

# Identifying The Implementation of Teaching English to Early Childhood in The Development of Language Acquisition

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## ABSTRACT

Through signs and symbols, language serves as a means of expressing ideas and sentiments. These signs and symbols are used to encode and decode the information. The world has many different languages in use. As their first language, a baby learns their mother tongue. From birth, he or she is exposed to this language. Any additional language that is learned or acquired is referred to as a second language. There are two definitions of SLA, which stands for second language acquisition. It is a term that is generally used to describe learning a second language. To be more explicit, it is the name of the theory that outlines how individuals learn a second language. As we focus on speaking, this largely unconscious process happens. It is comparable to the acquisition of a second language, which explains how formal language teaching helps us acquire languages more deliberately. The ideas that the teacher can create communication contexts that support language learning, that language learning progresses naturally, that affective filters exist that hinder language learning, especially for adults, and that input is of utmost importance are all implications for the language classroom. This study aims to investigate the impact of language training on young children's language acquisition. The technique is qualitative and draws its methods from literature reviews.

**Keywords:** Early childhood, language acquisition, second language acquisition, teaching English.

## INTRODUCTION

People will always be aware of the fact that speakers of the language will have two distinct experiences no matter when or where it is employed. Humans are simultaneously learning and gaining the language they hear and use when they communicate with it (Herman, Shara, Silalahi, Sherly, and Julyanthry, 2022). When viewed from the perspective of the process, this varied experience is what gives the illusion of a very slight but noticeable difference. Each associated experience is then influenced by a number of elements, and it is these factors that have had the biggest effects on language learning and acquisition (Herman et al., 2023). The variables may change depending on the experience. To address the question of how natural language happened, acquired, and was taught, some explanations like behaviorism, acculturation, the universal grammar hypothesis, the comprehension hypothesis, the interaction hypothesis, the output hypothesis, socio-cultural theory, and connectionism should be explicitly described.

The distinction between acquisition and learning has become the focus of the majority of studies looking at second language acquisition. In all fields of second language acquisition research and practice, Krashen claimed that "the acquisition-learning difference helps interpret findings" (Krashen, 1981) in (Ünlü, 2015). However, in order to understand second language acquisition, it is crucial to be aware of this disparity. A few

conclusions have been made and are described as the fundamental ideas in the field of SLA. Although, a critical period of language development or language learning adapted a specific environment where time of maturation during the key stimuli resulting the normal action when organism was exposed. However, an exposure period of time or age does not affect equally aspects of language learning. The critical period age focus on phonology, syntax, morphology but not meaning processing.

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## Second Language Acquisition

Second language acquisition and learning is defined as learning a second language after being fluent in one's mother tongue or first language (Adwani & Shrivastava, 2017). It is the systematic study of how people learn languages other than their native tongue. Second language acquisition, or SLA, is the process of learning languages in addition to one's mother tongue (Chun & Frodesen, 2014). For instance, a child who speaks Hindi as his mother tongue and starts school will start learning English. English is taught as a second language through the acquisition process. A small child can actually learn a second language more quickly than an adult (Enamul Hoque Director & Bangladesh, 2017).

Grammar rules are not conscious to language learners as they acquire language in a subconscious manner. Particularly when they learn their first language, this occurs. They mimic what is said to them in order to understand what is correct and incorrect. They need a source of natural communication to learn a language, which is typically the mother, the father, or the caregiver.

## Second Language Learning

Language learning is the process of studying a language formally in a classroom. Contrarily, language acquisition refers to picking up a language with little to no formal education or training (Sibomana, 2014). If you travel to a foreign country where the local tongue is not spoken, you must learn the language spoken there. By interacting with locals on a daily basis in the marketplace, workplace, parks, or anywhere else, you can achieve it with little formal language instruction. For those studying spoken languages, this is valid.

Contrarily, language acquisition comes about as a result of explicit instruction in linguistic norms (Schmidt, 2012). Since learning assumes that students have conscious knowledge of the new language and can discuss that knowledge, learning a language is not a suitable activity for very young children. They frequently possess a fundamental understanding of grammar.

## Language Teaching

At first, memorizing was viewed as the main cognitive component of language training (Chen & Lai, 2013; van Thao et al., 2021). Later, it was believed to be socio-cognitive, meaning that language may be taught through social interaction. The study of language teaching crosses the boundaries between applied linguistics and education (and at times other disciplines such as applied psychology and applied sociology). Language teaching methodologies have evolved in tandem with the rising mobility of cultures to meet the needs of ever-changing student populations.

