The Inconspicuous Relationships between Language Acquisition and Learning

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Abstract

This research paper throws light on the inconspicuous relationships between language acquisition and learning. It introduces the meanings of language acquisition and learning based on the researches of Pritz Hutabarat and Imran Hussain. Tools for language acquisition, such as movies, games and social networks, are explained clearly in this research paper followed by the definitions of language acquisition and its characteristics. Tools of language learning, such as classroom education and activities, are explained in detail along with the definitions of language learning and its characteristics. These mentioned parts have the testimonials of Fernandes Arung, Aladdin Assaiqeli, Yolanda A.Rankin, Rachel Gold, Bruce Gooch, Hosni M.El-Dali, Parlingdungan Pardede, Eva Alcon, and Jenny X. Montano-Gonzalez. Behaviourist Theory, The Innateness Theory, Cognitive Theory, The Motherese Theory, and Socio-Cultural Theory are the theories of language development that present in this research paper. To prove these language developmental theories, Entisar Khalifa Aljoundi and Dr. Md. Enamel Hoque's research findings based on the experimental findings

of Edward Thorndike, B.F Skinner, Noam Chomsky, Jean Piaget and Lev Vygotsky are provided with suitable examples. This research paper is aimed to spotlight the two most inconspicuous relationships between language acquisition and learning.

Keywords: Language Acquisition, Language Learning, Tools, Language Theories

Introduction

Commonly, the first language of a person must be acquired and the second language of a person may be acquired or learnt based on the environment in which the individual lives. The language acquisition and language learning have similarities as well as differences based on the geographical area in which the language is used. For example, native language of a person may be the second language of another person. It has its own characteristics in the processes, attitudes, and values of the linguistic environment. Pritz Hutabarat stated,

> Krashen classifies the nature of language mastery into two main activities; acquiring and learning. The main differences between the two processes lays in the intentional factor for learning a language. Acquiring refers to unintentional activities of learning a language as observe in the first language acquisition. Learning, on the other hand, refers to intentional effort of acquiring a language, could be a second or foreign language which commonly occurs in a language classroom. (Hutabarat, 162)

> This shows the significant difference between the two processes of getting any language. It must be understood clearly before entering into the research. According to Imran Hussain, "Stephen Krashen's Acquisition-Learning Hypothesis has the view that language can be assimilated, grasped and operated through two modules. i.e. language acquisition that is unconscious and language learning that is the cognizant process" (Hussain 3).

Language Acquisition and Its Characteristics:

Language acquisition means the process of getting the language through acquisition. i.e. experiences which are mostly informal. Based on various researches and their results, infants start to imitate the actions and gestures of their parents as well as elders at first. Gradually, they begin to acquire the language during the age of two or three years old. So, language acquisition is a natural process and it is an outcome of socialisation process which nurtures individuals by the language of the family and the society.

Listening is the most prominent language acquisition activity that provides linguistic experiences to gyrus through the ears. According to Fernandes Arung, "When humans communicate using the language, in the meantime, they are studying and also acquiring the language they hear and use" (Arung 1). This shows the influence of listening in language acquisition process.

He stated, "Language proficiency is really determined by three factors of phased process approach, namely Subconscious Acquisition, Conscious Acquisition, and Learning" (Arung 7). It is possible to acquire a language subconsciously as well as consciously, because language passes through the ears and it stores in the subconscious memory. It is practical in

the life of construction workers who have not formal education, but they acquire the language and speak it fluently as well as the native speaker of the language.

Language acquisition requires a natural setting to improve the language of people. Those who live in a language-using-environment can acquire the language at the best, nearly to the level of native speaker of the language. It focuses on listening and speaking rather than reading and writing. Arung explained, "Some theorists said that in obtaining any language, children tend to acquire language more than adults do" (Arung 2). Children have the ability to focus on listening and speaking before they train themselves for reading and writing. It increases their power of language acquisition. Many researches prove that children can easily acquire five languages before the age of eight if they have necessary language listening and speaking environment.

Through proper acquisition practices, any person can switch from one language to another language easily with or without conscious efforts. According to Aladdin Assaiqeli, "Bilingual acquisition or the acquisition of two languages simultaneously or sequentially is a marvel that concerns linguists, language teachers, and parents who speak two different languages or who can provide a bilingual environment for the child since birth" (Assaiqeli 35).

Tools for Language Acquisition:

Movie is the most common tool for language acquisition. A person can acquire the language of the movie along with culture, norms, and rituals of the geographical area in the movie. From children to old aged people, everyone watches movies and listen songs which make them to acquire the language easily and indirectly. Nowadays, Indians are watching Korean dramas, movies, and songs. For instance, While You Were Sleeping (2017) – Korean series, Parasite (2019) - Korean movie, BTS: Bangtan Boys (2013)– Korean songs, etc., All of them increase the listening of Korean language and the knowledge of Korean culture. By listening to them, Indians get to understand that "Amma" is a word that is common in Korean and Tamil language with the meaning "Mother".

