

A Study of the Dilemma and Path of Second Language Learning

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Abstract. In the context of internationalization, second language learning has attracted the attention of a wide range of learners. This study aims to explore the environmental difficulties encountered by Chinese students in second language learning and propose solutions. This study analyzes the factors that influence second language learning. This paper argues that the influencing factors can be divided into three aspects: external environmental factors, family factors, and learners' factors. Changes in the external environment will have an impact on learners' learning styles and learning progress. The family environment will affect the psychology of learners in the learning process, and at the same time, parents' concepts, behaviors, etc. will also have an impact on learners. Individual learner factors are an important factor affecting learning effectiveness. Therefore, this paper believes in creating a good learning environment and a harmonious family atmosphere for learners. At the same time, individual learners should plan well and be proficient in using metacognitive strategies to improve learning outcomes.

Keywords: Second language; study environment; learning path studies.

1. Introduction

In the context of the internationalization of education, the role and importance of second language learning is becoming increasingly prominent. Motivation to learn a second language has been widely studied in Western cultures, but in China, the study of motivation to learn a second language has begun at the beginning of the 21st century. The development of teaching and learning Chinese as a second language has attracted much attention from researchers, language educators, and other stakeholders around the world. Language migration has an integral part in the study of a second language. In which the first language as well as the second language can influence each other. This has been studied from different perspectives: contrastive analyses, cross-linguistic influences, and parameter resetting. Wang Gaiyan demonstrated the existence of a second language influence on the first language [1]. Based on this, this paper analyzes the confusion and development path of current second language acquisition from the aspects of the external environment and learners' internal factors.

2. Factors Analysis

The theory of personal anxiety states that a person's perception of the presence of safety and security may result in calm emotional responses, whereas the presence of perceived risk may produce fear or anxiety. This article adopts the relevant research found that anxiety caused during the second language use or learning process may harm students' quality of experience and performance because it has an inhibitory effect on learners' second language understanding and use [2]. This section discusses the factors that influence learners' second language learning.

2.1. The Impact of External Environment

In the past three years, the COVID-19 epidemic has changed people's living habits and learning methods, and these impacts are undoubtedly profound. Affected by the new crown pneumonia pandemic, second language learners have more anxiety about language learning, impacting their

language learning. Since the COVID-19 pandemic began in late 2019, schools at all levels in many countries, including China, have shut down and shifted to online teaching. Faced with this unexpected new environment, students may encounter many challenges and experience feelings they have rarely had before. Impact on learning environments during the COVID-19 epidemic, in addition to restrictions or prohibitions on in-person gatherings of students in classrooms during COVID-19, such restrictions have also severely impacted other campus activities and impacted students and their families from multiple perspectives. At the same time, the emotional impact on learners during the COVID-19 epidemic during this period of no direct contact with COVID-19, students who are temporarily at home may experience stress, panic disorder, depression, loneliness, and other problems [3].

In online learning, many students indicated that online learning tasks were more demanding than face-to-face education, mentioning the existence of concepts, rules, and constraints that they did not always understand. These stressors are related to coping behaviors. Thus, learning during a pandemic poses a threat and can be frustrating. The process of learning online was supported by negative emotions, with all underperforming students stating that they felt pressured, shy, and ashamed in front of teachers or peers and experienced different deficits in learning the language. In addition, students with excellent grades also mentioned stress and fatigue. Students reported negative emotions arising from a lack of interaction with peers and teachers and feeling that the development of their language skills and knowledge might be threatened. The change in study habits is consistent with other studies reporting changes in People's Daily behavior during stress.

The COVID-19 epidemic has had a significant impact on second-foreign language learners. Their learning style is forced to switch from offline to online learning, which has changed their learning style. Limited by factors such as public epidemic prevention and control, public libraries, training schools, and other institutions are affected by a certain degree of openness. At the same time, learning to change the way produces learning anxiety and online language courses will produce resistance, fatigue, and anxiety in the students.

2.2. The Influence of Family Factors

The theory of the influence of family background on second foreign language learning refers to the positive or negative impact that different family environments and family backgrounds have on second foreign language learners. According to the view proposed by Marchman & Weisleder in 2013, differences in socioeconomic status are closely related to changes in language outcomes [4].

