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The impact of individual differences on EFL English language learning --The case of Second Year University of Msila.

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Submitted by:

Supervised by:

Miss Sabrina Boubakeur	Dr Bouazid Tayeb
Miss Saadi Nawal	

Board of Examiners

	University of M'sila	Chairperson
Dr. Bouazid Tayeb	University of M'sila	Supervisor
	University of M'sila	Examiner

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DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis entitled

**The impact of individual differences on EFL English language learning --
The case of Second Year University of Msila.**

...is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudhief University Msila, Algeria.

Signature

Boubakeur Sabrina.....

Saadi Nawel

Date: June, 2021

Abstract

This study investigated the root causes of individual differences and their impact on English language learning, knowing the students' individual differences and taking them into consideration by teachers will help students to acquire the language better than when they don't put them into consideration, this study examines second-year LMD students of English at the University of Mohamed Boudhief M'sila. This research was designed to answer the research question which is: "How could learners' individual differences affect the English language learning?" To answer this question researchers, use a descriptive analytical method. A combination of quantitative and qualitative methods is used also in data collection. Data is collected through questionnaires, the questionnaires were about students' individual differences, and the population of this research consists of 80 LMD second year students and 10 English teachers at the University of M'sila, where 27 students will represent the sample that will be selected randomly. The preliminary results of the research show that the EFL students are not aware of the importance of their individual differences in the process of acquiring language and it will be helpful if they take it into consideration. However, due to these individual differences, EFL teachers are not aware of the students' different needs and abilities to provide them with appropriate help and guidance.

Keywords: Individual differences, Learning, Impact

DEDICATION

I would like to dedicate this modest

Work to:

Firstly ,to all my family members,

- To my beloved parents,
- To my brother and
- To my beloved sisters

I would also like to dedicate this work to

All my friends at the Department of English.

Sabrina

DEDICATION

I would like to dedicate this modest

Work to:

Firstly ,to all my family members,

- To my dear parents,
- To my Husband and
- To my children

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General introduction

1. Background Study:

There are many reasons why we should consider individual differences as an important central issue in establishing rapport between teachers and learners in terms of outcome. Learners' results are not quite satisfactory and differ from learner to learner because teachers are not aware of individual differences and their impacts. Thus, individual differences can be considered as one of the major factors to be developed since learning English language is needed everywhere. In recent years, literature related to educational psychology and management state that individual differences have been a source of variance for training outcomes (e.g., Gattiker & Hlavka, 1992; Snow, 1986).

Spohrer and Soloway (1986) stressed that the more teachers knew about their students, how they learn and what factors were important in the learning process, the better teachers they became. Snow (1986) indicates that individual differences appeared to be related directly to individuals' learning performance. Based on the results of individual differences and learning performance, many researchers suggested that individual differences (e.g., learning styles, anxiety, previous experience) played a role in learning the language. Assessment of individual differences in attention is important for understanding both decision-making and affective processing.

2. Literature review:

Learning English as a foreign language requires considering the learners' individual differences such as attributions, personality, ability, motivation, values, learning styles, needs, interests, aptitudes, etc... in order to make learners keep up with their peers in terms of learning and to get the same learning opportunities to receive, understand and practice the language. For EFL learners, it is very important to experience real communicative situations in which they communicate and express their ideas effectively. The classic paper 'The Significance of Learners' Errors' written by S. P. Corder published in 1967 made a milestone in this research area. Altman (1980) found out the factors affecting learners' individual differences, including age, sex, language learning

experience of the past, the native language proficiency, character, linguistics, motivation and attitude, intellectual factor, cognitive strategies and methods, etc...

Skehan (1989) also argued that the factors of learners in individual differences include linguistics, language learning strategies, and motivation, cognition and emotion, character, intelligence, cognitive styles, anxiety, etc. Altman and Skehan further studied social and psychological factors, cognitive style and brain hemispheric lateralization, learning strategies, memory and gender factors. As a representative of foreign scholars in linguistics, Ellis (1989) established the system of second language acquisition theories and put forward the basis of the differences in second language acquisition be carried out not only in depth but also in breadth'

3. Statement of the problem:

Researchers have not treated the impact of individual differences on English language learning in much detail. At the English Department of M'Sila University, second year students learn in different ways and at different levels, some students have better memories than others; whereas , other students are simply smarter than others some students spend a lot of time learning the same information that other students get instantly. Also, there are some lazy students who earn good grades in the classroom. These differences enhance students' understanding. Each student is a unique individual, different in attributions, personality, ability, motivation, values, learning styles, needs, interests and aptitudes. Apart from this, there are causing factors of individual differences. These include innateness predispositions, social and economic status, heredity, and perhaps race and origin.

All these individual differences create a big problem for both teachers and learners. Students have trouble keeping up with their peers in terms of learning; they are unlikely to get the same learning opportunities. Also, teachers face some difficulties because most of them do not know their learners' individual differences, so they cannot provide exactly what they need and cannot discover the different abilities and due to this they cannot persuade the students to make them change their behaviours and attitudes. The centrality of the issue here is how to shed light on students' individual differences and their role in learning EFL.

4. Research Questions:

-The present study addresses the following research questions:

Q1-Why should teachers explore the psychological state of their learners when they are learning?

Q2-Why should second year teachers focus more on individual differences when learning?

Q3 why is it important for teachers to consider individual differences when teaching?

5-Aims of the study:

The primary focus of this paper is

1. To investigate the root causes of individual differences and their impact on learning.
2. To make the EFL teachers aware about the different students' needs and abilities to provide them with the appropriate assistance and guidance.
3. To help Learners find out the best methods to learn English language in class.

6. Research hypotheses:

-From the above questions and objectives, we can assume the following hypotheses:

- 1- An effective productive learning-teaching process depends on teachers' complete awareness about students' individual differences.
- 2.learners' individual differences can greatly impact their achievement and learning.

7. Research methodology:

In this research, the descriptive analytical methods are used. A combination of quantitative and qualitative methods are used also in data collection .Data is collected through questionnaires as an essential tool to obtain more reliable and valid data and to accede to the attitudes and opinions of the respondents. The first questionnaire was designed for second-year LMD students because they have many individual differences in learning English and are aware of the difficulties that

hinder them from learning the language. The second questionnaire was devoted to the teachers of English. The population of this research consists of 80 LMD second year students at the University of M'sila, where 27 students will represent the sample that will be selected Randomly, A combination of quantitative and qualitative methods are used in data collection.

