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## Teacher's Creativity to Promote Second Language Acquisition to Match Inevitable First Language Acquisition Success

Andy

English Education Department  
Faculty of Language and Literature  
Kanjuruhan University of Malang  
Jl. S. Supriadi No.48  
Malang, East Java - Indonesia  
[andyuni23@yahoo.com](mailto:andyuni23@yahoo.com)

### ABSTRACT

*L2 acquisition has numerous variations in its success whereas L1 acquisition will turn out well and achieve mastery. It is the creativity and adaptation of the teachers to try to tackle this varied success of L2 acquisition, especially in accordance with individual difference. In Indonesia this includes education and cultural background, personality, as well as the age to start learning English which is done intensely mostly by older students. This personal matters will contribute to learning style preference, which in the long run help to know the rationale of choosing learning strategies. Teachers need to help synchronising learning style with learning strategies. Learning strategies are 'typically problem-oriented', and function more as problem solving. Those of good language learners can help to solve the problem of the weak learners. Learning strategies can be employed to refute the myth that older learners have little chance to success, it can even be more effective by way of strategies training, and improving students' self responsibility. This paper aims to discuss the factors needed to be creatively adapted by teachers to facilitate the success of FL and L2 acquisition, and it is recommended to do strategies training like SBI.*

*Keywords: Teacher's Creativity, Individual Difference, Learning Style, Learning Strategies, The Role of Teacher and Student*

### INTRODUCTION

Lightbown and Spada (1999) mention an interesting fact about first language (L1) and second language (L2) acquisition, they claim that L1 acquisition will always be done well by normal children and finally master the language. The fact about the success of L2 acquisition is the reversed in that the success is highly varied; one of the factors that cause this is the characteristics of the learners which determine more or less successful they will be in learning the language. The factors that may affect L2 learners' effort to learn "Major influences which condition or shape the way learners think and study are: the educational system, the sociocultural background and personality variables" (Jordan, 1997, p. 95).

Hulya (2009) has reviewed several theories to compare, contrast and examine L1 and L2 acquisition. The result will bring great implications for language teachers in their effort to facilitate success in teaching-learning process; this is due to the fact that they can understand the process of learning of their students better. Since the variation in the success of L2 acquisition, it is worthwhile to get a clearer view about the process of L2 acquisition, specifically in relation to teacher's effort to boost learners' success by incorporating 'learning strategy training' in teaching and learning process. Moreover, teachers also need to adapt their teaching method by combining theoretical knowledge particularly of SLA (Second Language Acquisition) with the situation where the teaching occurs (Hulya, 2009)

This paper will focus on how to relate the notion 'learning strategies' and L2 acquisition. Its aims are to reveal the possible relationship between SLA and 'learning strategies', approach particular empirical evidence that demonstrate 'learning strategies' contribution to SLA, and the possibility that 'learning strategies' are able to help teachers in tackling older learners' problems. By reviewing factors that are crucial to SLA and their pedagogical implications, this will further lead to the kind of teaching practices that can be creatively adapted by teachers to increase the success of L2 acquisition, while at once try to justify the appropriate role of teachers and students relating to this effort.

### INDIVIDUAL DIFFERENCES

Zafar and Meenakshi (2012) portray the variation in L2 acquisition success, that the learning progress of some L2 learners is rapid and effortless while the others is slow and struggling. The rationale for this is individual differences that no one is homogenous, she/he has own distinct 'personalities and styles'. They claim that this fact about individual differences has big influence to the success of L2 acquisition.

Lightbown and Spada (1999, p. 51) point out that learner characteristics have “five main categories: motivation, aptitude, personality, intelligence, and learner preferences”. While, Zafar and Meenakshi (2012, p. 639) mention that individual differences are relating to “age, sex, aptitude, motivation, learning styles, learning strategies, and personality”. Among these categories, Ellis (2001) advocates that language aptitude and motivation are factors that make an impact upon ‘the rate and level of L2 achievement’. His justification is that both guide ‘the nature and the frequency’ in learners’ learning strategies-usage.

