



Individual Differences in Second Language Learning

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Abstract

This article is directed to identify learners needs and organize the further procedure of language teaching and learning. To this extend, teachers should identify the learner’s personality, character, and learning styles, they may comprehensively organize lesson procedures and use various methods in an appropriate manner and finally, they will be able to receive high outcomes in the field of language teaching.

Keywords: *Teaching; Learning; Lesson; Second Language; Methods; Techniques; Instructions*

Introduction

Teaching a target language is a long process where instructors and individuals should work collaboratively. The role of a teacher is always highlighted in the teaching process because they should achieve attention of the learners, motivate them to the session, help them to comprehend the purpose of learning language, and identify their learning styles, these steps are considered as a challenging period but at the same time, it is the core of progress.

Since we live in the fast-moving modern era and the word language learning is no longer fresh, and the generation of this world is a burning desire to learn a foreign language. There are many languages in the world we live in, and the English language has become one of the dominant languages in the whole world. The majority of education settings in developing and developed countries have introduced this language. Thus, the first President of the Republic of Uzbekistan Islom Karimov (2012), declared to implement this language through the country as well, and our authority have accepted the new law that every person of Uzbekistan regardless of age, and profession should learn the English Language as a second language. To this extend, all education settings are appraising this language and already included English lessons in their timetable.

Main Body

Following, learners can be various according to character, personality, and learning styles. Neil Naiman (1995) provided several surveys and identified that because of their personality, character, and

learning styles. The rates of learner's proficiency might be diverse even in the L1. Nowadays, there are a plethora of methods:

- *the classical method*, specialized in grammar (created in IX century)
- *the serious method*, directed to oral interaction (created in IX century by Guin)
- *the suggestopedia method* is focused on group work (approved in 1978 by Lozanov), and
- *the physical response method* (created by James Asher 1969), this method is considered as a trend method in language teaching because in this method teachers are the performance of the stage and students are actors, which means there will be collaborative learning between students and instructors.

In the language teaching process, a number of teachers are implementing these methods and techniques to enhance learner's proficiency however because of the inappropriate implementation of these methods and approaches, individuals no longer satisfying with the outcomes so that they are attending to various extra courses.

Some researchers provided research under quantitative and qualitative approaches to identify learners needs and they argued that about 60% of language teachers rely on a quantitative approach when others prefer a qualitative approach and in final steps they can easily achieve the positive outcomes.

Moreover, some teachers utilize needs analysis under the basic questionnaire considering individuals' level and age hypothesis. Most scientists argue that the result of need analysis is likely to lead the hand to sum up learner's proficiency in the sphere of language learning, rather than utilizing different methods beforehand, and teachers may easily construct the next steps of language teaching. Indeed, need analysis is the tailoring system between language learning and language teaching.

Martin Briggs (2014), (master of second language teaching) named the teaching process as a philosophy of teaching and it was divided; the role of teachers, the role of the students, the friendly atmosphere of the classroom. There are some special requirements in terms of language teaching and language learning effectively. Of course, the role teachers play a major to reap the benefits of knowledge on a high point. Firstly, instructors should comprehend the key steps: for instance, what makes learners perfect, what method is appropriate for their learning style and proficiency. Secondly, they should consider the core of language teaching, what to teach and how to teach. Meanwhile, input and output should be used systematically between teachers and students, by promoting positive and respectful interaction between teacher and students. Martin Briggs (2014) claimed it is the additional was to cease the anxiety situation in the classroom.

It is clear that language instructors implementing various methods and techniques and trying to engage the learner's attention and interest in the teaching process. Unfortunately, due to some reasonable culprits, students still face some difficulties. In order to improve target language and continuously attending to some extra courses, which costly, although institutes, schools, and colleges are providing the same topic with knowledgeable and experienced teachers. This phenomenon is occurring for many years, and to terminate these issues, we have to clarify the individual's purpose of learning language, to underline their strengths and weaknesses, character, and learning styles. (Robinson, P.1980). Learner's ID and capacity provide a solution to the problem or achieve some positive outcomes (Simonton 2007).

