

Mohammad Reza Rahyab* , **Shirali Samimi** 

Bamyan University, Afghanistan, Bamyan
*e-mail: mr.rahyab96@gmail.com

THE EFFECTIVE CAUSES ON SECOND LANGUAGE LEARNING IN HISTORY SCIENCE

The language learning is the most important duty for all students who want to continue their educations in a foreign country; I think this is the most interesting question for every language learner which how many causes are there to effect on second language learning. In this article we try to show the different causes which effect on second language learning.

It is clear that the effective causes on second language learning are more complicated than we believe; the complication depends on the language system complicated composition, while the language is not a simple and plain structure so, learning of language might be caused by different components even in opposite manner.

Talking about the language on the other word is talking about humankind; as we know discussion on the humankind as a topic is not so easy it relates to many parts of knowledge like psychology, sociology, history, anatomy, etc. therefore, discuss about the causes which effect on the language learning process needs a comprehensive study that until we can conclude what causes effect on language learning. We will discuss about the following subjects which almost cover all of the mentioned points: The age of language learner; Psychological characteristics of language learner; Causes of society, cultural environment of language learner; Characteristics of native language of language learner.

Key words: second language, causes, effect, foreign language.

Мохаммад Реза Рахьяб*, Ширали Самими
Бамаиан университеті, Ауғанстан, Бамаиан қ.
*e-mail: mr.rahyab96@gmail.com

Тарих ғылымында екінші тілді үйренудің тиімді себептері

Шет елдерде білім алғысы немесе білімін жалғастырғысы келетін барлық студенттер үшін тіл үйрену – ең маңызды міндет болып саналады. Екінші тілді үйренуге қанша себеп әсер етуі мүмкін? Біздің ойымызша, бұл әр тіл үйренуші үшін ең қызықты сұрақ болып табылады. Бұл мақалада біз екінші тілді үйренуге әсер ететін әртүрлі себептер мен факторларды көрсетуге тырысамыз.

Екінші тілді үйренудің тиімді себептері біз ойлағаннан гөрі күрделі екені білім мен ғылым саласында түсінікті мәселе; күрделену тілдік жүйенің күрделі құрамына байланысты, ал тіл қарапайым емес және түсінікті құрылымға ие емес, сондықтан тілді оқыту әртүрлі компоненттердің әсерінен тіпті қарама-қарсы жолмен де туындауы мүмкін.

Екінші жағынан, тіл туралы сөйлесу – бұл адамзат туралы әңгіме; адамзат туралы тақырып ретінде талқылау оңай емес, ол психология, әлеуметтану, тарих, анатомия және т.б. сияқты көптеген білім салаларына қатысты. Біз жоғарыда аталған барлық тақырыптарды қамтитын келесі тақырыптарды талқылаймыз: тіл үйренушінің жасы; тіл үйренушінің психологиялық ерекшеліктері; қоғамдық себептер, тіл үйренушінің мәдени ортасы; тіл үйренушінің ана тілінің ерекшеліктері.

Түйін сөздер: екінші тіл, себептер, салдар, шет тілі.

Мохаммад Реза Рахьяб*, Ширали Самими
Бамаианский университет, Афганистан, г. Бамаиан
*e-mail: mr.rahyab96@gmail.com

Необходимость изучения второго языка в исторической науке

Изучение языка является необходимым и обязательным для всех студентов, которые хотят продолжить образование в чужой стране. Какие же причины могут повлиять на изучение второго языка? Это самый интересный вопрос для каждого изучающего язык. В этой статье авторы рассматривают различные причины, влияющие на эффективность изучения второго языка.

Понятно, что основные причины при изучении второго языка более сложны, чем мы полагаем; усложнение зависит от сложного состава языковой системы, в то время как язык не является простым и с понятной структурой, поэтому изучение языка может быть вызвано разными компонентами даже противоположным образом.

