

Jelena Zašcerinska

**LANGUAGE ACQUISITION AND
LANGUAGE LEARNING:
DEVELOPING THE SYSTEM OF
EXTERNAL AND INTERNAL PERSPECTIVES**

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Abstract

Introduction. *The use of three-five languages is of the greatest importance in order to form varied cooperative networks for the creation of new knowledge.*

Aim of the paper is *to analyze the synergy between language acquisition and language learning.*

Materials and Methods. *The search for the synergy between language acquisition and language learning involves a process of analyzing the meaning of key concepts "language acquisition", "language learning", "mother tongue" and "foreign language", and demonstrates how the key concepts are related to the idea of developing the system of external and internal perspectives.*

Results. *The study presents a potential model for development indicating how the steps of the process are related.*

Conclusion. *The theoretical findings of the research allow putting forth the following hypothesis: the synergy between language acquisition and language learning is efficient if language learners gradually move from the external perspective, namely, language learning, to the internal perspective, namely, language acquisition through foreign language for professional purposes peer-learning.*

Key words: *language acquisition, language learning, mother tongue, foreign language*

Introduction

The use of three-five languages to form varied cooperative networks for the creation of new knowledge is of the greatest importance for the development of humans, institutions, society and mankind (Maslo, 2006, 16). However, the success in use of three-five languages requires that the synergy between language acquisition and language learning to be considered. The following paper is to analyze the synergy between language acquisition and language learning within a multicultural environment on the pedagogical discourse.

The remaining part of this paper is organized as follows: State-of-the-Art demonstrates the author's position on the topic of the research. The paper involves 3 sections. Section 1 introduces language acquisition. Language learning will be presented in Section 2. The synergy between language acquisition and language learning is presented in Section 3. Finally, some concluding remarks are provided.

State-of-the-Art

The modern issues of global developmental trends emphasize “a prime importance in sustainable development that is to meet the needs of the present without compromising the ability of future generations to meet their own needs” (Zimmermann, 2003: 9). Thus, sustainable personality is “a person who sees relationships and inter-relationships between nature, society and the economy” (Rohweder, 2007: 24). In other words, this is a person who is able to develop the system of external and internal perspectives, and in its turn the system of external and internal perspectives becomes the main condition for the sustainable personality to develop. Thus, the life necessity to develop the system of two perspectives, namely, external and internal, determines the research methodology of the synergy between language acquisition and language learning in the pedagogical discourse, as highlighted in Figure 1 introduced by Ahrens and Zaščerinska (Ahrens and Zaščerinska, 2010: 7).

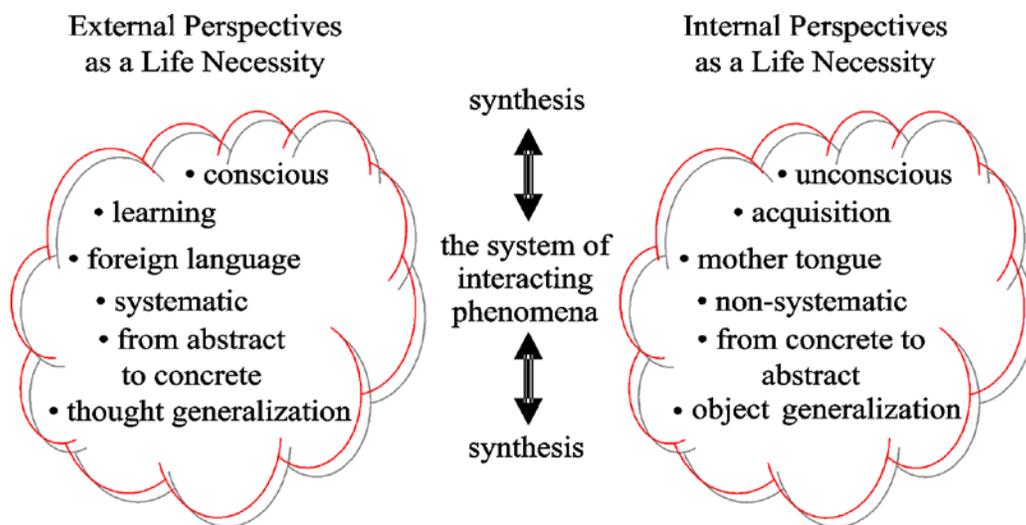


Figure 1. Developing the system of external and internal perspectives as a life necessity

However, in real life a sustainable person is often realized from one of the perspectives: from the internal perspective accentuating cognition, from the external perspective accentuating social interaction and finding a balance between the external and internal perspectives (Surikova, 2007).

