

The Influence of Age on English as a Second Language Development Among ESL Students

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Abstract

Age is one of the most important factors in learning English as a second language (ESL). It affects the speed, process, and results of language education. In this essay, cognitive, neurological, social, and educational factors that affect ESL learners of different ages are looked at to see how age affects ESL growth. Because their brains are more flexible, younger students often have a natural ability to learn phonology and fluency. On the other hand, older students may benefit from having more advanced cognitive and metalinguistic skills that help them learn grammar and words. This research uses different academic points of view to show the unique pros and cons of learning a second language (SLA) for different age groups. It also looks at how age, social relationships, learning environments, and motivation all affect language skills. This paper looks into these factors to give a full picture of the problems and successes that ESL students of all ages face. It also demonstrates how we can enhance teaching methods and course designs to enhance learning for a diverse range of students.

Keywords: *Influence, Age, English as a Second Language, Development, ESL Students*

Introduction

English as a Second Language (ESL) plays a crucial role in today's globalised world. Countries are increasingly using English as a common language for communication. This has increased the need for successful ESL learning. One of the most controversial issues in Second Language Acquisition (SLA) is the relationship between age and the process of learning a second language. Researchers, teachers, and policymakers have been attempting for a long time to determine the impact of age on the development of English as a second language (ESL) skills to improve teaching methods and programs.

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