



The Most Important Theories Of Linguistic Communication And Their Role In Foreign Language Learning

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Abstract:

The latest scientific research has confirmed, through the most important theories of linguistic communication, that learning or acquiring a foreign language other than the mother tongue is not an easy task, because the performance of human linguistics is not just that of a parrot, but rather a performance that depends on very complex skills, mental processes and educational dimensions, and in different fields such as the field of cognitive psychology, psychology of consciousness and emotion, and developmental psychology, and because it depends mainly on the brain, the ability to use this human brain correctly will inevitably obtain amazing results, especially in the field of language learning, and with amazing professionalism, and from this idea it is possible to pose the following problem: What are the most important theories of linguistic communication? and What is the novelty that they have introduced in the field of learning a foreign language quickly and easily?

Keywords: foreign language, theories, communication, education, acquisition.

Introduction:

There is no doubt that the field of language learning is one of the most important fields that people are interested in, especially when the mother tongue alone has become insufficient and it has become necessary to learn other languages in light of the opening of the world with each other, as information technology has facilitated easy and continuous communication. The field of language learning has also experienced another turning point; in the past, opportunities were limited and the process was difficult and arduous; education was limited to traditional teaching within educational institutions at all levels, which depended on the teacher's teaching abilities. and the ability and speed of the learner's acquisition of knowledge, but in light of the spread of information technology and the rapid development of its technologies and these programs, learning a foreign language has become easier and faster in a scientific and professional manner. The learner can often do without the teacher by relying on his mental abilities and individual skills, including the most important modern theories of learning.

These theories have been confirmed by the latest scientific research, according to which teaching a foreign language other than the native language is not an easy task, because the performance of human linguistics is not just the performance of a parrot, but rather a performance that depends on very complex mental skills and processes and educational dimensions, and in various fields such as the field of cognitive psychology, psychology of consciousness and emotions, motor psychology and developmental psychology ¹. Because it depends primarily on the brain, the ability to properly use this human brain and use

information technologies will inevitably allow to achieve amazing results, especially in the field of language learning, and with amazing professionalism.

1 - The most prominent theories of linguistic communication:

1 - 1 According to Aristotle²:

Aristotle, the founder of rhetoric, associated language with effective and influential types of public discourse. Aristotle was also primarily concerned with logical arguments and demonstrated the importance of a discourse in the service of truth and justice, with the aim of convincing a wide audience, by appropriately refuting the arguments of his opponents, a generous and noble way to avoid conflicts and collisions with others.

Aristotle identified three types of discourse:

- A.** The epideictic genre, whose purpose is to show the Beautiful and the Noble, through praise or blame.
- B.** The deliberative genre which aims at adhesion or dissuasion, serves to distinguish the Useful from the Harmful.
- C.** The judicial genre, whose purpose is to discriminate between the Just and the Unjust, by speeches of accusation or defense. And in his Discourse on Speech, Aristotle spoke of the nature of the meaning of linguistic words, that is, of the relationship between the word and its meaning. We cannot explain why a particular name means this and not that, and is associated with this thing and not with something else.

Aristotle already describes how a name, whatever it may be, comes to mean something, whatever it may be: it simply becomes a symbol of it, by imitation.

Aristotle also explains that there is no principle that allows us to determine why a particular word means a particular thing. In other words, "A rose is the name of a rose" is not the result of any syllogism whose premises reveal any system; (Whether physical, psychological or otherwise) ³.

1 - 2 According to Ibn Khaldun:

Although Ibn Khaldun lived about eight centuries before this time, he had advanced ideas about language and its acquisition. His definition of language predated most definitions provided by modern linguists such as de Saussure, Chomsky, and others.

Ibn Khaldun says in his definition of language: "And you know that language, according to what is conventionally known, is the expression of the intention of the speaker, and this expression is a linguistic act born from the intention to benefit speech. It must become a linguistic aptitude established in the active organ that is the language, and it exists in each language according to its conventions."⁴

It is important to emphasize one important thing that Ibn Khaldun emphasized regarding the teaching of a foreign language. He believes that it is possible but this second language is affected by a certain deficiency and lack of perfection, no matter how much a person masters this language, which means that it is impossible for it to resemble the mother tongue.

