



# **INDIVIDUAL DIFFERENCES IN L2 ACQUISITION**

**Ellis 2003, Chapter 8**

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# Elements

Language Aptitude

Motivation

Learning Strategies



# INTRODUCTION


A number of psychological dimensions of differences in learning L2 are many and various, such as:

- ❖ learners' personalities can influence the degree of anxiety, they experience and prepare to take risks in learning and using L2.
- ❖ Learners' learning styles may influence their overall orientation to the learning task and the kind of input, they find it easiest to work with.

# LANGUAGE APTITUDE


Jhon Carroll identifies a number of components of language aptitude, these are:

- Phonemic Coding Ability, the ability to identify the sounds of a foreign language.
- Grammatical Sensitivity, the ability to recognize the grammatical function of words in sentences.
- Inductive Language Learning Ability, the ability to identify the patterns of correspondence and relations between form and meaning.
- Rote Learning Ability, the ability to form and remember associations between stimuli.



Whether or to what extent language aptitude is related to success in L2 learning.

Learners who score highly on language aptitude tests typically learn rapidly and achieve higher level of L2 proficiency than they who obtain low scores.



SLA perspective: How does language aptitude  
relate to the process of interlanguage  
development?

The possibility is that different components of  
language aptitude may be implicated in  
different stage of processing.

# MOTIVATION

Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2.

There are various kinds of motivation:

- Instrumental Motivation
- Integrative Motivation
- Resultative Motivation
- Instinctive Motivation



# Instrumental Motivation

- In some learning context, an instrumental motivation seems to be the major force determining success in L2 learning.
- For example, in setting where learners are motivated to learn an L2 because it opens up educational and economic opportunities for them



# Integrative Motivation

- Some learners may choose to learn a particular L2 because they are interested in the people and culture represented by the target language group.
- For example, it is this integrative orientation that underlies the motivation that many English speaking Canadians have for learning French.




# Resultative Motivation

- An assumption of the research referred to above is that motivation is the cause of L2 achievement. However, it is also possible that motivation is the result of learning.
- That is, learners who experience success in learning may become more, or in some context, less motivated to learn.
- This helps to explain the conflicting research results.

# Instinctive Motivation

- In some learning situations, it may not be learners' general reasons for learning an L2 that are crucial in determining their motivation.
- Motivation involves the arousal and maintenance of curiosity and can flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities.



Motivation is clearly a highly complex phenomenon. These four types of motivation should be seen as complementary rather than as distinct and oppositional.

Learners can be both integratively and instrumentally motivated at one and the same time.

Motivation can result from learning as well as cause it. Furthermore, motivation is dynamic in nature; it is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task.

# LEARNING STRATEGIES

Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2.

# Different Kinds of Learning Strategies

- Cognitive Strategies
- Metacognitive Strategies
- Social/effective Strategies

# Cognitive Strategies

Cognitive strategies are those that are involved in the analysis, synthesis, or transformation of learning materials.



# Metacognitive Strategies

Metacognitive Strategies are those involved in planning, monitoring, and evaluating learning.



# Social/effective Strategies

Social/effective Strategies concern the ways in which learners choose to interact with other speakers.



# Various attempts to discover which strategies are important for L2 acquisition

- Learners pay attention to both form  
the meaning
- Good language learners are also very  
active
- Show awareness of the learning process  
And their own personal learning style



THANK YOU