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INDONESIAN JOURNAL OF EDUCATION METHODS DEVELOPMENT

UNIVERSITAS MUHAMMADIYAH SIDOARJO

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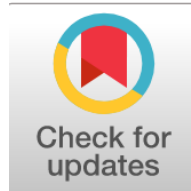
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Linguodidactic Features and Principles of “Language Acquisition” and “Language Learning” Processes

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Abstract

General Background Language education is a complex process based on an interinculcation of psychological, psycholinguistic, and pedagogical bases, functioning as a dynamic system developed through external and internal determinants. **Specific Background** Mother-tongue instruction at school transforms natural children's speaking skills into academic language literacy while differentiating between the distinct psycholinguistic processes of acquisition and learning. **Knowledge Gap** Traditional methodology often relies heavily on grammar rules rather than modern performance-oriented principles, necessitating a clear distinction between conscious learning and true language acquisition. **Aims** This study aims to examine psycholinguistic and pedagogical bases of linguodidactics, elaborate on primary regulations of mother-tongue didactics, and offer actionable recommendations for performance-oriented instructional design. **Results** The findings reveal that language education depends on the interaction of external factors (objectives, learning environments, and didactic resources) and internal factors (cognitive styles, motivation, and responsibility), guided by four universal pedagogical principles: form-meaning interdependence, language-speech interrelation, theory-practice integration, and oral-written language connection. **Novelty** The integration of conscious language studies with communicative competence frameworks shifts the teacher's role from a primary knowledge giver to a facilitator, moderator, and communication partner. **Implications** These findings indicate that reforming mother-tongue education away from traditional grammar-oriented models toward contemporary competency-based models optimizes both teaching materials and pedagogical approaches for effective communicative competence.

Highlights:

- Language education operates as a dynamic system driven by external environment components and internal cognitive attributes.
- Universal pedagogical guidelines mandate that linguistic form and semantic meaning remain interdependent during instruction.
- Performance-oriented instructional design transitions traditional grammar-based approaches into interactive communicative competence models.

Keywords: Linguodidactics, Language Acquisition, Language Learning, Mother-Tongue Education, Communicative Competence

Published date: 2026-09-08

I. Introduction

Language education is a complex process based on an interinculcation of psychological, psycholinguistic and pedagogical basis. The nature of this process is clarified by two general ideas in linguodidactics (these fundamental concepts are language acquisition and language learning) [1]. Even if the terms are widely used as equivalents in mother-tongue education, from a linguodidactic perspective they constitute distinctly different psycholinguistic processes. Mother-tongue teachers need to understand the difference of this. When children start school, they can already speak; the formal purpose of schooling is to transfer that natural skill into academic language literacy [2]. Language development namely, language acquisition and language learning is not a static phenomenon but rather a dynamic system that is continuously developed through numerous external and internal influences (Van De Craen) By recognizing these determinants and investigating their influence, linguodidactics can get the most out of both teaching material as well as pedagogical approach [3].

II. Methodology

External factors are related to the educational system, social environment, and pedagogical conditions of teaching and represent the structural components of the learning situation.

While the people in charge of language education are familiar with what educational plans should attain (in most cases, communicative competence), the subsequent objectives they set for each level that will influence which techniques and teaching resources will be used. Specific objectives provide structure and clarity throughout the learning process. If, for instance, the educational goal implies nurturing students' skill in public speaking then instruction should focus heavily on interactive and communicative practice. On the other hand, if the goal is success on standardized tests, language learning (which emphasizes knowledge of grammar and instruction based more on rules) overwhelms attention.

III. Results and Discussion

This includes the social and pedagogical context, such as whether communicative environments have been created, classroom instructional arrangements have taken into account defining the spaces as well as using qualified personnel. How the instructional context is shaped with respect to communication or rules directly affects the degree of language acquisition [4]. For example, organizing students in a circular formation in a classroom to engage in collaborative behaviors can create a community that fosters communication, although the modeling of an environment which is open to stimulation and where learners actively participate increases their language input and output [5].

Instructional materials or text resources such as textbooks, electronic learning tools, Audio and/or Video Resources, Multimedia Presentations, and even Interactive Learning Cards are external stimuli that help in perceiving some language patterns within their structure. Using a variety of media such as text, audio, video for lessons and interactive activities during classroom learning also ensures that learners process information better; thus, making language acquisition more effective. Internal factors relate to the cognitive and psychological attributes of the learner that define how information is processed and internalized [6].

Individuals learn differently due to various cognitive and affective aspects. While some students learn best visually, others learn more effectively when they interact directly with instructional content. Some learners learn grammatical patterns more effectively in diagram, chart or table form. Some perform better when grammatical ideas are presented in role plays, group work, and other authentic communicative tasks [7]. Even now, mastering the language is a natural need for whoever learns it and motivation developed in the course of education constitutes one of the major incentives to learn. Indeed, students interest to be able to produce academically suitable texts in their own language are often much more motivated to study grammar rules than those whose main aim is just simply doing enough work and getting by [8]. The depth of language acquisition is greatly affected by learners' self-directed learning, sense of responsibility and psychological readiness. By pursuing additional reading, vocabulary development, and language practice outside the classroom that is not simply assigned homework but rather something students do independently, we can allow for a transition from conscious learning to real acquisition of the language [9].

