

Critical Period Hypothesis: A comparative study between young and adult learners.

Sadia Margoob

Student ID:12303001

Department of English and Humanities

December2015



Inspiring Excellence

BRAC UNIVERSITY, Dhaka, Bangladesh

Critical Period Hypothesis: A comparative study between young and adult learners.

**A Thesis submitted to the
English and Humanities Department
Of
BRAC UNIVERSITY**

**Submitted By
Sadia Margoob
Student ID: 12303001**

**In Partial fulfillment of the requirements for the degree
of
Bachelor of Arts in English**



Inspiring Excellence

BRAC UNIVERSITY, Dhaka, Bangladesh

December 2015

Acknowledgement

I am grateful to my Almighty Allah, the ever graceful and merciful who gave the strength and blessing to complete the thesis of my under graduation. Besides, I am also grateful to my parents for their endless support. They were always there for me whenever I needed them. Above and beyond, I am thankful to my thesis supervisor Dr. Asifa Sultana (Asst.Professor) of English and Humanities Department of BRAC University for her kind consent. Without her proper guidance it would not be possible. Last but not the least I would like to convey my earnest gratitude to those 40 participants for their kind collaboration during the survey.

Dedication

This dissertation is dedicated to my beloved parents.

Declaration

I Sadia Margoob (ID: 12303001) an under graduation student of English and Humanities Department of BRAC University declare that this is my original work (Except where acknowledgement indicate otherwise). This paper follows proper citation and free from plagiarism.

Signature:.....

Date:

Abstract

Critical Period Hypothesis is one of the central aspects of language acquisition discourse. In this study through a comparative series young and adult learners have been compared on different areas of language and skills as well. Due to various reasons they learn foreign language and everyone's comfortable and uncomfortable zones are different. Some adult learners feel easy with vocabulary whereas some young learners feel easy with speaking skills. In spite of having some differences and similarities according to them different linguistics aspect such as motivation, learner's belief play a significant role to learn a language before and after critical period.

Key words: Critical period hypothesis, young and adult learners, skills (reading, writing, speaking, listening), motivation, learner's belief, intelligence, nervousness.

Table of Content

Acknowledgement.....	iii
Declaration.....	iv
Dedication.....	v
Abstract.....	vi

Chapter 1

Introduction

Chapter 2

Literature Review

2.1 Definition of CPH

2.2 Supports for CPH

2.3 Evidence against CPH

2.4 Impact could be Partial

2.5 The current Circumstances

2.6 Criticism of the CPH

Chapter 3

Methodology

3.1 Research Type

3.2 Participants of the Study

3.3 Research Instrument

3.4 Procedure of Data Collection

3.5 Method of Analysis

3.6 Ethical Consideration

3.7 Obstacles Encountered

Chapter 4

Findings

4.1 Collection of Information

Chapter 5

Discussion

5.1 Analysis

Chapter 6

Conclusion

References

Appendix

Chapter 1

Introduction

“If you talk to a man in a language he understands, that goes to his head. If you talk to a man in his language that goes to his heart” Nelson Mandela.

Linguists define that human being learn languages within a specific time except their natural tongue. In 1959 Penfield and Robert and then in 1967 Lenneberg drew up a notion name “Critical Period Hypothesis” or (CPH). It is a perception in learning a second or foreign language. Learners acquire their native language naturally but the concept stated that there is a boundary of age in learning a second or foreign language. Additionally, their theory suggested that second or foreign language learning becomes very difficult and most of the time it remains incomplete after puberty. Some linguistics claimed the critical period starts at nine and ends at fourteen whereas some other linguists highlighted till sixteen years learners can learn foreign languages. The present arguments challenged the theories by many adult learners are learning foreign languages successfully keeping pace with young learners after crossing the critical period. Gürsoy (2011, p 759) stated “Snow (1983) argues that children are better in the ultimate level of achievement, whereas adults are faster in the acquisition process”. This study examines the areas of similarities and differences between two groups of learners before and after their critical period.

In the previous study, Littlewood (1984) claimed that at a first glance the young learners can take the language input easily than adult learners. Another study of Ganschow and Sparks (1996) recognized that affective filter contributes harmfully in the learning process of the learners. However, Littlewood (1984) stated “Experience shows, too, that many

adolescents and adults do acquire a high level of proficiency ...” (p 65). Additionally, language learning depends on interaction rather than on age.

However, the existence of critical and sensitive period is under debate. The more the learner interacts with others the more they get an opportunity to get explored with the new learned language. It is very hard to judge the expertise level. Nonlinguistic factors such as motivation, intelligence personality and learner’s belief work as determiners for learners. In point of fact, both age groups have different set of advantages and disadvantages whenever they learn a language. Both the groups learn same foreign language but face dissimilar obstacles. On the other contrary, sometimes the purpose gets matched with each other in case of knowing a foreign language.

The significance of the study is it will help to expand the knowledge regarding this area. Moreover, this domain incorporates the previous study and improves the arguments with the help of newly found data. In future, it might contribute to explore other parts related with the content of Critical Period Hypothesis.

Most of the previous studies and the survey regarding Critical Period Hypothesis had been done in western context. Those results may not match with our context. Also, this study regulates the general comparison between adult and young learners that how learning the same language sets up different goals. Alongside, to discover their interesting areas of various parts of a new language of both age groups. This study attempts to answer the following research questions.

Research Questions:

1. How both the age group considers the non-linguistics factors and the evaluation of themselves?
2. In which skill adult learners and young learners are comfortable and less comfortable?

