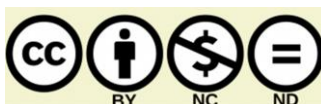




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Acquiring a Secondary Language

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Abstract

Second language acquisition has sophisticated into an independent boundary interdisciplinary. It includes linguistics, psychology, sociology, pedagogy and other disciplines. Following more than 30 years of development, it has gradually developed its theoretical framework and created a collection of reliable research techniques. The study of second language learning has grown considerably in recent years, and several new hypotheses have continued to surface. Based on the review of the development process of second language acquisition research. This article focuses on the best developments in foreign second language acquisition research, involving the internal and external factors of learners in the interlanguage representation language cognitive mechanism correlation theory and learner corpus research. At the same time, the article also reviews the current status of second language acquisition research, points out several major problems in it, and discusses how to promote second language acquisition. The article assists that the study of second language acquisition based on the forefront of subject development; take the road of reference and innovation, and in-depth study of foreign language learning.

Keywords: Second language acquisition, Psychology, Sociology, pedagogy, Language philosophy.

1- Introduction

Second language acquisition is the study of how people master their mother's process and rules of acquiring second

language after language. It first developed as a distinct field of study in the late 1960s and early 1970s, when interlanguage theory, which has a longer history, was introduced. Ellis summarized the research contents of the second language acquisition as four aspects: what the second language learners learned; how the language learners acquired the second language; what are the differences; what are the effects of classroom teaching on second language acquisition (Abraham, R.G. and other, 2018:1-8) and (Anderson, J.R.,2016). Doughty and Long believed that the generalized second language acquisition research not only covers the phenomenon of children and adults acquiring or losing a second language in natural or teaching environments, but also the loss of dialect acquisition is also a part of second language acquisition (Doughty, C. J. & M. H. Long., 2019) and (Flege, J. F. ,2018:78-104). Language acquisition research will serve to provide light on the functioning of the human brain and the features of intellectual pursuits, according to Doughty and Long's observation that language learning is a highly complicated cognitive process that is unique to humans (Doughty, C. J. & M. H. Long., 2019) and (Flege, J. F. ,2018:78-104). In recent years, the field of second language acquisition research has been continuously expanded, various theories and theories that have been continuously updated, and research methods and methods have become increasingly scientific and diversified. We re-examine the past and the present state of second language acquisition research, which will not only deepen our understanding of the subject's nature but also enable us to analyse issues in language teaching practice scientifically and come to informed conclusions, providing valuable practical guidance and inspiring meaning.

2- A historical review of foreign second language acquisition research:

Behaviourist psychology and structural linguistics provide the necessary theoretical premise for the early development of second language acquisition research. Behaviourist psychology, which prevailed in the mid-20th century, believed that learning is a process of behaviour formation, and language behaviour is composed of "stimulus responses". According to this idea, which stresses that language is a human behaviour rather than a mental reality, language acquisition is the result of the development of a number of habits. Structural linguistics also had a significant impact on language learning theory in the same period. This school of linguistics believes that all human languages are hierarchical, and hierarchical is one of the essential attributes of language. Linguistics should focus on the study of language structure and form. The organic combination of behaviourist psychology and structural linguistics gave birth to the far-reaching theory of contrastive analysis. This idea has had a significant impact on the growth of the study of second language acquisition.

Fries first theoretically proposed that the contrast analysis applied to teaching, advocates should be in the learner's mother scientific comparison and careful comparison of foreign languages based on the preparation of textbooks (Fries,2017). According to Lado, the main obstacle to learning a foreign language is the difference between the mother tongue and the intended language (Lado, R. 2019). He also thinks that by comparing the similarities and differences between the two language structures, it is possible to predict the mistakes and difficulties that foreign language learners will encounter. According to Lado's comparative analysis hypothesis, the native language and the target language are

similar in content it is easy to produce positive migration, while negative migration often comes from two language differences, the greater the difference, the greater the interference (Lado, R. 2019). Lado assume and Lee further developed this hypothesis (Lado, R. 2019), (Lee, W. 2017). He even thinks that the difficulties and mistakes in foreign language learning mainly or even entirely come from the interference of the mother tongue. In the early 1970s, however, comparative analysis was heavily criticized. One criticism comes from doubts about the predictive power of comparative analysis; another criticism concerns the feasibility of comparing the two languages; In addition, there are criticisms from teaching practice.

To sum up, the theoretical crisis of comparative analysis mainly includes three aspects:

2.1-On behaviourist learning theory.

