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The Role of Motivation in Second Language Acquisition of English

Zhimei Yi *

MASTER OF ARTS MAJOR IN EDUCATION with specialization in English Language, Philippine Women's University, Manila, Philippines

*** Corresponding author Email:** 2021t1231@pwu.edu.ph

Abstract: English learning is a typical second language course, so there are many challenges in the implementation of teaching activities and curriculum arrangement. From the perspective of second language acquisition theory, for second language teaching, whether it is in the curriculum design, teaching content arrangement, or specific teaching methods. This article attempts to investigate the role of motivation in second language acquisition of English. For students who are not inherently strong in language ability, there are many problems and obstacles in the process of language acquisition, which are much more difficult than other students. Therefore, these students not only lose confidence in language acquisition, but also lose motivation for English learning, ultimately affecting many students' English proficiency and application abilities. English speaking competitions, English gatherings, and other activities can be held to enrich their English learning life, stimulate and enhance students' interest in learning.

Keywords: Motivation; Second Language; Acquisition of English; Role.

1. Introduction

The theory of second language acquisition is put forward on the basis of studying the process and laws of second language acquisition. Although these theories can't be used to solve practical problems in foreign language classroom, they have certain enlightenment and guiding significance for foreign language teaching. For college students in China, English learning is a typical second language course, so there are many problems in teaching activities and curriculum arrangement, and there are also many shortcomings in the teaching process. From the content of second language acquisition theory, for second language teaching, whether in the curriculum, teaching content arrangement, or specific teaching methods [1]. Language input is a process for learners to further practice and consolidate what they have learned, and language output is also a process of language communication to a great extent. The third is the theory of language internal acquisition outline [2]. This part of the theory holds that language acquisition has the characteristics of stages, so it is also a gradual process. At the same time, the theory also points out that English learning is mainly based on the second classroom because of the obvious differences in learners' understanding, learning ability and intelligence, so classroom teaching has become an important way to provide students with comprehensible language input [3]. In the process of English teaching, using the theory of second language acquisition to guide and discuss the process of English teaching and learning is of great significance for reforming English teaching methods in middle schools and improving the quality of English teaching [4]. Confucius, an ancient educator, said: "Those who know are not as good as those who are good; Those who are good are not as good as those who are happy. " Good, happy, means that students have a strong interest in learning, a strong desire to learn, take learning as fun, and can't stop. Only when students have a strong interest can they change from passive to active, work hard and study hard. Therefore, as a foreign language teacher, in addition to guiding students to fully understand the importance of learning English, we should also encourage students to cultivate their interest in learning, fully mobilize their subjective initiative, actively learn and improve their communicative competence [5].

2. Basic Discussion on Second Language Acquisition Theory

2.1. Analysis of the Connotation of Second Language Acquisition Theory

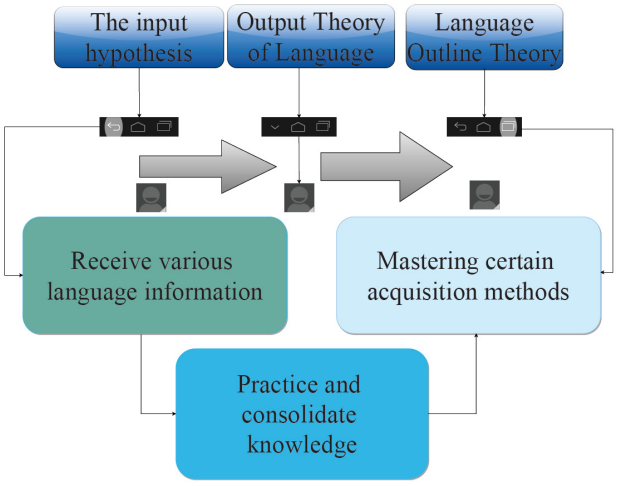


Figure 1. Content of Second Language Acquisition Theory

The earliest theory of second language acquisition was proposed by American linguist Krashen in the 1970s, who pointed out that language acquisition is the process of learning and mastering a language other than the mother tongue under natural or guided circumstances. This process of second language learning can be either conscious learning or unquestionable learning [6]. Under the influence of various schools of linguistics, foreign language teaching methods have also formed various schools. The practice of teaching

has made us more aware that any teaching method has its advantages and disadvantages, and no teaching method is perfect. From the perspective of the content of second language acquisition theory, it mainly includes three aspects, as shown in Figure 1.