## RESEARCH METHODOLOGY

This research uses a qualitative approach with a literature review method. In general, literature review is defined as a collection of various theories that contain references and form the basis of a research (Herman, Saputra, Ngongo, and Fatmawati, 2022). The study aims to answer theoretically the problem of a main idea in research. The purpose of making a literature review is to inform about research results. This means

that the literature review is closely related to the research being carried out and also various relationships with other research and literature that are there to fill in the gaps of relevant research that has been done before. So finally, literature review is able to help researchers to determine theories and solve problems. The literature review also contains various descriptions of the literature review that underlies the selected ideas to solve a problem, so that this study is then referred to as supporting the theory search process.

The authors take various theories put forward in several studies and then compare them with each other so that the authors can provide conclusions in this paper based on the theories that have been put forward in previous studies.

## FINDINGS AND DISCUSSION

### Human Brain on Language Acquisition

In this paper, the findings showed that our brains do when we listen to someone talking to us and how language learning makes changes in the brain during development for preconditions as to have an ability understand and use language. In human brain on language acquisition, it is impossible without connections that allow brain regions to exchange information. The human brain is special. Nobody is able to definitively demonstrate all that occurs in the brain or the processes that take place there. Only the creatures we refer to as humans have the capacity and capability of the human brain. We are all constrained to view ourselves in terms of the maker and the creature. We are therefore invited to think about what we are entitled to think about.

On the other hand, we should be appreciative to people who have done research and discovered everything about the brain. Each brain has a corpus callosum, which is a substantial wire of nerves. This links the left and right hemispheres of the brain. Each of the right and left hemispheres of the brain, each containing 250 cells and weighing between 1.300 and 1.400 grams, is divided into two equal halves and is made up of 78% water, 10% fat, and 8% protein (Dinc & Tez, 2019). It uses 20% of the glucose, protein, and oxygen-rich human blood that is used to provide its energy. The average person needs 8 to 12 glasses of water a day, or 198 gallons, for their brain.

The term "brain lobes" refers to four different sections of the brain. They are Occipital, located at the back of the brain's center and used for vision. The frontal lobe of the brain is where judgment, creativity, problem-solving, and planning occur. The next region is the parietal, located in the top rear of the brain and used for language and sensorimotor activities. The final area is Temporal, which is located on both the left and right sides of the brain and controls language, hearing, and memory. The cerebellum and basal ganglia, which are particularly useful in controlling language, are located in the human brain. Clearly, the deep within the cerebrum Basal Ganglia play a role in human language and thought (Lieberman, 2000) in (Lieberman, 2016). A person will respond more quickly and accurately if the task at hand involves language, according to research on split brain, which found that "if a regular person is seated in front of a screen and asked to look forward while an object is flashed very briefly to his right side (i.e., his left brain)". When it comes to the ability of the human brain to learn

and understand language, the left temporal lobe is actually the most important area of the brain.

### First and Second Language Acquisition

The act of picking up a person's first language instinctively in order to produce speech is known as language acquisition. "First language acquisition hence usually refers to that. No matter if they were the speaker's first language or not, "first language acquisition" in this context refers to any languages they have learnt for the first time" (Butler, 2012). Even when the person has already acquired the primary first language, learning a language for the first time is referred to as first language acquisition. In other words, as long as the language is learned for the first time, the person can learn any language as a first language, second language, third language, etc. This is what we mean when we talk about language acquisition, which is the initial acquisition. "Learning a language, whether it is one's first language, a second language, a third language, and so on, takes time, and throughout this time, listening skill improves more quickly than speaking skill" (Krashen, 1982) in (Lee & Wallace, 2018). From the time a fetus gets his or her first language until they are adults, the process of language learning is always the same and follows a natural order.

The process of learning a second language is identical to learning a first language. According to the Conceptual Framework, the only factors separating first from second and/or third language acquisition are time and age. According to some scholars, children typically pick up languages more quickly than adults. In other words, grownups acquire language more so than they do. However, Krashen can actually substantiate the claim that "the acquisition-learning hypothesis claims, but that adults also acquire, that the ability to "pick-up" languages does not cease at puberty" (Krashen, 1982) in (Lee & Wallace, 2018). Adults have the ability to successfully learn a second language and can also pick up a language as a second language. An acquisition process takes place in a natural environment, whereas learning takes place in a structured environment.