С другой стороны, разговор о языке – это разговор о человечестве; как мы знаем, дискуссия о человечестве как темы не так проста, оно относится ко многим областям знаний, таким как психология, социология, история, анатомия и т. д. Поэтому обсуждение причин, влияющих на процесс изучения языка, требует всестороннего изучения, пока мы не можем сделать вывод о том, какие причины влияют на процесс изучения языка. В статье обсуждаются следующие темы, которые охватывают следующее: возраст изучающего язык; психологические особенности изучающего язык; причины социума, культурная среда изучающего язык; особенности родного языка изучающего язык.

Ключевые слова: второй язык, причины, следствие, иностранный язык.

Introduction

If we think, each language opens one new world for who that learns a new language; it is important to learn another language and everyone wants to do; as we are social creature naturally, we are naturally tendentious to relate with our fellow-creatures, assume that you are in a new country and want to know about such as an address, a new place, a restaurant, a hospital, a museum, time that takes your trip, a park and ... what do you need to do first until you communicate and ask someone to give information about the mentioned points? Its answer is easy and clear, you should know language if you know language you can keep yourself informed and join to people that without language it is impossible. Yes, learning of a new language is very significant for anyone.

As we talked about the significance of new language learning, it is remarkable that sometimes its importance get double even more. While you are a student and your country want to send you for doing your education career which this is a big and marvelous chance that you were waiting for. Now it is the time which prepare yourself to go to that foreign country, you should take passport, manage your money, etc. all these are possible and have the secondary significance and while you know the language of that foreign language specially English which that is an international language that each country who gave scholarships its language for teaching is often English. You can candidate yourself when you know the scholarship language especially English.

As mentioned formerly, in both remarked points we intensively need to understand and learn foreign language in general, specially learning English is very important. While learning of English is so essential then all points which are dependent on our language learning find out the same significance.

We concern that how can learn language as easy as we want, why is the time of language learning so long for someone, when can learn a second language better than other times, what causes are there effect on our language learning, is it possible to eliminate the obstacle to learn English as well as we want, what is the relation between our native language and the second or the language that we want to learn, what is the role of our society culture on second language learning, etc.

The writer believes which, one foreign language learner is more successful when he or she knows the causes which they effect on language learning both affirmative and negative effects. While the language learners are aware of the obstacles they can concentrate on the main points and avoid from wasting their times. They know what the causes and what are their treatments. In this article is talking about age of English learners, we will show you when you and those who you are concerned about commence to learn English other second language and why, here is discussing about relationships between psychological characteristics and second language learning, it is illustrated what are the characteristics of those who learn second language better than others. In addition of that, it is declaring what are causes of society cultural environments on the second language learning process, finally we are discussing about relationships between native language and the second language it is clarified that between native language and the second one is relationship and how can we utilize this relation according to our advantages.

At last, we conclude our librarian article and it will be specified what is the best way to learn second language as soon, well, quickly, as we want. How we can eliminate the harmful obstacles which are preventing the promotion on learning second language. What is the best way to defeat the hardships of second language learning; is there

any impossibility to second language learning? If is, what is it? Also I am sure that many different points will be found in this article which to talk about in the future. May some readers criticize, some refuse, some confirm, some do another better work on this issue, some write a better article of this and edit the mistakes, etc.

The effective causes on second language learning

Effect of age on second language learning

The effect of age on second language learning is undeniable, the language learners based on their ages has been divided in two categories: 1- Children and youths; 2- Adults; there is a belief which emphasizes that the children and youths can learn second language better and easier than adults can. The reason for this claim is the learning of second language and talking with very well by children and youths after their migration which they can learn and talk in second accent and language better than adults. The experts of psycholinguistics estimate that the best age for language learning is between four and six years old, they believe which children and youths can learn phones, pronunciation and other characteristics of a language very well; that the most of them are very difficult even impossible for adults. Usually, how the one who is older the structure of native language root is deeper and difficult to change.

