



A Learning Approach: Individual Differences in Teaching and Learning Languages through Literature Review

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Abstract

Language learning and teaching involves the acquisition and instruction of language skills. However, not all learners approach language learning in the same way, and individual differences play an important role in the effectiveness of the language learning and teaching process. This study aims at how to understand individual differences in language learning and teaching for educators as this allows them to adjust their instructional strategies to meet the needs of diverse students. This research method is qualitative which is taking references from books or from articles that these works provide valuable insights into individual differences and their impact on language learning. The results showed that there are several Affective factors that influence individual differences in the acceptance of language learning and teaching such as Learning Styles, Cognitive Abilities, Personality Traits, Motivation and Goal Orientation, Age and Language Learning, Linguistic Background, Cultural Influences, Language Anxiety, Learning Disabilities and Special Needs, Technology and Digital Literacy, Feedback and Individualized Assessment, Implications for Classroom Practice, Case Studies as a examples and create a more effective and engaging language learning environment. By addressing individual differences, teachers can better support students in their language learning journey and promote positive learning outcomes. In addition, considering individual differences fosters a sense of inclusiveness, appreciates students' unique strengths and challenges, and encourages a student-centered approach to language teaching.

Keywords: *Language Learning, Language Teaching, Instructional Strategies, Factors Affecting Individual Differences.*

INTRODUCTION

Language learning and teaching is an exciting field that involves language acquisition and teaching. However, not all learners approach language learning in the same way, and individual differences play an important role in the effectiveness of the language learning and teaching process.

Understanding individual differences in language learning and teaching is crucial for educators, as it allows them to customize their instructional

strategies to meet the diverse needs of students.

By recognizing and accommodating these differences, teachers can create inclusive and effective learning environments that cater to each individual's unique strengths and challenges. One key aspect of individual differences in language learning is cognitive ability. Learners may differ in terms of language aptitude, working memory capacity and processing speed, which can affect how quickly and efficiently they acquire a new language.

For example, some individuals may have a natural aptitude for language learning and show higher levels of grammatical accuracy

and vocabulary retention, while others may struggle more and need additional support.

Early research in language teaching and learning tended to be concerned with establishing universal principles that could be applied across a wide range of individuals and contexts (e.g., Chomsky's work on universal grammar, Lenneberg's critical period hypothesis, Krashen's five hypotheses, Pienneman's teachability hypothesis, Schumann's acculturation model), but they tended to ignore the basic fact that learners are individuals, and there is no set of universal principles that apply to all of them.

RELEVANT STUDY RESULTS

Based on the research of experts on testing and evaluation in language learning and teaching, namely:

- 1."Individual Differences in Language Learning Motivation: A Cognitive Process Model" by Gardner, R. C. (1985). This article presents a cognitive-process model of language learning motivation. It discusses the role of individual differences in motivation, such as integrative and instrumental orientations, attitudes towards the learning situation, and the importance of the target language community, in predicting language learning success
- 2."Individual Differences in Language Learning Strategies" by Oxford, R. (1990): This article discusses individual differences in language learning strategies. It explores how learners differ in their strategic preferences and use of different language learning techniques, and how these individual differences can impact language learning success"
- 3."Intelligence and Second Language Acquisition: Theoretical and Empirical Perspectives" by Carroll, J. B. (1991): This book examines the relationship between intelligence and second language acquisition. It explores different theories of intelligence and their implications for language learning, as well as the impact of cognitive abilities on language proficiency and learning trajectories.
- 4."On the measurement of affective variables in second language learning" by Gardner, R.C., &MacIntyre, P. D (1993),This article discusses the measurement of affective variables, such as motivation and attitude, and their impact on language learning.
- 5."The Impact of Personality Traits on Second Language Learning" by MacIntyre, P. D., & Charos, C. (1996): This article explores the influence of personality traits on second language learning. It discusses how individual differences in personality, such as extroversion, introversion, openness to experience, and self-confidence, can shape language learning motivation, communication strategies, and language anxiety.
- 6."A cognitive approach to language learning " by Skehan, P(1998), This book focuses on cognitive processes involved in language learning, including how individual differences in cognition impact language learning outcomes.
- 7."Language acquisition: The age factor "by Singleton, D., & Ryan, L (2004), This book examines the impact of age on language acquisition and how individual differences related to age can affect language learning outcomes.
- 8."The psychology of the language learner" by Dörnyei, Z(2005),This book delves into the psychological aspects of language learning and highlights how individual differences play a crucial role in second language acquisition.
- 9."Individual Differences in Second Language Learning" by Dörnyei, Z. (2005): This book provides a comprehensive overview of individual differences in second language learning, including cognitive, affective, personality, and social factors. It explores how these differences influence various aspects of language learning,

