
Mind-Language and Epistemology: A Role of Language Acquisition

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Abstract: Language and mind reflect each other in an established manner. Language as a source of interaction among others is leading the process of communication but it is not an easy task to define that language reflects the society with the only source of perception. The main component in this paper is to be paying attention that language is not only understood through the medium of perception but sometimes it is to be based on cognitive abilities of human beings. One has always an inherent power of First Language Acquisition that will promote the acquirement of Second Language Acquisition or learning. The research will more comparatively dominate the relation between First Language Acquisition to Second Language Acquisition that how this will reflect the former to latter. Mind and language develop a relationship in an epistemological process in a social occurrence. The main assumption in this paper is; can second language be treated as the first language, if the first language will not learn at the learning stage? The study in this approach formulates the role of transforming First Language Acquisition to Second Language Acquisition with the medium of cognitive processes.

Keywords: language, learning, meaning, acquisition, FLA, SLA, cognition.

1. Introduction

Language and cognition occupy a prominent position in the philosophy of language. Various contemporary philosophers like (Frege, 1973, 55-66); (Husserl, 1982, 89-97); (Wittgenstein, 1995, 43-47); (Searle, 1971, 36-39), and various others also defined language as a basic agreement for existence. The notion of language acquisition varies from First Language Acquisition (FLA) with Second Language Acquisition (SLA) with the medium of diverse abilities. SLA requires more dependency on learning the language in comparison to FLA. The reason for this dependency would be categorized based on conscious and unconscious nature. The debate between conscious and unconscious referred to the utilization of former and latter. The former i.e. FLA¹ is defined as the unconscious study of mind whereas latter i.e. SLA is understood as the conscious study of the mind. In this matter, the idea of language captured that the knowledge is constructed in the latter part through the conscious study of the mind. The instruction is playing its role in the latter part (SLA); it enables the acquisition of learning a new language

structure with the conscious state of mind. Another criterion that would be highlighted in this work is that the SLA can be acquired between the 12-13 years of age. But if it will not able to acquire a second language then he would be competent to perform their first language ability. The second language may also attach with the notion of lateralization² that structured the function of the brain into two hemispheres- left and right. So, the acquisitioned ability after puberty is known for its various effects as playing music, games, etc.

Another fact about the FLA and SLA is the dependence on motivation and personality. SLA in this regard would be very conscious as it depends on the notion of motivation and personality. But it is not in the case of FLA; it is an inborn effort that prompts by birth. It has its biological sense of the word. One thing that occurs in this relationship is no one denies acquiring the first language and no one disliked to gather it. FLA is an instinct that would have no choice but SLA can utilize as per their maxims. In this part, there is also little sort of confusion that acquisition does not require conscious state of mind but it is not applicable on all the circumstances like to learn chess; one would be very consciously to learn how to move pieces. A child would do all their tasks unconsciously during their childhood as like to ride a bicycle. So, it is necessary to mention that conscious and unconscious states arriving from our beliefs as it was based on different activities. The unconscious activity has no happening for previous experiences through which they can learn from a conscious state of mind.

There are various theories and approaches that have been come into sight over the last some years but the important approach that reflects more dominantly is the origin of language acquisition. The sources that are considered significant for the sources of language acquisition are cognitivist theory, innatist theory or some notions of maternal appearances. These three parts describe the relationship of language with innate abilities. The basic feature of language acquisition asserts that language is the innate capacity that accumulates in the brain of a child. The children hold a special mind power for gathering the social experiences after some time of their birth. Chomsky as considered the main proponent for cognition theory. He defines that every action of a human being is connected with one or another form of cognitive³ feature. A child nourishes in a social reality with the impact of cognition.

(Piaget, 1926, 1-18) in their viewpoint also shares that, "language is just one aspect of a child's overall intel-

lectual development". Language is a symbolic representation that permits the child to flourish in a social environment with their cognitive abilities. The first language is considered to be innate because a child learns this easily as he learns to walk. In FLA, every task of learning would be gathered easily in comparison to SLA. (E. Smith and Mackie, 2000, 19-27) they too define that language is all social about in its nature. In the words of Aristotle, Plato, Wittgenstein, Bühler, Searle defined how language is related to cognition. So, the main focus of this paper is that the relation of language with cognition. The two main questions here focused in this paper is that how language reflects cognition? And others, if the language and cognition are the two same related notions of the same adaptive functions, then how it can develop their relationships among themselves.

