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Detecting Circumstances of Acquiring Second Language

Research Project

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Abstract

The term ‘second language acquisition’ in a broad sense refers to the learning of a non-native language after learning the first language (i.e., the native language). This second language acquisition can be attained either in a naturalistic setting or in a formal classroom setting. Many researchers and educators are attempting to identify the factors influencing second language acquisition. There is evidence to support the claim that second language acquisition is a complex adaptive system because of its inherent ability to adapt to changing conditions in both internal and external environments. According to this understanding, widely debated second language theories, such as behaviorism, universal grammar, and connectionism will be investigated in this research. Due to the fact that each one focuses on a distinct facet of second language acquisition, it will be viewed as the explanation of parts of a whole. Finally, we demonstrated the distinction between first and second language acquisition. This research is significant for other researchers, students, and teachers.

Keywords: Second language acquisition, acquiring the second language, universal grammar, connectionism

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Chapter One

Introduction

Language acquisition is a subconscious process in which people learn a language through social interaction and subsequently utilize it effectively, which is quite similar to how people learn their mother tongue (Sun, 2019). It also refers to the development of language in children. By age 6, children have usually mastered most of the basic vocabulary and grammar of their first language (Nordquist, 2019). In the same vein, Second Language Acquisition (SLA) is the study of people and groups picking up a new language after learning their native tongue as young children. Even though it can be the third, fourth, or tenth language learned, the additional tongue is referred to as a second language (L2). Any language that is the aim or goal of learning is referred to as a target language (TL), which is another term for it (Stefánsson, 2013). Menezes (2013, pp. 404) claims that “SLA is a complex adaptive system due to its inherent ability to adapt to different conditions present in both internal and external environments”.

Early theories of language acquisition were heavily influenced by behaviorism, a school of psychology prevalent in the 1950s. As the name people’s directly observable behaviors are directly observable, rather than on the mental systems underlying these behaviors (Mitchell, Myles, 2004). The language was viewed as a kind of verbal behavior, and it was proposed that children learn language through imitation, reinforcement, analogy, and similar processes. Skinner (1957) one of the founders of behaviorist psychology, proposed a model of language acquisition in his book *Verbal Behavior* (Fromkin et al., 2010).

Conversely, Noam Chomsky (1965) found inconsistencies in the behaviorist perspective. He developed the Innatist perspective on language acquisition in response to these inconsistencies. Chomsky explains that cognition is inextricably involved in language development. These cognitive faculties allow learners to produce unlimited amounts of sentences with limited amounts of grammatical rules. This is called language competence which differs from performance. The universal grammar hypothesis understands SLA as an innate human capability. According to this theory, all humans are biologically endowed with a language faculty, the language acquisition device (LAD), which is responsible for language development. The UG theory explains that input from the environment is insufficient to account for language acquisition. Connectionism theory is based on the principle of active learning and is the result of the work of the American psychologist Edward Thorndike. This work led to Thorndike's Laws. According to these Laws, learning is achieved when an individual can form associations between a particular stimulus and a response. The three main laws are the Law of Readiness, the Law of Exercise, and the Law of Effect (Lee, 2018).

Menezes (2013) argues that the previous attempts to describe the SLA process should not be ignored. They should be put together to provide a deeper understanding of the system's complexity. According to the paper, this is because the system can adapt to various conditions in both external and internal environments. This concept will be used to explain the various aspects of the SLA process, such as behaviorism. It is because each aspect of the system is unique. To justify this, excerpts from various learning histories

are presented. The paper also argues that the system should be regarded as a complex and chaotic structure.

Stefánsson (2013) investigates the process of second language learning to examine the competency of second language acquisition. It also examines how old a person should be to acquire a language other than their mother tongue and asks whether there is enough current research to prove that learning a language early on is any different from learning a language later on in life. Additionally, studies on motivation concerning the learning environment, along with language exposure and attitudes, will be examined, and data will be analyzed to see if it has any real impact on helping students develop successful second language proficiency. It has long been believed that learning a second language early greatly impacts how well a person learns that language. The findings suggest that this is not always the case, as there are other elements, such as motivation and exposure to the language that might influence successful second language learning. As a result, if learners are not exposed to the language enough, they may not be successful in acquiring it. Regardless of the learner's age, it is crucial to implement motivation and give them enough exposure to the language from the beginning of their learning journey. These factors, motivation, and exposure seem to play a more significant role in the learning process than the age factor.

