
Age isn't everything

Determinants of second language success in the early school years

Age is often considered *the* critical variable in determining the success of L2 learning, where the belief is that the younger the child, the more likely the success in foreign or L2 learning.

In this presentation I will review some of the evidence that speaks to this issue, both in terms of why age is an important variable, and also why it is not the only, nor possibly the most important, variable. I will argue that age is but one variable that interacts with many other factors relating to pedagogy, materials and student-led variables (e.g. attitudes, motivation) that influence the effectiveness of L2 learning in classroom-based contexts. These issues need to be considered within the specific contexts in which the young learner is acquiring the second or foreign language to precisely identify factors which determine successful L2 or foreign language outcomes.



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Her main focus of research is to examine the language and literacy development of EAL children, investigate factors influencing the success of child L2 learning and bilingualism, and to understand lexical development in both L1 and L2 learners. Victoria publishes widely in Applied Linguistics journals and has published two books on young language learners.