2.2.1 The Influence of Family Atmosphere and Environment

Different second language learners will have different anxiety because of different family environments and family backgrounds.

In the general education literature, the relationship between the socioeconomic status background of students and their academic achievement has been well documented in various contexts. In the case of immigrant students learning English as a Second Language (ESL) in their host country, studies have generally found that ESL students' SES, often measured by parental income, educational background, and occupation, is correlated with students' academic English development and achievement in school [5]. Each family has a unique L2 environment, which includes variations in family investment in learning, degrees of parental involvement, and access to family and community resources. This is demonstrated by the analysis of various forms of family capital. The concept of family capital can help educators and policymakers as they focus on how children are socialized to learn outside of school. Such focus can assist individuals in making informed decisions regarding the pedagogical strategies that are most appropriate for their pupils.

The above research shows that, affected by family background and income, parents from wealthy families can provide more financial support and learning planning for language learners to help them complete the second language learning most of the time. On the contrary, second language learners from ordinary families will need more relevant financial support in the learning process. Being overtaken by learners from more affluent families can cause them to suffer from study anxiety.

2.2.2 Parents' Educational Background

Learning a second language is somewhat influenced by the educational background of the parents. According to some viewpoints, parents with poorer educational backgrounds may lead their kids to believe that they lack the information necessary to teach them to read and write in a foreign language [6]. Others point out that the learner's chances of acquiring a higher degree of English language competence are greatly increased if their parents speak English as a second language. In contrast to parents who have not completed higher education, parents who have done so will actively participate in their children's efforts to learn a second foreign language and will draw on their own prior learning experiences to aid in their children's quick acquisition of the language encounters that parents are unable to have.

2.3. The Influence of Individual Factors

The theory of changes affecting people's emotions refers to that under different backgrounds and different environmental situations, people will have emotional changes for various reasons. According to relevant research by Ellis in 1985, many general factors affect second language learning, such as Age, aptitude, intelligence, cognitive styles, attitudes, motivations, and personality [7]. This chapter mainly discusses the impact of personal cultural background, learning methods, and other factors on second language learning.

2.3.1 Self-Emotional Control Factors

Many causes influence people's anxiety, and Horwitz et al. Situation-specific anxiety, namely foreign language anxiety (FLA), was proposed in 1986 [8]. Responsible for the negative emotional responses of students towards learning a foreign language. Research has indicated that anxiety represents an additional important personality factor that impacts the acquisition of foreign languages. Negative emotions and difficulties when learning a second language can lead to anxiety in second language learners. Therefore, individuals are affected by many problems in the learning process, such as difficulties encountered in the learning process, uncertainty about learning expectations, and doubts about one's learning ability.

2.3.2 The Different Methods and Learning Habit of Learning Effects

Limited by the influence of different language backgrounds and learning habits in different regions, second language learners are prone to doubt the logic of new language learning in learning a second language, resulting in learning difficulties and anxiety.

Language users who speak a second language are a specific group. While their initial language proficiency differs from that of monolinguals, their second language proficiency is not wholly different from that of native speakers. In addition, they think differently from monolinguals. Different nations have their distinctive ways of thinking because of differences in history, geography, religion, customs, and cultural background. While their initial language proficiency differs from that of monolinguals, their second language proficiency is not wholly different from that of native speakers. Language reflects thought.

Regarding Chinese second foreign language learners, taking English as a second language as an example, English emphasizes the secondary convergence tendency. In contrast, the Chinese emphasize the logical relationship between the parts. For example, English and Chinese show differences in expressing causality. Causality plays an essential role in knowing and understanding the relationship between things. English and Chinese causal clauses are the primary ways to express this relationship. There are differences between English and Chinese in the distribution of principal and subordinate clauses and adverbial clauses and whether conjunctions can be used simultaneously. Therefore, second language learners from different countries are limited by the language logic of their mother tongue, which will cause certain learning difficulties in the process of learning a second foreign language, because they must make transitions between the two language logics, which will One of the causes of their learning anxiety.

