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## THE MAIN CONCEPTIONS FOR LANGUAGE 1 AND LANGUAGE 2 ACQUIRING

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### ABSTRACT

Socio-biology is the Darwinian framework of aimless natural selection for random changes in matter in motion derives an atheistic position from But from the first cosmic singularity to free will, explanatory gaps in the sociobiological account of religion invite God's foot at the door. Yoga about the anatomical connection between humans and God By interpreting the Taoist, Taoist, and Kabbalistic descriptions not as primitive, poetic tropes, but as internal receptions of little-known, enigmatic, epigenetically repressed structures, Leissner fibers and called the nervous system. I propose a new theistic sociobiological theory of religion. A valid belief in this theory could epigenetically awaken repressed Leissner fiber genes and initiate empirical testing of the theory.

### KEYWORDS

Language acquisition, native language, target language, language experience, age groups, cognitive characteristics, the second language personality, global hypotheses.

### INTRODUCTION

The native language is a language the child acquires since being born. The foreign language is one of the variants of the non-native languages. Another variant

of a non-native language is the second language. It is admitted the native language as a functional language because it is used for everyday communication. The

second language usually refers to any language that is not the first (native) one learns. While contrasting the native, the second and foreign languages, the terms «first language» (L1), «second language» (L2 or SL), and «foreign language» (FL) are used.

- The major difference between FL and SL learning is that a FL is learned in the artificial language environment, outside of the social environment, i.e. in the teaching conditions. Besides, the FL is not the means of everyday communication. But at the same time, we cannot line out the distinction between them, because the FL can become for learners as a SL or vice versa. For instance, in the English speaking countries migrants learn English as a SL, for Uzbekistan the EL is the foreign language.

- Between L1, L2 or FL acquisition we can point out the following common theoretical features: 1) the foundation for L2/ FL is built largely from a transfer of the rules of L1; 2) only L2/ FL is constructed from prior conceptual knowledge within the learner. The learners of L2/FL use similar strategies to those learning their first language. Although L2/FL learners go through essentially the same process as L1 learners, they do it much faster because they are usually more advanced cognitively.

- In the methodology the terms of FLT and FLL are also distinguished. The FLT is a specially organized process, during which as a result of interaction of a teacher with students, the reproduction and acquiring a certain experience are accomplished in correspondence with the given goal. The FLL is the conscious and goal-oriented activity directed at

acquiring structural characteristics of the language (pronunciation, vocabulary, grammar). The ELL is a natural, cognitive process with learners ultimately responsible for their own learning.

- Language acquisition (L1, L2, FL) poses the unconscious intuitive uncontrolled activity. It is effective to learn or acquire the language in a real language environment. Being outside of environment of the native speakers is the main reason of the appearance of the language barrier and fossilization. Thus, one of the objectives of a teacher is maximal approximation of teaching situation to the real language environment involving the native speakers.

As J.L.Clark stressed, «Acquisition is not a linear cumulative process but a gradual developmental one, in which many knowledge elements are all growing at once, at different rates, and at different levels of perfection. Most knowledge is not immediately accommodated on first presentation. A gestation period, in which further exposure to the same knowledge elements occurs in different contexts, is normally necessary before data can be fully incorporated into the implicit knowledge store.<sup>1</sup>»

- Having already acquired an L1 non-native students are aware of the intentionality of language use and of the functions that language serves. They are thus primed to seek out propositional meaning and illocutionary value with all the faculties and experience that they can bring to bear on the matter. That's why, when interpreting real talk or text, FL beginners devote most of their attention to processing the

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<sup>1</sup> Clark J.L. Curriculum Renewal in School. Foreign languages Learning. -OUP,1987. -P.55-56.

essential semantic units. The more or less redundant language features can simply not be attended to.

In the information-processing theory «bottom-up» data-driven processing and «top-down» conceptually-driven processing are defined (described in detail by J.L.Clark<sup>2</sup>). «Bottom-up» data-driven processing permits us to attend to perceptions, organize them, and then extract meaning from them. «Top-down» conceptually-driven processing enables us to obtain a rapid expectation of what is likely to occur on the basis of previous experience, and to match this against the incoming sensory data. We don't have to process all the bottom-up information available to us through our senses, since we use the top-down contextual clues and expectations based on past experiences and general knowledge to avoid having to process the whole input. New information is thus derived as a result of expectations produced by top-down processing eventually merging with the data derived from bottom-up processes where tasks encountered present novel problems with little relationship to existing schemata and with few contextual clues, effective bottom-up processing becomes very important where tasks present familiar problems, top-down processing may provide rapid solution.

- Two different kinds of information-processing are distinguished<sup>3</sup>. Controlled-processing is involved when conscious attention is required to perform a task; this places demands on short-term memory. Automatic processing is involved when the learner carries out a task without awareness or attention, making greater

use of information in long-term memory. Learning involves the performance of behavior with automatic-processing. The information-processing model explains as to why learner's language use sometimes shifts from fluent (automatic-processing) to less fluent (controlled-processing) and why learners in the initial stages of language learning need to put so much effort into understanding and producing language<sup>4</sup>.

Learners are not simple input-output mechanisms, not all acquired knowledge and information (input) can be reproduced and produced in a novel context (output) by them. Effective output depends on methods, techniques and exercises which we use in classrooms. Learner can acquire language from communication, gradually the learners' communicative resource improves and expands, and approximates to the native speakers. Very few learners can achieve a communicative resource equal to that of a native speaker, but given appropriate data and tasks, learners can learn to communicate successfully in FL. While linguistic competence is necessary to all communication, much can be done with minimal grammar and adequate vocabulary.

