Accelerating Second Language Acquisition for Effective Strategies for Student

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INFO ARTIKEL	ABSTRACT
Keywords: second language acquisition, accelerated learning, effective strategies	This study examines the importance of expediting the acquisition of a second language (SLA), with a particular emphasis on techniques and approaches that improve the effectiveness of language learning. Based on ten participants—English teachers and students—in structured interviews, the study investigates the advantages, phases, and practical approaches for second language acquisition. It has been demonstrated that expediting SLA enhances communication abilities, scholastic achievement, and cognitive growth, providing useful benefits in professions like tourism. In order to improve the acquisition process, the study emphasizes the value of immersion, cognitive and metacognitive techniques, and using the first language. By being aware of these components, teachers can better adapt their instruction and help students become proficient more quickly. The results imply that in order to maximize language learning outcomes, a comprehensive strategy that takes into account individual learner characteristics and stages of acquisition is necessary and empowering students to actively participate in the global society.

INTRODUCTION

Second language acquisition (SLA) is the study of people or groups who are learning a language after already learning their first one during childhood, which is often called target language, which refers to any language that is being aimed for or pursued in learning (Saville-Troike & Barto, 2017). The learning process of involving formal and informal learning. It can be taking places in classrooms, in naturalistic context such as picking up new words or phrases from reading books or watching movies in a second language, or it can be a mixture of these circumstances. Various reasons underlying individuals seeking to acquire second language, including in order to fulfill academic requirements, to enhance career prospects, to communicate with other in wider and diverse context, or trying to broaden cultural understanding (Gardner & Lambert, 1959).

In this globalization era, being fluent in a second language is a crucial thing. When individuals have proficiency in a second language, it will allow them to have wider

opportunities in academic, career, and participate more fully in the global community. Accelerating second language acquisition is essential to minimize the barriers and challenges in learning a second language process, such as the individual differences, age-related factors, socio-cultural influences, and limited language exposure (Gass et al., 2020). Therefore, accelerating second language acquisition is crucial for students to achieve fluency and proficiency in a new language.

The process of accelerating second language acquisition involves several stages that can be employed to enhance the learning experience. According to (Krashen, 1982) hypotheses, teachers as language educator can create an environment that accelerates second language acquisition by create opportunities for learners to be exposed to language that is slightly above their current level of understanding, ensure that learners are in a relaxed and positive emotional state, focus on meaning rather than form, minimize direct teaching of grammar rules and focus more on language use, provide abundant input through reading and listening activities, promote interaction with native or proficient speakers of the target language, and engage learners in tasks that require meaningful use of the target language.

Understanding the principles of second language acquisition is thus essential for educators designing effective language learning programs that meet the needs of students in this era. Effective strategies can help students overcome language barriers and enhance their learning experience. The research of (Oxford, 2018) provides a detailed examination of various strategies that can be employed to facilitate second language acquisition, which involves Metacognitive strategies; including setting goals and objectives for language learning and self-assessing, cognitive strategies; repeating and rehearsing language structures, memory related strategies, compensatory strategies; using synonyms or circumlocution when faced with unknown words or structures, affective strategies; maintaining a positive attitude towards language learning, and social strategies; seeking clarification, verification, and correction from proficient speakers.

In order to assist students in achieving language competency and fluency more quickly, it is imperative that second language learning be accelerated(Itania, 2014). Students can overcome language hurdles and interact successfully in a variety of academic, professional, and social environments by speeding up their acquisition of a second language (Itania, 2014). Thus, the purpose of this study is to examine the significance of quickening the learning of a second language, the phases involved in language acquisition, and practical methods that students can use to speed up their language learning process. Teachers may help students to achieve fluency and proficiency in their target languages more efficiently, facilitating their access to the global community and opening doors to a world of opportunities, by discussing effective strategies for accelerating second language acquisition.

Literature Review

Accelerating second language acquisition refers to the process of speeding up the learning of a new language by using effective strategies and techniques (Itania, 2014).

This can involve a combination of methods such as immersive learning, targeted practice on weak areas, engaging with native speakers, and utilizing multimedia resources (Itania, 2014; Kazar, 2013). The goal of accelerating language acquisition is to help learners achieve fluency and proficiency in the new language more quickly and efficiently.