The main objective of cognitive science is to develop the human mental abilities among them to judging the physical or social entities and language abilities. There exists a two-way cognition process as a general-purpose process. In general purposes, it is defined as the inductive process. In it, all individuals are leading the same cognition for the same object by particular assumptions. The other approach is the mental state in which the distinct cognitions exist for the same object. There always exist the different mental states in which different responses occur in this social world. Human being has a large number of ideas for the physical notions to fulfill the condition of satisfaction. The children are born with the acquisition of learning language. This knowledge is acquainted with them with the proper nouns, verbs, and grammar. (Chomsky, 2006, 88-99) defined that children cannot learn words correctly in learning stage. They utter incorrect terms in spite of the right words. It is their language acquisition through which they develop the words with the hearing of the relation. In keeping a view of this, Chomsky's linguistic approach is defined as 'generative linguistic'.

So, the modern theories of language acquisition would be treated as the base for human language. In this description, it is considered that every social being in their childhood has an innate power⁴ through which they construct their imagination power about the physical objects as FLA. After this stage, the children lead to SLA in which they learn a language that is familiar to the social environment.

2. Notion of Language acquisition

The present part discusses the language as a part of speech act i.e. based on actions. (Austin, 1962, 39-51) in his book, "*How to do things with words*" remarked that language is based on actions. He defined that human beings can produce their utterance with the actions. After this, John Searle brought some changes in the field of speech act. He argued that there is some sort of defected arguments in the Austin's speech act. This assumption of Austin formulates that the language has a source of rationality by which every person referred to the social context. In this description, Austin formulates that the dialect of an individual is primarily based on their act. All kinds

of speech act has involved in one or the other form of speech act. Language without words and words without references are difficult to predict. Correspondence of words with symbols or sentences is considered to be the token for language based acts. The essay describes that the knowledge has an important share for their judgment i.e. actions. It is rightly defined by (Christopher, 2009, 106-109); that, "A theory of language is a theory of action". There is also a notion of accentuation that the expressions have an alternate or particular importance to its client and audience other than its significance as indicated by the dialect.

This description formulates that the language has two different expressions – constative and performative utterances. In the book, "*How to do things with words*" explores the constative and performative utterances as the necessary approaches. A constative articulation is something which portrays or means the circumstance, in connection with the reality of true or false. Like the person asked Mexi whether she had stolen the confection. Mexi answers "Mmmmm". Here the expressions of Mexi depicts the occasion in settlement of noting her instructor whether the circumstance was valid or false. This represents the form of FLA.

The performative articulations are something that doesn't depict anything by any stretch of the imagination. The expressions in the sentences or the piece of sentences are regularly considered as having its own importance. The sentiments, dispositions, feelings, and contemplations of the individual performing phonetic act are quite a bit of an essential unit here. Another Case: Bane and Sarah have been dating for as long as four years. One fine night Bane took Sarah to the most costly eatery around the local area. Also, he requested the most costly wine accessible in the eatery. At that point, he drew nearer to her and asked her that "will you wed me?". Sarah burst with satisfaction and answered, "I will". Here the "I will" of Sarah express her sentiments, states of mind and enthusiastic towards the specific circumstance. These articulations have its particular significance just in connection to its particular setting. This represents the notion of SLA with the knowledge of language power.

Language games⁵ are yet another important description of Wittgenstein's later work in Philosophical Investigations. He defined this concept as very significant to the language-based approach. In language games, it does not mean that there is a reference to the sports or any type of championship. The language – games referred that the same word has various meanings for its uses. The same word refers to the different approaches for their availability. Various terms like water, the term water has different relations in social reality as like in science- (H₂O) but the word water has its only one meaning. The concept will not about the description of word-meaning but it describes the role of language concerning the different contexts. The idea of language game theory has a very broad concept for Wittgenstein in their study for the classification of different categories in social aspects.