In fact, since the beginning of this century, there has been a strong trend of eclectic philosophy in foreign language teaching. Influenced by this trend of thought and the development of linguistics, psychology, and cognitive science theories, people have begun to explore language learning, especially foreign language learning, from different perspectives[7]. If the external environment does not allow it, it will be difficult for learners to better grasp and understand language in practical communication, which has a direct and significant impact on language acquisition. That is to say, if the environment does not allow, then language acquisition cannot proceed.

2.2. Analysis of the Key Factors Influencing Language Acquisition

English is an important second language for college students in China, so it is of great application value to introduce the theory of second language acquisition into college English teaching. However, there are many constraints and influencing factors in the actual application process, which directly affect the quality and effect of college English teaching [8]. The following will also make a simple analysis of these influencing factors, hoping that through the analysis of the influencing factors, we can better play the role of second language acquisition theory in English teaching and better improve the methods and means of English teaching. Learner-centered teaching philosophy is not that some people take it for granted that the classroom is completely handed over to learners and the leading role of teachers is abolished, but that the role of teachers is repositioned around the central position of learners [9]. The goal of teaching should change from the traditional examination of language knowledge to the cultivation of learning strategies and the realization of learners' self-guidance on this basis. The acquisition of students with different language abilities also shows great differences. For those students whose innate language ability is not very strong, there are many problems and obstacles in the process of language acquisition, which is much more difficult than other students, so these students will not only lose confidence in language acquisition, but also lose motivation in English learning, which will eventually affect many students' English level and application ability [10].

3. The Role of Motivation in Second Language Acquisition of English

3.1. Stimulating Students' Interest in Learning

Interest is the cognitive tendency of people to actively explore something. With interest, students can actively explore knowledge, fully utilize knowledge, and unleash their abilities. I believe that creating an active classroom atmosphere is the key to cultivating students' interest. Teachers should have a full mental state. When students see a teacher like this, they will naturally be infected and their spirit will be uplifted, which creates a good beginning for the active classroom atmosphere. Reading can help students broaden their horizons, accumulate relevant background knowledge, stimulate and cultivate their interest in learning, improve their English writing ability, autonomous learning ability, and comprehensive use of English. During the reading process, students can further consolidate and expand their knowledge of phonetics, vocabulary, and grammar, develop good English learning habits and effective learning strategies, and promote the development of English proficiency. Teachers should encourage students to accumulate new vocabulary and new usage of learned vocabulary in their notebooks when reading English, classify and organize scattered vocabulary, and deepen memory and understanding. While imparting knowledge, emphasis should be placed on introducing and guiding English learning methods. In the classroom, students should be more student-centered, adopting diverse teaching methods, emphasizing the fun and diversity of teaching, encouraging more dialogue exercises such as role-playing and group discussions, so that students can naturally see English as a tool for communication in the process of using it. All students are language learners, with equal status and easier communication, and students with higher language proficiency can help those with lower language proficiency. While reading English newspapers and magazines, one can accumulate a large number of common vocabulary, which in turn accelerates the speed of English reading and promotes deep learning of English. In teaching, teachers should strive to organize their teaching in English, paying attention to starting from simple, starting from shallow to deep, and using intuitive teaching methods such as expressions, gestures, or sketching to attract students' attention and achieve teaching objectives. As for the introduction before each class, strive for clear, concise, and accurate language, so that every student can listen clearly and understand.

