MODERN TEACHING BASED ON THE INFLUENCING FACTORS IN EFL CLASSROOM WITH SECOND LANGUAGE ACQUISITION
(Theoretical Framework)

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Abstract

This paper illustrates that the impacts of different factors on second language (L2) acquisition exhibit variability. Emphasizing the significance of individual diversity in second language acquisition (SLA) is crucial. Factors such as learners' motivation, attitude, age, IQ, aptitude, learning style, and personality, among others, play a role in shaping their approaches to, and potentially their success or failure in, acquiring a second language. initiates with an examination of the factors impacting second language acquisition. Thus, motivation, attitude, age, IQ, aptitude, cognitive style, and personality are acknowledged as contributing elements in second language acquisition. Certain factors are regarded as having greater influence, while others are seen as having equal significance. It is posited that typically, any child raised under normal conditions will proficiently acquire their first language.

Keywords: modern teaching; EFL classroom; Language Acquisition;

1. INTRODUCTION

Inter-language refers to the language between our native and second (L2) languages. When we communicate, we strive to express ourselves with words from our own language. To demonstrate comprehension, we apply the words, word phrases, rules, and concepts of our first language to the second. Today, the globalization of foreign languages has reached its pinnacle, leading to simultaneous comprehension of L1 and L2. Inter-language is a relationship that facilitates the acquisition of various languages. There are a number of potential causes of inter-language development. The

use of native language knowledge to develop the target language is one of the explanations (Alfarizi, 2023),

Different languages' fixed word order may be an example of language transmission. Another explanation is overgeneralization, which is the practice of grouping related objects in L2 and attempting to predict their future use. The usage of the past tense is illustrated when "drink" becomes "drank." Inter-language fossilization occurs when a student memorizes new vocabulary through the application of certain procedures or approaches. Individual learners choose how to process or learn language for their own reasons. Their mental and social development has been shaped by their native tongue. This is directly related to the variation across students.

Inter-language refers to the language between our native and second (L2) languages. In addition to phonology, morphology, and syntax, it also involves lexis, discourse, semantics, and pragmatics. Inter-language influences a learner's system of rules for a variety of reasons. As a result of enhancing students' communicative abilities, it is widely held belief that the focus on form currently plays the most important function in English teaching. Inter-language as a unique language system separate from both L1 and L2, but containing elements of both (Brown, 2007), (Elis, 2015).

2. METHODS

The method employed in this article utilizes library research, a method involving data collection by comprehending and studying theories from various literature related to the research. There are four stages of library study in the research process, namely: preparing the necessary equipment, preparing a working bibliography, organizing time, and reading or documenting research materials The data collection process involves seeking sources and constructing from various sources such as books, journals, and previous research. The literature obtained from various references is critically and thoroughly analysed to support propositions and ideas (Creswell, 2003), (Patty, 2024).

3. RESULTS

This section begins with a discussing of the elements that influence second language acquisition. Motivation, attitude, age, IQ, talent, cognitive style, and personality are considered supporting factors in second language acquisition. Some aspects are considered to predominate, while others are considered equal. It is assumed that any ordinary child with a normal upbringing will successfully acquire their first language. Acquisition is the internalization of norms and formulas that are subsequently employed to communicate in L2. In other words, acquisition is the unconscious, natural study of a language and is independent of language instruction. Learning is the deliberate study of formal instruction, such as language classroom learning. Second language acquisition (SLA) is the process of acquiring L2 or additional languages through unconscious study. Jack Richards et al. defines second

language acquisition as "the process through which persons achieve competency in a second or foreign language". Rod Ellis (1986) states that SLA is "a complex process involving numerous interdependent elements".

Influencing Factors of Second Language Acquisition

Numerous general elements affect second language acquisition, including age, aptitude, IQ, cognitive style, attitudes, motivation, and personality (Ellis, 1985). This session aims to present these aspects and their contribution to second language acquisition success or failure.

Motivation

An individual's motivation level determines how much effort they are willing to put into a task. Those with a thirst for knowledge have a much better chance of making progress than those who do not. A learner acquires a language out of genuine curiosity in or desire to interact with the target language's native speaker and student's interest in learning a foreign language because of the practical and advantageous benefits it will provide them in the future.

Intrinsic motivation is more important than extra inspirational motivation when learning a second language (L2) for practical purposes. According to Gardner (1979), "additive bilingualism" indicates that students acquire a new language without negatively impacting their proficiency in their first language. Subtractive bilingualism, in which the target language tends to displace the original tongue, is more commonly connected with instrumental motivation.

Internal and external factors can serve as sources of motivation. Long-term success in learning a foreign language is bolstered, according to Maslow (1970), by a student's intrinsic motivation to do so. Motivated by external factors, such as money, praise, or positive reinforcement, expectant conduct is called extrinsically motivated.

