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BASIC CONCEPTIONS OF SECOND LANGUAGE ACQUISITION

This study elucidates basic conceptions of second language acquisition (hereinafter SLA) in their essence. The process of acquiring proficiency in a language is known as acquisition. Language acquisition falls into two broad categories: first language acquisition and SLA. On the other hand, SLA implies awareness in L1 and refers to the process through which an individual learns essential elements of L2 (specifically, phonological qualities, grammatical frameworks, and vocabulary units). Therefore, a concise overview of the major theories pertaining to the process of SLA is needed.

Notably, *the Behaviorist theory*, established by B. Skinner in the mid-1940s, posits that the consistency of reinforcement and the quality and quantity of language input plays a crucial role in shaping the language behavior of learners [9]. However, this theory was criticized by N. Chomsky, who argued that language learning cannot be solely explained by repetitive exposure to language stimuli.

More importantly, Chomsky's introduction of *the Universal Hypothesis* in 1965 marked a shift from Behaviorism to *Nativism* as a theoretical framework for understanding SLA [1]. Chomsky proposed the concept of *the Language Acquisition Device* (LAD), an innate mechanism in the human mind that initiates, regulates, and facilitates the language learning process. He also proposed the notion of *Universal Grammar* (UG), which posits that language acquisition capacity is inherent in humans from birth [1]. UG suggests that each individual is equipped with the LAD, which governs the early stages of language development. However, critics of UG argue that it views the learner as a language processor rather than a social being. Furthermore, according to the Universal Hypothesis, there may be a critical period during which the LAD and UG operate optimally, resulting in the most effective SLA. This idea was extended by E. Lenneberg in his *Critical Period Hypothesis* in 1967 [6]. Nevertheless, critics of this hypothesis argue that there is insufficient evidence to support the notion that the brain remains

malleable only until adolescence when the functions of both hemispheres become fixed [3].

Consequently, in response to Behaviorism, there has been a shift towards *Constructivism theories* [2, p. 7], which focused on the learner's internal cognitive processes rather than external stimuli. One of the most knowledgeable constructivist theories of SLA is the Monitor Hypothesis proposed by S. Krashen, known for its intuitive simplicity and practical implications [4]. V. Kapur further classified constructivism theories into cognitive and social [2, p. 8]. J. Piaget introduced *Cognitive Constructivism* in 1959 as a learning theory that emphasizes the process of learning over behavior [2, p. 7]. Piaget argued that cognitive growth and language learning are intertwined, a concept known as "cognitive determinism", which posits that cognitive development determines the sequence of SLA stages [8].

Specifically, L. Vygotsky, a prominent proponent of *Social Constructivism* in 1980 [2, p. 8], emphasized the role of the social environment in human cognitive development [12]. He argued that, just as individuals develop physical tools to interact with their physical world, they also develop psychological skills to think and behave in their social world [11]. Building upon Vygotsky's ideas, J. Wertsch developed *the Sociocultural theory* in 1985 [13], drawing on Vygotsky's writings. This theory posits that human cognitive functions are shaped by cultural mediation within social activities.

In line with this, D. Larsen-Freeman constructed the triangle model in 2011, which illustrates the interaction of four key elements in SLA: the teacher, the learner, language or culture, and the context [5]. Furthermore, as an extension of Krashen's Input Hypothesis, M. Long proposed *the Interactionist theory* in 1985 [7], which highlights the significance of both external factors and internal cognitive processing in language learning [10, p. 18].

In conclusion, SLA is a complex process that involves various theoretical perspectives to elucidate how languages are learned.

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JANE AUSTEN AND HER NOVEL OF MANNER

Jane Austen is the English writer who first gave the novel its distinctly modern character through her treatment of ordinary people in everyday life. Her novels defined the era's novel of manners, but they also became timeless classics. Moreover, they remained critical and popular successes for over two centuries after the writer's death.

Nicholas Dames in his article «Jane Austen is everything» claims that this great English writer is as worth recognizing as Shakespeare. She shaped a vision of personal flourishing that still feels thoroughly modern. He also claims that this great woman spoke with intimidating speed and streetwise bluntness. Austen is the first female writer to be honored in such a great way. Moreover, Austen has firmly joined Shakespeare not just as a canonical figure but as a symbol of literature itself. [9, c. 12]

Nicholas Dames described such key ideas: Austen, with her 18th-century diction, village settings, and archaic social codes that somehow survive all manner of contemporary avatars and retellings, is strangely both. The first would have us explore the context of Austen's own moment, and read her as her contemporaries might have – to de-prettify her novels and show her immersion in the world, with all its political messiness and social friction. [4, c. 18] The second takes the prettifications at face value and asks how they happened.

When it is important to mention the historical fact Dames describes how Austen has been understood, manipulated and adapted to speak to different times. Yet Austen's own plots figure secrecy as a moral flaw, which might give a sleuthing critic pause. In addition, the author said that her sentences can leave readers in a swoon, with their controlled wit, their many-edged irony, their evident pleasure in their own mastery – and in the masterful way they negotiate or transform less graceful realities. [10, c. 8]

Dames mentioned the fact that in published novels Austen wrote a first draft of "Pride and Prejudice" in her early 20s, and her last novel, «Persuasion», as she turned 40. Here the author of the article emphasizes that it is a recurrent problem for biographical criticism of