



LANGUAGE ACQUISITION AND LEARNING ON CHILDREN

Assist. Lect. Ghaith Saleh Mahdi

AL-Mustaqbal University College

Ghaith.saleh@mustaqbal-college.edu.iq

Mahmood Shaalan Atiyah Alsalmami

Karabük University-Turkey

mahmoodatea2@gmail.com

Ali Abbas Jasim Mohammed

Karabük University-Turkey

alliabbasjasim@gmail.com

Article history:

Received: 30th January 2022

Accepted: 28th February 2022

Published: 13^h April 2022

Abstract:

Debate on Second Language Acquisition is not just about the concept but also about the real-world facts that underlie each study's findings. To better understand how children and adults learn languages, more research has needed in the field of Second Language Acquisition. Children and adults discover their first and second languages through this study. Purposive sampling has been used to identify the participants' ages, which were a mix of children and adults. Who handpicked six people based on a set of criteria? A content analysis technique has been used to assess all of the data gathered during the investigation. The results demonstrated that a fetus has tried to acquire noises subconsciously since it has been alive inside the mother's womb, especially for up to three months. The three aspects of the Phased Process Approach, namely Subconscious Acquisition, Conscious Acquisition, and Learning, define language proficiency. As early as the age of two or three, youngsters can make sense of any information they receive since they are capable of retaining meaning. The purchase procedure has already begun the learning process. Research shows that youngsters learn to speak in stages depending on how quickly their brain grows. Children and adults both learn languages in the same way, albeit adults face different challenges when mastering their first language because adults have a far more solid foundation in their first language than children do.

Keywords: Language Acquisition, Language Learning, Children Acquisition, Adult Acquisition, Children Learning, Adult Learning

INTRODUCTION

Whenever and wherever the language is used, we will definitely keep in touch with the fact that people who use the language will have two different experiences. When humans communicate using the language in the meantime they are studying and also acquiring the language they hear and use. This different experience then is what causes the appearance of a very thin and significant difference when viewed from the perspective of the process. The experiences then bring upon a number of factors for each accompanying experience and those factors to be the ones which have caused the greatest impact in terms of Language Acquisition and Learning. The factors may be vary depend on what experience happened. Some explanations should be explicitly described such as Behaviorism, Acculturation, The Universal Menezes (Journal; Menezes) argues that it can find the answers to how natural language came to be in grammar, comprehension, interactivity, output, socio-cultural theory, and connectionism (Menezes). Second Language Acquisition research has focused on the distinction between acquisition and learning. Regarding second language acquisition research and practice, Krashen says, "the acquisition-learning dichotomy helps explain findings in all fields" (Krashen, 1981). To grasp Second Language Acquisition, this distinction must be made clear. SLA's fundamental principles have been established based on some of the studies that have been made public.

LITERATURE REVIEW

Human Brain in Acquiring Languages

Human brain is unique. No one can prove perfectly what are all in the brain and what are the processes happened in it. The capacity and capability of human brain is restricted to what we call as *human* as a *creature*. We are all limited to think of our existence in terms of who the creator is and who is the creature. Therefore, we are asked to think what we deserve to think of. In the other hand, we should be grateful to those who have investigated and

found all about brain. It has a corpus callosum that is a thick cable of nerves at the base of each brain. This connects two sides of brains; left and right hemisphere.

Brain is divided into two halves; right and left hemisphere which contains 250 cells, 3 pounds weight; around 1.300 to 1.400 grams, consists of 78% of water, 10% of fat, and 8% of protein. It consumes 20% of energy taken from human blood that contains glucose, protein, and oxygen. Brain needs 8 gallons per hour or 198 gallons a day or 8 to 12 glasses of water a day. There are four parts of the brain that is called as lobes of brain. They are *Occipital* that is in the back center of the brain and these functions as sight. *Frontal* is in the front of the brain which functions as to judge, create, solve, and plan. The next is *Parietal* which functions as the capability of senso-motoric and language and is in the top back of the brain. The last is *Tempora* which is in the left and right side of the brain and functions as hearing, memory, processing meaning, and language. In human brain, there is called as Cerebellum and Basal Ganglia that are very functional in regulating language. *Basal Ganglia which are buried deep within the cerebrum clearly play a part in human language and thought* (Lieberman, 2000). In the study of Split- brain, the scientists have found that "If an ordinary person is seated in front of a screen and asked to look forward and an object is flashed very briefly to his right side (i.e. his left brain), he will respond faster and more accurately if the task involves language" (Alfred, 2006). The left temporal of the brain is actually the most part of the brain to refer to human language capability in acquiring and processing language.