According to Sun (2019), many people have started learning a second language after realizing the significance of acquiring one due to the overwhelming effects of globalization. While the extensive study on the learning of second languages has long been ongoing. Many academics are investigating the variables influencing SLA as second language instruction

has developed SLA. SLA is a methodical and intricate process that is governed by a wide range of variables that influence and interact with one another. The social and individual elements that play a role in SLA will be further examined in this essay with the hope that both teachers and students would benefit from the findings.

The main aim of this research is to investigate the situations in which language is acquired. To do so, in chapter two we modify the main theories of SLA and learning. While chapter three deals with the main stages and factors of SLA. Chapter four represents the main differences between the first and SLA. Finally, a conclusion will be drawn.

Chapter Two

The Main Theories of Second Language Acquisition and Learning

2.1. Introduction

Language acquisition is the process of learning to communicate effectively and meaningfully in a target language. There are three main theories: Behaviorism, Universal grammar, and Connectionism. Some people learn a new language the natural way. A profusion of language teaching approaches has accompanied the growth of explicit second language teaching over the past several decades, both inside and outside of the classroom. In this chapter, several of the most popular methods of teaching are briefly summarized.

2.2 The Three Theories of Second Language Acquisition

2.2.1. Behaviorism

Behaviorism gave rise to the stimulus-response (S-R) theory, which understands language as a series of structures. Acquisition is a matter of habit formation. Ignore internal mechanism, which takes into account the linguistics, the environment, and the stimuli emanating from it. Learning is observable behaviors automatically captured through a means of stimulation and response in the form of mechanical repetition. Mastering a language means mastering its automatic language habits. According to Johnson (2004), “Behaviorism has undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-driven behavior from examples learners are made available by their environment (p.

18)”. Larsen-Freeman and Long (1991) consider the S-R model provides a “small promise” as an explanation for the SLA, probably pronunciation and memorization Formula (p.266)”. Research began from this perspective of language learning about contrast analysis, especially Error analysis having as the main focus is first language interference in the language target language. It also produced interlingual studies, such as simple comparisons between first and second languages; Language neither explains nor describes language created by SL learners. Interlingual studies are also present in other SLA aspects as an area of interest, mainly about the acquisition of grammatical morphemes or specific linguistic structures.

2.2.2. The Universal Grammar Theory

Chomsky’s advocates try to understand SLAs in the light of an environmental perspective. Universal Grammar (UG) theory is an innate human talent. Chomsky (1976) is interested in language and he sees language as a mirror of the mind. He’s not involved in SLAs, but his work makes an impact study in our area. According to his theory, all humans are biologically capable of language, and the language acquisition device is responsible for its early stage of language development. The UG theory believes that environmental input alone is not sufficient to explain language acquisition. Same perspective, White (2003) states: L2 learners acquire abstract properties that were not acquired, this strongly indicates that UG principles constrain cross-language grammar in parallel with the L1 acquisition situation” (p. 22). As Mitchel and Myles (2004) remind us, “universal grammatical approaches are only concerned with the learner as a mental processor involving language” (p. 94) and not like a social presence.

The research supported by UG theory is mainly working conduct experiments in the form of grammatical and receptive judgments.

