opinion about interaction of SLA

4.2.12 Learning English outside classroom:

Most of the students said that they get opportunity to learn the Second Language outside classroom. Some students agree that they can learn a Language and are also able to use the classroom instruction beyond the classroom. So here researcher foundthat in Bangladeshi context students learn Second Language outside classroom. Here is the graphical representation of it :
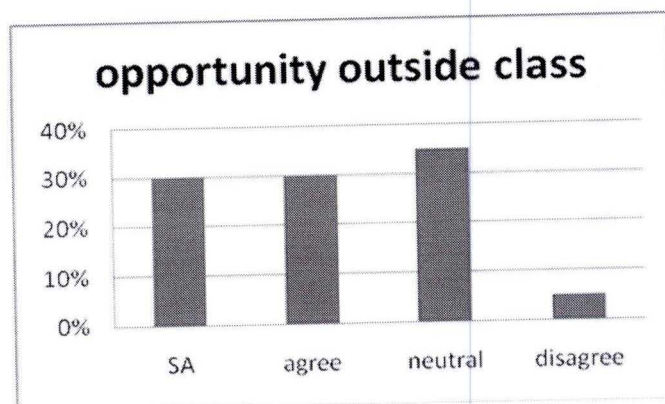
Figure7: students response of learning outside class

4.2.13 Learning Second Language within group:

Students think that they learn the Second Language better if they involve in a group or with a partner. Learning does not occur successfully if students are isolated; so for learning a Second Language students should be involved in a group. It is also necessary to form a group for good communication and interaction. The percentage of student`s agreement is shown below:
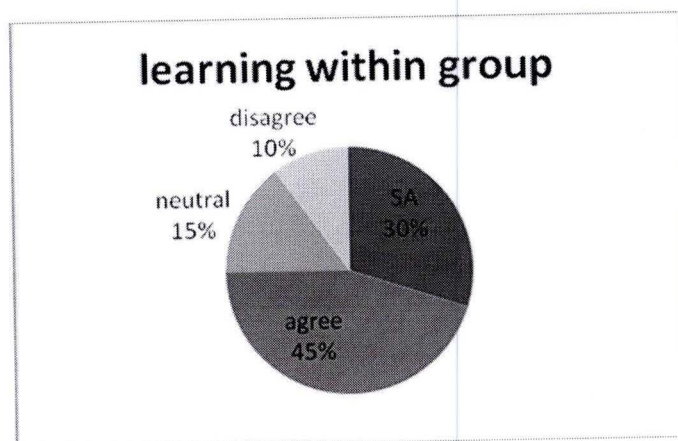

Figure8: percentage of students response about group learning

4.2 **Teachers` reaction:**

4.2.1 Following strategies to teach:

From teachers` survey questionnaire it is seen that most of the teachers like to follow some

strategies to teach Second Language in classroom. They feel that if they follow some rules

students can learn better. For this reason they use their own strategy to teach. Some strategies

are very effective but some are not. Some students can receive more instructions so they can

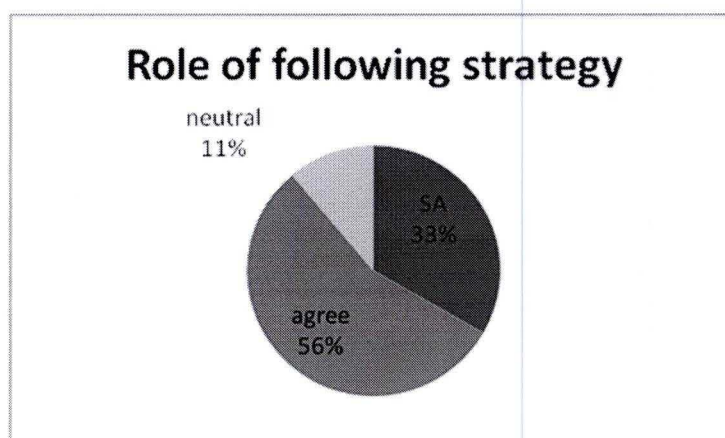learn better. Here is a graphical representation below:

Role of following strategy

neutral
11%

SA
33%

agree
56%

Figure9: teachers` response of following some strateges to acquire second language

