Critical review of Factors Affecting Second Language Learning

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Introduction

In Lightbrown's research, much data analysis and accurate descriptions were seen. Regarding the speed of individual second language acquisition, It mainly mentioned age, intelligence, aptitude, and personality. This study focused on age factors and had a lot of experimental data to illustrate. Age-sensitive periods have always been inevitable in second language acquisition, and much experimental data have been done.

However, apart from these intrinsic factors, what are inherent characteristics? It refers to factors that may be difficult for individuals or that can be altered but need a long time. I want to emphasize external factors, which refer to factors that can be freely changed during second language acquisition. Compared to internal factors, such as personality aptitude and age.

"Those external factors can be inferred from this unchangeable factor, but there are countless external factors.". External factors include classroom settings, exposure time to a second language, age, and why age is mentioned here for external factors. In many places, the age of receiving a second language can reflect parents' bilingual beliefs at home and family conditions. It can reflect the educational level of parents. And some factors can be both external and internal, such as stuttering and children with ADHD. Some critical external factors may work with internal factors to achieve better second language learning settings.

Aptitude

First, let's talk about aptitude. Foreign language aptitude was the subject of much research in the 1950s and has been the subject of intermittent research for the last 30 years. Aptitude is measured by time. Foreign language aptitude appears to differ from general aptitude or intelligence. One theory states that foreign language aptitude consists of four cognitive abilities:

1. Phonetic coding, or the ability to segment and identify distinct sounds, form associations between the sounds and their symbols, and retain these associations.
2. Grammatical sensitivity, or the ability to recognize the grammatical function of words or other linguistic structures in sentences.
3. Rote learning ability in foreign language situations.
4. Inductive language learning ability, or the ability to infer the rules governing language use.

Several tests of foreign language ability are used today in government and education. Based on the Modern Language Aptitude Test(MLAT) and the Pimsleur Language Aptitude Battery(PLAB), There are almost four aspects of language aptitude.

When talking about aptitude, the author gave an example of a man with a language talent that is much more than ordinary people. This example is about a man named CJ. When CJ visited Germany, he only listened to German briefly. He recovered his German features, which is

unusual for people with a slightly higher language aptitude than ordinary people. The influence of factors on second language acquisition should focus on the impact of nuanced language aptitude on language learning. Obviously, in addition to language aptitude, other elements are also essential, and compared to other factors, language aptitude seems less critical. An aptitude is an intrinsic factor that is difficult to change.

Intelligence

A study in Lightbrown's book found that intelligence has essential associations with children's grammar, reading, and vocabulary, using French as a second language, but not with productive oral skills. It can also indicate that intelligence often works under general rules and knowledge points, and language is not known until it is taught. It can be concluded that intelligence is unrelated to creative language learning skills. Oral productive skills are creative skills. Verbal creative skills are not quickly understood in disciplines such as mathematics in a short-term language learning environment; This research should also be a noncreative skill in setting grammar and vocabulary for second language reading. Receptive skills like reading and listening skills. Productive skills like speaking and writing.

For example, in the movie "I Am Sam," the protagonist Sam is a mentally disabled person with an intelligence equivalent to a 7-year-old child. However, regarding the law of language development, although Sam's acquisition is the first language, it also proves an unusual situation. When intelligence remains at a fixed level of equivalence over time, language ability development gradually improves. In addition to the constant brightness, input practice has increased for listening and speaking skills. It also shows that the development of language ability has little to do with intelligence.

In some aspects, intelligence can be considered a genetic factor; in others, it can also be an acquired factor. An important external factor here is the training model. Children who spend time encouraging their children can be very prominent in certain aspects of intelligence, such as creativity. Children are often encouraged to make mistakes and guess at a young age. They are endowed with imagination and become clever children.

On the contrary, dull children are often denied learning. From this point of view, intelligence is artificially changed. However, in some aspects, such as logical thinking, it may be an innate ability, regardless of whether children are viewed as a dull or a cleaver person in appearance. Still, their rational thinking is powerful.

