

Discuss in detail the factors that influence second language learning

In the development process of this era, more and more people are learning a second language, and researches on second language acquisition are involved in many fields, including language analysis, socio-cultural factors, motivational effect factors or educational law, etc. Of course, there are also researches from the perspective of language psychology, and researches on the influencing factors of second language acquisition are constantly emerging. This paper discusses the effects of mother tongue, metalinguistic awareness, ability and affective attitude on second language acquisition.

In the process of second language learning, mother tongue, language environment and individual psychological characteristics all play an important role. In addition, age and other external factors will also have a certain impact on second language acquisition, and the understanding and understanding of these aspects will be of great help and influence to second language acquisition.

Theories and methods of second language learning are gradually developed from children's mother tongue learning. The difference between second language learning and mother language learning is that the first language learning must be based on the existing mother language system, and most of the time is far away from the target language society. In the current society, the learning of a second language has become a trend and a necessary skill for people. Therefore, how to learn a second language and what are the influencing factors of learning a second language has become a problem for people to think about. Second language acquisition is influenced by many factors, such as mother tongue, metalinguistic awareness, language ability, emotional attitude and so on. Below, we will make a specific discussion of these problems.

Second language acquisition, also known as second language acquisition, refers to the gradual improvement of a person's second language or foreign language skills through continuous efforts on the basis of mastering a second language or a foreign language (Wang Zongyan, 1985). Second language acquisition is the result of language, cognition, environment and other factors. The learning of a second language is influenced by many

factors.

1. The influence of mother tongue on second language acquisition

The first language, that is, a mother tongue, can be mastered by people who use this language in their daily life and cooperate with their intellectual development. Since second language acquisition is based on the existing mother language system and is done most of the time in an environment unrelated to the target language, it is necessary to master a second language in an artificial environment and in a planned way. The difference between the second foreign language and the mother tongue determines the effectiveness of foreign language teaching. Languages with similar language systems and little difference are definitely easier to learn; On the contrary, languages with great differences are more difficult to learn, take longer time, and require higher learning methods, because there is a certain transfer effect in the first language to the second language learning.

In foreign language learning, the role of mother tongue in foreign language learning is called "language transfer". In English teaching, there are two kinds of influences on English learning: positive and negative. In the process of second language acquisition, mother tongue has a positive influence on second language acquisition, which is a positive influence as well as a positive transfer. In the process of second language acquisition, mother tongue has a negative influence on second language acquisition, which is a negative influence. Although this type of learning can have a negative impact on second language learning, there are many ways to turn this type of learning into a positive one. Therefore, we can think of language transfer as a learning strategy.

In addition, language transfer is also a very important way of learning in second language acquisition. The existing cognitive information in human brain is an important intermediary of language transfer. Through the application of the existing cognitive knowledge, students can better master the second language.

Comparing a first language with a second language is also a way to learn a second language. By comparing these two languages, students can have a broader view of second language acquisition. In the process of learning, students can not only gain the

understanding of the mother language, but also the understanding of the second language. In this process, learners can have a clear understanding of the differences in vocabulary, grammar and other aspects of the two languages, which can help learners strengthen their own knowledge and help them find out the causes of mistakes. Therefore, pattern recognition is an effective way to study second language acquisition.

People's different understandings of the essence and process of second language learning have produced three kinds of theories and paradigms of second language acquisition from the perspective of epistemology, namely behaviorism, psychological cognition and social cognition.

The concept of "transfer" originally comes from Lado, R.1957, which represents the role of existing knowledge and skills in acquiring new knowledge and skills. As far as its influence is concerned, it can be divided into positive (push) and negative (interfere). A foreign language is easier to acquire when its features are similar to those of a second foreign language. Conversely, negative transfer occurs when two languages differ greatly in characteristics, resulting in greater difficulty and more errors.

Language conversion can be divided into two types: interlingual conversion and intralingual conversion. Interlingual transfer is the communication between a foreign language and a foreign language, and it has a significant impact on the learning of a foreign language. When learning English, people tend to subconsciously associate English expressions with Chinese expressions, so as to associate English expressions, grammatical features and pronunciation with Chinese expressions.