Numerous methods and approaches are involved in accelerating language acquisition, which might aid language learners in developing their language proficiency more quickly. These are a few practical methods for quickening the process of learning a language. One of the most important methods for learning a second language is immersion. Living in an English-speaking nation, viewing English-language films and TV series, enjoying English-language literature and articles, and listening to podcasts and music are all ways to accomplish this (Itania, 2014; Kazar, 2013). Speaking and using the language practically are further improved by interacting with native speakers in online forums, real-world talks, and language exchange programs (Itania, 2014). Furthermore, specialized exercises that provide concentrated practice on weak areas like grammar, vocabulary, pronunciation, and listening comprehension assist students in addressing particular difficulties (Trofimovich et al., 2009). Learning becomes more interesting and pleasurable when multimodal resources are used, such as games, interactive websites, and applications for language acquisition (Marchetti & Valente, 2018). Enhancing communication skills also requires providing opportunities for practice through speaking with locals and taking part in language exchange programs (Itania, 2014).

Learners might avoid feeling overwhelmed by breaking down language acquisition into smaller, more manageable activities and concentrating on one component at a time. Remaining motivated and monitoring progress require setting clear, attainable goals and adhering to a regular study schedule (Itania, 2014). Learning can be facilitated by using language learning applications like Duolingo, Rosetta Stone, and Babbel, which offer structured courses and interactive exercises (Powers, 2019). One way to greatly increase vocabulary and comprehension in the target language is to read books, articles, podcasts, and audiobooks (Cook, 2016). In order to become fluent and proficient in a new language, learners must accelerate their language acquisition process. Learners can expedite their language acquisition process and accomplish their objectives more quickly by employing efficient tactics like immersion, concentrated practice, interacting with native speakers, and making use of multimedia materials.

Examining what makes successful pedagogy for second language (L2) acquisition in a classroom setting is the goal of second language acquisition theory and research. The major theories of second language acquisition offer a variety of viewpoints on how people pick up new languages. According by Douglas (Paltridge & Prior, 2024) to the behaviourist theory, children learn languages via imitation and reinforcement; they mimic the words they hear and get encouraging responses from those around them, which helps them retain what they have learned. On the other hand, the Innatism Theory most famously linked to Noam Chomsky argues that people possess innate mental structures from birth that are intended for language learning. This idea holds that children learn language norms based on universal grammar rules that are present in all languages spoken

by people. The importance of social interactions and cognitive growth in language learning is emphasized by interactionist or developmental theory. It makes the case that young children's language development is intimately related to both their general cognitive development and their social relationships.

The learnt system and the acquired system are two separate systems of foreign language performance that are distinguished by Krashen's Monitor Model (Luo, 2024). The term "acquired system" describes the unconsciously occurring process of language acquisition through understandable information, in which learners take up language by comprehending meaningful conversation. This system does not rely on textbook learning, but rather on context-rich language exposure. The learnt system, on the other hand, entails conscious learning through explicit instruction, in which students deliberately study and commit grammar and language rules to memory. Typical components of this system include scheduled learning activities and traditional classroom environments. While both systems are important for language learning, Krashen contends that mastery of the learned system is more important for developing fluency and using language naturally.

Over time, the teacher's role in teaching second languages has changed dramatically. Teachers were traditionally viewed as authoritative individuals who oversaw the educational process, gave clear instructions, and assessed the performance of their students. But as new theories and methods for teaching languages have emerged, instructors' responsibilities have grown to encompass more dynamic, facilitative, and learner-cantered methods. So, the role of teachers in second language development is very important. Then the teaching learning process must have innovation and can start from evaluation strategies in later language development.

METHOD

The purpose of the qualitative research is to thoroughly examine the importance of accelerating the acquisition of a second language as well as the methods that students might use to successfully quicken their language learning process. Ten participants from various professions were interviewed in an organized manner as part of the data collection process. These participants included English instructors, college students specializing in English education, and high school students from vocational schools with a focus on tourism industry. Because of the wide range of samples chosen, researchers are able to examine the phenomenon of second language acquisition from a variety of angles and uncover tactics that might not be apparent if the study concentrated solely on one group. This is common in qualitative research; the structured interviews were carried out to gather a variety of data from replies in many circumstances and places. (Alam et al., 2021; Arifin, 2020) In addition, this attempts to lessen the potential for bias that could develop from using a single participant group. structured interviewing method used to get a range of information from responses in different settings and circumstances (Sarosa & Sarwiji, 2017). An interview is described as a conversation with the aim of understanding the world from the perspective of the person being interviewed to scientific explanations (Kvale, 2007; Muzari et al., 2022)