Attitude

One's attitude is a collection of beliefs about the learner's own culture, the target language, instructors, and course material. Positivity or negativity expressed toward a language may be indicative of its perceived importance, social standing, and difficulty in learning. According to Stern, there are three distinct types of such mindsets. The impact of one's personality and general interest in foreign languages on one's ability to learn a new language can be both positive and negative. It's important to consider how people feel about learning a language in a particular class and from a particular instructor. Students with a good outlook absorb more information, but it's also true that students who learn successfully develop a better outlook.

Age

There is a crucial period in a child's development when learning a new language is simpler than at any other time. Research has shown that students who start learning a foreign language as children are more likely to have an accent similar to a native speaker by the time they are adults. Adults may have an advantage in phonology, but adolescents excel in syntax and morphology. There is a correlation between learning velocity and age of learner. Adults can succeed at second language acquisition (SLA), but SLA success depends on learner's aptitude for the subject. Adolescents outpace

both adults and younger children in their grammatical and lexical acquisition. Older students may pick up a language more quickly than their younger peers, the latter benefit from a longer period of exposure to the language. When to start learning a foreign language depends on the learner's individual circumstances.

Intelligence

Life and academic achievement should be correlated with high IQ (intelligence quotient) test scores. It has been demonstrated that intelligence can predict SLA achievement in formal language classrooms. The capacity to score well on standard intelligence tests corresponds strongly with school-related second language learning, but is unrelated to informal and social purposes.

Intelligence is the capacity to perceive and utilize the patterns of large and small spaces, as well as the ability to reason deductively and conceive rationally. Gardner (1983) presented the Multiple Intelligences theory. He outlined eight distinct forms of intelligence: linguistic, musical, physical, naturalistic, interpersonal, spatial, interpersonal, and intersubjective. Teachers should employ a variety of approaches and tools to enable pupils to learn based on their individual talents and achieve greater success, says Professor David Attenborough. Learners should be encouraged to cultivate all types of intelligence because they are interrelated and development of one area boosts the overall potential.

Aptitude

The ability to pick up a new language quickly and effortlessly is referred to as a "second language aptitude". Aptitude is the collection of skills that are responsible for learning a language. These skills include hearing and recognizing patterns in a foreign language's sounds, understanding the many functions that words play in sentences, etc. Aptitude tests for languages were created by Carroll and Sapon (1959) and Pimsleur (1919). The two forms of language competence established by Cummins (1983) are cognitive/academic language proficiency (CALP) and basic impersonal communication competence (BICS). The second aptitude was found to be a significant predictor of success in learning a second language. Every child is able to fluently learn the language of his or her country. Those who are naturally gifted with language are more equipped to pick up a new tongue than those who aren't.

Learning methods

Cognitive style is the manner in which a learner attempts to acquire knowledge. In L2 or foreign language learning, different learners may favor varying approaches to solving learning challenges. Learning styles of students can be influenced by numerous factors, including their genetic origin and culture. Pupils who are left-/right brain dominated are intuitive and assimilate information holistically, and rely on drawing and manipulating to think and learn. Right-brain dominated kids are intuitive, attendance holistically, draw and manipulate, and use their heads to make sense of information.

Psychologists have identified four learning modalities: visual, auditory, aural, kinesthetic and tactile. Kinesthetic learners acquire knowledge through moving and performing; they learn best when physically engaged. Visual learners prefer to watch an instructor throughout a session and prefer to learn through visuals such as photographs and diagrams. Learning styles do not appear to predict the likelihood of

success in L2, but they do indicate the most efficient method for achieving the greatest outcomes. If students are aware of their learning style and highly motivated and have positive attitudes, they have a good chance of succeeding in SLA.

Personality

Personality is a complex concept, difficult to express and measure because of its complexity. Introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety, and empathy are some of the most important dimensions of personality. Some of these traits have been found to be helpful, while others can be detrimental to learning a second language.

Self-esteem

Self-esteem is the self-assure that an individual has that makes them feel capable, relevant, successful, and deserving. An individual's sense of self-worth develops as a result of feedback they receive from others. One's own dignity and assurance in oneself are prerequisites to success in any effort. Teachers are responsible for creating a classroom climate that encourages kids to participate and succeed. One of the most important factors in determining SLA is one's sense of personal worth. Self-esteem has been linked to success in school in a wide variety of ways (Brodkey & Shore, 1976; Gardner & Lambert, 1972).

Inhibition and risk-taking

Respect for oneself is inextricably linked to the practice of self-control. Everyone builds walls around their egos to keep the outside world at bay. One's performance in learning a new language improves in proportion to the size of one's sense of self-worth, which in turn reduces one's anxiety about making mistakes. It has been theorized that inhibition hinders language acquisition because it prevents students from taking risks, which is essential for learning a new language. One must make mistakes in order to learn a new language. Since adults tend to be more aware of their appearance than children are, they are disproportionately affected by this issue. A child's openness to change makes it easier for them to pick up a new language and accent than it would be for an adult.