Chapter 2

Literature Review

2.1 Definition of critical period hypothesis (CPH)

The Critical Period Hypothesis is widely known as CPH a common agenda in the field of Linguistics. It came through the serious thought of Penfield and Robert in 1959. Age factor is the key phrase of this theory. Additionally, R.L Trask (1997) mentioned in his book “In 1960s the American neurologist Eric Lenneberg proposed an explanation: we are born with a singular ability to learn languages, but this ability is ‘shut down’, probably by some genetic programming at around age thirteen, the cutoff age for first language acquisition” (p 63). They argued that language learning is beneficial at the age of nine and ends at the age of twelve. Later this was coined by Penfield and Robert’s successor Lenneberg in 1967 in details. The formal definition of CPH is “The critical period hypothesis (CPH) as proposed by Lenneberg (1967) holds that primary language acquisition must occur during a critical period which ends at about the age of puberty with the establishment of cerebral lateralization of function” (as cited in Snow &Hohle, 1978, p 1114). It suggests that learners should learn language at an early age before puberty. “These scholars, along with other researchers including Johnson and Newport (1989), support that languages become difficult to master after puberty” (as cited in Richman 2001, p 2). The investigation of the scholars found that the continuous process of learning second or foreign language began to weakening as the age flows on. Before that particular stage the brain works at its best speed, brain shows structural improvements as a result nerves are ready to process any sort of data that a young learner gives as input. On the contrary, “CPH has not been interpreted adequately in some cases, where it was assumed that by puberty you are “over the hill” to learn a

second language successfully” (as cited in Gursoy 2011, p 757). The interpretation of Gursoy revealed that once someone cross the limited age boundary, the function of brain does not remain active as it works in childhood, the possibility becomes less to learn a language. “... language learning that occurs after the critical period may not be based on the innate biological structures believed to contribute to first language acquisition or second language acquisition in early childhood” (Lightbown&Spada, 2006 p 68). This term also advised that language learning is much harder in maturity. Also “It was claimed that people who have not learned to speak by puberty were unlikely to do so, and learning a foreign language is both harder and follows a different learning pattern after puberty than before” (Elliot, 1981, p 24). Furthermore, the language learning process is related with biological factors. If a learner learns language within this span of time then the outcome seems fruitful. The pioneer of Linguistics Noam Chomsky came up with a conceptual notion called LAD (Language Acquisition Device) but in reality it does not exist. “Chomsky argues that a native speaker has access to knowledge about the structure of his language which guides him in his language use. Chomsky calls this knowledge linguistic competence” (Elliot, 1981, p 8). Through this device human acquire both first and second language comfortably. All over again, Guysoy (2011) emphasized on Chomsky’s view in her article “He argues that lateralization process develops during first language acquisition, as early as age five” (p758). Above and beyond, it advised that besides first language acquisition, it is more productive if learners start learning and practice second or foreign language without wasting any time.

1.2 Supports for CPH

Children learn their L1 in childhood. They learn, make mistakes and receive feedback. But there are some unfortunate children who do not get exposed to language even with their first

language as well. They are known as feral children. “Strong support for Lenneberg’s hypothesis comes from the observation of feral children: children who for some reasons have been denied normal access to language in early life” (Trask, 1997, p 64). Since CPH has a relationship with age, therefore the stories of Genie and Victor are recalled and their stories are the great examples and support the notion of CPH. Genie a young girl suffered from extreme isolation due to her father and rescued when she was at her thirteen. In his book R.L Trask (1997) mentioned “More recently, a French girl known as Isabelle and an American girl known as Genie were prevented by psychopathic parents from hearing any language” (p 64). Later, she was brought back in front of the society, came to the connection of people and language. But her left hemisphere of the cerebral cortex did not receive any stimulation for a long time. As a result she never learned even her first language. Her LAD (language acquisition Device) was not active to grab an input and deliver an output. “While she developed considerable communicative ability she failed to acquire many grammatical rules” (Ellis, 1997, p 68). Also, her cognitive development did not take place due to less interaction with others. According to sociocultural perspective “Learning is thought to occur when an individual interacts with an interlocutor within his or her zone of proximal development (ZPD)” (as cited in Lightbown and Spada, 2006, p 47). She learned some of the gestures. In the end, she failed to acquire a language. Similarly, Victor, a teen age French boy, lived in a forest and naturally he learned the sounds of the animals to communicate. When he came in touch of the human behavior and language he also faced difficulties in acquiring human language. Later, he was trained and guided up properly to learn a language but he faced the same scenario as Genie. Trask also mentioned “...fail to learn much after being taken into care” (Trask, 1997, p 64). An American woman known as Chelsa’s incident was another evidence that support CPH. She was deaf by born. At the age of 31 she began to learn language but her

cognitive development did not let her to come up with language. “Only at age thirty-one was she correctly diagnosed and given a hearing aid; she then began learning English but she too never made more than minimal progress” (Trask, 1997, p 64).

1.3 Evidence against CPH

The cases like Genie and Victor support the idea of critical period hypothesis but it didnot indicate that all cases exactly have to have the same reflection. Prominent linguistics presented their own theories regarding their own research that, after overcoming the critical period no one can learn language properly. But the recent cases made the linguists to rethink of their own works. “They argued that previous studies in support of CPH, including Johnson and Newport (1989, 1991), were inadequate because they did not specifically test post-pubescent non-native speakers who had appeared to achieve native-like performance” (Richman, 2011, p.4). Many learners took an attempt to learn any language after critical period. The evidence of Julie and Wes genuinely made everyone astonished. Again Richman (2011) mentioned “White and Genesee (1996) devised a study to challenge the CPH, through the lens of Universal Grammar (UG)” (p 4). In twentieth century the proposal of Chomsky described that human have an unique ability to learn a language in their own way. Universal Grammar (UG) tended to follow a set of common rules which associate them to construct sentences in any language. These cases also inclined to stand against critical period hypothesis. Again Ellis (1997) noted “In one case, Julie, an English woman, did not start learning Arabic until she was twenty-one years old but was found to perform like a native speaker on a variety of tests after she had lived in Cairo for twenty-six years” (p 68). This statement stated that the learning process of L1 is different compared to L2. Also, learners acquire first language in different environment. It has no similarities with the surroundings of second or foreign language. Subsequently, the learners do

not come into contact with the same type of social distance. The circumstance of Julie suggested that her environment has made her comfortable to become an expert of foreign language.

Another story was about Wes which also presented evidence against critical period hypothesis. His nationality is Japanese, thirty-three years old. Wes left school at the age of fifteen. So he did not acquire English language entirely. But due to his job purpose when he began to visit Hawaii he had to apply English. These types of learners are termed as naturalistic learner. (Ellis, 1997) “Someone who learns the language at the same time as learning to communicate in it”(p 6). It indicated that environment helped learners learn a foreign language. Since Wes was a native speaker of Japan and his English was not appropriate that level, but when he came into the contact of the Hawaii people he got the regular opportunities to use English. In future, Wes succeeded to apply grammatical features comparing with the native speakers of English. But the study showed that Wes had little knowledge about the language at the very beginning. Rod Ellis (1997) described that he used to practice with the progressive form such as (paint- painting). Later he noticed the expressions such (Hi, what’s up, what’s new). Ellis (1997) “Wes was adept at identifying these fixed phrases and that he practiced them consciously. They helped him develop fluency in using English” (p 08). Wes observed the daily conversation and became a successful interlocutor. Additionally, Gursoy (2011) mentioned “... puberty does not cause a big change in certain aspects of language acquisition” (p 759). These two evidences also referred that the desire and strong ambition of learners can make them successful in learning language. “ Successful language learning is more a result of interaction with native speakers and being unsuccessful is very much related with social, cultural or economic barriers to contact with native speakers” (Gursoy, 2011, p 759).