Thematic analysis with coding was used to analyse the data. The process of systematically producing codes that result in the construction of themes is known as thematic analysis, and it is a popular technique used in the analysis of qualitative data to find, examine, and interpret meaning (Mackey & Gass, 2011; Zacharias, 2016). Finding connections between the topics that surfaced from the participants' responses was one of the data analysis's tasks. Following processing, the data was given as a table summarizing the key themes discovered in the data, which were then interpreted using narrative descriptions to give a comprehensive knowledge of the perspectives and experiences of the interviewees (Mackey & Gass, 2011; Zacharias, 2016).

Several interrelated steps are required to ensure objectivity when processing story data in qualitative research. To be able to identify and lessen their own prejudices, researchers must first be conscious of their own personal biases, values, and experiences that may affect how they perceive data (Dehalwar & Sharma, 2024). Building trust and facilitating a more nuanced view of the findings are achieved by transparency and reflexivity about their study process and methodologies, including personal biases (Dehalwar & Sharma, 2024; Hodgson et al., 2024). Systematic classification and preservation of useful data are ensured by careful and methodical data gathering and analysis techniques, such as transcriptions from memory and uniform coding schemes (Hodgson et al., 2024). Themes and classifications should spontaneously arise from the narratives, and interpretation should stay rooted in the data itself, avoiding the imposition of assumptions. Peer review and feedback procedures improve objectivity and accuracy, and other researchers' input helps to improve the analysis (Hodgson et al., 2024).

Furthermore, taking into account the historical, cultural, and social settings of data gathering guarantees a thorough comprehension of participant experiences. A reliable and extensive dataset is produced by combining many techniques, including surveys, observations, and interviews. Further ensuring impartiality and reliability of findings is maintaining excellent data quality through rigorous checks and ongoing reflection on biases and procedures throughout the study process. Researchers can generate dependable, high-quality study results in qualitative narrative analysis by following these guidelines.

RESULT AND DISCUSSION

The following table is the summary of themes from the data result of structured interview to 10 participants. The participant is English's teacher. The choosing English's teacher as the participant because how the researcher know their strategies can accelerating SLA.   The researcher asked 12 questions consisting of 4 questions about the Importance of Accelerating Second Language Acquisition, 4 questions about Stages of Language Acquisition, and 4 questions about Effective Strategies for Accelerating Language Learning. These questions are structured considering the theoretical framework strategies outlined in Oxford's (1990) research on language learning strategies.

Table 1
Summary of Themes and Quotes from Interviews on SLA Learning

Theme	Question	Participant Quotes
Importance of Accelerating Second Language Acquisition (Chen et al., 2011; Zhang, 2022)	1. What are the benefits of accelerating second language acquisition for English language learners?	"Accelerating second language acquisition is crucial for us because it enables better communication with international tourists, which is essential in the tourism industry. That's my benefit as student in here."
	2. How does accelerated language acquisition impact the learning process for English language learners?	"Students who learn quickly often show better retention and application of language skills, leading to more successful learning outcomes."
	3. What are the advantages of learning a second language early in life? (Zhang, 2022)	"It enables us to pursue higher education opportunities abroad and access more diverse career paths."
	4. How does the acquisition of a second language enhance cognitive development and academic performance?	"Learning a second language can increase communication and linguistic competency, which in turn can boost academic success. It can also help cognitive development by strengthening memory, attention, and problem-solving abilities. "
Stages of Language Acquisition	5. What are the stages of language acquisition, and how do they impact the learning process?	"Each stage has its own challenges, but intermediate fluency often demands the most persistence and practice."
	6. How do learners progress through the stages of language acquisition?	"Learners progress through the stages of language acquisition by developing their language skills, including listening, speaking, reading, and writing, and by increasing their vocabulary and grammar knowledge. As educators, we can design more effective lesson plans that cater to the specific needs of students at different stages."