8. Significance of the study:

This study is considered significant for both students and teachers. For students, it could be useful to ensure that all of them students have the opportunity to learn English and reach their full potential—regardless of their place of birth, family of origin, religion, gender or cognitive abilities. This study is also deemed beneficial to English language teachers. The results would raise their awareness of the challenges that students encounter due to these individual differences. In this way teachers should design instructional lessons that are tailored to diverse students' needs that go well beyond traditional tasks, using a variety of tools and information to do so adequately.

9. The structure of the research paper – (Chapter Divisions):

The thesis is composed of three chapters:

Chapter 1: deals with language learning and Learners' Individual Differences.

Chapter 2: consists of two parts. The first part covers the research methodology of the study and Design. It includes the methodological design, the description of the methods, population, sample, questionnaires and the description of data collection methods and tools. The second part sheds light on the analysis of results and findings. It includes the analysis of Questionnaires designed for both teachers and learners.

Chapter 3: deals with the Effects of Learners' Individual Differences on Learning.

10. Limitations of the Study:

During the investigation to individual differences and their impact on English language learning, the researchers have encountered some limitations. One of these limitations is the current situation of Covid 19 as the time was limited. In addition, students were not serious enough when

they were asked to justify their answers on the questionnaire. Furthermore, the present study was only limited to the second year EFL students at M'sila University therefore we do not know its potential effectiveness on students of the other years. Also, the sample size is too small, it will be difficult to identify significant relationships from the data.

11. Definition of keywords

Individual differences

Individual differences refer to the extent and type of distinctions among individuals on some of the significant psychological traits, personal characteristics, cognitive and emotional components.

- **Learning**

Learning is the process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning

- **Impact**

The action of one object coming forcibly into contact with another

Chapter One: Language learning and learner's individual differences

Introduction

Over many years research has shown that second language (L2) learners can differ vastly in how well and how quickly they learn a second language in both naturalistic and schooled learning contexts. Recent reviews of empirical evidence of the role of age (e.g. Lambelet & Berthele (2015); Muñoz & Singleton (2011), conclude that the observed benefit of an early start in naturalistic settings cannot necessarily be translated to limited-input foreign-language settings.

Also, learners differ in the strategies they use in learning. Studies examining young learners' strategies for writing (Griva, Tsakiridou & Nihoritou (2009) and reading (Samo 2009) found that more competent learners use a wider range of strategies and demonstrate greater 'self-supervision' (Samo 2009:128). For Samo (2009), more competent young learners take a more global view when reading and writing, taking longer over planning and composition. In contrast less able learners tend to be concerned with local processes such as correct spelling (writing) and the comprehension and selection of lexical items (both reading and writing). Their research has also emphasized the importance of L1 word recognition and decoding in the development of a second language.

Learners' online informal language experience has great value for language development in the age of digital abundance (Chik, (2018). Recent research has emphasized that engagement in the prevalent digital practices for language learning not only plays a supporting role in language development for learners, but also a complementary role for in-class language learning (Alice & Ho, (2017); Lai, (2017); Lai et al., (2018); Nunan & Richard, (2015). Digital tools provide meaningful and authentic language-learning opportunities for learners and might

serve as a panacea for learners who have no or limited change in exposure to authentic daily language in an out-of-school setting (Dincer & Dariyemez, (2020); Gonulal, 2019; Lai et al., 2016; Richards, 2015; Xodabande, (2018).

Today, learner's autonomy and technology-enhanced language learning have not been isolated from each other; they are together and interconnected (Reinders & White, (2016). To excel in language, learners should have an inner capacity to be aware of their needs and desire to track their progress (Alice & Ho, 2017). However, there is a scarcity of literature about language learners' online informal language learning, and the connection between autonomous language learning and digital practices in the applied linguistics domain is not clear.

Via interviews, Lai et al. (2016) elicited the perception matches between language teachers and students regarding teacher involvement in fostering autonomous language learning with technology beyond the classroom. In later research, Chik (2018) provided research agendas on autonomous language learning beyond the classroom and digital practices by way of a qualitative ethnographic approach. Chik concluded that autonomous language-learning experience is a useful indicator of successful language learning, and digital practices might be tools for understanding language learning as a whole. Lai and colleagues (2018) recently identified three types of technological experiences of language learners engaged outside the classroom using multiple data collection techniques represented as follows-

- **instruction-oriented** (i.e., conscious and intentional information-seeking process for expanding knowledge and language development),
- **entertainment information-oriented** (i.e., not fully unintentional and a disorganized method of obtaining and sharing information for daily life needs and personal needs),

- **social-oriented** (i.e., intentional use of social media to interact and communicate with English speakers).

These distinct learners' profiles are important for educators and researchers to understand language learners' out-of-class experiences. Indeed, learners' differences play an important role in learners' learning and final outcome.

1.1. Characteristics of EFL language learners

Some people achieve the native speakers' levels of competence in a foreign language while others never seem to progress much beyond a beginners' level. This is simply a matter of how to learn and the intrinsic motivation one devotes to goal attainment. Some second language learners make rapid and apparently, effortless progress while others progress only very slowly and with great difficulty. The reason probably is that people are not homogenous. They have different personalities and learning styles. Thus, each individual is different from the other.

So, according to Dörnyei, (2005), these individual differences are, "enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree." Dörnyei, reiterated that humans differ from one another due to many biological or conditioned factors (affected by nature) or unconscious forces (affected by past experiences).

The differences that one can explore are: Age, Sex, Aptitude, Motivation and Learning Style. Numerous studies have been conducted; yet, while there are similarities between similar age groups, each individual still takes information in at different levels and in different ways. This proves that learners have not the same characteristics in learning languages.

1.1.1. Learners communicate their thoughts, feelings, and experiences Through language

Learners in their day-to-day communications use language to explore their thoughts, feelings, and experiences. This important human activity that learners explore through spontaneous language enables them to discover and understand what they think, what they feel, and who they are. In addition, this use of exploratory language helps them establish and maintain intra and inter-personal relationships. Learners like exchanging ideas, like engaging in dialogues, and like creating cozy atmospheres for purposeful productive discussions.

In addition, the use of exploratory language creates sound thinking and logical thinking in what concerns decision making at home or in the work. In the classroom settings, students may develop intellectually and socially when asking questions and interacting with peers. As learners use their oral competencies in their oral interchanges, they also give importance to the written word. They enjoy texting with others, writing about their feelings, and expressing their thoughts through written pieces of discourse. Students not only use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively, but in interpreting diagrams, charts and tables. The use of symbolic language for them is a form of communication.

