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The most productive ways to acquire the English language

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Abstract

Learning a new language has always been challenging in today's world. So many people achieve this goal in various ways. This research will discuss some ways to lead to a more successful outcome. It will be discussed that although the role of teachers is unquestionably decisive in this regard, some other features like motivation, enthusiasm, and knowing about the target culture are essential in successful learning, too. Bruce and Hogan (1998) note that as technology becomes the usual and expected method of instruction and communication, significant shifts in expectations about the skills students must master to be successful language users take place. English language teachers should pay close attention to the skills that native English speakers need. Finally, some difficulties and challenges the learners may face while acquiring another language will also be referred to.

Keywords: language learning, motivation, revision, target language, technology

1. Introduction

So far, too many critics have researched the critical factors in learning a language. Among them, one can refer to Cohen (1998), Griffiths (2003, 2008, 2013), Macaron (2006), O'Malley and Chamot (1990), and Rubin (1975), whose article discussed the discrepancy triumph of second/foreign language learners signifies the necessity of investigating what tactics successful language learners can use. All these studies show the significance of language learning and its productivity. Speaking is the most crucial skill to develop when learning a second or foreign language. Speaking is the most critical of the four essential language abilities for learning a foreign or second language. Teaching speaking skills has been underestimated; Brown and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations." Regardless of its importance, teaching speaking skills have been underestimated, and the majority of EFL/ESL teachers continue to teach speaking skills by having students memorize dialogues or practice drills. Internet immersion is relatively new, yet many English language teachers still prefer the more conventional immersion methods to develop second language proficiency. The significance of "comprehensible input," as proposed by Krashen in 1982, serves as the foundation for many teachers' explanations of why immersion aids in language acquisition. Language is understood without the learner being fully conversant in the message's linguistic nuances. With so much English-language content available online, it should be possible for any student to obtain enough understandable input for a virtual immersion. Students' time using computers may lead to L2 development if comprehensible input alone is sufficient. According to research on the immersion principle, learners who are exposed to the target language frequently may improve their comprehension, especially of spoken language. However, this exposure may limit the learner's ability to acquire grammatical competence, particularly the capacity to produce grammatical language. This paper will discuss some of the most pivotal rudiments that can help language learners perform better and improve their second language. Before discussing the key factors in successfully learning a new language, it is helpful to note that this act brings many benefits. Being able to communicate, getting a promotion in one's profession, avoiding illnesses related to the brain like Alzheimer's, expanding one's horizon, and increasing one's confidence are just a few benefits that can encourage people to start learning a second language. Moreover, acquiring a second language can reduce the intricacy of the first language.

2. Literature reviews

Motivation and enthusiasm are the most critical factors in successfully learning a language. In fact, motivation is essential for beginning any activity, and language learning is no exception. Although it is not always simple or easy, learning a foreign language might be tedious and uninteresting. Since motivation is essential for learning English, finding effective ways to inspire pupils to study the language is a significant challenge. This essay elaborates on the significance of student motivation. Enthusiasm is an internal force that propels pupils forward in their English study with zeal, readiness, and an intense desire to learn and understand the language. Students' attention can be piqued by comparing it to an automobile's engine and steering wheel. Students might be motivated and persistent in their English learning by an inner force. According to Gardner, learning a foreign language is motivated by four factors: a goal, effortful conduct, a desire to achieve the objective, and attitude (cited in Jia Guanjie, 1996). Strong learner-motivated students adopt a proper attitude toward their studies, put up considerable effort to grasp English with a precise aim and desire, and, as a result, receive higher grades than less motivated students. This crucial factor is heavily dependent on one's objectives. There are several options. This section will discuss strategies to boost one's motivation. Gardner and Lambert are a couple (1959) assumed that a learner's outlook toward the target language and the culture of the target language-speaking community play a vital role in developing one's interest in the act of language learning (p. 57). So, the first step is to choose a language that safeties us. However, sometimes, a person must be more accessible to select whatever language she desires. In this situation, they should convert what they acquire into affection. Rubin (1975) also assumed that good language learning depends highly on three issues: "aptitude, motivation, and opportunity" (p. 47). Another factor that plays a significant role in this respect is an inspiring teacher. A teacher must allow his/her students to interact and speak in the target language, and if a learner is not that good at interacting, the teacher should know how to cope with this problem so that the student is not disappointed. Choosing exciting topics can also help an instructor accomplish his/her objectives efficiently. An issue that may happen is related to those students who are a little shy; thus, some tactics, including teamwork and delivering projects, can help avoid their being reclusive to speak English. Therefore, a teacher's primary duty is to encourage pupils to use English in class and in daily communication with their peers, teachers, and family members. As a matter of fact, being a teacher is a thought-provoking job because a teacher can either hearten or dishearten a student. A teacher can significantly influence his/her students to enhance their communication skills. According to Rubin (1975), an excellent language learner is adamant about communicating or learning from a communication. He is eager to undertake a variety of things to spread his message. He might, for example, utilize ""The object on top of your head" as a "circumlocution. "top "since he doesn't know what that means (p. 46). Still, some people long to learn a language by themselves. To do so, the learners should find a partner whose knowledge of the target language is better so that they can correct them swiftly. If it is not possible, they can follow the weblogs of those who have already undergone the procedure of learning that language. The other point is related to recording their voice because they can compare what they

