



Aspects of Acquisition and Learning with Reference to English as Second Language

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Abstract: This study is dedicated to a brief description of the theory and its implications for many elements of second language acquisition/ learning theory and practice. We define acquisition and learning, and for adult second language acquisition is presented. Adults have two different systems for gaining second language ability, subconscious language acquisition and conscious language learning, according to theory, and both systems are inextricably linked: subconscious acquisition appears to be significantly more essential.

Keywords: ESL, language-learning, inextricably linked, subconscious language.

Introduction:

The process of learning a language is quite similar to how children learn their first and second languages. It necessitates meaningful engagement in the target language—natural communication—in which speakers are more concerned with the messages they are expressing and comprehending than with the structure of their utterances. Although error correction and explicit rule teaching are not relevant to language acquisition caretakers and native speakers can modify their utterances directed at acquirers to aid comprehension, and these modifications are thought to aid the acquisition process.

It has been theorised that in language acquisition, there is a very consistent order of structure acquisition, that is, there are evident 1 commonalities amongst acquirers in terms of which structures tend to be learned early and which tend to be acquired late. Acquirers do not need to be aware of the "rules" they have, and may self-correct based only on a "feel" for grammaticality. Error correction and the presentation of clear norms, on the other hand, are regarded to greatly aid conscious language acquisition (Krashen and Seliger, 1975). It is claimed that error correction aids the learner in arriving at the proper mental state. The linguistic generalisation is shown. Is there any evidence that such feedback has this effect? to a considerable extent, the question remains unanswered. Although syllabi implicitly suggest that learners learn in an invariant order, it is stated that learners learn in an invariant order move from simple to sophisticated in a sequence that may or may not be the same as the original sequence of acquisition.

As mentioned in the introduction, one may expect individual second language performers to vary in terms of how often they use the target language. In the development of a second language, keep an eye on things. At one extremity of the spectrum, some performers may have a conscious understanding of the target language. Whenever it is possible Users of the Extreme Monitor may be concerned about this. Modifying their output to adhere to their conscious principles in order to achieve fluency be severely hindered On the opposite end of the spectrum, we can come across folks who They virtually never check their output. These people actually exist, and their tales are instructive, both in terms of what they've done and how they've done it. the theoretical question of the Monitor Model's functioning, and with relation to the actual issue.

Authentic materials are socially arranged materials for social purposes and help to connect the learners in study hall with the language outside the study hall in reality (yadav, 2022). Another researcher, Jordan (1997) characterizes authentic materials as materials which are not

composed for language teaching purposes and which cause the student to be presented to the genuine language. (Yadav, A Critical Review of Authentic Materials, 2019) Not utilizing relevant Authentic Material for ESL learners result lack of proficiency, productivity in English language just as English relational abilities. In this research we evaluate the profitability, productivity, authenticity and dependability of real materials for ESL learners. (Yadav, A Brief overview of Authentic Materials in ESL/EFL Classrooms, 2019). Authentic materials have real language. In order to achieve the objectives of English language teaching/ learning it is important for the English language teachers to exploit other materials around them according to the needs of learners and to create interest in them. (Yadav, Optimal Learning of Communication and soft Skills, 2022) Be familiar with your material- words and phrases, to inspire your audience's trust and confidence hence it is pertinent to choose AM selectively according to the need of learners.

Central argument is that conscious learning is only available to the performer as a Monitor. In general, acquired systems begin utterances; our production fluency is dependent on what we've "picked up" through active communication. Our "formal" knowledge of the second language, our conscious learning, may be utilized to change the learned system's output, sometimes before and sometimes after the utterance is created.

The acquisition of a mother tongue and a second language has various characteristics in common. They both necessitate a meaningful engagement and genuine communication in which speakers are more concerned with communicating and understanding the message than with the form of their words. Error correction is unlikely to be essential, and teaching grammar is unlikely to help in the acquisition of a second language. Teaching should allow acquisition to develop while also instilling in the second language learner a sense of self-confidence that will enable him to recognise and correct faults later on, since this strategy will aid in the acquisition process. Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973; Brown, Cazden, and Bellugi, 1974). Formal language acquisition, on the other hand, is supposed to be overwhelmed by a significant lot of information.