The methodological foundation of the present research on the synergy between language acquisition and language learning is formed by the System-Constructivist Theory. The system-constructivist approach to learning introduced by Reich (Reich, 2005) emphasizes that human being's point of view depends on the subjective aspect (Maslo, 2007: 44): everyone has his/her own system of external and internal perspectives (Figure 1) that is a complex open system (Rudzinska, 2008: 366) and experience plays the central role in a construction process (Maslo, 2007: 42). Thus, four approaches to the synergy between language acquisition and language learning are revealed. Therein, the fourth approach, namely, developing the system of the external and internal perspectives, is considered to be applicable to the present research on the synergy between language acquisition and language learning.

Moreover, the author's position on the topic of the present research, namely, developing the system of the external and internal perspectives, is reflected in the principles of mutual sustainability and mutual complementarity based on the methodology of the present contribution. The principle of mutual sustainability means to provide a complex of possibilities that allows for everyone to learn (Панов, 2007: 72). And the reflected principle of complementarity points that opposite things (principles in the context of the present research) supplement each other for finding the truth (Grabovska, 2006: 21-22). Hence, the present research is a social product where the prerequisite is dialogue (Ольшанский, 2000: 6).

The search for the synergy between language acquisition and language learning involves a process of analyzing the meaning of key concepts "language acquisition", "language learning", "mother tongue" and "foreign language", and demonstrates how the key concepts are related to the idea of developing the system of external and internal perspectives.

Defining Language Acquisition

Language acquisition is based on the neuro-psychological processes (Maslo, 2007: 41). Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000: 27).

Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007: 49).

Defining Language Learning

Language learning is a conscious process, is the product of either formal learning situation or a self-study programme (Kramina, 2000: 27).

Hence, language learning is an integral part of the unity of all language (Robbins, 2007: 49).

The Synergy Between Language Acquisition and Language Learning

Vygotsky (Vigotskis, 2002: 275) points out that scientific concept and professional concept (Mylett, Gluck, 2005: 6) learning differs from spontaneous concept acquiring as foreign and professional (Mylett, Gluck, 2005: 6) language learning differs from the native language acquiring that is why Vygotsky points out (Vigotskis, 2002: 208) the types of relationships

- between spontaneous concept and mother tongue;
- between scientific concept and foreign language;
- between spontaneous and scientific concepts and/or mother tongue and foreign language

that are as following:

- inner and outer conditions of forming spontaneous concept coincide with inner and outer conditions of acquiring mother tongue;
- inner and outer conditions of developing scientific concept coincide with inner and outer conditions of learning foreign language;
- inner and outer conditions of forming spontaneous concept and of acquiring mother tongue are different from inner and outer conditions of developing scientific concept and of learning foreign language:

“Scientific concept learning differs from spontaneous concept acquiring as foreign language learning differs from native language acquiring. The development of scientific

and spontaneous concepts is interrelated as foreign and native languages relates to each other” (Vigotskis, 2002: 275).

If the development of the native language begins with free, spontaneous use of speech and is culminated in the conscious realization of linguistic forms and their mastery, then the development of a foreign language begins with conscious realization of language and arbitrary command of it and culminates in spontaneous, free speech. But, between those opposing paths of development, there exists a mutual dependency just as between the development of scientific and spontaneous concepts” (John-Steiner by Robbins, 2007: 49).

That is why to consider the spontaneous, scientific and professional concepts means to discuss the mother and foreign and professional language.

Professional language is defined as native language for specific purposes (Zaščerinska, 2010: 406).

Thus, researchers emphasize (Vygotsky, 1934/1962; Piaget, 1962: 4) that the synergy between language acquisition and language learning is of great importance in the course of development: “scientific and spontaneous concepts start from different points but eventually meet” (Vygotsky, 1934/1962: 84).

Hence, the level of spontaneous concept acquiring determines the level of individual’s actual development (Леонтьев, 1982: 36), and the level of scientific concept gaining reveals the zone of individual’s proximal development (Леонтьев, 1982: 36) within Vygotsky’s Theory on the Proximal Zone of Development (Vigotskis, 2002: 257).

Moreover, considering the term *psychological system* where the change in the relationship between functions is of a great importance for the individual development, and not the development of each function (Vygotsky by Леонтьев, 1982: 38) and the relationship between foreign language and professional language allows determining the level of *foreign language for professional purposes* obtaining as the quasi-autonomous zone where an individual is between his/her levels of actual and proximal development being able to implement a certain activity at a certain level with other’s particular assistance. The quasi-autonomous zone implies peer learning (Myllet, Gluck, 2004: 7) or students’ co-operation without teacher’s assistance in order to allow students’ reflexive

functions (regulation, evaluation, planning, etc) to be implemented (Cukermane by Surikova, 2007: 33).

Thus, the synergy between language acquisition and language learning is based on foreign language for professional purposes peer-learning.

Conclusion

The theoretical findings of the research allow putting forth the following hypothesis: the synergy between language acquisition and language learning for the proper use of three-five languages to form varied cooperative networks for the creation of new knowledge is efficient if language learners gradually move from the external perspective, namely, language learning, to the internal perspective, namely, language acquisition through foreign language for professional purposes peer-learning.

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