The school of mind represented by Chomsky believes that it is meaningless for behaviourist learning theory to explain human language learning under natural conditions with the help of the learning behaviour of animals under laboratory conditions. Both the principles of imitation and reinforcement and the "stimulus-response" paradigm fall short in their attempts to describe the complexity and originality of human language acquisition.

2.2- Two false propositions of comparative analysis.

According to the strong form of comparative analysis, the mistakes made by second language learners can be completely predicted. Comparison of the two languages to predict. Therefore, it can be deduced that the difference of language is equal to the difficulty of learning, and the difficulty of learning will inevitably lead to the error of language expression. The problem is that the difference between languages is a linguistic concept, and the difficulty of learning is a psychological concept. The difficulty of learning cannot be directly inferred from the degree of difference between the two languages. Teaching practice also proves that the difficulties identified by comparative analysis do not actually lead to errors.

2.3-The problem of generality of classification categories.

The generality of the categories that form the foundation of the comparison is important when comparing two languages, although it is unreasonable to attempt and compare the categorization categories of the two language systems or the overall consistency of the surface structure. Even two sentences whose superficial structures seem to be equivalent, their communicative functions are difficult to be consistent. Therefore, the systematic comparison faces the problem of inconsistent classification categories. Without the consistency of the contrasting categories, scientifically appropriate or meaningful contrasts cannot be discussed. If the Achilles heel of the theoretical method of comparative analysis can be summed up in one sentence, it is that people try to solve complex psychological problems with simple linguistic methods (Beck, M.L., 2018: 311-348), (Bley-Vroman, R., 2016: 1-17).

Since it is difficult for comparative analysis to predict the language errors that learners may make during the second language acquisition process, from the late 1960s to the early 1970s, people shifted their research interest and focus to the analysis of the language errors themselves of second language learners. Error analysis causes individuals to change their focus from avoiding errors to examining them, which offers a more direct and efficient technique for analysing the acquisition of a second language. Errors are a significant aspect of the language learning process.

Language errors can be divided into two categories:

One is the errors caused by the influence of the mother tongue, and the other is the errors caused by the second language learners who are not influenced by the mother tongue. Moreover, these two categories of mistakes can be further broken down into mistakes that indicate the learners' transitional language proficiency yet occur often (errors). Error analysis is a crucial teaching tool, and errors are a valuable source of information for teachers. By using error analysis, teachers may determine the language proficiency of their students and extrapolate what they still need to learn. In addition, we can also understand how the language is learned through the language errors of the learners, such as the learning strategies and procedures used by the learners. These mistakes can also be utilized by students to test particular theories (Corder, S. P. 2017: 161-169), (Corder, S. P. 2019: 149-159).

Nevertheless, there are several limits to error analysis. According to Bley-Vroman should not merely describe and evaluate faults from the viewpoint of the target language since the results obtained in this way would be significantly biased. One of these limitations is known as "comparison error" (Bley-Vroman, R., 2016: 1-17). To put it another way, error analysis is based on analyzing learner errors, ignoring the learner's own particular rule system, and as a result, it can only show how far the learner's language deviates from the target language and does not have enough information to adequately describe the interlanguage system. It ignores the learners' existing language ability (what the learner can do at each stage), only focuses on the error itself and ignores the overall grasp of the second language acquisition, and development process, and does not place the error in the language acquisition and development analysis and interpretation in dynamic processes (Schachter, 2019: 205-214). Moreover, avoidance tactics cannot be explained by mistake analysis. Students frequently use avoidance tactics when faced with challenging or ambiguous language issues, which significantly lowers the validity and reliability of the mistake analysis. Schachter calls this flaw "error analysis mistake" (Schachter, 2019: 205-214).

Chomsky elaboration of the nature of mother tongue acquisition was in the early 1970s second language acquisition research provides a new theoretical basis (Chomsky, N., 2016). According to Chomsky, the behaviourist perspective fails to account for two basic facts in language acquisition (Chomsky, N., 2016):

- 1- Children have the ability to understand and utilize language that they have never heard or been exposed to before.
- 2- Even in deficient language environments, children can acquire language systematically.