First and Second Language Acquisition

Language acquisition is the way of human being in obtaining subconsciously his/her first language to produce speech. So, language acquisition usually refers to first language. The first language acquisition here is not only to the language s/he acquired in the past for the first time for the first language but it is to the language s/he acquired and acquires for the first time for any language. What any language s/he acquires in the first time that is called as first language acquisition even though s/he has already had the primary first language. In the other words, s/he can acquire any language as his/her first or second or third language and so forth as long as the language is acquired for the first time. This is what we call as Language acquisition that refers to the first acquisition. Language acquisition or first acquisition or first language acquisition or second language acquisition and so forth slowly develops and in this period, listening skill is faster than speaking skill (Krashen, 1982). The process of language acquisition is always the same and it has a natural order as one acquires his/her first language from fetus to adult.

Second language acquisition is just the same as first language acquisition. It is just the time and ages that are the difference between first and second and or third language acquisition as drawn in Conceptual Framework. Some theorists said that in obtaining any language, children tend to acquire language than adults do. In the other words that adults learn the language more than acquiring. But actually, Krashen can prove that "The acquisition-learning hypothesis claims, however, that adults also acquire, that the ability to "pick-up" languages does not disappear at puberty" (Krasehen, 1982). Adults also can acquire language as the second language and they have the ability of it in gaining the success of their second language acquisition. A natural setting is for an acquisition process while a set-up situation is for learning process.

1. First and Second Language Learning

As stated above that First Language Acquisition is the language that one acquired and acquires for the first time for any language. Sequentially, after acquiring the L1 one can learn his/her L1 Acquisition; structures or grammars (Linguistic and Language Competence). This is what is called as the First Language Learning. The context or situation is set up to a formal. It can be of curriculum demand at school that one should learn in order to pass the examination. S/he has already had his/her L1 and now is the time to learn it formally or informally. This is just all about the setting or the way or the strategy of learning the language. The more your child knows about the way she learns best, the more insight, strategies, and self-awareness she will have to use her learning strengths to achieve her greatest potential as a joyful learner (Willis: 2008). In this process, accuracy and correctness are needed in order to approach to Linguistic and Language Competence and Performance.

In the Second Language Learning, L1 Learning has additional language to learn. Let's say English; English as Second Language or English as Foreign Language. What other language learned for the first time besides L1 Learning then we call as Second Language Learning and also involve a mixture of these (Formal & Informal Learning) settings and circumstances (Troike, 2006). This should be distinguished from Second Language Acquisition. For example, when an Indonesian is brought in to America and s/he lives there at least three months; s/he hears the language every time and day without any translating from anyone who lives there then this is called as Second Language Acquisition. When an Indonesian takes English for example as the subject at school so s/he learns the grammars and structure of English and get the correctness of mistakes then this is called as Second Language Learning. But when an Indonesian is brought in to America in the occasion of an English Course, s/he actually acquires and learns the language there. While learning English there, in the other side s/he acquires the language when s/he listens to people use English in a communication.

2. Language acquisition

Human beings are unique. They exist is not only for God has created them but also that they are supported by all existence things. According to Skinner, They are absolutely controlled by their environments and it is not only merely

by themselves. In his book, *Beyond Freedom and Dignity*, published in 1971, he replied that all behaviors are controlled or managed by external stimuli. In other words that all human behaviors are determined by ways which are predictable by law principles.

Human acquires language is not because of they learn the language but it is merely that they acquire. Vice versa, they learn the language because they have acquired it. A language is a process of customary that is acquired through a conditioning process (Brown, 2000 p. 34). This is in line with the views of behaviorism experts who believes strongly that children come into the world with a tube of taste, a clean slate with no previous understanding of the world and of the language, and that the children are then shaped by their environment and slowly conditioned through a diverse schedule of reinforcement (Brown, 2000 p. 22). This was called as Nurture. Watson states that the explanation of any form of learning is through a process of conditioning then human form a stimuli-response relationship and the more complex human behavior learned through how to build a series or chains of responses (Brown, 2000 p. 80). Thus, Watson took an extreme position on one of the oldest psychology questions and fundamental concerns about Nature and Nurture. Watson states that every person is shaped into what they are then they are not born. He ignores the importance of ancestry, saying that the behavior is determined entirely by the environment. But such a view Watson never got a chance to be tested further. Yet his writings contributed significantly to the environmental elements are often associated with behaviorism.

