

MAIN INFLUENTIAL FACTORS TO LANGUAGE LEARNING PROCESS

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ABSTRACT

This article discusses main influential factors to the second language learning process. Teachers have to deal with students in groups; it is what all the class do that is considered important. By contrast, once the lesson is over, the whole group turns into individuals who use the second language for their own needs and their own ways. Here we discuss some important points of this issue.

Key words: approach, technique, method, teaching skills, audience, elements of language teaching, objectives, syllabus, criteria, linguistic and subject matter, separate methods, definable methods, discrete methods, pre-programmed materials, methodology.

Most of us are already aware of a large number of differences in how well can people communicate in the second language. Every teacher knows that some learners acquire the target language effortlessly, while others have difficulty coping with this process. The explanation for this situation lies in different situations. Children learn their first language naturally by imitating, school learners learn L2 formally in public education.

Although the same method is used for the whole class, some students will prosper, some will not, in spite of having intentions. One main point to consider is motivation. We can divide it into two types; integrative motivation: learning the language in order to take part in the culture of its people, and the latter is instrumental motivation: learning the language for study purposes and other practical reasons. The integrative motivation reflects whether learners identify the target culture or reject it. Instrumental motivation means learning the language for an ulterior motive – to pass the examination, to achieve academic success and so on. According to the research conducted by Dornyei (1990), instrumental motivation was indeed very powerful. Learners will fail in a second language classroom, if they have neither integrative nor instrumental motivation. In this situation, the course books or materials may help the teacher to encourage the learners to learn the second language. The point is that

students at the lower levels may be motivated by a non-specific use of English everywhere; consequently, they want to use English anywhere in the world. In the teacher's perfect world, learners would come to the lesson admiring the target language and culture, having a desire to get something out of language learning for themselves, eager to experience the benefits of bilingualism and thirsting for knowledge. In real life, teacher should be aware of the reservations and preconceptions of their students.

Language is the form of behavior existing in all cultures and identifies or expresses the culture. It is one of the most important factors to define and influence one's identity. All of the perspectives, social beliefs, values, and experiences of the person are described through the language. According to Rovira (2008), "One repeatedly encounters poignant stories of having to forget one's language in order to assimilate or acculturate to a new environment." This loss may cause losing cultural identities as well. However, this is relatively connected to the type of bilingualism. If the learner learns the second language additively, it does not affect to the roots of their own culture. This process enables the learners to change identity formation easily based on their cultural context. If it is subtractive bilingualism, the process may cause the loss of initial identity of the person. But it is still disputable issue, as it has other factors including age, social and emotional perspectives.

Motivation can go in two ways. High motivation can cause successful learning, in reverse, successful learning causes high motivation. The choice of teaching materials and the information content of the lesson should correspond to the motivation of the learners.

Being an indisputable part of any culture, language itself in some cases is considered to be a whole culture. The question if the identity of the language learner and his local culture has an impact on second language acquisition has always been an intriguing topic to discuss in SLA researches. If English is the second or a foreign language to be learned, so is in our case, then there is a high enough likelihood to confuse language learners with the differences of the target and native language. Cultural identity is the network between several aspects of culture such as race, religion, ethnicity, and others, and language is the tool to convey these innermost thoughts.

CONCLUSION

The conclusion of the most researches has been conducted with an aim to identify the connection between language acquisition and the cultural identity note that due to the increased opportunities in the communication channels, media, and Internet, the connection between culture and language acquisition is stronger ever.

Before researchers used to believe that our cultural identity is formed by the time we reach adulthood and then it is set in stone, but nowadays, it is proved that identity is a dynamic process and it adapts to the environment that we are surrounded with.

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