THE ROLE OF SOCIAL INTERACTION IN LANGUAGE ACQUISITION

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Abstract: In this paper we will try to show the importance of interaction in language acquisition. Interaction may occur in two different ways: Interpersonal and intrapersonal. The first one presents when one talks to another face to face whereas the second one shows the inner interaction (Cited in Ellis 1999). Interaction in second language acquisition has been a debate for a long time between linguists. One group leading by Cook pretends that language acquisition depends on internal mechanisms and the other group of scientists leading by Ellis who pretend that language acquisition depends on interaction as a key in data obtaining.
Keywords: acquisition, importance, interaction, language, negotiation.

INTRODUCTION

This aim of this study is to analyze the role of interaction in second language acquisition and how to promote it in second language classrooms. There is no doubt that social interaction has a key role in language acquisition. With other words the point of language learning is interacting. If we analyze the word itself it consists of inter and action, defined by Vera Mendez in her paper work as inter-togetherness and the noun act ion. Interaction is defined by Ellis as social behavior when one person talks to other or there could be more participants in a single discussion.

Hypothesis
- Humans left in isolation during childhood are not able ever to rich the level of communication.
- Parents, family and society play fundamental role in developing speech ability and creating the personality especially during the first years of life.
- Humans are born with the necessary predispositions to communicate but in order to do so the y must be surrounded with people so they can develop speech

Methods
- Taking in consideration the lack of hard copy material (books) most of the material in the presented research paper has it`s sources from the World Wide Web.
- Materials considered as reliable have been taken in consideration, compared, analyzed and presented in the research paper.
- Experimental method done and has also been taken in consideration and one of the experiments has been presented to simplify and make things much clear.

LANGUAGE ACQUISITION IN EARLY YEARS

Children learn language so efficiently and fast because they know what languages look like says Chomsky. He also pretends that children have instinctive awareness that languages are hierarchically structured. The knowledge that several words can go in the same structural slot as one a child may say:
I love Teddy, or
I love my Teddy, or
I love my old blue Teddy

The most important thing in a successful development of language acquisition when it comes to children is the understanding of concept "I". A child grown in an environment surrounded by parents and family develops words like "mum" or "dead" which later on will help him understand that he is something else or separate. The inclusion of self-image or the concept I separates humans from animals. Without acquisition of the above mentioned words a child personality cannot be developed.

Isolated children, children who are not grown in an environment surrounded by parents, family and people can't create a self-image and as a matter of fact he will not be able to understand normal social expressions says Rogers. He continues saying that children who do not create a self-image e can't understand human's goals and purposes.

LANGUAGE ACQUISITION AND CHILD ISOLATION

Most us have seen movies or cartoons and heard about children grown in wild. These kinds of children are

known as feral children too. In order to show how important and the high impact of socialization on language learning we will present an examples of a child grown in wild and later on captured and studied for many years. Victor the wild boy of Aveyron was born in France and lost in the woods as a child. At that time he was five and was found later at about 10 or 12. Even though an experts worked on with him to develop the ability of speech, Victor never manage d to communicate, (An Introduction to Psycholinguistics page 92)

SOCIALIZATION AND LANGUAGE LEARNING

Society doesn't have only impact on the development of speaking skills, but also on the way we speak, act and believe and much more. According to Ochs & Schieffelin languages socialization begins at the moment of social contact in the life of a human being. From the extensive literature in sociolinguistics and the ethnography of communication we know that vocal and verbal activities are generally socially organized and embedded in cultural systems of meaning. Those vocal and verbal activities involving infants and young children are no exception. From this perspective the verbal interactions between infants and mothers observed by developmental psychologists can be interpreted as cultural phenomena, systems of ideas, knowledge and the social order of the particular group into which he infant is being socialized.

Socialization is an interactive process, in this regard the child or is not a passive recipient of socio-cultural knowledge but rather an active contributor to the meaning and outcome of interactions with other members of a social group.

