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PERSPECTIVES IN ENGLISH LANGUAGE LEARNING: FIRST LANGUAGE SITUATION, SECOND LANGUAGE SITUATION AND FOREIGN LANGUAGE SITUATION

Abstract

Since the 1980s until now, there are still many problems about the methods that need to be applied in the teaching and learning process, especially in formal education institutions. Linguists find that the main concentration in language learning is the selection of approaches that should be based on a system that refers to students. Therefore, some perspectives appear in language learning. There are methods, approaches and principles that arise in the discussion of language learning. These terms affect the process of learning English as a first language, second language, or foreign language. This difference is because the goals to be achieved are also different. This paper discusses several perspectives on language learning in first language situations, second language situations, and foreign language situations.

First Language, Second Language, Foreign Language

مستخلص

منذ الثمانينات وحتى الآن، لا تزال هناك العديد من المشاكل حول الأساليب التي يجب تطبيقها في عملية التعليم والتعلم، لا سيما في مؤسسات التعليم الرسمية. يجد اللغويون أن التركيز الرئيسي في تعلم اللغة هو اختيار المقاربات التي ينبغي أن تستند إلى نظام يشير إلى الطلاب. لذلك، تظهر بعض وجهات النظر في تعلم اللغة. هناك طرق وأساليب ومبادئ تنشأ في مناقشة تعلم اللغة. تؤثر هذه المصطلحات على عملية تعلم اللغة الإنجليزية كلغة أولى أو لغة ثانية أو لغة أجنبية. هذا الاختلاف هو أن الأهداف التي يجب تحقيقها مختلفة أيضًا. تناقش هذه الورقة العديد من وجهات النظر حول تعلم اللغة في مواقف اللغة الأولى، وحالات اللغة الثانية، وحالات اللغة الأجنبية.

اللغة الأولى، اللغة الثانية، اللغة الأجنبية

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✍ Abstrak

Sejak tahun 1980-an hingga sekarang, masih banyak masalah tentang metode yang perlu diterapkan dalam proses belajar mengajar khususnya di lembaga pendidikan formal. Para ahli bahasa menemukan bahwa konsentrasi utama dalam pembelajaran bahasa adalah pemilihan pendekatan yang harusnya didasarkan pada sistem yang mengacu pada peserta didik. Oleh karenanya lalu muncul beberapa perspektif dalam pembelajaran bahasa. Ada metode, pendekatan dan prinsip-prinsip yang muncul dalam bahasan pembelajaran bahasa. Istilah-istilah ini mempengaruhi proses belajar bahasa Inggris sebagai bahasa pertama, bahasa kedua, atau bahasa asing. Perbedaan ini karena tujuan yang hendak dicapai juga beda. Tulisan ini membahas beberapa perspektif dalam pembelajaran bahasa dalam situasi bahasa pertama, situasi bahasa kedua, dan situasi bahasa asing.

🔑 *Bahasa Pertama, Bahasa Kedua, Bahasa Asing*

🎯 INTRODUCTION

Learning is one term that arises in the education and has been main concentration in human development. Learning a certain language differs from learning other fields. More specific, learning a language also has some different types in learning as the situation or the context of the language use. A language can be first, second or foreign language.

Our main focus in this paper is that the learning of English language is various in nature. There are some linguists who have proposed various approaches. They defined learning and language in different ways. Therefore there are differences in language teaching and learning in the method era and post-method era. Those views also influence the teaching and learning a language as first, second, or foreign language. Stakeholders found that every teacher should understand and comprehend the situation in language learning and also the students. This is done to success the teaching and learning processes.

🔍 RESEARCH METHOD

This article comes from research, using a qualitative approach. The research is the study of the literature. Based on the facts on the ground which indicates the problems and the gap between theory and practice, the researchers took the title: "Perspectives In English Language Learning: First Language Situation, Second Language Situation And Foreign Language Situation".

📝 FINDINGS

Language

Communication is one need of the human main characteristics. People interact with others to communicate any specific things in their life. They use language to communicate with the society. The language they use is as tool in their social interaction. This interaction is one particular event which delivers one's or other's idea. Language is a social phenomenon (Kirmizi, 2011: 17). It highly indicates that the use of language is as a social phenomenon which enables people to communicate or interact with others.