1.1.2. Learners establish relationships with family members and friends

For certain, there is a good family liaison between learners and family members. Most of the talk is achieved through parental relation. Learners are in constant touch with friends and family members who gave them moral and material support. They learn from through daily contact, through advice and opinion sharing namely for project doing.

1.1.3. Learners' struggle to make sense of their world

A struggling learner has to work harder than others around him in order to accomplish the same task or learn the same thing. Interestingly, a struggling learner may be gifted in some areas, Learners who are adults often have full-time jobs, and sometimes children or other dependents that are relying on them can cause them troubles. This can make finding the time to continue learning very difficult. Though education is learners' hands and they can move through courses as quickly as they master the material but it is sometimes difficult for them to find time for their schoolwork.

It's common for learners to feel that they are too old to continue their education. They may feel it is too late, and they have missed their chance. But this has never been true. Learners are never too old to pursue a degree or a diploma. Their brains help them learn and grow and when they learn something new, they create a new pathway that strengthens the older ones.

Adult learners may have a harder time understanding new things simply because their brains are less plastic. While this is a difficulty, it isn't something that is insurmountable when it comes to adult learning. Younger learners may have parental help when it comes to higher education. That's usually not the case for adult learners when they lack money and finance-it is another gap to overcome. Another form of struggle may lie in learners' shift when they want to make a new room for new things which demand an extra mental power. Adult learners need support and encouragement and even dedicated mentors to help them if they need something.

1.2.1. What are individual differences?

Individual differences are the ways in which people differ from each other. Learning is most effective when differences in learners' language, cultural, and social behaviour are taken into

account. A teacher should be sensitive to individual differences and should set a challenge on how to work to maximize the growth for each learner. Individual differences are an effective cornerstone in modern psychology. Two hundred years ago, Plato stated that the two persons are born alike but each differs from the others by natural endowments. Hence, learners' differences are quite natural traits a learner has to accept.

1.2.3. Personality traits, skills, aptitudes, and abilities to learn and perform.

To discuss language aptitude is to imply that:

1. there is a talent for learning languages that is independent of intelligence;
2. the talent is not simply the result of previous learning experiences;
3. it is relatively stable; and it varies between people.

If these conditions are met, it implies that the study of aptitude may be important practically, since it enables predictions of learning a success.

1.2.4. the learners' value

Value learning is a complicated process of acquiring personal values as motivational goals and principles that guide behavior (Schwartz 1992). Values are gained in the process of socialization and represent more or less stable personal characteristics. The learner's value is the achievement, personal success in a social standard. It may be represented through power where the learners think about their prestige, status and dominance's over people. Learners' online informal language experience has great value for language development in the age of digital abundance (Chick, 2018).

1.2.5. Attribution Theory

Attribution theory is defined as the way that individuals envision the success or failure of their own behavior or the behavior of others (Weiner, 2004) Learners are engaged in the learning environment due to a desire to develop causes of behaviors which are defined as an individual's attributions. According to Heider (1958), individuals are motivated to engage in learning due to a personal need to develop new attributions. Learners tend to explain their reasons for success or failure based upon three dimensions: 1) internal or external, 2) stable or unstable, and 3) controllable or uncontrollable.

1.2.6. Learners' physical characteristics, perception, gender, ability, and learning styles .

Researchers believe that learners have certain learning styles because of their cultural beliefs and educational backgrounds. Physical characteristics are defining traits or features about your body and are aspects that are visually apparent. Adults learn in a very different way to that of children and students. Adults have a lot on their mind and are difficult to motivate and engage with.

Malcolm Shepard Knowles is an American educator well known for the use of the term Andragogy. Andragogy is the art and science of adult learning and thus, it refers to any form of adult learning (Kearsley, (2010). In 1980, Knowles made four assumptions about the characteristics of adult learners and added a fifth characteristic in 1984. The 5 assumptions of adult learners are:

- **Relevancy** – Adults don't want to complete a course or complete learning material if it doesn't concern them or impact their lives or work space immediately. They need to

develop material which is relative to their current situation. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.

- **Visual learning** – As 83% of learning occurs visually, learners like visually impactful material.
- **Bite-size information** – Adults have a lot on their minds at any given time. They need teachers who provide smaller, bite-sized information which can be quickly and easily digested and understood.
- **Driven learning** – Adults like autonomy and the choice of how and what to learn. They like teachers who give them options and let them manage their own learning.
- **Challenges and scenarios** – Learners need to be challenged so they feel stimulated and stay engaged in their learning. They can use scenarios which are also a great way to make the learning practical and relevant.

Various learners' characteristics such as age, motivation, attitude and personality play an important role in the learning process. Moreover, a set of environmental factors including linguistics socio-cultural and socio-economic and geographical factors can also exercise a powerful influence on language learning.

Thus, a multiplicity of factors and their interactions make the whole learning activity multidimensional phenomenon. Our knowledge of individual learners starts from the fact that the difference exists because of learners' personalities motivation and learning style. The comparison of what he has learnt in particular class and the knowledge of extent of mismatch if any between the two sets of perceptions and the possible causes of the same should help us make the second foreign language more effective

1.2.7. The Learner's Style

The concept of learning style does not suggest a concern for individual or restricted variables, but rather a general predisposition, voluntary or not, toward processing information in a

particular way. Every learner has his particular learning style that he uses in class to understand. Learners may have one style or two or all of them depending on the context, the lesson and the nature of the activity practiced in the classroom. Learning styles are personal characteristics. Until recently, the emphasis in learning style research was simply on the difference between field dependent (FD) and field independent (FI) learners. Although discussions of the FD-FI contrast suggest that each extreme has its advantages. (FD learners are more person-oriented, and should do better with interaction-based learning;

1.3. The causes of individual differences in learning

Certainly, the individual differences in learning derive from many factors and causes. These causes can be hereditary, psychological, personal and environmental. All these factors may produce a set of behaviours which are themselves differences. Let us see and discover some:

1.3.1. Race and Sex

Today the difference in learning is quite apparent in educational setting-Only girls strive to beat records and obtain high grades, whereas males are dormant and sleeping. Hence, there is an apparent difference between females and males in terms of learning, schooling and achievement. This is a fact due to the records beaten and the high scores girls have achieved in these recent years.