Development of Second Language Acquisition

Second language acquisition "intake," according to Stephen Krashen, entails giving a linguistic context that is "a little beyond" the learner's existing proficiency in the L2 (Krashen, 1981,p.103). We witnessed an $i+1$, which means that the learning scenarios should challenge the L2 acquirer by offering a new input that is above the learner's ability, allowing him to learn something new and build on what he already knows. Most modern language theorists agree that the idea of a learning continuum exists, in which predictable and sequential stages of second language acquisition occur. A youngster may learn a second language using nearly the same methods he used to learn his mother tongue. It is, in reality.

The Concept of Learning

Learning is defined as the process of learning new abilities or information while simultaneously enhancing old skills. Learning causes a change in an individual's knowledge and behavior. Everyone learns at a distinct rate or pace, which indicates that everyone has a varied rate or speed of learning. The learner's ability and motivation, as well as the teacher's talents and methods of transferring knowledge, all have an effect on a person's learning experience.

The Critical Period

Hypothesis states that the first few years of life constitute the time during which language develops readily and after which language acquisition is much more difficult and ultimately less successful.

Types of Learning:

- 1. Motor Learning:** Most of our daily actions are motor activities, such as walking, running, driving, climbing, and so on. Muscle coordination is required for all of these actions.
- 2. Verbal Learning:** This sort of learning entails the language we use and the communication techniques we utilise, such as signs, images, symbols, words, and sounds, among other things.
- 3. Conceptual Learning:** Higher-order mental functions such as thinking, reasoning, and intellect are required in this type of learning. The toddler learns new ideas by using these.

Affecting Learning Factors:

(A) Learner-related factors include:

- The intensity of learning is determined by the learner's motivation.
- The efficiency or mental ability of the learner.

- The learner's ability and interest in the topic.
- The health of the learner as a whole.
- The learner's focus

(B) Teacher-related factors include:

- The teacher's command of the topic
- The teacher's communication style
- The personality of the teacher and his or her approach toward students.
- The way the teacher interacts with the students.

(C) Environmental, educational, and human resource considerations include:

- Learning-friendly setting
- Classroom structure and size.
- Access to suitable subject information to aid in the learning process
- The learner's home environment.

Concept of Acquisition:

When language is learnt naturally and without any systematic practice, it is called acquisition. The term 'learning and acquisition' are complementary. Learners acquire language where it is used in the natural environment.

A. Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.

- This capacity involves the picking up of diverse capacities including syntax, phonetics and an extensive vocabulary. This language might be vocal as with speech or manual as in sign.

Language acquisition usually refers to first language and learning to second

Which studies infants' acquisition of their native language, rather than second language acquisition, which deals with acquisition (in both children and adults) of additional languages

- The capacity to acquire and use language is a key aspect that distinguishes humans from other organisms. While many forms of animal communication exist, they have a limited range of non-syntactically structured vocabulary tokens that lack cross-cultural variation between groups.

Concepts Associated with Acquisition and Learning:

Piaget's Concept:

This concept states that learning starts with **adaptation, assimilation and accommodation**. He also said that classification was also important to learning the language.

- Certain words and sounds needed to be grouped together to better understand and use them in speech.
- Through assimilation, the learner takes the information and changes it to make it suitable for him.

Concept of Chomsky:

Chomsky states that every person possesses a **Language Learning Device or (LLD)** which is a hypothetical tool hard-wired into the brain.

- It helps children in rapidly learning and understanding a language.
- He also states that all children are born with an understanding of the rules of language; they simply need to acquire vocabulary.

Vygotsky's Concept of Learning and Acquisition:

Vygotsky was of the opinion that social interaction played an important role in the development of cognition.

- According to him, 'community' also plays a central role in the process of making meaning and learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function.
- In other words, higher mental processes in the individual have their origin in social processes. He places more emphasis on the role of language in cognitive development.

Pavlov's Concept of Learning:

Pavlov propounded a new theory of learning known as **Classical Conditioning**.

- According to him classical conditioning is a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus.
- Classical conditioning is based on habit formation. Pavlov was of the view that humans learn due to some stimulus.

Conclusion

In a bilingual and multilingual culture, acquiring and learning a second language is critical. It's also a must in today's global society, when technology is primarily limited to a few countries speaking a few languages. In reality, many students, instructors, specialists, and politicians are in desperate need of these languages.

As previously stated, some beneficial approaches for teaching and learning a second language were recommended in the theory of second language acquisition. Teachers are encouraged to employ such ideas in order to make their jobs easier and to assist their pupils acquire and learn more effectively.

The emphasis should be on how to progressively assist learners in learning a foreign language in a way that emphasises fluency over correctness.

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