

The Role of Motivation, Identity, and Affective Factors in Second Language Acquisition

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Abstract. *This research is based on Krashen's theory with analysis of students who are studying at secondary school number at 86 Yunusabad, Tashkent city. The basic understanding of foreign language learning process in various students is analyzed with combination of methods and approaches, affective filter hypothesis, motivation and identity. This is an exact satisfaction of language learning with influence of psychology and social factor. As a result, low affective filter and high motivation enhances faster and more effective learning, identity is one of them most important factors to pattern of attitude for language.*

Key words: *Methodology, Direct method, Communicative-language teaching, explicit learning, interactive method, input hypothesis.*

Introduction

Learning English language as a global communication plays a crucial role in the fast-paced world. Therefore, student's individual difference and psychological factors are seen the most important for research over a learning foreign language period. This research is directly related to Krashen's theory [1], it identifies motivation, identity and affective filter influence. Additionally, analysis of various student's language learning process and effective teaching approaches are seen in the research.

Methodology

This research is showed superior mixed methodology in English lessons with student's motivation and identity which are covered by Krashen's theory [1]. Different student's identity and motivation are the most vital part of the research based on the subject.

The research approximately lasted 3 weeks. Throughout these weeks, students are very active and participate willingly, enthusiastically for the lesson. The lesson was taken videos and differences among students were analyzed in detail.

The research was collected according to information about doing exercise and communication with them during lesson. Furthermore, observation by teacher is really helpful for motivation part of the research.

Student's motivation and identity analysis differs each other for collection of the data. The former is explained based on inside and outside part of reward and learner's interest, the latter is that students feel themselves as language learner, confidence and their attitude for language during the lesson.

As a result of these findings, the comparison between motivation and identity is divergent. Language acquisition is influenced directly by this research's result.

Result

The first subject: The initial learner whose nickname is Amelia (her name is Anastaisa) studies in 8th grade at public school. She is 14 years old girl. She is Russian. Her mother is American and her dad is Russian. As I taught her, she is almost native speaker but she has learned English grammar rules from primary school period from both English teacher and her mom, aunt. Her language learning background is so amazing. She plays an important role in her family because of the only daughter. Her family members support her to learn various languages. Despite being young, she began to learn Spanish and English language's grammar. "The belief in balanced bilingualism holds that a bilingual is like two persons, each fluent in one of the two languages" according to [2]. She was really interested in learning these foreign languages. I have been her teacher since secondary school period around 2 years. She is so confident during writing letters or essays even if task is more difficult for her classmates than other tasks.

However, her language problems in English are pronunciation but she is such confident and sociable girl to show off her knowledge in class. Her learning environment in family influences totally her learning because she sets up future goals like university, interests, travelling via support and discuss with family members. Plus, she loves chatting with her foreign friends because she finds it more having fun, also learning language with online communication and getting more information in which she is interested in. "The simultaneity of communicative events and tasks made possible through digital tools creates a distinct need to structure attention" [3]. She has different cultural backgrounds (Russian, American and Uzbek) so it effects well her overlook to learn different languages. Her purpose is the main motivation to differentiate from other learners. She is eager to learn languages and do self-study when she has free time.

The second learner: Turning to a second learner, her fake name is Emma (her real name is Shirina) and she is studying 8th grade student, Uzbek girl. She is 14 years old girl. Amelia and Emma are classmates. Emma began to study English language two years ago because she needs a certificate to apply Westminster lyceum. She learns English language at Cambridge learning center. However, she makes a lot of grammar mistakes, she focuses on more speaking skills. In her learning in family, her sister and brother support her to teach grammar. When it comes to her mother and father, they support financially and control her study well. Plus, she is not enough fundament knowledge from English grammar since she is only preparing for IELTS certificate. She has not got any enthusiasm learning language, only studying this foreign language at learning center is not enough to improve her knowledge. She is struggling with pronunciation and fluency.

