الـجمهـــوريــة الجـزائـريــة الديمقراطيـة الشعبيـة
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
وزارة التعليـم العـــالـي والبـحـث العـلـمي
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
جـــامعـــة عبـــاس لـغـرور- خـنشلـــة
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DEPARTMENT OF ENGLISH

The Effect of Individual Differences on Learning English As FL

Case Study : Second Year Students At Bilal BEN RABAH Secondry School Chechar -Khenchela

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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June, 2019

DEDICATION

BELHADJ Khadidja

I dedicate this work to

My parents whose affection, love, encouragement and prays of day to night make me able to get such success and honor.

My brothers and my dear sisters, and all dearest friends and relatives. A special thanks to my partner Khalida for her cooperation and kindness, without her this work would not have been completed.

BOUGHRARA Khalida

This work is dedicated to all the people who have supported me and were beside me throughout this humble work.

AKNOWLEDGEMENTS

We would like to extend our appreciation to all people who contributed, and have helped us to finish this study.

*Our sincerest appreciation goes to our supervisor **Mr. BEDDIAF Abd Elkhalk** for his encouragement and supporting throughout every step in this research. We have been extremely lucky to have such supervisor who cared much about our work.*

We are also grateful to Billal BEN RABAH secondry school family, especially teachers and students who participated in this study, and shared their learning and teaching experiences with us.

I would like to thank the board of the examiners for their precious time reading this work and provide us with comments.

ABSTRACT

The main aim behind the present study is to investigate how learners' individual differences (IDs) effect on learning English language as foreign language (FL). Furthermore, it attempts to explore the relationship between the learners' *individual differences* (IDs) and the learners' English language acquisition as foreign/second language. The hypothesis in this work sets out that individual differences (IDs) effect on learners acquisition teachers focus on learners' individual differences (IDs) this may help them for better acquisition. In order to gather data needs we have administrated two questionnaires; one for students and the other for teachers. The results gathering out show that individual differences plays great role, and revealed significant effects on learning English language as foreign language. According to these results, the dissertation hypothesis was confirmed that the individual differences effect on learning English as foreign language.

Key words

Language. Foreign Language. Individual Differences. English language.

List of Abbreviations

IDs: Individual Differences.

FL: Foreign Language.

SL/ L2: Second Language.

EFL: English as Foreign Language.

ESL: English as Second Language.

ELL: English language learning.

TL: Target Language.

ML: Mother Language.

WTL: Willingness To Communicate.

IQ: Intelligence Quotient.

CPH: Critical Period Hypothesis.

SLL: Second Language Learning.

LLS: Language Learning Strategies.

SLS: Second Language Acquisition.

FLA: Foreign Language Anxiety.

N: Number of Respondents.

%: Percentage.

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1. Background of the Research

Language is generally defined as a means and a channel of communication. It is used by people to contact and intereact with each other, and to express their ideas, thoughts, opinions, and feelings.

Nowadays, some languages have become as effective communication tools all over the world. One good example is the English language which is considered to be the first most used language for international communication and which has become a second language for many. Given its importance in many fields, as it has dominated such domains as science and technology, English is today learned as the first or second foreign language in most scholastic institution worldwide. In the process of learning a foreign language, learners learn a subject at different rates with striking different levels because of various factors within learners themselves that influence their ability to learn. These include learner affective factors, motivation, self-esteem, personality, learner cognitive factors, age, aptitude, learning styles, intelligence, learner social factors, and gender.

Scholars within the field distinguish various factors which, as they believe, influence second or foreign language acquisition (SLA). Among these, individual learner's characteristics play a central role. Ellis Rod (1985, p .10) claims that "there are five general factors that contribute to individual learner differences in some depth: age, aptitude, cognitive style, motivation, and personality''. Within the same line, Liao (1996.p.1) distinguishes the following cognitive factors of second language acquisition: intelligence, aptitude, and language learning strategies .Moreover, Lujan-Ortega (2000) adopted the following features: age, aptitude and intelligence, motivation, learning/cognitive style, and personality. Bond (2002) , also in her research work on successful language learners, is more accurate in stating the factors that may aid one's language learning and draws more detailed perspective; she provided a more onclusive list: age, exposure to foreign language in infancy, immersion, intelligence, personality, attitude and motivation, relationship between first and target language, sensory style, learning strategies, and other factors (mimicry, musical ability).

2. Reason of Choice and Aim of the Research

There is general agreement that individual differences seem to have a greater effect on the acquisition of an L2. The nature of the specific individual differences and the degree to which they affect individual aspects of the acquisition of the L2 are of greater effect on achievement (Ellis, Rod. 1985).

Therefore, the reason behind the interest in this subject is to examine the relationship between the learners' individual differences and foreign language learning FLL. Moreover, it is to check how (IDs) affect learning English language as foreign/ second language FL/ SL.

3. Statement of the Problem

Teaching is considered as a challenging profession in which teachers play an important role in helping learners to develop their knowledge skills, and to learn new materials in learning a foreign language. In the field of foreign language teaching, no doubt, individual differences have effect on learning English as foreign language.

4. Research Questions and Hypothesis

In order to investigate the effects of individual differences (IDs) on learning English as FL/SL, we will try to answer the following questions:

4.1 To what extent do individual differences (IDs) affects learning English as a foreign language?

4.2 Would learning English as a foreign language be optimised if teachers take account of students' individual differences?

In relation with the research questions, we hypothesize that:

Individual differences (IDs), especially when carefully taken into consideration by teachers, greatly influence learners' English language learning.

5. Research Methodology and Tools

Of course, research is a systematic work that needs a method to complete the matter. Thus, we intend to use descriptive method to describe the effectiveness of individual differences (IDs) on learning English as foreign / second language, and qualitative design as well.

5.1. Population. Setting. Sampling:

The population of this study is second year letter and foreign languages (LFL) learners at Billal BEN RABAH high school, Chacher – Khenchela, and their teachers, during the academic year (2018 – 2019).

5.1.1. Students' Sample:

We opt for random sampling in which we select (40) learners.

5.1.2. Teachers' Sample:

Of the whomle population of English language teachers (10) in Billal BEN RABAH high school is taken as our sample.

5.2. Data gathering tool:

To achieve the object of the research, answer the research questions and attempt to examine the hypothesis. Therefore, we use questionnaire because this later is most appropriate tool to get results.

6. Structure of the Dissertation

Besides the general introduction and the general conclusion, the present thesis includes two chapters:

Chapter one. Represents the theoretical part and it is subdivided into three sections:

- **Section 1:** The definition and the taxonomies of individual differences (IDs).
- **Section 2:** Overview of selection (IDs) in this section we try to describe and classify (IDs).
- **Section 3:** Learning English as foreign language FL.

Chapter two. The practical chapter and it dedicated to the methodology and results analysis.

CHAPTER ONE:

INDIVIDUAL DIFFERENCES (IDs) AND THEIR EFFECTIVENESS

ON LEARNING ENGLISH AS A FOREIGN LANGUAGE

Introduction

It is beyond doubt that learning English as second\ foreign language have always been a very complex assignment, that is because individuals are different from each others, they do not share the same characteristics, some of them learn faster to achieve more stunning results than others, which is noted by Segalowitz (1997; p. 85) who claims : "why do individuals differ so much in second language(L2) attainment ? After all, every healthy human being in an intact social environment masters a first language to degree of fluency (...), would be recognized as elite or near elite levels (...)". Accordingly, there is a large number of studies, books and articles discuss this theme.

The present chapter is organized into two main sections. The first section begins with an attempt to extend definitions of individual differences (IDs), then outlining various taxonomies suggested by different scholars and authors. The second section is about overview of selected individuals learning differences, which are divided according to Ellis R (1985, p.100) into three categories of cognitive, effective and social variables. This section is limited, and will be closed to selected variables: age, gender, intelligence, motivation, aptitude, personality, anxiety, learning style.

Section one: Definitions and taxonomies of individual differences (IDs)

I.1.1. Definition of individual differences (IDs)

As we said before, it is a common observation that people differ from each other, so far, it is less explicit why and how they differ. In recent years, several studies have focused on the meaning of individual differences (IDs) and their effectiveness on learning English as second/foriegn language ESL/EFL. Dornyei (2005; p.1) argues that "the term suggest, individual differences are characteristics or trains in respect of which individuals may be shown to differ from each other".

According to Dornyei, individual differences (IDs) means that each individual has unique characteristics, there are no two identical individuals. In addition, the term individual differences is defined as a branch of psychology studies, the ways in which individuals differ in their attitude, learning style, personality, aptitude, intelligence and behaviours.

More studies have confirmed that, and that appears in Ellis's publications, claims "a complex of features which are manifest in a range of overlapping behaviours". Ellis.R (1985, p.100).

Dornyei's (2006, p.42) clarifies: "Individual differences (IDs) refer to dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree. In other words, they concern stable and systematic deviations from a normative blueprint"; this means that each one of individuals is different in his way of thinking, behaviours, intelligence degree, experiences, motivation, ect. For example, individuals who are below the average in intelligence find much difficulty in learning, while those considered as average intelligent persons can learn quickly. So, the rate of development is not the same for all individuals some of them develop and learn faster than others. This fact also applies in second language learning/acquisition SLL/SLA.

 A number of psychologists and scholars have made efforts to give a meaning, describe and classify individual differences with a view to distinguish factors that account for success in learning a second/foreign language /FL. As Cohen (2010, p.160) explain, when "students embark on the study of an L2, they are merely empty vessels that will need to be filled by the wise words of teachers; indeed, they carry a considerable 'personal baggage' to the language course that will have a significant bearing on how learning proceeds". Indeed, when students start learning a foreign language, they already had previous background about their mother language ML, (meanings, ideas, concepts, norms...ect) this knowledge of the mother tongue can affect on the student's second language learning successfully.

As described above, previous research showed that, individual differences are the dissimilarities among two or more people. Strelau (2006) explains that the notion of individual differences (IDs) is connected with the fact that beings, both human beings and animals that belong to the same population are different in respect of comparable physical and mental characteristics.

Table 01: Several Definitions of Individual Differences (IDs).

Researcher	Definitions
Ellis.R (1985 ;p.100)	" a complex of features which are manifest in a range of overlapping behaviours".
Dornyei .Z (2005;p.1)	"The term suggests, individual differences are characteristics or trains in respect of which individuals may be shown to differ from each other".
Dornyei .Z (2006 ;p.42)	"Individual differences (IDs) refer to dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree. In other words, they concern stable and systematic deviations from a normative blueprint".
Strelau (2006)	The notion of individual differences (IDs) is connected with the fact that beings, both human beings and animals that belong to the same population are different in respect of comparable physical and mental characteristics.
Cohen (2010 ;p.160)	"When students embark on the study of an L2, they are merely empty vessels that will need to be filled by the wise words of teachers; indeed, they carry a considerable 'personal baggage' to the language course that will have a significant bearing on how learning proceeds".

So, why do two persons differ? As we said before, no two individuals can be exactly alike, they differ from one to another in various aspects; their personality, intelligence degree, aptitude, their learning techniques or strategies, also, in their resulting development and adjustment. There are two major factors that make individuals dissimilar: Heredity and environment. Heredity and environment play an important role in the development of the learners' personality; when the son of soldier is found to be behaving like a soldier it is case of heredity dominating the environment. i.e. a female cat gives birth to a kitten, the lioness gives birth to cub.

I.1.2. Taxonomies of individual differences (IDs)

As pointed out above, individual differences (IDs) is the uneven rate of growth and development among individuals. In other words, it is a set of characteristics that distinguish between individuals, such as gender, learning cognition, motivation, age, intelligence, personality, aptitude...ect. So, these individual differences (IDs) have been classified in different ways. As Ellis (1985, p. 10) report, "The learner factors that can influence the course of development are potentially infinite and very difficult to classify in a reliable manner". The following table (02) gives a list of selected classifications of individual learner differences in chronological order suggested by various researchers and scholars.

Table 02: Taxonomies of Individual Differences (IDs).

Researcher	Taxonomies
Gardner ,R.C (1985)	Language aptitude, personality, attitudes, motivation and orientation.
Ellis R (1985)	Personal factors and general factors.
Larsen_Freeman and long (1994)	Age, aptitude, socio-psychological factors, personality, cognitive style, hemisphere specialization, learning strategies, other factors.
Brown , H Douglas (2000)	Cognitive domain and affective domain.
Ellis R (2004)	Abilities, propensities, learner cognitions about L2 learning and learner actions.
Dornyei Z (2006)	Personality, aptitude, motivation, learning styles and learning strategies
Cohen (2010)	Characteristics outside the teacher's control and characteristics that can be shaped during the process of second language learning.

Gardner (1985) selects to discuss in one section attitude and motivation, and made orientation a notion from motivation, he divided into two categories: integrative and instrumental. While language aptitude and personality in the same stream. Perhaps Gardner interest to these selected individual differences especially motivation. According to Ellis's taxonomy, individual differences (IDs) are divided into two main types: personal and general factors. That refers to the learners' foreign/second language FL/SL learning, which includes tension, anxiety and nesting patterns; the latter were divided into modifiable and unmodifiable factors. So, modifiable factors are those that can be edited or changed inside the classroom during foreign/ second language course; for instance, motivation, learning strategies, attitude, and beliefs. Unmodifiable factors are those that can not be changed or manipulated, such as; age, gender (to some extent), aptitude. Also, Ellis added that there are cognitive and affective aspects of personal and general factors. Larsen-Freeman and Long (1994) dedicated a whole chapter titled "Explanations for differential success among second language learners", into eight individual differences (IDs) categories. Also, they divide some of the sections into these subsections: cognitive style into independence/dependence category width, reflectivity, impulsivity, oral/visual, and analytic; and personality into self-esteem, extroversion, anxiety, risk-taking, sensitivity to rejection, empathy, tolerance of ambiguity; socio-psychological factors into motivation and attitude. At the end, they discuss six individual differences (IDs) which they label other factors, that is: 1) memory, awareness, will, 2) language disability, 3) interest, 4) sex, 5) birth order, and 6) prior experience.