When people are communication in a certain language used in the community, they will not have obstacles in using their own language. This is as a fact that language is embodied in people. They can naturally use the language in order to share their ideas to the society. Although some say that language is an abstract thing since it cannot be seen by the people, but language is embodied in people (Davies, 2007: 26).

Aristotle defined language as a human being tool to express their ideas and feeling. Another view arises from the perspectives of structural linguistics which was proposed by Bloomfield in Sumarsono (2010: 18). He argues that language is a system of sounds which is arbitrary and it is used by the members of the language to interact each other and get in touch. This view is supported by Djojosuroto (2007: 45) who defined language as a) sounds of vocal which is used in producing utterances or any phonetic transcription of the utterances produced by the speakers, b) a communication used in a certain group of people, and c) respect, well manner and good behaviors.

A language is communication tool which functions as a medium for the people to deliver messages. The language is used in daily communication in relation to the members of the group of the language. By the existence of the variety of language shows that there is a variety of cultures in the community. The variety of cultures creates varieties in the language use. The differences can be in the forms of sounds, letters, syntax, and the way they utter something. Wardhough (1986: 211) explains that there should be links among sounds, words, and syntax in a language and the ways the speakers utter in the same language in understanding the world and having behaviors correctly to result scientific truth.

Formerly, the term language is defined as a mental phenomenon in case, the theory of Skinner in Littlewood (1984: 5) views language as a process of habit formation in which the main components are
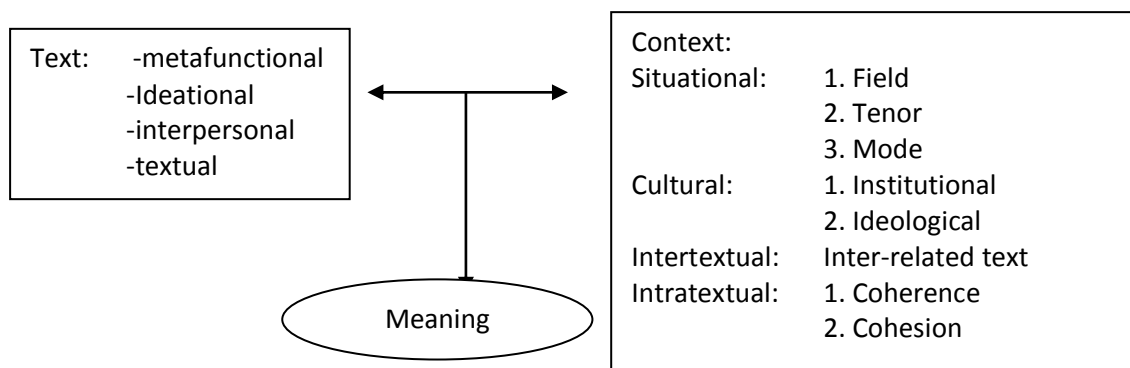
a. The child imitates the sounds and patterns which he hears around him

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b. People recognize that the child's attempts as being similar to adult models and reinforce (rewards) the sounds, by approval or some other desirable reaction.

c. In order to obtain more of these rewards, the child repeats the sounds and patterns, so that these become habits.

d. In this way, child's verbal behavior is conditioned (shaped_ until the habits coincide with the adult models.

Sociolinguists view language as a human behavior or social behavior used in communication. Because of the society consists of individuals or the members of the society, the society as a whole and individuals influences and dependents on each others (Sumarsono, 2010: 19). Furthermore, sociolinguists give more emphasis on having more attention to the language social without neglecting the individual perspectives. It means that whether the language is part and owns by the society and their behavior, there should be some sub-groups or small groups or let us say small groups in a big society which have their own behaviors in using the language. There are characteristics which differentiate the small groups and the society. Sociolinguists view that a language becomes parts by the existence of the small groups. The language use in small groups is called dialect.