However, she has positive character to be eager to learn subjects, particularly English language. In classroom, she discusses every mistakes with Amelia, and she tries to correct each details of mistakes. "The conscious strategy of 'practice' to deliberate attempts by a learner to increase exposure to the language outside of class, excluding practice in the classroom, over which the learner has little control" [4]. In my lesson, she focuses on more lesson than all pupils. Her creativity in activities is brilliant and unusual to create different project works.

Besides, she tries to create English learning environment in every day, such as in class communication, settings in her phone, I mean she is active in both online and real life learning language. "By examining how online interactions influence those offline, this study presents new ways of understanding how one's ethnic identity is negotiated through social media". Apart from that, she loves listening music with learning by heart lovely music and do shadowing. Sometimes, teachers surprised she works hard so she feels confident to give her opinion in every sphere. Her family supports well, they try to create good opportunities for her.

Both two learners learning background is not similar, each one has own skills and ways to learn languages. Similarly, they are interested in learning languages even if they have different goals.

Discussion

Students participate in lessons at public school. The school classroom is very full of English based atmosphere, colorful pictures on wall. In class, there are an electronic board, different worksheets, comfortable furniture and students have their own textbook and workbook. There are all 15 students in class, most of them are Uzbek students and only a student is Russian. Mu selected learners Amelia and Emma study in this class. Teacher can meet three times in one week, every lesson lasts 45 minutes. This environment is very suitable for every learner, such as my first learner (Amelia) loves different books, so she finds various English materials in classroom shelf. The second learner (Emma) wants to use different technology, electronic opportunity helps her to study with high enthusiasm. Also, not only studying but also students are sociable and supportive each other during lesson. As my learners, other students have various learning, cultural background, purpose for learning target language. The two main approaches in the class are Direct method and Communicative-language teaching. My first learner (Amelia), the former method, knows language very well so she needs to improve productive skills: speaking and writing. During the lesson, teacher tries to create English atmosphere to teach students in foreign language, also she is very active in this part of a lesson. Compare to my first learner, my second learner (Emma), the latter method, loves her knowledge in real-life situations, such as role-play in class, interview task. I can choose **affective filter hypothesis** for my two special learners. “The acquirer needs to be open to the input. The “affective filter” is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition”. While I am teaching both students, I usually give them card vocabularies about different simple topics for their speaking. First student is, Amelia, making story and preparing alone to use card vocabularies. Then, I listen her speech and give positive feedback with giving great motivation her fluency. However, my approach for Emma is so different. Before giving card, I can briefly explain the vocabularies with using authentic examples, she listens the word’s pronunciation and tries to imitate the audio and I give her chances to make sentences via using them. After learning them, she tries to make related sentence each other not a story. Then, she speaks firstly only looking at her notebook, I support her. In second attempt, she should use this sentence with using conjunctions or linking words in order to make a story. After 4 minutes preparing her speech, her performance is totally amazing pronunciation and fluency. “Individuals who have difficulties with the phonological, phonological/orthographic and syntactic components of the L1 as reflected on tests of word decoding, spelling, phonological awareness and grammar are likely to experience related difficulties in the L2” [5]. Both students are treated fairy tale books as inspiration for them. Besides, Amelia watches a part of cartoon in which is covered past simple tense. Explaining this tense, teacher decides to use real material to improve her interest for topic, then she teaches her grammar structure of past simple. Pupil learns easily this structure and writes an email for her friend with using past simple as an exercise. When it comes to second learner Emma, teacher shows some pictures about kindergarten period, telling about past occasions. Emma realizes coherently about the theme after authentic warm-up activity. Then teacher shows structure of past simple how to use it, keywords and etc. before doing exercises, Emma reads a short-story about primary school children daily life and highlighting the past simple verbs. This helps to improve her attention and enthusiasm more for the topic. According to this short-story, Emma can make her own story about her school time. This can be beneficial for her both reading and writing development. Krashen (1985) strongly considers “Acquisition” is a subconscious process identical in all important ways to the process children utilize in acquiring their first language, while “learning” is a conscious process that results in knowing about language. Listening BBC podcast is first part of learning for my school learner, Amelia. Both, learner has a different method to teach them according their ability, using both theoretical and practical way.

