

A Study and Analysis on ‘Usage Based Theory’ in Language Acquisition

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Abstract: Irrespective of the region and language, every child is a scientist in language observing and understanding the language they listen from their circumstances. The theories proposed by Skinner, Chomsky, Piaget and a host of others failed (See Vygotsky's "Social Interaction theory") to consider the fact that children don't encounter language in isolation. In spite, language acquisition is key concept in cognitive science which is the most controversial. Particularly languages are intricate amalgamations of sophisticated ideologies, influenced and developed by historical and regional incidents. Perhaps, this may be the reason for there is no uniform illustrative theory of language. The main objective of all the research prevailing through out the globe is to analyse how a child becomes competent to articulate and understand language through proper strategies. However, the existing theories of language fail to agree on the role nature and nurture play in language acquisition. Though the theories differ in many things, but all of them believe that language acquisition is the key aspect in distinguishing human from other living organisms. As the scope of the paper is so wide, I limit myself in my presentation to the "A Study and Analysis on 'Usage-Based Theory' in Language Acquisition". Generally, children learn their language through they listen from the surroundings and try to use them. The words and sounds that they use in their language are sole repetitions of the language that they listened. Constructions of the sentences, structures and other skills of language acquisition emerge from the usage of language.

Key words: *develop, distinguish, language acquisition, new theories, usage.*

I. INTRODUCTION

There is a long standing debate over theory and practice in the context of modern language teaching and learning. It is argued in the light of recent research that the modern theories of language teaching and learning are a necessary part of resisting the excesses of methodological fashions. Therefore, it plays a central role and becomes key point in the professional development. Various teaching agencies and researches which raised these issues are significant and stress the need to develop teachers with their innovative approaches of teaching. At this juncture, the present theories of language bridge a gap between the age old conflicts in the teaching and learning process of modern language. This provocative work predicts future theoretical developments of students and scholars of linguistics.

II. LINGUISTIC SURVEY

Tomasello(2003), a linguist, developed 'the Usage-Based Theory' explaining that the children use language which they acquire through practice through the language structures they come across and with their experience in language usage in their daily life. Generally, there is a belief that the children acquire and construct words and sentences in their language through their listening and practice. This theory proposes that initially children learn language through their experiences in their life. It also uses the basic principles of grammar in their usage of words and sentences. They believe that children become masters in language through practice and exercises on regular lexical words that they come across. These constructions become general and abstract during their period of learning over a decade or two. Thus constructions emerge as the linguistic constructions out of recurring sequences of symbols. Tomasello emphasizes the possessions of occurrence of use

on cognitive illustrations seem to become mechanical and conventional.

Saxton (2010) another linguist, extends the theory by mentioning that the more deeply rooted a building is, the more likely it develops that this will form the basis for the output of the child. His research indicates that the experience by the child definitely reflects in its representation. The Usage-Based theory holds that the language used by child shapes entrenchment through frequency repetitions of usage.

Doughty and Long (2003) believe the linguistics forms with high token regularity will be educated early and prime to more powerfully recognized linguistic images and guard the child from error. They argue that the construction is applicable to how often it takes input a particular word or specific phrase. The frequency counts lexical items of a certain pattern of learning.

III. STATEMENT OF THE PROBLEM

The Usage Based theory proposes two important aphorisms. They are

- i. Meaning in use
- ii. Structure emerges from use

The first one reflects an approach to the semantic dimensions of linguistic communication which is originated realistically built philosophers of language. They desired to fight with the idea that meanings how they achieve their societal goals through the linguistics convention of the meaning. The other exhibit an approach to the organisational measurements of linguistic communication

Corresponding to the two mentioned above, it is also proposed that the children come to the process of learning language at the age of one equipped with two sets of cognitive skills. They are;

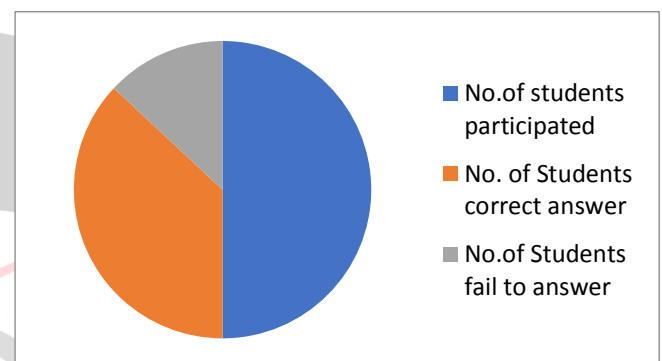
- i. Meaning – interpretation (practical measurement)
- ii. Design – result (syntactic measurement)

The first one exposes about the conventional usage of the linguistics patterns in reaching their objectives of acquiring language. The second one supposes that the key point what Tomsello stressed in intellectual hypothesis in the social groups. The pragmatics of exchanging ideas is