Anxiety

Anxiety is a major psychological factor that impacts second language learning. Two distinct forms of anxiety are identified by MacIntyre and Gardner (1991): trait anxiety and state anxiety. Facilitative anxiety, often known as "a little anxious tension in the process," is a positive aspect.

Empathy and extraversion

Empathy is considered a vital aspect of learning a foreign language, but only in terms of communication skills. Research has attempted to draw a connection between empathy and the development of a native-like accent. It is generally acknowledged that empathy is "an crucial aspect in the entire ability to acquire a second language". Psychologists are divided on whether or not personality traits play a role in language learning success. Ellis (1985) argues that studying the influence of personality on SLA is challenging since personality traits are hard to identify and measure. Most aspects of one's character can and do shift depending on circumstances.

Success in learning a new language comes down to effort, commitment and enthusiasm. To best train pupils, teachers must have a firm grasp on their students'

individual traits. Although sociability and responsiveness aid in language learning, a person who prefers to study independently need not give up hope of becoming fluent.

The Strategy to Teach Modern Style in EFL Classroom with Second Language Acquisition

As a student, you need to know what inter-language means in order to the English teacher employed a quiet method in which we were not allowed to utilize any L1 terminology and were instead expected to speak only English, a technique known as synchronic translation. Suggestopedia was also useful for reviewing a wide range of topics, especially for those with visual learning styles. However, from a teaching standpoint, I believe that restricting students' use of L1 during class time does not allow for sufficient progress in learning the target language. Speaking and writing assignments that I give my students as homework have proved that even first-year students can use the more advanced language skills we develop in the classroom. It's crucial for the whole development of a language that we concentrate on form rather than forms. When learning a new language, it's not as important to memorize every single form as it is to grasp the underlying inter-language universals. For the time being, it is more beneficial to concentrate on form instruction than on form instruction. Any student can benefit from this method. Learning to communicate effectively is a talent that all students acquire. By using this method, students are inspired to better their communication abilities. The strategy also helps students concentrate on the conversational procedure. Everyone paid close attention to vocabulary and word definitions. There is more of an emphasis on vocabulary than on grammar.

On the other hand, I think it's more important for educators to focus on form than on forms, so that we don't lose sight of the idea of student variability. It's important to remember that each student is an individual and will learn the language in his or her own way. A teacher can't always tell in advance if a certain strategy will work well or exceptionally well with their kids. Language acquisition is affected by a wide range of factors, including but not limited to age, cognitive ability, learning style, motivation, and environment. For this reason, I think these factors heavily influence teachers' decisions when it comes to pedagogical approaches. A teacher's professionalism is best displayed when they are flexible enough to adapt their teaching style to the individual needs of their students by choosing between these two methods. So that students' proficiency can develop more rapidly, I think it's important that the learning process focus both form and form simultaneously. Additionally, if all linguistic features are taught simultaneously, children will have a more robust understanding of the language. .

4. CONCLUSION

This study demonstrates that the effects of the various elements on L2 learning vary. It is essential to stress the importance of individuals' diversity in SLA. Learners' motivation, attitude, age, IQ, aptitude, learning style, and personality, among other factors, influence how they approach and perhaps succeed or fail in learning a second language. Moreover, these elements appear to be fundamental to the learning

procedure itself, which may determine whether or not a student succeeds in acquiring a second language.

Getting to a decision requires thinking about everything that goes into making a classroom welcoming for EFL students. In order to carry out the session successfully, we need to enlist the aid of trained educators who have extensive experience working with students learning English as a foreign language. In my opinion, students may become bored and lose interest in learning a language if they are required to study only the target forms of the language without any opportunity for actual conversation or interaction in the target language.

Instead, students of a second language would do well to drill themselves on the language's meaning and fluency until they could speak it with ease and clarity. Virtually every English teacher at a nearby school used a version of the "emphasis on forms" method. Since this was a more conventional approach to education, we spent a lot of time going over the rules of grammar and different linguistic structures. They used that method since it is the simplest way to teach a class. Teachers covered subjects despite some having trouble conveying rules orally. However, it was not an efficient means by which pupils could improve their performance. All public school teachers find it simpler to instruct classes cantered on grammar because that is the focus of their own education. They are helpless to make any changes to it, have no fresh ideas for how to present the content, and have no resources to include audio or video in their classes. Evidently, this has an impact on the students' grades. Language students develop their own system, inter-language, as a workaround for problems in the classroom. The motivations of language learners are far more diverse than those of native speakers. Social and affective factors are also important in SLA and Inter-language. Language teachers must emphasize the need to avoid the spread of jargon among their students. Teachers' adoption of ineffective pedagogical practices is another factor that has facilitated the spread of Inter-language. An experienced and capable educator is the single most important factor in preventing negative results.

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