The truth of the children and youths ability in comparison to their parents and other adults caused to emerge a hypothesis which is called critical career hypothesis or sensitive career for language learning, (Zandi, 1389).

Penfield and Roberts were the neurologists which at the first time discussed about the appropriate age for learning language based on biological ways. They proved that the more ability of children and youths is dependent on their brain flexibility; that is why the flexibility reducing when someone is grown up. Because, in childhood according to necessity the activities of the left brain can be transmitted to right brain; but it is difficult, even impossible in adulthood; while the adults faced to brain damages on the left brain, scarcely was seen with this flexibility. Because of the observance of this truth Penfield and Roberts presented their theory in 1959: generally the best ages for learning of second language are between four and ten years old.

In addition to Penfield and Roberts, another biologist who called Eric Leneberg proved in 1969 that the critic period is about between two years

old to fourteen years old (maturation period); Eric Leneberg concluded that after the age of maturation: "learning of second language takes place by hard working and awareness with and learning of the original accent of the second language after the maturation period is not easily possible".

But there is no biological clear reason to show the excel of children and youths to adults for second language learning, other reasons such as cognitive reason to supply the critical career hypothesis.

As it illustrated the children and youths are better than adults to learn second language, it doesn't mean which the adults do not have abilities to learn second language; they may not learn pronunciation as well as children and youths do, but they are better than children and youths in memorizing, descriptive issues, analysis issues. But it is better we commence to learn the second language as soon as it possible. (Zandi, 1389)

Psychological characteristics of second language learner

Psychological characteristics, effect on learning of second language; but it is dividable to the following parts:

Talent

In general belief, some of language learners have more natural ability to learn language better than others do; but here is one question that why do some people learn second language that better than others and what are the reasons of? This is answered by two different answers; the one says the talent is important to learn second language because nobody can learn any things without talent; the second answer says yes, the talent is significant, but it is not the all; because it is observed that the difference between language learners are not dependent only to the talent. Facilities, environment, society, teaching method, containing of the lesson, theory and motivation are effective on the language learning which we can't no mention of. In belief of PHD Zand, the second answer is more acceptable; because the learning of language is natural ability which everyone has this talent and there is no remarkable difference. But for promotion and excellence it is undeniable that there are very big differences between language learners like talent and intelligence. (Zandi, 1389)

Theory

It is very important for doing something first should be a theory and sentimental (motivation, personality) preparing; if there is no sentimental

ready condition undoubtedly for doing nothing is guarantee. Learning language is seriously dependent on sentimental getting ready; we have to create a positive sentimental first, because students with negative sentimental or with having no idea face the program to defeat and failure. The theory of learning is made from three important components such as: language learners' belief which is called cognitive component; positive/negative feeling about the second language that is called sentimental component; and thirdly, the behavior of language learner purposes which is called conative component.

((Theory is the learned aspect which continuously reacts to previous defined issues)). This is very eminent to remember that former than to commence something, first solve the theory of that for those who want to do it. (Zandi, 1389)

Motivation

Certainly, motivation provides the primary stimulus to commence the learning of second language and continue despite of hardships and difficulties; it means if there is no motivation the learning process might be in threat anywhere and anytime unforeseen. Sufficient motivation can make up deficiencies in both one's aptitude and learning conditions. (Zoltán Dörnyei and Stephen Ryan, 2015)

In according to necessities motivation can be divided in two kinds: biological motivations like foods, cloths etc. and psychological motivations such as identification, promotion etc. the first kind is more natural and substantial; the second kind is more acquisitive. Learning of second language is from the mentioned above second kind.