4.2.2 Using memorizing strategy to teach:

Teachers give their opinion whether they like to give materials for memorizing or not. Most

of the teachers do not agree to provide material for memorizing. Some of them also did not

repond to this question. Here is the graphical representation of teachers ` opinion.
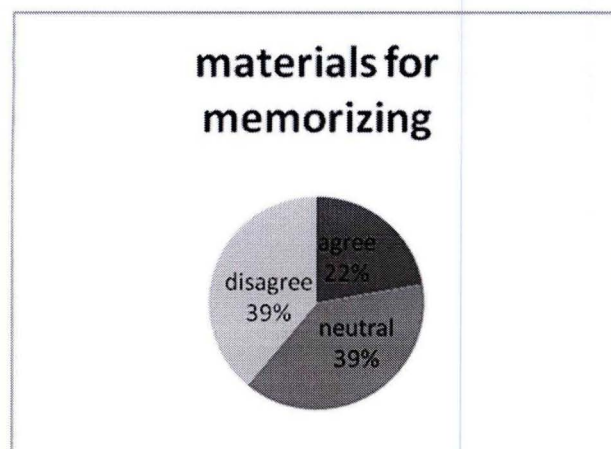
materials for memorizing

disagree 39%

agree 22%

neutral 39%

Figure10: teachers` opinion about giving material for memorizing.

4.2.3 Teachers` encouragement for communication:

Teachers always encourage the students who learn a Second Language. Actually students

need encouragement for communication with Second Language because most of the students

fear of Second Langauge. So to learn a Second Language students should commuicate with

others. Therefore teacher thinks it is very effective to communicate. Here is the graphical
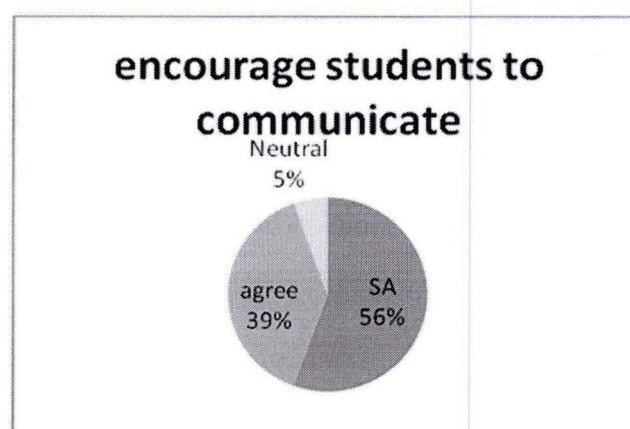
representation of teachers ` opinion.

encourage students to communicate

Neutral 5%

agree 39%

SA 56%

Figure11: teachers` response about stuents`communication in Second Language

4.2.4 Teachers` belief about classroom instruction:

Teachers believe that instructions are important but only instructions are not sufficient to
learn a Second Language. So they gave their important opinion that other thongs should be
considered.some students did not comment at all about classroom instruction. Here is the
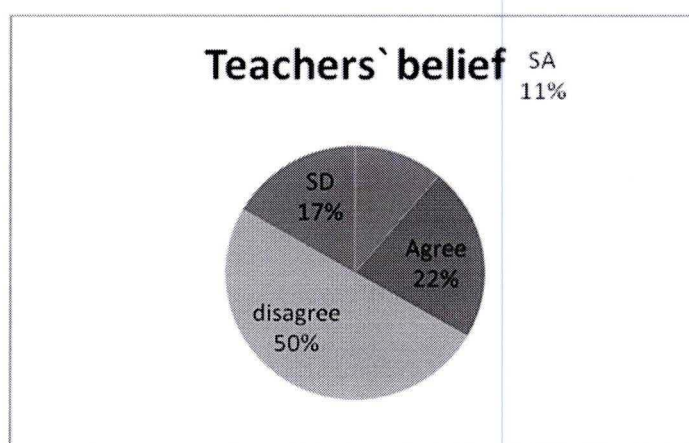graphical representation follows:

Figure12: teachers`belief about classroom instruction

4.2.5 Memorizing dialogue:

Teachers give their opinion that only memorizing dialogue do not help students to learn a
Second Language. To acquire a Language memorization does not help. Here is the grahical
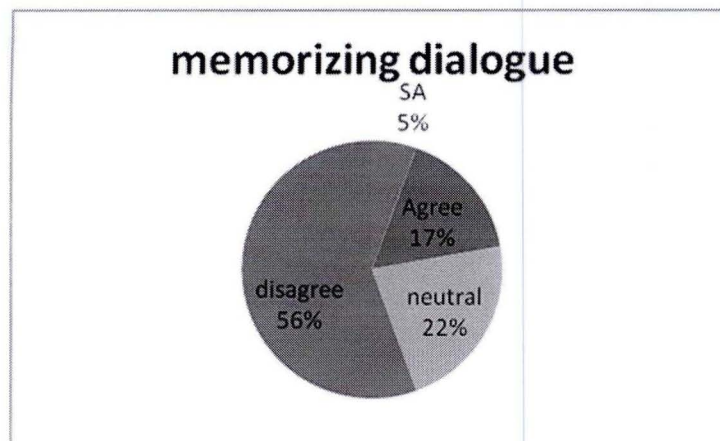representation of it in the following graph.

