

BILINGUALISM AND SECOND LANGUAGE ACQUISITION: A REVIEW

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Abstract

In this paper, second language acquisition and bilingualism are focused and the relationship between these is broadly analyzed. An attempt was made to probe into the factors which influence the second language acquisition in bilingual contexts. This paper employed an analytical approach to explore the viewpoints of various scholars with regard to second language acquisition and bilingualism. In this regard, psycholinguistic issues, sociolinguistic issues, neuropsychological issues, bilingual education issues, issues of formal instruction, issues of language input and issues of teacher talk were analyzed. Besides these, the different learning models like interactional language learning, content-based language learning, and cooperative learning were analyzed to find out how best these models help the students acquire the second language. The analysis of research studies by different scholars made one thing very clear that bilingual children do acquire the languages very easily without encountering any major breakdowns in the process of acquisition.

Keywords: *Bilingualism, Second language Acquisition*

The Acquisition of a Second Language

Scholars usually differentiate the acquisition of a second language from learning of a foreign language. What is meant by second language acquisition is that the language learned becomes a functional part in the life of a learner (Hakuta, 1993). Most often the second language is acquired by learners once they go to a country in which that language is used at large. Foreign language has always a context in which it is learned. The context of FL is usually a classroom (Hakuta, 1993). The notable difference between SL and FL is the criterion against which it is adjudicated and the

learners in the second language are compared with native speakers of that language. The salient features lie in the rate of second language acquisition that usually varies with situations, personalities and language aptitude which are usually ignored, when evaluating the second language programs (Hakuta, 1993).

How is a Second Language Acquired?

The way second language forms are totally different from learning one's first language. For instance, in the first language, a child learns this unconsciously. Even a child with mental