Wittgenstein did not construct any limit about the role of language games to the word-meaning. Every word has its origin with their reference to the physical appearances. It indicates the relation of word with the object. A word

that has no meaning/reference; is not a medium of any game process through which one represents it. He did not confine the language games only with the word-meaning but it also holds their place in sentence-meaning. Sentences did not frame without any referent terms. Like "John did not exist" refers to the different assumptions as he is not present in this meeting, he might be in abroad, he might quit from this organization or he may be died. By all these circumstances, one may focus on only the non-existence of John that why they are not present here. So, the term 'existence' or non-existence has various meanings in reflection to the 'non-existence'.

He talked about in Philosophical Investigations that the language is defined as a primitive form of learning in which a child is trying to learn communication but that notion of learning is not found in the form of explanation, but it is through the proper training. The reason behind this debate is the learning of native language is confined to the action, behavior, signs, etc but not in communication. So, the debate on language acquisition would be raised in those years when a child trying for communication. In his description, words have a secondary role in which a child learns only training⁶ but no explanation. Language has reflection only when a child communicates with others and then the acquisition of learning a new language would be satisfied.

In Wittgenstein's linguistic form, the role of language acquisition would be very approachable due to the development of new behavior for a child. A language would be considered as a part of training for the acquisition of a new language. He defined various other concepts also in a relationship with the linguistic form of a language game. The basic idea of a language game that will be highlighted in this part is to be following the rule(s). Every action of human beings is followed through the notion of rules. A rule followed by a child did not know is it right or wrong but he/she can follow without worry. The mental capacity of a child would not be very higher to gather external resources. They learn new experiences in social reality with the medium of various linguistic practices. So, the important description of the language problem of acquisition would be partitioned into two categories as FLA and SLA. Wittgenstein argued that the child learns his first language acquisition through training because he did not know the language or rules of language. In this stage, he is learning their experience through physical signs, gestures, intentions, etc. through their elders/parents but in contrast with the second language acquisition, the author describes the role of learning the language through which they follow all actions with the instance of language game /rules.

3. First language vs. the Second language

The first language is not required too much of the surroundings for acquisition. In this process, children make use of their objects and learned their way. They (children) stored that sort of knowledge in mind and confined to be first language acquisition. Generally, people talk with their babies in a babyish way but the outcome; they (babies) did not end up in the same linguistic manner. First

did not depend on any kind of special ability for understanding, it acquires through a native form with full and proper manner. The main notion is about the first language is that sometimes the parents or elders in a family had very highly educated but the children did not gather it in their childhood. That notion was confined to sufficient after the child went to school for second language learning or acquisition. This sort of native language would be very difficult to gather by a child; they acquire it after the knowledge of reading and writing in a school. So, the first language is more based on the usage view and holds it for the acquisition of more syntax and morphology.

Another debate between first and second language leads to the notion of forgetting. The first language cannot forget; it will continue till the life while the second language will have forgotten at some stage or in some circumstances depending on the conditions and situations. The latter will be considered as a lower level of competing i.e. in it a person has do mistakes and they also know their mistakes for language acquisition. So, one consideration would be known that in first language acquisition, there arises a one-word, two-word and multi-word categories. Although in the early childhood stage, children generalize their language are all very weak verbs. But they also correct themselves when they hear from the adults in the correct form. In FLA, the children have made various errors or unstructured forms based on the level of their acquisition. After the puberty period, the SLA although also made mistakes but that is to be recognized. The SLA will lead the FLA i.e. L1 carries over to L2. In FLA, parents become an important source for the acquisition of knowledge. Surroundings, siblings, and playmates also lead to an important phenomenon for acquiring knowledge. In the other form, some cases have the acquisition of bilingual in the early childhood period. In this case, one language will dominate in comparison to others; the degree of understanding the language will be acquired in only. That notion will have much more effective after the puberty period.

The research for the acquisition of the second language has been most conversational among the two sides i.e. "cognitivist" and "sociocultural". These categories hold their own opinions regarding the second language; the former beliefs in the notion of cognition power and the latter believe in the social practices. But the outcomes from these two groups will negation; it becomes unhelpful and useful for the findings. In second language acquisition (SLA), there is the need for development in the field of cognitive sciences including the acquisition for the first language. It is an important platform to know that cognition⁷ is the basis for social interaction and also it is shaped through socio-cultural and political occurrence. So, the work emphasis on the criterion that epistemic function of second language acquisition (SLA) is central to the mode of cognition. Language acquisition in latter mode is considered as a paradigm in cognitive aspects for findings in research.