1.3.2. Heredity

Heredity is one of the most significant and chief causes of individual differences. Many aspects of human characteristics such as height and eye color are largely determined by genetics. Learning has also been tied with genetic influence, it can be observed that people belong to

different heredity stock, despite most, if not all, traits associated with learning capacity (including temperament and personality, as well as the ability to control behavior toward self-directed goals) show high heritability.

In the 17th and 18th centuries, philosophers such as René Descartes and Immanuel Kant argued that human cognition was largely reflective of genetically determined predispositions. They maintained that humans are born with certain cognitive inclinations. On the contrary, John Locke compared the human mind to a piece of blank paper without any ideas written on it (tabula rasa), meaning blank slate. He suggested that only from experience do humans draw reason and knowledge. Following these opposed ideas, scholars have continued to explore the influence of heredity on learning.

A study by Frank et al (2007) on how genes influence learning is a source of new insight among scientists on the role of genetics in learning. The study found links to learning behaviors in three separate genes associated with dopamine (a chemical in the brain that is associated with pleasure, learning among other behaviors). The study found genetic differences between slow and fast learners. Such findings among others have continued to address the issue of genetic influence on learning.

1.3.3. Maturity, growth and Development

Maturity which is an important factor that affects our learning is defined as growth that proceeds regularly within a wide range of environmental conditions. Maturation is growth that takes place regularly in an individual without special conditions of stimulation such as training and practice. There are individual differences in maturation, this means the rate of maturation

varies with individuals, this varies in the capacity to learn at the same age level, and the ability to learn, learning is possible only when a certain stage of maturation is reached.

Growth and Development are part of maturation. Growth refers to a quantitative change such as increase in height or weight while development refers to qualitative change such as masculinity or femininity. There are different theories that provide different stages of development such as Kohlberg's stages of moral development, Freud's psychosexual stages, Piaget's stages of cognitive development, and Erikson's psychosocial stages. At each stage, a person has specific tasks or functions that they need to learn in order to progress. Maturation in one stage that could lead to learning new things and will eventually result to maturation in the next stage.

1.3.4. Social and economic status

Society is a melting pot, different families, different cultures, races, and ethnicities with a variety of cultural habits, norms, behaviours and people's attitudes. As learners emerge from such societies, there is for sure a multitude of individual differences which can be attributed to social variance, poverty, social classes clash, ethnic group and minorities. The economic status is also an important element to consider-It can breed individual differences for when one or many learners live below the poor line, this can constantly affect them to turn violent, aggressive, introvert, and mad in certain circumstances. Hence, social and economic levels can be a primary cause for differences in learning-a learner who has not eaten for days and belong to a poor depressed social milieu cannot properly learn as a satiated child learning in the same class.

Conclusion

Indeed, learning can occur in a healthy state and condition. Learners need to set a goal though they suffer from individual differences. Lots of students strive to accomplish their projects but they feel they are unable to do so because of certain factors that prevent them from reaching them. Psychological traits and physical characteristics could hamper the learning process but teachers should know how to cope with the situation. They need to teach according to their learners' needs and try to overcome all that curb their learners' progress.

CHAPTER TWO: Research Methodology and Discussion of the Results

INTRODUCTION

This section is devoted to both-theoretical and practical part of this research work. The first part provides a general description of the research design and the methodology. It also includes the data collection methods as well as the population and the sample. Besides, it provides a description for teachers and students' questionnaires. Whereas, the second part, it deals with the discussion and interpretation of the results.

Part One: Research Methodology and Design

2.1. 1. Description of the Research Design

A research design, is a set of guidelines and instructions to be followed in addressing the research problem ; it is an overall plan that entails the appropriate tools, time, and setting for data to be collected and analyzed. The research design selected for this study is the descriptive research based on a cause-effect relationship. It is used to validate the research hypothesis, and help us show clearly the impact of individual differences on English language learning according to a questionnaire as a data gathering tool.

2.1.2. Description of the Methodology

Based on the nature of the study, the researcher used a descriptive analytical method in order to test the hypotheses of the research, analyze the data collected and describe the impact of individual differences on learners' language learning. Furthermore, the data is collected quantitatively and qualitatively relying on a set of research instruments that are two questionnaires: the first one is designed to second year EFL students at M'sila University, while the second is

devoted for teachers of English language. Both surveys include yes, no questions, Likert scale, and open -ended questions.

2.1.3. Description of Population and Sampling

The population of the present study comprises second year LMD students at the department of English at M'sila University during the academic year 2020-2021. Sampling is the process of drawing samples that would be a representative of the population of the study. In this study, the simple random sampling technique was used. A code is attributed to every questionnaire that is then selected randomly and studied anonymously. The overall sample for the research consisted of 27 Students.

2.1.4. Description of Data Collection Instruments and Procedures

The surveys to students and teachers were distributed on time to assure their total secrecy as to ethics norms. Respondents were also assured that their responses will remain anonymous. Learners were given total freedom to answer the questionnaires on their free will. Once the questionnaires were collected, they were coded and ready for a random sampling operation.

2.1.5. Description of Students' Questionnaire

The questionnaire consists of (19) questions that are organized in four sections. The questionnaire is a combination of different types of questions includes: closed ended questions where they are required to choose whether the appropriate answers or „yes“ or „No“ questions with justifications and open -ended questions, multiple choice questions, and ticking questions. Here is in detail, the different parts of the questionnaire.

Section one: general information (Q1- Q2)

This section contains questions deals with some general information about the respondents; such as their ages and gender

Section Two: The characteristics of EFL language learners (Q3—Q12)

This section deals with the IDs and the process of acquiring language. In Q1, students are asked what type of learners are they? In Q2, students are asked what makes them feel different from others in learning the language. In Q3; students are asked to define individual difference in their own way. In Q4, students are asked to choose the ways they use to communicate their thoughts, feelings, and experiences? Next, in Q5, students are asked to choose what type of they are. In Q6, students are asked about the effect of their personality type on the learning process. In Q7, Students are asked to choose from the four factors that cause individual differences. In Q8, students are asked if they agree with the idea that some learners have better memories than others. In Q9, students are asked if they agree with the idea that some learners are simply smarter than others. In the last question of this section, students are asked if they agree with the idea that some learners are lazy but they earn good grades in school.

