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Factors Impacting Elderly Chinese Learners' Oral English Learning

Most studies in SLA have shown that differences exist in the L2 learning process between children and young adults. Little empirical work has specifically focused on elderly learners as an independent learning group. It has been suggested that elderly learners' experience decreased their overall abilities such as degraded memory and this imposes a negative influence on L2 learning like difficulty remembering new words (Mackey & Sachs, 2012). They further explain that elderly adult learners' many cognitive abilities gradually and systematically erode over their life span so that it is hard for them to learn a new language. Advanced age, to some degree, hinders elderly Chinese immigrants from learning English and differentiates them from children and young adult L2 learners in SLA. Besides that, there are other factors affecting elderly Chinese learners in SLA. In this section, I focus on five of the most significant and most often reported factors impacting elderly Chinese immigrants' oral English learning: **L2 learning orientation and motivation**; age and L2 ultimate attainment; the transfer of L1 to L2 in SLA; fossilization in SLA; and pre-migration educational background.

L2 Learning Orientation and Motivation

These will be the other <h2> headings

L2 learning orientation has been widely considered by researchers as one of the main determining factors of success in SLA. In contemporary literature (e.g. Shenk, 2011), the term *orientation* is sometimes used rather than *motivation*. Motivation has been defined as learning reasons by Dörnyei (1990), such as for travel, friendship, acquiring knowledge and for instrumental purposes. Later, Belmechri and Hummel (1998) defined orientation as long-term goals and attitudes that maintain and support learners' motivation to learn a second language.

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