Research on Learners characteristics. It was observed countless times that learners might be various according to their acceptance and thinking critically. Some individuals may easily acquire the target language even from the first sight they may master it, while others struggle to pick up the process itself and make slow progress in language learning. (Neil Naiman 1995). These facts belong to individual characteristics, and it is the metalinguistic explanation of learners. Biologically, learners learn something

explicitly or implicitly, which is the role of human beings, and change this system somehow a tough or impossible process because it is the brain networking system. Several researchers (Ellis Jing Yang and Ping Li 2012) have described two forms of learning as declarative memory, whereas second language learners draw on this to tackle lexical and grammatical activities. According to their findings, we can say that implicit and explicit learnings figured with the memory process, implicit learners may easily analyze authentic materials and present them while explicit learners may comprehend the rules however they may find some difficulties to implement them in the practice. Some researchers argued that some learners may have both because it can be inherited, and the learner's competence may alter after long experience and life experience.

Apart from this, learners can be extroverted and introverted, introversion and extroversion can be in their DNA. Clinical psychologist Linda Blair said that introverted and extroverted psychology might be inherited, and it is utterly impossible to change it, and also individuals can be in the middle, and it is somehow difficult to understand because in some situations they can be sociable, but in other, they might be silent. In that case, teachers must have adequate experienced to understand them in psychology sphere. Learners with introverted and extroverted learning styles require different learning environments. German psychologist Hans Eysenck provided research on these learners. According to his biological explanation, extroverted learners are more social, and they burn desire to have fun, interact with others, and group work, pair work can be their sights, their verbal system works quite well in contrast introvert learners because introvert learners prefer to be quiet and live with their inner world, the preference lies to stay alone rather than socialize their life or ideas. This type of learner might be good at writing and listening competencies instead of speaking and interacting in group work or pair work because they exhaust working with others. In the teaching process, teachers have to deliver topics according to individuals' psychology.

Learning styles. The acronym VARK was discovered with four main modalities. This acronym was discovered by Nel D. Fleming and Coleen E. Millis (1992). They said that biologically, individuals may have various abilities in observing, processing, and absorbing new information, in the language learning process (Raid 1995). Providing massive research under individuals, researchers identified that learners remember something by watching or reading that may be called "**visual**" learners, graphic depiction, meaningful symbols, pre- and post- picture full activities extend learners helping hand to digest the theme. Other parts of the learners listen to you and may retail back your sentences which may be called "**auditory**" learners, new information's, and new words should be presented for this type of learners, invoiced version like listening ted talks or tape strips should explain with clear pronunciation needless to say that this type of learners prefer to use note-taking styles while listening and use them during their speech or rehearse them simply. Some learners regardless of age reveal strong learning preferences in the learning process thus they write or read the new information carefully, so this type of learners can be called "**reading/writing**" oriented learners, while another part of individuals uses miming, and role-play to remember the new words, these types of learners can be called "**kinesthetic**" learners at the same time they might be called "**tactile**" learners. At an early age, individuals face some difficulties to get knowledge, not only in language learning but also in other fields of education, because at an early age it is difficult to determine their learning styles even instructors may have some questions about how to provide interaction with them in the path of success.

Quantitative and qualitative approaches. To cease this kind of problems, instructors should bring out some needed measures; for instance, the quantitative and qualitative approach underline the principles of the needs of learners with learning styles and personality of learners, and their strengthless and weaknesses in the fields of language learning. In addition, using quantitative approach we can measure learner's performance under the needed questionnaires. Qualitative approaches ask why and how questions, **Allyn & Bacon** (2000), described these approaches as a high- quality and point out those qualitative approaches are more reliable because this approach captures depth and complexity.

Conclusion

Some language teachers argue that they have a failure in the language teaching process, but the majority of researchers as Ganschow, I. R. L. Sparks (2001), and Breen, M. P. (2001) argue that if teachers have adequate data about learner's proficiency, learning style ability and character they know how to formulate the lesson and to cope with students and lesson procedure might be more interesting without any challenging. We have three steps providing in an ideal needs analysis; initially we have to identify the crucial outcomes, in middle, underline the certain result, finally, determine the course of gaps and in final stage we have to offer the solution. Having a look at researchers finding and provided observation gives us the striking view that in initial point, the needs analysis must be directed to figure out learner's learning styles and character, and the main purpose of language learning and the second steps must be associated to comprehend learner's proficiency in language learning, finally all of the variables will be the core of success in language teaching and learning process.

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