Games in PC as well as mobile phones are the tools for language acquisition. Yolanda A.Rankin, Rachel Gold, and Bruce Gooch said, "Role-playing fantasy games motivate players, creating a virtual world as the context for foreign language students to concentrate on accurate and coherent use of the target language to communicate intent and to assist with completing game tasks" (Rankin & Gold & Gooch 3). This shows that games provide more opportunities to acquire the language.

People engage in mobile or PC games with intention to play and win the levels in them. They read, listen, and see the characters in the game to complete the challenges. According to Yolanda A.Rankin, Rachel Gold, and Bruce Gooch, "The target language is spoken by virtual characters, providing foreign students the opportunity to hear the accents and intonation specific to that language. Moreover, text is displayed on the screen, giving visual cues to determine context of meaning and language content as well as identification of second language vocabulary. Thus, language becomes a necessary artifact of successful gameplay" (Rankin & Gold & Gooch 3).

Social networks can cause language acquisition. They act as a tool to convey the ideas by transmitting language and culture. For example, an Indian sends messages to an American through social media and he uses dictionary to understand the messages of the American. This provides social connection to know about the present scenario of the geographical area where the target language is used as the native language.

Language Learning and Its Characteristics:

Language learning means the process of getting the language through learning. i.e. activities which are mostly formal. Hosni M. El-Dali states, "Learning is a cognitive process, because it is thought to involve internal representations that regulate and guide performance. In the case of language acquisition, these representations are based on the language system and include procedures for selecting appropriate vocabulary, grammatical rules, and pragmatic conventions governing language use" (El-Dali 1499).

Schools, colleges and universities are the places which follow the concept of language learning. Language learning focuses on reading and writing rather than listening and speaking. It teaches the conscious learning of linguistic structures and grammar of any language which is native or foreign language. For example, School curriculum has Tamil as Part I subject and English as Part II subject in Tamil Nadu. Students must write and pass the examinations to prove their proficiency in the languages.

Parlindungan Pardede states, "During-reading activities, in which the teacher guides and monitors the interaction between the reader and the text. One important skill teacher can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, to summarize information and record their reactions and opinions" (Pardede 7). This shows the role of teacher in classroom for making students to learn a language.

According to Eva Alcon, "With regard to the nature of language, discourse analysis and communicative language teaching share a consensus about the importance of communication. From this perspective, describing language in use, in naturally occurring contexts, has been applied to the different levels of linguistic analysis and this has helped to identify the linguistic content of communicative language teaching (Alcon 177). This shows the importance of language teaching in classrooms.

Tools for Language Learning:

Classroom education is the most common tool for making people to learn languages. Students are studying languages as different subjects and engage in classroom activities to get pass marks in education. They follow drilling and practice of grammar to develop their fluency. Based on some researches, this process takes more time to master the language than language acquisition process. According to Jenny X. Montano-Gonzalez, "One of the most recognized researches on learning strategies was conducted by O'Malley and Chamot in 1990. Their writing documented a model called Cognitive Academic Language Learning Approach (CALLA) that was conducted in Culturally and Linguistically Diverse (CLD) settings" (Montano 480).

He said, "Earlier research has shown that this historical approach emerged two centuries ago with the purpose of teaching Greek and Latin, whose instruction viewed language learning as a mental discipline. This teacher-centered approach is mainly focused on teaching L2 grammar structures" (Montano 481). This is the common classroom practice for teaching languages. He added, "Research reveals several strategies that learners can choose when they are learning a second language. In general, drills, rote memorization, dialogue memorization, repetition, and kinetics are learning strategies associated with the grammatical approach" (Montano 481).

Jenny X. Montano-Gonzalez told, "Cognitive strategies include manipulation, mental and physical of the material to be learned. Such strategies are known as resources in the hands, which can be applied for learning a second language through resourcing, repetition, grouping, deduction, imagery, auditory representation, elaboration, transfer, keyword method, inferencing, note taking, and summarizing (Montano 482). Metacognitive strategies help students to take control in their language learning process. Social or affective strategies make students to learn the language through interaction with peers.

Theories of Language Development:

Behaviourist Theory:

Behaviourists called the language acquisition and learning as the similar process that needs conditioning. They called children as the respondents for conditioning process. Edward Thorndike's The Trail and Error Theory explains language learning or acquisition is a form of practice in which the learners make errors in communication and rectify their errors by the increase of practice. B.F. Skinner's The Operant Conditioning Theory states that the language learning or acquisition needs conditioning process. i.e. In schools, students get punishments for scoring low marks and they get rewards for scoring high marks in language subjects. In society, those who use the language well get higher responses than those who use the language poorly.

