**Life-long learning** - Blakemore and Frith (2005) note that there is no age limit for learning. Opposed to the proximal or window period when learning occurs, research on the human brain has shown that even adults can efficiently learn until they die (Kravtsova, 2009). Social learning theory explains language development in adults. The authors state that the adult brain can change in size and activity at any age through the plasticity of the hippocampus. Individuals learn through imitation and observation. According to the psychological research done in numerous studies, five days are enough for any adult brain to adapt to the new activities. Visual imagery that utilizes the cortex is used in memorizing the words people hear or read. The new skills are reactivated during sleep in the brain region, making sleep crucial for learning.

**Language socialization**- Baghdadi (2017) discusses the concept of language acquisition using sociocognitive and complexity theoretical perspectives. Children and newcomers to a community learn a language through social interaction with proficient individuals. Learners adapt to their environment with motivation by engaging their cognitive capabilities in their social interactions. Cultural, individual thoughts, actions, and experiences are crucial in the learning process. According to Vygotsky, individuals must differentiate individual consciousness from surrounding people and the environment. The complexity theory posits that sophisticated, adaptive, and nonlinear systems have intricate interplay, and language learning is one of the complex adaptive systems.

**Self-regulated Learning**- According to Legault and Inzlicht (2013), self-determination theory explains the underlying effectiveness of some individuals in expressing autonomous self-regulation. The learner must accept negative and threatening situations to cope effectively. The solution to exercising self-regulation effectively has quality motivation. Personality, intrinsic abilities, and circumstances also shape how a person will regulate themselves in learning. It explains why people living in the same environment, and accessing similar resources will have different learning outcomes.

**Skeptical Enquiry**

Language acquisition in psycholinguistics is essential because learners depend on understanding the language of instruction to perform in their studies. Acquisition of language should be part of the determinants of success because the more efficient a person is in a language, the better they will express themselves utilize the information around them. Instructors must appreciate that students from different countries may be having different proficiencies, and educators should make the learning process convenient (Blakemore &Frith, 2005). As the world is becoming a global village, diverse populations meet for professional opportunities, and bilinguals are better places to harness the openings. Difficulties in acquiring a language will translate to poor performance in scholarly work and limited access to economic opportunities worldwide.

**Application**

Before I joined Ashford, I had graduated from the University of Phoenix with a bachelor’s degree. Students who speak more than two languages would interact in-depth with more people from different backgrounds and enhance their learning. Currently, I work as an instructional aide special needs mobility expert, and language proficiency is paramount. I interact with people whose first language is not English, and a thorough knowledge of other languages will boost the quality of my service delivery. Future development of language acquisition skills is needed to exploit more opportunities. I purpose to learn Spanish and French to advanced levels and be fluent in communication. As an aspiring school principal, engaging students who speak English, Spanish, and French will give me an administrative advantage in guiding and understanding their behavior and culture.

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