- such as motivation, language aptitude, and learning strategies.
10. "Sociocultural Theory and Individual Differences in Second Language Learning" by Lantolf, J. P., & Thorne, S. L. (2006): This book explores the intersection of sociocultural theory and individual differences in second language learning. It discusses how sociocultural factors, such as social interaction, cultural context, and identity, interact with individual learner characteristics to shape the language learning process.
 11. "The study of second language acquisition (2nd ed.)" by Ellis, R. (2008), This book explores the field of second language acquisition, which includes the study of individual Differences among language learners.
 12. "Complex systems and applied linguistics" by Larsen-Freeman, D., & Cameron, L (2008), This book explores the complex nature of language learning systems and how individual differences interact with these systems.
 13. "M-learning: Pedagogical, technological, and organizational potentials " by Pachler, N., Evans, M., Redondo, A., & Fisher, L (2009) This book examines the potential of mobile learning (m-learning) and how individual differences can be considered in designing and implementing mobile language learning environments.
 14. "Motivating learners to speak as themselves" by Ushioda, E (2011), This article discusses, how to motivate language learners to express their authentic selves and how individual differences can influence learner, motivation.
 15. "The Role of Working Memory in Second Language Acquisition" by Miyake, A., & Friedman, N. P. (2012): This article focuses on the role of working memory in second language acquisition. It discusses how individual differences in working memory capacity can affect various aspects of language learning, such as vocabulary acquisition, sentence processing, and language production.
 16. "How languages are learned" by Lightbown, P. M., & Spada, N (2013), This book provides an overview of language learning processes and discusses the role of individual differences in language acquisition.
 17. "Exploring Individual Differences in Foreign Language Learning: The Affective Domain" by Dewaele, J. M., & MacIntyre, P. D. (2016): This article focuses on the role of affective factors, such as emotions, attitudes, and anxiety, in foreign language learning. It discusses how these individual differences can impact language learning outcomes and provides insights into effective instructional strategies for learners with different affective profiles.
 18. "Teaching and researching language learning strategies" by Oxford, R. L (2017), This book explores language learning strategies and how individual differences affect the use and effectiveness of these strategies.
 19. "Culture and Individual Differences in Second Language Acquisition" by Pavlenko, A. (2017): This book explores the role of culture and individual differences in second language acquisition. It discusses how cultural factors, such as social norms, values, and identity, interact with individual learner characteristics, including age, gender, and language background, to shape language learning experiences and outcomes.
 20. "Neurocognitive Individual Differences in Second Language Learning" by Adesope, O. O., & Lavin, T. (2018): This article examines neurocognitive individual differences in second language learning. It explores how cognitive processes, such as attention, memory, and executive functions, interact with individual learner characteristics to influence language learning outcomes.

DEFINITION

The definition of individual differences in language learning is Individual differences refer to the unique characteristics, abilities, and preferences that individuals have in the language learning process. The importance of recognizing and addressing individual differences in language teaching allows educators to tailor their instructional approaches, meet the needs of diverse learners, and promote effective language learning outcomes.

Factors affecting individual differences in receptivity to language learning and teaching are: Learning Styles, Cognitive abilities, Personality traits, Motivation and Goal Orientation, Age and Language Learning, Linguistic Background, Cultural influences, Language Anxiety, Learning Disabilities and Special Needs, Technology and Digital Literacy, Individualized Feedback and Assessment, Implications for Classroom Practice, Case Studies and Examples.

DISCUSSION

1. Learning Styles

An explanation of different learning styles: Everyone has different learning styles, including visual, auditory and kinesthetic learning styles. Visual learners prefer visual aids, diagrams and pictures. Auditory learners benefit from listening and speaking activities, while kinesthetic learners learn best through hands-on activities and movement.

Implications for language teaching and learning: Teachers can combine different teaching methods and materials to cater for different learning styles, ensuring that all students have the opportunity to engage with language in a way that suits their preferred learning style.

2. Cognitive abilities

An overview of cognitive abilities: Cognitive abilities such as memory, attention, and problem-solving skills play

an important role in language learning. Memory helps in vocabulary retention, attention facilitates focus during language practice, and problem-solving skills help in understanding complex linguistic structures.

Influences on language learning and strategies to address individual differences: Teachers can provide memory-enhancing techniques, create engaging activities that capture students' attention, and provide problem-solving tasks to support students with different cognitive abilities.

3. Personality traits

Discussion on personality traits: Personality traits such as introversion/extroversion, openness, and conscientiousness can affect learning language.