The Influence of 2 meta - linguistic awareness on second language acquisition

Metalinguistic awareness refers to the process that people consciously recognize and use language structure. Phonological awareness refers to the recognition, comparison, segmentation, combination and sound of syllables, initial pronunciation, rhymes and phonemes, that is, the segmentation of syllables, the recognition and expression of rhymes, the recognition and segmentation of individual sounds in words, and the ability to combine

and spell these sounds into words. Phonological awareness, in general, is awareness of a person's phonological structure. Morpheme sense is a multi-dimensional concept, which reflects people's ability to analyze and deal with inflectional words, derived words and compound words. Chinese character recognition is an ability to recognize Chinese characters by using their morphological features. Each letter unit has a corresponding phoneme, which helps in the direct understanding of the word. These three kinds of metalinguistic awareness play an important role in foreign language learning and learning.

The normal development of metalinguistic awareness is a prerequisite for the learning of a foreign language, and the normal development of metalinguistic awareness will have a positive impact on it, and play a non-negligible role in second language acquisition, and carry out cross-language transmission between two foreign languages. Metalinguistic awareness has a great influence on second language acquisition. For example, the worse the metalinguistic awareness, the worse the second language acquisition. In the process of second language acquisition, the relationship between phonological awareness, morpheme awareness and Chinese character awareness is different, and the relationship among the three is different. This paper argues that the metalinguistic awareness of second language learners plays a dynamic role in the process of second language acquisition.

Existing research results show that positive phonological awareness can significantly improve the vocabulary level of children's second language, and can effectively explain the changes in their reading level. Therefore, we believe that the reading level of Chinese and English students will also be improved to some extent, which is why our research results are so consistent.

Metalinguistic awareness plays a dynamic role in second language acquisition. Previous studies have shown that it is difficult to distinguish the importance of phonological awareness, morpheme awareness and Chinese characters. In the second language, phonological awareness, morpheme awareness and orthographic awareness play different roles than in the first language. The results show that these three factors play different roles in different English levels.

3. The influence of ability on second language acquisition

The psychological process of second language acquisition is the key to second language acquisition. In terms of the concept of second language learning ability, scholars at home and abroad generally agree with Caro's view that second language learning ability includes four levels. (1) The function of language coding and decoding, that is, the function of connecting sound and symbolic, both sound and symbolic; (2) Grammatical sensitivity refers to the ability to apply grammar, which depends on whether students can recognize the patterns and order of a language; (3) The ability to infer the forms and rules of language from linguistic data; (4) A strong memory, able to remember a large number of connections in a short time. Therefore, in foreign language teaching, attention should be paid to the cultivation of the four abilities of individuals.

4. The influence of emotional attitude factors on second language acquisition

Attitude is a kind of internal psychological preparation, which determines the individual's choice of action target. It is affected by many factors such as emotion, cognition and action tendency. Some scholars point out that the biggest influence of attitude on language learning is group particularity, that is, the attitude of second language learners towards members of the target language cultural group, such as the desire to understand them and their desire for emotional integration, which will cause high participation motivation.

First, there is a close relationship between attitude and second language ability. The students who have a positive attitude towards second language learning have higher performance in second language learning. On the contrary, passive students' progress in English learning is relatively slow. 2) The relationship between the participation level and work attitude of the subjects. Studies have shown that second language learners tend to show a negative and passive attitude in the learning process, and their learning effect is not as good as that of active learners who insist on learning. 3) The correlation between students' learning attitude and learning behavior. A survey shows that there is a high

correlation between students' classroom performance and their learning attitude. Students with positive teaching attitude are more active in class and get better grades.

A motive is a motive. It is a spiritual tendency that produces emotion, prompts and sustains a certain behavior, and moves it in a certain direction. Learning motivation refers to the inner motivation that directly drives students to study. It promotes students' learning in the form of learning intention, desire, interest and thirst for knowledge.

Many scholars believe that in English teaching, motivation will have a certain impact on students' academic performance, persistence and behavior in class. In English learning, teachers should have enough motivation to learn English, to have enough motivation to learn English, to have enough motivation to learn English. High-level students have stronger motivation, clearer purpose and more positive attitude towards learning.

For learners themselves, their self-confidence has a great impact on their motivation to learn. There is a significant relationship between grades and students' learning motivation. Among them, "attribution" and "self-efficacy" are the most influential factors on students' self-confidence.