1.4 Impact could be partial

Many linguists categorized that language learning has a deep association with age factor. “Because of the way age intersects with a range of social, affective, educational and experiential variables clarifying its relationship with learning rate and/or success is a major challenge” (Contesse, 2008, p 170). This statement suggests that when a learner is young he/she has the clear and solid potential to come up with foreign language learning in comparison with the adult learners. Lightbown and Spada (2006) mentioned that immigrant families’ children feel comfortable with new language whereas their parents often fail to gain that proficiency. The young learners are very comfortable learning any kind of language. Certainly, the brain capacity loses as the days pass but it would not be wise to overlook the successful adult learners. “One often sees reference to Joseph Conrad, a native speaker of Polish who became a major writer in the English language” (Lightbown and Spada, 2006, p 68)

“Incorrect grammar and poor pronunciation in the FL characterize his daily performance” (Sparks, 1995, p 39). Sparks argued that adults learn language but they face pronunciation problems and score depressing result. Moreover, it was recommended in that the lack of native language proficiency affects the foreign language learning. Along with that low motivation, higher anxiety, poor attitude towards the FL learning also marked as the failure points. On the other hand, Pimslers et al (1962) stated in their writing that comparing to other factors such as intelligence, auditory memory and analytic ability motivation worked more strongly. It reveals the impact could be partial as well. In some areas the theory of CPH does not work. Currently, the adult learners learn foreign languages with their excellent learning skills. Besides, the complications that a young learner faces in learning a second or foreign language, but for the adult learners the same barriers might not work. Some might face problem in pronunciation

(phonology), vocabulary (morphology), grammar, syntax. Different studies pointed out that the older learners are better comparing with younger children in acquiring second language morphology and syntax. (e.g. Snow & Hohle, 1978).

Sometimes socio economic condition, education, cognitive speed as well as attention, memory capacities are considered the toughest barriers of language learning. Learners face different experiences; get familiar with new and exclusive samples of new languages at different platforms. Literally, the learning is diverse for both young and adult learners. It would not be sensible to compare the two age groups. The learning is about motivation, exposure. Another study defined language learning can take place successfully in childhood but after childhood it is also possible (e.g. Todd et al, 2000).

Different language tests are one way to judge the proficiency level of both young and adult learners. Researchers have claimed that it is very rigid to measure the proficiency level of both groups. Snow & Hohle (1978) mentioned that tests are very difficult to design which are applicable for young and adult learners at the same time. Therefore, through a series of tests it is not wise to decide the intelligence as well as the IQ of both groups. "Tests should be part of students' daily life, and not their tragedy" (Mattos, 2000, p 334). Only a few forms of examinations cannot make the judgement of the areas that young learners and adult learners are facing the same or different plights based on their age. Consequently, young learners might not face difficulty in grammar but the adult learners might have troubles.

Once more Richman (2011) stated that previous studies of Johnson and Newport (1989, 1991) were not sufficient because they did not examine post-pubescent non-native speakers who later attained native like performance. Rather White and Genesee claimed these

studies just picked up a small number of English learners who just began with their learning after puberty. The depiction of the findings gives the vivid picture about the fact that the older or adults learners are not inferior compared to young learners. Moreover, they are tending to expose more knowledge and practice than younger ones with the help of their unique learning style. Since the left hemisphere is responsible for making logical connections for language development, the mature people's right hemisphere also get involved with language processing with the flow of age. There are low risks of making frivolous grammatical mistakes; they can come up with more fruitful thought as well. Therefore, CPH finds little support in the research findings.

1.5 The current circumstances

Foreign language learners are a heterogeneous group. Apprentices come from different backgrounds. They also encompass various stage of knowledge. Learners face some common plights as Spark (1995) mentioned in his piece of writing that in foreign language learning it is very hard to maintain the flow of the classes, presentations, grammar and spelling difficulty at a time. However, sometimes too much course materials presentations, inability of comprehend sentences and questions can impact the learning. Alongside, problems arise in case of grammatical terms which are the common occurrence in Bangladeshi context. Sometimes in formal atmosphere the mediocre learners make illogical mistakes which are not acceptable at all. The mentors often judge them based on learners' grammatical comprehension. On the other hand, the factor of memorization is ignored by both age groups. But some grammatical terms need memorization. "I agree that the ultimate goal should be to teach people how to think, solve problems — and to create. Central to these capabilities, however, is the ability to remember things. The

more one knows (remembers), the more intellectual competencies one has to draw upon for thinking, problem solving, and even creativity” (Klemm, 2007, p 61).

Additionally, oral presentations problems and inability to spell the correct words are highlighted as drawbacks of both groups. Again Sparks (1995) included “Students with FL learning difficulties may initially do somewhat better with oral tests but their performance begins to erode when the amount and difficulty of the course content increases” (p 44). This statement conveys that too much course books can increase the pressure in students’ mind. As a result, they might not take the learning or the course as fun. It always might seem to burden to young and adult learners. Sparks (1995) described at the end that mild and gentle classroom, individual tutorial slots, modified face of instruction, perfect and appropriate oral presentation are some guidelines to come up with this draw backs. Since a class has a limited time schedule and maximum time the efficient students grab the chance to answer in a class, it is really a better idea to keep tutorial slots for the weaker students to discuss their weakness in private freely and boldly.

Zhang (2008) “Second language acquisition may be more difficult for some people due to certain social factors” (p 1). The magic spells of acquiring a foreign language are motivation, personality, attitude, environment, own interest and study habit. It is not something to work fully with brain’s plasticity. Motivation is considered as the strongest weapon to deal with second or foreign languages. “... there is ample evidence that positive motivation is associated with a willingness to keep learning” (Lightbown and Spada, 2006, p 63). A learner of any group may have little IQ or intelligence, but if that particular learner receive proper guide and motivation he/she can learn second or foreign languages with any ease. “Gardner and Lambert (1959) hypothesized that achievement in the learning of a second language is dependent upon the same

type of motivation that was necessary in order to learn the native language, namely the desire to become a member of a cultural group” (as cited in Pimsleur et al, 1962, p 167).