In the 1950's B.F. Skinner fight for the return of a stimulus-response approach belongs to Watson. It has a classical theory, namely Verbal Behavior, which is a continuation effort of a general theory of learning by Skinner himself called operant conditioning (operant conditioning). Skinner conducted experiments on mice where he trained rats to obtain food by pressing a specific pedal. Once the rats are getting the knowledge that if he wanted to eat so he had to push the pedal, then the process for acquiring food compounded by turning on the lights before getting food where they should press the pedal when the light is blinking. The next process is the emphasis pedal twice as flashing lights which can also be understood by rats before (Dardjowidjojo, 2003 p. 235). So what is meant by operant conditioning by Skinner is conditioning which organisms (humans) to produce a response, or operands (a sentence or speech or activities that operate on the basis of the environment), in the absence of stimuli that can be observed; operand is maintained (learned) through reinforcement (reinforcement) (Brown, 2000 p. 22-23). Skinner's theory explains how the various trends in the response achieved through learning. If the response is followed by favorable consequences also called reinforcement, then the response is stronger and if the response produces negative consequences or punishment), then response will be weakened. Through these experiments, Skinner found that the acquisition of knowledge, including knowledge of the language is a mere habits or things to get used to a particular subject is done constantly and insistenty (Dardjowidjojo, 2003 p. 235). Furthermore, following the tradition of Watson, Skinner showed little interest in what is happening "inside" man. He stated that it is useless to speculate on the personal cognitive processes that cannot be observed. Rather, he focuses on how the external environment to form a clear behavior. He suggested determinism, considered that the behavior is completely determined by environmental stimuli. In his view, people tend to show some patterns of behavior because they have tendencies response (response tendencies) they achieve stable through the experiences. Response tendencies can be changed in the future, as a result of new experiences, but it can continue to survive to create a certain level of consistency in behavior.

In relation with the acquisition of language, Skinner is a person supports the Nurture, because for him, every human spoken utterance actually follow a form that is both verbal and nonverbal language and behavior of this kind can only be learned from the human environment or external factors that exist in surrounding (Pateda, 1991 p. 99). Thus, it reinforces and clarifies the view that stimuli are paramount in the process of language acquisition because basically stimuli that affect response. In relation with behaviorism itself, according to Lyons (1977 p. 122) there are specific principles or tendencies which states that the flow tends to minimize the role of instincts and impulses inborn and an emphasis on the role played by learning in which animals and humans obtain -patterns of their behavior; emphasis on fertilization (Nurture) and not the sense of natural (nature), more emphasis on the environment than on heredity.

Furthermore, Bell (1981 p. 24) expressed the view of behaviorism is considered as an answer to the question how human beings actually learn the language, namely:

- a. In an attempt to find an explanation for the process of human learning, psychologists should have a view that things can be observed that will be explained, while the things that cannot be observed should not be given an explanation or form part of the explanation.
- b. Learning consists of the acquisition of habits, begins with imitation.
- c. The response is considered good yield good rewards too.
- d. Habit strengthened by repeated so often that the stimuli with the response given were to be something that is automatic.

One more way in how to acquire language that is usually called as a Nature. This term is the view of some experts such as Chomsky, Derek Bickerton and David McNeill. Basically, the process of language acquisition that is the nature is that the process of language acquisition that is determined by innate knowledge and innate properties that are universal for experienced or owned by human beings (Brown, 2000 p. 34). Chomsky found that language acquisition is based on nature because he said when the child was born he had to be equipped with a specific tool makes it able to learn a language. The tool is called the Language Acquisition Devices (language acquisition device / LAD) is universal as evidenced by the similarity to the children in their process of language acquisition (Dardjowidjojo, 2003 p. 235-236). According to the nativist language is something only humans have because language is a system that has

certain rules, creative and depending on the structure (Dardjowidjojo, 2003 p. 236). This view is rather opposite to Skinner's. Still in relation to language, as well as the complexity of the language, the language of the nativist found is a mental activity and should not be considered as the physical activity, this is why it is also called the nativist approach mentalistic approach (Pateda, 1991 p. 101).