Attribution is a cognitive element, which starts from the consequences of the action and explains the cause of the action. "Seeking knowledge is the fundamental motive of action" is the guiding ideology and premise of "attribution" theory. If success is attributed to innate, stable factors such as talent and ability, it is likely to happen again. As a result, people will have a positive attitude and have expectations for future success, thus improving the motivation for achievement. If failure is attributed to uncertain factors, it will cause people to produce negative and pessimistic emotions, there is a subconscious psychological expectation of the next failure, so that the level of motivation for success will decline. Even more, he will give up all efforts and accept failure.

The concept of "self-efficacy" proposed by American psychologist Bandura refers to a person's expectation of whether he can manipulate himself in a certain situation and a person's subjective guess of his own ability to act. Success or failure experience, surrogate experience, verbal persuasion and emotional stimulation all have an impact on college students' self-efficacy. People's cognition and choice of the validity information not only

make the ability judgment of the displayed behavior, but also affect the next action, as well as people's thinking and emotion. This is a functional function. In general, college students have a higher degree of self-esteem, which means they have a higher chance of success. Therefore, they have a higher degree of self-esteem, a higher degree of self-esteem and a higher degree of self-esteem. However, because of the wrong assessment of their ability, they are afraid to choose challenging jobs, unable to stick to their actions, and are not willing to put more effort into learning a foreign language. As a result, their expectations and aspirations are very low, so they learn a foreign language completely out of force, without intrinsic motivation. In English teaching, they lack confidence in English teaching, in English teaching there are "fear", "fear", "negative", "negative" and other problems; And high self-efficacy, in the learning process, more confident, more courage to face difficulties, more initiative.

Therefore, attitude, motivation, attribution, self-efficacy and other factors have a great impact on second language learning, and further experimental studies are needed to further explore the influencing mechanism.

5. The influence of language environment on second language acquisition

When it comes to context, everyone has different ideas. Take Zeng Puchu teacher for example, he divided the environment of Chinese learning into internal and external two categories. He regards the internal environment as an important link in the learning process. Internal environment refers to: cognitive structure, cognitive strategy, cognitive ability. And all factors that can affect students' internal environment can be called external environment. The external environment includes what we call the educational policy, the quality of the teachers in all aspects, the various factors that the school has that have an impact on English, as well as the personal values of English learning, the educational background of the family members, especially the English learning experience of the family members, the fluency of English, the economic status of the family, and the educational methods of the family, etc.

The Influence of psychological Characteristics on Second Language Acquisition

The results of the survey show that there are individual differences in the process of second language acquisition, which have a great influence on the effectiveness of second language acquisition. Students' learning concept, learning motivation, learning strategy, language ability, cognitive style and so on are their personal differences.

Students' learning concept is gradually formed in the past learning. The formation of learning concepts takes a long time, and it will also produce responses to learners' learning concepts. Conversely, learners' learning concepts will have an impact on their learning results and effects.

Motivation determines the motivation of learners to learn. Learning motivation has an impact on all aspects of language learning, such as the practice, use and length of learning time of learners' second language. The intensity of motivation can directly reflect the effect of learning. Gardner sees motivation as the primary driver of second language acquisition. Students' learning motivation mainly includes four parts: "goal, action of effort, desire for goal, and positive attitude towards related activities".

Krashen's "emotional filtering" theory defines students' emotions (emotions) as: students' motivation, needs, attitudes and emotional states. These four elements are treated as an adjustable filter. After the above four steps, language information will enter the language acquisition organ and be absorbed by the human brain. The lower the degree of emotion screening, the greater the impact on second language learning, the greater the impact on second language learning, the greater the impact on English learning; Conversely, as the degree of emotional filtering increases, less information is absorbed by the learner. This theory holds that emotions, such as motivation, can have a great impact on students' learning outcomes. In the current English education, teachers often only pay attention to English knowledge, but ignore the emotional factors of students. The result of English teaching has a lot to do with the degree of liking the teacher.

Learning strategies are the methods, strategies and skills that students use

consciously in the process of learning.