Ibn Khaldun said: " If an ability precedes it instead of another ability, it will only be incomplete and distorted."⁵

Ibn Khaldun represents this in Arabic, that is, someone who learned Arabic while he was Persian, Roman, or Berber, and whose mother tongue was other than Arabic, which means that it appears easily in his speech. Because he has difficulty pronouncing the sounds of Arabic correctly, as is the case with his mother tongue.

This idea Ibn Khaldun is very close to the idea of an intermediate language proposed by **Selinker** who sees that the interlanguage was no longer judged as a defective version of the target language system used by native speakers. Intermediate knowledge was apprehended for itself, observed according to the same methods as those used by the linguist describing a natural language.

Interlanguage was also clearly distinguished from languages learned at a very young age, interlanguage designated a language learned at an adult age⁶.

Then he supports his opinion again and says that the originality of the concept of interlanguage lies in the fact that the learner's language was considered independent of the source language as well as the target language. Interlanguage is an intermediate system that is not a projection of either the target language or the source language but has its own unique characteristics. The learners' intermediate knowledge was no longer represented as alterations of the target language, manifesting itself in the form of mistakes⁷.

This latter idea was also mentioned by Ibn Khaldun when he describes the second language learner's language, which may include features of his native language and features of his second language, some general features are found in all or most interlanguage systems.

Ibn Khaldun explained that the second language acquired always remains incomplete and distorted. But he excludes bilingual or multilingual people who learned it at the same time during their childhood, as Ibn Khaldun says: "He who has the natural disposition will have an easier time learning it and will be better prepared for it as more like the young children of the Persians and Romans who learned the Arabic language".⁸

This dualism is also called by linguists positivism (socio-linguistics), and it is also called (compound dualism), where the individual has a unified or combined system, so that he behaves like a native speaker in one or the other language.

On the other hand, we find that Ibn Khaldun understood the difference between learning and acquiring a language, because he saw that

Acquisition is what leads to the acquisition of a linguistic ability, and it is not learning that results from learning the laws of the language, where he says: "This ability, as mentioned above, is obtained by practicing the speech of the Arabs and repeating it in order to hear and be aware of the properties of its structure, and it is not obtained by knowing the scientific laws concerning it, which were designed by the people of the art of rhetoric; and the laws only benefit the knowledge of this language and do not benefit the acquisition of the ability in its place".⁹

This is what Stephen Krashen emphasizes, who believes: "Acquisition or acquired language is what leads to absolute natural communication, but learning cannot be transformed into acquisition".¹⁰

1 – 3 According to Stephen Krashen:

Stephen Krashen cites many examples of people who have succeeded in mastering a language without learning its laws. Although many people know these laws, they continue to make mistakes when they focus their attention on the meaning they want to convey to their interlocutor. This instead of focusing on the correct application of these laws in order to obtain an accurate and correct performance in the language they speak.

Krashen built his theory on the basis of five hypotheses, supporting each of them with significant information, research and scientific evidence that has benefited many linguists and specialists in the field of language learning and acquisition around the world, until I became a model.

1 – 3 -1 The Acquisition/Learning Hypothesis¹¹:

Krashen distinguishes two types of language learning:

A - By acquisition: like the acquisition of a second language, and this is done spontaneously, indirectly and unconsciously, just as a child acquires his mother tongue.

B - By learning: Learning a language is an emotional and conscious process directed in an organized way that leads to the knowledge of the rules of the language, and does not lead to the acquisition of a language.

Krashen pointed out something very important: when we learn a language consciously, memorizing its grammatical rules, it is of no benefit, because they will come later. What is best for him is to learn the language unconsciously, so that it can be stored in the brain more easily and quickly, so first immersion in the language, then the rules. This hypothesis has had a wide impact and remains to this day a source of much controversy, although in a different way than before.

Let's take a simple example of the distinction between acquisition and learning: Like the third person singular subject marker in English (as in: he likes = loves), it can be frustrating to teach because we find that learners know the rule theoretically but are often unable to follow it from its application in real conversations, this is taken, in Krashen's terms, to mean that the learners here have learned the rule but not acquired it.