Other supporter of the process of language acquisition that is nature is Derek Bickerton (Brown, 2000 p. 35). He did some research on the provision brought humans from birth (innateness) and get some significant evidence. The evidence revealed that the man had indeed "biologically programmed" to switch from one language to the stage and the next stage of language that humans hard.

the process conditions in children, but is determined by the processes running on its own since the child was born into the world along with the knowledge of language and maturity of the child's age.

Brown (2000 p. 24) states that language acquisition device LAD consists of four innate linguistic properties, namely:

a. The ability to distinguish the sound of human beings' speech (speech sounds) of the other sounds in the environment.

b. The ability to organize data into a variety of language classes that can be refined or improved in the future.

c. The knowledge that only certain types of linguistic systems that are likely to be used and other system types is not possible to use.

d. The ability to evaluate the system constantly evolving language so as to build the simplest system from the existing linguistic input.

In answer to the question of how human beings learn language, Bell (1981 p. 24) also tries to bring some Chomsky's view, namely:

a. Activities occurring within the mind, such as how to process, store and retrieve knowledge from these deposits, which is the main focus and not the physical embodiment of knowledge.

b. Learning is a matter of "reasonable acceptance" of the data received by the brain through the senses.

c. Individual's ability to respond to new situations in which if only armed with stimulus- response habits alone will not be able to make the individual is ready.

d. Learning is a process of mental because it is better to know and cannot express it in words than to speak without understanding.

METHODOLOGY

1. Research Design

This research applied longitudinal research. Is to mention that Longitudinal Research is an observational method in which the data is obtained over the length of time on the same people repeatedly. This research was completed for roughly five years that involved nine (9) people. The most significant aspect of Longitudinal Research is the observational activities that include a comprehensive examination of the data gathered and repeated observational actions. The procedure of triangulation is one key stage for data integrity.

2. Participants (Population and Sample)

A mother, her children, and other adults were the subjects of this study. As part of their study, researchers used the Purposive Sampling Method. One method for selecting participants is the Purposive Sampling Technique (Sugiyono, 2009), which relies on consideration or attribute of interest. This study involved a single mother and her two fetuses; the first was four months and three weeks old, while the second was three months and six weeks old at the experiment. The first and second fetuses came from the same mother, and there was a one-year gap between them. Both fetuses were examined up to the age of five and four, respectively, during the research. This group consisted of four persons ranging in age from 13 to 25 years old, all of whom lived in bilingual families. Adult participants have been employed as the supporting data in the study.

3. Technique of Data Collection

To collect data in a natural setting, the researcher stayed on-site throughout the inquiry and began taking data regularly by videotaping the study's progress. They used a combination of methods to gather information: recordings and surveys. Each communication between the researcher and participants has recorded, and it shut off the recording if the talk included the necessary data. Observation and interviews have been conducted using this method. Surveys have been used to understand better how children and adults learn a second language and how to support better those teaching EFL in the classroom. it carried out the investigation regularly to gather the necessary evidence. ' In the recording and the notes, it found these supporting facts.

4. Instruments

Mostly qualitative research indicates that the researcher might be the single instrument of the research besides the other instruments that can be used. So, the instrument of this research consists of the researcher himself, video recorder, Interview manual, observation check list, field notes, and non-structure questionnaires.

5. Technique of Data Analysis

According to Kaelan (2005, p. 209) and Muhammad (2011, p. 221), data analysis is the act of arranging, categorizing, and describing data in a unified manner. There are several ways to organize and categorize data by this concept. As a

result, the researchers used content analysis to examine the data after who had obtained it. The following are some processes that researchers use while analyzing data based on the data analysis technique: After they collected the data, they were examined and processed an additional 150 times to determine the characteristics or substance of the inquiry. Recorded conversations and other actions have been transcribed and written down by the researchers as they collected data in the field. The researcher filmed and collected notes on the fetuses and children in particular. The participants were 4 and 3 months pregnant at the notes' taking. Adult participants were subjected to a questionnaire, an interview, and a discussion recording by the researcher's assistant. During the interview, the researcher jotted down important information in field notes. As a second step, all the video and audio material has processed via transcription before being condensed into lists and organized according to similar patterns. Displaying and verifying the categories was the following step, followed by concluding. Who improved validity by utilizing multiple sources of data.