However, nervousness, worry, stress, inhibition as well as shyness, anxiety all these obstacles can be overcome through motivation. Among them anxiety may have a positive role to play in terms of learning. Lightbown and Spada (2006) showed “Of course it has also been argued that not all anxiety is bad and that a certain amount of tension can have a positive effect and even facilitate learning” (p 61). If a learner is careful and conscious during using a foreign language it is good for the interlocutor. It also prevents the speaker from making any major error. Scholars said that anxiety prohibits boosting the overconfidence.

Another determinant of second or foreign language learning is personality factor. There are mainly two types of personalities, extrovert and introvert. Depending on the general observation extrovert learners have much exposure to learn a foreign language. Basically, extroverts learners participate in conversation willingly. But the investigations completely deny this idea. Once again, Lightbown and Spada (2006) “Lily Wong- Fillmore (1979) found that, in certain learning situations, the quiet observant learner may have greater success” (p 61). The hidden meaning of this quotation is a learner can be introvert or extrovert. It does not matter that the introvert learners will fall behind. Language learning is completely relying on interest and the determination of the learners.

Environment and parents play another great role in learning a foreign language for both young and adult learners. Even the environment helps to build up the immersion where the candidate has to apply the new learned language. “Riney and Flege (1998) showed that living in an environment where the target language is the standard has a positive effect on older L2

learners' global pronunciation” (as cited in Todd et al, 2000, p 25). The above statement claims that as environment enables the input to the learners it works almost like a companion. It encourages both the groups, boost up their enthusiasm.

1.6 Criticism of the Critical Period Hypothesis

In the end, according to the researchers there is a factor of age in learning. Since learners acquire first language automatically. Therefore, age factor does not a key issue in first language acquisition. The age factor gave birth a lot of discussion in second and foreign language learning. Many renown scholars focused on crucial biological issues those were responsible for language learning. But the hypothesis of critical period which conveys that after puberty learners need to struggle a lot to learn any kind of language in comparison with the young learners. Furthermore, it refers some adults end up with less second or foreign language proficiency. But the further studies highlight some distinguishable areas that young and adults do not face the same plights. “But it is anything but clear whether different critical periods for phonology and syntax exists” (Qingxin, 2012, p 04).

The evidences of Genie and Victor strongly stated that there was the existence of critical period in human life. However, the present day evidences question CPH directly about the existence of it. Now days many adult learners learn foreign languages effectively for various purposes. That is why EL Newport claims in her article that in reality if there were the existence of CPH then adult learners hardly achieve high level proficiency(p739).

A language teacher must be cleared about the teaching process and the students of the classroom. Another delicate fact is delivering the feedback. The syllabus and the material is also a matter of great importance. If all these particulars remain under consideration then language

learning becomes an easy task for any learners. Qingxin (2012) also claimed “Language teachers need to know learners’ developmental process so as to know when it is and is not appropriate to focus on teaching specific systems or subsystems of language” (p 4).

The previous studies mentioned the positive reasons to learn a foreign language outside mother tongue in early childhood and the obstacles of the adult learners face after critical period. Therefore, this study is going to focus on the similarities and the differences of young and adult learners in the light of critical period hypothesis. In spite of leaning before and after CPH both of them are not expert at in same areas of language and skills. Additionally, the pervious literature briefly talked about the teaching method, different tests and main barriers of language learning. But there is a gap with the present context. This research will give importance to these studies and will connect with new findings to come to a new conclusion.

Chapter 3

Methodology

In order to complete the paper the researcher followed a method for the collection of data.

Later, the information helped the researcher to complete the paper.

3.1 Research Type

The study followed quantitative pattern. The reason behind choosing this method was this method allowed to know the concrete answers of the participants. There were twenty questions in total following the multiple choice question (MCQ). All the participants attended all the questions. Some questions required verification of their answers. The participants specified the cause of choosing particular options.

3.3 Participants of the study

There were overall forty participants. Twenty members belong to the adult learners group (after puberty) and twenty members belong to young learners group (before puberty). Most of the adult participants were from BRAC UNIVERSITY who learned “French” as foreign language. The others learned different foreign languages in various institutions. Young learners were from different English medium schools.

3.4: Research Instrument

The research instrument of this study was a survey question consisted of twenty questions. The survey question covered all the inquiries that were essential for the study.

3.5 Procedure of data collection

At first the forty participants were selected. The researcher gave away the survey questions to them within the university premises. They filled the survey with enthusiasm within a short span of time. The researcher contacted with other participants through Facebook and they completed the survey through online. In case of the young learners, the researcher went to language institute and collected the response.

3.6 Method of Analysis

The researcher used the MS word for writing the survey. The survey question included the areas of skills, their comfortable sectors of language aspect and also some other research related questions. Since there were forty participants therefore, the researcher converted their answer into percentage. The advantage of doing the percentage later helped a lot to determine the differences and similarities of both groups.

3.7 Ethical Consideration

This study had been done by maintaining the comfort zone of the participants. The participants were given the proposal by the researcher to take part as the contributors in this study. They were not made bound to participate. A behavioral code was maintained and respect sustained at the time of data assortment. On the other hand, all the participants were curious to answer and be a part of this research.

3.8 Obstacles encountered

The first obstacle that the researcher faced was to find out the forty participants at a time. Some of them could not participate due to their busy schedule of study. In terms of the young

learners it was hard to make them understand the importance of the survey. Since they were school students so the researcher had to explain the meaning of some questions which they pointed out hard. At last the investigator met a trouble to place the questions for the both age groups that could get suit for everyone.

Chapter 4

Findings and analysis of the data

In this chapter the researcher presents the findings of the study based on the data that was collected from both groups young and adult learners.

4.1 Collection of Information

Since this study talks about why the learners of different age groups learn foreign languages. Four types of alternatives have been placed except two questions have three types in the survey. Every participant has marked the alternative that work actively as a purpose behind learning any foreign language.

Age:

At the beginning the researcher has sort out the age. The two age groups are: 13-17 and 20-24.

The identification of age has helped the researcher to synchronize the data perfectly.