According to him, creativity is one of the fundamental components of language and cannot be learned by any "stimulus-response" method of instruction. Only the human brain can possess this capacity for language; it cannot arise from outside influences. Due to the inherent deficiencies in theory and practice of comparative analysis and error analysis, people have begun to find new ways to, gradually shift the focus of research from comparing the similarities and differences between two languages and analyzing the errors of language learners to studying language learners and their languages. In 2018, Selinker wrote the renowned *Interlanguage*, which outlines the idea of interlanguage (Selinker L., 2018: 209-231). According to Selinker, the interlanguage system is the separate language system that second language learners acquire in a given time period that is not only distinct from their mother tongue but also distinct from the second language (Selinker L., 2018: 209-231). Corder used the term *idiosyncratic dialects* and *traditional competence* to express this concept, while Nemser used the term *approximate systems* (Corder, S. P., 2017: 161-169) and (Nemser W., 2019: 115-123). Selinker believes that the main difference between second language acquisition and first language acquisition is that, the interlanguage of most second language learners is (fossilization), at a certain stage in the development process and only about 5% Humans can reach the terminal of the interlanguage continuum (Selinker L., 2018: 209-231). Selinker pointed out, that this group of people succeeded, because they exploited the latent language structure in the human brain, which is similar to (Chomsky) concept of a language acquisition device (Chomsky, N., 2016) and (Selinker L. 2018: 209-231). Yip argues that historically, interlanguage research has developed from error analysis, but it is not only concerned with language errors, but more concerned with the entire system and organization of language knowledge; language errors are only a part of it.

Language theory is a suitable starting point for study on second language acquisition, and it is the first theory that seeks to explain second language acquisition, as Ellis noted in analyzing the early interlanguage theory (Ellis, R., 2019). As a result, the idea of interlanguage paves the way for second language acquisition research to become an autonomous discipline and to have its own independent research agenda.

3- The main areas of foreign second language acquisition research

3.1- Research on Universal Grammar and Interlanguage Representation 1970s to early 1980s, Morphology it has to become a hot spot in second language acquisition research. By investigating and analysing learners' acquisition of L2 morphemes, researchers aim to discover the natural development path of interlanguage. Dulay and Burt, the study of prime acquisition led to a series of related studies later (Dulay H. & M. Burt., 2019: 245-258). they think, in the acquisition of English as a second language, the acquisition of certain language structures follows a general "natural order". Later, many scholars raised objections to this,

arguing that even if there is a common acquisition sequence in the acquisition of English morphemes that is not affected by the mother tongue, it does not mean that in learning more complex language structures, there will also be children who are not affected by the mother tongue. It is far from enough to describe the order of prime acquisition, and it should be further explained why there is such an order, that is, a scientific explanation of the phenomenon of second language acquisition.

Since the 1980s, universal grammar accessibility research has become a new hotspot in second language acquisition research. According to the universal grammar theory of Chomsky, all languages in the world have some common language principles and undetermined language parameters, which are also the initial language states of infants after birth (Chomsky, N., 2016). Since there is a UG knowledge system in each person's language cognitive system, and UG embodies each person's heart-brain language mechanism, UG is composed of a set of highly abstract and highly generalized rules. What humans need to learn is only the different values of various language parameters and the peripheral parts of a specific language, as well as the vocabulary of a specific language. 80's and 90's most of the second language acquisition research in the 1990s was carried out in the theoretical framework of the above-mentioned UG. This is the first time that linguistic research and second language acquisition research have been combined, and it is an important field of second language acquisition research.

Three opinions are now held by scholars about the function of universal grammar in the learning of second languages:

- 1- Universal grammar is out of reach: learners construct L2 grammar only with the help of non-linguistic strategies and general problem-solving skills.
- 2- The general rules can be accessed indirectly: it is believed that the general rules exist only in a certain form in the mother tongue, and second language learners can use the general principles of the language, but they cannot fully understand the range of parameters, so that the general rules exist only in an indirect way.
- 3- Universal grammar is directly accessible: Universal grammar exists in everyone's brain in a complete form, including some features that do not appear in the native language.

The above three different academic viewpoints lead to the following three different predictions of L2 grammar:

- 1- The grammar of the second language learner is not consistent with the principles of universal grammar, the former grammar is unrestricted, and the mistakes made have no rules and laws to follow.
- 2- Second language grammar should be consistent with the principles of universal grammar, but those universal grammar principles that are not activated in the native language cannot survive the second language acquisition process.
- 3- The second language learner should be able to activate those universal grammar principles that do not work in the native language; the interlanguage grammar must

be subject to the universal grammar, and will not exceed the scope of the universal grammar.