FINDINGS AND DISCUSSION

1. Findings

The results of the inquiry have shown in this section. Before it was born, the fetus had established its auditory system to pick up sounds from inside and outside the womb when it was only three months old. This allows them to hear and decipher what sounds are coming and their meanings to her in her interpretations. Despite its imperfections, this is the first time that humans have been able to hear the sounds of nature. A fetus is poised to learn a language in the form of sounds it attends at this stage of development. Fifteen minutes into the study, the fetus's reaction was a reflexive movement that indicated her understanding of what the researcher was saying. The exercise was more regular than if no reading had been done, even though the activities did not always appear.

The fetus frequently jerked when the researcher spoke in Indonesian and English between the ages of 5 and 9 months. When the researcher stopped talking, she stopped moving, which caused her mother's tummy to develop on either the right or the left side. The developing fetus's brain has fully formed at this stage of development.

When the mother or the researcher spoke to her between the ages of 0 and 6 months after birth, she was silent or staring somewhere else. Up to 4 months, she would open her mouth as if she wanted to mimic her mother's mouth. Researchers at the ages of 7 months to 1 year and a half tried to get the infant to do what they didn't want her to by saying "come on" or "no.. no.. no" when they didn't want her to do anything. The baby merely seemed to stare at him for a brief moment before going back to doing what she was doing.

The researcher repeatedly stated one word, such as "mama" or "papa," but the infant could not follow the researcher's comments after he had said them. In 20 attempts to speak 'papa' or mama, the baby responded with 'pa,' oral. When the researcher attempted to play music for the baby at this age, the infant was enthralled. She turned on a piece of music that she had previously heard to soothe her weeping child, but she began to cry again when she turned it off. This occurred before the age of three.

Some words in Indonesian had begun to emerge from the baby at the age of two, which the researcher had never prompted her to say previously. She learned it through listening to her parents talk about it regularly. When the researcher uttered 'no' or 'don't' while moving his index finger to the left and right, she tended to quit doing the activity. Despite the baby's continued participation in the action, the researcher's subsequent instruction or warning seemed to have a more significant impact. Successful. The second person, who was about the same age, merely paid attention to the last few words of each sentence. Her mother's final words were, "I love you." "...makan" was her attempt to mimic her mother's "bilang, sudah makan." It was the only thing left in her to say.

A three-year-old infant understood what the researcher wanted her to do, such as when the researcher requested that she get off the motorcycle by helping her down in both Bahasa and English. She could also count from 1 to 5 in English, even though she had difficulty spelling the words. Since she was 2.5 years old, this experiment has been repeated numerous times, with the researcher occasionally achieving accuracy in Bahasa despite her mistakes in count occasional lesson and practice in Bahasa, but now she can act out the instruction or command without any assistance. As if to reaffirm the researcher's statements, she would say things like "gu daun??" instead of "go down" or "endcap??" The subsequent discovery was made after the researcher set up music, turned it on, listened to it, and attempted to say along with the lyrics. She was able to recite the entire song's words in as little as two months, even though she had no idea what they meant.

When she was four years old, the researcher began asking her, "what is your name?" "My nem is Keysha," she may say, instead of "Keysha is my name." The researcher made the subsequent discovery when the researcher said, "Keysha, don't leave. 'Yes, papa, I understand,' she said. The researcher is always there to help her out by teaching her how to respond to this query.

Their first language has most commonly spoken by adults between the ages of 13 and 25. Step by step, they learn their first language. There was a 23-year-old man in the recorder. Although he is fluent in Bahasa Tolaki, he speaks Bahasa Indonesia as his mother tongue. According to the interview, his parents prefer to communicate in Bahasa Tolaki rather than Bahasa Indonesia at home. Even though he has raised speaking Bahasa Indonesia, he never had formal instruction in Bahasa Tolaki. When he's on-campus or talking to someone from different ethnicity, he uses Bahasa Indonesia.

Two adult participants responded less actively than the other two when they asked questions in English. Researchers could communicate with the first two volunteers, even though they could not speak or respond in English. In the

second two volunteers, the researcher cannot explain anything at all to them. When it comes to first-time English learners, the first two participants had never used the language at home but had taken an English course.