Table 1

Purpose of learning foreign language

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Course of academic Curriculum	06/20	30%	05/20	25%
Interest	05/20	25%	08/20	40%
Job/Certificate/Working Opportunity	06/20	30%	02/20	10%
Scholarship	03/20	15%	05/20	25%

This table depicts that 30% of the adult learners marked the academic curriculum. Similarly, 25% of the young learners learn for the same purpose. 25% of the adult learn due to passion or for the sake of their own interest where the ratio is 40% in case of young learners. Only 15% of the adult learners give effort to learn just for scholarship in abroad. Besides, an increasing rate of 10% means 25% of the young learners prefer the scholarship. 30% highlights better working opportunity/certificate but nearly 10% of the young learners did not attempt.

Table 2

Comfortable Skill

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Reading	03/20	15%	04/20	20%
Speaking	03/20	15%	06/20	30%
Writing	06/20	30%	02/20	20%
Listening	03/20	15%	01/20	5%
Multiple Answer	05/20	25%	05/20	25%
(Reading, Writing, Speaking)				

The above table shows that the adult learners are very much comfortable with writing of newly learned foreign language but the proportion is 10% less which is 20% in case of the young learners. Reading, listening and speaking skill get the amount of 15% each from the adult learners. However, the young learners' column shows 20% in reading, 30% in speaking and 5% in listening. The multiple choice answer's ratio is same 25% where learners ensured they are contented with more than two skills at a time. As a result they voted for reading, writing and speaking.

Table 3

Less Comfortable Skill

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Reading	01/20	5%	08/20	40%
Speaking	10/20	50%	06/20	30%
Writing	04/20	20%	05/20	25%
Listening	05/20	25%	05/20	25%

It says that 50% of adult learners are not comfortable with speaking skill. Another problem is the pronunciation. The young learners' column shows it is 30%. 5% of the adult learners face difficulty in reading and 40% in case of young group because of introducing of new alphabets. The main cause is that they take time to read and sometimes it is hard to understand the context. 20% of adult learners feel less comfortable in writing skill. According to them while writing something they need to use more enrich vocabulary which they lack sometimes. Comparing to young learners the amount is 25%. Lastly, about 25% of both of the groups mentioned their opinion regarding the listening skill. Just like the young learners they talk about freely and came up that it is very tough to catch the foreign pronunciation of the native speakers.

Table 4*Pressure in learning language*

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Yes	04/20	20%	04/20	20%
No	02/20	10%	08/20	40%
To some extent	14/20	70%	04/20	20%
Rarely	--	--	04/20	20%

The ratio says that in total 70% of the adult learners raised their pen to mark the third option “To some extent”. 20% of the young learners went for the same reply as well. 20% of young and adult marked 1st option “Yes” learning a foreign language is a pressure. 10% of the adult learners said learning a new language does not create pressure. But a huge proportion of 40% also went with the same flow. On the other contrary, 20% the young learners marked “Rarely” whereas the adult learners did not attend the answer.

Table 5*Satisfaction in learning Style*

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Yes	08/20	40%	10/20	50%
No	05/20	25%	--	--
To some extent	06/20	30%	07/20	35%
Rarely	--	--	03/20	15%

40% of the adult learners are satisfied with their learning style. The ratio does not differ that much in comparing the young learner's answers which is 50%. The materials are books, slides, video clip and audio clip. 25% of the adult learners marked 'No'. No response from the young learners in that case. The other 30% and 35% individually are satisfied with the learning style but it could be better. 15% are rarely happy with it. But here the adult learners did not show any response.

Table 6

Intelligence as a key factor

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Strongly Agree	03/20	15%	04/20	20%
Agree	11/20	55%	08/20	40%
Neutral	03/20	15%	03/20	15%
Not Agree	03/20	15%	05/20	25%

The above table represents the proportion of the percentage. 55% of the adult learners marked intelligence is the key factor of learning a foreign language. However, the reply is 40% of other group. 15% is the quantity for both the options of strongly agree and neutral. 15% of the adult people raised their pen for not agree. Consequently, 25% is the amount of young learners. Otherwise, the 20% of the young learners' ratio supports "Strongly agree". Only 15% of the adult and young learners support the young learners in terms of neutral.

Table 7*Performance hinder*

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Anxiety	03/20	15%	--	--
Nervousness	08/20	40%	11/20	55%
Lack of Concentration	01/20	5%	01/20	5%
Shyness	08/20	40%	02/20	10%

A big proportion of adult and young learners vote for nervousness that hinders their performance. The ratio is 40% and 55% respectively. Since anxiety has a broader meaning therefore 15% of them marked as the drawback. On the other hand, none of the young learners say anything in favor of anxiety. In total 10% of the young people say “Shyness” is the cause that affected their performance. Just like young learners “Shyness” is highlighted by 40% of the adult learners which is a noticeable amount. Again, the table indicates the same result 5% for “Lack of Concentration”. According to them it acts like a negative point. Above all, some participants voted for multiple reasons which are nervousness and shyness.

Table 8

Teaching Method

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Example Based	09/20	45%	06/20	30%
Rule Based	--	--	04/20	20%
Slide Based 01/20	--	--	--	--
Interaction	07/20	35%	07/20	35%
Multiple Answer	04/20	20%	03/20	15%
(Example and Interaction Based)				

Example based method got the highest priority in case of both groups in the survey. The amount is 45% and 30% individually. But slide based did not obtain any reply from any group. Around 20% of the young learners rarely interested in rule based learning process. Once more, both groups think the same whereas ratio is 35% directs to interaction based learning.

Table 9

Memorization

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Yes	04/20	20%	05/20	25%
No	11/20	55%	06/20	30%
To some extent	05/20	25%	06/20	30%
No comments	--	--	03/20	15%

Naturally, the adult learners' brain has lost the plasticity according to the neurology with the flow of age. Thus, 55% in the survey result supports the concept of whatever the linguistics/neurologist have stated. So, the other column shows 30% of the young learners do not feel comfortable with memorizing at all. Most of them belong to English medium schools and their curriculum does not boost them for memorize. They must understand the basic of the subject. 25% of adult and 30% young learners mutually vote for "To some extent". Some components of any language require memorization. At last 15% of the young learners want to avoid the question where as 20% and 25% of the participants raise their pen for "Yes".

Table 10

Useful Feedback

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
At the beginning	--	--	03/20	15%
At the end	07/20	35%	07/20	35%
Immediate Feedback	11/20	55%	10/20	50%

Feedback plays an important role in any kind of learning. Since both the age group is giving effort to learn a 3rd language hence the same 35 percentage say they prefer to get immediate feedback. Sometimes the teacher points out some common mistakes at the beginning. But only 15% of the young learners marked “ At the beginning”. While, the adult learners kept the option unmarked. Immediate feedback received maximum response. 55% is the ratio for adults and 50% is the ratio for young learners.