At the beginning of a new paradigm, it is argued that the human sphere has revolutionized in the field of language, epistemology, learning, and mind. The research dominates that the power of transforming the FLA to SLA is a fundamental resource of human beings. The Second

form of language is more understood as learning than acquisition. One thing that has to be important for the understanding of FLA and SLA is its distinctive features. F1 and S2 are two distinct terms that develop a different kind of relationship in the social process. Many times, the social processes are also criticized because every entity is understood in the form of either first language or second language. The social processes are constructed in either natural or artificial settings. Different forms have arisen in the formal as well as informal settings. Both the categories either F1 or S2 have their approaches for their origination.

| First Language Acquisition (FLA) | Second Language Acquisition/Learning (SLA) |
|-------------------------------------|--|
| - It happens in natural settings. | - It is constructed through artificial mode. |
| - It has an informal form. | - It has a formal occurrence. |
| - Not more conscious in this stage. | - Full form of consciousness appears. |
| - More grammatical errors occurred. | - Have the knowledge of grammatical rules and also vocabulary. |

The debate between FLA and SLA is very conversational due to which that would be difficult to mention that the former have no conscious form of sense and latter have the full form of thought and sense. The work also explores the distinctive features of the notion of subconscious and consciousness as well as grammatical and vocabulary form. The relation between the language and cognition is influenced in the form of communication but the notion for their justification depends on the medium of communication. In the modern world, language has too many justifications for developing the word to world relation. The role of language has to be assumed in the form of external appearances. It (language) is known for its mode of representation concerning the context of physical appearances. The main point in this description is about the relation between human natural language with cognition and thought. Natural language is treated as the basic function of human beings. The basic feature of Homo sapiens⁸ is fixed as natural language. In this process, no human being is deficient in this feature and also no other species in this social world possesses this notion. Language in this regard defined as the system of rules and signs observed during their communication. The universal idea about language with society is based on the methods of thought as well as communication. Language occupies two important functions to depict very dominantly: to represent the world or social appearances in the mind of human beings and the notion of communication among themselves. The other notion in this work is that we (human beings) could not identify human thought with the medium of language. The reason behind this that there

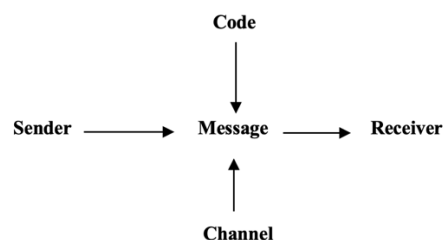
exist several thoughts like non-linguistic as image construction thoughts in children as well as adults. Their non-verbal communication became the main hurdle for not understanding the way of communication.

4. The Cognitive approach towards the acquisition

The method of cognitive resources in the living of human beings will have a great impact because it generates the idea regarding social occurrences. The human beings could find out the cognitive approaches but animals did not have this kind of attitude. The other notion that will be highlighted is the power of cognitive approaches that also included sometimes to non-human species. When we talked about the meaning of a language; we approach the two descriptions about their meaning – artificial and natural or representational or communication. In this work, there is more approach to the natural language that will show the relation with the social reality. We human beings produce a several words to construct our sentences but these sentences are created naturally when we don't know actual form language or word construction. That is why language constructs the reality with the medium of some observations or perceptions occurring.

The natural language implies the biologically based abilities that have evolved naturally in human beings with the mode of use and repetition processes. It has no conscious level for the planning of utterances. The natural language is referred to as first language acquisition (FLA) that has a sub-conscious stage of learning the language. The argument that will be approached in this article leads to the phenomenon that how a first language will lead to the acquisition of the second language? How did second language learning deliberately to the representation process?