Determined Factor

Let's talk about personality motivation, age, and some external language settings. These include both internal and external factors. Lightbrown says they are essential and closely related factors in second language acquisition. Based on studies such as those by Patkowski or Newport and Johnson, many conclude that it is better to begin second language instruction as early as possible. Yet it is imperative to consider the context of these studies when the purpose of second language learning is native-like mastery of the target language. "It's clear that the premise of second language acquisition is that the sooner, the better, and the more important the goal is to achieve native and language mastery. If this goal is ignored, age may not be that important.". Considering

the situation, although the age to start second language instruction is an objective factor, many parents schedule their children's instruction entry based on their second language acquisition cognition. Turning from an objective to a subjective factor mainly depends on parents' cognition of second language acquisition. From this perspective, age is an external factor. According to experiments in Lightbrown, the study of Snow and Hoefnagel-Hohle was conducted using a sample of people of different ages simultaneously to compare. Using an example of people of the same age but with other starting times to learn English is more reasonable. It ensures the parents' goal of learning a second language and reflects age's importance. "When conducting the same task survey at the same age but starting with a different second language introduction, if the result is not as expected by most people, it must be due to some other factor.". In this research direction, the way and purpose of learning are fundamental besides age.

To take a significant and familiar example, parents in most ordinary public schools in China share the same goal. They hope to walk on two legs in learning English as a second language. On the one hand, they hope their children can progress in the curriculum; on the other hand, they expect their children to have an original version of the baby. Of course, there are contradictions between these two paths. As mentioned in Lightbrown's research, the baby's original version is a native-like master. In this regard, parents who target a dual track system must determine the earlier they enter second foreign language training. You will not care about this age factor if you target a single-track system. In China's history of second foreign language learning, like English learning, many mute English learners who do not target oral English can achieve high scores in English courses. These schools usually start learning English at the age of 13-15.

Similarly, suppose the goal of "native-likely master" is used alone. In that case, it is possible to stop learning as a second language after completing a stage of learning and achieving the goal. These are all background conditions that we tend to overlook in our investigation.

Will classmates who start learning a second foreign language from 3-10 suddenly stop learning a second foreign language from the age of 12-15? Similarly, students who began to enter second language introduction at 12-15 will not become beginners again in 18-60. These are all issues that we need to think about.

Moreover, in the study of Lightbrown, the individual differences in the post-population's second foreign level are greater. A teacher with ten years of TESOL experience says: planting trees young and searching for treasures at an older age. Regardless of the purpose, the younger the learner is, the higher the probability of achieving second language success compared to older learners who start learning.

What I want to say here is a concrete example of whether a particular factor significantly impacts second language acquisition. When the variable is the same, but the effects of second language acquisition vary greatly, can it be explained laterally that this variable is relatively insignificant? Or not the decisive factor. And we need to set a standard for good second foreign language learning there.

The screening policy in G6-G7 foreign language middle schools provides a good filter for second language learning outcomes. For example, in first-tier cities in China, many samples of students of the same age can be extracted from G6. These students were all born in the same year but

came from different primary schools and were exposed to English early on. However, the number of screened students from schools varies greatly. Almost every junior high school needs to filter out students with good second language acquisition results, and the criteria for good results are generally the same. In the same city, with roughly the same curriculum standards, what have schools for second language learners who learn a foreign language far beyond the government's prescribed curriculum standards done correctly? A top 1 foreign language junior high school charges about 30 people per year in School A but only about 3 per year in School B. It is generally the case every year.

Reviewing the second language model of School A is the critical point. School A adopts a learning system like Stephen Krashen's second language acquisition to achieve dual language acquisition rather than learning.

The classroom model of School A is accomplished by students' enjoyment of language, while most schools in B focus on teachers learning some knowledge about a second language. For example, remember the concepts and grammatical rules of how to use this vocabulary. Regarding comparison after class, the main task of School A is to learn some skills to analyze characters from the second language picture book or context. At the same time, School B primarily uses it to memorize the dictation of words and grammar rules.

Conclusion

Fortunately, the factors determining the success of second language acquisition are not intrinsic or incidental to genes. In the general survey of age, personality, talent, and motivation, Lightbrown's analysis is not the decisive factor for second language success. In this review, personality and motivation are not separately mentioned for the same reason as age. Both have a promoting effect on second language acquisition but are not decisive factors. In fact, among the decisive factors for second language acquisition, there are also uncertainties. This decisive factor is the language learning model, which has just outlined two apparent patterns of acquisition and learning. Stephen Krashen's five assumptions are crucial for second language learning, including comprehensible input based on input assumptions and concepts learned through the natural order. The learning concept of "from" i "to" i+1 "may be a significant direction in the study of second language acquisition in the future. Lead to the inductive approach to student-centered is an essential step in acquisition. Of course, with the determination of these general learning system models, there will be many uncertainties in implementing guides and methods. It is like knowing the results perfectly but not the process and method. There will be errors and trial and error in the form.

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