As pointed out by Brown (2000) most generally, individual differences (IDs) can be organized depending on whether they belong to the human cognitive domain, or affective domain. In general, the use and the role of the strategies for second language learning is still limited, fundamentally, because of they are not directly observable. Furthermore, learner individual differences (IDs), feelings and emotions are so intertwined in the language learning and use that the impact of no one of them can be isolated entirely for investigation, comparison, interpretation and evaluation (Arnold and Brown, 1999; Brown, 2000). Ellis (2004) is another researcher providing taxonomy of factors responsible for individual differences (IDs) in second language learning, He organized them into four groups: abilities, propensities, learner cognitions about second language L2 learning and learner actions. First, abilities, which indicate to the cognitive capacities for language learning and cover such factors as intelligence, language aptitude and memory. Second, propensities can touch both cognitive and affective domain, such as learning style, motivation, anxiety, personality, and

willingness to communicate. Thirdly, learner cognitions about second language L2 learning and it involve learner beliefs. Finally, learner actions equated with learning strategies.

Dornyei Z (2006), in turn, presents a general idea of five individual factors which include personality, aptitude, motivation, learning styles and learning strategies, all of which he sees as the most significant individual differences variables. Cohen (2010) focuses on individual characteristics outside the teacher's control and such factors that can be shaped during the process of second language learning. The former comprise age, gender and language aptitude; whereas the latter include learning styles, learning strategies and motivation.

Thus, taxonomy is science of classifying or filling things. There are many variables mentioned above cannot be affected by the teacher or are generally considered to be fixed factors, such as: age, gender, aptitude, intelligence or personality. In order to investigate better results in foreign language learning FLL, there are some factors somehow can be formed through practice, for instance; motivation and learning strategies.

Section two: Overview of selected learners' individual differences (IDs)

I.1. Overview of selected learners' individual differences (IDs)

In this work individual differences (IDs) are divided into three main categories: affective, cognitive and social factors, while, there are various meanings of the previous factors. In this study will use a definition proposed by Ellis (1985,p.100):

Social aspects are external to the learner and concern the relationship between the learner and native speakers of the L2 and also between the learner and other speakers of his own language. Cognitive and affective aspects are internal to the learner. Cognitive factors concern the nature of the problem-solving strategies used by the learner, while affective factors concern the emotional responses aroused by the attempts to learn a L2.

In this section will be loyal to describe the three main categories of individual differences (IDs) with particular factors; motivation, aptitude, personality, gender, age, intelligence, learning strategies …ect.

I.2.1. Affective factors

Starting with the first group of individual differences, the affective factors, demonstrated by Gardner (1990, p.179) in that: «This category refers to those emotional or predisposition characteristics of individuals that influence their perceptions and impressions of the language learning context and thus their reactions to it, and their views of the language it-self". Thus, these affective factors touch the learner's sentimental side. The affective factors include: motivation, personality, willingness to communicate and anxiety, and it will be briefly defined.

I.2.1.1. Motivation

As Dornyei argues, the realization of motivation has historical changes beginning with Sigmund Freud thought of motivation being determined by basic human instincts and drives, conditioning theories related to behaviorists, such as Pavlov or Skinner. Thus, Motivation the most important affective factor, which described by Dornyei (2010,p. 248) "(…) motivation is the primary affective factor shaping second language acquisition /learning (…)". Also, Gardner (1972) explains, motivation as a set of effort, and willingness to realize that goal of learning the language plus favorable attitude towards learning the language.

Little wood (1984, p. 53) states, motivation is a complex phenomenon and includes many components: the individuals derive, need for achievement and success, curiosity, desire for stimulation Heterogeneity of the Class and new experience, and so on. These factors play a role in every kind of learning situation. Motivation is the axis to learn any language whether a mother tongue MT or second/ foreign language 2L / FL.

Present days individuals perceive the necessity to learn new language for many objectives (personal, professional) as stated by Trigos-Gilbert (1999). As mentioned before, motivation is the most important affective factors especially on learning second/ foreign language SL/FL. As Dornyei (2005, p. 65) states, "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals (…)". Also, Corder (1967, p. 164) maintained that "given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data".   Indeed, motivation is a main factor to understand the learner's emotional situation, as well as to enhancing the language skills, and success on the second language acquisition.

Moreover, there is a classification related to the origin of motivation, which includes the intrinsic motivation (self-motivation) and the extrinsic (external) motivation (Gardner, 1985). starting with intrinsic motivation, which is about what we feel like doing, or what we really want to do, this type of motivation does not came from tangible stuff that you can touch and take (premium or punishment), because you want to learn new skills such (foreign languages FL). Intrinsic motivation could appear and develop in making connections between subjects and your personal goals or change the way of thinking, get rid of the negative and start thinking positively. Also, reflect on your progress by making inside conversation between you and your self, to support and courage yourself e.g.(I need to get this grade, i want to do better than last time). In other hand, extrinsic motivation which refers to what we have to do, that come from the outside forces of individuals, for example; studied to get grade or work hard for the pay, also, it is when you do something because there is one of these; award, fear, punishment, or competition. Therefore, intrinsic motivation leads to extrinsic motivation, because when you enjoy doing something, you master it.

While, there is another classification of motivation:

Brown (1981) according to Ellis (1985) identified three basic types of motivation:

A: Global motivation, which consists of general direction to the goal of learning a foreign language FL.

B: Situational motivation, which varies according to the situation in which learning takes place.

C: Task motivation, which is the motivation for performing particular learning tasks.

I.2.1.2. Personality

Another affective factor as important as motivation, which is personality. Indeed, personality is one of the basic themes in psychology; since long ago scholars have been trying to discover and to understand the relationship between personality and the other things and process. In this part of research, we are going to present various definitions according to various scholars.

According to Dornyei (2005, p.11) "personality, representing the complex of all attributes that characterize a unique individual", means that personality is the most complex part in the human being structure, according to the same source (2005, p.11), "(…) is the most individual characteristic of a human being (…)". In addition, Mayer (2007, p. 01) extends a

set of personality definitions in literature and add his own definition; "personality is a system of parts that is organized, developed, and is expressed in a person's actions", these parts according to Mayar include: motives, emotions, mental models, and the self. Along time, scholars and researchers focused their work on personality and its effects on learning second / foreign language, such as Skehan (1989), Gass and Selinker (1994) and so on. Without doubt that there is a deep relationship between personality as a basic element on language learning, and itis appears on Ehrman.M.E (1996, p.101) opinion that "there is a clear relationship between personality and second language acquisition (SLA) as personality determines what people feel comfortable with. As a result, people tend to choose and consequently do what they feel comfortable with and get better at the given skills". As a result, second / foreign language learners has its own tendencies and directions, and directions to select the learning methods and the ways that made them feel relaxing to get faster and more. In this part we try to explain and trait tow sub-elements:

Extroversion and introversion and, Self-confidence and self-esteem.

I.2.1.2.1. Extroversion and Introversion

Introverts and extroverts are personality types popularised by the 20th century Swiss by German psychologist Carl Jung, who used the theory to better understand various behavioral patterns and attitudes of his patients. An introvert is a person whose attention and interest are typically directed inward toward their feelings and thoughts, whereas an extrovert's attention is focused more toward other people and the outside world. According to Dawaele and Furnham (1999) extroversion and introversion are a section of a continuum. Extroverts are social persons, they take decision without thinking about the results, take risks, whereas, introverts are believed to be introspective, quiet and reserved.

As we said above extroversion and introversion are the single most important aspects of personality. There are few theories about the differences between these expects, but the main one is; where they (extroverts and introverts) their energy from? Extroverts gain energy from others (from the outside world), they are recharge by being social, they lose their energy when they spend too much time alone, also they enjoy the extra bang that comes from activities such as: meeting new people, going playing sports. On other hand, introverts tend to recharge their energy by spending time alone, and from his/ her inner world, they lose energy from being around people for long period of time. Introversion people prefer less stimulation as when they sip with close friends solve crosswords, puzzles or read books.

In the process of language learning Eysenck was the first researcher who examined the relationship between extroversion and learning, and hypotheses that extroversion was not positively correlated with learning due to several neurochemical phenomena in the human brain. Thus, he concluded that an introvert and not an extrovert would be a better language learner. Inconstant, the second language acquisition SLA theorists disagree with Eysencks' view they support that extroverts are studied language well than the introverts, as well as, the second language acquisition SLA literature; (McDonough 1986, Cook 2001, Krachen 1985, Swain 1985). They argue that those language learners (extroverts) who have more social relationships, and prefer communicative approaches, also enjoy and join the group activities. Therefore, they improve their interaction in the language and gave better results e.i. language proficiency. Thus, studies and scholars do not support this conclusion, and some researches have reported that successful language learners is related with extroversion for instance risk taking and quick decision, whether others have found that learner's success in language learning do not get high scores of extroversion.

I.2.1.2.2. Self-confidence and self-esteem

I.2.1.2.2.1. Self-confidence

Without doubt that there is a deep relationship between self-confidence and the learning language process, that is what Dulay, Burt and Krashen (1982, p. 75) confirmed "the self-confidence, secure person is a more successful language learner". It seems that self-confidence is a very important factor that helps learners to improve and achieve language learning, whether the first or second / foreign language SL/ FL. So where does self-confidence come from? Self-confidence as a word means power; this power come from the outside world (family, friends, teachers and the surrounding environment) of the learners. Significantly self-confidence is one of the factors that affect the learner's personality such as anxiety and self-esteem.

I.2.1.2.2.2. Self-esteem

It is a common belief among researchers that self-esteem and self-confidence are necessary for a complete and successful activity. Dornyei.Z (2005, p. 211) claim that it "is closely related to the notion of self-confidence, which has a vigorous research tradition in applied linguistics". Coopersmith (1967, p. 4) defines self-esteem as a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself/herself.

Also, Oxford (1999, p. 62) proposed a similar definition which explain "self-esteem is a self-judgement of worth or value, based on feelings of efficacy, a sense of interacting effectively with one's own environment" e.i. self-esteem is your reputation with your self, what do you think about your self.

The relationship between self-esteem and second language acquisition SLA has been widely investigated, Brodsky and Shore (1976), and Gardner and Lambert (1972) present their studies and conclude that self-esteem is very important to acquire the second language, also Heyde (1979) supported the previous view with his conclusion which present self-esteem product by high teachers' involvement let to better results in second language acquisition.

I.3.1.3. Anxiety

Anxiety is another important affective variable in second / foreign language SL/ FL learning, as Arnold, J. (1990, p.8) stated "Anxiety is quite possibly the affective factor that most pervasively obstruct the learning process", anxiety as a word means the feeling of fear, trouble, restlessness, distress, disquiet, foreboding, uneasiness and worry. That is what is confirmed by Horwitz (1986, p. 125), "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system".

On the other hand, mostly anxiety can appear as a main variable on learning foreign language FL, that is what Horwitz et al (1986.p,128) named foreign language anxiety FLA "(…) a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process". Also, MacIntyre (1999.p, 27) defined that language anxiety is: "the worry and negative emotional reaction aroused when learning or using a second language".

Different scholars in various studies focused on language anxiety and anxiety types. According to Brown (2000) stated three motifs of foreign language anxiety. Are:

 a. Communication apprehension, arising from learners' inability to adequately express nature thoughts and ideas.

b. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others.

c. Test anxiety or apprehension over academic evaluation.

In addition, Dörnyei (2005) reported that it is a complex construct and takes our attention to two anxiety dimensions:

A. Beneficial/ Facilitating (helpful anxiety) it is positive factor, versus Inhibitory/ debilitating anxiety (harmful anxiety).

B. Trait (stable predisposition) it is a more permanent tendency to be anxious, versus State anxiety (experience anxiety) often it is related to an event or an experience.

μIt is interesting to observe that anxiety is not always a negative variable in learning foreign language, (Lightbown and Spada 2006; Oxford 1992; All wright and Bailey 1994; Brown 2000). As Ellis.R (1995.p, 482) pointed, "There are several reasons for these mixed results. One of them is that the relationship between anxiety and achievement is probably not a linear one". Gass and Selinker (2008, p. 400) have confirmed that "In general, anxiety (…) has a curvilinear effect on performance: low levels help, whereas high levels hurt".

All in all, It is generally believed that students with low anxiety levels will learn better; however, the outcomes of research in this area has not been straight forward (Horwitz 2001). MacIntyre (1995, p. 96) states, "anxious students (…) will not learn as quickly as relaxed students". Anxeity has two faces, teachers and learners can control how it effects on their attitude and behaviours, anxiety can effect on the students learning positively ans make the students give more efforts and learn more, in other hand, it can effect negatively.

I.2.1.4. Willingness to Communicate

Macintyre et al. (1998, p. 547) defined the term of willingness to communication (WTC) as the individual's "(…) readiness to enter into discourse at a particular time with a specific person or persons, using a L2". This new affective variable that have a great significance, which has been described as fairly stable and fixed in the first language but influenced by a number of variables in a second language L2, (Dörnyei 2005a, Macintyre et al. 1998; Dörnyei 2003a).

In the domain of second language learning SLL, in order to understand willingness to communicate (WTC), it is useful to take a look at the six layered pyramid model that trait a set of linguistic and psychological variables.

