Title page

Language acquisition

Article

Chater, N., & Christiansen, M. H. (2018). Language acquisition as skill learning. *Current Opinion in Behavioral Sciences, 21*, 205–208.

The article epxlains that language acquisition depend on cognitive abilities of the students. It argues that participation of children in conservational interactions impacts their ability of understanding language. It indicates that language acquisition is thus considered as a skill acquisition because children learn more from social interaction with others. The article has rejected the role of biological adaptation and emphasize on cultural evolution of linguistic structure. Learning language involve multifaceted challenges as researches argues it is not limited to learning. It is important to consider the environment and role of social settings. Children learn language more from social interaction because it provides them opportunity to make practical use of sentences and grammar. The article uncover methods that can be used for enhancing language skills of children.

Chater and Christiansen (2018) argues that auditory abiliity plays significnat role in language acquisition. This indicates that children that are better at listening are capable of speaking language more accurately. Auditory performance is controlled by motorr skills. The children who have defective motor skills face difficulty in making the right use of grammarl or tenses. The article also identifies the role of perceptuo-motor skills and sensory information in recalling things approrpriately. Langauge acquisiton is also dependnet on visual input that is translated to sequence of eevents and actions. Most of the information perceived in visual or auditory forms is then transformed to words. Recalling information and tansmitting to speech is lnown as a chunk-and-pass process. this indicates that the infomration is compressed and passed at an abstract level representation. Chunk and pass perception is another method of learning language. It suggetss that the young listeners recall infomration in smaller pieces.

The artilce has used literary database for providing adequate support to the reseach findings. The results of research studies are used for providing the relationship between langauge acquisition and social interaction. Findings of the Weisleder and Fernald (2013) supports the results of Charter and Christiansen (2018) by confirrming that talking has significnat impactss on langauge learning and acquisition of young learners. The findings the current article states thaat children who talk more during their interaction with others develops better langauge skils compared to the children who talk less. The results also indicates the role of expeirnece on language skills. It depicts that experience has positive correlation with language acquisition. Communicative eexchange of children with caregiver also plays singnificnat role in langauge development. Chunk-pass perception has positive correlation with language acquisition. The socio-economiic status of the children also infleucne their ability of speaking. This indicates that the students belonging to better socio-economic status are able to speak language appropriately. Children are weak in second language becausse they don’t use it during their interaction with others. lnaguage acquisition required fiine-tuning and learning of graammar. The ability of processing information in timely manner also impacts one’s ability of using language.

The artcile has identified ways in which language acquisition of young learners can be improved. Familiiarity with production rules, use of grammar and tenses improve individual’s ability of using language. Expericens of utterances also develops language competency. Children that interact rarely or are unable to make utterances exhibits poor langauge acquisition. The analysis of the article indicates that the improvement of lanaguage is linked to more chances of communicating with others. Children that communicate more with others by using secondary lengaguge are capable of overcoming their complexity. This also suggetss that lnaguge is linked to pscyhological mechanism of learning and processing.

References

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