

LANGUAGE ACQUISITION VERSUS LANGUAGE LEARNING

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Abstract

Language is the primary form of communication that humans use. However, language is not something that is taught to children. A child will pick up his/her native language just by being around other people, mainly their families. This is called language acquisition. The child acquires the language without any conscious thought or study. Language learning, on the other hand, is a structured learning of a language. This is the process that most people follow when trying to learn another language. Here the student is made to study lists of vocabulary, as well as sentence structure and grammar. This is the most common method used in schools and language learning centers.

Key Words: - Language, Learning, Acquisition, Students, Faculties.

When we think of ‘language learning’ we need to understand two clearly distinct concepts. One involves receiving information about the language, transforming it into knowledge through intellectual effort and storing it through memorization. The other involves developing the skill of interacting with foreigners to understand them and speak their language. The first concept is called "language learning," while the other is referred to as "language acquisition." These are separate ideas and we will show that neither is a natural consequence of the other.

The distinction between acquisition and learning is one of the hypotheses (the most important) established by the American Stephen Krashen in his highly regarded theory of foreign language acquisition known as the Natural Approach.

Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning. Language Acquisition is the manner of learning a language by immersion. It provides the student with the practical knowledge of the language. It is the product of real interactions between people in environments of the target language and culture, where the learner is an active player. It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge. It develops familiarity with the phonetic characteristics of the language as well as its structure and vocabulary, and is responsible for oral understanding, the capability for creative communication and for the identification of cultural values. In acquisition-inspired methodology, teaching and

learning are viewed as activities that happen on a personal and psychological level. The acquisition approach praises the communicative act and develops self-confidence in the learner. In fact, by the time a child is five years old, he/she can express ideas clearly and almost perfectly from the point of view of language and grammar. This is despite any formal studying of the language.

"We are designed to walk... That we are taught to walk is impossible. And pretty much the same is true of language. Nobody is taught language. In fact you can't prevent the child from learning it." (Noam Chomsky, *The Human Language Serie 2* - 1994)

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." (Stephen Krashen)

Language learning, on the other hand, is the result of direct instruction in the rules of language. Language learning is not an age-appropriate activity for very young children as learning presupposes that learners have a conscious knowledge of the new language and can talk about that knowledge. They usually have a basic knowledge of the grammar. Language learning focuses on providing theoretical knowledge of a language. The concept of language learning is linked to the traditional approach to the study of languages and today is still generally practiced in high schools worldwide. Attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language, whose parts are dissected and analyzed. The task requires intellectual effort and deductive reasoning. The form is of greater importance than communication. Teaching and learning are technical and based on a syllabus. One studies the theory in the absence of the practice. One values the correct and represses the incorrect. Error correction is constant leaving little room for spontaneity. The teacher is an authority figure and the participation of the student is predominantly passive. The student will be taught how to form interrogative and negative sentences, will memorize irregular verbs, study modal verbs, learn how to form the perfect tense, etc., but hardly ever masters the use of these structures in conversation.

In acquisition-inspired methodology, teaching and learning are viewed as activities that happen on a personal and psychological level. The acquisition approach praises the communicative act and develops self-confidence in the learner.

A classic example of second language acquisition are the adolescents and young adults that live abroad for a year in an exchange program, often attaining near native fluency, while knowing little about the language. They have a good pronunciation without a notion of phonology, don't know what the perfect tense is, modal or phrasal verbs are, but they intuitively recognize and know how to use all the structures.

Language learning is generally considered to be a slower process than language acquisition. There are people who study a language for years without mastering it. The main difference between Language Acquisition and Language Learning is that Language Acquisition is the manner of learning a language by immersion. It provides the student with the practical knowledge of the language, for example, the student might not know the grammar rule but is still able to immaculately converse with a native.

Linguists distinguish between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This happens especially when they acquire their first language. They repeat what is said to them and get a feel for what is and what is not correct. In order to acquire a language, they need a source of natural communication, which is usually the mother, the father, or the caregiver.

DIFFERENCE BETWEEN LANGUAGE ACQUISITION AND LANGUAGE LEARNING

Key Difference: Language Acquisition is the manner of learning a language by immersion. It provides the student with the practical knowledge of the language. Whereas, language learning focuses on providing theoretical knowledge of a language.

Language Acquisition Language is the primary form of communication that humans use. However, language is not something that is taught to children. A child will pick up his/her native language just by being around other people, mainly their families. This is called language acquisition. The child acquires the language without any conscious thought or study.

Learning	Acquisition
Artificial	Natural
Technical	Personal
Priority on the written language	Priority on the spoken language
Formal Instruction	Meaningful interaction
Conscious Process	Subconscious Process
Focus on form	Focus on communication
Produces knowledge	Produces on ability

As we may well have noticed, children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place. As experts suggest, there is an innate capacity in every human being to acquire language.