Table 03: Macintyre et al' s Heuristic model of WTC 1998.
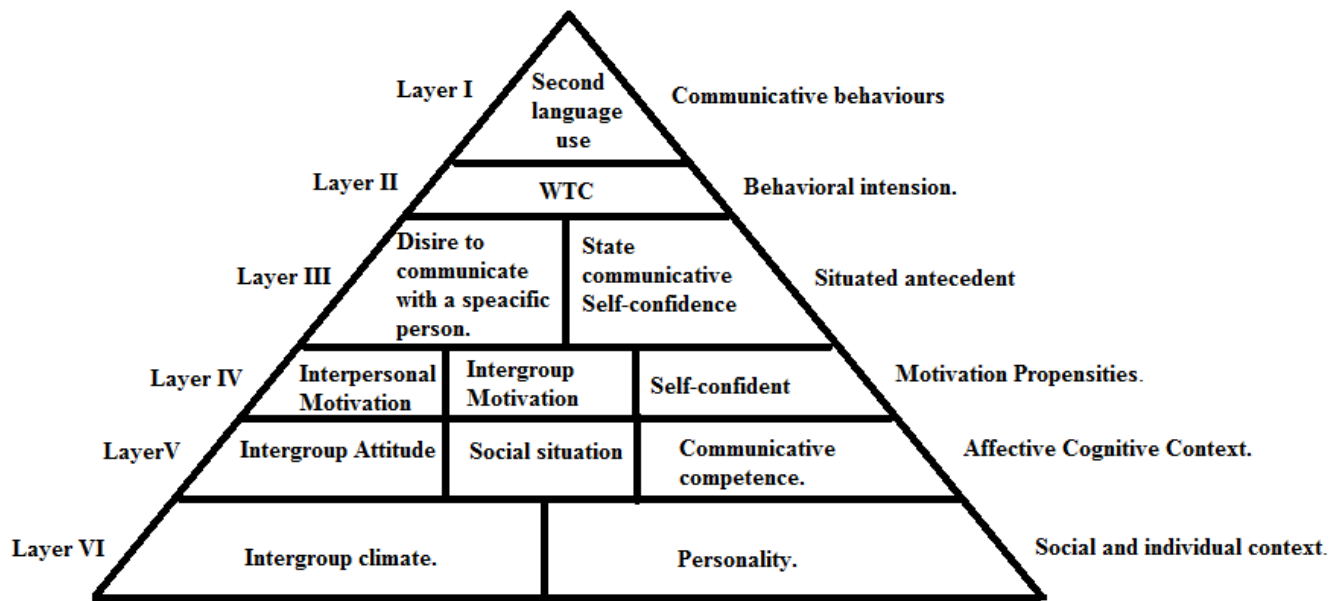
Starting from the top of the pyramid to the bottom:

- Layer I (Communicative behaviours); the top of the pyramid touch actual communication including second language uses: actual speaking, reading second language SL novels, watching movies (TV).

- Layer II (Behavioural Intention) ; as it defined by the Specialist Macintyre (2007, p. 568) "(…) represents the final psychological step in preparation for l2 communication".

- Layer III (Situated Antecedents); is suggested to contain two basic groups of factors: Desire to communicate with a specific person, e.g ordering food in the restaurant, and State communicative self confidence, e.g. Some body has the confidence to speak, or to confidence inter conversation.

- Layer IV (Motivational Propensities); includes the following parts: personal motivation, motivation between groups, and self-confidence.

- Layer V (Affective-cognitive Context); intergroup attitudes, e.g. weather you want to learn Spanish language and to speak with Spanish people, social situation (being at home, school or at work), and communicative competence.

- Layer VI (The Social Context and The Individual); intergroup climate and personality.

I.2.2. Cognitive variables

Cognitive variables are the second group of individual differences (IDs), according to Ellis's definition (1985). In this section we are going to study and discuss selected cognitive factors that are related to second / foreign language SL/FL, this discussion includes the following: intelligence, aptitude, age, learning style and strategies.

I.2.2.1. Intelligence

A number of researchers and scholars have argued that intelligence has been of a great significance, as they take broad space in research, as Williams and Burden claim that "intelligence is a subject about which much has been written, but most teachers still feel confused" (1997, p. 17). Indeed, intelligence is an interesting topic.

Generally intelligence is attributed to the person (the learner) who learns quickly, understands and comprehends the complex ideas, also solve difficult problems and operations. According to Ellis, R. (1985, p. 110), intelligence is "a general academic or reasoning ability (...) Intelligence is the term used to refer to a hypothesized 'general factor' (often referred to as the 'g' factor), which underlies our ability to master and use a whole range of academic skills". Hutter (2007, p. 22) pointed out his own informal definition of the term, which is: "Intelligence measures an agent's ability to achieve goals in a wide range of environments". Brown (2000, p. 100), in turn defines intelligence as: "Intelligence has traditionally been defined and measured in terms of linguistic and logical-mathematical abilities''. Lightbown and Spada (2006, p. 57) explain that, "The term intelligence' has traditionally been used to refer to performance on certain kinds of tests". In addition to the introduction summary of Williams and Burden's book on individual differences (1997, p.19) "Intelligence is what psychologists call a hypothetical construct, a term of convenience to account for something that doesn't really exist".

At the beginning of the twentieth (20th) century, the German psychologist, William Stern created the intelligence Quotient (IQ) term? The earlier concept used to measure the degree of intelligence of the learners, it was a common view that intelligence related to second/ foreign language SL/ FL learning.

I.2.2.2. Aptitude

Without any aptitude, there can hardly be a successful process of learning. Therefore, aptitude is one of the main important individual factors that enhances learning second/ foreign language. Lightbown and Spada (2006, p.57), for example, define language learning aptitude as "specific abilities thought to predict success in language learning (…)". Related to the second language aptitude definition, Stern (1994, p.368) states, "The definition of second language aptitude and its measurement depend upon underlying language teaching theories and interpretations of learner characteristics and of the language learning process", also, in turn Ranta (2002, p.162), claims, "Aptitude is viewed as a stable trait of the individual which predicts how quickly he or she will learn a foreign language". Furthermore, Robinson define the L2 aptitude; "the ability to successfully adapt to and profit from instructed, or naturalistic exposure to the L2" (2012, p. 57).

Several studies found some correlation between aptitude and intelligence and even the other cognitive variables. As Dörnyei (2006, p. 45) states, "The concept of language aptitude is related to the broader concept of human abilities, or intelligence, covering a variety of cognitively-based learner differences". In turn Cohen (2010) indicated that L2 aptitude in different ways such as; special ability, gift, knack, feel, or flair for languages.

All in all, second/ foreign language aptitude has been one of the main themes that has interested many psychologists and applied linguists on the basis of previous researches.

I.2.2.3. Learning style and strategies

I.2.2.3.1. learning styles

Each one of us has his/ her special life style, also different styles on learning. Learning style of an individual can be defined as the way we learn things in general and the way we solve problems. Moreover, many researchers propose several definition of learning styles; According to Straková (2004, p.18), learning styles are "general approaches we use to learn a new language. These are the same styles we use in learning other subjects". Also, Reid (1995) states that learning style is "an individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills". Related to the learning style definition; Keefe and Ferrell (1990, p.59) define them as "(…) a complex us of related characteristics in which the whole is greater than its parts. Learning style is a gestalt combining internal and external operations derived from the individual neurobiology,

personality, and development and reflected in learner behavior". Dunn and Griggs (1988, p.3) assumed an interesting description of this individual learner variable: "Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". Oxford (2001, p. 359) claims, "Learning styles are the general approaches; for example, global or analytic, auditory or visual, that students use in acquiring a new language or in learning any other subject". Ellis (2004, p.534), in turn, provides short definition of learning style, stating that the concept "(…) refers to an individual's preferred way of processing information and of dealing with other people".

In the process of learning/acquiring a foreign/second language, various studies have been interested in the learning style role in the second language acquisition. To conclude, recent researches claim that learning styles are acquired from the mother tongue, in other words some learners enhance and develop similar learning methods of acquiring the L1 to learn the L2.

I.3.2.3.2. Learning strategies

Learning strategies is one of the bright cognitive variables, which make students different from one to another in their techniques and materials that they use to learn new subjects or foreign languages. The following table 03 present selected definitions in chronological order suggested by various researchers.

Table 03: Definitions of learning strategies.

Sources	Definitions
Rubin (1975)	"(…) the techniques or devices which a learner may use to acquire knowledge".
Chamot (1987)	"Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information".
Oxford (1990)	"Learning strategies are steps or actions taken by language learners to enhance any aspect of their learning: accession, storage, retrieval and use of information".
Cook (1991)	"(…) a choice that the learner makes while learning or using the second language that affects learning".
Ellis (1997)	"Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. They can be behavioural (…) or they can be mental (…)".
Oxford (2001)	"(…) the specific behaviours or thoughts learners use to enhance their language learning".
Cohen (2011)	"Language learner strategies can be defined as thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks".

The above table presents an overview of definitions of learning strategies in chronological order. Rubin assumed a simple definition "techniques or devices which a learner may use to acquire knowledge"; i.e. learning strategies are the set of approaches and stuff that learner's fellow and use to master something new or language. In addition, cook (1991) stated "(…) a choice that the learner makes while learning or using the second language that affects learning" means that the ways that the students choose to learn or to use. Ellis (1997) claimed that "Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. They can be behavioural (…) or they can be mental (…)". Where learning strategies are the methods and techniques (maps, plans, records, vedios, novels) that learners use and fellow to enhance their second/ foreign language. Cohen (2011) "Language learner strategies can be defined as thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language

tasks" i.e. learning strategies are the verbal and nonverbal behaviours that help the learners to achieve their goals on learning languages.

Rubin (1975, p.42) states "(…) if we knew more about what the 'successful learners' did, we might be able to teach these strategies to poorer learners to enhance their success record". So, we need to know these different strategies that successful student use to learn a foreign language, Considerable effort was expended on investigating a number of 'techniques' that the good language learner uses to acquire knowledge. for example; maps, projects, group works, shem .

I.2.2.5. Age

Age is considered as one of the important elements that affect learning English as foreign language, or contribute in English language acquisition, as important as the previous factors. As confirmed by Lightdown and Spada (2006); age has been considered the main factor to specify success in learning a second / foreign language, and it is easier to define, measure in comparison to the other individual differences (IDs). Sometimes, a class includes different ages, which can be a factor that differentiates learners; and we notice that there are different views, capacities... ect.

This factor (age) has been the most interesting issue in second language acquisition SLA. Indeed, it is a common believe that children acquire new language faster than adults. Various scholars prefer starting second language early (Stern 1994). These studies proposed hypothesis according to thesis results, which was summarized by Birdsong (1999, p. 1) in the following way: " (…) the CPH states that there is a limited developmental period during which it is possible to acquire a language be it L1 or L2, to normal, native like levels. Once this window of opportunity is passed, however, the ability to learn language declines". Muñoz (2007, p. 240), in turn, supported CPH and states: "The effects of age on L2 learning have usually been studied in relation to the issue of the existence of a critical period in second language acquisition (…)" where Critical Period Hypothesis CPH proponents assumed that there is critical period for foreign language acquisition; they also claim that individuals are optimally suited to learn certain kind of behaviour (contain foreign/second language FL abilities), and after this period learning a behavior become difficult or impossible (adapted from "Learner Characteristics: Factors Affecting the Success of L2 Acquisition).

In contrast, Bailystok (2001), Birdsong (2005), Marino-va-Toddel et al (2000) and Moyer (2004), researchers conclude that the Critical Period does not exist. Furthermore, Singleton

(2007, p. 48) presented his views against the existence of Critical Period Hypothesis of second language acquisition and undermines the role of CPH explaining that "(…) there is a vast variation in the ways in which the critical period (CP) for language acquisition is understood".

All in all, till the recent years, researchers still focus on age as an important factor that effect on second language learning. This term is seen as a complex variable that is related to other individual learner factors. As Moyer (2014, p.458) claims, "age effects research has traditionally failed to capture the complexity and dynamism of the ex-perience of language learning, and the myriad factors that influence its course of development".

I.2.3. Social variables

Social variables are the third group of individual differences (IDs) according to Ellis. Social variables as important as the two previous groups on learning second/ foreign language, As Ellis (1995.p.197) assumed that; "Social factors have a major impact on L2 proficiency but probably do not influence it directly. Rather, their effect is mediated by a number of variables". This section will include two factors which have attention in SLA research, gender and belief.

I.2.3.1. Gender

Various studies have found that gender can have significant impact on how students learn a language. Nyickos (2008, p. 73) suggests a definition and states that: Gender as a broad term is often used to denote not only the biologically based, dichotomous variable of sex (that is, male or female) but also the socially constructed roles (i.e. gender) which are created by the different ways in which the sexes are raised from birth and socialized within a certain culture. On other hand, some scholars use the notion sex, which constitutes a biological distinction (Oxford 1992. Ellis 1995), more suitable concept that confirms the social construction of men and women is gender (Piechurska-Kuciel 2011. Nyikos 2008).

Gender as well is one of the individual differences (IDs) which has a great importance in learning second/ foreign language. At the classroom we find boys and girls, where teachers face that students (males & females) do not have the same way of thinking, way of speaking, and goals. Furthermore, the teachers do not treat them in the same way. According to Davies (2006), girls are more motivated to study and they are more interested with literature and languages and arts… on the other side, boys are less motivated and they are attracted to what

requires mental skills and statics such as math and physics. Ellis presents his point of view that girls are more motivated and outperform than boys in learning. López Rúa supported Ellis view and stated: "(…) girls are regularly superior to boys in terms of overall achievement in languages in general (and foreign languages in particular)" (2006, p.100).

In fact gender is inherently interesting, while social ID variable has been neglected by researchers in the field of SLA; Sunderland (1994, p.211) stated that: "the effects of gender roles, relations and identities are everywhere. Ironically, because of this, in much writing and thinking on English language teaching, gender appears nowhere".

I.2.3.2. Belief

Beliefs are the last individual learner variable that we discussed in this section. There many research studies interested in studying the beliefs and this is effects on the FLL. Regarding to beliefs, Kalaja and Ferreira Barcelos (2006, p. 1) state the following definition:

Beliefs are considered as one area of individual learner differences that may influence the processes and outcomes of second/foreign language learning/acquisition (SLA). Their significance has been related, first of all, to mismatches between teachers' and learners' agendas in the classroom; secondly, to students' use of language learning strategies; thirdly, to learners' anxiety; and fourthly, to autonomous learning.

On the other hand, this social learner factor has been neglected in the field of research. Nyikos (2008.p.74) claims that; "(…) often neglected as a variable in language learning". While, Lightbown and Spada (2006) suggested that the majority of learners have strong beliefs about learning language. Moreover, these beliefs effects on second language learner's success; Horwitz (1987).

In the field of second language learning SLL, the relationship between beliefs and learning results. Learners have many previous thoughts and ideas about themselves, language and about learning language process. According to many studies, basically the relationship between this social variable and learning result has been indecisive. Several types of beliefs have been proposed from many researchers; we sum some of them up in the following table:

Tables 05: Beliefs types according to several researchers.