Since the 1990s, the debate on universal grammar has shifted from a broad question of accessibility to a specific discussion of the representational nature of interlanguage. Two opposing views have emerged on the problem of interlanguage representation of initial states:

Schwartz and Sprouse the full transfer hypothesis, represented by the full transfer hypothesis, holds that the interlanguage representation conforms to the characteristics of natural language; while the minimal trees hypothesis represented by Vainikka and Young-Scholten holds that the interlanguage representation conforms to the characteristics of natural language, language representation differs from natural language in some fundamental ways (Schwartz, B. D. & R. Sprouse, 2018: 40-72) and (Vainikka, A. & M. Young-Scholten, 2018). The complete transfer hypothesis states that the initial state of the interlanguage is the native language grammar, and that learners use their native language representations to interpret the input they hear in the second language, but that the interlanguage representations are still limited by universal grammar. The minimal tree hypothesis holds that there is a large divergence between the grammar of the interlanguage and that of adult native speakers, and that there are only lexical categories (such as nouns and verbs) in the initial state of the interlanguage, but no functional categories. Therefore, according to the minimal tree hypothesis, the interlanguage grammar has great defects and is not restricted by the universal grammar.

What characteristics will the interlanguage exhibit when it develops to a stable terminal state?

Some researchers (such as Hawkins, Hawkins & Chan) believed that the interlanguage representation has no long-term substantial defects, and the final state of the interlanguage representation has the characteristics of natural language (Han, Z. -H, 2018), (Hawkins, R., 2018) and (Hawkins, R. & Y. -C. Chan, 2017: 187-226). A diametrically opposed view (e.g. Beck) holds that the defects of interlanguage representation are not only temporarily reflected in the initial state, but also persist for a long time (Beck, M.L., 2018: 311-348). Therefore, interlanguages are completely different from natural languages and are not restricted by universal grammar. The research of Lardiere (2018a, 2018b) raises a question worthy of further consideration: the terminal representation of interlanguage may be defective in one aspect (such as morpheme matching), but on the other hand (such as syntax) is perfect (Lardiere, D., 2018b: 359-375) and (Lardiere, D, 2018a: 1-26).

Interlanguage research based on universal grammar has become an important development trend of second language acquisition research; research in this field is still in the ascendant. As White said, Universal Grammar itself is not a learning theory, but can only be combined with other theories to explain the nature and characteristics of interlanguage. With the development of cognitive science and the improvement of research methods, researchers will reach a more consistent view on the role of universal grammar in second language acquisition.

3.2-Research on Cognitive Mechanisms

In the process of development, the research on second language acquisition constantly absorbs the nutrition of other disciplines, and constantly seeks new theoretical support. Researchers in anthropology, linguistics, neuroscience, psychology, artificial intelligence and other disciplines have put forward cognitive theories that have a great impact on second language acquisition research while taking human thought processes as their research goals.

There are different views on the relationship between language and cognition. Some views hold that language processing must use basic cognitive abilities; another view holds that language systems and cognitive processes process different information by different parts of the brain.

Anderson pointed out that human language ability is an inseparable part of human general cognitive ability, there is no essential difference between language ability and general cognitive ability, and language ability does not form an independent part in the human mind, but depend on general cognitive abilities (Anderson, J.R., 2016). The process of learning a language is psychological and intellectual in nature, and it is directly tied to how the human brain gathers, organizes, stores, and applies knowledge. The mastery of language knowledge is essentially no different from the mastery of other knowledge. Anderson distinguishes two different types of knowledge: declarative knowledge and procedural knowledge (Anderson, J.R., 2016). Declarative knowledge is knowledge about the facts themselves, that is, mastering the facts. The procedural knowledge refers to the knowledge of how to carry out various cognitive activities, that is, how to do it. Declarative knowledge is taught and acquired in one go, while procedural knowledge is acquired incrementally through practice. The two kinds of knowledge are interdependent and interact in the process of use. To accomplish processing automation, declarative knowledge in language mastery must be converted into procedural knowledge.

Anderson pointed out that the transformation of declarative knowledge into procedural knowledge generally needs to go through three stages (Beck and M.L., 2018: 311-348):

- 1- Declarative stage (or cognitive stage);
- 2- Knowledge editing stage (or connection stage);
- 3- automatic unconscious stage. Native language learners can almost reach the third stage, while second language learners can only reach the second stage, and it is difficult to reach the state of complete automatic unconsciousness.

