

# DIFFERENCES OF LEARNERS

The slide features a solid blue background. At the bottom, there are several overlapping, wavy, light blue lines that create a sense of movement and depth, resembling a stylized horizon or a series of waves.

# AGE

## \* YOUNGER LEARNER

- \* They differ the manner of language acquisition. So, they highlight a higher levels of L2 proficiency due to their brain plasticity in which get more success in informal and naturalistic L2 context.

## \* OLDER LEARNERS

- \* Highlight the more instructional in settings, the capacity, the memory in vocabulary, and the ability to understand and apply grammatical rules to perform complex task in a real world

# SEX

## FEMALE

- Women highlight some characteristics such as verbal fluency , higher levels of articulatory and motor , ability and better at memorizing complex form.

## MALE

- For male highlight some characteristics such as more organized for speech and better at computing compositionals rules.

# APTITUDE

In the acquisition of L2 learning may highlight important aspects inside the learners

- talent to acquire language learning
- capacity to process auditory input into segments. (**Phonemic coding ability**)
- Ability to processing of the segmented auditory input by the brain **Inductive language learning ability** and **grammatical sensitivity**
- capacity to associate memory and determine appropriate L2 elements that are stored **Associative memory capacity**

# MOTIVATION

- \* L2 learners are more successful than others about individual motivation.
- \* On Integrative Motivation, learning L2 cause a desire to learn about or associate with the people or participate or integrate in the L2-using speech community.
- \* On instrumental Motivation increasing occupational or business opportunities, enhancing prestige and power, accessing scientific
- \* Altruistic reasons related to general communicative needs, desire to travel, and intellectual curiosity

# COGNITIVE STYLE

- \* It refers to the way of processing L2: i.e. of perceiving, conceptualizing, organizing, and recalling information
- \* Cognitive style involves different dimensions as
- \* Field-dependent — Field-independent
- \* Global — Particular
- \* Holistic — Analytic
- \* Deductive — Inductive
- \* Focus on meaning — Focus on form

- \* For example on linguistic structure
- \* Bialystok claims that adults tend to extend existing categories, while children notice differences and tend to create new categories
- \* On the age style , children might pronounce L2 with a foreign accent (but be less likely to) and adults might achieve native-like pronunciation (but are less likely to do so).

# PERSONALITY

- \* Personality dimensions may affect in most or less part the L2 outcomes and behavior of a learner or group of learners for example
- \* Personality dimension, introverts generally do better in school and extroverts talk-more with adults respectively
- \* However, a research realized to children on personality dimension. It shows that higher achievers on the academic language measures tended to be less passive, less compliant, and less dependent in coping with the challenges of learning English.
- \* To conclude, the personality dimension learning L2 may vary according the age, culture, customs etc



# LEARNING STRATEGIES

- \* Differential L2 outcomes may also be affected by individuals' **learning strategies**: i.e. the behaviors and techniques they adopt in their efforts to learn a second language. Eg.
- \* On cultural, individuals learn through their socialization experiences, and strategies
- \* Metacognitive, Cognitive and social /active are some alternatives that may influence learning as adults as well as younger.