Section three: The nature of the Learner's personality (Q13—Q16)

In Q11, students are asked to determine whether or not learners' intelligence is important in determining personality traits. In Q12, the students were asked are personality traits (extroverted, introverted...) determinants of the learner's personality? In Q13 the students were asked Are aptitudes, and abilities to learn and perform markers for individual differences? In Q14students are asked to determine whether the values and motives Attributes are the origins of

learners' successes and failures, or not

Section four: the impact of individual differences on learning (Q17—Q19)

In the first question of this section, students are asked how individual differences limit their chance of learning from the school environment Q15. In question 16, students are asked why students with negative personality traits do not learn the same way as others. Then, students in Q17 are asked to answer the following question: How do individual differences affect their learning, answering from their own experience.

2.1.6. Teachers' Questionnaire-Aim and Description

The questionnaire for teachers which embraces four sections is devoted to direct questions related to the characteristics of EFL learners, teachers' perception about their treatment to learners' differences. Section three is related to learners' individual differences, how teachers teach their learners, the causes of learners' differences and what criteria teachers consider learners' differences in the class and the possibility teachers can do to improve or change their learners' differences. Section four is concerned with the impact of individual differences on Learning English.

2.1.7. Limitations / Delimitation

The study is limited to the number of respondents who, due to Covid pandemic, did not attend the day of the questionnaire distribution. Some students did not give back their questionnaires which had more or less effected the work. Concerning the delimitation, the choice of the second year LMD was done on purpose because, it is at this level that students start to observe their individual differences.

2.1.8. Issues of Trustworthiness and Ethical Consideration

Notes of trustworthiness and ethical consideration are carefully respected by the researchers who believe that to be ethical in research is to make a promise not to plagiarize or quote material that does not belong to their own person. Hence, the researchers confirm that every quoted matter is acknowledged for and the questioned recipients are consented.

Conclusion

Now, the theoretical background of the research design and methodology is appropriately presented and well covered in terms of theory and presentation. The main elements making the research appear in its acceptable shape were respected and duly mentioned. The research procedure was neat and well set, paving for the next practical part of the analysis which mainly concern the students' and the teachers' questionnaires that we treated in the forthcoming parts.

Part Two: Analysis and Discussion of Questionnaires results/ Findings

Introduction

This part is concerned with the results of data analysis that have been collected through two questionnaires - teachers and students. In doing so, quantitative and qualitative analysis procedures are used. Hence, findings of the gathered data will be presented in the form of tables, graphs and pie charts.

2.2.1. The Analysis of Teachers and Students' Questionnaires

This part is mainly concerned with the quantitative and qualitative analysis obtained through the questionnaires administered to both Teachers and students.

2.2.1. The Analysis of Students' Questionnaire

Section One: General Information about Students'

Students' Profile						
Level	Second Year					
Gender	Male			Female		
	05			22		
Age	19	20	21	24	26	30
	07	10	07	01	01	01
Total						27

Table 1. On students' Profile

Table 1. The table above represents the general information about the students. It is shown that 22 students out of 27 are girls. However, only 05 participants are boys. This may indicate that girls are much more interested in learning foreign Languages than boys. The males' age varied between 19 and 21; whereas females' is between 24 and 30

Section Two: On the characteristics of EFL learners

Q1. What type of Learners are you?

Type of Learners	rate	%
a. Visual	08	29,62%
b. auditory	03	11,11%
c. tactile	01	03,70%
d. All of them	15	55,55%
Total	27	27
		99,98%

Table 2-On the EFL characteristics

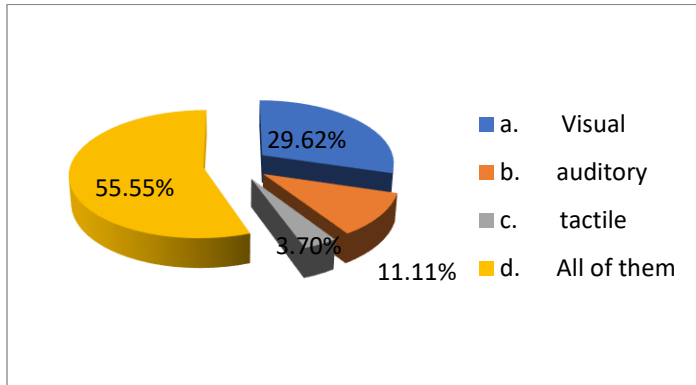


Fig.1. On the EFL characteristics

Table / Fig 2. Concerning the results taken from the 2nd table which speaks about the EFL students' characteristics focusing on which type they are. So, 29, 62% are visuals. 11, 11% of the participants are auditory. Also, 03, 70% of them are tactile learners. Besides, what is noticeable is 55, 55% of the participants use all the types. Thus, they focus on learning and acquiring a language using various techniques and methods.

Q.2.What makes you feel different from others in language learning?

Options	number	%
a. Your flexibility in understanding	07	25,92%
b. Your immediate response to the external stimuli	05	18,51%
c. The use of other intelligent strategies	13	48,14%
d. All of them	02	07,40%

Table 3 on individual differences

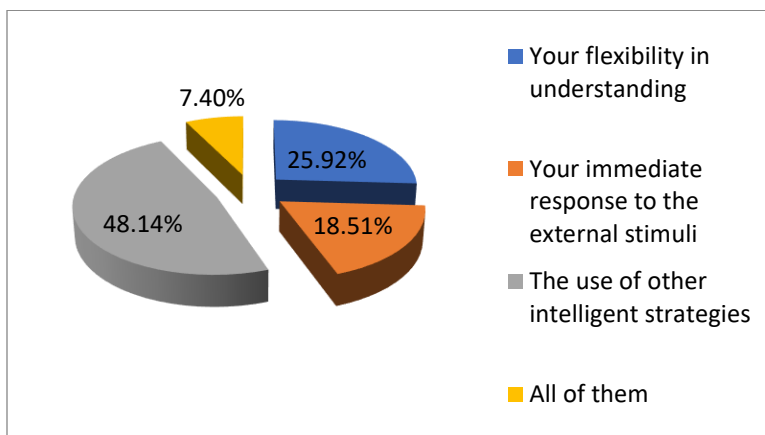


Fig 2. On individuals' differences

With regard to the results taken from the third table, which displays the learners ‘individual differences with a focus on the identifiers they use. So, most students, with an average of 48.14%, see intelligence as what makes them feel different from others in language learning, while 25.92% of students see flexibility in understanding that makes them different from others. 18.51% of them also see that they are different in their immediate response to external stimuli, in addition to 07,40% of the participants who have all those differences