### First and Second Language Learning

One's first language is the one they learn and acquire for the first time in any language, as was previously mentioned. One can gradually learn L1 acquisition grammars or structures after L1 acquisition (Linguistic and Language Competence). What is meant by initial language acquisition is this. The environment or situation is formal in character. The school curriculum may stipulate that specific concepts be understood in order to pass the test. It is now time for him or her to formally or informally learn their L1. All of this simply relates to the setting, strategy, or approach chosen for language learning. The more you understand about how your child learns best, the more insight, strategies, and self-awareness she will have to use her learning strengths and realize her full potential as a joyful learner. Accuracy and correctness are necessary to approach linguistic and language competence and performance in this process.

L1 Learning has additional language to learn in the second language learning process. Let's use English as an example, either as a second language or a foreign language (Mackey &

Gass, 2012). What other language, besides L1, is learnt for the first time is referred to as second language learning, and it also involves a combination of these (Formal & Informal Learning) environments and circumstances (Troike, 2006) in (Arung, 2016). It is important to differentiate this from second language acquisition. For instance, second language acquisition occurs when an Indonesian immigrant to America resides there for at least three months and hears the local language constantly without any translation from locals. Second language learning occurs when an Indonesian student chooses English as a topic in school and thereafter learns English grammar and structure as well as the correctness of their errors. However, when an Indonesian is sent to America for an English course, s/he truly picks up the language and learns it there. While studying the language there, the person also picks up the language when they observe others using it in conversation.

### Language Acquisition

The human race is distinct. In addition to being present because God created them, they are also necessary for everything to function. According to Skinner (Liégeois et al., 2019) people are entirely controlled by the environment around them as well as by themselves. He responded by asserting that all actions are controlled or directed by external circumstances in his 1971 book *Beyond Freedom and Dignity*. To put it another way, predictable patterns based on legal principles regulate all human behavior. Humans do not learn languages; rather, they acquire them through acquisition. In contrast, they learn the language since they are already fluent in it.

A language is a system of etiquette that is learned via training (Brown, 2000) in (Pourhosein et al., 2012). This is in line with the theories of behaviorism specialists who firmly believe that children are born with a tube of taste and are completely uninformed about the world or the language, and that they are gradually sculpted by their surroundings and condition through a varied schedule of reinforcement. (Brown, 2000 p. 22) in (Pourhosein et al., 2012). It was referred to as nurture. According to Watson, conditioning is the basis for all learning, after which humans develop a relationship between stimuli and responses, and more sophisticated human behavior is learnt through the development of chains or series of responses (Brown, 2000 p. 80) in (Pourhosein et al., 2012).

In light of these fundamental issues with Nature and Nurture and one of the oldest psychological topics, Watson adopted a radical stance. According to Watson, every individual is molded into who they are rather than being born. He downplays the significance of ancestry and asserts that only the environment may affect conduct. But Watson was never given the chance to put such a viewpoint to the test. However, his ideas made a considerable contribution to the environmental factors that are frequently connected to behaviorism. Watson led the campaign in the 1950s for the resurgence of the stimulus-response paradigm (Zhou & Brown, 2015). It has a traditional theory, termed Verbal Behavior, which is an extension of Skinner's basic theory of learning, operant conditioning (operant conditioning). Skinner trained rats to get food by depressing a particular pedal in studies on mice. When the rats discovered they had to push the pedal if they wanted to eat, the procedure for acquiring food was



complicated by turning on the lights before getting food, where they should press the pedal when the light was blinking. The emphasis pedal with two flashing lights, which comes next, is likewise understandable to rats (Dardjowidjojo, 2003 p. 235) in (Arung, 2016).

Accordingly, “operant conditioning is the process by which organisms (humans) are trained to produce a response, or operand (a sentence, speech, or activity that operates based on the environment), in the absence of external stimuli that can be observed. The operand is maintained (learned) through reinforcement” (Brown, 2000 p. 22-23) in (Pourhosein et al., 2012). Skinner's theory describes how learning produces the various tendencies in the response. “The response is stronger if positive consequences, also known as reinforcement, follow it, but the response is weaker if the response results in unpleasant consequences, also known as punishment”. Through these studies, Skinner discovered that learning new things, including language skills, is “only a matter of developing habits or becoming accustomed to a certain subject” (Dardjowidjojo, 2003 p. 235) in (Arung, 2016).

