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FEATURES AND INSTRUCTIONAL ISSUES OF LANGUAGE ACQUISITION AT THE LINGUISTIC UNIVERSITIES

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ABSTRACT

In modern development and advanced technology world, tendencies of integration and globalization take a significant role in alterations of systems of education universities of various countries, including Uzbekistan. The presented article is dedicated to juxtapose and highlight the main peculiarities and implementation issues of language acquisition at the higher education.

Keywords: the first language naturally (L1), the second language (L2), baby learning style, Language Acquisition Device (LAD), memorization strategy, metacognitive, cognitive and social behavioral norms.

INTRODUCTION

It is the general consensus that the role of the language in human beings` lifespan is integral. There are several viewpoints about the language acquisition. Language acquisition beguiles several psycholinguists to find out the discrepancies and similarities of acquiring the first language naturally (L1) and learning the second language (L2). Saville-Toike (2012) stated that the first language which encompasses several alternative concepts such as mother tongue, native language, and primary language does not distinguish any remarkable features. L1 is considered to be the language which might be acquired automatically tentatively from the age of two or three due to the surrounding atmosphere. A second language can be an official language or societal dominant one which is imperative for several purposes like educational needs, employment procedures, and other substantial purposes. The additional language which is acquired after the mother tongue is called L2 albeit it does not consider the second language always, as it can be third, fourth or ninth. In making lucid analyses of these two notions L1 and L2 some factors should be taken into account such as linguistic, psychological and social perspectives. In this paper, we review all the theoretical assumptions to have a tangible perception about how the learners acquire the first second languages. Furthermore, several barriers and difficulties which can be encountered in learning L2 in Linguistic Universities will be

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explicated. The implications for L2 instructors will be scrutinized towards the end of the paper.

MATERIALS AND METHODS

"The only language people ever speak perfectly is the one they learn in babyhood, when no one can teach them anything!" (O`Grady & Cho,2011,p.326). It is commonly believed misconception that a child learns the language easily and almost in intangible form which is accepted as one of the murky mysteries of our life, however the learning process is not easy or effortless as it is seen.

A child uses babbling about at the six months of age, and it is handy for his vocal apparatus to adopt the target language by producing a lot of unintelligible words. The following process is pertinent to illustrating intelligible words approximately at the age of eighteen months after acquiring about fifty words. At this period children enable to have regular patterns of pronunciation. The ability of combining words in two-word stages occurs, when the child is approximately from eighteen months to twenty four months. Later, up to the age of thirtieth months a child is able to produce a clear phrased structure with subject + verb. Physical growth impacts on linguistic skills improvement and children acclimatize to utter more complex structured phrases via having a proliferation in lexical resource.

L1 acquisition explained by linguists Lightbown and Spada(2006) according to three different theories:

- Behaviorist theory- L1acquisition is" Say what I say"(p,10)
- Innatist theory-"It`s all in my mind"(p,15)
- Interactionist theory-" A little help from my friends" (p,19)

It is obvious that theories demonstrate various explanations. Skinner (1958) argued that children acquire the language on the base of behaviorist reinforcement principles via associating the certain words with their meanings. They enable to make correct utterances by being self-reliant about the communicative value of the words and phrases in authentic situations.

However, innatist theory presenter Chomsky(1959) presented his objections to Skinner`s assumption by saying that infants are born with special ability to language learning. He called it as Language Acquisition Device(LAD). It encompasses all rules for all possible languages and the set of these common rules is called by Chomsky Universal Grammar(UG).

The innatives theory received criticism from Interactionists, they stated that the language is acquired by children via interaction with adults. Interactionists do believe

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that the language is a byproduct of children`s social interactions with their surroundings. Vygotsky(1978) also agrees with this assumption by stating that the conversations with adults and other children are integral to have some knowledge about making right utterances and elevating the number of word bank.

As Lightbown & Spada (2006) stated that there are numerous disparities between L1 and L2 learners such as learners` age the environment where L1 and L2 are learnt. When we talk about the learners age, it is apparent that L1 learners are younger and almost children. Furthermore, it can be highlighted the L2 learner at least knows one or more languages and it gives a chance to acquire the language faster and easier. However, it can bring an adverse effect to L2 learners such assumption of the L1 can not coincide with the second target language and this is it is known as interlanguage. It is generally believed that L2learners present cognitive maturity and metalinguistics awareness that would place vital role in handling the barriers in involving in conversations using L2.

The environment where the languages are acquired can be enumerated as a second difference. The environment is quintessential in learning L2 and it impacts significantly to the result (Ismail & Yusuf,2016) . Learning the language without high-level vocabulary and complexities of the sentences avoids anxiety in the classroom among learners and encourage them to learn it like using “Baby talk” method.

Wenner (2009) defined that the brains of monolingual and bilingual people functions totally differently. Bilingual children are capable of solving problems much more easily than monolingual ones. Moreover, learning the second language can impact to native language use even L2 is learnt in adolescence. Van Assche, Duyck and Brysbaert (2013) conducted a research in order to reveal the influence of the second language to L1. 45 Dutch speaking natives from the university who were able of using English fluently at the age of 14-15 were involved to the study. Participants of the research asked to read the sentences which present the words which are found only in their native language, secondly they had to read the statements which can be found in both languages. The purpose of the study is closely germane to the movements of eyes and the speed. It was found that when the readers read the sentences within the words which found in both languages in L1, L2 the eye movement shows fast move compared to the words only in L1. The study proved that L2 learner has the power of accelerating the speed of the reading skills.

