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ТИЛДИ ӨЗДӨШТҮРҮҮГӨ ТААСИР БЕРҮҮЧҮ ФАКТОРЛОР

THE FACTORS INFLUENCE LANGUAGE ACQUISITION

ФАКТОРЫ, ВЛИЯЮЩИЕ НА ОСВОЕНИЕ ЯЗЫКА

Аннотациясы: Бул макалада экинчи чет тилин уйронуу жана гипотез боюнча жалпы маалыматтардын баары каралат. Мындан тышкары, экинчи тил алуунун мааниси жана жаңы тилди үйрөнүү жагынан пайдалуу теориялар келтирилген. Ошондой эле макалада бул теориялардын маанилүүлү белгиленет жана экинчи тил алууга кошкон салымы тууралуу сөз жүрөт.

Негизги сөздөр: уйронуу, тил, себептер.

Аннотация: В данной статье рассматриваются общая информация, относящаяся к освоению второго / иностранного языка и гипотез, связанный с обучением второго языка. Кроме того, важность освоения второго языка изучена, и представлены теории с точки зрения изучения нового языка. В этой статье подчеркивается важность этих теорий и вклад при освоении второго языка.

Ключевые слова: освоение, язык, факторы.

Abstract: This paper examines all of the general information pertaining to second/foreign-language acquisition and the hypotheses related to second-language learning. In addition, the importance of second-language acquisition is covered and the theories helpful in terms of studying a new language are presented. The paper stresses the importance of these theories and focuses on their contribution to second-language acquisition.

Key words: acquisition, language, factors.

Introduction

Language acquisition is the study of how people learn a language and is one of the most complex aspects in the development of the individual. Language acquisition usually refers to first-language acquisition, which explores a baby's acquisition of its native language. This is very different from second-language acquisition, which deals with the acquisition of other languages. That is to say that language acquisition is a study of human learning that includes cognitive variations.

Second-language acquisition can be associated with language learning, but it does not usually incorporate bilingualism. Most second language investigators consider bilingualism

a result of learning a language, not the process, and reckon the term as referring to native-like proficiency. Writers in the fields of, education, psychology and linguistics generally use the term 'bilingualism' loosely to include all forms of multilingualism (Gass & Selinker, 2008, pp. 21-24).

Firstly, the term 'language acquisition' must be defined. This term was basically used to emphasize the non-conscious situation of the learning process; however, recently, the terms 'acquisition' and 'learning' have become practically synonymous (Krashen, 1992).

Krashen, the famous American scientist-linguist, was very important in the field of language because he founded the theory of language

acquisition in the 1970s. According to him, second-language learning can incorporate language learning. Most of the second-language acquisition researchers see bilingualism as a result of learning a language, and not as the process itself. Generally, those in such fields as education, psychology and sociolinguistics use 'bilingualism' to include all forms of multilingualism.

When the objectives of second-language acquisition (SLA) are examined, it can be seen that they play a major role. Linguistic competence is related to the knowledge of how the target language works. Intercultural competence refers to the ability to view one's own culture. The development of learners is concerned with the ability to use the target language appropriately to communicate meaningful messages.

Theories of second-language acquisition are presented as they are expressed by some of the theorists' ideas that affect learning language and help the learner. There are many such theories, including behaviorism, universal grammar, output hypothesis, etc.

Finally, the importance of the advantages of second language learning is stressed. For example, learning a new language can result in achievement, improvement in the first language, experience in new cultures, better job prospects and enjoyment of travel and leisure.

Effective Factors of Second-Language Learning

For successful language achievement, some important factors must be considered such as the linguistic competence, intercultural competence and development of the learners. The first goal is linguistic competence. In linguistic competence, the role of the learners is very important because this goal depends on the learners' responsiveness. This aim includes acquiring the knowledge of how the target language works and thus, it may sometimes develop the linguistic competence of the learners. Bernard states that "they will need to experiment with the grammar and vocabulary of the target language, making use of contextual clues in order to formulate and test their own hypotheses about how the target language works" (Bernard, 2004, p. 212).

The second goal of intercultural competence is to help the learners grow out of their 'cultural

shell' (Kaikonen, 2001), which tends to constrict their intercultural development. The 'cultural shell' refers to that which protects them from culture shock. This goal is important in terms of learners because they need to learn everything about the culture and the attitudes of the people living in the countries where the language is spoken. These factors help the learners.