Researchers	Types
Wenden (1999)	- Metacognitive knowledge.
Benson and Lor (1999)	- Higher-order conceptions. - lower-order beliefs.
Mori (1999)	- Perception of the difficulty of language learning. - The effectiveness of approaches to or strategies for language learning. - The source of linguistic knowledge.

Conclusion

In the process of learning a foreign/second language, learners' individual differences take a great role. This chapter provided set of definitions and different classifications (taxonomies) of them. It also included an overview of selected individual differences (IDs), in addition to their role in learning English as foreign language FL. We focused on reviewing the effectiveness of these differences.

CHAPTER TWO:

DATA OF ANALYSIS AND INTERPRITATIONS

Introduction

The previous chapter presented the theoretical background, which sheds light on the individual differences (IDs), and its effectiveness on English language learner. In order to, enrich the research hypotheses we have followed descriptive design as the most appropriate one to achieve the aim of the study. Thus, we used two questionnaires one for students and another for teachers, for gathering the needed data because they are among the most used tools for eliciting information from the target respondents concerning their attitudes, opinions, and background. Moreover, this chapter includes the analyses of both students' and teachers' questionnaires and the interpretation of questionnaires' results.

1. Design

To examine our hypothesis and to achieve the dissertations' aim, we have followed quantitative descriptive design dealing with two variables. It provides reliable and comprehensible image about the concerned theme.

2. Context

Billal BEN RABAH high school is the context of our research that situated in Chechar the wilaya of Khenchela. This school includes 23 classrooms, also 05laboratoires. In addition, to a beautiful and vast library. This establishment include more than 400 learners. This school is the older high school in Chechar. This context has been chosen, in order to investigate the relationship between the learners' individual differences and foreign language learning FLL. Moreover, it is to check how (IDs) affect learning English language as foreign/ second language FL/ SL.

3. Piloting the Questionnaire

Piloting the questionnaire was of a great significance since it helped us to gather the most important information about the learners 'personality. The learners' questionnaire was given randomly to 40 second year learners (high school). All the learners commented that all the questions were clear and comprehensible.

4. The Students' Questionnaire

4.1. The Aim of the Questionnaire

The questionnaire is designed to get the learners' opinions about their individual differences' (IDs) attitudes; this, to gather and then investigate the gained data. As well as take out the individual differences effectiveness on learning English as second / foreign language SL/ FL.

4.2. Administration of the Questionnaire

After getting the administrative permission, the questionnaires were distributed to the learners and teachers during 22 April 2019. Generally, at the morning from 09:00 to 10:00, inside the classroom. After doing this, researchers explained for the learners the questionnaire content; therefore, the majority of the students understood the questions that were included, in turn they look enough time and willingly answered the questions in 45 minutes or there about.

4.3. Description of the Questionnaire

The questionnaire (see appendix two 02) consists of seventeen (17) questions organized in two sections, respondents are requested to answer by ticking the appropriate box (es) or complete the answers where necessary; besides, there is an open-ended question where the respondents were asked to provide explanations or justifications.

4.3.1. Section One: Background Information (04 items)

In this section the students are asked about their personal background: age, gender (item 1, item 2), also they were asked about their English exams results. Moreover, students were asked if they to provide their opinion of whether English language is something that they learn from their daily life or a talent.

4.3.2. Section Two: Individual Differences (13 items)

This section gathers information about individual differences (IDs). First, students were asked about their motivation towards studying English (Item 5), and how do they express this motivation (Item 6-8), and (Item 7) learners were asked about their self-esteem through participating in the classroom. Intelligence also takes place in this section (Item 9-14), and during class, if learners do not understand something (idea, concept) what would they do? and how they evaluate their intelligence degree according to their English level. In addition, (Item 10) learners were asked if they believe in their abilities to succeed in learning English,

(Item 11) is about personal aptitude to learn more about English language.(Item 12) what are the most important solutions that learners follow to avoid anxiety during their exams, (Item 13) it is about the learners' personality, how do they characteristically prefer their teacher to be, (Item 15) learners asked if they like better to work in group, in pair, or individually; this item contains two idealized types,the first one is learning strategies, and the other one is extroverts and introverts Item 16, generally report the relationship between the individual differences (IDs) and learning English language. In this last item (Item 17), learners were asked to give more about their own suggestions about the learning strategies that they follow to learn English language.

4.4. Analyses of Students' Questionnaire

Section One: Background Information

Item 01. Age

Table 06: Learners' Age

Age	N (Number of respondents)	% (Percentage)
16	26	65%
17	10	25%
18	04	10%
Total	40	100%
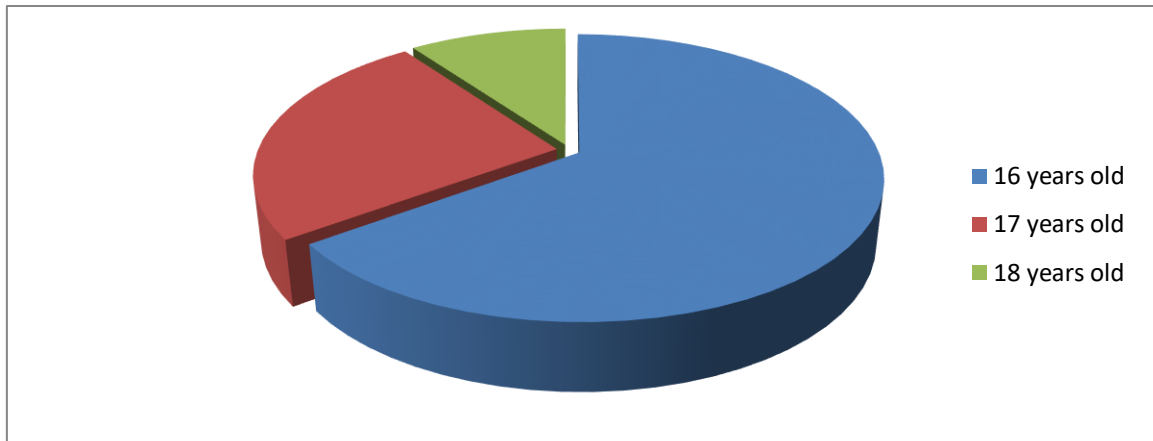
Figure 01: Learners' Age

Comment

From the table above, it can be clearly noticed that the majority of students (65%) are in the age of sixteen (16) years old, and (25%) 10 students are seventeen (17) years old, and the rest (10%) students are in the age of eighteen (18) years old.

Item 02: Gender

Table 07: Learners' Gender

Gender	N	Percentage %
Male	15	37.5%
Female	25	62.5 %
Total	40	100%
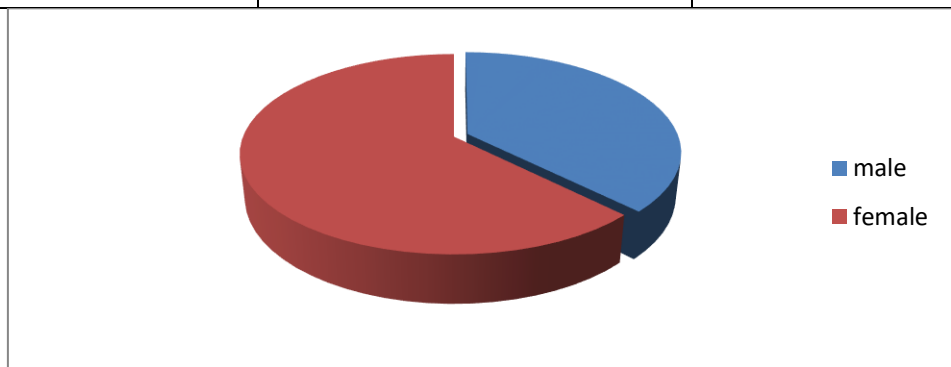
Figure 02: Learners' Gender

Comment

It is clear from the above table that the leading majority is females with 25 (62.5%) , while the rest are males 15 (37.5%). These results reveal that female students are more interested in learning than males.

Item 03: How it was Your English Exam's Results?

Table 08: Learners' English Exams Results

Options	N	%
Below average	05	12.5%
Average	11	27.5%
Good	15	37.5%
Excellent	09	22.5%
Total	40	100%
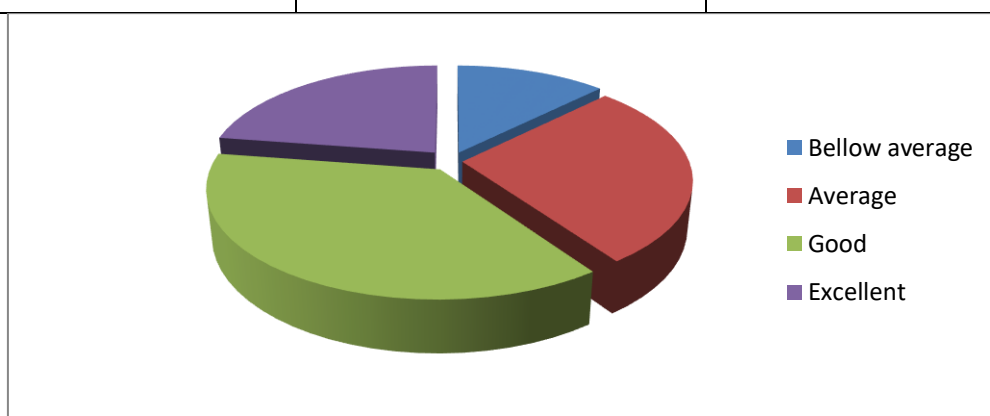
Figure 03: Learners' English Exams Results

Comment

According to the results obtained, 15(37.5%) students stated that their English exam results were good, and 11(27.5%) were average, and 09 (22.5%) were excellent and the rest are 05 (12.5%) bellow average results.

Item 04: Some Learners are Talented English Language (agree / disagree).

Table 09: Learners' Opinion about English as Talent.

Options	N	%
Agree	23	57.5%
Disagree	17	42.5%
Total	40	100%
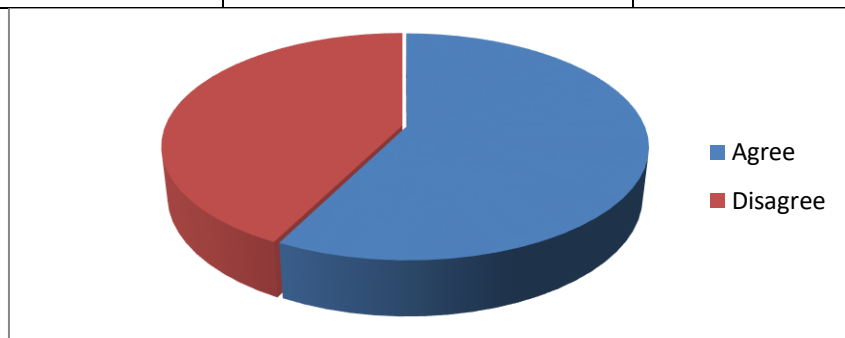
Figure 04: Learner' Opinion about English Language as a Talent

Comment

Table 07 reveals that the majority of students 23 (57.5%) agree with the fact that English is a gift and talent, and the rest of them disagree with this statement 17 (42.5%).

Section Two: Individual Differences (IDs)

Item 05: How do you Describe your Motivation Toward Studying English Language?

Table 10: Learners' motivation toward studying English Language.

Options	N	%
Low	04	10%
Average	18	45%
High	18	45%
Total	40	100%
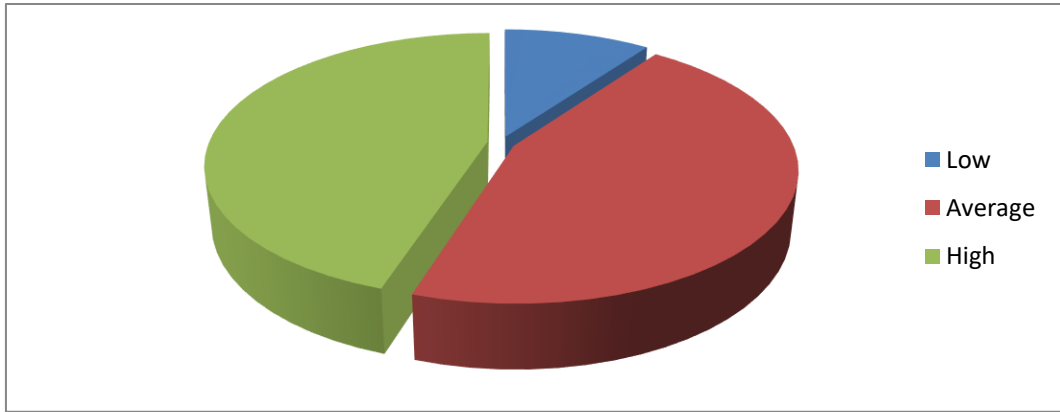
Figure 05: Learners' Motivation Toward Studying English

Comment

From the results of the table 8 we can notice that 18 (45%) of the learners are highly motivated to study English language, while 18 (45%) are average, and the rest rate of the learners 04 (10%) are low. Why?

- ✓ 18 (45%) are highly motivated, because they prefer English then French language; also, they love their teacher as they commented.
- ✓ 18 (45%) are average; they said that they try hard to learn more about English language.
- ✓ 04 (10%) are low; they do not like English language.

Item 06: How do learners express their motivation?