Introverted learners may prefer individual activities, while extroverted learners prefer group interaction. Openness to new experiences can encourage language exploration, and rigor can contribute to diligent language practice.

Impact on language learning motivation and classroom dynamics: Teachers can create a balanced classroom environment that caters to both introverted and extroverted students, encourages open-mindedness and curiosity, and fosters a supportive atmosphere that recognizes the efforts of conscientious students.

4. Motivation and Goal Orientation

An explanation of intrinsic and extrinsic motivation: Intrinsic motivation refers to internal factors such as personal interest and enjoyment, while extrinsic motivation involves external factors such as rewards or grades.

Different goal orientations and their effect on language learning: Different learners may have different goal orientations, such as mastery goals (striving for personal growth) or performance goals (striving for external validation). Teachers can align learning strategies and provide

meaningful goals to increase student motivation and engagement.

5. *Age and Language Learning*

The influence of age on language acquisition: Age affects language learning ability. Young learners have a higher capacity to acquire pronunciation and develop language skills like native speakers, while older learners bring cognitive maturity and prior knowledge that can positively impact their language learning process.

Strategies for teaching different age groups effectively: Teachers can design age-appropriate activities, capitalize on younger students' innate language acquisition abilities through immersive and interactive experiences, and engage older students in meaningful discussions and reflective tasks that build on prior knowledge.

6. *Linguistic Background*

Influence of mother tongue and previous language learning experiences: Mother tongue and previous language learning experiences can influence vocabulary acquisition, grammar comprehension and pronunciation. Linguistic similarities or differences between the mother tongue and the target language can affect students' language learning trajectories.

Implications for vocabulary acquisition, grammar and pronunciation: Teachers can capitalize on students' existing linguistic knowledge, address specific language challenges, and provide targeted instruction to bridge the gap between mother tongue and target language.

7. *Cultural influences*

Cultural factors influence learning styles and expectations: Learners from different cultural backgrounds may have different learning styles that are influenced by their norms, values and education systems. Cultural expectations and

communication styles also shape learners' language learning experiences.

Strategies for accommodating diverse cultural backgrounds in language teaching: Teachers can incorporate culturally relevant materials, promote multicultural perspectives, and foster an inclusive and respectful classroom environment that values students' diverse cultural backgrounds and communication styles.

8. *Language Anxiety*

Definition of language anxiety and its impact on language learning: Language anxiety refers to the worry or fear experienced when using a second language. High language anxiety can hinder fluency, confidence and participation in language learning activities.

Techniques to reduce anxiety and create a supportive learning environment: Teachers can create a safe and non-judgmental classroom environment, implement anxiety-reducing techniques (e.g., gradual exposure, positive reinforcement), and encourage collaborative activities that promote a sense of belonging and support among students.

9. *Learning Disabilities and Special Needs*

A discussion of common learning disabilities and their impact on language learning: Individuals with learning disabilities or special needs, such as dyslexia, ADHD, or autism spectrum disorder, may face particular challenges in language learning. These challenges can affect language processing, reading comprehension and communication skills.

Approaches and accommodations to support students with special needs: Teachers can use targeted strategies and accommodations, such as providing assistive technology, multisensory instruction, and individualized support, to meet the specific learning needs of learners with disabilities or special needs.

10. *Technology and Digital Literacy*

The importance of digital literacy in language learning: Digital tools and technologies increase language learning opportunities, providing access to authentic resources, interactive language practice platforms and online communication with native speakers.

Technology integration for personalized and inclusive language teaching: Teachers can use digital tools and resources that meet the needs of diverse students, encourage independent learning, and foster inclusive language teaching that recognizes students' digital skills and preferences.

11. Individualized Feedback and Assessment

The importance of individualized feedback in addressing individual differences: Individualized feedback allows teachers to provide targeted guidance, address specific student needs, and facilitate continuous improvement.

Approaches to assessment that are customized and encourage student autonomy: Teachers can use varied assessment methods, such as portfolios, self-assessment, and peer evaluation, that take individual differences into account, provide constructive feedback, and empower learners to take over responsibility for their language learning journey.

12. Implications for Classroom Practice

Practical strategies for dealing with individual differences in language teaching: Teachers can differentiate instruction, offer flexible learning paths, provide choices and alternatives, promote learner autonomy, and foster a supportive and inclusive classroom environment.

Creating an inclusive and student-centered classroom environment: Teachers should value and respect individual differences, encourage collaboration and peer learning, set clear learning objectives, and implement learning strategies that meet the needs of diverse students.