There is a strong relationship between theory and motivation, the theory for motivation is like root for trees and base for buildings and it is such a back rest. (Zandi, 1389) One of the most important factors for learning of second language acquisition is the motivation. (Richards 1985) that he believes motivation are factors for determines the person's desire to do something else. It is seriously obvious that learners that they want to learn and likely to achieve more than those who do not. The role of attitudes and motivation in SLA has been investigated by Gardner and Lambert (1972), who define motivation in Terms of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal' (Ellis: 1985). Also distinguished for the Motivation that can be into intrinsic and extrinsic. "Intrinsically motivated activities are ones for which there is no apparent of the

reward except for the activity of itself. Intrinsically motivated behaviors are aimed at the starting about certain of the internally rewarding consequences, namely, feelings of competence and self-determination" (Edward Deci, 1975, as cited in Brown, 1994).

Personality

In second language learning, we can't evade of learner personality; a number of theories hold that personality influence on second language learning at all facets of individual achieve. Personality in second language learning is divided in two kinds: extrovert and introvert. But may be different kinds of personality which are no related to our topic; we discuss about personality from the aspect of second language learning which is extrovert and introvert that the extrovert is a person with an intensive tendency to join with others and solve different problems via helping of colleagues for example. That is to say, extroverts can share their questions, problems by discussion and participation of others. On the contrary, an introvert is not interested to participate with others to do something; if on problem arise for an introvert, the introvert may try to solve the problem with himself; in other word, and an introvert is shy and interested to isolation.

As we know the learning of language is more dependent on practice like speak with others and listen to other speaking and so on. In this case it is easy to know that an extrovert is more capable to learn the language than an introvert; because an extrovert does not shame from making mistake during the speaking and listening and have the chance to improve his/her second language practically. But an introvert one does not have the courage to put him/herself to risk and they lose the chance to improve their second language by speaking with natives.

One thing eminently is mentionable which there is a way to make up the lack of chance for introvert ones; the best way known until now is the CALL (computer assisted language learning), by this way an introvert can find the best for him/herself to improve their second language. (Yan Zhang, 2008)

Sociocultural environment causes of language learner

Language has been learning in a society with its own culture; the second language learning process should be according to the learner sociocultural environment until the program approach the success. The sociocultural factors on second language learning are divided in three significant parts: peer

interaction and feedback; self-efficacy; private speech.

Peer interaction and feedback

By participating in speaking and listening, create a workshop which give an enormous occasion for each participant to amend his/her mistakes. In this place any one is active and improve his/her language by practice which is more correspondent to nature of language and every participant try to produce much spoken and written language. For someone there is no difference either a teacher or a classmate is in taking the role; but someone else is more relaxed if his/her classmate is in taking the role of peer interaction because they don't have any anxiety from making mistakes and laughing of their classmates they prefer that his/her classmate be in peer interaction. (Burhan Ozfidan , Krisanna L. Machtmes, and Husamettin Demir, 2014)

Self-efficacy

It is completely clear which having a good mood is very important on learning process at all including language learning; according to statement of some language learners, it is much significant to keep ourselves in a positive manner. For instance firstly the language learner should place an achievable goal then step by step continue for higher levels of language learning, it causes to give us positive aspiration and concludes to having self-efficacy which the language learning believes that he/she can learn the language and has abilities to do this. (Burhan Ozfidan , Krisanna L. Machtmes, and Husamettin Demir, 2014)

Private speech

Private-speech has very important role on second language learning; it is obvious that the communication process takes form firstly in the speaker mind then put it out and address to others. This is to say, every one as a society member needs to join his/herself to his/her self and after than he/she can communicate with others. For instance, before you ask someone about something you should ask that question from yourself then ask another one or, if you want to suggest something to your friend, you have to suggest that to yourself at first. The private-speech has been improved in your native language practically and you do not know about the making process of the speech components; in other word you are addict with and there is no need to think about

or say it aloud before using for communication. But in second language, it is likely to think about your speech part and make it clear for yourself and then say it for another one it means you address yourself at first and then other ones it is possible to address yourself in whispered manner, loudly or quietly. It is mentionable which, private speech is very significant to solve some possible mistakes before talking with others and that is chance to keep high the self-confidence. (Burhan Ozfidan , Krisanna L. Machtmes, and Husamettin Demir, 2014)