The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring a second language get plenty of “on the jobs” practice. They readily acquire the language to communicate with classmates.

In short, we see this tendency in which second language teachers are quite aware of the importance of communication in young learners and their inability to memorize rules consciously (although they will definitely acquire them through a hands-on approach just as they did with their mother tongue).

Unfortunately, when it comes to adult students, a quick look at the current methodologies and language courses available clearly shows that communication is set aside, neglected or even disregarded. In almost all cases, courses revolve around grammar, patterns, repetitions, drillings and rote memorization without even a human interlocutor to interact with.

Objectives:-

- It helps to use the language effectively.
- To develop students’ insight into the structure of English Language.
- To teach grammar as a rule governed behavior.
- To enable the students to assimilate the correct pattern of the language.
- To reinforce the acquisition of the affixes to help students in learning English better.
- To encourage students of English to use productive affixes that has been introduced to them.
- To make students familiar with the affixes involved in building and forming words and to train them to practise to recognize and produce the affixes easily.

- To help expanding and improving the students' vocabulary by introducing and describing to them the affixes involved in word-building and word forming with their meanings.
- To enable students to get mastery and command on vocabulary by using words effectively and productively for social interaction and communication the academic subjects and requirements and be competent and proficient in language.

METHODS AND PROCEDURE:-

To create English learning environment, as language acquisition is a natural process. Less effort usually has been taken by people to learn native language.

Language-learning inspired methods are progressive and cumulative, normally tied to a preset syllabus that includes memorization of vocabulary. It seeks to transmit to the student knowledge about the language, its functioning and grammatical structures, its contrasts with the student's native language, knowledge that hopefully will produce the practical skills of understanding and speaking the language. However, the effort of accumulating knowledge about the language with all its irregularity becomes frustrating because of the lack of familiarity with the language.

Innumerable graduates in Brazil with arts degrees in English are classic examples of language learning. They are certified teachers with knowledge about the language and its literature but able to communicate in English only with poor pronunciation, limited vocabulary and lacking awareness of the target culture.

One of the most important aspects in the learning of a foreign language is its oral production. This fundamental skill is subject to an inhibitory and persistent interference from one of the main irregularities of English: the oral interpretation of the written word.

The unpredictability of word stressing in English from spelling, is another element that adds irregularity and difficulty and supports the idea that acquisition-inspired learning and teaching is likely to be more effective than learning-inspired teaching.

RESULT AND DISCUSSION:-

- The study indicates that students tend to learn better if their needs and interests are taken into account while preparing, designing and selecting the course units, materials and syllabus.
- The modern learner-centered approach, which considers learners as the main source of the course goals and aims, is better than the traditional teacher-centered approach in which teachers impose their own ideas on the learners.
- Teachers have to find out their students' needs and interests before starting an affixes course in order to achieve their goals.
- It will develop competency in language.
- It will develop skills that can be used to describe, analyze, and evaluate theoretical and practical issues in a range of applied second language in daily life.
- Learn the professional skills and behaviours necessary to compete in the globalized world.
- It can improve students' abilities. Therefore sufficient time for practicing affixes should be allotted.

CONCLUSION AND IMPLICATION OF THE STUDY: -

It prepares students for the challenges of a society that is shaped by communication. It help faculty to prepare students to be skilled intercultural communicators and to play a role on the translation team. Language learning as seen today is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners – as it is not for adults either. In language learning, students have conscious knowledge of the new language and can talk about that knowledge.

It is recommended that sufficient time should be allocated for teaching and practicing vocabulary and affixes at the Department. The learners should be given opportunities to practice them by conversing, interacting and communicating with each other. Teachers of the department are advised to give students a chance for practicing and participating in the different kinds of spoken English activities in the classroom, such as conversations, discussions, debates, asking and answering, interactions and so on, in order to gain competence and proficiency in vocabulary and affixes, in particular, and the language, in general. Teaching and practicing vocabulary and affixes should aim at improving the overall competence and proficiency of learners in communication in English in their daily life interaction, social settings and academic requirements.

In any educational program, the learners' needs, interests and motivations are essential, and the only way to enhance these things is to get learners involved in the learning process through implementation of learner centered methods of teaching English, in general, and vocabulary and affixes, in particular. It is recommended that a shift from the traditional teacher-centered approach of teaching to the modern learner-centered approach should be made because it ensures a reasonable development in the proficiency and competence of learners in English, in general and vocabulary and affixes, in particular. A learner-centered approach to learning Language based on the learners' needs and interests produces better motivated and active learners and thus leads to better results in terms of acquiring.

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