Q.3 What is an individual difference for you?	Nb	%
1.the use of other intelligent strategies	06	22,22%
2.The characteristics that make one different from others	08	29,62%
3.perseverance, seriousness and endurance	07	25,92%
4.it is diversity in thoughts and intelligence which make the challenge	04	14,81%
5.special traits that define each person’s personality	02	07,40%
Total 27	27	99,97%

Table 4 on defining individual differences

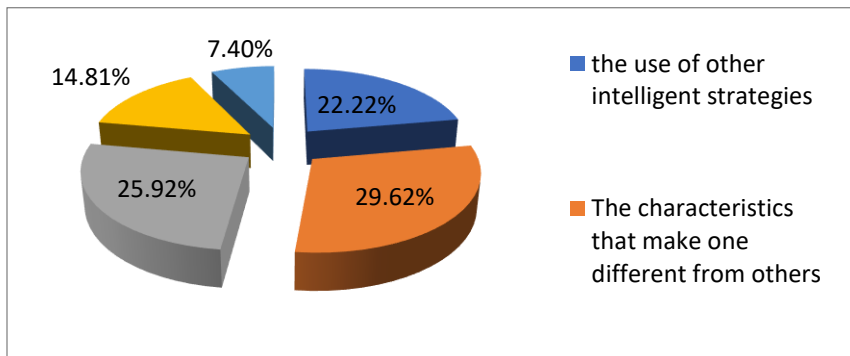


Fig 3. On defining individual differences

We expected students’ response to mean the individual characteristics that differ from one student to another, although it came second. The other concepts were very close to each other.

Q.4. How do you communicate your thoughts, feelings and experiences?	Nb	%
1.clearly, plainly and openly	05	18,51%
2.Conveying them directly but with a certain reservation	07	25,92%
3.Thinking first about the audience	15	55,55%
Total 27	27	100%

Table 5-On learners’ communication of thoughts, feelings and experiences

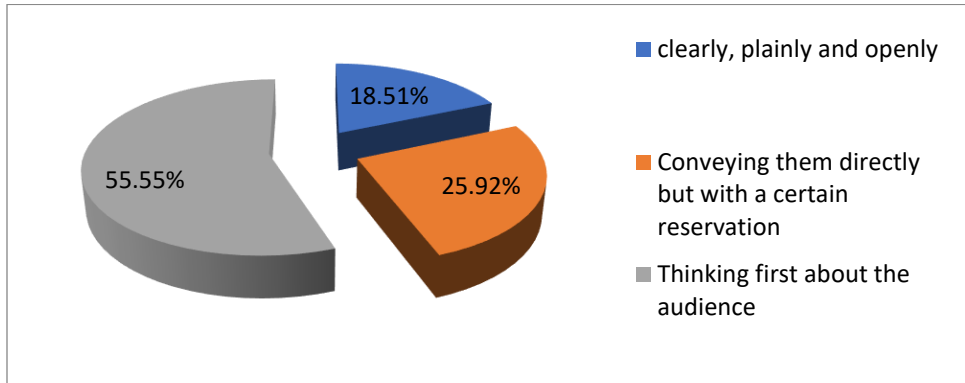


Fig.4. On learners' communication of thoughts, feelings and experiences

In what concerns question four that is related to the way students communicate their thoughts, feelings and experiences, 05 students out of 27 with the rate of 18, 51% communicate clearly, plainly and openly, 07 students with the rate of 25, 92% choose to communicate directly but with a certain reservation, and 15 students with a rate of 55, 55% favor thinking first about the audience.

Q. 5. What type of person are you?	Nb	%
a. extrovert	12	44,44%
b. introvert	08	29,62%
c. ambivalent	07	25,92%
Total 27	27	99,98%

Table 6- on the types of persons

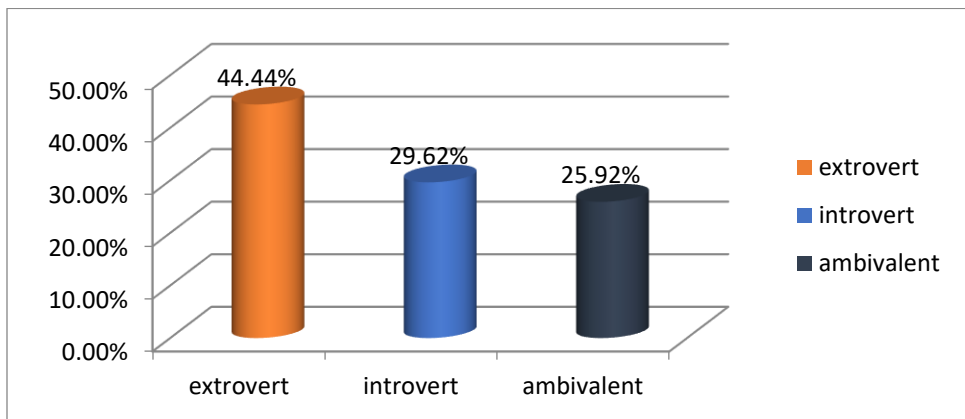


Fig. 5- on the types of persons

In what concerns question five that is related to the type of persons, 12 students out of 27 with the rate of 44,44% are extrovert, 08 students with the rate of 29,62% are introvert, and 07 students with a rate of 25,92% are ambivalent.

We expected the opposite, i.e. introvert rate would be higher than extrovert but we got the opposite, may be at the university, students are more at ease then in other situations such as family, surroundings.

Q.6 How does the type of your personality affect your learning?	Nb	%
a) positively	21	77,77%
b.) negatively	06	22,22%
Q.7. What are the causing factors of individual differences?	Nb	%
a. Race and origin	14	51,85%
b. Heredity	06	22,22%
c. Social and economic status	03	11,11%
d. innateness predispositions	04	14,81%

