

Second language learning and rapid speech

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In learning a second/foreign language (L2) one has to acquire, according to the Traditional Grammar, Phonetics, Grammar and Lexicon of L2. In other words, learning of L2 means acquisition of sound, sound patterns, inflectional and derivational categories and the construction of sentence and vocabulary of L2. However, after the introducing of Sociolinguistic and Semantics the above notion has changed. In fact, learning of L2 should not be confined to the above language units and grammatical categories. Language can not be separated from culture and therefore the culture of the L2 should also be acquired. As meaning of utterances depends on non-linguistic factors, L2 learners have to pay attention to Speech Acts, Deixis etc as well.

Even though the term speech indicates uniqueness it is very complex in nature. Regional and social dialectal differences are obvious. Apart from them speech is used through two styles: rapid style and slow style and they are different from each other in length. In fact, slow forms are short.

e.g.

SF
mamɹ janne næ:
"I don't go"
ko: balandə<<
"Let me see"

RF
majjannæ: / manjannæ:
ko: ba: nde

In the past, problems faced by students learning second language were studied in relation to the language structure and stylistic variations of speech, though they have a great influence on L2 learning were neglected. The study of speech styles is significant for two reasons: it has influence on second language learning and it is a factor for the language change.

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