Singer believes that language is the main means of expressing knowledge, and the processing of language includes three levels: the surface layer, the textual basis and the situation of the expression of discourse (Singer M., 2016). People can understand sentences or words and remember their meanings because the meanings expressed by language information can be divided into basic units such as sentences. Each sentence contains one or more propositions, which are defined by predicates and thesis (argument) composition. The propositions derived from the information are integrated into the hierarchical text base, and

the higher-ranked propositions are easier to remember, and the memory of the surface form of the information is weaker than the memory of the content.

Since the mid-1990s, cognitive theory has been more closely related to second language acquisition research, further expanding the field of second language acquisition research. In recent years, many researchers have begun to pay attention to the influence of language processing ability on second language acquisition. For example, Pienemann puts forward the theory of language processability on the basis of the Multidimensional Model (Processability Theory) (Pienemann M., 2018) and (Pienemann M., 2019: 679-714). The logical premise of this theory is that at any stage of second language development, learners can only produce and understand the language forms that the language processing mechanism can handle in the current state. Pienemann is pointed out that the development of second language is not disorderly, but is restricted by the ability of language processing, and shows some laws and characteristics (Pienemann, M., 2018) and (Pienemann M., 2019: 679-714). The language process ability hypothesis can assist to understand which developmental variables prevent the transfer of the mother tongue as well as to some extent forecast the course of the development of the second language. At present, a research group represented by Pienemann, Hakansson, etc. has been formed in the world, and they have carried out research on the language cognitive process of second language acquisition under the framework of language processability theory (Pienemann M., 2018) and (Pienemann M., 2019: 679-714).

3.3-Relevance Theory and Second Language Acquisition

Second language acquisition research has developed over the past 30 years. During the process, the research hotspots are constantly changing, and the research methods are different. The combination of second language acquisition and pragmatics is a new trend in the study of second language acquisition in recent years; especially the relevance theory has opened up a new way to study the development characteristics of second language. The relevance theory put forward by Sperber and Wilson holds that the premise of understanding discourse is the human cognitive hypothesis (Sperber D. & Wilson, 2018). According to this cognitive model, human cognition always follows the principle of relevance, that is, with the help of the relevant information to perceive things. Relevance theory can answer the following two questions: why are the intentions of the communication parties recognized by the other party?

Relevance theory was proposed mainly to revise Grice's theory of conversational implicature, and it was only in recent years that researchers began to apply it to the study of second language acquisition (Hawkins R., 2018). The journal *Second Language Research* published a set of articles in the third issue of 2020 in the form of a special issue, focusing on the phenomenon of second language acquisition from the perspective of relevance theory. For example, Zegarac combined relevance theory to study the acquisition of the English definite article by second language learners, and found that second language acquisition is not only affected by general pragmatic principles and transfer, but also by the implicit assumptions formed by the learners themselves. Liszka's study aimed to explain the optionality (i.e., selective petrification) of the English present perfect tense in the learner's

language with subjects from three different native-speaking backgrounds (Liszka S., 2020: 212-231). German, Japanese, and Chinese. Liszka pointed out that representational deficiencies at the morphosyntactic level can be remedied by pragmatically enriching weaker logical forms (Liszka S., 2020: 212-231). In addition, some scholars (such as Foster-Cohen) have investigated the relationship between Relevance Theory and other schools of second language acquisition, and explored the superiority of integrated second language acquisition research methods (Cohen A.D., 2018) and Foster-Cohen S., 2020: 189-192). As Foster as pointed out by Cohen, the marriage of relevance theory and second language acquisition has a short history, but it is very vital, and its significance cannot be ignored (Cohen A.D., 2018).

3.4-A study of internal factors of learners

The research on internal factors of learners mainly focuses on the individual differences of learners, such as linguistic ability, motivation, cognitive style, etc. This kind of research emphasizes the role of the learner in the process of second language acquisition.

Ellis proposed a theoretical framework for the study of individual differences, which consists of three sets of interrelated and mutually influencing variables (Ellis R., 2019):

- 1- Individual differences
- 2- Learner Strategies
- 3- Language learning effect

The first group of variables includes three aspects of individual differences, namely, learners' perceptions of language learning; learners' emotional attitudes; and general individual differences (such as age, gender, learning motivation, etc.). The second set of variables includes the various strategies learners use when learning a second language. The third group of variables is the learners' language learning outcomes, which can refer to the overall level of the second language, the progress made in using the language in a specific aspect, or the speed of language learning.