There are more debating approaches among the representation and communicative features. The article focuses on the description that how the language interrelated among FLA and SLA. Chomsky in this manner introduced the idea of universal grammar that applies to the human mind/brain. The main principle behind universal grammar is based on the human mind that how the epistemic and ontological function occurs. Every natural way of communication has to be represented in the form of reference. Authors like Bühler (1982), define the different forms to represent the function of language – symbolic, descriptive, and ideational, etc. The model of language known among the individuals is framed as like:



In this fig. there appear the different components between the sender and receiver. The main component behind this is the 'message'. But this message has reached the receiver with some code or channel. The important function of a

message refers to the reality that has to be perceived through emotions or by the expressive way. The receiver has also the notion of reaction to follow their message. The level of representation leads to the relation between the sender and the receiver. A message became the central point between the code⁹ and channel¹⁰. The most debating issue in the work is about the native language that how one can understand through native utterances. The people mostly believe that an uneducated person cannot learn the second language due to the negligence of the knowledge. The main notion about this problem is that human being always tries to learn those abilities through which they acquire in the first language. The F1 becomes the most favorable for capturing the learning of physical entities in the social world. On the other hand, S2 becomes selective for limited purposes due to the more adoption of F1 for learning.

First language and second language became more debated when it categorized on the grounds of learning within the various stages. Sometimes, we (human beings) follow the sources throughout which our elders learn but in the present world; it may not in the case. The present era denies the past notion of learning the language. In the modern world, people learn a second language and that language is not confined to be native or personal; it is of universal understanding. So, the main criteria behind this understanding are that individuals did not learn that language through which they did not benefit. The argument in the work lies that how one leads the S2 without the knowledge of F1. The reply to this argument would be too difficult for verifiability. In the epistemological point of view, language is the only medium throughout which one refers to reality. Knowledge becomes the core of all our experiences. When a child learns a knowledge/language, they may nourish their mind for acquisition. The acquisition is more developed in the age level of 10-13 years and through this method, they acquire mostly the S2. So, one thing that will be acquired in this debate that S2 would be more beneficial if one would be communicated to the social world. S2 acquisition can acquire in all groups irrespective of culture, creed, religion, and sex and it also may acquire at any time.

Another most influential argument occurs among the F1 and S2 is that can the F1 and S2 both learn in the F1 period? To reply to this notion, it is very difficult to verify due to the minimum chances of the acquisition of learning in both the conditions. If the child in the early period learns the S2, then he will know the knowledge/learning of F1. So, reality occurs in both situations. There are many through which the child can acquire the only F1 in the childhood stage. In early childhood, the child would not be in a position to acquire S2 with F1. Many times, the knowledge learned through external appearances would be lead to the confusion that how this occurred but in a practical positions, one may have the correspondence phenomenon with reality for knowledge acquisition. The fact behind this argument is that if both the F1 and S2 learned in the F1 stage, then what would be learned in the S2 stage? In S2 learning, they acquire either the new language or one of their native languages. So, it is clear from this description that language learning would have no level. It is to be acquired on both levels. If one learns already

in the different stage then they might learn something new knowledge in present stage with the level of consciousness.

It is rationally observed that human beings are very deliberately referred to the language that is manifested based on one to one correspondence. The language debate becomes very interesting in the modern world due to its level of consciousness and sub-consciousness. The level of thinking is a much influenced part of this work. Human beings and other species in this world have different categories for rationalization. All these categories will have different approaches to the realization of the existence of objects. The level of consciousness is debated in the field of epistemology. In the epistemological point of view, the first language and second language has depended on its level of consciousness. Consciousness is that part of the human beings through which all senses work. The cognition part also plays a significant role in leading the level of knowing F1 and S2. F1 is before the subject by which the category of understanding the external appearance is very deliberate in the notion of reality. The philosophy of science in this era has a very complex relationship among human beings. Every individual has its reference in this world for referring to reality. Human beings like those approaches that are favorable to the existence. The argument lies in this position that men have very aggressive in developing the approach for its relation among language acquisition. Through this approach, men have developed the internal as well as external relations the reality. Sometimes the idea constructed in the mind but difficult to share in the linguistic form that will be leading the notion unawareness about the language. So, if one knows external appearance than it might have also the knowledge of F1 as well as S2. In the past, people from backward areas did not confine to get an education because of unawareness among them. In that world, they did not learn the S2 because of no use. They know only F1 and that will be continued with its growth and development. The pictures have several occurrences in the philosophy of science that how human beings evolutes. They did not even know the way of living. Thus, the level of consciousness becomes important in this description that how many levels we (human beings) should develop for learning the second language because the second language can be learned based on the first language. One might have known our first native language by which we move to the acquisition of the second language.