Table 11: Learners' Motivation Expression

Options	N	%
Raising hands to participate	10	25%
Asking and answering questions	11	27.5%
Participating in class conversations	14	35%
Chatting on the net with natives	05	12.5%
Total	40	100%
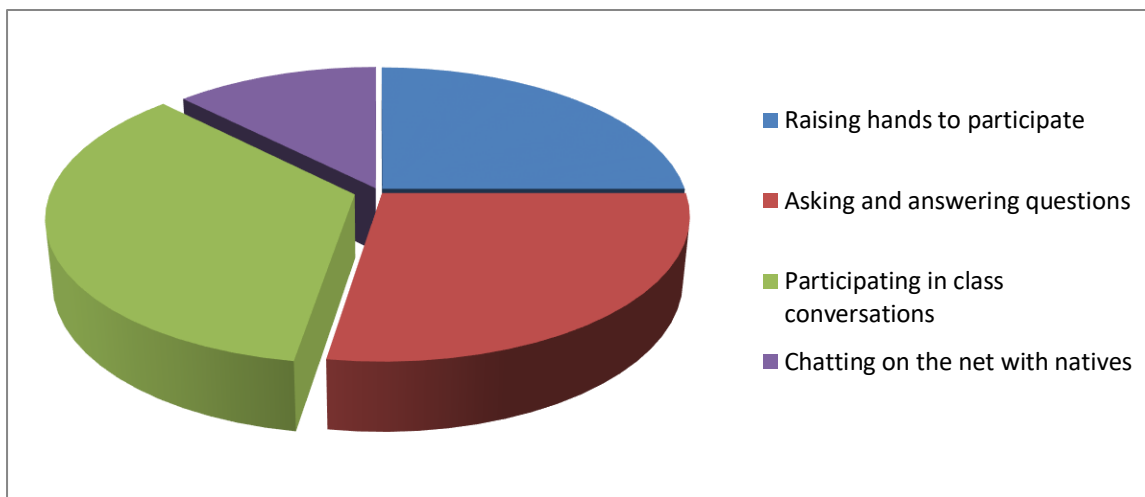
Figure 06: Learners' Motivation Expression

Comment

The table above shows that the majority 14 (35%) of learners express their motivation through participating during the class conversations; 11 (27.5%) of learners said that they ask and answer questions, while, 10 (25%) of learners said that they raise hands to participate, and 05 (12.5%) answered by chatting on the net with natives.

Item 07: When you do not participate in the class, is it because you;

Table 12: Learners' Participation Lack Inside the Classroom

Options	N	%
Are afraid of wrong answers	15	37.5%
Have lack of communicative competence in English	08	20%
Feel shy	12	30%
Are not motivated	05	12.5%
Total	40	100%
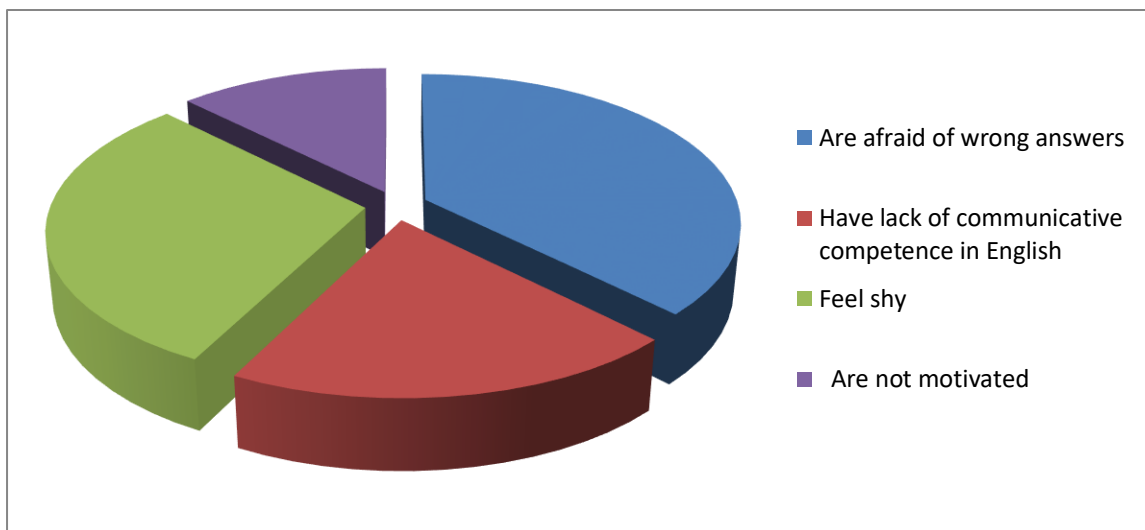
Figure 07: Learners' Participation Lake Inside the Classroom

Comment

The results shows in the table above approved that the majority of the students 37.5% do not participate inside the classroom because they are afraid of wrong answers, while 20% answered that the lack of communicative competence in English is the reason behind the dearth participation, 30% feel shy, and 12.5% of the students are not motivated.

Item 08: How do you feel when your teacher corrects your errors

Table 13: Learners' Feeling when Teacher Correct their Errors

Options	N	%
Very motivated	07	17.5%
Motivated	04	10%
Less motivated	10	25%
Embarrassed	11	27.5%
Frustrated	08	20%
Total	40	100%
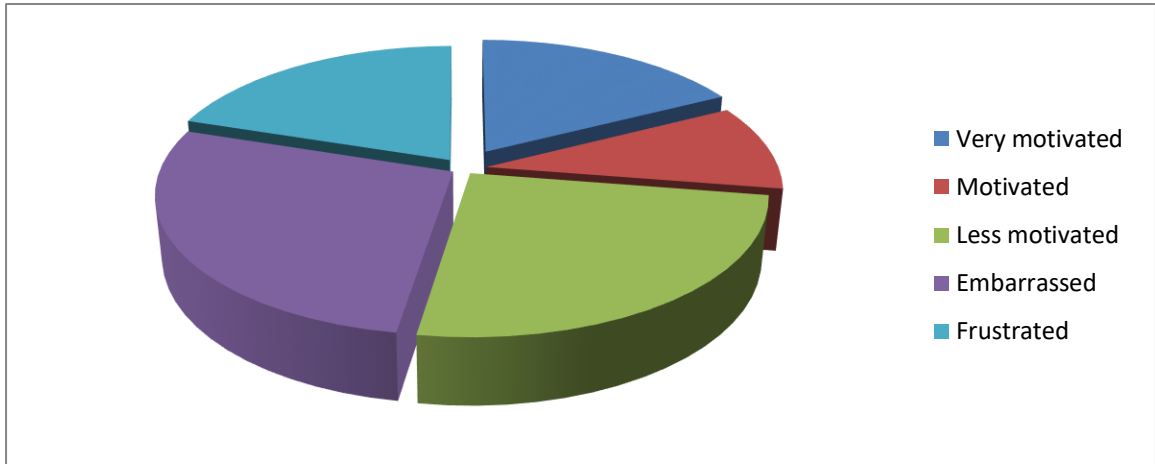
Figure 08: Learners' Feelings when Teacher Correct their Errors

Comment

Table 11 shows that 17.5% of the learners feel very motivated when the teacher correct their errors, while 25% are less motivated, 10% are motivated, however 27.5% feel embarrassed, the rest of the learners are frustrated.

Item 09: If you did not understand something (idea, concepts), what would you do?

This question was given to figure out the most important strategies that the students follow when they do not understand something (idea/ concept), the majority of them said that they would ask their teacher for help when they do not understand, while others said that they prefer to check it from the internet later on, ask friends from the other classes, or other sources (like: parents and relatives).

Item 10: Do you feel confident in your abilities to succeed in learning English?

Table14: Learners' Self-confidence

Options	N	%
Very confident	13	32.5%
Confident	15	37.5%
Uncertain	09	22.5%
Inhibited	03	07.5%
Total	40	100%
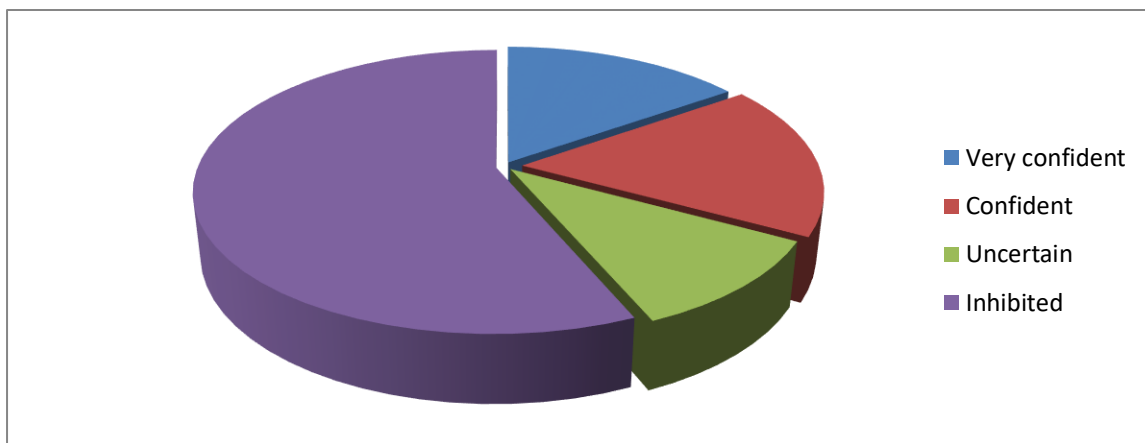
Figure09: Learners' Self-confidence

Comment

From the previous table (09) we can notice that the majority of learners feel confident in their abilities to succeed in learning English representing the rate of 37.5%, 32.5% are very confident, while 22.5% were uncertain, and the rest of the learners 07.5% inhibited.

Item 11: Are you satisfied with Your Aptitude to Learn more About English Language?

Table15: Learners' Aptitude

Options	N	%
Yes	34	85%
No	06	15%
Total	40	100%
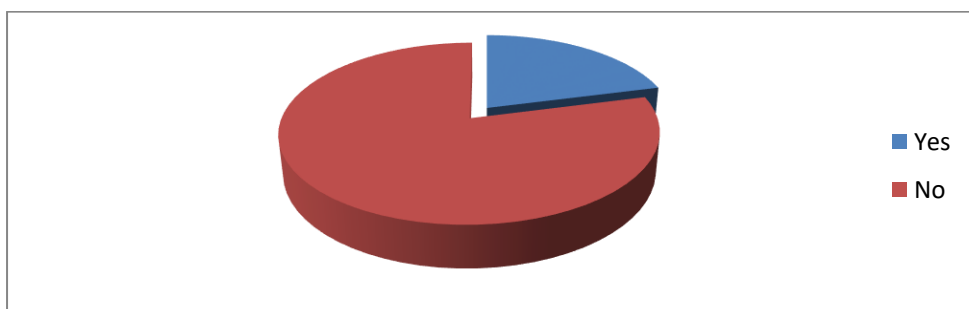
Figure 10: Learners' Aptitude

Comment

In the table 13 a vast majority of the learners are satisfied with their aptitude to learn more about English language 85%, the rest of them 15% are not.

Item 12: How do you overcome your anxiety during your exams?

This question is given to discover the techniques that learners follow to avoid anxiety during their exams, the majority of the students answered that ; they prepare very well for their exams so that they do not feel stressed; while, some of them stay calm and relaxing especially when they forget something during the exam .

Item 13: How do you prefer Your Teacher to be?

Table 16: Learners' View to their Teachers

Options	N	%
Friend and understanding	38	95%
Just to guide and explain the lesson	02	5%
Total	40	100%
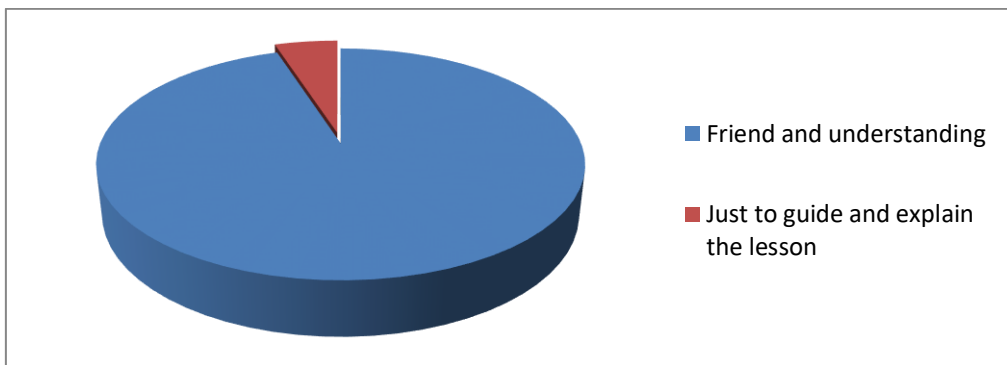
Figure 11: Learners' View to their Teachers

Comment

As shown, a vast majority of students 95% prefer their teacher to be friendly and understandable; while 05% answered that the teacher should be just a guide monitor and explain the lesson.

Item 14: How do you evaluate your intelligence degree according to your English level?

This question was given to understand the most important things that help learners to evaluate their intelligence degree according to their English level. Learners answered that if the students have a good pronunciation, good marks in exams, participating inside the classroom this would prove more their intelligence.

Item 15: At the Classroom, Do You Prefer to Work in

Table 17: Learners' Learning Styles

Options	N	%
Group work	26	65%
Pair work	05	12.5%
Individual work	09	22.5%
Total	40	100%
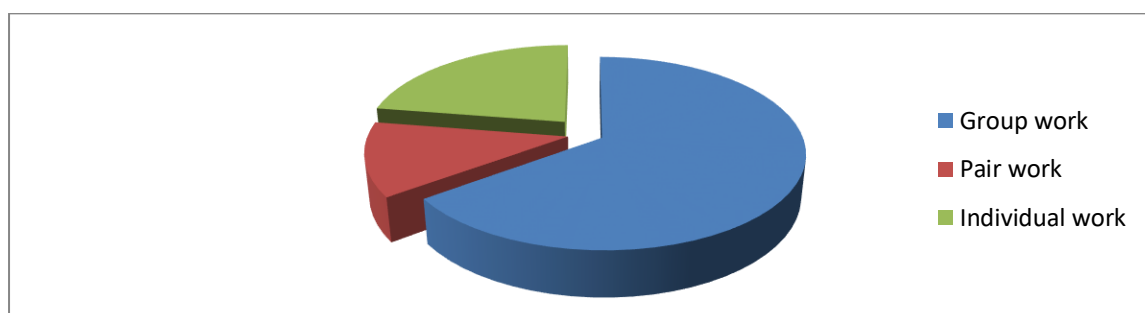
Figure 12: Learners' Learning Styles.

Comment

The results shown in the table 15 approve that the majority of learners 65% prefer to work in groups, while 12.5% prefer to work in pairs, and the rest answered that they like to work individually. They support their answers with different arguments, learners who like to work in groups said that they like to share and exchange the information and opinion with their mates, while learners who prefer to work alone answered that they do not get considerable benefit, when they work with other members, the rest of the learners prefer to work in pairs because they feel comfortable when they work with just one person.