utter with the accent and pronunciation of native speakers. Likewise, they can get help from technology because applications like online dictionaries, which have been established for language learning, are exceedingly popular. According to Smith and Baber (2005), E-learning in the context of teaching English offers a suitable environment for students to practice what they have learned in engaging and adaptable interactive ways. E-learning offers courses and programs that promote connection and communication, enhance critical thinking and participation, and strengthen linguistic and cognitive skills (Smith and Baber, 2005). Bull and Ma (2001) state that technology can provide language learners unrestricted resources (p. 171). Additionally, Tomlison (2009) indicated that computer-based computer-based allow learners to access the desired information. He also presumed that internet resources play a significant role in stirring learners to learn more. Larsen-Freeman and Anderson (2011) support this viewpoint, believing that technology provides instructional tools and brings learning experiences to the learners' world. Also, the role of movies and news should be considered. Thus, it is a good idea to begin with simple and classic ones, and then those music tracks, series, or movies that are more recent will bring about the learners' acquisition of more slang and useful phrases. Accurate grammar is of high prominence, too. With good grammar, one can interact adequately; consequently, s/he may be understood. Although learning about the grammar of a language may be boring, there are some methods through which one can master it unconsciously. In other words, unconscious learning can speed up learning new skills. Translation can be helpful to a great extent as well. This method is of high importance, particularly in learning about the grammar of the second language. Widdowson (2014) has declared that It is widely assumed that second language instruction aims to get students to concentrate solely on the specific aspects of the second language to achieve as close to native speaker competency as feasible. Translation, or any reference to the learners' first language, is to be avoided in this thinking style, as it is, at best, a distraction and, at worst, a disruption of the learning process. However, translation can be viewed as a generic interpretive action always involved in manifesting pragmatic meaning within and beyond languages. (p.222) Revision should be remembered to help the materials stick to the mind. Sengupta (2000) suggested that language teachers should pay more attention to "multiple drafting" as a way to complete a writing task in their classrooms, as unambiguous training in revision may result in developing "an awareness of discourse-related features" in learning how to write in a second language (p. 97). One central point is related to discovering one's weaknesses and strengths. A language like English has four essential skills. A learner should find these points and try hard to overcome his/her weaknesses. One of the other unsurpassed ways to progress in a language is to talk with native speakers since they are the ones who can accurately correct the learners' errors. Actually, talking with a native speaker not only causes the learners to get familiar with a foreign language and culture but also gives them the chance to absorb the correct pronunciation and accent. Writing daily events in a notebook can be advantageous, too. The reason is that some learners' writing is better than their other skills, and by practicing writing, they can also improve their different skills. The learners may also encounter some difficulties while learning a new language.

This issue is more widespread during adulthood because, according to studies, learning a second language after childhood is undeniably tricky due to biological and educational reasons. To conquer the disappointment that may occur, adults should know about the limitations of their brains and the appropriate approach to learning a second language. However, the most important way to fulfill this desire is to devote enough time and practice to learning a second language.

3. Discussion and Concluding

This research was about how one can learn a language effectively. The elements discussed in the current research chiefly involved motivation and enthusiasm, an encouraging teacher; a teacher can sometimes be compared to a salesperson who must persuade his customers (students) that he has what they need and what will benefit them (Kripa, 1988). As a teacher, it is essential and beneficial to learn more about educational psychology, particularly motivational theories and efficient teaching methods. You should also develop new strategies to be a good "salesman" for students learning English. Dedicating a suitable amount of time to practicing, revision, conversing with native speakers, and grammar. It was also noted that the difficulties should be manageable for a learner.

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