2.2.3. Connectionism

Connectionism attempts to explain SLAs from a spiritual perspective of representation and information processing while rejecting the innate ability hypothesis. Elman (1996) agrees that there is universal behavior, but there is not that is, they are directly contained in our genes. Any Learning is understood as a neural network problem. The network learns with parallel distributed processing, a place where a connection is strengthened or weakened. Language learning is understood as a process of experience and repetition of the experience that causes it to strengthen connections. As Ellis (2007, p. 82) explains: “Initially, our neural apparatus is very flexible.”, but “The initial state of the SLA is no longer plastic system; what has already been matched and committed L1” (P.83). He adds: in the L2 situation, the less critical ones may be blocked by his previous L1 experience and all the extra input in the world may not lead to progress.” (p. 84). In contrast to the linearity of behaviorism, connectionism postulates that several mental processes may occur in parallel or simultaneously, and applies this knowledge to distributed on various interconnects. Therefore, Learning is not gradual but rather in parallel, that is, in different parts of the brain at the same time. Connectionism, Other explanation attempts SLAs can be placed philosophically and scientifically in a tradition known as emergentism, its research is inspired by the study of complex systems. Ellis (1998) described occurrences as verbal expressions “It arises from interactions at all levels, from the brain to society” (p. 631). He said, “A simple learning mechanism, operates within and on the human perceptual system, motor action and

cognition are sufficient because they are exposed to language data as part of the social environment. Promote the emergence of complex linguistic expressions”.

2.3. The Three Theories of Second Language Learning

2.3.1. The grammar-translation method

The most common method is to approach L2 learning much like any other academic subject. Memorization is encouraged, lists of grammar rules and vocabulary words are utilized to define the learning objectives, and written language—rather than spoken language—is prioritized. This approach, known as the grammar-translation method, has its origins in the conventional Latin classroom. This name has been attributed to the method by its critics who have pointed out that it frequently leaves pupils completely unaware of how the language might be employed in casual conversation due to its emphasis on learning about the L2. (Yule, 2006)

2.3.2. The audio-lingual method

In the middle of the 20th century, a radically different strategy that focused on spoken language became common. It required systematically presenting the L2 structures in the form of drills that the student had to repeat, working from the simplest to the most complicated. The audio-lingual method, as it is known, was heavily influenced by the idea that mastering a language was fundamentally a matter of developing a set of "habits" through time. Hours were spent in a language lab doing oral drills as part of this practice. Although variations of this method are still utilized in language instruction, their detractors have noted that the solitary practice of

drilling linguistic patterns has nothing in common with the interactional nature of language learning (Yule, 2006).

2.3.3. Communicative approaches

The most recent changes to the L2 learning process are best characterized as communicative methods. They are in part a reaction to the artificiality of "pattern practice" and the idea that studying a language's grammatical rules intentionally will inevitably lead to language proficiency. The concept that the purpose of language (what it is used for) should be stressed rather than the forms of the language (proper grammatical or phonological structures) underlies all of the many approaches to developing communicative experiences for L2 learners. Lessons in the classroom are more likely to be structured around ideas like "asking for things" in various social contexts than "the forms of the past tense" in various phrases. These modifications have taken place at the same time as efforts have been made to create more suitable materials for L2 learning that have a specific purpose, such as in "English for medical workers" or "Japanese for business people." (Yule, 2006)

2.3.4. Detective and inductive approaches

The shift from a deductive to an inductive method of teaching grammar is thought to have occurred in recent years. This occurs because pupils who are taught using a logical approach are more focused on learning grammar rules than they are on language comprehension. It is much more practical because the teacher's job is to simply focus more on the rules at first and then move on to examples at the end. On the other hand, since grammar rules were also covered in the inductive approach, students tended

to be more engaged. On the other hand, grammar instruction seeks to assist pupils in discovering the rules on their own from the examples given. Teachers preferred the inductive teaching technique because it is more student-centered, according to Rutherford and Smith (1988), even though both ways of teaching grammar are distinct. (Male, 2018)

3.4. Summary

Thus, there are three main SLA theories: Behaviorism, UG, and Connectionism which have created different models that explain the acquisition of a second language. Simultaneously, these theories are associated with the methods and approaches that represent the practical materialization of theories in the classroom.

Learning a second language is important for people who looked for higher career and cognitive benefits, especially for students in the current generation. The learning process not only needs to be focused on academic accomplishment but also on the language culture that the learners also acquire at school activities such as learning a second language with the direct method and the audio-lingual methods. Both approaches aid in the development of the student's linguistic and cultural competence. The monotonous grammar-translation method, however, can improve students' reading and writing skills. Instructors in this way are free to choose the preferred methods they wish to use and typically base their instruction on the role of the lesson plan, which addresses four skills equally.