### LEARNING STYLES AND LEARNING STRATEGIES

In discussing about learning styles, Brown (2000) emphasises the importance to clearly define the notion ‘style’, which he believes is unique to each individuals and can distinct each other. “When cognitive styles are specifically related to an educational context, where affective and physiological factors are intermingled, they are usually more generally referred to as learning styles” (Brown, 2000, p. 114). In general, learning style is approaches to learning (Jordan, 1997; Cohen, 1998). While, in short, it is “learners’ preferred ways of learning” (Ellis, 1997, p. 73)

Similarly, in discussing about learning strategies, it is clearly defined that the notion ‘strategies’ as “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information” (Brown, 2000, p. 113). In addition, Ellis (1997) proposes two definitions, “behavioural or mental procedure used by learners to develop their interlanguages” (p. 141) and “the particular approaches or techniques that learners employ to try to learn an L2” (p. 76). Ellis’ definitions seem to be more neutral compared to the following two definitions which tend to emphasise ‘consciousness’ concept. Cook (1991, p. 78) defines it as “a choice that the learner makes while learning or using the second language that affects learning”, in addition, Cohen (1990, p. 5) defines it as “learning processes which are consciously selected by the learner.”

Cohen (1998) affirms that there is ‘an inadequate linking’ between learning styles and learning strategies. He believes that learning strategies operation ‘directly tied’ to learners’ learning styles, other personality-related variables, and demographic factors. Cohen (1998) suggests that by employing Oxford’ Style Analysis Survey (SAS) can help learners to be familiar with their ‘style preferences’ which help them to know their rationale of choosing certain strategies in learning

In relation to the link between learning styles and learning strategies, Jordan (1997, p. 94) proposes this brief account that “learning style: in turn, will lead to learning strategies and learner training”. Ellis (1997) notes that learning strategies are ‘typically problem-oriented’, meaning that such strategies are engaged when learners experience problem in learning process.

### CONTROVERSY ABOUT THE NOTION STRATEGIES

In discussing the term ‘strategies’, there may emerge a debate about whether it involves consciousness or not. Brown (2000), Cook (1991), and Cohen (1998) agree to include the concept ‘choice’ in defining ‘strategies’. Cohen (1990) claims that “The element of choice is important here because this is what gives a strategy its special character. These are also moves which the learner is at least partially aware of, even if full attention is not being given to them” (p. 5). To try not to be deeply involved in this debate, Purpura (1999) prefers to consider ‘strategies’ as both conscious and unconscious techniques.

Confusion may also appear when dealing with whether to discuss the terms communication strategies and learning strategies discretely or not. Brown (2000) proposes clear comment in response to this, he points out that: in SLA field, there are two types of ‘strategy’: “learning strategies and communication strategies. The former relate to input-to processing, storage, and retrieval, that is, to taking in messages from others. The latter pertain to output, how we productively express meaning, how we deliver messages to others” (p. 123).

### LEARNING STRATEGIES AND SLA

Chamot (2001) propounds that learning strategies play crucial role in L2 acquisition; she believes this is due to two bases. First, by studying L2 learners’ strategies: “we gain insights into the cognitive, social and affective processes involved in language learning. These insights can help us understand these mental processes as they relate to second language acquisition” (p. 25). The second reason is that research in language learning strategies can facilitate educators in their effort to help ‘less successful’ L2 learners to be ‘better learners’.

Related to the contribution of language learning-strategies research to SLA, there are three necessary steps in conducting this research

the first step is to gain a clear understanding of the learning strategies used by language learners and differences between learning strategies of more and less effective learners. The second step is to find the most effective approach to teaching language learning strategies. Finally, we need to discover whether instruction in language learning strategies actually has an impact on proficiency and achievement in the second language (Chamot, 2001, p. 26)

Chamot (2001) argues that by identifying good language learners, the strategies operated will also be describable. As the result: **“it may be possible to teach less successful language learners to use the strategies that characterise their more successful peers”** (p. 25). Moreover, she claims that the characteristics of such learner as “one who is an active learner, monitors language production, practices communicating in the language, makes use of prior linguistic knowledge, uses various memorisation techniques, and ask questions for clarification” (p. 29).