Table 7(a) The effects of personality on learning

Table 7(b) causing factors of individual differences

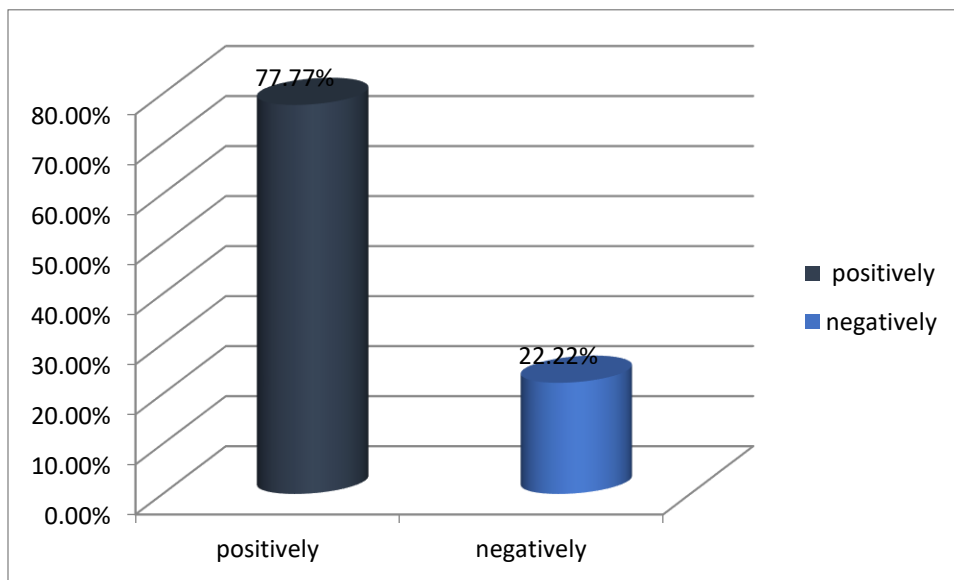


Fig 6. (a) The effects of personality on learning

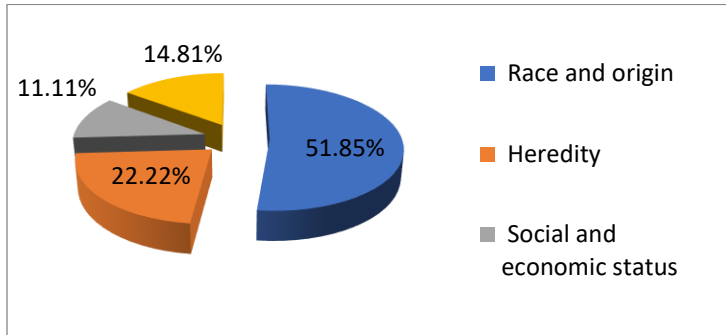


Fig 6. (b) The causing factors of individual differences

The type of personality affects learning for sure, we can notice easily the great gap between the 02 percentages, 77.77% for positive effect and 22, 22% for negative.

Comments Q.7.

Regarding the questions related to the factors causing individual differences, half of the students with an average of 51.85% chose race and ethnicity as the main causative factors for IDs. While 14, 81 % see innate tendencies as the causative factors for IDs.22, 22% of them also see genetics as the cause of IDs. In addition to what can be observed is that 11.11% of students choose socio-economic status as another factor that may cause them to obtain IDs.

Alternative Options	agree	%	disagree	%	don't know	%
8. Some learners have better memories than others	20	74,07%	02	07,40%	05	18,51%
9. Some learners are simply smarter than others	18	66,66%	04	14,81%	05	18,51%
10. Some learners are lazy but earn good grades in school.	20	74,07%	02	07,40%	05	18,51%

Table 8- On learners' cognitive potentialities

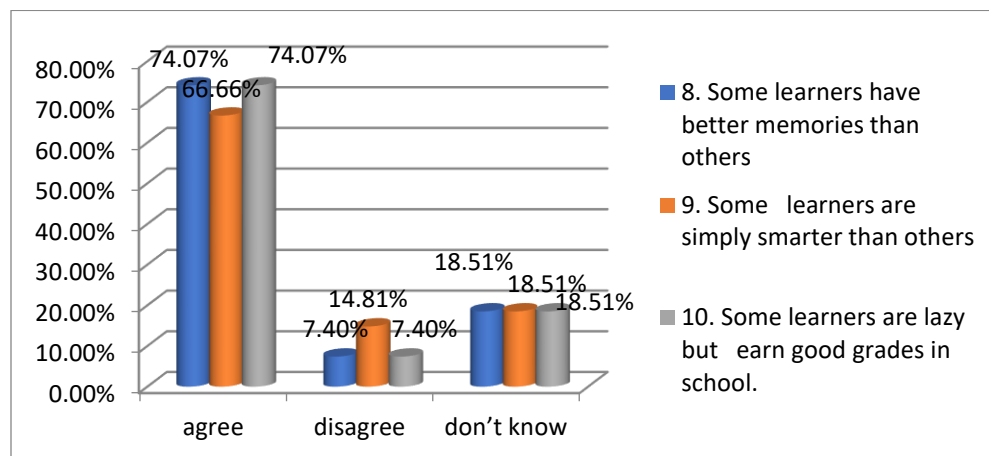


Fig.7 On learners' cognitive potentialities

Fig Seven displays the respondents' answers manifested in terms of percentages and frequencies on a three-point likert scale of agreement whereby the three items measure students' perceptions about their own and their colleagues' cognitive potentialities. Therefore, most of the respondent showed agreement with the statements on having different memories, different IQs and the relationship between laziness and grading 74, 07%, 66, 66% and 74, 07% respectively. However, only few participants showed disagreement and indifference towards the aforementioned statements. The statistics can interpret the linear association amongst students' perceptions in measuring their potentialities.

Section 3: On the nature of Learners' Personality

Questions	Yes	%	No	%
Q.1. Is Learners' intelligence important in determining personality traits?	22	81,48%	05	18,51%
Q.2. Are Personality traits (extrovert, introverts...determinant factors for learners' personality?	23	85,18%	04	14,81%
Q.3. Are aptitudes, and abilities to learn and perform markers for individual differences?	19	70,37%	08	29,62%
Q.4 Are values, motivations and attributions assets for learners' successes and failures?	24	88,88%	03	11,11%