When teachers recognize how their learners understand and take in new information, they can plan productive assessments. External and internal considerations should not be taken as independent pieces but rather operating in close conjunction. This means, for instance, that if a teacher knows that the learner has a mainly visual learning style, then they should use specific learning tools like educational videos or infographics or visual organizers related to what he or she is having trouble with [10]. This type of instruction promotes both language skills as well as sociolinguistics in the learners. The success of the linguodidactic process can be attributed directly to compliance with a number of basic pedagogical guidelines. A principle, in a theoretical sense, is a basic condition or law under which some phenomenon generates [11]. A principle is defined, according to O. Roziqov and others in their work *Didactics of the Native Language*, as "The universal relationship that happens most persistently during language acquisition (for learning/teaching/education)." This set of principles is implemented with the help of textbooks, didactic bureaus and the method that the teacher uses in presenting subject knowledge [12]. The education of how we learn languages is hindered by violations of these universal principles and therefore results in lower instruction quality. As Roziqov et al define, there are four main principles of language acquisition in education [13].

Form and meaning depend on one another, one needs form to produce meaning, without form there is no meaning→First

Principle Any linguistic phenomenon involves a semantic and formal grammatical dimension, therefore separating the two dimensions makes it impossible for learners to obtain understanding of the language system [14]. To illustrate, the semantic function of tense is to signal whether an action's temporal occurrence does or did occur: grammatical morphemes such as -di/-gan/-yapti provide a formal realization of this and thus encode its relation in Uzbek.

Language and speech are interrelated in such a way that mother-tongue education serves both purposes of medium and content. For instance, language is form the studied in an unmovable manner as structural analysis of sounds (phonetics), vocabulary, and grammar as an academic discipline level. Conversely, linguistic knowledge provides the medium for most learning and other skillful communication acts in all dependent subject areas [15]. Every unit of language simultaneously interacts with several levels of language. Your training is not only grammar, but also the ability to associate participial and adverbial verb forms with orthography, phonetics, syntax, and stylistics. So you understand how they contribute to communication.

This principle goes hand in hand with the principle of theory and practice integration, from where it is asserted that language instruction should be taken through logical steps developing definitions towards grammatical concepts and usage afterwards in genuine text production. In traditional methodology, this path sees learners collect linguistic evidence, engage with structured practice tasks, and eventually repurpose what they learn in broader communicative contexts. We will now examine the fourth and last part of this model: the relationship between oral language and written language. In the first grade, children already have essential verbal communication skills with interpersonal relations through family and the social environment. Yet this typologically acquired speech is often laden with dialect, mispronunciation and semantic under specification. Hence the main purpose of language education in the formal context is to extend learners oral language skills and apply them as a tool for written communication without embarrassing errors or phrases that are not academically correct. Therefore, the integrated implementation of language acquisition and learning will evolve into a coherent and effective educational system only if these essential principles are followed uniformly.

This leads to a key aspect in defining linguodidactics, namely the distinction between language acquisition rather than language learning; this is not only theoretical grounds but strategically holds the content or organization of results of what it means for foreign language education. Grasping what these two processes each do (and also how they differ from one another) provides the basis for making an informed reform of mother-tongue instruction over and above the traditional grammar-oriented model, in favour of contemporary competency-based models. Considering that language acquisition and learning constitute different processes, course content should be organized according to the educational goals of learners.

When the main goal is to give learners essential information about the language system (phonetics, lexicon and grammar instruction should focus on conscious language studies. This method focuses on grammatical rules, linguistic categories and systematic exercises aimed at providing opportunities to practice theory. If the goal is to develop learners' communicative competence, such that language becomes more instinctive in nature as a mode of communication, then this must without consideration for other language demands. It is not until Teachers provide opportunities for learners to take part in authentic interaction with people, at real communicative encounters, that true acquisition starts. These are theoretical orientations that transform the age-old teacher-learner dynamic. The teacher has the role of main knowledge giver in the process of learning a language. In contrast, a teacher who is teaching language acquisition acts as facilitator, moderator and communication partner. The instructional methods used should fulfil learners' communicative needs and encourage them to interact in a way that is meaningful.

IV. Conclusion

Natural language acquisition involves collaborative learning of group work, workshops and training activities. The interaction amongst learners creates genuine channels of communication which play a major role in the development of communicative competence. The mother tongue has two interconnected functions in the educational system. On the one hand it is taught and learned, as an academic discipline in its own right in which learners study the language systematically. Second, it is the main vehicle for learning other subjects; building knowledge happens in part through practical use of language that supports processing and communicating information.

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