5. Are Language and Cognition inter-related?

It is understood that language and cognition¹¹ are related because it is based on biological aspects. (Chomsky, 2006, 57-66); and various others also mention that language is based on cognitive constraints that has rooted in ages ago from a philosophical point of view. In it, the language was considered to be subordinate to the primary ideas in the views of Plato. It means that the man has first developed ideas than represent names. On the other hand, Descartes' view that – I think, therefore I exist i.e. cogito ergo sum. Here, Descartes' point of view is that first ideas came in the mind then there is a physical appearance.

He also defines the concept of linguistic relativity. Language includes mental, logical and biological constraints because all these aspects are closely related to language for their utterance of thoughts and experiences. Linguistic relativity as thought and experience is considered as necessary. It is not easy to understand everything through the a priori understanding of language because many areas like color perception depend on the vision. Although the color variation is also to be experienced through language with different names and the impact of non-linguistic factors that include a sensory process that will have their source of language expression. Words through emotions, gestures, etc. are all the basis of language. The most important instance is that deaf people who cannot understand the linguistic expressions. For this, the cognition works as a rule of their functioning. So, the reflection occurs in a very important place in this instance. (Furth, 1969, 78-99); "Thinking without language: Psychological implications of deafness" defines that the 'cognitive functions' are very much vastly independent on uttering expressions.

6. Language and its Role in Social Interaction

There are various approaches to the role of language¹² in social interaction but here, the author talked about the only two main approaches i.e. Neo- Whorfian and Gricean approach. Neo- Whorfian approach refers to the process of the human mind because it includes the neo- functions that include the stimulation process. It includes inferences, decisions, judgments, etc. On the other hand, Gricean¹³ approach that emphasizes the process of conversation between two individuals or more. It is followed through the notion of behavior by all kinds of language games.

Both of the approaches/categories are considered to be the premises of meaning and understanding. So, here the quotation of Otto Jespersen in the (Clark and Clark , 1977, 33-79); that "The essence of language is human activity - activity on the part of one individual to make himself understood, and activity on the part of that other to understand what was in the mind of the first."

Although (Buhler, 1982, 45-8); views about language are of encoding and decoding i.e. the communicator follows the encoding process of language through verbal symbols and the recipient's task is to decode it in a symbol string. Thus, the language is not a single way process but it is the relation of encoder and decoder in all of the aspects.

7. Conclusion

The paper describes the relation between first language and second language that constructs with the power of conscious and subconscious levels. Human beings in their rational world approached more believe on the learning of second language. The paper have also describes the view points of different authors regarding the relation between F1 and S2. It has been also elaborated that the relationship with the word to world is more comprehensive when hu-

man beings construct the language in the form of acquiring S2. This form of learning a second language can generate ideas among individuals for their exploration of experience in the social world. This experience has been considered learning of a new knowledge in different forms of language. So, one most important element mentioned in this paper is every part of our life has an acquisition for knowledge either it is through F1 and S2.

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Notes

- ¹ First Language Acquisition as considered to be inherent ability.
- ² It is a brain function that tends to perform some neural tasks with cognitive efforts on both sides of the brain.
- ³ Chris Knight, Tim Ingold and Bruno Latour.(1995), pp. 396-399.
- ⁴ Descartes views that children have their innate ideas at the time of birth. Through this medium, children have worldly experiences concerning social objects.
- ⁵ G. E. M. Anscombe.(1958),pp.30-31.
- ⁶ Ibid.,pp.4-5.
- ⁷ Klaus Fiedler. (2008)., pp.38-47
- ⁸ Kurez Ida. (2001)., pp. 6-16.

⁹ Code here implies as a letter, word, sound, image, or gesture that has a reference with the social reality. A word has its meaning only when they apply to the right form of existence in social construction.

¹⁰ Channel is understood as the source or medium of command.

¹¹ Chris Knight, Tim Ingold and Bruno Latour.(1995), pp. 396-399.

¹² Alexander Marshack. (1996), pp. 539-541.

¹³ Manuel Garcia-Carpintero. (2001), pp. 93-131.