In relation to the previous description of language, a language does not life in isolated area. It needs community and members which are governed by certain rules or systems. Language is as a system of systems. It is as system of systems in itself. Language is as action, behaviors, acts, and functions which are relatively dynamic from one context to another context. The language users should refer to the context of the language use since every context has different rules of actions, functions, and behaviors. Text is a functional language which concerns with meaning. The actual language acts functionally is as act text.

Here are figure of text, context, and meaning proposed by Halliday & Hassan (1985: 44-49)

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Language Learning

Learning is one way to achieve how to live in a real world to make students know what they have to know through the processes of teaching. Marton and Booth, 1997 in Fry, Ketteridge, and Marshall (2003: 9) state that learning is about how students perceive and understand the world, and making meaning. It involves mastery principles, understanding proofs, remembering factual information, acquiring methods, techniques, and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations.

Somehow, learning is very frequently thought of it in terms of only adding more knowledge through lecturers which bring about change or transformation to the pre-existing knowledge of their learners (Mezirow, 1991 in Fry, Ketteridge, and Marshall, 2003: 11). The processes of teaching and learning are not only focused on giving and providing new information or knowledge for the learners but it also making new understanding based on what the students have known or so called pre-existing knowledge.

Richards & Schmidth (2002: 298) explain that learning is the process by which change in behavior, knowledge, skills, etc. comes about through practice, instruction or experience and the result of such a process. Based on this explanation, learning means getting changes after having specific treatment. The instructions, practice, and the experience are selected after having needs and wants analysis. The process of learning is in line with the process of before, during and after the learning processes. It should follow the systemic approach which is started by a goal that will influence the processes of learning. To have good learning process in order to achieve the goal, there should be appropriate and sufficient content of the learning.

The process of teaching and learning has become the main concern of the educational field. There are always needs and wants to search in the same field. It has arisen much interest in language learning including the techniques, methods which were mostly about the activity conducted during the lessons. Formerly, the language learning has been focused on the reflection of the actions done by the teacher. It is completely clear that learning means reacting to exposures given. Therefore, the main actor of the class is the teacher. It is also called teacher centered.

The teacher centered is by conducting the teaching and learning processes in which the teacher is as the center or the main source of the learning process. Every single thing received by the students is from the teacher. As a matter of fact, the teacher is expected to be a perfect and rich model in order to have good teaching results. Here, the students will only focus on the teacher's explanation without trying to find any additional information from other sources. When they meet new or different definition or use of the language because of their lack information of the language, it will be

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difficult for them to achieve the differences. It contributes a crucial problem since the teacher does not provide good and correct model. The students are reluctant to agree the book's explanation and they force that the teacher is the most correct person.

Tragant in Muñoz (2006: 237) states that the real challenge in language learning where the foreign languages are introduced early in the life of the primary schoolchild is to be able to sustain the initial good attitudes which the new language learnt tends to raise in students. It is difficult for students to feel that they have improved or had any progress over time. They need to learn anything early so that they can assume or use the foreign language the same as the first or second language. This is supported but some researches done by some researchers in the same field. Tragant in Muñoz (2006: 237) states that in Spain, the formal education has been introduced in the 1990's that brought forward the age at which students began FL instruction by three years. It means that the children start learning foreign language when they are still in co-existed in the school system students.

Firstly, the formal view of language, research on language learning have been varied from identifying structural differences among language systems for the purpose of predicting patterns which contributes difficulties in language learning (Hall, Vitanova, and Marchenkova, 2005: 1). To describe the components of the learners' inter-language system especially in the formal system as they move from the beginning to more advanced stages of the knowledge target system. Formerly it was also about the stable, autonomous systems that have been assumed as the best teaching too help learners make more effective use of an otherwise-immutable process. (Hall, Vitanova, and Marchenkova, 2005: 1).