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DISCUSSION

When it comes to talk about language enhancement at the linguistic universities the role of used strategies is enormous. Learning strategies enable students to accomplish a learning task much easier. There are some certain objectives and aims in usage of strategies in the classroom such as tackling an unfamiliar and arduous language task. Grenfell & Harris (1999) stated two major reasons of using various language strategies as educational means. The initial vitality is to impact to learners metacognitive, cognitive and social behavioral norms via using them in the class. The next point is to bolster and support learners who are struggling in acquiring the second language, with the help of some used strategies they become better and get chance to elevate their language power.

On the base of given task appropriate strategy is applied. For instance, the vocabulary task is illustrated to the learners and given several exercises such as matching with the definitions, filling the sentences. By doing them they unconsciously utilize memorization strategy. Their preference of using a certain memorization strategy is closely germane to the previous experience and successful outcomes. (Hsiao,2004). Answering to the questions requires totally another strategy such as searching the appropriate answer from the gathered information in the brain. A particular strategy can be effective for learners to do the task, however the same strategy can not be used in all the tasks.

One of the problematic moments of the usage of a particular strategy is to make clear analyses about appropriateness of it to the learners. The identification of language learning strategy can assist to get effective results. How it can be carried out? In order to find out the answer to the question, it is required to focus on self-report methods which identified characteristics of good language learners and juxtaposed to the strategies of more or less-effective language learners. By relying to these facts the needed strategy can be brought up to the class to aid the students to complete the task. Chamot & El-Dinary (1999), Khaldieh (2000), Vandergrift, 1997a, 1997b) made several researches to find out the methods and strategies of successful learners. The conducted studies corroborated that good language learners are quite adept and accurate in choosing the workable strategy to the task they were working on, on the other hand less successful learners are totally oblivious about the required strategy to overcome the barrier in accomplishing the task. There the role of teacher is integral, because the instructor should prognosticate the appropriate methods and strategies of his learners and highlight them in giving the tasks for learners. Being

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guided by the teacher learners will better acclimatize to the strategies and have an opportunity to fix them in their memory to use in future coming tasks.

RESULTS

The common controversial issue of language acquisition at the linguistic universities is to setting homogeneous grouping. Homogeneous grouping, also known as grouping based on ability. Slavin (1990) stated that ability grouping is vital for students to achieve the target objectives in learning process. Despite its ubiquities usage researchers such Hornby, Witte, & Mitchell (2011) elucidated that homogeneous approach has several adverse effects on the academic success for learners of arts and math. Let`s enumerate the merits and demerits of homogeneous learning approach on the base of language learning.

While applying to advantages of using homogeneous grouping in educational universities, Chorzempa & Graham`s (2006) notes can be taken into account. They indicated that the substantial role of utilization of ability grouping is to provide the same academic instruction for all students in tandem to match the students` individual needs. Chorzempa & Graham`s (2006) conducted study engaged 225 educators identified 66% reported using homogeneous approach. Moreover, 69% of that 66% used this practice to apply the needs of students. Findings corroborated that usage of homogeneous grouping works for positive ramifications.

Although, revealing some pluses of homogeneous approach it is impossible to deny the minuses of it. Slavin (1990), carried out a research about a meta-analysis of 29 international studies. The research was dedicated to the placement of students into heterogeneous or homogeneous classrooms on the base of their knowledge, as well as student assessment scores germane to standarised test scores. As a result of his investigations, he was able to analyse that it does not make a sense of productivity or inequality. The given idea was endorsed by Tieso (2003) by indicating the homogeneous placement as an unacceptable approach. In his study, he revealed that by placing the students into one groups in spite of having different academic population can bring detrimental impacts to learners` academic achievement. Additionally, homogeneous grouping is inappropriate to students` rights of having equal educational opportunities.

The next barrier which can be faced up by students in learning process is shyness and foreign language anxiety. It is commonly believed that using a foreign language can be quite sophisticated and troublesome for learners especially, expressing himself in front of audience can bring several problems to the learners.

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The researchers Gardner and Macintyre (1993) define foreign language anxiety as the feeling of discomfort, less self-assurance in expressing one`s thoughts, reading, writing, and in listening comprehension as well. In some cases, while having language obstacles learners cannot stand and solve them appropriately as the result they abandon of learning the language. In contrast to this, some learners want to achieve perfection and try to circumvent mistakes in learning process by learning too much. The fear of evaluation is also one of the major problems for students to cease the learning process. Learners not only get desperate due to the negative feedback`s of the mentors as well as their peers. Being scoffed at by peers can be a reason for being passive or not engaging into the class (Piniel,2006).

According to the studies of McCroskey and Richmond (1982) volition to communicate and shyness that lead to the reduction of communication because of fearfulness or timidity. Furthermore, there is a liaison between the foreign language anxiety and academic achievement.

The workable and plausible solution to overcome this obstacle is to motivate and encourage the learners by creating camaraderie among the learners. The learners should accumulate the information about the common failures in language learning, being passionate in the path even having a lot of problems. Peer underestimation should also be averted as much as possible.

CONCLUSION

To recapitulate, the role of the teacher in the classroom is enormous. The teachers should be able to analyse learners' capability and level while learning procedures and on the base of it the tasks should be given appropriately in order not to make them anxious and obsessed. Meanwhile, teachers should take the position of facilitators and implement the adequate methods and techniques to hasten the fertile language acquiring process.

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