13. Case Studies and Examples

These case studies address individual differences in language learning, especially in three main aspects: age, aptitude and motivation.

First, the case study on the critical period examines whether there is an optimal age for learning a second language. The results show that children who start learning a second language at an early age are superior in pronunciation and grammatical accuracy than adults who start learning later in life.

Secondly, a case study on aptitude in language learning studied the relationship between aptitude and language learning success. Study participants followed a six-month language training program, and the researchers found that those with higher aptitude scores achieved higher levels of proficiency than those with lower aptitude scores.

Thirdly, a case study on motivation in language learning discussed the influence of motivation on engagement, effort and progress in language learning. The results show that students who have high intrinsic motivation (e.g., interest in language, personal satisfaction) tend to be more active in class, practice independently, and achieve higher levels of proficiency compared to students who have high extrinsic motivation (e.g., grades and career prospects).

An understanding of individual differences in language learning can be used to shape teaching approaches to suit the needs and inclinations of individual learners. and create a more effective and engaging language learning environment. By acknowledging and addressing individual differences, teachers can better support students in their language learning journey and promote positive learning outcomes. Moreover, considering individual differences fosters a sense of inclusivity, respects students' unique strengths and challenges, and encourages a learner-centered approach to language

teaching. By employing strategies that accommodate different learning styles, cognitive abilities, personality traits, motivation levels, age groups, linguistic backgrounds, cultural influences, anxiety levels, and special needs, teachers can create a classroom environment that caters to the diverse needs of students. Additionally, integrating technology effectively and providing individualized feedback and assessment further enhances language learning experiences. Ultimately, a comprehensive understanding of individual differences in language learning contributes to more effective teaching practices and facilitates the growth and success of learners.

Advantages and Disadvantages

Advantages

1. Enhanced learning outcomes: By addressing individual differences, teachers can tailor their instruction to meet the specific needs, strengths, and learning styles of each student. This personalized approach can lead to improved learning outcomes as students receive instruction that aligns with their individual abilities and preferences.
2. Increased motivation and engagement: Recognizing and addressing individual differences can help increase student motivation and engagement. When students feel that their unique needs and interests are taken into account, they are more likely to be motivated to learn and actively participate in the learning process.
3. Improved retention and understanding: By addressing individual differences, teachers can provide instructional strategies and materials that are better suited to each student's learning style and preferences. This can result in improved retention of information and better understanding of the subject matter.

4. Fostering a positive learning environment: Addressing individual differences can create a supportive and inclusive learning environment where students feel valued and respected. This can contribute to a positive classroom climate and enhance overall student well-being.

Disadvantages:

1. Time and resource constraints: Addressing individual differences can be time-consuming and require additional resources. Teachers may need to develop or adapt instructional materials, differentiate instruction, and provide individualized support, which can pose challenges in terms of time management and resource allocation.
2. Classroom management complexities: Managing a classroom with diverse individual differences can be challenging. Teachers must balance the needs of different students, ensure fair treatment, and maintain a productive learning environment for all. This requires effective classroom management strategies and the ability to accommodate various learning styles and abilities.
3. Limited expertise and training: Teachers may not always have the necessary expertise or training to effectively address individual differences. Understanding and responding to diverse learning needs requires knowledge of instructional strategies, assessment methods, and differentiation techniques. Lack of training and support in this area can hinder the ability to address individual differences effectively.
4. Potential for labeling and stereotyping: Addressing individual differences runs the risk of labeling or stereotyping students based on their perceived abilities or challenges.

It is important for teachers to approach individual differences with sensitivity and avoid creating negative perceptions or stigmatization among students.

Overall, while addressing individual differences can bring significant benefits in terms of improved learning outcomes and student engagement, it also presents challenges related to time constraints, classroom management, teacher expertise, and the potential for labeling. It is crucial for teachers to approach individual differences with a balanced and inclusive perspective, focusing on the strengths and needs of each student to create an optimal learning environment.

CONCLUSION

It is important to address individual differences in language teaching for language learning to be effective. Factors such as learning style, cognitive ability, personality, motivation, age, linguistic background, cultural influences, language anxiety, special needs, use of technology, as well as individualized feedback and assessment, all affect individual differences in language learning. Teachers should use a variety of diverse teaching strategies, accommodate different learning styles and cognitive abilities, and create an inclusive classroom environment that respects diverse cultural backgrounds. High motivation, adjustment to individual needs, use of technology, and individualized feedback and assessment are some important approaches in addressing individual differences in language teaching.

By being aware of these advantages and disadvantages, educators can make informed decisions and employ strategies that maximize the benefits while reducing the challenges associated with addressing individual differences in language learning and teaching.

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