Chapter Three

The Main Stages and Factors of Second Language Acquisition

3.1. Introduction

To acquire language, all new learners go through the same stages. The amount of time each one spends at a specific stage might differ significantly. Hence, acquiring a language involves five major stages.

Many factors can influence SLA, including internal factors and external factors. Internal factors, known as individual difference factors, are composed of the learner's age, attitude, personality, motivation, first language proficiency, and the like. While external factors, so-called social factors, usually refer to the political, economic, cultural, and technological environment. Let's have a detailed look at these factors.

3.2. Stages of Second Language Acquisition

3.2.1. Preproduction

Preproduction, commonly referred to as the silent period, is the initial step. Although they have a receptive vocabulary of up to 500 words at this stage, learners still do not speak their second language. Not all students experience a silent period. Some students speak right soon, although their speech may only be imitations rather than the original use of language. Some people can be expected to speak right away as part of a language-learning program. If students do experience a silent period, it typically lasts between three and six months (Hong, 2008).

3.2.2. Early Production

Early production, the second stage of acquisition, occurs when learners can talk in brief sentences of one or two words. Although they might make blunders when utilizing them, they can also memorize large portions of the language. Around 1000 words make up the average learner's active and receptive vocabulary. Typically, this stage lasts for six months (Hong, 2008).

3.2.3. Speech Emergence

This period may continue for up to another year. Students can communicate using short phrases and straightforward sentences and have typically developed about 3,000 words. Students can ask and respond to simple queries like, "Can I use the restroom?" and they start to use dialogue. Students may produce longer sentences, but often with grammatical errors that can interfere with their communication (Hong, 2008).

3.2.4. Intermediate Fluency

At this stage, students may use more complex sentence structures and have a vocabulary of roughly 6000 words. They may express their ideas and opinions. With more complicated phrase constructions, learners could frequently make mistakes (Haynes, 2005).

3.2.5. Advanced Fluency

The last stage is advanced fluency, which is normally attained after four to 10 years of language study. At this point in their learning, students can communicate on an almost equal level with native speakers (Haynes, 2005).

3.3. Factors Affecting Second Language Acquisition

3.3.1. Internal Factors

3.3.1.1. Age

Keller believes that learners' ability to learn a language and their motivation are two key factors for successful language learning. Receptive, while the ability to learn a language depends a lot on the age of the learner. Age is an important factor; physiological factors in first-language learning and second-language learning have attracted much attention from psychologists, linguists, and educators. They spent a lot of time and energy trying to analyze the relationship between age and SLA from different angles. Children are often thought to have an advantage over adults in SLA, which has not been hotly debated about motivation to learn. Drawing on extensive research, Cazden argues that children, adolescents, and adults will go through the same learning phase in which they must process linguistic data (Cazden, 1988). However, in terms of learning speed and realization, there is a big difference between them. In general, adults can do better in the early stages so they try their best cognitive abilities; while children can do better in correct pronunciation and stress, and after a long period of learning they may be more likely to succeed in acquiring and communicating in a second language. Different people hold opinions vary, but the importance of the age factor in SLA cannot be ignored.

3.3.1.2. Attitude

Most theories define attitude as something or some kind of reaction. In SLA, the settings consist of three parts: The cognitive part (belief about something), the emotional part (level of likes and dislikes about something), and part of conation (intention and action to do something). The setting looks like a phantom state of mind, but in the SLA, Attitude is really important as it is the cognitive, emotional, and behavioral tendencies of the

learner when learning the target language. It's an important part of your SLA. In the course of bilingual research, Baker has emphasized the importance of attitude (Baker, 1988). Attitudes can be positive or negative. With a positive attitude, learners actively communicate with people who speak the target language which promotes the SLA. Learners tend to have negative attitudes and refuse or fear contacting people who speak the target language. This hinders the development of SLA and improves communication skills. Of course, this posture is not inherited and is relatively stable even though it is influenced by the environment. Larsen-Freeman and Long describe factors that influence attitudes: Parents, friends, teachers, learning environment, and others (Larsen and Long, 1991). Today, English is a widely taught and learned language in China. The attitude of Chinese learners has a great impact on learning efficiency. In addition to the above factors that influence attitudes, a major factor influencing Chinese learners' attitudes is their learning experience in the classroom. So teachers should improve the efficiency of teaching and learning in the classroom by making English classes more interesting and engaging.