Table 11

Practice of newly learned language

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Yes	10/20	50%	07/20	35%
No	03/20	15%	03/20	15%
Sometimes	--	--	07/20	35%
Rarely	03/20	15%	03/20	15%

It is mentioned earlier language deserves more exposure than anything else. Therefore, it is obvious that the newly learned language needs to be practiced regularly and properly. 50% of the adult learners tend to believe that that they take everyday initiative to interact with others. 15% of adult learners marked “No” because the environment is not reassuring to that expected extent where new learners could show their talent. As a result 15% answer the option “Rarely”. None of them went for the alternative “Sometimes”. Additionally, 35% of the young learners put a mark on “Sometimes”. Moreover, 35% of the young learners agree with 70% of the adults learners. Again, the table shows the equal ratio for the option “No” which is 15%. “Rarely” got 15% and 15% response individually.

Table 12*Intelligence as considered better learner*

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Not really	02/20	10%	07/20	35%
To certain level	08/20	40%	05/20	25%
Agree	08/20	40%	05/20	25%
Neutral	02/20	10%	02/20	10%

Intelligence is the key aspect of linguistics. 40% and 25% of adult and young learners vote for “ To certain level”.Consequently, another 40% of adult learners directly agree that intelligence can make anyone better learner. 25% is the amount of response of young learners. On the other contrary, 10% of the matured group think it is not the truth that intelligence is the key aspect to refer anyone a better learner. 35% of young learners also give their complete support to “Not really”. But 10% remain neutral of both groups as well.

Table 13*Strongest Weapon*

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Motivation	11/20	55%	02/20	10%
Intelligence	02/20	10%	01/20	5%
Learner's Belief	06/20	30%	14/20	70%
Personality	--	--	03/20	15%

The calculation says that a large number 55% of adult learners believe motivation can be the strongest weapon to come up with a 3rd language. But the response is opposite, only 10% young learners think “Motivation” can play a supporting role. 30% adult pupils tend to reach an agreement that learner’s belief can be the strongest point. Keeping a balance with the matured learners 70% of the young learners raised their pen in favor of “Learner’s Belief”. Comparing to other options, “Intelligence” got only 10% and 5% preference from adults and young respectively. “Personality gained 15% from young learners although no adult considers the personality factor but 15% of the young learners go for personality (Extrovert/Introvert).

Table 14

Strong point of language

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Vocabulary	05/20	25%	02/20	10%
Grammar	03/20	15%	02/20	10%
Pronunciation	03/20	15%	06/20	30%
Spelling	02/20	10%	06/20	30%
Multiple Answer	07/20	35%	01/20	5%

(Grammar, pronunciation
Spelling)

25% of the adult learners consider that vocabulary is their strong point at the same time only 10% of young learners vote for the same. One of the reasons behind saying so is they ponder if someone is familiar with more words than the learner knows 90% of the language. Grammar and pronunciation received same 15% amount of response from adult learners. Similarly, 10% of young learners marked for grammar and 30% for pronunciation. Some of them referred that others do praise about their good as well as fluent pronunciation. For spelling the ratio is only 10%. 30% of young pupils selected spelling as their strongest language aspect. Above all, 35% of adult and 5% of young provided multiple answers as well.

Table 15

Weak point of language

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Vocabulary	04/20	20%	06/20	30%
Grammar	06/20	30%	05/20	25%
Pronunciation	03/20	15%	03/20	15%
Spelling	03/20	15%	03/20	15%
Multiple Answer	04/20	20%	01/20	5%
	(Grammar, Spelling)		(Vocabulary, Spelling)	

Grammar received the maximum reaction from the adult learners. 30% of them face a huge amount of difficulty in grammar where the proportion is 25% in case of young learners. 15% is the percentage of Pronunciation and Spelling from both groups. Unconsciously most learners claimed they make mistakes in spelling. The same phenomenon takes place in terms of young learners. 5% of the younger learners choose multiple answers (Vocabulary and Spelling). While, the adult learners of 20% put a mark for multiple answers specially for grammar and spelling.

Table 16

Good source of learning a new language

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Movies	07/20	35%	09/20	45%
Stories	04/20	20%	05/20	25%
Migration	02/20	10%	01/20	5%
Different Programs	02/20	10%	01/20	5%
Multiple Answer	04/20	20%	04/20	20%
	(Stories, Movies)		(Different Programs, Movies)	

35% of the adults consider that movies can be the best source of learning a new language. Now days many educative movies as well as art films made by good directors. So, it can be relaxing to watch and learn some new words and expression according to the survey answer. The table shows also close ratio which is 10% more 45% in terms of young learners. Those who have a habit of reading story books everybody point out that story can be another beneficial foundation of learning. The ratio is also close here 20% and 25% respectively. Migration and different programs got equivalent percentage which is 5% from the side of young learners and 10% from adult learners. Although, some learners vote for double options movies and story books. The ratio is 20% showing on the above table.

Table 17

Evaluation of proficiency with score

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Yes	04/20	20%	03/20	15%
No	12/20	60%	05/20	25%
Partially	03/20	15%	08/20	40%
No Comments	01/20	5%	04/20	20%

No score can judge a learner accurately. The participants of the survey also think the same. 60% of the adult learners raised their pen on option “No” though 25% of the young pupil’s opinion get matched with 60%. 20% of adults think “Yes” grade can evaluate the language proficiency where the young learners’ percentage is 15. “Partially” receives 15% amount of adults but comparing to the adults fraction the young learners amount is high which is 40%. It means their position exits in between “Yes” and “No”. But 5% and 20% individually do not attend the inquiry.

Table 18

Main teaching material

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
Movies	02/20	10%	03/20	15%
Slides	06/20	30%	04/20	20%
Books and Slides	02/20	10%	06/20	30%
Books	10/20	50%	07/20	35%

35% the young learners mainly follow the books with ample of exercise items. In case of matured learners it is 50%. But Movies receive 10% and 15% quantity separately. Books and slides got comparatively 10% from adult learner and 30% from young learners. Material "Slide" is marked by 30% and 20% respectively.