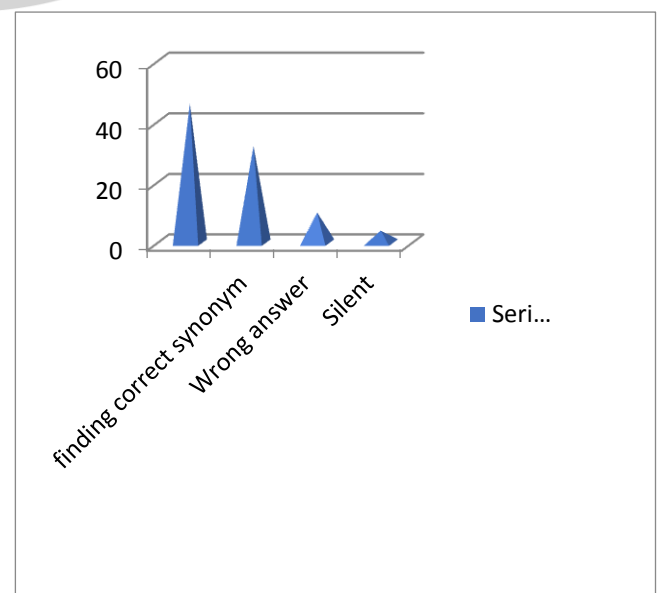
the base and the nature of conservative languages is understood by beginning the process of communication. This paper exposes and elevates a synoptic nature of the Usage-Based Theory to language acquisition in the light of functional and grammatical dimensions.

IV. ANALYSIS

One fruitful finding answer to the question how do the children acquire language is found in the minute artificial languages that symbolize explicit aspects of natural language structure. Once he child is familiar with the sample of this language, it is easy to find more examples to the given task. (Figure – 1)



Out of the five words given to the children at the age of five, they found similar words in their accent. Four flowers are shown to the children. When a fruit is shown to them, they nodded their head by saying that it is not flower. After showing four fruits, when a book is shown they nodded their head by saying that it is not fruit. They identified the flower and fruit difference and at the same time they are familiar with their names also.



By looking at the statistical analysis of the theory made in Guntur district of Andhra Pradesh state the detection of consistent identifications of words and symbols reveal that the children are very particular in learning methods. If the teacher follows the method which the students interested, definitely it will give positive results. In a sequence of experiments it clearly specified that the children can perceive the properties of the syllables and its meaning in a systematic manner by finding the boundaries of syllable pairs.

The children visual inspection of situation during the articulation gave a scope into the present examination pattern. The reaction of the children even to some ambiguous questions instructions mentioning an implicit grammatical choice, is very appropriate and excellent.

For example:

- i. Keep the book on the table

In the above clause, book can be linked with the table indicating where to place it. It can also be linked with the table where a book is to be kept. The grown up one can depend on referential context when making a choice, while a child would interpret table as where a book is to be kept. They follow the gesture, posture and other non verbal communication of the instructor.

V. FINDINGS AND CONCLUSION

The usage-based theory of language acquisition makes the major claim that dialect structure turned out from dialect utilize. This applies at the level of individual words, as their open capacity gets from their utilization, and in addition at the level of punctuation, as structure rises out of examples of utilization of multi-unit expressions. Verifiably, the structure of a language develops through procedures of syntactic developments. Ontogenetically, kids hear singular expressions and afterward reproduce the dynamic developments of a dialect. The greater part of this is finished with general subjective procedures, and universals of phonetic structure get from the way that individuals wherever have a similar arrangement of general intellectual procedures

These cases of dialect picking up, preparing, and creation speak to only a couple of the numerous improvements

amongst birth and etymological development. Amid this period, kids find the crude materials in the sounds and motions of their dialect, figure out how they are amassed into longer strings, and guide these blends onto meaning. These procedures unfurl all the while, expecting kids to incorporate their abilities as they learn, to figure out the code of correspondence that encompasses them. In spite of layers of unpredictability, each right now past the range of current PCs, youthful youngsters promptly illuminate the phonetic riddles confronting them, notwithstanding outperforming their information when it does not have the normal structure. No less decided, analysts are amassing an assortment of approaches to reveal the instruments hidden dialect obtaining. Months before new-born children express their first word; their initial dialect learning instruments can be analysed by recording unobtrusive reactions to new mixes of sounds. When kids start to interface words together, tests utilizing constant measures of dialect preparing can uncover the ways phonetic and non-etymological data are coordinated amid tuning in. Common examinations in which youngsters are looked with insignificant dialect introduction can uncover the degree of characteristic dialect learning limits and their impact on dialect creation and change. As these procedures and others examining the kid's brain are created and their discoveries coordinated, they will uncover the kid's answer for the confuse of learning in a language.

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