

FACTORS INFLUENCING SECOND LANGUAGE ACQUISITION

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Annotation: Motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are considered as factors that greatly influence someone in the process of his or her second language acquisition. Experts state that those factors give a more dominant contribution in SLA to learners variedly, depend on who the learners are, their age, how they behave toward the language, their cognitive ability, and also the way they learn.

Keywords: Second Language Acquisition, factors, influence, method.

IKKINCHI TILNI EGALLASHGA TA'SIR QILUVCHI OMILLAR

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Annotatsiya: Motivatsiya, munosabat, yosh, aql, qobiliyat, kognitiv uslub va shaxs ikkinchi tilni o'zlashtirish jarayonida katta ta'sir ko'rsatadigan omillar sifatida qaraladi. Mutaxassislarning ta'kidlashicha, bu omillar o'quvchilarga ITO'da ko'proq dominant hissa qo'shadi, ular o'quvchilarning kimligiga, ularning yoshiga, tilga qanday munosabatda bo'lishlariga, ularning kognitiv qobiliyatiga va shuningdek, o'rganish usullariga bog'liq.

Kalit so'zlar: Ikkinchi tilni o'zlashtirish, omillar, ta'sir, usul.

ФАКТОРЫ, ВЛИЯЮЩИЕ НА ОВЛАДЕНИЕ ВТОРЫМ ЯЗЫКОМ

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Аннотация: Мотивация, отношение, возраст, интеллект, способности, когнитивный стиль и личность считаются факторами, которые сильно влияют на человека в процессе овладения им вторым языком. Эксперты утверждают, что эти факторы в разной степени вносят более доминирующий вклад в ИВЯ для учащихся, зависят от того, кем являются учащиеся, их возраста, того, как они ведут себя по отношению к языку, их когнитивных способностей, а также от того, как они учатся.

Ключевые слова: овладение вторым языком, факторы, влияние, метод.

INTRODUCTION. This paper describes the definition of second language acquisition and factors that affect second language acquisition and the main point of this writing is discussing contributing factors in second language acquisition such as motivation, attitude, age, intelligence, aptitude, cognitive style, and personality. Some factors are said to be dominant and some others are being equal but each of them gives different contribution for the success or the failure of second language acquisition. It is believed that every normal child, given a normal upbringing, are successful in the acquisition of their first language. However, experience shows that some of them success variedly in acquiring their second language due to the factors influencing the process of second language acquisition.

MATERIALS AND METHODS. There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality. The aim of this session is to present these factors and their contribution to success or failure in second language acquisition.

Motivation is one of the most important factors in second language acquisition. Richards 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, 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'. They distinguish two types of motivation [1]:

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 news paper, etc.

It has been stated that learners can be influenced by both types of motivation. However, there are situations when one can be more effective than the other. Integrative motivation plays a major role where L2 is learned as a 'foreign language', while an instrumental motivation is more important where L2 functions as a 'second language'. Gardner links an integrative motivation to 'additive bilingualism' which means that learners add a second language to their skills with no harm to their mother tongue. Instrumental motivation is more likely to be linked to 'subtractive bilingualism', where the learners tend to replace the mother tongue by the target language [2].

RESULTS AND DISCUSSION. Ellis clarifies that attitude is sets of beliefs about factors as the target language culture, their own culture and,

in case of classroom learning, of their teachers, and the learning task they are given. Language attitudes are the attitude which speakers of different languages have toward other's languages or to their own language. Expression of positive or negative feelings toward a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of important, social status, etc. Gardner and Lambert have investigated a number of different attitudes, which were classified by Stern into three types [3]:

1. attitudes towards the community and people who speak L2,
2. attitudes towards learning and language concerned,
3. attitudes towards languages and language learning in general.

Certain personality characteristics and general interest in foreign languages of learners can influence them in a positive or negative way. It is also important how they feel about learning a particular language in a particular course and from a particular teacher. It is obvious that learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes.

Intelligence. Ellis says that intelligence is general ability to master academic skills. Intelligence is defined and measured in terms of linguistic and logical- mathematical abilities. Success in life and learning should correlate with high IQ (intelligence quotient) tests scores. The studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language but only as far as academic skills are concerned. Learners with high IQ achieve better results on language tests. It is proved that intelligence can predict the rate and success of SLA in the formal language classroom. "The ability to perform well in standard intelligence tests correlates highly with school related second language learning, but is unrelated to the learning of a second language for informal and social functions". It is assumed that some people are gifted and they learn foreign languages with ease. It was observed that learners acquire a language with different results despite the fact that they are at the same age and are equally motivated.

Gardner introduced a theory of Multiple Intelligences. He described eight types of intelligence [4]:

4. linguistic (sensitivity to spoken and written language, the capacity to use the language to accomplish certain goals);
5. logical-mathematical (ability to detect patterns, reason deductively and think logically);
6. spatial (ability to recognize and use the patterns of wide space and more confined areas);
7. musical (capacity to recognize and create musical pitches and rhythmic patterns);
8. bodily-kinesthetic (ability to use mental abilities to coordinate bodily

movements).

Aptitude. Aptitude refers to specific ability a learner has for learning a second language. Richards explains that aptitude is natural ability to learn a language. Further he adds that language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentences, etc. Students need aptitude - some specific abilities, which are responsible for learning languages [5].

The first tests that measured aptitude are Carroll and Sapon's Modern Language Aptitude Test and Pimsleur's Language Aptitude Battery. Carroll describes aptitude as a stable factor, which can not be trained; it is separate from motivation, achievement and intelligence. It is an ability that allows to learn a L2 faster and with less effort. He identified four factors in language aptitude: phonemic coding ability, grammatical sensitivity, inductive language learning ability and rote learning ability.

Learning styles. Learning style is also called cognitive style. It is the particular way in which a learner tries to learn something. In L2 or foreign language learning, different learner may prefer different solution to learning problems. Some learners may want explanations for grammatical rules (audio learners), some may feel writing down words and sentences help them to remember (kinesthetic learners). And others may find they remember things better if they are associated with picture (visual learners) mentions that learning style or strategy accounts for how learners accumulate new L2 rules and how they automate existing ones.

Self-esteem. People need some degree of self-esteem, self-confidence in order to succeed in any activity. Coopersmith provided the following definition of self-esteem: "By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy." People develop their sense of self-esteem as a result of the information they receive about themselves from others.

Empathy and extroversion

The other aspect of personality that has been studied is empathy – "the willingness and capacity to identify with others". It is perceived as an important factor in learning a foreign language but only as far as communication skills are concerned as it involves the participation in other people's feelings and ideas. Some studies tried to link empathy with the acquisition of the native-like pronunciation but it is considered as "an essential factor in the overall ability to acquire a second language rather than simply in the ability to acquire an authentic pronunciation" [6].

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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