



Second language aquisition

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Learning and acquisition

-The main difference between learning and acquisition is that learning is a more conscious and deliberate process than acquisition, which is more subconscious in nature.

-We use both the terms learning and acquisition frequently when we are talking about learning a language. Here, acquisition involves the non-conscious assimilation of a language, mainly through first-hand exposure. On the other hand, learning involves studying it through formal instruction and conscious comprehension.



Acquisition

- Acquisition of a language is a non-conscious or subconscious process. A child first starts to acquire his mother tongue from his mother or the surroundings. This language acquisition does not involve learning grammatical rules or structures. The following table indicates different stages of language acquisition in a child.

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Krashen hypothesizes

Krashen hypothesizes that second language acquisition is very similar to the process children use when acquiring their first language. It requires meaningful interaction in the new language--natural communication--in which speakers are concerned with the messages they are conveying and understanding, not with the grammatical form of the language.



The five hypothesis

- 1. The Acquisition-Learning Hypothesis**
- 2. The Monitor Hypothesis**
- 3. The Natural Order Hypothesis**
- 4. The Input Hypothesis**
- 5. The Affective Filter Hypothesis**

Acquisition-Learning Hypothesis

- Asserts, there are two ways in which communication in a second language develops: **language acquisition** and **language learning**.
language acquisition has much in common with the way children develop their first language (L1) in that it occurs subconsciously when the acquirer finds a need for communicating with others. Language learning on the other hand, involves explicit learning with direct instruction about the rules of the language.



Monitor Hypothesis

- Learners acquire grammatical structures in a natural order, but conscious language rules are not developed until later. Once a student has conscious knowledge of grammatical structures, they are able to edit, or **self-monitor**, oral and written language. This process requires adequate time to develop.

Natural Order

- Learners acquire the rules of language in a predictable sequence. “What is learned early in one language is learned early by others.” (Lightbrown and Spada (1996))
- Past tenses come after present tenses.

UNCONSCIOUSLY



Comprehensible Input

- Learners will best acquire language when given appropriate input. Comprehensible Input is easy to understand but still challenges the learner to infer meaning just beyond their level of language competence, often referred to as “i+1”. Vygotsky’s zone of proximal development supports this hypothesis where in students must go beyond what they already know and build their new understanding on that foundation



Affective Filter

- Learners require an environment where they feel safe to take risks necessary to learn the language. A learner's emotional state will affect their receptiveness to comprehensible input.