1 - 3 -2 The Input Hypothesis¹²:

This means that the learner exposes himself to the target language input to obtain sufficient comprehensible material through reading and listening. Krashen stipulated that these inputs should be related to the topic of the conversation and the context, and not based on rules imposed on the learner.

This theory is related to the hypothesis of natural progression, that is, progress on our evolutionary path results from the comprehensible input we receive. By comprehensible input, we mean input in a second language that immediately follows the learner's current proficiency level in terms of degree of syntactic difficulty.

Krashen believes that the input hypothesis is a key element of his theoretical model of second language acquisition. He states:

A - "Speech is the result of acquisition, not its cause. Speech cannot be taught directly, but it manifests itself as the result of acquisition by developing skills through comprehensible input."¹³

B - "If the input is comprehensible and sufficient, then the necessary rules will be available automatically. The language teacher does not need to intentionally try to teach the next structure in the natural progression, because it will be provided in exactly the right amount and will be revised automatically whenever the learner receives sufficiently comprehensible input."¹⁴

Krashen also highlighted other very important points regarding learning a foreign language, namely:

A - The learner must realize that learning a foreign language will be difficult at first, because his brain is not prepared to acquire a second language in addition to his mother tongue. Therefore, he should not feel frustrated and give up until the situation becomes more and more difficult for him.

So he should be optimistic and satisfied with his level, which is much better than before. That is, have confidence in himself and that his speech and conversations will be better and more balanced over time and better than before, and this is a very important thing.

B - understandable data should also match your interests. In other words, you should want to hear this language every day, just as children are immersed in the mother tongue.

For example, someone learning French may hear sentences that interest them, such as:
-Do you like to visit France?

-You can travel by plane, it is comfortable and fast.

-It will take you to the capital, Paris.

-What are the most important monuments that you like to visit?

The learner should also make sure that they are exposed to a lot of this understandable information when visiting Paris.

1 – 3 -3 The Monitor Hypothesis¹⁵:

By observer or monitor, Krashen means the mental tool that the learner uses to monitor his speech in order not to make mistakes and to correct it immediately after making them. This is useless because it hinders natural language (which is rarely perfect). Therefore, error correction should play a minor role in language acquisition, which is why three conditions have been stipulated for the work of this observer:

– Availability of sufficient time for follow-up.

– Learner interest in form.

– Knowledge of linguistic rules¹⁶.

Krashen says: "We acquire language rules in a predictable progression. Some rules tend to appear early and others tend to appear late. The progression does not seem to be entirely determined by formal simplicity. There is evidence that this is independent of the progression with which linguistic rules are taught in language classes."¹⁷

Important note:

In his hypothesis, Krashen starts from the idea of Immanuel Kant and John Dewey that: "Mistake is the first step towards learning". Thus, Krashen believes that the learner should make more mistakes while practicing language learning, but in the end, it will all pay off. This is how people learn, and as long as your interlocutor understands the gist of what you are saying, he will not feel too embarrassed if you conjugate the verb incorrectly. The next hypothesis states that this understanding will follow and you will master the language better.

1 – 3 -4 The Natural Order Hypothesis¹⁸:

This hypothesis means that the acquisition of morphemes, forms and structures of a second language takes place according to a natural and innate progression implanted in the learner's brain, regardless of their mother tongue or cultural or social background, and that education does not change the course of this progression.

And this hypothesis also describes how the grammar of a second language is acquired, so Krashen explains that there is a natural order in language acquisition and that we place certain grammatical rules before others.

Krashen also believes that sometimes this appears to the learner as a contradiction. Sometimes he finds himself having made great progress, while other times he sees himself as if he were back at square one, as if he had been stuck at the same point for a long time. Therefore, the natural sequence hypothesis reminds us that even though we can help ourselves with correct and dedicated behavior, sometimes it takes our brains a while to process certain parts of the target language.

