



FACTORS THAT INFLUENCE A LANGUAGES ABILITY TO BE LEARNED

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Abstract: *The given article considers the impacts of factors in the process of learning languages to learners. The analysis of view and thoughts of scientists on the factors in the process of educating the second languages.*

Keywords: *factors, learning process, language, influence.*

Introduction

Learning a new language is a fascinating action that can open up a world of opportunities and connections. However, not all languages are equally easy to learn. There are various factors that influence the ease or difficulty of acquiring a new language. These factors play a crucial role in determining the ability to learn a language effectively. Understanding these influential factors is essential for language learners, educators, and researchers alike. In this essay, we will explore the key factors that influence a language's ability to be learned, unraveling the intricate relationship between language acquisition and these influential elements. By examining these factors, we can gain valuable revelation about the learning process and discover strategies to enhance language learning outcomes.

There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality (Ellis, 1985). The aim of this session is to present these factors and their contribution to success or failure in second language acquisition. Here are some key factors that play a significant role in language learning:

Linguistic Similarities: Languages that are similar to one another, either in terms of vocabulary, grammar, or syntax, are generally easier for speakers of one language to learn another. For example, a native Spanish speaker may find it relatively easier to learn Portuguese or Italian compared to Mandarin Chinese or Arabic.

Native Language Proficiency: Proficiency in one's native language can greatly impact the ability to learn another language. Pupils who have a strong foundation in their first language often have a better understanding of grammar, syntax, and vocabulary acquisition, making it easier for them to transfer those skills to a new language.

Motivation: Motivation is one of the most important factors in second language acquisition. Richards (1985, p. 185) believes motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. The role of attitudes and motivation in SLA has been investigated by Gardner and Lambert (1972), who define motivation in terms of 'the learner's overall goal or orientation', and attitude as 'the persistence shown by the



learner in striving for a goal' (Ellis 1985, p. 117; Patsy Lightbown et.al, 2000, p. 56). They distinguish two types of motivation:

a) Integrative motivation: a learner studies a language because he is interested in the people and culture of the target language or in order to communicate with people of another culture who speak it.

b) Instrumental motivation: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, to pass tests, to enable him to read foreign newspaper, etc.

Age and Critical Period: Age is one of the factors that influence second language learning. The age at which a person starts learning a language can be crucial. Studies have shown that younger learners, particularly children, tend to have a higher proficiency in acquiring new languages, often achieving native-like fluency. This is attributed to the brain's plasticity and ability to absorb language rules more easily during the critical period of language development. Critical period hypothesis by Lenneberg proposes that in child development there is a period during which language can be acquired more easily than that at any other time. According to him the critical period lasts until puberty and is due to biological development. He adds that language learning may be more difficult after puberty because the brain lacks the ability and adaptation [2]. Other researchers have also proved that learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults (Oyama, 1976; Asher and Garcia, 1969) and they are also better in the acquisition of grammar (Patkowski, 1980, p. 1990).

Learning Environment and Exposure: An immersive and supportive learning environment enhances language learning. Being exposed to the target language through interactions with native speakers, cultural activities, and authentic materials like books or media can facilitate comprehension and proficiency.

Learning Strategies and Techniques: Adopting effective learning strategies can significantly impact language acquisition. Techniques such as regular practice, repetition, vocabulary building, and active engagement with the language through speaking and writing exercises can accelerate learning and improve language skills.

Individual Learning Style: Different individuals have different learning styles and preferences. Some learners may excel in auditory learning, while others may benefit more from visual or kinesthetic approaches. Understanding and accommodating individual learning styles can optimize learning outcomes.

These factors, although not exhaustive, demonstrate the complexity of language learning. While some factors can facilitate the process, others may present challenges. However, with proper motivation, dedication, and effective learning strategies, individuals can overcome these challenges and successfully acquire a new language.

Conclusion

Several factors described in this paper influence second language acquisition variedly. It has to be said that individual differences are important factors in SLA. Those factors: motivation, attitude, age, intelligence, aptitude, learning style, and personality influence the way learners encounter language learning and may hinder or support them in their efforts to master L2. Moreover, these elements seem to be an essential part of the



learning process, which can contribute to the success or failure of a second language learner.

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