Table 19

Average score of the participants

	Adult Learners		Young learners	
	Raw Data	Percentage	Raw data	Percentage
5/10	04/20	20%	02/20	10%
7/10-7.5/10	07/20	35%	07/20	35%
8/10	05/20	25%	01/20	5%
9/10	02/20	10%	07/20	35%
Not Sure	02/20	10%	03/20	15%

Around 20% of adult ranked themselves 5 out of 10 whereas the amount is less which is 10% according to young learners. 35% of both young and adult learners believe that they score average and they marked themselves 7 out of 10. 25% and 5% pupil placed themselves in 8th category. However, 35% of the young learners are really very confident and gave 9 out of 10 whereas 10% adult learners keep them under the same category. At last the table shows that 10% and 15% of both groups' learners are not aware of their position.

Chapter 5

Discussion

After synchronizing all the findings the researcher used them in the discussion chapter to come up with an outcome of the study.

5.2 Analysis

The survey results shows not all the young and adult learners are good at same skill. It differs from person to person. Since adult learners are comparatively reserved, a big ratio of 50% does not feel comfortable with speaking skill. A possible reason could be they have stage phobia and pronunciation problem. As most of the adult participants belong to Bengali medium background therefore their pronunciation is not up to the mark as well. Comparatively, around 30% of the young learners are easy with speaking skills. Again a possible reason could be they love to present themselves. They want the world to know them as talented learners. They participate in every activity of the classroom, they repeat things more.

On the other hand, adults feel comfortable in writing. However, writing is completely a personal task. Participants consider that no interference takes place; the comments can be received individually. Whereas 20% of the young learners also want to go with the same flow. However, a point of argument between two groups can be spelling errors.

Intelligence is needed for any kind of learning. The contributors of the survey also think the same. 60% of the adult and 40% of the young learners support the intelligence as a crucial factor. Similarly, 40% of adult and 25% of young said to certain level intelligence makes a learner a better one. But definitely it does not mean learners without intelligence are incapable of

learning language. In another similar question 55% of the adult learners chose motivation. The notion of the adult learners brace the idea "...motivation to learn a foreign language seems to be more important than previously-studied factors such as intelligence, auditory memory, analytic ability, etc" (Pimssleur etal, 1962 p 167). The researcher also believes that proper guidance and inspiration from teacher, families and friends and most importantly from the environment make anyone to adjust with the new learning. Consequently, another differences draws up when a big portion of young learners tend to put a mark of on Learner's Belief. If the instruction is delivered in a comprehensible way then there is a possibility that learning becomes easy in the classroom. It is completely a new finding but the previous studies did not talk about much rather it focused on the role of motivation.

The study shows that 40% of the adult learners 50% of the young learners are pleased with their learning pattern. In an alternative question they prefer example and interaction based learning style. The possible issue would be rules do not play a significant role with the real circumstances. Moreover, it is also shown in the previous study, that with following these two methods a teacher can mark the progress of the learners. Qingxin (2012) claimed in the literature review a teacher should know about the capturing capacity of the learners. More interaction will let the teacher know about what to teach and when to teach.

Furthermore, it is apparent that language needs more practice than anything. 70% of the adult learners practice the recently learned language but due to some adverse consequences of the environment the learners are not satisfied. Moreover, the adult learners are making their environment positive enough to practice the newly learned language whereas 35% of the young learners said they do practice sometimes. Therefore, from the findings it comes to a conclusion

that in spite of being young learners it might not mean that they are better than matured learners. After all, “Practice makes the man perfect”.

In a previous study Richman (2011) mentioned that adult and young learners might or might not feel the same plights. Coincidentally, the notion gets matched with the present study. Vocabulary is the most comfortable zone of the adult learners. It can be related with the strategic competence theory. Since they have more knowledge and exposure to the environment they easily relate words with other objects which later tend them to recall the target word. The survey result portrays exactly the opposite scenario that only 10% of the young learners nominated the vocabulary option. They are not comfortable with vocabulary. A possible reason can be they do less reading books outside their text. Additionally, the grammar is the hardest topic for both of them.

Proficiency level of the language is still a controversial matter. Designing a test is very difficult. Moreover, it is very difficult to identify who is the better learner after examining the score. The survey also supports the thought of Snow and Hohle (1978) “It is, of course, very difficult to design tests which are equally usable with 5- year-olds and with adults” (p 1123). As a result, most of the participants grade themselves as average learners. However, tests should play the role of the progress indicator not to bring the depression in the learners.

Nervousness is the mainstream barrier that hinders the performance based on the survey. It fetches a negative thought in learner’s mind. Learners should get rid of it as soon as possible. Similarly, few learners marked the anxiety that is responsible to score a dismal performance. But a slight level of anxiety is positive for any learning. Lightbown & Spada (2006) claimed that anxiety does not allow the chance to grow the over confidence. Too much over confidence may bring disaster and sometimes put an end mark in learning.

Memorization depends on personal capacity according to the researcher. The proportion 55% of adult and 30% of the young participants told they do not prefer memorization. Here the researcher disagrees with the participants. Certain feature of language needs memorization. Though a big ratio do not support this but the researcher tend to believe that memorization is necessary not for all cases but for some cases. Klemm (2007, p 61) "I agree that the ultimate goal should be to teach people how to think, solve problems — and to create. Central to these capabilities, however, is the ability to remember things. The more one knows (remembers), the more intellectual competencies one has to draw upon for thinking, problem solving, and even creativity". If the participants do not remember what they learned then the learning remains meaningless.

The survey shows that the purpose of learning a foreign language is not same. 30% and 25% of the adult and young learners learn as a course of their academic curriculum. Another 30% of the adults learn for job purpose. Sparks included (1995) "Students with FL learning difficulties may initially do somewhat better with oral tests but their performance begins to erode when the amount and difficulty of the course content increases" (p 44). In spite of having various purposes the leaning should not be boring. Therefore, according to the findings the possible way to make the learning is to show movies, providing good materials.

This survey calls a criticism of critical period hypothesis. Learners who crossed the critical period are learning the 3rd language fruitfully. But Lenneberg's theory clearly state that after crossing the critical period it is difficult to learn a language. This study brings some differences and similarities of young and adult in Bangladeshi context. But the issue is they are learning a language. But there might be the existence of sensitive period. Learner can learn but the neural components might work slowly compared to young learner.

Chapter 6

Conclusion

The purpose of the study is to do a research of critical period hypothesis in Bangladeshi context. According to the findings there are lots of similarities and differences between young and adult learners. First of all both the age groups have different reasons to learn a foreign language. The common similarities are they learn for job purpose and course of their academic curriculum. Moreover, both the groups do not feel comfortable in same skill. 30% of the young learners are good at speaking whereas the same ratio feel comfortable with writing. According to the participants intelligence is not a big issue. It should not be the major criteria to judge a learners overall performance. Most of the adult learners believe motivation and young learners think learner's belief is the strongest weapon to learn a language.