3.2. Enhancing Students' Interest in Learning

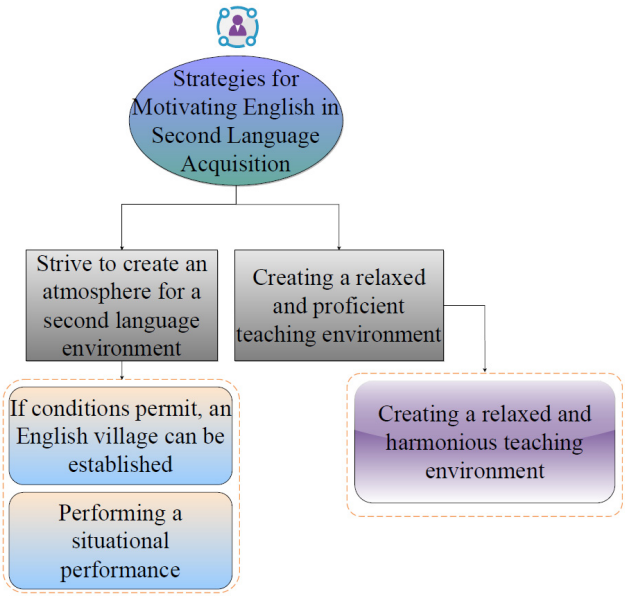


Figure 2. Strategies for Motivation in Second Language Acquisition of English

Those who can speak in English in the classroom should try to speak in English to create a good language environment for students. But speaking only English and not Chinese does pose a certain level of difficulty for students who have been admitted to junior high school and even have not graduated from junior high school. For this reason, I adopt a "bilingual" teaching approach that starts with English and ends with Chinese. Students' interest in journal content can be transformed into an internal driving force, mobilizing their enthusiasm and initiative to learn English and understand the

world. Through learning and practice, students can further stimulate their potential and motivate them to strive to improve their abilities in listening, speaking, reading, and writing. In the long run, students' comprehensive English proficiency will be significantly improved. When reading articles, students should focus on motivating the application of second language acquisition theory in second language acquisition of English. This article implements countermeasures, as shown in Figure 2.

Note the theme, rather than chew over words. When you encounter difficult sentences, you can understand them in combination with the upper and lower paragraphs. This reading strategy of "overall focus and top-down" can help students get full-text information quickly and accurately. In order to train students' ability to read the full text quickly, students can be inspired to predict the content of the article boldly. It is also a spur to poor students, and it can also ensure that what they don't quite understand will not be missed, so that they can gain new gains in every class. In the process of teaching, in addition to balancing the relationship between learning and acquisition, we should further innovate teaching means and methods, give full play to students' main role in teaching Chinese medicine, and strive to put the relevant theories of second language acquisition into practice. Under the guidance of the second language acquisition theory, all schools and teachers should strive to create a good language learning environment for students, pay attention to solving problems in the teaching process, and constantly improve the quality and methods of English teaching. Organize students to play games, sing English songs, publish English blackboard newspapers, provide them with some proverbs, riddles and interesting stories, and carry out activities such as English speech contests and English parties to enrich their English learning life and stimulate and improve students' interest in learning.

3.3. Improve Students' Conversational Skills

To achieve teaching objectives through language communication between teachers and students. There are various forms of conversation, including free form and finite form. No matter what method is adopted, the ultimate goal is to help students master knowledge points, improve learning interest and conversational skills. Through free conversation, students' interest in conversation can be enhanced. Classifying articles by title is also a very important reading skill. For example, the article can be roughly divided into narrative articles, popular science articles, and argumentative papers. For articles with different themes, different questions should be considered. Narrative articles should pay attention to relevant characters and events, popular science articles should focus on explanations and introductions, and argumentative papers must clarify the author's arguments and ideas. According to the laws of language learning, students must absorb a considerable amount of language materials and undergo a certain amount of language practice in order to acquire practical language communication skills. Reading is a process of information input, and its depth and breadth directly determine the mastery of language materials, which to some extent also affects language proficiency. By using intuitive teaching aids, visual language, and the power of emotions, we create teaching scenarios that are psychologically connected to students, enabling them to master knowledge, form skills and skills, develop intelligence and abilities, and cultivate their thinking and sentiment in a relaxed atmosphere. Teachers also achieve teaching objectives in this type of teaching and receive good results.

4. Conclusion

After years of progress and development, China's education system reform is also in the process of continuous promotion and deepening, and various education and teaching systems and teaching methods have also been constantly innovated and developed under the background of teaching system reform. This paper attempts to further study the role of motivation in second language acquisition of English. In the right environment, most people can successfully acquire a language. In teaching, students can be guided to get in touch with English through various lively forms, such as using multimedia and network technology to create a good language environment for students inside and outside the classroom, and carrying out second-class activities. We have fully embodied the teaching reform concept of "project+ modularization" in the comprehensive training and stage training of each semester, dividing the training projects into modules and making projects according to modular courses. This not only strengthens the modular construction, combines with the needs of enterprises, makes students have a clear goal, improves their interest, and strengthens the horizontal connection between courses. In terms of language input, it has increased interest, authenticity and practicality, increased English learners' interest in learning, broadened learners' horizons, expanded learners' thinking and enriched classroom teaching. I believe that as long as learners can keep reading English newspapers and periodicals, their English level will definitely improve in the end.

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