We see that that acquisition of social competencies is directly tied to acquiring competence in language and that socialization is accomplished largely through the medium of language are two ide as central to the Sapir-Whorf hypothesis:

It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group. We see and hear and otherwise experience very largely as we do because his language habits of our community predispose certain choices of interpretation.

SOCIALIZATION THROUGH LANGUAGE ACQUISITION

In communication, debates or any face to face contact there are different situations, occasions and predispositions. That's why when we talk we use vocabulary and style appropriate to the situation we are facing. In order to react or respond in particular situation we must be able to recognize the situation before.

The role that language plays in this process is an important component in the study of language socialization, both as a source of information to caregivers and young learners and as a resource for the analyst in the investigation of affect displays.

However in different cultures people react different, in order to find out researchers have made a cross cultural experiment presented below taken out from **Language- Socialization-***Bambi B. Schieffelin:*

Analyses of the linguistic expression of affect have been based on cross-cultural tape-recorded investigations of children learning to talk. A key methodological feature of these ethnographic studies is that children were observed in recurring and familiar contexts, interacting with those people with whom they were regularly involved. Working in the transcripts of ongoing exchanges, researchers were impressed by the variety and pervasiveness of routines in which affect was linguistically encoded by adults, siblings, and young children. These contexts provided opportunities for the investigation of affective structures, contexts, and the social relations that connected them.

For example, teasing in socializing contexts has been interpreted in number of speech communities as serving a wide range of functions: as an effective means of social control, as part of verbal play and as a way of displaying an assertive or public self. These studies have taken an interactional approach to the analysis of the speech acts, speech genres, and socio-cultural meanings of these speech events and have argued for the importance of understanding the role of verbal and nonverbal cues for signaling the frame in these potentially ambiguous vents. Miller points out that in urban white working class a family in South Baltimore, teasing is a key to language socialization and is found in contexts that are affectionate and playful. But more importantly, teasing reveals the high value placed on interpersonal and verb al skills of self-assertion and self-defense, especially in situations of threat and conflict. Eisenberg focuses on teasing in two Mexican immigrant families in Northern California. Adults tease children not only for fun and to control their behavior but also to convey social messages. However, Eisenberg emphasizes that teasing is a w ay to interact without being dependent on the exchange of information and is important in building intimate social relations. Other studies have detailed the linguistic means available for encoding affect; Ochs analyzes affect-loaded grammatical forms in teasing, shaming, challenging, and assertions of love and sympathy in interactions with Western Samoan children.

High affect forms, such as first-person pronouns used in eliciting sympathy, are acquired by these young learners at the one-word stage before more neutral forms are used. This finding of saliency and the earl y acquisition of high affect forms by young children is also supported by Schieffel in's work on pronouns, word order, and case marking in Kaluli (185) and Clancy' s work on affect morphology (40). In contrast to studies of societies where assertive affect displays are valued, Clancy describes Japanese society where interpersonal communication is based on intuition and empathy and indirection is a preferred communicative style, especially in refusing requests. Through a close analysis of transcripts, Clancy demonstrates the various directive strategies Japanese caregivers ' use in encouraging their young children to be sensitive to the needs of others and to fear their criticism and disapproval.

CONCLUSION

Language is a major source of information for children learning the ways and world views of their culture Language socialization research has shown that conversational activities involving small children vary in ways that systematically relate to cultural beliefs, values, and social order. Language plays a key role in socialization for children at the same time shows their culture. Rese archers have shown that children involved to adapt in particularly situation can be done in systematic way. The main challenge for researchers is that children understand ad display in a proper way occasions by which the language is accomplished. It has been proved that children may acquire language and knowledge in participating in society activities and everyday life. Even though there is still to be done in this field. Language is extremely important to understand the nature of culture and how language and know ledge is transmuted from generation to generation. There is still to be investigated the influence of language acquisition and culture on adults and children. Finally children are socialized through the use of language and can make us understand the functional and symbolic interface between language and culture.

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