

Reflection

[Linguistics](#), [English](#)



Second Language Acquisition Research Affiliation: The acquisition of second language has been proved effective in communicating with children with special needs or those whose speech and language has not developed like usual. The input discussed by Larsen-Freeman and Long, (1999) is useful for teachers who are involved with deaf or even mentally retarded children whose response to speech is not like those of other children. The knowledge and information provided by the article has enabled a deep understanding as well as refining of the speech of such children. The material can also be used by the students to research further in the subject and expound more which can be of assistance to other students in the future.

Larsen-Freeman and Long, (1999) have however discussed the second language acquisition from the culture of the western nations only and this therefore means that their research is only culture specific and cannot be generalized to other cultures in the world. According to Todd and Gonzalez, (2011), Different cultures have different language acquisitions and their first language is not always English. Further research therefore needs to be conducted which will lead to the application of information of SL, NNS and NS to other cultures or generalize the information above so that it considers other cultures as well and benefits their recipients such as the children equally.

Even though Larsen-Freeman and Long, (1999) are not culturally competent in their discussion of second language acquisition my emulation of their information in teaching will involve offering specific attention to each student language-wise no matter their cultural differences. I believe that children are different from each other and the needs of one cannot be generalized to that

of another. The information provided about second language acquisition has and will continue enabling me concentrate even more with the students also use the knowledge provided by Todd and Gonzalez, (2011), to try to bring them to the same level as the rest of the children.

The research article together with the research by Todd and Gonzalez, (2011), has changed my understanding of the NS-NNS as well as the second language acquisition of the children which were previously misunderstood as cheekiness or even rudeness. The information gathered will lead to changing of thinking perspective and ensure putting more into the thought process and even engage in multi-dimensional thinking to avoid making assumptions and hence delaying to assist the people in need at the right time. One question about the acquisition of second language remains unanswered and this is: if the information about second language acquisition as well as the detailed information about NS and NNS are deemed to be so helpful and especially to the special needs children with mental retardation, why has such information not been utilized in schools and not even taught in the syllabus to especially teachers to be?

References

Larsen-Freeman, D. and Long, M. (1999). An introduction to second language acquisition research. New York: Longman.

Todd, H. and Gonzalez, E. (2011). “ Impact of instruction on the use of I2 discourse markers.” *Journal of Second Language Teaching and Research*, vol. 2(1), pp. 2-29.