DISCUSSION

All of the data presented here show the numerous ways people acquire and learn a language. A fetus's subconscious need to learn sounds is evident during the first three months of life. There are different sounds that the fetus can hear when they are in a state of insensibility. This is a fundamental step in learning to speak any language. A person's sequential evolution in their existence has been described in language, from the sound form to the form of words, phrases, sentences, and paragraphs. Despite this, each part of the human body can affect the lives of others around it. Language proficiency can only be determined by a person's capacity to use their brain, and the brain is the essential part of the human body in this regard. The three aspects of the Phased Process Approach, namely Subconscious Acquisition, Conscious Acquisition, and Learning, are what define language proficiency. These are the three most essential aspects of fluency in a foreign language. According to the research, the acquisition process begins three months after a child is born in the mother's womb. However, they subconsciously receive the sounds, and so does this movement inside their bodies. The process of acquisition was unintentional, organic, and repeated several times. It can happen throughout the setup process, but it should be done naturally. For example, the participant could sing the song with the lyrics after two months of listening to the music without any teaching. This indicates that she picked up the melodies and vocals independently, without any instruction. She absorbed the song's lyrics and music unconsciously, yet she was aware that she was doing so. When an adult participant employs his primary language, Bahasa Tolaki, he has not been taught the grammar or structure, but he can communicate well. When the researcher spoke Indonesian and English to the fetus between the ages of 5 and 9 months, the fetus regularly moved. When the researcher stopped talking, she stopped moving, which caused her mother's tummy to develop on either the right or the left side. The developing fetus's brain has fully formed at this stage of development it. When his parents communicate using Bahasa Tolaki, the participant acquires the language subconsciously and in the other side, he consciously knows that he is hearing that language is being communicated but however, it is not being taught. The real subconscious acquisition is happened from 3 months in the womb to the last of 8 months after birth and it continues from that moment on.

In the Learning Process, everything is set up, instructed, and sometimes switched into the first language or dominant language as the guidance or instruction. The ideal time for learning something is begun from the age of 2 or 3 years old, by the fact that children have had the ability to bear a meaning on any input that they catch. This demands a mental agent which is described as the understanding of self and this, of course, requires a significant brain development. Goswami said *"It has been demonstrated that by 3–4 years of age children develop a sophisticated understanding of persons as "mental agents" whose actions are caused by intentional mind states such as desires, intentions, and beliefs"* (Goswami, 2002).

Based on the findings, the children at the age of 2 is started ideally to be taught. The learning process has been begun within the process of acquisition. When the participant spoke any word, she was just able to say the last word of the phrase. For instance, when the mother said "bilang, sudah makan", this contains an instruction of being taught. While she was acquiring her first language, in the mean time she learned the language of how to say the phrase uttered. The point is that learning process needs an instruction or the setting to achieve what the speaker wants someone to do. Learning process usually needs correctness in order to show the learner the correct one. Correcting mistakes is the characteristic of a learning which is never found in acquisition process.

Actually, there is no compound process of both acquisition and learning but the process of them may occur in the same situation, in the other word, there might be a process of acquisition during learning process or in the learning process there might be a process of acquisition as long as there is no such instruction in its acquisition. For instance, when a person is learning English at school, while learning English, some conversations may occur naturally in English. The conversation that is happening naturally may become the process of acquisition because it is happening naturally without any instruction and or switching.

Now, we come to how actually children acquire and learn the language. Based on the findings, it is clear that the children acquire the language step by step based on the development of the brain. Children acquire language is just the same as adult in acquiring the language although there will be some constraints faced by adult concern with the first language because adult has had the strong basic of first language just than children. By this case, it is suggested to acquire any language since early childhood in order to get the natural process of acquisition. The first language as the language performance can be the powerful evidence of a process of acquisition. The following figure describes the theoretical framework between acquisition and learning.