In the development of the teaching and learning language as first, second or foreign language, people have start to think differently from the previous techniques in language learning. Recently, the learning of language is more in communicative ways. The formalism and structuralism are started to be left since there are so many research on this show that the language learners need the language to communicate among the community or the language users in the target language. Celce-Muria et al. 1995: 10) propose communicative competence. They are as follows.

a. Linguistic competence:

   A competence to use language at the level of lexicogrammar with the language ranks of clause/sentence, group/phrase, word and morpheme and at the level of phonology/graphonology with the language rank of phoneme/grapheme.

b. Sociocultural competence:

   A competence to use language which is appropriate socioculturally (e.g. use of appropriate address terms), which derives its resources from an understanding of

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interpersonal sociocultural relations recognized and practised in the given society/culture.

c. Actional competence

A competence to use language in its function as an exchange involving speaker/writer and listener/reader as social participants in a communicative/interactive event, in which contextually (situationally) appropriate speech functions, forms, and expressions are employed.

d. Strategic competence

A competence to use linguistic and or non-linguistic expressions in solving communication difficulty or breakdown, which allows one to compensate deficiencies in the process of communication.

e. Discourse competence

A competence to use semiotic resources for discourse creation which is characteristic of the given society/culture, which particularly represents an ability to use appropriate aspects of cohesion and coherence forming a discourse-in-text.

In the post-method era, the teaching and learning processes are based on principles (Brown, 2007: 8). These are the components of the definition of learning which can be extracted as language.

a. Learning is acquisition or "getting".

b. Learning is retention of information or skill.

c. Retention implies storage systems, memory, cognitive organization.

d. Learning involves active, conscious focus on an acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is a change in behavior.

The term teaching cannot be define apart from learning as teaching is defined as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2007: 8).

The schools of thought in the second language acquisition (learning) explained in Brown (2007: 9-19) are structuralist and behavioral psychology, generative linguistics and cognitive psychology, and constructivism: a multidisciplinary approach. Here is a table showing the schools of thought in second language acquisition proposed by Brown (2007: 15).

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Time Frame	Schools of Thought	Typical Themes
Early 1900s and 1940s and 1950s	Structural Linguistics and Behavioral Psychology	Description Observable performance Scientific method Empiricism Surface structure Conditioning Reinforcement
1960s, 1970s, and 1980s	Generative Linguistics and Cognitive Psychology	Generative linguistics Acquisition, innateness Interlanguage Systematicity Universal grammar Competence Deep structure
1980s, 1990s, and 2000s	Constructivism	Interactive discourse Sociocultural variables Cooperative learning Discovery learning Construction of meaning Interlanguage variability

a. Nineteen centuries of language teaching

The teaching and learning processes were focused on the grammar through the Grammar-Translation Method. The first, second and foreign language learners almost focus the language learning on this area, grammar. It is about the teaching of grammar and translation done during the lesson.

b. Language teaching in the twentieth century

The teaching of language in this era is different from the previous one. The teaching and learning processes are focused on the principles in language learning. There are approach and principles which have become the main concentration in education. The most influencing approach is communicative language teaching. This is in relation to the view that every teacher and learner is unique. Their relationships are also unique and so is the context. The main task is how to understand this uniqueness.

DISCUSSIONS

First Language Learning

Learning the first language cannot be separated from acquiring the language. There is a categorical perception which is the ability of humans to focus on distinctive acoustic features of speech and to ignore irrelevant differences (Richards & Schmidt, 2002: 66). The categorical perception develops in the very early first language acquisition since children are sensitive to differences in those categories. They have a lot of exposure to the use of the language as their first language. Therefore the first categorical perception is the phonological or phonemic categories. Children learn the language from the smallest part of language which is phonemes.

As they move to the next level of language, morphemes, they start to learn words and here after they learn it, they try to compose phrase based on the rich model provided by the situations. It also happens in the same ways when they reach the clause or sentence and text level of learning language. The process of meaning making is as a result of having habit or rich model as the exposures.

Broughton et all. (2003: 4) separate geographically varieties of English users to first language situations where English is as a mother tongue and English is the language of commercial, administrative and educational institutions or second language situations. Every English user has his or her own speech community and in motivational terms that they wish to feel as members of a particular speech community and identify a target variety accordingly. There are still so many questions come to the stakeholders about what to teach English as a first language. This is as a result of the various English as a first language. English is as the first language for some countries such as America, British and Australia. Those countries have their own speech community which contributes differences among the language users. The diversity may create difficulties for the users when they meet each other in different community for certain purposes such as commercial contacts. The key point is that the English users can understand the point of the communication.

