English Language Learning and Acquisition Theories

Dr. K. Suresh

Assistant Professor, Nizam College, Osmania University, Hyderabad.

Abstract

Introduction: Language is a powerful tool and means of communication as well as all communication is done through using languages. However we use language to express our view, ideas and desires to establish commonness with others. In this aspect the communicating of language is very important. Hence, we can say that language existed for the purpose of communication. To communicate with others we also use other ways such as Body manners, gestures, signals and facial expressions which is also called as a non-verbal communication. While utilizing this language also involved with pragmatism of certain rules and regulations of a language that already pro-founded by linguists and educationalists in academic discourse and day to day living usage.

Any language that is used human beings will have certain features. Here it is also understanding of language and human cognitive performance is not adequate enough, but they seem to be plausible.

The Place of English Language: The primary aim of English learning is to make the learners communicate like native speakers. This is for most learners an inaccessible goal. And these dyas it is not even an appropriate one. Even if the aim is to communicate with, among others, native speakers, this does not necessarily mean trying to be a 'native speaker' oneself. The appropriate model in most cases, is probably the non native - speaker teacher. For most students today, English is a tool, like basic arithmetic, or literacy, or computer skills. An ability they need to master in order to function effectively in today's world. The L1 remains the learners primary language and the only they identify with what teachers aiming for is functional English-knowing bilingualism or in many cases multilingualism there is, therefore, no particular reason to ban the use of the L1in the classroom.

Socio-political status: With the European trade patterns, most of the known European-based Creole languages were existed in the coastal regions of the Americas, Western Africa, Goa and along with the west coast of India. Many of these Creoles are dead but some ot them are surviving. Atlantic Creole languages are based on European languages with elements from African and possible American languages. Indian Ocean Creole languages are based on European languages with elements from Malagasy and possibly other Asian languages. Due to their low status in European colonial powers. Creole languages have generally been regarded as degenerate languages, or at best as rudimentary dialects of the relative neglect of creole languages is their unsuitly to the 19th century Neo-grammarian 'tree model' used ti explain the evolution of languages, and its postulated regularity of sound changes. However, the social, political, and academic changes brought on by decolonization in the second half of the 20th century, Creole languages have experienced revival in the past few decades. West Indian English is a good example of Creole English.

Learning Language Through Culture: Learning other language is to understand the nature of the relationship between language and culture. In fact, the meaning is not derived from the form of language

in its use. It is language is done within a cultural framework. In language learning classrooms, learners need to engage with the ways in which context affects what is communicated and how. Both the learner's culture and the culture in which meaning is created or communicated or communicated have an influence on the ways in which possible meanings are understood. It is not learning of a single culture, but it focuses on both the target language and culture and the learner's own language and culture simultaneously. In this way, learning to communicate a language involves developing an awareness of the ways in which culture interrelates which language.

Standard English: Standard English is the variety of English that is generally acknowledged as the model for the speech and writing of educated speakers in UK. It is also associated with Received Pronunciation or accent. It is practised alongside a wide range of non-standard varieties. Standard English plays a crucial role in our educational system as the kind of English that all children are expected to be able to use, in speaking as well as in writing, by the end of compulsory education. It is normally used in official documents such as the National Curriculum for England. The present status of Standard English is the result of a historic process of standardization. This process started many centuries ago, and is still continuing as part of the ongoing development of English as a whole. Set against the process of standardization are other linguistic process such as the maintenance of features of non-standard varieties and ongoing change within and across all varieties.

The term Standard English is used to denote the variety of English prescribed by traditional prescriptive norms, and in this sense it includes rules and usages that many educated speakers don't systematically conform to in their speech or writing.

Such as the rules for use of who and whom, in recent years, however, the term has more often been used to distinguish the speech and writing of middle-class educated speakers from the speech of other groups and classes, which is termed nonstandard. This is the sense in which the word is used in the usage labels in the dictionary.

Therefore, in learning a language, culture and social practices need proper attention to balance curriculum and communication. It should be shown that a balance between treating language as a code and a social practice of meaning making and interpreting. In developing language capabilities, the learner should be given attention to culture and society for various reasons. As…

Culture provides a diverse space for language practice, and is a body of information.

The understanding of culture affects language learning. It plays a central role in the way meanings are interpreted. And Culture provides factual and authentic materials to teach language. Moreover, it increases learner's personal involvement in the process of learning a language. As well as the knowledge of culture facilitates communication with people. This means that in the language classroom it is not just a question of learners developing knowledge about another culture, but of learners coming to understand themselves in relation to some other culture.

Language-acquisition theories:

The main ideas on how we acquire second or foreign languages in school or home can be seen as follows:

Intuitive acquisition: We learn anther language the same way as we learnt our first language or mother tongue. Intuitive acquisition through lots of exposure to the language in authentic communicative situations.

Habit-formation: Language is a set of habits: we mimic and memorize and drill the patterns of the language until we learn to produce the correct forms automatically.

Cognitive Process: Language involves the understanding of underlying rules: if we master these rules, we will be able to apply them in different contexts. That may be at school, home, with community or with others.

Skill-learning: Language is a skill. We learn it in school just as we learn other skills: someone explains rules or words to us, we understand and practice them until we master them and use them fluently and skillfully.

The main contrasting concepts underlying these four theories are explicit versus implicit teaching and learning. If you think that we learn languages through subconscious acquisition without actually working out rules or translating words, then you prepare an implicit model and would favour the first or second items above, if, however, you think that we need consciously to understand how the language works, then you would favour an explicit model, expressed in the third and fourth.

Probably all of these theories have some truth in them. None on its own can really cover the complexity of the second-language-learning process. They provide, in various combinations., the theoretical basis for the different methods.

Conclusion:

The importance of learning language for both accuracy and fluency that making learners aware of the variety of Englishes a focus on vocabulary and the learning of speaking and writing skills. Language-acquisition theories and methods which are prevailed and should use standard English to become fluent and accurate in our communication skill. However we learn language in variety ways that traditional and modern and theoretical and natural way. We also learn English language by imitating others, mimic and memorization is also one of the language learning of scientific and systematic language learning process.

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