It is clear from this hypothesis that the monitor does not work all the time. When attention to form is more important to the learner and he is aware of the grammatical rule he needs, then - and when he has enough time - he can benefit from the linguistic monitor consciously with regard to the linguistic outputs that the acquired system is trying to produce. But it is certain that the pressures and demands of real communication in the second language rarely allow for such control. Krashen's linguistic observer hypothesis has been criticized for this reason, and also because attempts to test what it predicted have not been successful, as shown by studies

that compare learners when given more time, or studies in which learners are asked to focus on grammatical form, or studies that try to determine whether learners who can explain grammar perform better than learners who cannot.¹⁹

1 – 3 -5 The Affective Filter Hypothesis ²⁰ :

The emotional filter is an imaginary psychological device, represented and controlled by the psychological state of the learner when learning a second language or receiving linguistic input. Such as the degree of stress, motivation to learn, level of self-confidence and other psychological factors that control the capacity, tension or contraction of this system when receiving linguistic input.

For example: in a state of psychological comfort and high self-confidence, the learner's filter widens, accepts linguistic input, understands it, and then acquires it. However, in cases of tension, low motivation, and loss of self-confidence, this system narrows or closes, These feelings filter out comprehensible input and make learning more difficult, He does not accept linguistic input, and if he accepts something from him that he does not understand, then he acquires it.

Krashen stated that learners must be given comprehensible linguistic input for language acquisition to occur, but that this is not enough, learners must receive the input as is, this is where the role of what is called the emotional filter comes in, which is supposed to determine the extent to which the learner accepts comprehensible input.²¹

Important Notes:

A -The Emotional Filter Hypothesis establishes the relationship between affective factors and the process of second language acquisition by assuming that acquirers vary in the strength or level of their emotional filters.

For example: those whose feelings toward the second language are not appropriate for its acquisition will tend to less input, and their emotional filtration rate will be higher and stronger, and their understanding of the meaning of the linguistic input will not reach that of the brain responsible for language acquisition.

In contrast, people who have feelings more appropriate for second language acquisition will seek more linguistic input and succeed in acquiring it, and will have a weaker or weaker filter than their predecessors.

B - Second language acquisition will only take place if the learner receives the target language in his real environment through natural communication, while the one who learns it systematically in educational institutions will only acquire it if this institution is transformed into an environment similar to the real and natural environment of the target language²².

Criticism of the theory:

Krashen's theory is subject to much criticism, especially regarding the separation of the processes of language acquisition and learning. Numerous experiments and scientific studies have proven that the vast majority of those who acquired foreign (second) languages first learned them, then acquired them and now had high language skills. On the other hand, many of those who learned their second language in their environment did not acquire it well.

And here is the scheme proposed by Krashen for acquiring a second language:

Krashen's map



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

In the end, through this study, we have arrived at a number of results that have been proven by most theories of linguistic communication, among which are:

1. The ability to teach or acquire a foreign language is not an easy task, because human linguistic performance is not just the performance of a parrot, but rather a performance that depends on very complex skills, mental processes and educational dimensions, since it depends mainly on the brain.
2. There is a big difference between learning and acquisition, as:
 - A - By acquisition: like the acquisition of a second language, and this is done spontaneously, indirectly and unconsciously, just as a child acquires his mother tongue.
 - B - By learning: Learning a language is an emotional and conscious process directed in an organized way that leads to the knowledge of the rules of the language, and does not lead to the acquisition of a language.
3. The first step in learning a foreign language begins with listening skill, but this language skill requires a certain degree of concentration and attention to acquire; the greater the listening skill, the greater the comprehension.
4. The learner must realize that learning a foreign language will be difficult at first, because his brain is not prepared to acquire a second language in addition to his mother tongue. Therefore, he must not feel frustrated and give up, otherwise the situation will become more and more difficult for him. So he must be optimistic and satisfied with his level, which has become much better than before. That is, he must trust himself and that his speech and dialogues will be better and more balanced with time and better than before.
5. - The learning and acquisition processes must be combined with desire and interest, otherwise they will fail.
6. Anyone who wants to learn or acquire a foreign language should realize that: "Mistakes are the first step towards learning", do not get confused or feel too embarrassed, or give up when they make more mistakes while practicing learning the language, but in the end it will all pay off, and they will master the language better.
7. The second language will not be acquired unless the learner receives the target language in his real environment through natural communication, while those who learn it systematically in educational institutions will not acquire it unless this institution is transformed into an environment similar to the real and natural environment of the target language.

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 - 3 - See, *Aristotle read De sensu et sensato*, W.D. Ross (ed.), Oxford, Clarendon Press, 1955, p 112.
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