Bernard further stated that "A second goal of second language acquisition could be the development of learners' ability to use the target language appropriately to communicate meaningful messages according to the social context" (Bernard, 2004, p.212).

These aims help learners in language acquisition as they can realize their own deficiencies and abilities. In accordance with these goals, they can develop themselves and iron out their mistakes.

On the other hand, there are a number of elements that have an effect on learning a second language; therefore, it is important to mention the theories behind second-language acquisition. How a language is learned and what elements need to be present for successful language acquisition must be investigated (Stefansson, 2013). Some of the major theories in second-language acquisition include the behaviorism theory, the acculturation model, the universal grammar hypothesis, the interaction hypothesis, the output hypothesis and the sociocultural theory. In the theory of behaviorism, learning is generally based on the idea that people can learn only by remembering things. This theory was formulated by the linguistic scientist Schumann (1984). Universal grammar (UG) is a theory stating that some grammatical rules are transferred in the mechanism of the system and 'hard-wired' to the brain without teaching. The founder of UG is the well-known scientist Noam Chomsky. The hypothesis of the interaction theory of second-language acquisition states that the development of language proficiency is achieved via face-to-face communication and interaction. The output hypothesis (Shedadeh, 2002) suggests that second-language acquisition is the action of producing any speaking and writing language activities. Finally, the sociocultural theory should be mentioned. This theory is concerned with the development of cognitive and higher mental functions, these mental

functions being a result of social interactions. This theory is based on Vygotskian thought (1980).

These theories are all very important in terms of second-language learning because they examine and clarify the process, thus contributing to new language-teaching methods which enable learners to speak English or other languages easily.

Advantages of Second-Language Learning

There are advantages to learning a second language, the first of which is improvement of the first language. This advantage is connected to the grammatical structure and vocabulary of the first language. Knowledge of a second/foreign language focuses one's attention on the grammatical rules and constructions of the first language. A second/foreign language involves experiences in new cultures. For example, by considering that the world is full of rich and interesting cultures, one seeks to learn a new language, which allows access to these different cultures. A different culture can refer, among other things, to music, styles, history and literature. Thanks to a new language, one can get acquainted with new cultures and people and thus, acquiring new cultures also refers to speaking many languages. A third advantage is achievement. The achievement of learning a new language can be thought of as a talent or skill. For instance, a person who has talent can learn that language rapidly and speak fluently. Accordingly, most people who speak foreign languages are seen as talented and speak very well. A fourth advantage of second-language acquisition is the prospect of better jobs. People who know several languages are very lucky. Learning a new language opens up a world of new opportunities for them because they have better job prospects and can rapidly find a job. By means of knowledge of a second/foreign language, the individual is always one step ahead at the workplace because of the ability to communicate in a foreign language. On the whole, those with the ability to speak and understand a second/foreign language are more likely to find good employment.

Finally, another advantage of learning a second/foreign language is travelling. When one chooses to learn a commonly spoken language such as German, Spanish, Russian and so forth, one can travel practically anywhere in the world, meet

new people and speak easily. These advantages of second-language acquisition encourage a person to be able to speak English or another language fluently and to become eager to learn more.

Conclusion

When the aims of second-language acquisition are examined, the main factors include the development of learners and their linguistic and intercultural competence. By means of linguistic competence, the learner recognizes topics like syntax in terms of grammar, phonology, morphology and the usage of the language. Accordingly, this is essential, because if a person is aware of how the second/foreign language is used, that learner is capable of learning the target language effectively. It should be mentioned that, for the development of learners, the most important thing is their ability in language acquisition. For example, in Turkey, when people are observed speaking English, some accomplish it very well thanks to their ability, while some do not; i.e., learning a new language is related to ability as well as to learning the vocabulary and function of the language. Moreover, the most important goal is intercultural competence because the culture is significant and necessary for learning a new language. The culture refers to a person's language, attitudes and lifestyle. Furthermore, it is a great advantage for a person to know a number of languages in addition to his native one. Thus, a learner discovers new features that can be compared with other languages. In conclusion, these aims help in learning a new language. Learners are able to realize their own deficiencies and abilities thanks to these goals and, in accordance with them, are able to progress in the language and resolve difficulties.

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