



FACTORS INFLUENCING THE L2 LEARNING

1.INDIVIDUAL FACTORS

- 1. Age**
- 2. Personality**
- 3. Motivation**
- 4. Experiences**
- 5. Cognition**
- 6. Native language**

2. EXTERNAL FACTORS

1. Curriculum
2. Instruction
3. Culture&Status
4. Motivation
5. Access to Native Speakers

3. AFFECTIVE FACTORS

1. Self-esteem
2. Inhibition
3. Risk taking
4. Anxiety
5. Empathy

1. INTERNAL FACTORS

1. Age

the age of the learner influences the 2LA
Children having strong literacy skills in their own language, seem to be in a better position to acquire a new language in a more effective way. Very motivated, older learners can do it, but usually they should try hard to become a nativelike speaker

2. Personality

Introverted or anxious learners usually perform slower progress, especially in the development of oral skills. They are less likely to take opportunities to speak. More outgoing students will not worry about the inevitability of making mistakes. They do not care about taking risks; thus they get more chances to do much more practice in the TL.

1. INTERNAL FACTORS

3. Experiences

Learners who have already developed general knowledge and experience are in a stronger position to develop a new language than those who haven't. For instance, a learner who has been to two/three foreign countries and exposed to different cultures build a stronger ground for learning an extra language than those learners who have not had such an experience.

4. Motivation

• **Intrinsic motivation** shows itself when you want to do something, an internal desire to perform a particular task. People do certain activities because they give them pleasure, develop a certain skill or they are morally the right thing to do.

Extrinsic motivation is when somebody else or something tries to make you do something. Intrinsically motivated students are bound to do much better in classroom activities since they are willing and eager to learn. Yet, extrinsically motivated ones may have to be „bribed“ to perform the same tasks.

1.INTERNAL FACTORS

5. Cognition

Generally speaking, apparently students with greater cognitive abilities make a faster progress. Some Chamskyan linguists suppose that there is a specific, innate language learning ability which is believed to be stronger in some students than in others.

2.EXTERNAL FACTORS

1. CURRICULUM

Particularly for the ESL students, it is essential that the totality of thier educational experiences should be suitable to their needs. If learners are entirely submersed into a mainstream program without having any additional assistance, then language learning is less likely to occur

2. INSTRUCTION

L2 instruction can have an effect on how learners acquire a L2 (Ellis 1991, Long 1983, 1988; Rutherford & Sharwood-Smith 1985)

Very clearly, if language learners are exposed to appropriate and effective learning experiences in their classrooms, they will make faster progress. Thus, the job of the language teachers should be to provide suitable and effective input though their instuctions.

2.EXTERNAL FACTORS

3. CULTURE & STATUS

There is some evidence that students under the condition in which their mother culture has a lower status than the target language's culture that they are learning will make a slower progress.

Social factors can affect motivation, attitudes and language learning success.

Children, just like adults, are quite sensitive to social dynamics and power relationships. Immigrant learners are quickly labelled identities such as successful/unsuccessful, talkative/quiet etc...

4. ACCESS TO NATIVE SPEAKERS

Since native speakers of the TL can act as linguistic models and since they can provide effective feedback for the TL learners, it is very advantageous to have the opportunity to interact with the native speakers, not only in the classroom setting, but also outside of it.

It is obvious that those 2L learners having no extensive access to native speakers of the TL are supposed to make slower progress, especially in the aural/oral aspects of language acquisition.

3. AFFECTIVE FACTORS

1. Self-esteem
2. Inhibition
3. Risk taking
4. Anxiety
5. Empathy

1. SELF-ESTEEM

Self-esteem refers to a personal evaluation and judgment of worthiness that is expressed in the individual's attitude towards him or herself or his or her capabilities. Low motivation, low self-esteem, and debilitating anxiety can lead to a raise in the affective filter and form a 'mental block' that hinders comprehensible input from being employed for acquisition. (Krashen cited by Schütz, 2007)

3. AFFECTIVE FACTORS

2. INHIBITION

Inhibition in a person emerges when he/she attempts to defend or protect his/her self-image. If the learner considers the mistakes he/she makes in the second language as a threat to his/her emotional well-being and self perception, then acquisition will not take place or will occur much more slowly.

3. RISK TAKING

One of the characteristics that has been found to exist in "good" language learners is the willingness to guess. If the learner is less inhibited, he/she is more willing to take a chance on producing a "correct" utterance in the second language.

3. AFFECTIVE FACTORS

4. ANXIETY

Anxiety is associated with the feelings of uneasiness, self-doubt, worry or fear that a person feels under certain circumstances. A threatening environment does not promote language acquisition.

Factors such as an emphasis on competition between students or forcing students to produce in the second language before they are ready can cause anxiety.

5. EMPATHY

Empathy refers to an individual's ability to put him/herself in the other's shoes. When a learner is acquiring a second language, he or she is also acquiring, in a sense, a new personality, and a new culture. It is essential in the language acquisition process to open yourself to new cultural experiences and adopt these experiences as your own.

CONCLUSION

Being successful in second language acquisition depends on many factors. Age and motivation factors are among the most important ones. In studies, it has been found that if a learner has a competency in his or her own language, he or she is more advantageous than those who lacks competence in his first language. As to motivation, it has been revealed that motivated students are more successful in second language acquisition than those who are demotivated. Also, the role the psychological aspects play in gaining an extra language cannot be denied.