Chamot (2001) argues that ‘less successful learners’, indeed, use strategies; with similar rate of recurrence, but they use differently. Her description is **that “good language learners demonstrated adeptness at matching strategies to the task they were working on, while the less successful language learners seemed to lack the metacognitive knowledge about task requirements needed to select appropriate strategies.”** (p. 32). She believes that Oxford’s Strategy Inventory for Language Learning (SILL) is one of the instruments to ‘measure’ learners’ strategy-operation.

Sarafianou & Gavriilidou (2015) conduct an experimental language learning-strategy research and employ Greek version of SILL to measure the strategy used by the students, the results show remarkable enhancement in the use of strategy particularly in self-reporting. They state that strategies are teachable. Moreover, explicit and integrated strategy training play role in EFL classroom.

#### EMPIRICAL EVIDENCE OF EXPLICIT STRATEGIES TRAINING

Cohen (1998) draws a distinction between ‘language learning strategies’ and ‘language use strategies’, he states that “attending to language form and avoiding the use of translation” as the example for the former and “previewing language lessons, relating the material to previous knowledge, word-for-word translation, remembering words by their image, and using idioms” (p. 145) for the latter.

Cohen (1998) proposes detailed account about the benefit and implementation of so-called ‘strategy training’

**If instructors systematically introduce and reinforce strategies that can help students speak the target language more effectively, their students may well improve their performance on language tasks. By preserving the explicit and overt nature of the strategy training teachers better enable students to consciously transfer specific strategies to new contexts. The study also seems to endorse the notion of integrating strategy training directly into daily language tasks. In this way, the students get accustomed to having the teacher teach both the language content and the language learning and language use strategies at the same time.** (p. 19)

Brown (2000) addresses the increasing positive reception about the advantage of ‘incorporating strategies’ into learners’ acquisition process. He notes that **“Two major forms of strategy use have been documented: classroom-based or textbook-embedded training, now called strategies-based instruction (SBI), and autonomous self-help training”** (p. 124).

SBI is **“a learner-centered approach to teaching”** (Cohen, 1998, p. 114); whereas according to Brown (2000, p. 130), Strategies-based instruction (SBI) is “learner strategy training”. Cohen (1998) conducts a study at the University of Minnesota which focuses on strategies that are conscious raising and the ones that the participants manage to identify explicitly. The aim is to examine what possible advantage students can get from immersing formal SBI in EFL speaking classrooms. He claims that **“explicitly describing, discussing, and reinforcing strategies in the classroom - and thus raising them to the level of conscious awareness – can have a direct payoff on student outcomes”** (p. 19).

Other study which support Cohen (1998) is Sarafianou & Gavriilidou (2015), they also claim that explicit strategy instruction can make learners aware of possible strategy use benefits, do self reflection of

how successful it is later on apply the strategy to other condition. By such treatment, learners are helped beyond just learning but more of maximising their learning.

Cohen (1998) argues that SBI is more effective than other programs, which are “various short-term interventions (e.g. periodic workshops for students on strategies for reading, learning vocabulary, speaking, and writing) had only short-term effects at best” (p. 114). The findings of Cohen’s study support his belief about the benefit of SBI and advocate that SBI, indeed, ‘should have a role in the foreign language classroom’ (p. 151).

Brown points out that Cohen’s (1998) study is one of the researches that is able to demonstrate the effectiveness of SBI, other study by Sarafianou & Gavriilidou (2015) also mention that SBI triggers learners to play active role in that they are assisted to do self monitoring and evaluation.

The effectiveness of SBI is also true in the study of Rahimi (2014) who reveals that vocabulary learning is less being inputted to language and exposed, this condition takes place in ESL contexts compared to EFL ones. This fact causes potential hurdles in vocabulary learning, SBI is believed to play great role in facilitating success in vocabulary learning.

### TEACHING L2 AND EFL TO OLDER LEARNERS

Zafar & Meenakshi (2012) believe that L1 acquisition has critical period, such normal successful acquisition by children is merely limited within few years. The rationale is there is lose of ability to fulfill the required brain capacity to learn language, namely brain plasticity lost. To support this, they point out a well-known case of Genie who is abused by keeping her isolated from all language input and interaction until the age of thirteen. As the consequence, linguistic knowledge and skills development of Genie’s L1 (English) is never developed.