In the study of individual differences of learners, the starting age of language acquisition and the resulting critical period of language acquisition have always been a controversial issue. Lenneberg believes that the critical period in children's growth plays a crucial role in language learning. After the critical period, the functional division of labor on both sides of the brain has been completed, and it becomes very difficult to acquire a language (Lenneberg E., 2017). Lamendella believed that the development of language is related to the maturation of the nervous system, and that children whose nervous system is in the developing stage are more likely to acquire a language (Lamendella J., 2019: 155-196). More recently, Weber-Fox and Neville combined electrophysiological and behaviourism to determine if and how age is limiting. They asked Chinese English learners of different ages to self-report their second-language proficiency, gave the subjects a grammar score, and compared the obtained behavioral data with measured brain electrical activity in certain parts of the brain. The findings indicate that the ability of adults to learn a second language

declines linearly with increasing initial learning age; the older the learner's initial learning age, the slower their ability to process meaning, the less specialized their left hemisphere is, and the more involved their right hemisphere is in syntactic processing. The study also found that the neural branch system showed differences in the distribution and timing of the acquisition of open and closed parts of speech, and those who started to learn the second language at an older age were slower to acquire open parts of speech. The results of this study support the critical period hypothesis.

Neufeld questioned the critical period hypothesis, arguing that under suitable conditions, adults can also achieve the level of native speakers in pronunciation (Neufeld G., 2018). In fact, neuroplasticity in the human brain does not occur abruptly, as stated by the language critical period theory, but is a gradual process that changes with age, some may be completed before puberty, and some may be completed after puberty. Later, many researchers took a compromise approach and proposed a hypothesis called the language sensitive period (Flege & J. F., 2018: 78-104). This idea holds that certain language abilities, while less easy, are not learned until beyond the crucial period of language and that many language skills are easier at one stage of development than at another. This theory emphasizes that in the process of language development there is not only one critical period, but also multiple critical periods. After reviewing the relevant literature, Spolsky concluded that even in terms of phonetics, age is only a preference rule for acquiring an authentic accent, not a necessary condition (Spolsky & Krashen S., 2018).

In recent years, many scholars have carried out a series of longitudinal studies on the relationship between age and interlanguage fossilization, such as Han and Long, etc. Among them, Long followed a Japanese woman for 16 years. In terms of cognitive styles, early scholars mainly studied the personality characteristics of learners from the perspective of field-dependent and field-independent dichotomies, and explored the different effects of learning styles on second language learning in natural and classroom environments (Long M. H., 2017: 22-24). Since the 1990s, cognitive style research has begun to focus on the relationship between cognitive style and social culture, as well as the implications of cognitive style for curriculum design (Abraham R.G., Vann and R.J., 2018) & (Han Z.-H., 2018).

Learning strategies are some special methods or means used by learners in the process of language learning, and are methods or steps for learners to acquire, store, extract and process information. The study of learning strategies in the 1970s was mainly to observe and identify various strategies used by learners, and to list various learning strategies more simply. In the 1980s and early 1990s, the study of learning strategies gradually matured, and began to systematically classify learning strategies and link this classification with language acquisition. After the mid-1990s, learning strategies the focus of strategic research has changed significantly, and researchers have begun to explore effective ways to train learners on learning strategies to improve their final level of second language learning (Cohen A.D., 2018).

3.5-Study on external factors of learners

The language environment, which includes the learners' social environment, home environment, educational environment, and classroom environment, is referred to as the external elements of learners. Five social settings for second language learning were distilled by Siegel as follows (Siegel J., 2019: 178-223):

- a- Second language dominant (such as Turks learning German in Germany);
- b- Foreign language (such as Japanese learning English in their home country);
- c- Multilingual Coexisting (e.g. Germans learn French in Switzerland);
- d- Institutional (e.g. English use in India);
- e- Minority language (e.g. English speakers learning Welsh).

One of the questions that researchers are interested in external factors is how the social environment affects learners' motivation to learn. As far as the teaching environment is concerned, Krashen's non-intervention position holds that second language acquisition is a completely unconscious process, and formal teaching has a limited effect on second language acquisition, and its significance is only to provide Comprehensible language input (Krashen S., 2018).