3.3.1.3. Personality

Personality factors consist of self-esteem, anxiety, depression, adventurousness, extroversion, and introversion. This impacts SLA and makes a big difference in learning efficiency. Psychologically speaking, personality can be divided into extroverts and introverts. More extroverts than introverts, an extroverted personality provides learners with optimism, better social skills, and a strong desire to communicate with others, especially those who speak the target language, a way for the learner to practice the target language. Introverts

often miss language opportunities, introverts tend to be less active in networking and language learning. These are all SLA barriers. Extroverts often display optimism and a thirst for adventure. Introverts are always shy, afraid of making mistakes, and lack self-confidence. This is added that many Chinese learners are introverted and always shy, which makes them unable to participate in the SLA. However, if people are not afraid to make mistakes and are willing to explore, they can achieve anything they want with an SLA. According to Krashen's research, different personalities Learners can speak fluent English at the SLA (Krashen, 1981). Everything fits both ways and so does the personality. Upon SLA extroverts pay little attention to basic speech forms and can always lack the endurance for the deep stuff. Research is best done by introverts. We can see that these two different personalities have characteristics of both positive and negative impacts on SLA, but in general, an extroverted personality is likely to perform better on SLA than an introverted personality.

3.3.1.4. Motivation

Motivation is an internal process that stimulates individual activity and helps sustain the effort to achieve expected goals (WEI Fang-fang and HE Hua-qing, 2013). As an inner driving force, you can increase your motivation that can influence the learning process, and inspire and guide learners' learning. There is no doubt that motivation plays an important role in learning a second language, whether a learner's motivation is strong or weak has a direct effect on motivation learning efficiency to some extent. Learners with clear motives are always actively engaged in foreign language learning, it often leads to high learning efficiency. Conversely, learners with low motivation always get negative

results. Attitudes in the learning process and less time and energy to spend learning a second language tend to occur. This is common. It leads to a decrease in learning efficiency. Motivation has long been a focus of SLA research. Skehan thinks the motive is clear, after aptitude he is the second strongest predictor of success (Skehan, 1989). After investigating the relationship, Gardner and Lambert propose that between motivation and SLA there are two main points, Gardner and Lambert proposed Types of second language learning motivations: Integrative Motivation and Instrumental Motivation (Gardner and Lambert, 1972). Inclusive motivation is characterized by the learner's strong desire to interact with people who speak the target language. Learners understand things related to second languages, people, and cultures. Learners with overarching motivation see the SLA as a goal of their interest and are actively involved. Learners with instrumental motivation see SLA as practical goals to be achieved through the job search, passing exams, and improving your social status and income...all help you qualify for future jobs or life. This type of motivation is especially pronounced for nursing majors in medical school, and you don't have to aspire. After obtaining a bachelor's degree, continue your studies and get a job. In short, SLA is just a tool to win other advantages. They do not participate in class activities and rarely communicate with foreign teachers after school. When you refer to integrative motivational clinical courses are typical examples: Most of them aim to study at graduate school or study abroad. As such, they pay little attention to achieving their goals and focus on improving their overall skills in English. You are always active in class activities and all kinds of English activities after class. English essay contest and they like to contact foreign teachers and want to

be recognized by them. We can see the difference between the two types of motivation that come from accomplishing these two main tasks.