In spite of the differences both the age groups agree that example and interaction based learning system may bring more success in language learning. It will foster the communication strategies of the learners. In addition, nervousness works as a common barrier for both groups. In terms of score maximum number of young and adults learners marked themselves as an average learners. But the score cannot the proficiency level.

This study might contribute in future research because this study includes the recent thought of the participants. Though the survey could be done in a broader area but due to some limitations the researcher could not manage it. Despite, of some drawbacks this study contains the authentic data. The study comes to a conclusion that the age might be different but learning can take place at any age. It is universal that everybody will not be an expert in all areas because of their own limitations.

References

Contesse, Christian Abello (2008). Key Concepts in ELT: Age and the critical period hypothesis.

ELT Journal, Vol 63 (2), 170-171.

Ellis, Rod (1997). *Second Language Acquisition*. New York, NY: Oxford University Press.

Elliot, Alison J (1981). *Child language*. USA: Cambridge University Press.

Ellis, Rod (1985). *Understanding Second Language Acquisition*. New York, NY: Oxford

University Press.

Ganschow, Leonore & Sparks, Richard (1996). Anxiety about Foreign Learning among High

School Women. *The Modern Language Journal*, Vol 80 (2), 199-212.

<http://www.jstor.org/stable/328636>

Gursoy, Esim (2011). The Critical Period Hypothesis Revisited: The implications for Current

Foreign Language Teaching to Young Learners. *JOURNAL OF LANGUAGE*

TEACHING AND RESEARCH, Vol. 2 (4), 757-762. doi:10.4304/jltr.2.4.757-762

Hakuta, Kenji, Bialystok, Ellen, & Wiley, Edward (2003). Critical Evidence: A test of the

Critical Period Hypothesis for Second Language Acquisition. *Psychological Science*, Vol

14 (01), 31-38.

<http://www.jstor.org/stable/40063748>

Klemm, William R. (2007). What Good Is Learning If You Don't Remember It? *The Journal*

of Effective Teaching, Vol. 7 (1), 61-73

Littlehood, William T (1984). *Foreign and Second Language Learning: Language- acquisition research and its implications for the classroom*. England : Cambridge University Press.

Lightbrown, Patsy M & Spada, Nina (2006). *How languages are Learned*. New York, NY: Oxford University Press.

Mattos, Andrea Manchado de Almeida (2000). A Vigotskian approach to evaluation in foreign language learning contexts. *ELT Journal*, Vol 54 (4), 335-344

<http://eltj.oxfordjournals.org/>

McNamara, Tim (2000). *Language Testing*. New York , NY: Oxford University Press.

Newport, EL (2006). Language Development, Critical Periods In. 737-740.

DOI: 10.1002/0470018860.s00506

Pimsleue, Paul, Mosberg, Ludwig, & Morrison, Andrew L. (1962). Student Factors in Foreign Language Learning. *The Modern Language Journal*, Vol 46(4), 160-170.

<http://www.jstor.org/stable/321319>

Qingxin, Zhao (2012). Is There A Critical Period For Second Language Acquisition? *2012 International Conference on Education Technology and Computer (ICETC2012)*, Vol.43.

Richman, Lindsay (2011). The Critical Period Hypothesis. 2-10

Snow, Catherine E. & Hohle, Marian Hoefnagal (1978). The Critical Period for Language Acquisition: Evidence from Second Language Learning. *Child Development*, Vol. 49 (4), 1114- 1128.

<http://www.jstor.org/stable/1128751>

Sparks, Richard L (1995). Foreign Language Learning Problems and the At-Risk Learner.

Research and Teaching in Development Education, Vol 12(01), 39-53.

<http://www.jstor.org/stable/42802447>

Trask, R.L (1997). *Key Components in Language and Linguistics*. London : Routledge.

Todd, Stefka H., Marinova, Marshall, D., Bradford, & Snow, Catherine E. (2000). Three

Misconceptions about age and L2 Learning. *TESOL Quarterly*, Vol 34 (1), 9-34.

<http://www.jstor.org/stable/3588095>

Zhang, Yan (2008). The Role of Personality in Second Language Acquisition. *Asian Social Science* Vol. 4 (5), 58-59.

www.ccsenet.org/journal.html

Survey questions for thesis

1. Your age

- 10-12
- 13-17
- 20-24
- Above

2. What makes you learn a foreign language?

- Course of your academic curriculum
- Your Interest
- Job purpose/ Certificate/Working opportunity
- Scholarship

3. In which skill you feel comfortable?

- Reading
- Speaking
- Writing
- Listening

4. In which skill you feel less comfortable?

- Reading
- Speaking
- Writing

- Listening

❖ Whatever your answer please verify

5. Do you feel any pressure in learning a new language?

- Yes
- No
- To some extent
- Rarely

❖ Whatever your answer please verify

6. Are you satisfied with your learning style?

- Yes
- No
- To some extent
- Rarely

7. Intelligence is the key factor in learning a new language?

- Strongly Agree
- Agree
- Neutral
- Not agree

8. Which hinders your performance?

- Anxiety
- Nervousness
- Lack of concentration
- Shyness

9. Which method is useful according to you?

- Example based
- Rules based
- Slide based
- Interaction based

10. Are you comfortable with memorizing?

- Yes
- No
- To some extent
- Never

11. Which feedback is more useful?

- At the beginning
- At the end
- Immediate feedback

12. Do you practice the newly learned language outside the classroom?

- yes
- No
- Sometimes
- Rarely

13. People who have intelligence are considered as better learners, do you agree?

- Not really
- To certain level
- Agree
- Neutral

14. Which can be the strongest weapon in learning the new language?

- Motivation
- Intelligence
- Learner's Belief
- Personality (Extrovert/introvert)

15. What is your strong point?

- Vocabulary
- Grammar
- Pronunciation
- Spelling

❖ Please verify your answer.....

16. What is your weak point?

- Vocabulary
- Grammar
- Spelling
- Pronunciation

❖ Please verify

17. What can be the good source of learning a new language?

- Movies
- Stories
- Migration
- Different Programs

18. Do you think score can evaluate your proficiency?

- Yes
- No
- Partially
- I do not want to participate

19. What is your teaching materials?

- Books
- Movies
- Slides
- Books and slides

20. Can you provide your average score out of 10?

Thank You for completing survey 😊