memorizing dialogue

SA
5%

Agree
17%

disagree
56%

neutral
22%

Figure13: teachers opinion about memorizing dialogue

4.2.6 Correcting errors:

Teachers think correcting errors from the beginning is not necessary. First they learn or acquire

the language and then they themselves identify where they should correct. They can identify

their mistakes and correct by themselves. Firstly learning a Language is important, correction is

not important at the first step. It comes later when learners are able to correct themselves. So

teachers agree with the statement. Here is a graphical representation below in the pie chart.
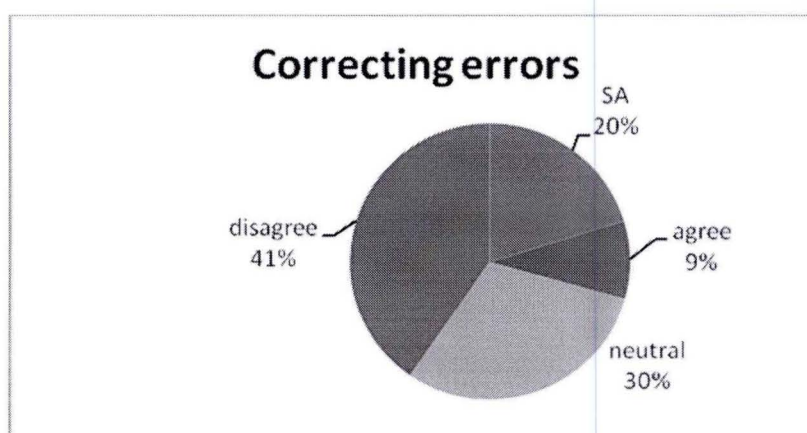
Correcting errors

SA
20%

disagree
41%

agree
9%

neutral
30%

Figure14: teachers` response about correcting errors

Chapter 5: Recommendation

5.1 Recommendation for teachers:

Second Language Learning in the classroom is very important in our Bangladeshi context. From the survey researcher found the result and also opinion and views of Second Language teachers. These are the following:

1) Teachers should encourage students in classroom learning and they should find out the ways for students. They should not encourage students only for memorization. They must provide the materials which are comprehensible not memorizing. They should appreciate for creativity so that they can produce something by themselves. Students should show their creativity so that teachers can give their feedback. They should teach how students can learn by themselves not just memorize and get pass in the exam. If they do this learners can learn better.

2)Communication is very important skill for Second Language Acquisition. Without communication Language Acquisition cannot be successful. So teacher should communicate with students and give the opportunity to students so that they can communicate. Teacher should teach in such way that learners must communicate in the class and also outside the class. In Bangladeshi context successful communication and interaction do not occure so students fear to interact with others. So it is the responsibility of teachers to appreciate students to communicate.

3) It is simple to make mistakes in any learning. Students can make mistakes while they learn a Second Language. So teacher should not correct the mistakes from the beginning. It is harmful for Language Learning to be corrected from the beginning if they are corrected from the beginning they will lose their desire to learn the language. They will be frustrated and it will

hamper their learning. Teachers should not stop learners if they mistake. They can correct themselves they they realize that they are making mistakes.

4) In Bangladesh most of the students fear to master the knowldege of English as a Second Language. Teachers should give strength to students so that they can learn the language. Most of the students become anxious while learning the Second Language so they lag behind. If teacher motivates learners they can minimize their anxiety. As anxiety is one of the barriers of Language learning so it is very important to lessen anxiety level.

5) Teachers of Second Language should make the classroom suitable for practice. Practicing is necessary to learn a Language. Teacher should spend time with students so that they get opportunity to practice.

6) There are many things to consider while learning a Second Langauge. In our country students are very much dependent on teachers to learn English as aS econd Language. So teachers should plan how to teach students in a better way. Grammar, lesson plan, input all are very important issues of learning. Teachers should prepare all the materials considering students` age, level and learning capacity. They must use Second Language in the class and give instruction in Second Language.

7) Speaking is very important productive skill; so to make students proficient in this skill teachers should create the classroom student centered. It is helpful for students to master the Second Language. In Bangladeshi classroom students are not willing to speak English in class because they fear that they are making mistakes. So teachers should make it mandatory for students to speak in class.