Based on this differences, the stakeholders and the education principal concern to what to teach, how to teach, and how much to teach. Countries which are included in the inner-circle countries should have exact materials and the principles in teaching English as a first language. This is done to minimize the misunderstanding among the language users. Mostly the teaching of English is focused on the teaching of grammar Broughton et all. (2003: 5).

Second Language Learning

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Eskey (1988) in (Birch, 2002: 5) argues that second language readers need to attend more "bottom-up" than do the first language readers. This is because the second language learners still have limited linguistic competence than the first language learners to draw on the range of cues. The teachers should not only encourage the different reader strategies for second language learners but also the second language learners' current linguistic and schematic knowledge. When the second language learners come from isolated first language, they need to have more exposure in more complex morphological structure of some English words (Birch, 2002:123). Actually, language does not live in isolated area so the language learners should learn the correspond aspects of the language. This is as the actualization of the making meaning process in order to minimize misunderstanding between the speakers or writers and the listeners or readers.

Broughton et all. (2003: 5) state that the teaching of English in second language situations or outer-circle countries is focused on the teaching of pronunciation. The purpose is to be easily identified, understand the attitude in a speech community which uses language variety. Broughton, (2003: 6) continue that in a second language situation, the language is use in the mass media i.e. newspapers, radio and television. This can be seen in the learning of English in Singapore. They learn English for integrative purposes.

In this situation, the language users learning the language are bilingual which have command of both English and their mother tongue. Therefore, the use of English is to be clearly defined (Broughton et al. 2003: 8).

Foreign Language Learning

English is taught as a foreign language at schools and it has been widely applied in the real world of education. Members of expand-circle countries such as Japan, Spain, and Brazil do need English or other foreign language to live in their daily life or for social or professional advancement (Broughton, 2003: 7).

However, since English is as an international language, the government realizes that learning the language is important. Therefore, the stakeholders in education are expected to make plan in teaching and learning of English as a foreign language. This is as the political decisions which are changing former situation (Broughton et al., 2003: 7). They also add that the role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors which are immutable. The most important thing is that the language learning should be able to give effect both the way is taught and the resultant impact on the daily life and growth of the individual.

Michael West (1953) in Broughton (2003: 8) stated that

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The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... it is a useful general rule that intensive words and items are of secondary importance to a foreign language learner, however common they may be.

In the foreign language situation, English is used in passive ways. The language users will only find small number of people who speak the language. The foreign language users mostly use the language in the written type of texts such as newspaper, magazines, and internet. They can gathere information from any book written in the target language (English) as their exposure in learning English as a foreign language. English radio, television, and the press are more likely to need passive commands of English which expresses emotions (Broughton et al., 2003: 8).

CONCLUSION

Language is a social phenomenon (Kirmizi, 2011: 17). It highly indicates that the use of language is as a social phenomenon which enables people to communicate or interact with others. They can naturally use the language in order to share their ideas to the society. A language is communication tool which functions as a medium for the people to deliver messages. The language is used in daily communication in relation to the members of the group of the language.

Sociolinguists give more emphasis on having more attention to the language social without neglecting the individual perspectives. Sociolinguists view that a language becomes parts by the existence of the small groups. The language use in small groups is called dialect.

Language us as action, behaviors, acts, and functions are relatively dynamic from one context to another context. The language users should refer to the context of the language use since every context has different rules of actions, functions, and behaviors.

Learning is very frequently thought of it in terms of only adding more knowledge through lecturers which bring about change or transformation to the pre-existing knowledge of their learners (Mezirow, 1991 in Fry, Ketteridge, and Marshall, 2003: 11). The process of learning is in line with the process of before, during and after the learning processes. It should follow the systemic approach which is started by a goal that will influence the processes of learning. To have good learning process in order to achieve the goal, there should be appropriate and sufficient content of the learning.

Recently, the learning of language is more in communicative ways. The formalism and structuralism are started to be left since there are so many research on this show that the language learners need the language to communicate among the community or the language users in the target language. The elaboration above influences the teaching and learning of a language as first, second and foreign language.

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