Item 16: Do you think that learning English successfully cannot take place in the absence of:

Table 18: Learners' View About Individual Differences (IDs)

Options	N	%
Intelligence	11	27.5%
Motivation	07	17.5%
Self-confident	03	12.5%
Self-esteem	01	2.5%
All of them	18	45%
Total	40	100%
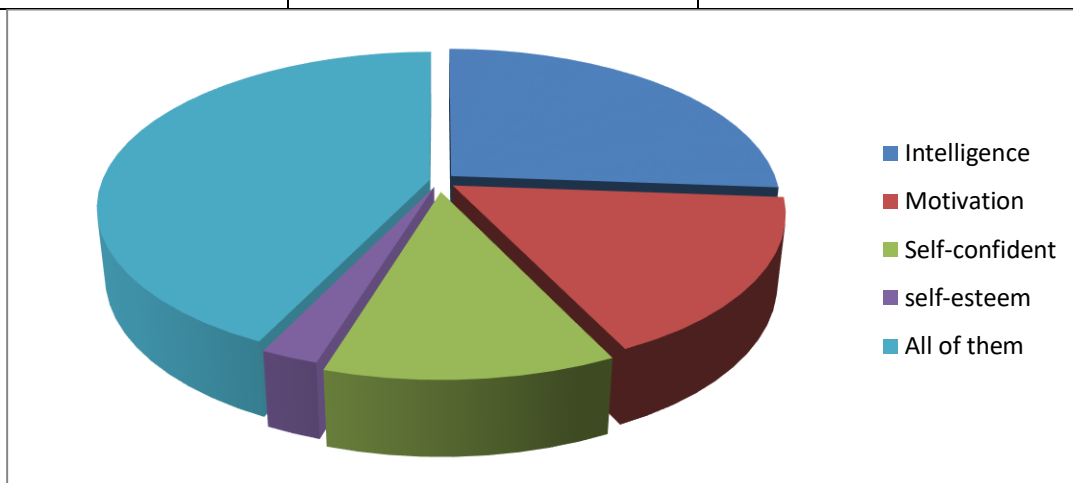
Figure 13: Learners' View About Individual Differences (IDs)

Comment

Most of the respondents 45% stated that learning English successfully cannot take place in the absence of all the options given above, 27.5% think that it has a relation with the intelligence, 17.5% stated that motivation has a great role in learning English, 12.5% link it with the self-confident, only one student answered that learning English has a relation with self-esteem.

Item 17: What are the Learning Strategies that you Follow to Learn English?

Here learners are supposed to give further suggestions about the learning strategies that they follow to learn English.

- ➢ Reading books and novels (22.5%)
- ➢ Watching movies and videos (27.5%)
- ➢ Listening to music (17.5%)
- ➢ Try to chat with native speakers (10%)
- ➢ Using dictionaries (15%)
- ➢ Try to use English as possible as they can in their daily life (7.5%)

4.5. Interpretation of the Results

Building up on the previous analysis and from the questionnaire results it is noticeable that the age of the majority is sixteen (16) years old. Moreover, the girls outnumber the boys' member. This result refers that females prefer to study in literary classes rather than statistics classes. Furthermore, the average learners' results majority of the students their exam results were good. The majority of students 57.5% agree that they have a talent in learning English language.

Table 08 shows that the majority of students describe their motivation to study English between high (45%) and average (45%), and the rest are low; this result has been confirmed that students have different motivation stages. Table 09 shows that the majority of students (35%) reply that they express their motivation through participating in the class conversation, while (27.5%) asking and answering questions, the rest lays between raising hands to participate and chatting on the net with natives. This result confirmed students do not have similar learning styles. Item (7) swivels round about the reason behind the learners' lack of participation in the class, (37.5%) said that they feel afraid of committing wrong answers, while (30%) feel shy, the rest feel that they are not motivated because of their lack of communicative competence in English, the obtained result confirm that learners' have different personalities (strong, weak, introvert and extrovert). Concerning the learners' feelings when their teacher corrects their errors, students gave several responses17.5%, 10%, 25.5%, 27.5%, 20%, very motivated, motivated, less motivated, embarrassed and frustrated respectively. The result shows several ways of learners' personal thinking, some of them make it as point of strength, while others as weakness.

Moreover, learners' pro different solutions when they did not understand something inside the class, for instance, asking their teacher during the lesson, asking their colleagues from other class, others said check it from the net, and asking their relatives. The result shows that learners are divided into two kinds of Extroverts and Introverts. Concerning learners' self-confidence about their abilities to succeed in learning English presented in table 11 that shows the majority of learners are confident about their capacities. The result confirmed that there is relationship between self-confidence and learning English. Also (Item 11) treated the learners' aptitude, where the majority of learners are satisfied with their aptitude to learn English; the result confirmed that learners are enthusiastically ready to learn more about English language. Concerning anxiety during the exams, students follow different ways to face and overcome this problem. According to the previous table (14) the vast majority of learners 95% like their teacher to be friendly and understanding, while 5% prefer him to be just a guide. This confirmed that the teachers' personality and teaching methods affect on students' performance.

As a conclusion, intelligence degree is differing from learner to another. Furthermore, the majority of students (65%) prefer to work in group, while 22.5% like to work individually, and the rest work in pair. The results demonstrate that learners have different learning style, and they search for the helpful way to improve their language. Thus, the majority of learners reply that learning English successfully can not properly take place in the absence of all these factors. Thereupon, and learners know the significance of the whole individual differences on learning English language. Moreover, learners gave different suggestions about their learning strategies that they follow to master English; they resort to use choose different strategies according to their potential abilities and capacities aiming at overcoming the encountered obstacles during learning language process.

5. Teachers' Questionnaire

5.1. Aim of the Questionnaire

The basic object of the teachers' questionnaire is to point out how individual differences (IDs) affect on learning English as foreign language (EFL). In addition to obtain the possible remarks of how teachers notice and perceive the role/ effectiveness of the ID's in/on learning process.

5.2. Administration of the Questionnaire

Our sample consists of ten (10) teachers who teach second year students at Billal BEN RABAH high school, Chechar. The questionnaire was distributed to for them on 22 April 2019. After their responses, all the teachers have handed back the given questionnaire.

5.3. Description of the Questionnaire

The whole questionnaire includes eleven (11) items (see the appendix two 02). It contains closed and open- ended questions; teachers were asked to answer by ticking the right box, and more than one answer was possible for them, also making full statements whenever necessary.

The first and the second question are for general information about the teachers; their gender and the period of teaching career (Item 01- 02). In (Item 03) the teachers were asked about which gender is more motivated to learn English, and why? in (Item 04) teachers were asked about the effectiveness of age on learning English as foreign language and why ? (Item 05) the respondents are asked about the individual differences (IDs) definition. Moreover, teachers were asked to which extent motivation help students to learn English (Item 06). (Item 07) teachers were asked and justify their point of view if creating a competitive atmosphere inside the classroom among learners makes them more motivated to learn English language. Within the Item 08 respondent teachers were asked about their opinion towards the ideal teachers' characteristics (Item 09) teachers are required to select among the workable learning strategies. The two last items (10- 11) respondents were asked about the process of teaching English, and do they make a kind of analysis to know about their learners' needs and learning styles(Item10). Furthermore, teachers are required to suggest the strategies that can help those students who do not participate inside the classroom, but do well in the exams (Item 11).

5.4. Analysis of the Questionnaire

Item 01: What is your Gender

Table17: Teachers' Gender

Gender	N	%
Male	03	30%
Female	07	70%
Total	10	100%
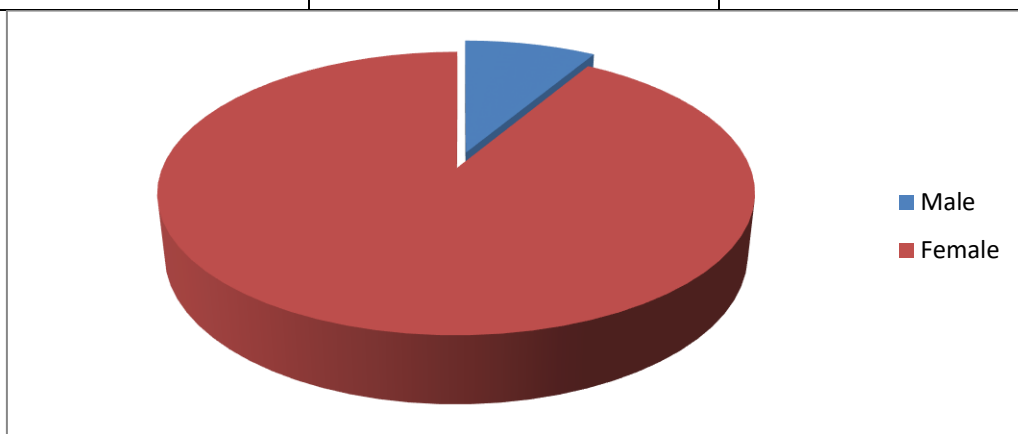
Figure 14: Teachers' Gender

From the table above, it can be easily observed that the majority of teachers 70% are females, while 30% represent males. This means that females are more interested to teach English than males.

Item 02: How long have you been teaching?

Table 18: The Period of Teaching Career

Option	N	%
One (01) to five (05) years	02	20%
Five (05) to ten (10) years	03	30%
More then ten (10) years	05	50%
Total	10	100%
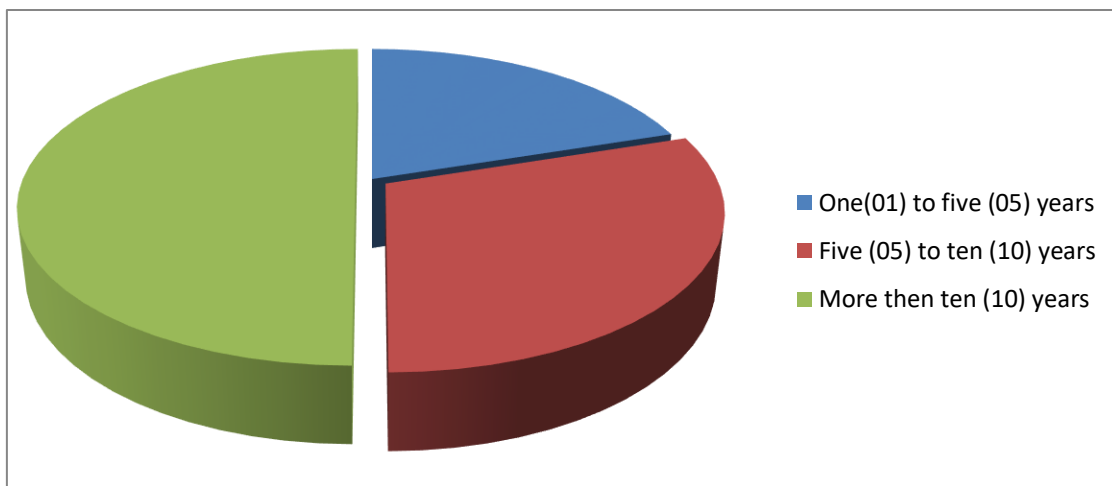
Figure 15: The Period of Teaching Career

The results obtained show that 50% makes up the majority of teachers who have experienced teaching for more than ten (10) years ago. 30% of the teachers have between five (05) to ten (10) years old in the teaching career. Whereas 20% have between one (01) year to five (05) years in the teaching career. This can only prove that the majority of second year teachers have long experience in teaching English.

Item 03: Which gender is more motivated in learning English?

Table 21: The Motivated Gender

Option	N	%
Male	00	00%
Female	09	90%
Both	01	10%
Total	10	100%
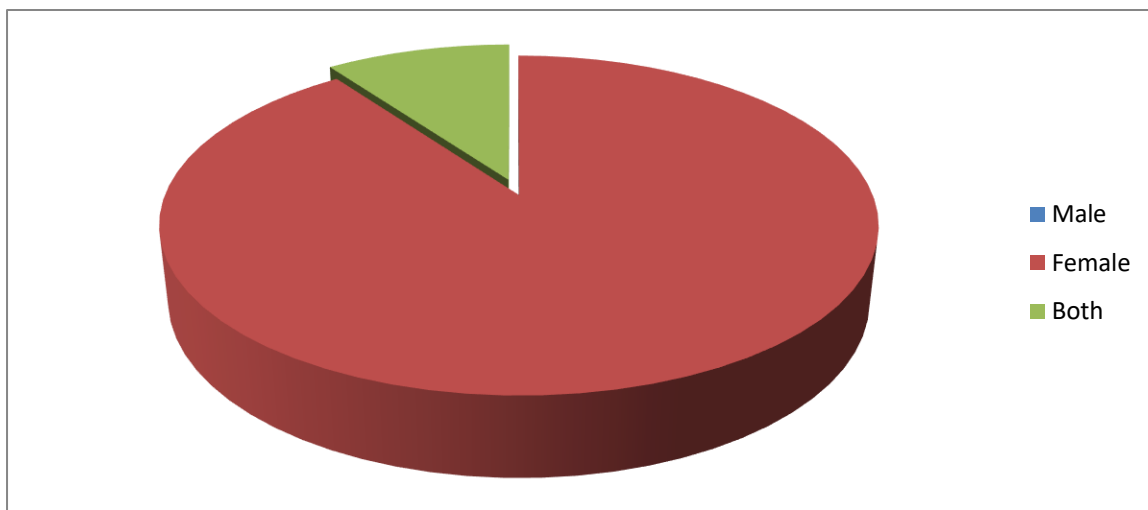
Figure 16: The Motivated Gender

According to the results in our hands, we notice that a vast majority 90% of teachers stated that the more motivated gender is female. While, only one teacher said that both genders are motivated to learn English.

Justification: (*female*) only one teacher out of ten did not give any justification.

➢ Girls feel motivated, prestigious, and more powerful in the class to learn a subject with no statistics.

➢ Generally, girls appreciate speaking English language especially in Algerian context.

➢ Generally, the majority of boys have low average in foreign languages.

➢ Males are more interested in math, physics, science and sport, while girls adore foreign languages (03 teachers).