The existing research results show that students' skills, methods and strategies have a great impact on the outcome of English learning. However, the main reasons for students' lack of learning strategies are as follows: first, there is not enough pressure to maintain long-term memory. Especially in the case of the common exam-taking needs in our country, many students' learning goal is just to cope with the short-term exams, so in the process of learning, they often store what they have learned in a short-term memory bank, which results in the acquisition of a lot of knowledge is temporary rather than long-term. The second is the arbitrary use of compensation strategy. This kind of situation mostly occurs in students with low learning level. When there are difficulties in expression or obstacles in use, learners will instinctively use compensation strategies. Third, the understanding of metacognitive strategies is poor. Many students rely on external supervision and supervision in their studies, but they are not conscious of the basic learning content. In addition, English learners often use "escape" strategies to compensate. In learning, there is a big deviation in the understanding of difficult pronunciation and difficult words. What should be avoided are those difficult words that can be avoided, non-standard pronunciation or complicated sentence patterns, and topics in unfamiliar areas.

The tendency of language ability is closely related to students' language ability. In his earlier work, Carroll pointed out that a person's linguistic talent consists of four basic elements: pronunciation, the ability to recognize and remember a phoneme; Grammatical sensitivity, that is, students' ability to recognize the grammatical functions of individual words; Inductive learning refers to students' understanding of "form and content"; Rote learning refers to a person's ability to remember a large number of stimuli. The research on linguistic competence tendency shows that linguistic competence tendency plays an important role in second language acquisition and second language learning.

Cognitive mode can be divided into three types: perceptual mode, cognitive mode and personality mode.

1. Cognitive mode of perception

Perceptual cognitive style is also known as sensory cognitive style. Learners of this

kind mainly perceive through the eyes, ears and other organs to learn knowledge. Among them, visual learning (based on eyes), auditory learning (based on ears), reading and writing (based on words), tactile learning (based on touch), and hands-on and hands-on learning (based on movement). Visual learners tend to focus on reading and rely on a variety of learning materials. Compared with the teacher's explanation, students prefer to use blackboard writing to learn. Their expectations of teachers are more from the PPT which includes pictures, sentence patterns and so on, as well as the traditional grammar translation teaching method. In most cases, they expect teachers to write more and speak less.

For listening learners, they want to acquire knowledge from listening. In English teaching, students are more willing to use communicative means to complete English teaching, rather than using a large number of English textbooks alone. In formal English courses, teachers prefer to use oral teaching, on-site demonstration and listening. Tactile learners are similar to motor learners. Tactile learners tend to pick up information through two-hand contact, while the latter tend to pick up information through physical manipulation. For both types of students, holistic learning methods are applicable.

2. Cognition mode of cognition type

"Field dependent" and "field independent", "global" and "sequential", "convergent" and "divergent", "focusing" and "scanning" all belong to the category of "cognitive", which intersects in many ways. Among them, field independent type and field dependent type are the two most studied. Field independent learning students are also called analytic learning students. In English learning, they pay more attention to some specific things, and will break the whole thing down into several small parts to learn. Students of this type are good at analysis. They can get precise meaning from analyzing paragraphs or a particular sentence in an article. Field dependent learners show strong advantage in global learning. They focus more on comprehensive reading, whether it's comprehensive reading, or individual sentences.

3. Personal knowledge

From the perspective of students' personality characteristics, students' personality

characteristics can be divided into two categories: one is contemplative type, the other is impulsive type. "Meditative" students focus less on "fluency" and more on "precision." They think carefully about what they say and write. This kind of student tries not to make mistakes and is very careful in his study. However, as they are more daring to express their ideas, they pay more attention to the fluency of the knowledge they have mastered, so they tend to make some mistakes in their learning.

In general, second language learning is an extremely complicated process. In second language learning, there are many reasons leading to difficulties in second language learning, and these reasons are not independent of each other. Therefore, second language learners should focus on mastering the factors affecting second language acquisition and apply these factors to the learning process. Similarly, teachers should also grasp the role of psychological factors in language acquisition and apply them to the teaching process.

In addition to the above mentioned factors, there are also age and other factors in the process of second language acquisition. Many scholars believe that for beginners, beginners have more advantages. Classroom teaching environment, teachers and teaching materials are the causes of teaching errors. The explanation of language phenomenon is not proper, the explanation is not clear, the practice is not enough.

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