



## METADATA

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### Abstract

The first linguists interested in languages approached the subject through analyses concerning almost exclusively on the structure of the system. Later, with the introduction of empirical research on the topic, quite a few researchers tried to find answers and explain how language acquisition takes place as they were not content with simply describing the structure of learner's language (Ellis, 1994: 16). At the same time, they sought to explain related phenomena, such as: a) "why do students make mistakes"? b) "Why does their language mark important marked regularities"? c) "Why did the language change systematically over time?". A series of factors or variables affecting language acquisition were observed to result from individual differences. Initially, these factors

were divided into strictly personal and others, more general, which seem to influence either the route of language acquisition (the order in which students acquire language phenomena), the speed of acquisition (rate), or the result (the level of language skills or proficiency that a user can reach). In the case of personal differences, the presumed influence appears to be more powerful as it is an observation of both teachers and students (as it was easier to detect, although this does not always produce safe results). The study focuses on the language proficiency and individual response of the students during second language acquisition concentrating on topics related to motivation, personality, age, aptitude, cognitive and learning style, and learning strategies.