➢ Generally, once talking about learning a language female are more motivated.

➢ In our school, in each class we have more girls than boys, almost 2 boys in each class. Thus, a girl learns better English.

Justification: (for *both* choice)

➢ Two (2) teachers answered: We all have similar abilities to learn things.

Item 04: How does age effect on learning English as a FL?

Table 22: Age effect on learning English as a FL

Option	N	%
Positively	04	40%
Negatively	03	30%
Both	03	30%
Total	10	100%
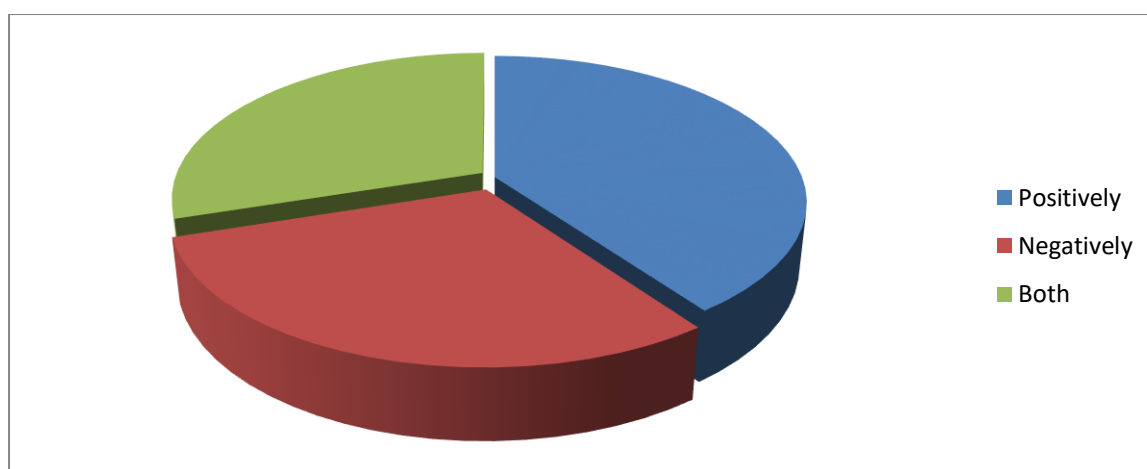
Figure 17: age effect on learning English as a FL

The table above 22 shown displays that 40% of respondents state that age affects on learning English as a FL positively whereas 30% said that affect negatively. 30% said age affect either positively or negatively on learning English.

Respondents'Explanation: (positively)

➢ Learners are able to gain more knowledge with time.

➢ The more and the less we are exposed to English language, the more and the less we learn it effectively. Age provided us with opportunity to fortify it.

➢ According to Chinese research age and willingness to learn can enhance the learning process of the individual, if you want to learn, no matter your age.

➢ Age differences between learners as an aid to motivate young learners to improve their language.

Respondents''Explanation: (*negatively*)

> Students will be good in English, if they have choice in primary stage to study French or English.

Respondents'Explanation: (*both*)

> I think young children have cognitive abilities (remember, memorize, record, retell…) that are scientifically better than old individuals.
> Both in fact, the age plays role in the power and ability to learn.
> Young individuals learn better scientifically, they can learn different languages at once, but old individuals do not have the same mental abilities.
- The rest (two teachers) did not give any explanation.

Item 05: How do you define Individual Differences (IDs)

Teachers gave several definitions of individual differences (IDs):

> Individual differences are explained as styles in learning and performance.
> The different capacities of the same age learners.
> The mirrors of the different ways towards learning a given language.
> Individual differences are a term that describes the diversity aspects between people.
> Individual differences mean that we are not similar, each one of us is different in their own way.
> Set of criteria that differentiate learners from others, the way learners learn better.
> Group of factors that differ from one person to another in relation to the "how to learn". Learners do not learn the same topic in the same way.
> All that makes individuals special in his own learning.
> Group of characteristics make the individual different.
> Age, gender, motivation, memory, attitude, personality…ect.

Item 06: To what extent motivation help students to learn English?

Teachers were asked about the extent of motivation in helping students to learn English, they replied with many various answers, as in the following statements:

> The more or the less we teachers motivate learners, the more or the less their competencies are enhanced.

- Motivation is very important for students to learn English, because always learners need encouragement to do better.
- Assuming that learners are not motivated to learn, our role is going to be meaningless and difficult to teach them.
- Simply, if they are motivated, they learn. If they are not, they will never learn.
- Motivation is the entire motor and core component in learning.
- Motivation is very important for learning; it makes learners brainstorm their knowledge about the topic they are discussing in the classroom.
- To the top. If you are willing to learn English, no one can stop you.
- Provided that learners are not motivated to learn English, we can not help them, however if they are motivated, we teach them easily and we realize all our expectations.
- Simply, the more motivated learner the faster to learn than the less motivated learners.
- Motivation is very significant factor to the willingness to learn, therefore, if the student wants to learn something he/she will do it.

Item 07: Do you think that creating a competitive atmosphere inside the classroom makes students more motivated to learn English?

Table 23: Competitive atmosphere effects on learning English

Option	N	%
Yes	10	100%
No	00	00%
Total	10	100 %
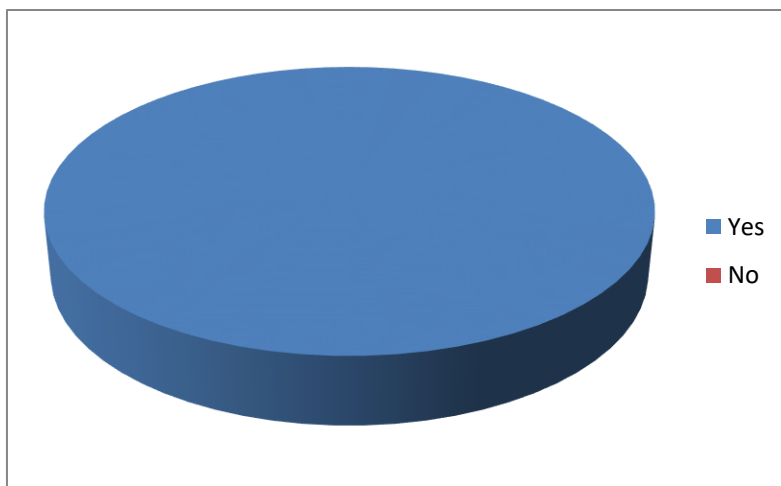
Figure 18: Competitive atmosphere effects on learning English

A quick glimpse at the overall table above, all the teachers 100% are willingly trying to create a competitive atmosphere inside the classroom that unquestionably makes the students more motivated to learn English.

If yes, how?

➢ Challenging them in a given task, and telling them that they will be rewarded, thus they become highly motivated.

➢ Making a competition in the class needs mixing opportunities in each group in order to mix up abilities that make the learners more relaxed and enthusiastic.

➢ Creating a competitive classroom is advisable in teaching, to create classroom atmosphere that push learners to do their best, I do that through urging learners to answer difficult questions or by producing the best production, I give them rewards.

➢ The best written production will be published in the school magazines.

➢ I divide them to groups; I reward the best group. E.g. I add to them extra marks since they love appreciate additional marks.

➢ Set a goal to be reached by learners, reflect about what motivates them (e.g. gifts, marks, sweets, free time, going outside the class, bringing their friends in class…etc) and I promise them to let them do what they want.

➢ Creating a competitive atmosphere is very important to improve and enhance the student's abilities and power in learning. Generally, I make competition between the two genders (boys and girls) then rewarding the winner.

➢ Use motivating and praising words (good, excellent, you're the best) in the classroom, to create competition between students.

- Make competitions between classes and reward the winners (marks, gifts…ect)
- The best project will be putted in the school library.

Item 08: When in classroom, an ideal teacher would focus on:

Table 24: The main principles that the ideal teacher must focus on

Option	N	%
Learners' affective factors	01	10%
The necessary material	00	00%
Learners' cognitive factors	00	00%
Effective teaching	01	10%
All of them	08	80%
Total	10	100%
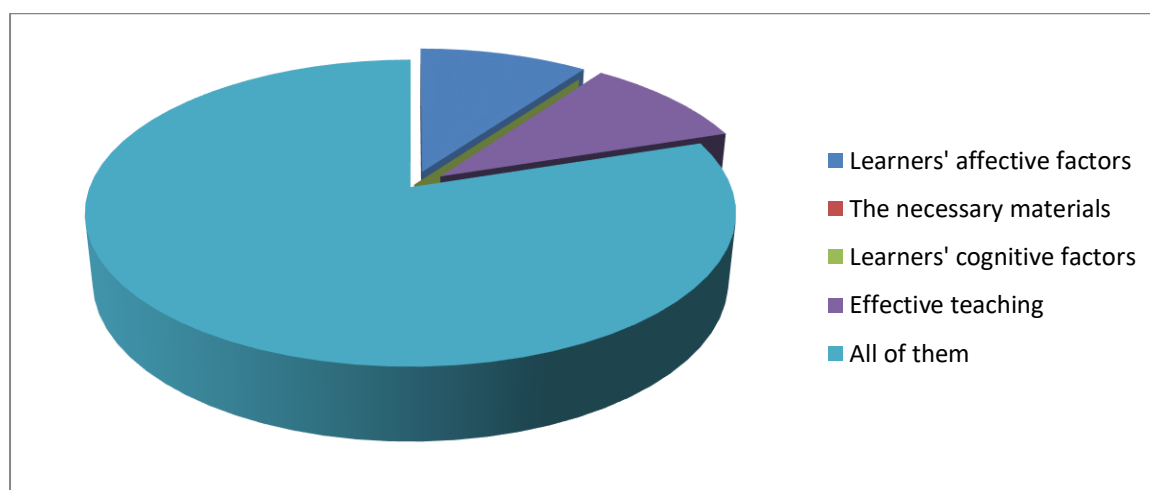
Figure 19: The main Principles that the Ideal Teacher must focus on

As shown in the table above 22 a vast majority 80% of teachers stated that all the options would the ideal teacher focused on, and only one teacher 10% said the ideal teacher must focus on the learners' affective factors, also only one teacher 10% select effective teaching. This confirmed that all the elements are important to learn and to teach.

Item 09: Which learning strategies do you favour?

Table 25: Teachers' Learning Strategies

Option	N	%
Push students to look for some important details in your topic.	05	50%
Just ask them to concentrate on the main points.	01	10%
Both	04	40%
Total	10	100%
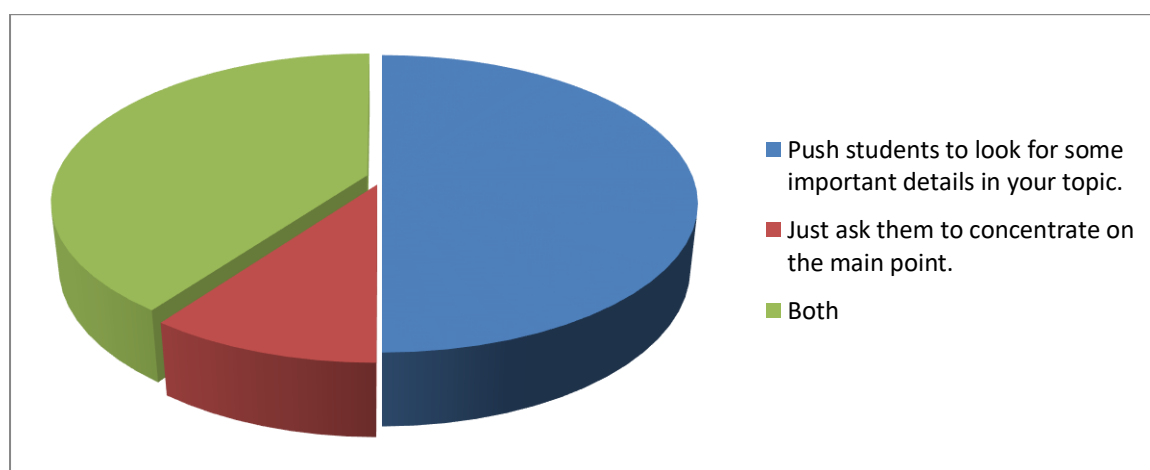
Figure 20: Teachers' Learning Strategies

The most respondents 50% have recorded that the best strategies is to push students to look for some important details in your topic. Whereas, only one teacher 10% state that just ask them to concentrate on the main points. And the rest 40% of teachers said that both strategies included in work.

Other:

We asked the teachers to give us other strategies those they fellow:

➢ Brainstorming about the topic with the students, giving them the choice to present the lesson, according to the way that they want and prefer.

➢ Ask the students to prepare the topic at home, and look for extra information about the topic from different sources net, books …etc.

- I try to avoid the scholar book and use extra material such as: a picture, videos, songs, plays…etc.
- Any learner can skim through the discussed topic, what is the important is skimming, which makes the learner have more information.
- I follow competency- based approach, I just monitor, guide and facilitate learning, I let them learn by themselves and interfere where necessary, strategies can be:

  -Asking and answering

  -Asking them to express their ideas freely

  -Asking them to draw three ideas

  -Using mind maps

  -Exchanging questions

  -Debates and role plays.
- Brainstorming is the most effective strategy, jotting down all their ideas.
- Learner-centeredness.
- Engaging learners in cooperative learning.
- Motivation and giving feedback.
- Learners need interests and competencies.

Item 10: When teaching English do you of resort to needs analyses to know about students needs and learning style?