8) Teachers give instruction in the class and they should not confine it within the class. They should appreciate students to use them outside theclassroom. Like learners can use class instruction in family, with relatives and friends to make them perfect in Second Language. Teacher can give hometask based on watching television, reading English newspaper, magaines, articles etc. These are some of the things teachers can do for their students to learn the Second Language.

5.2Recommendation for students:

To learn a Second Language students must have interest in it. If they do not have interest they cannot learn it in better way. In Bangladesh most of the students are weak in English; they do not want to learn it. Here are some recommendations for students who like to master the knoledge of Second Language.

1) In Second Language classroom teacher creates the opportunity to learn the Langauge. But only classroom instruction and input are not sufficient. They should manage the situuation outside the classrooom to learn the Langauge. While they talk to family members and friends they can use Second Language. They can form group or partner to practice the Language.

2) Learning grammar is not the only possible way to learn a Second Language. It is important to communicate using grammar drills. Interacting with people outside the classroom is another way to practice the language and be proficient.

3) Communicating and interacting with people is helpful to learn the Language. They can communicate with distant people using the Second Language. Writing letters, mailing friends, chatting etc are some ways of interaction with people.

4) Students should increase their talking time in the class and outside the class. If there is no scope they themselves should create the opportunity so that they can talk more.

5) They should not memorize all the things provided by the teachers but should try to understand the materials. If they understand the materials and instructions of teachers they can produce something by themselves. Only memorizing is a bad habit so comprehending the instruction is important.

6) Students should not consider English as only academic subjects. They should not learn the langauge only for passing the exam and getting a good grade in the exam. They master the knowledge of Second Language to understand it. The aim of learning the Second Language is to know about it not just memorize it.

7) There is no alternative of practicing Second Language. More the learners practice more they will be proficient. If they practice they will not make mistakes. So it is important to perform in Second Language for learners.

8) Reading is very important because if they read more they will get ideas about the Second Language. So learners should continue reading a lot.

9) Learners should not be afraid to learn the Second Language. Making mistakes is simple. They should not try from the beginning to be corrected. If they try it from the beginning they cannot learn the language.

Chapter 6: Conclusion

This chapter summarizes the whole thesis paper and discusses the research questions. Throughout this paper researchers talked about the usefulness and importance of instruction in SLA . There were many theoritical perspectives described in the chapter Literature review. Behaviorism theory, nativist theory, interactionist theory, monitor model, comprehensible input and interaction which help learners to learn a Second Language. The theories were used as a framework to know the perspectives of teachers and learners. Some classroom instructions were also discussed for the benefit of learners and how these instructions help in learning process. As communication is an effective way of learning a Second Language so the importance of communication and interaction were involved. The history of SLA(Second Language Acquisition) and the emergence of SLA were also included . Finally some drwabacks of SLA were described so that learners know about it. Then the next chapter depicts the research method, research instrument, setting , participants. To conduct the survey among secondary level teachers and students researcher prepared a survey questionnaire. Survey questionnaires for teachers and learners were different but basically the questionnaire was based on their opinions and perspectives. Researcher went to different schools, coaching centres to complete the questionnaires. She also took help from her upervisor providing survey questionnaire when more teachers were not available around her. Researcher also sent some questionnaire outside Dhaka to finish the survey. After collecting all the questionnaire researcher started to analyze the result using Likert Scale. Likert scale is a measurement scale by which people can find out the attitude of their survey. The range of the scale was 1-5 (Stronly agree, agree,no comment, disagree and strongly disagree). Every participant circled all the items and their participation showed that they

were interested to complete the questionnaire. Researcher used tables and bar chart, pie chart to show the percentage of teachers` and learners` attitude. Most of the learners think that instructions are very important to learn a Second Language and they also agreed with the researcher. They perceive communication and interaction are very useful to master a Second Language so they have the same opinion like researcher. From the teachers` survey questionnaire the researcher also got positive attitude of teacher . Almost all the teachers think that they should follow some strategies to teach a Second Language. They also gave importance in communication and nteraction for better learning. Finally the researcher pointed out some recommendations for teachers and learners for successful language acquisition. And last but not the least researcher described the response of two research questions found from teachers ` and learner`s survey.

6.1 Does formal instruction in SLA (Second Language Acquisition) really work?

Formal instruction in classroom is very effective. But only classroom instruction is not sufficient. So most of the students and teachers disagree that formal instruction in the classroom is important but to learn a second language it is not enough. Some theoretical perspectives used in the survey were effective like classroom instruction, input, grammar learning. Some were not very successful in Bangladeshi context like memorizing materials, repetition, memorizing dialogues etc. Following strategies are also important because maximum teachers who participated in the survey agreed. Classroom learning is important so most of the teachers and students agree. But for a better learning, learners should consider the situation of outside classroom. So from the research finding researcher found that some instruction of SLA is applicable in Bangladeshi context some are not.