One of the hot topics that researchers have focused on in recent years is language socialization, a concept that was born out of the dominance of children's language acquisition research in the 1960s and 1970s. Language socialization regards learners' learning of language and cultural meaning and social behaviour as a three-dimensional continuous process. Watson-Gegeo and Nielsen reviewed the latest progress in language socialization research since the 1990s, such as the theory and method of language socialization and the phenomenon of language socialization in second language acquisition, as well as the problems and deficiencies in this research. It also looks forward to the development prospects of language socialization research in the next 10 years. Another important trend in international second language acquisition research, is the study of sociocultural theory based on the theory of human cultural psychological activity proposed by the former psychologist Vygotsky. Scholars such as Lantolf discussed the use of auxiliary forms such as "scaffolding" to acquire a second language and promote cognitive development in the zone of proximal development of learners (Lantolf J. P., 2016). Johnson reviewed the cognitive and experimental scientific paradigms of second language acquisition research and believed that Vygotsky's sociocultural theory provided strong theoretical support for expanding the field of second language acquisition research, and considered cognitive and social factors to construct a new model of second language acquisition theory and practice (Johnson M., 2020).

3.6- Learner Corpus Research

Corpus linguistics is a discipline that studies language based on text corpus and is a branch of computational linguistics. In the past, the materials in the corpus were collected and organized manually. Now, due to the use of advanced computer technology, the

efficiency and scale of the corpus construction have been greatly improved, laying a solid foundation for the corpus to be widely used.

Including early word frequency statistics, dictionary compilation, voice recognition and creation, and data-based language education, corpus linguistics has created a new study field in addition to using probabilistic approaches to examine language facts. By establishing a corpus of English learners' spoken and written language and using appropriate retrieval methods, we can find common problems in the interlanguage of different groups of learners, and then feed these problems into the formulation of syllabus, the compilation of textbooks and teaching practice, so as to make Second language teaching is more targeted and effective.

The first computer corpus was 1961~1964 the Brown University Corpus established at Brown University in the United States. Compared with the corpus written and recorded on the card, the corpus stored in the computer has many advantages such as convenient retrieval, easy processing and sharing. After that, Sinclair established the Collins-Birmingham University International Language Database (COBUILD) at the University of Birmingham. At that time, he planned to edit a sufficiently representative English database containing 5 million. Due to the use of computers, the COBUILD corpus was up to Language contained in 1996 the corpus has expanded from 6 million words to 200 million words, making it one of the largest English corpora in the world today.

In previous studies on second language acquisition, researchers mainly it is necessary to rely on the method of introspection or rely on the form of experimental design or questionnaire to obtain the required corpus by means of induction. In the case of induction, the corpus provided by the subjects is obviously susceptible to some subjective factors, contains high artificial components, and is bound to be limited to a certain range, so the representativeness of the obtained corpus itself may be influence the researcher's conclusions. The learner corpus, which aims to collect foreign language students' corpus into a database, analyze, research and use it, undoubtedly provides a huge and objective database for second language acquisition research, effectively making up for the traditional second language acquisition research. As a research method, learner corpus can not only be used to test research hypotheses, but also to generate new hypotheses. Researchers can avoid putting forward research topics in a preconceived way, but use data analysis software to organize and analyze the data, so as to find laws and problems, and follow the clues to generate new research topics. It can be said that the learner corpus provides an unprecedented accurate description of the second language students' corpus, which can help researchers discover more facts.

Greenbaum and Meyer established the International Corpus, referred to as ICE, and they extended the computerized corpus research to compare the English of other English-speaking countries, and included both spoken and written languages into the corpus. In recent years, the study of learner corpus has made great progress. In the early 1990s, hosted by Belgian Sylviane Granger and cooperating with many international universities, the International Corpus of Learner English and the International Database of Learner English were established based on the university. So far, this learner corpus contains more than two

million words of corpus resources from fourteen different native language backgrounds. Now Longman Publishing Group and Cambridge University Press have also successively established their own large-scale learner corpora, with a scale of 10 million words and 15 million words respectively. At present, many research results based on interlanguage corpora have been published, and the research covers a very wide range, such as learners' use of English modal verbs and modal expressions, English word frequency of learners with different native language backgrounds, and learners' interlanguage discourses features etc. In conclusion, the method of corpus linguistics provides a broad research space and a variety of research methods for second language acquisition research.