Table 26: Students' needs analysis and learning style

Options	N	%
Yes	10	100%
No	00	00%
Total	10	100%
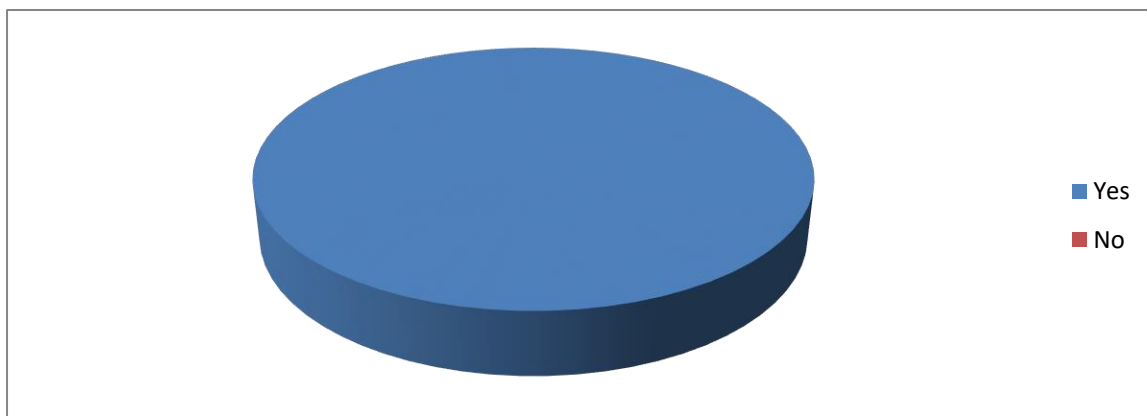
Figure 21: Students' needs analysis and learning style.

Noticeably, from the table 26 all the teachers 100% declare that they make kind of needs analysis to know about their students' needs and learning styles.

Justify? (four out of ten did not give any explanation).

➢ Using different activities from answering questions, giving opposites and synonyms...ect.

➢ As monitors, we take learners' needs, interests and motivation into consideration competency-based approach **CBA** is based upon learners' needs.

➢ Teachers coordinate with each other about their learners needs, and I myself take general remarks in the classroom about the needs.

➢ In tests and exams (from the answers) teachers discover learners' needs.

➢ Yes, pedagogically it is diagnostic evaluation in September of each year.

➢ I give them paper at the beginning of the year and I ask them to write about their preferences, likes and dislikes, and I analyze it and in diagnostic exam too I reflect upon this.

Item 11: How do you deal with students who do not participate inside the classroom, but who do well in the exam?

Teachers suggested many ways to adapt this phenomenon:

➢ We have the evaluation greed 5 points of participation I do not give this learner the mark as a punishment strategy, but this is half solution I ought to find how to let him participating in the class, I tell them that I am sure that they can do better than others, I raise their self-esteem to engage and encourage them positively.

➤ I try to motivate them to take part in learning. I think about his/her way of learning. Punishment! I do not give them high mark in participation therefore they participate better.

➤ Good teachers do not leave a learner behind! He should never reach this point, he should daily think about how to engage all, no one left behind. Still if this happen, I try to talk with the learner, maybe he is shy or he is going through a given problem, or may be the way I teach is not effective well. We examine the problem and look for remedy.

➤ I think that projects are the best solution to get rid of this problem.

➤ Learners who participate in the classroom usually do not work well in the exams and vice versa. Personally, I am trying from time to time to make a balance in my classroom using brainstorming, recalling students' knowledge about the topic, each time I choose randomly one of the students to answer in order to reduce shyness, afraid and so on.

➤ I try to provide them with feedback, and try different methods to motivate and engage them. Sometimes, we need to reflect about our teaching methods, whether, they serve our learners' needs and styles.

➤ Change where he sits.

➤ Make quizzes and competitions inside the classroom and select randomly students to answer.

➤ Try to use plays as a material to improve the oral skills of students, and to avoid fear and shyness.

5.5. Interpretation of the Results

From the analysis of teachers' questionnaire, we are confirmed that teachers of English do understand the importance of individual differences (IDs) on learning English as foreign language (EFL), and its effectiveness, and all what the students need to enhance and improve their language according to their differences.

As claimed before our sample includes ten teachers, seven females and the rest (03) are males, they have different experiences in teaching English at high school from one year to more than ten (10) years. Yet, their views were helpful to the conduct research.

The previous results showed that individual differences (IDs) remarkably effects on learning process generally, and on learning English language specially. Teachers' views

elucidate that age, gender, motivation, learning styles, personality and learning strategies effects on learning English language.

The significant point in this study is to investigate the relationship between the learners' differences and learning English as foreign language (EFL), and for that hence the aim is to draw meticulous dimensions the effects of individual differences on learning English language.

As a conclusion, from the previous results analysis it is easily noticed that teachers are aware of the relationship between the individual differences and English language learning, and they attribute special significance to the learners' personality side in the classroom. Concerning the learning process, individual differences have great effectiveness on learning English as FL.

5.6. Findings

The analysis of the two questionnaires, students' and teachers' questionnaires, affirmed that the learners' differences affect their English learning. Furthermore, it is noticed that students in the same class are different in many regards (intelligence degree, motivation, aptitude…ect). while learners differ in their strategies and styles in learning and improving their English. The results indicate that teachers have several teaching styles and use various strategies to make students understand the course and learn better; this is a sign that teachers focus on the students differences. These results confirm that students are unalike, and their individual differences make them unique, these differences have great significant affect on the learning English.

6. Result

The results obtained from the two questionnaires in figuring out the main points. Our hypothesis is confirmed in that learners' individual differences impact learning English as FL, It is remarked , on the basis of responses that teachers focus on the students' differences for better learning outcomes .Individual differences as a set of characteristics which make learners unique are deeply related to the learning process generally and to learning English as foreign language.

Recommendations

In light of the study, some recommendations are:

➢ Support the male students to be active inside the classroom, and increase their motivation to learn English.

➢ Teachers should seek to motivate the whole class to participate (different answers, extra-information, participation…ect) to avoid anxiety, shyness and fear.

➢ Teachers should give more importance to the fact that, students are totally different in many aspects (intelligence degree, memory, motivation, personality…ect)

➢ Teachers should use various ways and methods to teach English language.

Limitation of Research

- Only second year letter and foreign languages (LFL) students in Bilal BEN RABAH high school Chechar Khenchela are concerned in this study , and their teachers as well.

- The study is also limited in term of time (**the academic year 2018-2019)**

    The study can not be generalized to all Algerian schools

GENERAL

CONCLUSION

GENERAL CONCLUSION

Many studies have been carried out on individual differences (IDs), and their effectiveness on learning English as foreign language. The present work investigated the impact of learners' individual differences on English language learning. We hypothesized that individual differences are of effect on learners' acquisition of English as foreign language, and if teachers focus on learners' individual differences this may lead to a better acquisition of the language.

We divided our study into two basic parts theoretical and practical one. Divided into two main sections, the first chapter included individual differences (IDs), and their effectiveness in learning English as foreign language, this part includes. The first section covered several definitions and various classifications of individual differences according to different scholars. The Last but not least, second section presented a theoretical background about selected learners' individual differences (IDs) Affective factors (motivation, personality, anxiety…). Cognitive factors (intelligence, aptitude, age…), and Social factors (gender and cultural background).

Second chapter is the practical part of our work. This chapter is meant to check the effectiveness of individual differences on learning English as FL through an analysis of two questionnaires; students' and teachers' questionnaires. These two questionnaires are designed to find out how students differ from one to another in terms of their ways of learning, and how these differences affect the learning of English.

As a result of our dissertation, that English language teachers in Bilal BEN RABAH high school believe that students' individual differences (IDs) create competitive atmosphere between their students' performance and learning. So, we find the bridge that related these individual differences with learning English language as foreign language FL. So, the results obtained have confirmed our hypothesis; that the individual differences (IDs) effect on the students' learning English language as foreign language FL, and if their teachers focus on students' individual differences (IDs) .This may help them for better acquisition.

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APPENDIX

APPENDIX ONE

Expanding Individual differences (IDs) effects on learning English as FL.

Students' Questionnaire

Dear students,

This questionnaire will help in the preparation of research work. Please read every question carefully then put a tick ( ) in the right box or complete sentences where necessary. Do not be shy to ask for help whenever you do not understand a given question.

Thank you.

****

Section One: Background information

Item 1. Age: ☐

Item 2. Gender: Male ☐   Female ☐

Item 3. How it was your English exam's results?

      a) Below average   ☐
      b) Average   ☐
      c) Good   ☐
      d) Excellent   ☐

Item 4. Some students say they have a gift for English language

      a) Agree   ☐
      b) Disagree   ☐

Section Two: Individual differences (IDs)

Item 5. How do you describe your motivation to study English?

   a) Low   ☐

   b) Average   ☐

   c) High   ☐

Why?

....

....

Item 6. Is this motivation expressed through?

   a) Raising hands to participate   ☐

   b) Asking and answering questions   ☐

   c) Participating in class conversations ☐

   d) Chatting on the net with natives   ☐

   e) Other, please specify.……………………………………………………………

Item 7. When you do not participate in the class, is it because you

   a) Are afraid of wrong answers   ☐

   b) Luck of communicative competence in English ☐

   c) Feel shy   ☐

   d) Not motivated   ☐

Item 8. How do you feel when your teacher corrects your errors?

   a) Very motivated   ☐

   b) Motivated   ☐

   c) Less motivated   ☐

   d) Embarrassed   ☐

   e) Frustrated   ☐

Item 9. If you did not understand something (idea), what would you do?
……………………………………………………………………………………………

Item 10. Do you feel confident in your abilities to succeed in learning English ?

     a) Very confident   ☐

     b) Confident   ☐

     c) Uncertain   ☐

     d) Inhibited   ☐

Item 11. Are you satisfied with your aptitude to learn more about English language?

     Yes ☐   No ☐

Item 12. How do you overcome your anxiety during your exams?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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Item 13. How do you like your teacher to be?

   a) Friendly and understanding.   ☐

   b) Just to guide and explain the lesson. ☐

Item 14. How do you evaluate your intelligence degree according to your English level?

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Item 15. In the classroom, do you prefer to work in?

   a) Group work   ☐

   b) Pair work   ☐

   c) Individual work   ☐

Say why? ……………………………………………………………………………………….

Item 16.Do you think that learning English successfully can not take place in the absence of

    a) Intelligence ☐

    b) Motivation ☐

    c) Self confident ☐

    d) Self-esteem ☐

    e) All of them ☐

Item 17.What are the learning strategies that you follow to learn English?

Suggestions:

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Thank you for your collaboration.

APPENDIX TWO

Expanding Individual differences (IDs) effects on learning English as FL.

Teachers' Questionnaire

Dear teachers,

We would be very grateful if you fill the following questionnaire which is a part of our research work. It concerns a study the effects of individual differences IDs on learning English as foreign language. You are kindly then invited to answer the following questions by putting a tick ( ) in the appropriate box (es) or making full statements whenever necessary.

Thank you.

****

Item 1. Gender: male ☐   Female ☐

Item 2. How long have you been teaching ?

    a) One (01) to five (05) years   ☐
    b) Five (05)to ten (10) years   ☐
    c) More than ten (10) years   ☐

Item 3.Which gender is more motivated in learning English as FL ?

        Male ☐   Female ☐

Why?..

……………………………………………………………………………….

Item 4. How does age effect on learning English as FL?

        Positively ☐   Negatively ☐

Explain ……………………………………………………………………………………

……………………………………………………………………………………

Item 5. According to you, what is the definition of the individual differences (IDs)?

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Item 6.To what extent motivation does help students to learn English?

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Q7. Do you think that creating a competitive atmosphere inside the classroom make students more motivated to learn English?

Yes ☐   No ☐

If yes, how? ....

Item 8. When in classroom, what do you think ideal teacher should focus on :

a) Learner's affective factors   ☐

b) The necessary material   ☐

c) Learner's cognitive factors   ☐

d) Effective teaching   ☐

e) All of them   ☐

Item 9. Which learning strategies do you favor?

a) Push students to look for some important details in your topic   ☐

b) Just ask them to concentrate on the main point ☐

Other

…………………………………………………………………………………………

……………………………………………………………………

Item 10. In the process of teaching second language do you make a kind of needs analyses to know about your students' needs and learning style in teaching second language?

Yes ☐   No ☐

Justify……………………………………………………………………………………

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Item 11. How do you behave with those students who do not participate inside the classroom, but do well in the exams?

Suggestions:

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Thank you for your collaboration

Résumé :

 L'objectif principal derrière cette étude est de faire une enquête sur les effets des différences individuelles d'apprentissage sur l'apprentissage de l'anglais en tant qu'une langue étrangère. En outre cela tente d explorer la relation entre les différences individuelles des apprenants et l'apprentissage de la langue anglaise des apprenants. L'hypothèse de ce travail établit que les différences individuelles ont des effets sur l'acquisition de l'anglais par les apprenants car les enseignants de la langue étrangère se concentrent sur les différences individuelles des apprenants ce qui peut les aider a mieux acquérir. Afin de recueillir les besoins donnés nous avons administré deux questionnaires : un pour les étudiants et l'autre pour les enseignants .la collecte des résultats montre que la différence individuelles jouent un grand rôle et elles révèlent des effets significatifs sur l'apprentissage de l'anglais en tant qu'une langue étrangère .Selon ces résultats l hypothèse de la recherché a été confirmée dont laquelle les différences individuelles influences sur l'apprentissage de l'anglais en tant qu' une langue étrangère.

Mots clefs

La langue. Langue étrangère. Les différences individuelles, La langue anglaise.

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ملخص

تهدف هذه الدراسة إلى اكتشاف كيفية تأثير الفروق الفردية على التلميذ في تعلم اللغة الانجليزية كلغة اجنبية. كما تحاول اكتشاف العلاقة بين الفروق الفردية واللغة الانجليزية المكتسبة للتلاميذ كلغة أجنبية. توضح الفرضية في هذا العمل إن الفروق الفردية لها تأثير على التلاميذ في اكتساب اللغة الانجليزية حيث يركز أساتذة اللغة الأجنبية على الفروق الفردية للمتعلمين مما قد يساعدهم على اكتسابها وإتقانها بشكل أفضل ومن اجل جمع المعلومات والبيانات قمنا بعمل استبيانين الاول للتلاميذ والثاني للأساتذة حيث أظهرت النتائج ان الفروقات الفردية تلعب دورا مهما في اكتساب التلاميذ للغة الإنجليزية كلغة اجنبية. ووفقا لهذه النتائج تم تأكيد فرضية الرسالة إن الفروق الفردية تأثر على تعلم اللغة الانجليزية كلغة أجنبية أو ثانية.

الكلمات المفتاحية

الفروق الفردية، اللغة , اللغة الاجنبية, اللغة الإنجليزية.

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