1. Subject 1: Amelia

Amelia is good at using productive skills but her grammar is not enough to improve her level in English. “Although originally this upper bound for the critical or privileged period for language acquisition was considered to be puberty, evidence from age-related research motivated an alternative view with different cut-off points for different language dimensions, that is, different sensitive periods”

[6]. As she knows what is adjective and adverb, she makes sentences correctly. When it comes to use in speech, every time she confuses herself comparative and superlative adjectives. Compared to others, other students learn this theme very easily and they find it one of the easiest topics in grammar. For Amelia, she should study one more time in this very specific topic because of its importance in speech or writing. "Children, of course, all learn their native dialect completely, regardless of their level of verbal ability (except in cases of a clear handicap), because they rely on language-specific mechanisms of implicit learning instead of on general mechanisms for explicit learning" [7]. According to his ideas, Amelia knows language because of family environment, but in grammar, she should learn a lot and avoid mechanism.

Amelia has a good speaking fluency, she speaks non-stop. "The terms "native speaker" and "mother tongue" should be replaced "language expertise," "language inheritance," and "language affiliation" [8]. However, she needs intonation and stress. Her speech is monotone and boring for listeners than other's speech. In class, real role-play activity, her problem shows exactly than others. She should work hard in this part even if she is young. She learns how she is speaking in rising or falling intonation to attract the audience. Schmidt (1990) have argued that 'consciousness-raising', drawing learner's attention to the formal properties of language, facilitates language learning [9] (p.129).

My first learner, Amelia, do not participate in grammar lessons, she just learned English language for fun with her family. She is struggling to make correct word formation, sometimes she just stops to forget the vocabulary and finds its alternative. Compared to other learners, they are learning word formation in every class so they can easily rephrase. In speaking lessons, they are powerful with strong vocabulary base than Amelia. However, she tries to learn each one with suffixes, now she is correcting herself when she makes word formation.

Initially, Amelia is good at learning languages because of family environment. Her internal interest for learning language is very clear and enthusiastic. She sets up goal for her future but she begins everything from learning languages. "High motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions" [10]. Besides, she has an intrinsic motivation to learn with high interest and curiosity. Since her future goals are directly based on her knowledge of languages, therefore, the interests inspire her more. Lastly, watching movies and cartoons are her favorite part of learning language process, she tries to imitate native speaker's speech more to correct her pronunciation accurately. Compared to other learner's motivation, she sets up exact goals with time, period. She controls herself very well with distractions.

"The complexity of identity and the interplay of different desires shape the investment of learners in different situations, and this situatedness accounts for why a learner may express ambivalence when it comes to learning and practicing a target language" [11]. According to their opinion, Amelia has a great insight for learning, but sometimes she feels hesitation. She is a bilingual language learner both Russian and English, but she has not solved her language problems yet. But she works hard with spending too much time to learn. In class, she plays an important role because she is a leader, she organizes very well while doing project works or role plays. Although she has a pronunciation difficulty, she is so confident to give her opinion free in front of audience. Unfortunately, lack of technologies at school influences pupil's interests because some interesting activities and interactions seem boring for them [12]. Compared to other learner's investment, she has not enough technology in a class, but she is a leader with her amazing classmates and do some activities after a lesson. "A model of communicative competence such as ours does not directly imply anything about

how teaching should proceed. However, whatever teaching approach one selects the content must at some point undergo a "pedagogic conversion" [13].

2. Subject 2: Emma

Emma has been attending grammar lessons for a long time. She knows how to differ adjective types in the context. Compared to other learners, she knows grammar very well even if she makes mistakes

in some cases. She forgets irregular adjective and adverbs when she needs to use. She has not learnt by heart all of the yet. She considers it is minor mistake but it is essential to improve her speech more accurate.