	7.	What are the key factors that influence the rate of language acquisition?	""I think the key factors that influence the rate of language acquisition include the learner's motivation, the quality of instruction, the amount of practice, and the learner's individual differences, such as age and prior language learning experience."
	8.	How do learners' first languages impact their second language acquisition?	"Learners' first languages can impact their second language acquisition by influencing their language learning strategies, their vocabulary and grammar knowledge, and their communication styles."
Effective Strategies for Accelerating Language Learning	9.	What are the benefits of immersion in accelerating language learning?	"These strategies promote independent learning and self-regulation, crucial for sustained language development." Student-
	10.	How can learners use their native language to improve their second language acquisition?	"Understanding terms with related meanings and forms can hasten the acquisition of vocabulary. Common roots and loanwords between many languages can act as helpful linguistic bridges." English's Teacher-
	11.	What are the key factors that influence the effectiveness of language learning strategies?	"Regular practice through cognitive strategies builds a strong foundation in language skills, essential for fluency." Student-
	12.	What are the most effective strategies for accelerating language learning?	" I think using metacognitive strategies. The students can setting clear goals keeps us focused and motivated, while self-assessing helps track progress and identify areas for improvement." English Teacher-

The many advantages, difficulties, and methods linked to quickening language learning for English language learners are shown by the thematic analysis of second language acquisition. The perspectives shared by the participants highlight the significance of quick language learning, especially in vocations like tourism where good communication with foreign visitors is crucial. In addition to enhancing communication

abilities, accelerating the acquisition of a second language also increases language retention and application, which produces more successful learning results (Zhang, 2022).

According to (Tang et al., 2024; Zhang, 2022), there are several benefits to learning a second language early in life, such as the opportunity to seek higher education possibilities overseas and access a variety of professional paths. Early language learning promotes cognitive development by enhancing one's capacity for memory, focus, and problem-solving all of which are necessary for success in the classroom. This cognitive improvement helps learners achieve linguistic proficiency even more, which facilitates their success in other academic subjects.

It is essential to comprehend the stages of language acquisition in order to create strategies for instruction that work. Every level has its own set of difficulties, and intermediate fluency frequently calls for the greatest amount of perseverance and practice (Vong et al., 2024). As one advances through these phases, one must increase one's vocabulary and grasp of grammar while also strengthening the four fundamental language abilities of speaking, listening, reading, and writing. This evolution can be facilitated by effective lesson plans that are customized to meet the unique needs of children at various levels, guaranteeing that pupils receive the right support at every step of their language development (Tang et al., 2024).

The learner's motivation, the calibre of the instruction, the quantity of practice, and individual variations like age and previous language learning experience are some of the major elements that affect the rate of language acquisition (Sari & Han, 2024). First language acquisition has a major influence on second language acquisition; learning methodologies, vocabulary and grammatical knowledge, and communication styles are all influenced by one's native language (Nasution & Perangin-angin, 2024). Acknowledging these factors enables educators to modify their pedagogical approaches to capitalize on the advantages and tackle the obstacles presented by the language backgrounds of their students.

It is noted that immersion techniques are very useful for quickening language acquisition. Immersion fosters self-control and independent learning, two qualities that are essential for long-term language development (Tang et al., 2024). It might also be advantageous to use one's original tongue to enhance the acquisition of a second language. Acquiring knowledge of terms with similar meanings and forms, as well as identifying common origins and loanwords, can speed up vocabulary growth and act as useful linguistic connectors.

Continuous cognitive approach practice builds a solid foundation in language abilities necessary for fluency, which influences the efficiency of language learning methodologies. Learners are kept motivated and engaged by metacognitive techniques like goal-setting and self-evaluation, which also help them monitor their progress and identify areas for development. These strategies ensure ongoing development and ongoing participation in the educational process.

The conversation emphasizes how crucial it is to approach second language learning systematically. The learning process can be greatly improved by including

immersion, using local language, and combining cognitive and metacognitive methods. Teachers can more effectively assist their students in becoming proficient speakers of a second language by addressing the particular difficulties that arise at each level of language development and taking individual learner characteristics into consideration.

All these responses highlight the importance of understanding the stages of language acquisition in designing effective language instruction. By tailoring teaching methods to learners' current levels and needs, educators can provide targeted support, appropriate resources, and timely encouragement to facilitate students' progress and keep them motivated throughout their language learning journey.