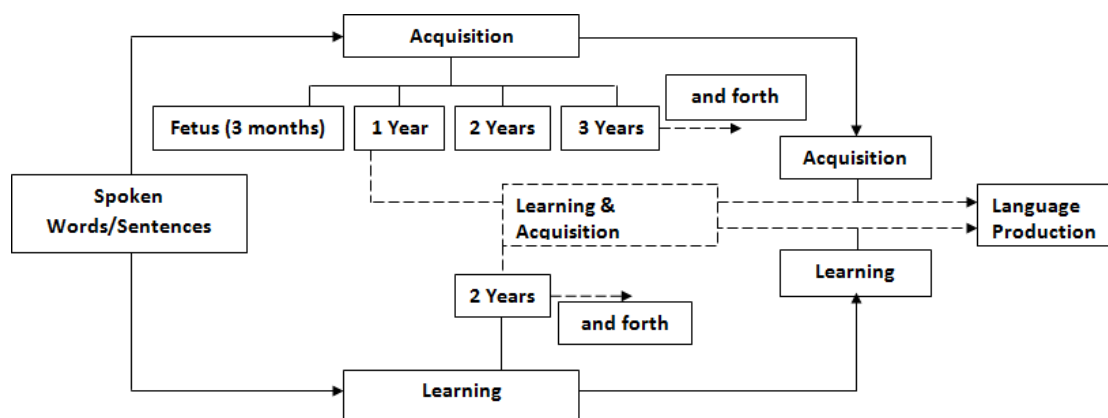


Figure 1. The Theoretical Framework between Acquisition and Learning

In acquiring language, children tend to just listen to and then imitate, try to utter, repeat over and again, and need a positive reinforcement which is without any instruction or switching into the dominant language. They acquire language subconsciously and consciously based on the level of age. The point is that children subconsciously acquire language when they have not already had the capability in understanding the situation, self, and beliefs while when children acquire language consciously then means they have had significant capability in understanding the situation.

In learning language, children only need instructional reinforcement by describing the situation or meaning using the dominant language. From 2 or 3 years old up to 5 or 6, the time is good for children to teach in order to learn the language. In this phase of age, children have already had the enough capability in understanding the situation when instructing or describing or switching is perform. In this process of learning, children may have interference of the previous knowledge of understanding. Children usually need confirmation in order to get reinforcement in learning process. Asking for confirmation indicates the capability of understanding the situation or uttered words in learning process. It is actually not for asking for a correction but it is more to just confirming on what actually the uttered words meaning.

CONCLUSION

The process is what makes a distinction between learning and acquiring new skills. In contrast to learning, which occurs consciously, the acquisition process can be divided into the subconscious and conscious. By chance, acquisition happens multiple times while learning is deliberate and artificial. When it comes to investment, the process should be natural; however, when it comes to learning, it should be set up and instructed and switched. Acquisition and learning are two different things. Acquisition occurs from about three to eight months in the womb, while learning occurs two to three years after birth. There may be a process of acquisition in the course of learning, but there may not be a learning process in the investment class.

The growth of the brain and the case of learning play a role in children's ability to learn a new language. Children do not have to deal with first language interference while learning a new language. Imitating, repeating, and repeating without instruction or switching to the dominant language are ways children learn new languages. Indeed, children who live in the EFL and ESL contexts require it. A child learns how to speak when they haven't yet developed the ability to comprehend the circumstance in which they find themselves and their thoughts and views.

The use of instructional reinforcement helps children pick up new languages. Confirmation is necessary for children to receive support in their learning. Up to the age of two or three, youngsters are best able to pick up new words and phrases independently.

REFERENCES

1. Alfred , Jay. (2006). Brain and Realities. Victoria: Trafford Publishing
2. Brown, H. Douglas. (2000). Principles of Language Learning and Teaching. White Plains, NY: Longman.
3. Goswami, Usha. (2002). Blackwell Handbook of Childhood Cognitive Development. Victoria: Blackwell Publishers Ltd
4. Krashen, Stephen. (1982). Principles and Practice in Second Language Acquisition. California: Pergamon Press Inc.
5. Krashen, Stephen. (1981). Second Language Acquisition and Second Language Learning. Southern California: Pergamon Press Inc.
6. Lieberman, P. (2000). Human language and our reptilian brain. Cambridge, MA: Harvard University Press.
7. Menezes, V Lúcia. (No year). Second Language Acquisition: From Main Theories To Complexity. Brazil: University of Minas Gerais
8. Muhammad. (2011). Metode Penelitian Bahasa. Jogjakarta: AR – RUZZ MEDIA

9. Sugiyono. (2009). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D. Bandung. Penerbit: Alfabeta Bandung
10. Troike, M Saville. (2006). Introducing Second Language Acquisition. New York: Cambridge University Press.
11. Willis, Judy. (2008). How Your Child Learns Best. Illionis: Sourcebooks, Inc.