3. Suggestion

3.1. Create a Good Teaching and Learning Environment

The learning environment includes physical, academic, and psychological aspects [9]. In these aspects, changes in the physical environment play a key role [9]. At present, school is the most important learning situation for students, so it is necessary to start with the reform of the school system. In terms of improving English proficiency, schools should focus on improving English proficiency and identify elements that are conducive to improving the effectiveness of English teaching. On this basis, targeted policies and measures are formulated to help students learn foreign languages, thereby improving the quality of teaching on campus. In addition, to better improve students' learning efficiency, schools can also provide a good online education environment for students. In addition, it should strengthen the intervention on psychological problems of students, enhance psychological counseling for students, and create a favorable mental atmosphere for students. For example, to deal with students' learning anxiety, classroom intervention is a solution [10]. Teachers and schools should create environments that are less prone to anxiety. For example, improve teaching assessment criteria, and encourage students who overcome negative feelings.

For the school, to provide teachers with high-quality online education equipment, such as tablet computers, electronic textbooks, a stable network, and provide easy to use online course platform. To improve the teaching effectiveness of teachers, some training on the proper use of electronic products can be provided. To ensure the quality of teaching, the school can arrange for teachers to monitor the class, timely check the situation in the class, and correct errors. Teachers need to learn how to use online class equipment and maintain the effectiveness of online lessons. To maintain teaching effectiveness, teachers can motivate students to turn on the camera, ask more questions, and draw students to answer, so that students can immerse themselves in learning. In terms of society and government, students should be provided with learning materials and basic guarantees, such as free e-books and learning videos, and material support should be provided to students in need.

3.2. Create a Good Home Atmosphere

A stable environment supports learners' perception of safety and security. To create a safe and stable environment, parents should pay attention to the regular arrangement of daily life and daily activities, maintain open communication with the family, and be inclusive and harmonious with the family.

More exposure to a second language can effectively promote the learning of a second language [11]. Parents can promote second language learning by providing learners with more exposure to foreign languages. For example, accompanying children to watch foreign language variety shows, listening to foreign language radio, encouraging children to read foreign language books, and encouraging children to participate in language exchange activities such as foreign language corners.

3.3. Learners: Adjust Their State

3.3.1 Cope with Negative Emotions by Changing the Way of Learning

Learners' anxiety can be alleviated by changing their learning style. Learners should learn effectively, learn independently, explore the joy of learning, and find joy in learning. Learners practice their language more often when receiving positive feedback when using a second language. Learners can actively participate in interaction and relieve anxiety through the process of communication. Learners can make full use of online resources, such as participating in language learning communities online and learning languages through media such as movies and radio. Learners should take advantage of the advantages of online learning, such as the convenience of looking up information and the ease of note-taking, and overcome the anxiety of online learning with a positive mindset that it is a blessing in disguise.

3.3.2 Strategies for Coping With the Influence of Learning Habits

Study habits can be improved through the use of study programs that employ good habits. For example, students can start with the basics in the order in which they want to learn the language, and they can distinguish the logical and grammatical differences between different languages to reduce the number of mistakes they make. Review progress regularly to see if students can meet the requirements of the program, analyze their learning methods and status, and make adjustments promptly. The learning process should be targeted practice, If oral English is not good, then more open to practicing oral English, grammar is not clear, do more grammar questions. In addition, students should understand the laws of learning science, master effective learning methods, and use metacognitive strategies to strengthen learning.

4. Conclusions

By analyzing the research, this article discovers that the influence of the environment on the ability to learn a foreign language does not stop at external environmental factors but that family factors also influence the ability to learn a foreign language. By studying the influence of the general environment on students' learning ability, this paper argues that changes in the external environment will have an impact on student's learning styles and learning content. At the same time, it will affect the mental health of students, thereby affecting their learning ability, and it is difficult to achieve good learning results. In addition, family atmosphere, parents' educational concepts, and emphasis on language learning will all affect learners' second language acquisition results. To this end, it is necessary to create a better language environment for learners and pay attention to their mental health. Learners themselves should also find a learning method that suits them and make a good learning plan.

5. Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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