Additionally, each of the ten responders provides insightful information on how teachers' approaches to language instruction might be informed by their understanding of these stages. In order to facilitate language learning and promote learners' success, educators play a critical role in creating successful lesson plans that are personalized to each student's unique needs and offering targeted support and resources (Amini et al., 2024). This involves understanding the stages of language acquisition and the linguistic, cognitive, and affective variables that interact during the learning process (Amini et al., 2024).

Despite the valuable insights gained from the structured interviews, there are limitations to consider. The sample size of 10 participants may not fully represent the diversity of perspectives and experiences within the population. Additionally, the structured nature of the interviews may have limited participants' ability to fully express their thoughts and experiences. Furthermore, the reliance on Oxford's (1990) theoretical framework for structuring the interview questions may have constrained the exploration of other relevant factors influencing language acquisition. Finally, the generalizability of the findings may be limited by the specific context and characteristics of the participants involved in the study. These limitations should be considered when interpreting the results and drawing conclusions from the study.

Overall, these answers show how complex language acquisition also in linguistic, cognitive, and affective variables interact during the learning process. Teachers can better assist their students in achieving proficiency in a second language by identifying and resolving the difficulties that arise at each level of language development

CONCLUSION

The structured interviews with participants provided valuable insights into the importance of accelerating second language acquisition, the stages of language acquisition, and effective strategies for accelerating language learning. These themes collectively underscored the multifaceted nature of language acquisition and its transformative impact on individuals' personal and professional lives in an increasingly globalized society. The importance of accelerating second language acquisition was elucidated through the perspectives of English teacher. They emphasized the practical necessity, academic and professional opportunities, and cognitive and interpersonal benefits that come with rapid language acquisition.

The difficult task of acquiring a new language is illustrated by the research of second language acquisition (SLA), underscoring the need of quickening this process for English language learners. The substantial advantages of accelerating language acquisition are highlighted by the theme analysis of 10 participant interviews, which included English teachers and students. Accelerated language learning produces more successful learning outcomes by improving language retention and application in addition to improving communication abilities. This is especially important in professions like tourism, where connecting with foreign visitors effectively is vital.

There are several benefits to learning a language early on, such as improved cognitive development, increased employment options, and overseas further education prospects. Early language acquisition enhances memory, focus, and problem-solving skills, which in turn promotes academic performance and total linguistic competency.

It is necessary to comprehend the phases of language acquisition in order to create instructional tactics that work. Every level has its own set of difficulties, and intermediate fluency frequently calls for the greatest amount of dedication and practice. Progress through these stages can be facilitated by effective lesson plans that are customized to meet the unique needs of children at various levels, ensuring that each stage of language development receives the proper assistance.

The quality of instruction, practice, individual variations including age and past language learning experience, and learner motivation are some of the major elements that affect the rate of language acquisition. Learners' first languages have a big influence on how they acquire second languages; it affects their communication styles, vocabulary and grammar knowledge, and learning methodologies. Acknowledging these impacts enables teachers to modify their pedagogical approaches to capitalize on students' strengths and solve the obstacles presented by their language origins.

Immersion techniques work especially well for quickening language acquisition. Immersion fosters self-regulation and independent learning, two qualities that are essential for long-term language development. It can also be advantageous to use one's native tongue to accelerate the learning of a second language. This is because vocabulary can be acquired more quickly when one is able to recognize common roots and loanwords, as well as comprehend phrases with similar meanings and forms.

Regular practice with cognitive methods is a key component of effective language learning procedures, as it establishes a solid foundation of language proficiency. Learners are kept motivated and engaged by metacognitive techniques like goal-setting and self-evaluation, which also help them monitor their progress and pinpoint areas for development. These techniques ensure ongoing development and ongoing participation in the educational process.

In conclusion, for pupils to become fluent and proficient in a new language, they must accelerate their second language acquisition. Teachers can greatly improve the learning process by including native language, using immersion, and combining cognitive and metacognitive tactics. Teachers can better support their students in becoming proficient speakers of a second language by taking into account the distinctive variations

of each learner and addressing the specific problems at each stage of language development. This method improves students' academic, professional, and social life by opening doors to a world of opportunities and making it easier for them to interact with the global community.

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