6.2 Is it important to know instruction of SLA for successful communication and interaction?

Researcher said before that formal instruction in the classroom is very important for Language Learning. It is also very significant for successful communication and interaction. From the researchers` survey it was found that most of the teachers and students agree that instructions are effective for communication. To learn a Second Language communication is a good way. Teachers respond that they encourage their students to communicate and interact with others. Learners also agree that they should know the instructions for communicating. So from the research researchers observed that instructions are helpful for good communication and interaction. If learners properly follow the instructions they can learn effectively and communicate well.

From the research researcher found that some of the formal instructions are effective in our Bangladeshi context. So researcher's questions from the survey proved right. Another question was about communicating with SLA. From this research question researcher get to know that classroom instruction is very effective for mastering the Second Language. So finally it proved true that most of the perspectives of SLA in related in our context. If these perspectives are followed strongly learners can acquire second language successfully.

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Appendix

Questionnaire for students

This questionnaire has been prepared for the secondary level students who are learning English as a second language. Please give tick mark for every item what you think right. Put your own point of view to complete the questionnaire.

Name:

Age:

Class:

1. I learn English only when I have English class in school.

    a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

2. I can understand everything from the teachers` lecture.

    a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

3. I get good marks when I memorize the materials provided by the teacher.

    a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

4. I talk to my teacher if I do not understand anything.

    a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

5. I learn English without following any grammatical rules.

    a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

6. If I understand any topic I can explain it to my friends.

    a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

7. I can learn English without interacting with people.

    a. Strongly agree   b. agree c. not sure   d. disagree   e. strongly disagree

8. I have the ability to learn English naturally; without any instruction of it.

    a. Strongly agree   b. agree c. not sure   d. disagree   e. strongly disagree

9. When my teacher asks any question in class I can answer in English.

    a. Strongly agree   b. agree c. not sure   d. disagree   e. strongly disagree

10. I can make sentences by myself when I know the rules.

    a. Strongly agree   b. agree c. not sure   d. disagree   e. strongly disagree

11. When my teacher teaches grammar I only memorize to learn

    a. Strongly agree   b. agree c. not sure   d. disagree   e. strongly disagree

12. I use taught grammar rules outside the class

    a. Strongly agree   b. agree c. not sure   d. disagree   e. strongly disagree

13. Watching television and movies in English are two of the best ways to learn English

    b. Strongly agree   b. agree c. not sure   d. disagree   e. strongly disagree

14. I find the opportunities to use English outside the classroom

    a. Strongly agree b. agree c. not sure   d. disagree e. strongly disagree

15. I should read a lot in English especially for my enjoyment

a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

16. I should study with a partner or in group for better learning

a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

17. I should know the vocabulary and grammar in a meaningful systematic way

a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

18. I should not be afraid to make mistakes

a. Strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

Thank you For Participation

Questionnaire for Teacher

This questionnaire has been prepared for the teachers of secondary level who teach English as a second language. The purpose of doing this survey is to know how teacher teaches his/her students to acquire English. It is a request from the researcher to give your valuable opinion about second language acquisition.

Teaching experience:

1. I follow some strategies while teaching students in the language class

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly disagree

2. I find interest teaching English when I give materials for memorizing

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly disagree

3. I appreciate my students when they communicate in second language (English) in class and outside the classroom.

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly disagree

4. I believe that only instructions are important to learn a language

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly disagree

5. I want my students to correct themselves from the beginning

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly disagree

6. I think grammar drills are very important for mastering a second language

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly

   disagree

7. Memorizing dialogues is a good way to learn a language.

   a. Strongly agree   b. agree c. no comment   d. disagree. e. strongly disagree

8. Being anxious is usually harmful when learning a second language

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly

   disagree

9. Learning a second language is different from learning other academic subjects.

   a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly

   disagree

10. It is important to repeat and practice a lot for learning a second language.

    a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly

    disagree

11. The best way to learn another language is to forget about lesson plans or

    grammar, but just spend time with people who speak the language.

    a. Strongly agree   b. agree   c. no comment   d. disagree.   e. strongly

    disagree

12. It's really important to have your errors corrected from the beginning when you are

    learning a language, or you'll never speak correctly.

    a. Strongly agree   b. agree   c. not sure   d. disagree.   e. strongly

    disagree

Thank You for participation