The Innateness Theory:

The generative grammar theory is also called as the innateness theory. It states that children are born with the knowledge of formal principles and grammar structures of the language. They genetically have a special tool to acquire language which is called as Language Acquisition Device (LAD). This focuses on Universal Grammar (UG) which means same grammar, such as nouns, verbs, sentence structures, etc., for all the human languages. It is widely known as Universal Grammar Theory. Noam Chomsky was the founder of this theory and he received many criticisms for the subjectivity of this theory.

Entisar Khalifa Aljoundi stated, "Language acquisition is an innate biological function of human beings just like learning to walk" (Aljoundi 2). It is proved that children's brain contains special language learning mechanisms at birth. According to Dr.Md.Enamul Hoque, "Every child acquiring language passes the same stages in the same order. Language acquisition is very responsive to maturational factors and relatively insensitive to environmental factors. It is said that different brain circuits are responsible for representing/processing linguistic information. That is to say, Universal Grammar (UG) in

Second Language Acquisition (SLA) is a remarkable contribution to the history of linguistics" (Hoque 9).

Based on the researches of Fernandes Arung, "Since human alive inside mother's womb especially at up to the age of three months, a fetus has tried to acquire sounds subconsciously. In his or her insensibility, s/he is able to hear various sounds that come inside or outside of the womb. This is actually a basic in developing his/her ability to utter any language" (Arung 7).

Cognitive Theory:

Cognitive theory for language learning and acquisition is a branch of cognitive psychology. It is the term that is developed by Swiss psychologist, Jean Piaget, who provided testimonials for overall intellectual development theory. According to Entisar Khalifa Aljoundi, "Language acquisition needs to be learnt and developed by social interaction and cognitive development" (Aljoundi 2). This states that language learning or acquisition is developed from one's own mental process that leads him or her to make an effective social interaction.

Entisar Khalifa Aljoundi explained, "Gethin proved that children have the ability to acquire even more than one language in the same time, because their minds are bright and they are not busy with the stress of life as adult, so they able to learn fast but adults' minds are always busy, in which they concentrate on the other sides of life which is more important to them than acquiring language" (Aljoundi 5). He emphasised about the use of minds, cognition, in language acquisition or learning.

The Motherese Theory:

The Motherese Theory is otherwise called as the Input Theory (IT). It states that children listen to their parents' communication and they acquire the language of their parents. Parents communicate with children differently when comparing to the other members of the society. So, children acquire limited vocabulary from their parents before they jump into language learning in schools. By listening to the domestic language of parents, children start to make speech sounds, short meaningless sentences, short meaningful sentences, long partially meaningful sentences, and long completely meaningful sentences.

Socio-Cultural Theory:

Lev Vygotsky was the founder of the socio-cultural theory which states that human beings learn or acquire everything from the society in which they live. It includes human beings' languages, cultures, norms, values, behaviours, etc. He emphasised that learners can do or learn some things without anyone's help and many things with the help of elders, such as parents and caretakers. The latter is called as the Zone of Proximal Development (ZPD). Therefore, people learn or acquire language through their interaction with the environment.

Vygotskian notion proves that a child who is living in a country achieves different language milestones when comparing the child with another child which is living in another country. This linguistic difference is formed by the rules and interactions of the society with the children, in general, who live in the specific country. In other perspective, it is the environmentalist theory of language development.

Conclusion

In conclusion, there is an inconspicuous relationship between language acquisition and language learning. People do not learn the first language. They acquire it firstly. Then, they make themselves to learn the first language through formal mode of education. For example, People who have Telugu as their mother tongue in Tamil Nadu can speak in Telugu, but they cannot read or write in Telugu. Similarly, People who have Tamil as their mother tongue in Tamil Nadu can speak in Tamil, but they cannot read or write in Tamil without formal education in Tamil language. This proves that language acquisition is the primary part of humans' language development. Language learning always goes behind the language acquisition.

After people acquire the language better, they must start learning the language through formal education system or they may permanently lose the ability to completely understand the language. It is previously mentioned that language acquisition means listening and speaking, and language learning means reading and writing. Simply, Fernandes Arung said, "Acquisition is happened accidentally, naturally, and multiple times while learning is planned, unnatural, multiple times" (Arung 9).

Those who acquire the language and skip the learning process may speak the language, but they cannot read or write anything in the language. Those who learn the language and skip the acquisition process may read and write in the language, but they cannot speak the language fluently. To develop a competence in any language, a person must have LSRW (Listening, Speaking, Reading, and Writing) skills in the right order. Hence, it is the first inconspicuous relationship between language acquisition and language learning.

A person can develop his second or third language well when he has equal experiences in language acquisition and learning. On the other hand of this research, it is proved that there are different languages with various tools for language learning and acquisition, but they focus on the common theories of language development irrespective of their languages. So, this is the second inconspicuous relationship between language acquisition and language learning

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