Furthermore, Skinner demonstrated little interest in what is going “within” man, continuing Watson's legacy. He claimed that “making assumptions about one's own cognitive processes that cannot be seen is pointless”. Instead, he concentrates on how the outside world shapes distinct behavior. He put out the idea of determinism, which holds that environmental cues are wholly responsible for behavior. According to his theory, “people exhibit certain patterns of behavior because they have responses (response inclinations) that become stable as a result of experiences” (Oh & Farh, 2017). Response patterns can evolve throughout time in response to fresh experiences, but they can also persist to maintain a certain amount of consistency in behavior.

Skinner is a proponent of the Nurture theory when it comes to language acquisition because, in his view, “every human speech act has a form that combines both verbal and nonverbal communication, and such behavior can only be learned from the context of other people or from external factors in the environment” (Cook & Artino, 2016). As a result, it supports and elucidates the idea that stimuli are crucial to the process of language acquisition because they essentially influence response. According to Lyons (1977, p. 122) in (Otto, 2013) there are particular principles or tendencies that relate to behaviorism itself, which state that the flow tends to minimize the role of instincts and inborn impulses and an emphasis on the role played by learning in which animals and humans acquire -patterns of behavior; emphasis on fertilization (Nurture) and not the sense of natural (nature), more emphasis on the environment than on heredity.

Another method of learning language is what is known as “nature.” Some experts, including Chomsky, Derek Bickerton, and David McNeill, believe this phrase. Fundamentally, whether a person has had experience with them or not, all humans share certain innate knowledge and characteristics that govern language acquisition (Brown, 2000 p. 34). Chomsky discovered that “language learning is dependent on nature” since he said that “a child must be born with a particular tool that allows them to learn a language”. Given the similarities between the language learning processes of children and adults,

the tool known as the Language Acquisition Devices (LAD) is considered to be universal (Dardjowidjojo, 2003 p. 235-236) in (Arung, 2016). The nativist believes that because language is a system with rules, is creative, and depends on structure, it is unique to humans. This viewpoint is somewhat different from Skinner's. Still, in terms of language and its complexity, nativists discovered that “speaking is a mental activity rather than a physical one”. For this reason, the nativist method is also known as the mentalistic approach to language.

Derek Bickerton is another proponent of the natural language acquisition approach (Brown, 2000 p. 35) in (Pourhosein et al., 2012). He conducted some research on the gift that humans are given at birth (innateness), and he came up with some compelling data. The proof showed that the guy was “biologically designed” to move from one language to the stage and the next one of language, just as people are hard-wired from birth to develop specific linguistic features at a certain developmental age (Koedinger et al., 2012). As a result, the processes that have been going on since the child was born, along with the child's linguistic background and level of maturity for his or her age, are what affect language acquisition rather than the circumstances in which it occurs in children.

## CONCLUSION

In this paper, the result showed the process how brain behaves the language learning tasks like language acquisition and language comprehension. The process is what distinguishes learning from acquisition. While learning occurs consciously, the acquisition process occurs in two ways: subconsciously and consciously.

In this paper, different acquisition data techniques discussed for the study of brain behavior. While learning is deliberate, unnatural, and occurs frequently, acquisition occurs accidentally, organically, and on several occasions. While acquisition occurs in a predetermined manner, the process should be natural, whereas learning occurs in a predetermined manner and the process is also predetermined, directed, and switched. Acquisition is best experienced between the last eight months after birth and the approximate three months spent in the womb, whereas learning is best experienced between two and three years after birth, and so on. There may be an acquisition process while learning is taking place, but there may not be an acquisition process while learning is taking place. Depending on how their brains develop and how they learn, children gradually pick up language. Children are not constrained in their ability to deal with first language interruption when learning a language. Without any training or switching to the prevailing language, children often merely listen, imitate, try to say, repeat, and seek positive reinforcement. In actuality, it is necessary for kids who live in an EFL and ESL environment. Children learn language subconsciously depending on their age when they do not yet have the capacity to understand their environment, themselves, and their beliefs. When they do, they learn language consciously. By employing reward during instruction, children can acquire a language. Children require affirmation in order to receive reward for their learning.

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