Emma is Uzbek girl and she does not know any language. Her intonation is very poor but in real life she is such an active student. She knows enough grammar and vocabulary, but her intonation is very low so she does not attract the students during her speech. Intonation and stress help her to express her emotions clearly.

Emma is good at learning word formation. Teacher can easily say she loves learning by heart all suffixes, prefixes and other word formats. When she has a free time, she often makes sentence with using different word formation changing from verb to noun. This is her great strength compared to other students. Sometimes, teacher gives task to write an email while students suffer from rephrase some words because of limited vocabulary. However, Emma solves this problem individually with her strong morphological knowledge.

[10] Dörnyei (1998) shows directly motivation is the process whereby goal-directed activity is instigated and sustained. Emma is an amazing student in classroom. She has exact goal and future exact job. She is going to be work international relationships as diplomat so she tries to work hard. She is not interested in learning languages than Amelia so she has an instrumental motivation with an exact goal. Her family supports in every time, particularly her sister helps her to learn English grammar rules at home. “The actual use of language. affected by what the terms grammatically irrelevant conditions, and identified with the criterion of acceptability, not grammaticality, is the domain of linguistic performance” [11]. The biggest inspiration for her while learning languages is listening music. She really good at listening and imitating music. Finally, the future goals motivate Emma to learn languages. Her family is so great rather than others in a class. She mainly focuses on learning with fun and she always is looking forward to easy ways of learning in class. It is her creativity.

“Investment, on the other hand, refers to a choice to participate in a social practice (‘learning’) and involves understanding the material and symbolic context in which this choice is made” [12]. Emma is such a shy girl in class, she does not show her abilities in class. However, she is good at critical and analytical thinking when teacher gives a task. “The process of rendering thinking into speech is not simply a matter of memory retrieval, but a process through which thinking reaches a new level of articulation” [14]. Her approach in task is really creative and unusual so learning languages in her atmosphere is special. She does not make friends so she has not a lot friends. Plus, she attends extra courses both English grammar and speaking, writing skills. Her speaking skill is problematic part because she is introvert girl. In front of audience, she feels lack of confidence. “The idea that we acquire in only one way may not be fashionable in this age of individual variation. There is, after all, very good evidence that people differ in many ways, and these variations affect the acquisition of knowledge in general”. However, she works hard and she discusses topics with her classmates. Finally, although she has a difficulty during learning language process, she tries to solve all of them step by step with high discipline. Even though she faces different problems during studying, she never gives up her motivation, enthusiasm. “The Input Hypothesis thus asserts that it is the comprehensible input factor that is responsible for the success of immersion, not simply the fact that immersion students are exposed to a great deal of the second language”. Compared to other learner’s, her outlook is very different and unique ability in a class. “The ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” [15].

Conclusion

Education is one of the most important step in human’s life. It gives wealth, health and knowledge. Therefore. The quality of education in every sphere is seen the most important.

There are different approaches and methods to teach different grades of school students at public school. In teaching, using interactive methods for students are helpful as real-life examples. In lesson, focusing on all four skills: listening, reading, writing and speaking are beneficial for student's practical knowledge. Grammar and vocabulary are the essential parts of each lesson. According to his ideas, people are very suitable for every situation. In class, learners can find different ways to solve some problems such as technological tools, worksheets. It is a great motivation to teach them with high-inspiration in a classroom.

Also, paying attention more their input is necessary because their feeling and emotions are important than their attendance in lesson. They are very responsible and respectful students so teacher wants to be more creative, more active in lesson. During lesson Krashen's input theory is great theoretical knowledge to control teenager's emotions. It gives critical and analytical improvement in their mind. Besides, task-based approaches have used in lessons with interactions. They are eight grade students and they want to play more than theory of lesson. Not only being knowledgeable in lesson but also learners show their specific ability during different activities and work together.

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