3.3.1.5. First Language Proficiency

First language (L1) refers to the native language of the learner, mastering your mother tongue has a big impact on SLA learning efficiency because language transfer occurs frequently during the SLA learning process. The language was first proposed in the 1950s, transference refers to the fact that you are in the process of acquiring a second or foreign language. When learning, learners tend to deal with target language information in sentence structure and communication. This is a native language strategy because you don't know the target language (Sun, 2019). SLA can be divided into positive transfer and negative transfer. When your native language has a positive impact on language learning, there is helpful positive communication because of the similar components between them, a learner who acquires and practices a second language. The difference between the two languages often makes the native language exhausting. A negative impact on SLA, called negative transference, is a barrier to language learning. Positive transfer and negative transfer often coexist in the process of language learning. However, the negative transfer harms SLA; it helps identify factors that impede language learning when negative transfer changes into positive transfer. Language transfer is unavoidable, so positive advantages should be used to improve learning efficiency from the SLA, find the reason for the negative transfer, and try to turn it into a positive transfer. Then language transfer is a good way for learners to acquire a second language.

3.3.2. External Factors

Language is driven by social life and social environment and evolves as society develops.

3.3.2.1. Political

With the implementation of the reform and opening-up policy, it is much easier for people to go abroad and follow up with the latest overseas news that is aroused among Chinese people. Meanwhile, most schools and universities have begun to reform and innovate the curriculum, especially English lessons. There is information that the Beijing University of Foreign Studies will add more minority languages to meet the needs of China's political development. And the renewed enthusiasm for learning English has helped non-governmental educational institutions spring up, often represented by Crazy English Educational School and New Oriental English School (Sun, 2019). Liberal politics offers a great second language learning environment for everyone. But, it is clear that among those who are enthusiastic about English, there is a share of absurdity, which is clearly illustrated by the emergence of "aphasia for Chinese culture". Here "aphasia" implies two points:

First, when learning English, many Chinese learners do not have the opportunity to come into contact with Chinese culture during their studies, which makes learning cut off from the local culture. Second, after learning English, many Chinese learners lose the ability to speak correctly their Chinese culture in English. The reason for "aphasia" may be that many people are simply unreasonably crazy about a certain language without fully understanding it and they have not managed well the relationship between

their mother tongue and second language, which certainly harms SLA. The political situation subtly affects the SLA. If two countries are hostile to each other, the people of these two countries will also be hostile and prejudiced towards each other, which will certainly prevent them from learning from each other about their culture and language.

3.3.2.2. Economic

The economic strength of a country plays an important role not only in its politics but also in its culture. In the field of finance in less developed countries, people always tend to underestimate the importance of their culture, which is called social anomie. That is exemplified by some people's strong desire to experience different cultures and ways of life different from other countries, it is a determining factor affecting the SLA, for example, people who want to immigrate to the United States will make every effort to learn English. Of course, countries with strong economies can spend more on education, and learning a second language include. Personally, getting a job or securing a job is the main motivation for studying or achieving a second language. In China, many people learn English with an economic orientation. Being fluent in English can help them get more opportunities to get jobs in transnational corporations where they can be paid better (Sun, 2019).

3.3.2.3. Technological

The development of the economy will facilitate the development of technology. The writer will take the United States as an example. One of the economic powerhouses, the United States advanced in science and technology. The computer is an indispensable practical tool in people's daily

lives, when more than ninety percent of computer languages (programs) come from Microsoft of America Corporation, forcing many users to learn English to use computers better or to afford it and manage issues that arise in the current process. In the 1840s, there was a worldwide craze to learn English. According to research, most parents in many countries help their children choose English as a compulsory subject, and many countries have required the establishment of primary schools English lessons as more and more international students study English abroad. English schools or institutions have sprung up all over the world and offer more English teaching positions, which has encouraged an explosion of learning English.

3.4. Summary

To sum up, we may say that learning a second language involves multiple stages of language acquisition. By using this research to assess your results, you may determine what stage you are in and make use of the recommendations made. Never lose motivation when teaching, and use comprehensive and detailed methods!

Learning is a very complex business, so teachers should consider the factors that influence the learning process. They must be aware of all the factors that exist within each individual considering all the differences that each person has as well as the impact of external factors. This article concludes that teachers need to be aware of the different factors that play a role in the second language learning process so that they can take the advantage of the theoretical foundation in their classrooms.