Moinzadeh, Dezhara & Rezaei (2012) mention that many researches show the fact that the brain develops and its left hemisphere has more control of language function, they portray this neurological changes play role in the process and nature of L2 learning. Relating to the superiority of children in learning a language, Zafar & Meenakshi (2012) pinpoint interesting fact “Are children more successful second language learners than adults? Many would say yes, if we commonly observe the ease with which children, especially young children slip into the role of second language speakers.”(p. 639)

On the contrary, Marinova-Todd et al. (2000) do not consider this lost of brain plasticity as the ultimate factor, they claim that “Age does influence language learning, but primarily because it is associated with social, psychological, educational, and other factors that can affect L2 proficiency, not because of any **critical period that limits the possibility of language learning by adults**” (p. 28).

In dealing with older learners, Marinova-Todd et al. (2000) recommend that ‘even though teachers can do little to “improve” a student’s age, they can do much to influence a student’s learning strategies, motivation, and learning environment. Thus, such teachers are justified in holding high expectations for their students and can give their motivated students research-based information about how to improve their own chances for learning to a high level.’ (p. 30).

### CONCLUSION AND SUGGESTION

By doing needs analysis prior the beginning of the course, teachers can try to adapt their teaching methodology to the needs, purposes, conditions, preference, and benefit of both the learners and sponsor-agencies (if any). Moreover, teachers need to be sensitive and prepared enough to deal with the fact that individual differences really affect the choice of available learning strategies to be the most effective ones. Factors such as: gender, age, subject, context, culture, educational background, and intended educational level (secondary or tertiary); should become consideration in selecting learning strategies.

Learning strategies is worth considering, because of its increasing role in teaching and learning process. Students always try to find the most effective and suitable learning strategies to improve their achievement, it will be beneficial if teachers also try to adapt teaching strategies to cope with their current students’ needs and circumstances. Take for example, teaching adults. Brown (2000) mentions that styles are uniquely firm in adults, meaning their strategy selection maybe already appropriate for them.

The next factor is the benefit of fostering students to have bigger role and be more responsible in their own learning activities and process, they are facilitated and given the opportunity to ‘choose’ their preferred strategies. Teachers’ role is to monitor the effectiveness and progress of students’ learning process, if necessary and teachers feel that they can boost students’ achievement more, as educators, they can suggest more effective strategies or better application of the strategies.

The other factor that needs to be adapted is education-level of current students, teaching different education-level will be approached with different methodology. For postgraduate students, teachers seem

prefer to give students the responsibility for their own learning. Maybe only very little time will be allocated in helping students to choose the most suitable learning strategies. While, for teaching English for Academic Purposes (EAP) it is advisory to be approached with SBI. SBI has been proven empirically by many researches to be effective in facilitating the success of L2 learning. One of which is by Rahimi (2014) who postulates that students can be assisted by teachers to be more independent and self-monitored as the result of incorporating SBI in the learning process. Sarafianou & Gavriilidou (2015) confirm the 'teachability' of learning strategies even for SBI and suggest that by doing explicit and integrated strategy training; the result will be more outstanding.

Teachers' creativity and adjustment will also help students to adapt their learning styles, more specifically their learning strategies in order to cope with students' intended learning context and demand. In addition, teachers need to consider psychological matter so that they can modify their teaching methodology to suit individual differences of their students. Zafar & Meenakshi (2012) suggest that teachers have to do beyond than just being informed that there are individual differences, they should employ their knowledge and willingness to utilise these individual differences for L2 acquisition success.

Due to the fact that this paper only approach learning strategies in terms of their role in SLA and contribution to L2 acquisition, further survey will be sensible in getting more insight. One of them is to know whether there is relation between learning strategies and Krashen's Comprehensible Input Hypothesis or not. Brown (2000) claims that learning strategies and input are linked.

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## ABOUT THE AUTHOR

Andy earned Bachelor in English Literature from Gajayana University (2000), and Master of Applied Linguistics from Department of Linguistics and Applied Linguistics, the University of Melbourne (2004). He is an English Education lecturer at University of Kanjuruhan and a TEFLIN member. His interest includes ELT and Applied Linguistics. Mobile: 0816551662.