4-Research on Second Language Acquisition in my country

In my country, the research on second language acquisition started relatively late, and it only attracted people's attention in the early 1970s. At that time, the research was mainly introduced or commented on the research results of second language acquisition by Western scholars (such as Gui Shichun and Wang Chuming), the research in this period provided information for the research on foreign language teaching and second language acquisition in my country, broadened the thinking and broadened the horizon, and laid the foundation for the prosperity of the later foreign language teaching and second language acquisition research. After entering the 1980s, domestic second language acquisition research began to be introduced, digested and absorbed comprehensively and systematically. Research at this stage has two characteristics: first, the focus of the research gradually shifts to the main body of the learner, concentrating on exploring factors such as the learner's perception, emotion, and strategy, and another characteristic is that critical articles begin to appear, it no longer introduces and internalizes Western language acquisition theories and methods in a systematic way, blind, but rather evaluates and thinks about foreign theories relevant to a dialectical and critical position based on the actual situation in my country. From the late 1990s to the present, domestic research of second language acquisition, especially English language acquisition research for Iraqi university students, became more active from theoretical discussion to empirical research, and there was a situation where digestion and innovation coexisted (for example: Hamad, Ibrahim Al-Ghazi). This type of research is an empirical study based on the researcher's full understanding and study of the theory of second language acquisition, taking the characteristics and laws of Iraqi English learners in acquiring English as the research object, and replacing them with objective facts or data, subjective perceptions and judgments represent the research trend of second language acquisition (Ellis R., 2019).

While affirming the remarkable achievements made by Iraqi scholars in the field of second language acquisition, some problems remaining in domestic related research cannot be ignored. First, the confusion of terminology has not been completely resolved, for example, there are several translation methods such as error analysis ; while the term Interlanguage has "interlanguage" and "international language" and "intermediate language" as many as five kinds. This shows from one side that the research on second language acquisition in my country is not mature enough, and it is necessary to compile a special second language acquisition dictionary to standardize related terms. Secondly, there

is still a lack of truly in-depth theoretical research in Iraq, and the number of applied research is relatively a little. At present, in many aspects of research in the theory of second language acquisition, both from the perspective of the language acquisition process and the external learning environment, or from the perspective of the learner's subject, Iraqi scholars have not put forward widely accepted theories and hypotheses, but arouse our attention and thinking. In addition, there are few innovations in the methods and means of domestic second language acquisition research, which directly restricts the further improvement of research quality and level. Many researchers either continue to use the existing research methods and measurement tools abroad, or only slightly improve them, and the research ideas and methods lack originality, which makes the research on second language acquisition in my country still lags far behind foreign countries. Therefore, in order to meet the needs of the current development of second language acquisition research in my country, on the basis of the first national second language acquisition symposium led by Guangdong University of Foreign Studies in early 2019, national second language acquisition research should be formally established as soon as possible, it is An academic organization that regularly holds annual academic conferences; establish academic journals on second language acquisition research, and open space for the exchange of academic achievements; It strives to build second language acquisition research for masters and doctoral programs in foreign linguistics and applied linguistics in Iraqi universities to develop reserve talent for second language acquisition research; Prepare and implement major national research projects and group research on second language acquisition research that matches the practice of large-scale foreign language teaching in my country, and strongly promote applied research and empirical research on second language acquisition, so that English language teaching in my country is based on the scientific basis of language acquisition research Second, it promotes second language acquisition research in my country to be based on the frontiers of discipline development and alignment with international second language acquisition research (Pienemann M., 2019) & (Vainikka A. & M. Young-Scholten, 2018).

5-Conclusion

Despite the fact that second language acquisition research has only been a separate field for just 30 years, it been provided us with a wealth of ideas and inspiration. First of all, it has not been long since the second language acquisition research was introduced to Iraq, and foreign theories still need to be constantly verified in the foreign language teaching environment in my country, at present there is not much to expect that the results of the second language acquisition research can be directly applied Our country has to teach a foreign language, or basically solve some intractable problems in teaching a foreign language in our country. Second, the driving force for the development of second language acquisition research in foreign countries is not only to meet the needs of tea ching, but to meet the ba sic needs of hu man beings, that is, to understand the intractable puzzle of second language development and even general language development. The value of research in lingu istics, psychology, pedagogy and an thropology in second language acquisition research. In addition, people often have an insufficient understanding of the theoretical value and applicability of second language acquisition research, and even have

misunderstandings. However, it can be expected that the emerging subject of second language acquisition research has opened up a new growth point for the exploration of foreign linguistics in our country, and represents the development direction of applied linguistics research. Therefore, research on second language acquisition that closely combines the characteristics of Iraqi learners will help to understand the objective laws of foreign language learning for Iraqi students, reveal the cognitive and psychological process of foreign language learning, and help us establish a correct foreign language education in order to solve many common problems In foreign language teaching in our country, so as to improve the level of foreign language education in our country as a whole, and to develop the theory of foreign language learning in our country and the theory of foreign language teaching.

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