Chapter Four

The Main Differences between First and Second Language Acquisition

4.1. Introduction

Every person on earth speaks their native tongue, and it's estimated that 60% of them also speak a second or third language (Richards & Rogers 2001). Some people acquire multiple languages while they're still young. These bilingual kids are said to have learned both languages using the same methods, so they're essentially learning two first languages (Brown 2000). Some others acquire a second language later in life. Then, are there any differences between how children and adults acquire the language?

4.2. Differences

First language acquisition is children's acquisition of their native language, while second language acquisition is learning a language after acquiring the mother tongue.

In general, linguists hold that acquiring a second language requires consciously studying the second language's structure to gain knowledge, whereas acquiring a first language requires storing knowledge automatically. SLA can occasionally involve the acquisition; therefore this differentiation is not completely reliable. Yet, FLA (First language acquisition) is not learned because instruction is not necessary. Before entering school, children are proficient in their first language. Around the age of 12 or 13, when a child enters puberty, it becomes increasingly difficult, if not impossible, to learn a second language with the same level of proficiency as the first. The

lateralization of the brain soon before puberty or the identification of functions in one or both of the two halves of the brain may also be related to the loss of the ability to learn a second language. SLA is mostly conscious; therefore it depends on things like personality and motivation. This does not apply to FLA because it is an instinct in the biological sense of the word and is triggered by birth. Nobody ever refuses to learn their first language, nor does anyone find their first language to be unappealing (Mitchell and Myles, 2004). Unlike a second language, FLA is an instinct, thus there is no decision involved. The acquired abilities can be used without the need for conscious decision-making. Your first language is acquired independently of your environment. Also, this information does not need to be presented in any particular order because children organize what they hear and construct the order necessary to keep their first-language knowledge for themselves.

Language proficiency or IQ is not a requirement for acquiring a first language. Everyone acquires their native tongue completely and correctly. Of course, some native speakers indeed have a wider range of aesthetic terms and a broader vocabulary, but this is unrelated to first language acquisition. Children in FLA produce systematic mistakes and ill-formed structures based on their current level of acquisition. Even while mistakes made in post-puberty SLA are frequently random and irregular, there is still some degree of predictability in these errors (Hickey, 2006).

With SLA, there may be interference from the first language, suggesting that L1 structures may transfer to L2 contexts where they are not naturally occurring. In FLA, interference doesn't happen. Children who are FLA develop competence—the internalized knowledge of one's native

language—through seeing others at work or by taking oral input from those around them. The parents are essential in this situation, but if siblings and playmates are present, they might be just as significant.

Bilinguals, in the simplest terms, are those who simultaneously learned two languages as young children. Normally, one of these languages will predominate, but the non-dominant language still has a very high level of proficiency that considerably exceeds that of a second language acquired after puberty (Fromkin et al., 2010).

4.3. Summary

Language acquisition is the process through which people learn to recognize and comprehend language, as well as to create and utilize words and phrases to communicate. Children acquire their native language as their first language, while adults study a second language once their first is learned. Furthermore, learning a first language is a subconscious process, whereas learning a second language is an active, conscious process. The primary distinction between learning a first language and learning a second language is this.

Chapter Five

Conclusion

Language is a way of communicating ideas and emotions through signs and symbols. The information is encoded and decoded using these signs and symbols. There are numerous languages used throughout the world. The mother tongue is the first language that a baby acquires. That is the language that is spoken to him or her from birth. A second language is any additional language that is learned or acquired.

Second language acquisition (SLA) theories must take into consideration the acquisition of language by pupils with a multitude of characteristics and learning environments. A "perfect" theory of second language learning has not yet been agreed upon. Second language acquisition is viewed as a gradual process in all of the theories. Language learners must progress toward the target language by passing through numerous developmental stages, regardless of whether they employ methods, cognitive processes, or intrinsic mechanisms.

Success in acquiring another language depends on a variety of variables. Among the most crucial ones are motivation and age. It has been discovered through studies that learners who are proficient in their first language are more advantageous than those who are not. When it comes to motivation, it has been found that motivated students are more successful at acquiring a second language than demotivated students are.

In contrast to adults, who study a second language after mastering their first, children learn their native language as their first language.

Moreover, learning a first language is a subconscious process, whereas learning a second language is an intentional, conscious action.

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