### **Language experience**

- The EL as a subject at school, lyceum and college is studied by students on the basis of the language and social-cultural experience. By the language experience we understand a language practice of students in operating with language units during communication. The language experience

<sup>2</sup> Clark J.L. Curriculum Renewal in School. Foreign languages Learning. -OUP,1987. -P.59-60.

<sup>3</sup> Richards J.C. Growing Up with TESOL// J. English Teaching Forum. V.46, No1, 2008. -P.9.

<sup>4</sup> Spada N.,Lightbown. Second language Acquisition/ In An introduction to applied linguistics. Ed. N.Schmit. - London: Arnold. 2002. -P.115-132.

contents: educational informativeness, language store (lexical, pronunciation, grammar, etc.), and ability of transmission and getting the information in correspondence to the syllabus requirements.<sup>5</sup>

- In methodology the term «language awareness» as «development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language»<sup>6</sup> is used. Other definitions that reflect the core of language awareness is consciousness-raising; form-focus instruction, form interpretation tasks. Language awareness includes itself awareness about grammar, lexical, phonological, and discourse features, i.e. language data. The goal of language awareness is to develop in the learners' awareness of and sensitivity to form, meaning and function of the language units. Learners have to explore structured input and develop an awareness of particular linguistic features by performing certain operations. It is not the same thing as practice, because it involves input processing, noticing certain patterns or relationships, discovering rules, and noticing the difference between native and learned languages and current inter-language<sup>7</sup>. Language awareness is data-driven. Learners are not told the rule, but are given a set of data from which they infer the rule or generalization in their own way for using in communication. It is process-oriented approach, which includes steps of discovery, investigation, and understanding, which contrasts markedly with the

traditional product-oriented approach in which learners are told the rules and have to drill and memorize them.

- Language awareness builds inter-language which has to grow and develop; otherwise, fossilization sets – learners may exhibit of the all-too-familiar symptoms of language gaps. Many learners seem to experience this gap and need remedial work in order to eradicate fossilized errors.

- Learners need communicative data, because these provide the essential input upon which their mental language learning process can operate. It is important to provide them with appropriate level of contextual support to assist them, and to encourage them to transfer to the language learning situation the same strategies that they use to predict and guess meaning through context and word-building elements. Communicative data in English classroom contents: teacher's talk; other classroom talk; recordings of talk (audio and video); pedagogically-inspired written information; other classroom information; realia and written texts from outside the classroom<sup>8</sup>.

- A receptive capacity is developed earlier than productive capacity. It means that much of the communicative data understood by the learners will reappear in their talk in the early stage. They can produce speech at the minimal-communicative level. Learners move gradually through stages of inter-

<sup>5</sup> Джалалов Д.Д. Проблемы содержания обучения иностранному языку. - Т.: ФАН, 1987. - С.59.

<sup>6</sup> Carter R. Key concepts in FLT: Language Awareness.// J. ELT 57 (1), 2003. -P.64.

<sup>7</sup> Bourke J.M. A Rough Guide to Language Awareness.// J. English Teaching Forum. V.46, No1, 2008. -P.14-15.

<sup>8</sup> Clark J.L. Curriculum Renewal in School. Foreign languages Learning. -OUP, 1987. -P.204-205.

language development which contain errors, toward native speaker norms. The learner's mental processes concentrate first and foremost on finding meaning. It is therefore the semantic content of the words and basic word order that will be internalized first and it is these features that will appear in production first. The more redundant grammatical features will be attended to and internalized only when sufficient mental capacity is available to permit this.

- Study the table thoroughly and express your attitude to the given statements about L1 and L2 acquisition. What points will be different if the second language is learned in natural setting (for example, an English family has moved to France)?

### **The second language personality**

In linguistics by the language personality is understood multilevel and multicomponential set of language abilities and skills to be ready to speech behaviour which are classified according to the language level and speech activities (speaking, listening, writing and reading).

- According to U.Karaulov, there are the following levels:
  - 1) zero level – verbal-semantic or individual's lexicon including phonetic and grammar knowledge.
  - 2) first level: logical-cognitive as individual's thesaurus of knowledge backgrounds.
  - 3) second level – actions for communicative needs as individual's pragmatics.
- Description of the second language personality for methodological aims can be presented on the basis of the cognitive-acting approach.

- Cognitive acting approach presupposes the language is a means of cognitive activity which is functioning on two levels: 1) cognitive connected with the thinking (intellectual) operations; 2) action-oriented, connected with the process of production and comprehension of the discourses. That's why cognitive level is the library of meanings and the acting is the library of texts. From the methodical point of view by the cognitive we understand the level of acquiring foreign codes, acting is the level of development of communicative culture.

- Cognitive aspect includes itself thesaurus-1 related to the associative-verbal net of the language that forms the language picture of the world, the thesaurus-2 forms the conceptual (global) picture of the world.

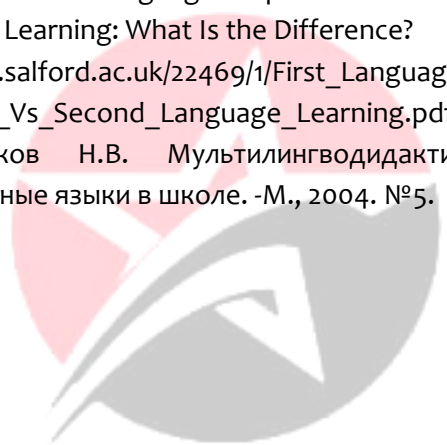
- Taking account into consideration cognitive process in acquiring the language we can point out the following levels: 1) the level of rules - realization of the speech action in accordance with the rules; 2) the level of meaning - understanding meaning of the used language units; 3) the level of speech activity - scheme of production of the utterances; 4) cultural level - understanding the social and cultural context; 5) cognitive level - understanding the cognitive strategies for the speech production and having opportunity to evaluate of the language and speech levels himself/herself.

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