Native language of second language learner

As we know, people grow up with their native language; certainly their native languages influence on second language while they want to learn; the effect of native language is like: hindering, interference, and lingual errors; some ones (behaviorists) believe that the role of native language causes which the second language learner never achieve an ideal level and they making mistakes under their native language influence and effect. Undoubtedly, the first language influence on second language but we can't refer all mistakes and disabilities to native language, it is observed, many language learners with different native languages do the same mistakes and people make mistakes during the learning of their first languages it means naturally happen some mistakes due to language learning. It is clear that making some mistakes are related to the first language like phonemic mistakes, word formation mistakes, using of expressions mistakes; but it is not the reason which the second language can't learn. The second language speakers may not speak like a native but they are able to communicate; which make the philosophy of one language. That is important to know what effects may have our first language on us, but try to continue to learn. (Zandi, 1389).

Conclusion

It is completely clear which we live in a world that something are causes of some definite effects. This is the general rule of our world. Each event can be interpreted according to this general rule even we do not know any exception. It will be very logical which we ask ourselves that what are causes of one successful action for instance learning of second language? Which effects are likely with these definite causes? What are the relationship between the causes and their effects? And so on. As we remarked above, second language learning

relates to many different factors like: age, talent, theory, motivation, personality, sociocultural environment, peer interaction and feedback, self-efficacy, private speech, and native language of second language learners. We conclude which that, learning of second language is effect of different causes; it means each cause effects on second language learning in a relative manner. So, there is no absolute relationship between things; in other word, our world is a relativity world. Therefore, each mentioned factor on second language learning

is the main cause but it is possible which its effect becomes more or less because the effect is relative and there is no absolutism; it means if the talent is effective on second language learning its lack can be made up and other causes are the same. So, effort, concrete decision, and other alternative can change the effect of causes on second language learning; we have to pay attention on those causes which are mentioned in addition should believe that according the rule of relativity each way and cause has its own alternative and second way.

References

- Brown H.D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs, N.J.: Prentice Hall.
- Dong Gang; Ren Hulin. (2013). The role of age in second language acquisition, *British journal of English linguistics*, Vol. 1, No. 1
- Dörnyei Zoltán; Ryan Stephen. (2015). *The psychology of the language learner (second language acquisition research series)*, first published
- Ellis R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University.
- Mouton, De Gruyter. 2010. *The syntax of nominalizations across languages and frameworks*, edited by Artemis Alexiadou, Monika Rathert
- Ortega Lourdes. (2013). *Second language acquisition*
- Ozfidan, Burhan; L.Machtmes, Krisanna; Demir, Husamettin. (2014). Socio-cultural factor in second language learning, *European journal of educational research*, Vol.3, No.4
- Rachael-Anne Knight. (2012). *Phonetics (a coursebook)*, first edition
- Richards J, Platt. J, & Weber H. (1985). *Longman Dictionary of Applied Linguistics*. England: Longman.
- Robinson Peter; Sawyer Mark; Ross Steven. (2001). *Second language acquisition research in Japan*
- Sykle Janet. (2015). *Study of skills for linguistics*, first edition, London
- Tajwidi Ghulam Reza. (1392). *Lexicology of English*, Tehran
- W. Kreidler Charles. (2004). *the pronunciation of English (a course book)*, second edition
- Yamin, Mohammad Hussain. (1383). *Contemporary Persian of Dari grammar*, Maiwand publications
- Yule George. (2010). *The Study of Language*, fourth edition, London.
- Zandi Bahman. (1389). *Persian teaching method in the primary schools*, Tehran, 10th edition
- Zhang Yan. (2008). The role of personality in second language acquisition, *Asian social science*, Vol.4, No.5