Table 9. On learners' personality, intelligence, aptitudes and values

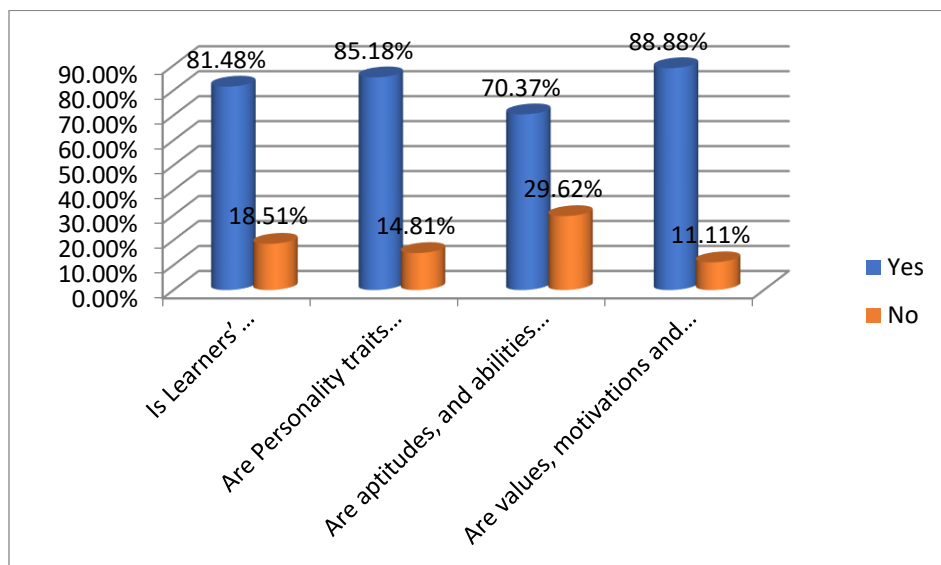


Fig 8: On learners' personality, intelligence, aptitudes and values

Concerning the question is learners' intelligence important in determining personality traits 81.48% of the students said yes, while 18, 51 % said no. When the questions are on Personality traits (extrovert, introverts...determinant factors for learners' personality, 23 students representing the rate of 85.13% said yes; meanwhile, 4 students representing 14.81%/ said no, On the other hand, the students' answers to the question, *are aptitudes, and abilities to learn and perform markers for individual differences?* 70.37% said yes; while 29,32% said no. From observing the graph and the table below most of the students 88,88% think that values, motivations and attributions are assets for learners' successes and failures, while 11,11% think that values, motivations and attributions are not assets for learners' successes and failures.

Section Four: On the impact of individual differences on learning

Alternative answers to Q. One	Nb	%
1. How do individual differences limit the learner's opportunity to learn from the school environment?		
a. depending on learners' personality and their own input while learning	10	37,03%
b. when individual differences dominate the individual's thinking	07	25,92%
c. When learners have a very negative personality	06	22,22%
d. when there is a lack of communication and shyness	04	14,81%

Table 10. Individual differences and learning opportunities

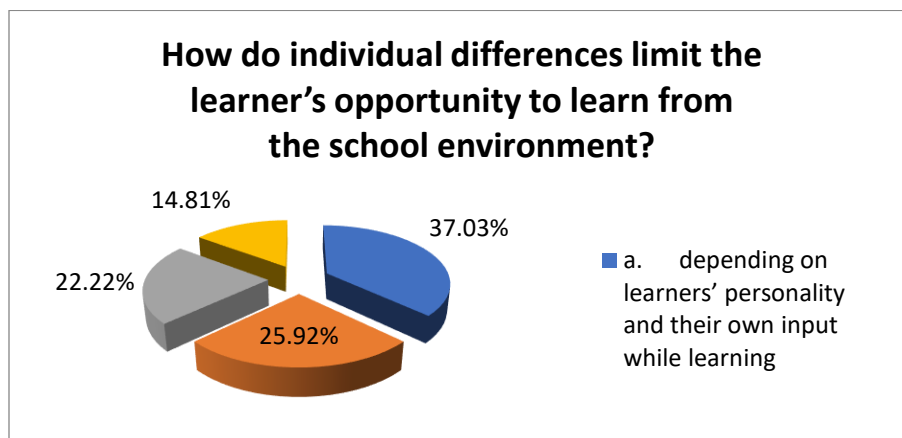


Fig 9: Individual differences and learning opportunities

Concerning the question *how do individual differences limit the learner's opportunity to learn from the school environment?* 37, 03% of the students chose learners' personality as the main reason that limits their opportunity to learn from the school environment. While 07 students representing 25, 92% think that individual differences dominate the individual's thinking., On the other hand, 06 students representing 22, 22 % think that when learners have a very negative personality that may limit their opportunity to learn. From observing the table below 14, 81 % of the students see that the lack of communication and shyness limit the learner's opportunity to learn from the school environment

Alternative answers to Q. Two	Nb	%
2. Why don't Learners with negative personality traits learn in the same pace as others?		
a. Because they think negatively and are not open to others	11	40,74%
b. they see everything dimly. This makes them late in everything	07	25,92%
c. they don't know how to establish good relations with teachers and peers.	03	11,11%
d. they see themselves as failure and never trust their capacities.	06	22,22%

Table 11. Negative individual differences and learning

Almost half, 40.74%, of the students questioned see that the negative traits of personality have a negative effect on learning, especially when they are not open to others, the lack of self-confidences came second where 22, 22 % of students see themselves as failure and never trust their capacities, whereas 11.11% think that they fail in establishing good relationships with teachers and classmates, 07 students out of 27 with the rate of 25, 92% everything dimly. This makes them late in everything.

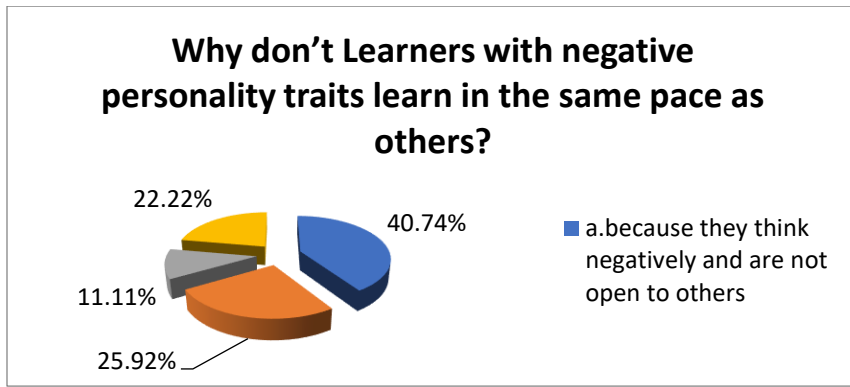


Fig 10. Negative individual differences and learning

Alternative suggestions to Q. three	Nb	%
Q.3. From your own experience, how do your individual differences impact your learning?		
1. sometimes negatively and sometimes positively	09	33,33%
2. Because of my ambivalence, I can't share my ideas and thoughts with others especially in the classroom.	05	18,51%
3. Though I am a shy learner, I always try to do my best to reach positive results in every problem.	7	25,92%
4. I personally lack motivation and this greatly impacts my learning.	06	22,22%

Table 12. The impact of individual differences on learning

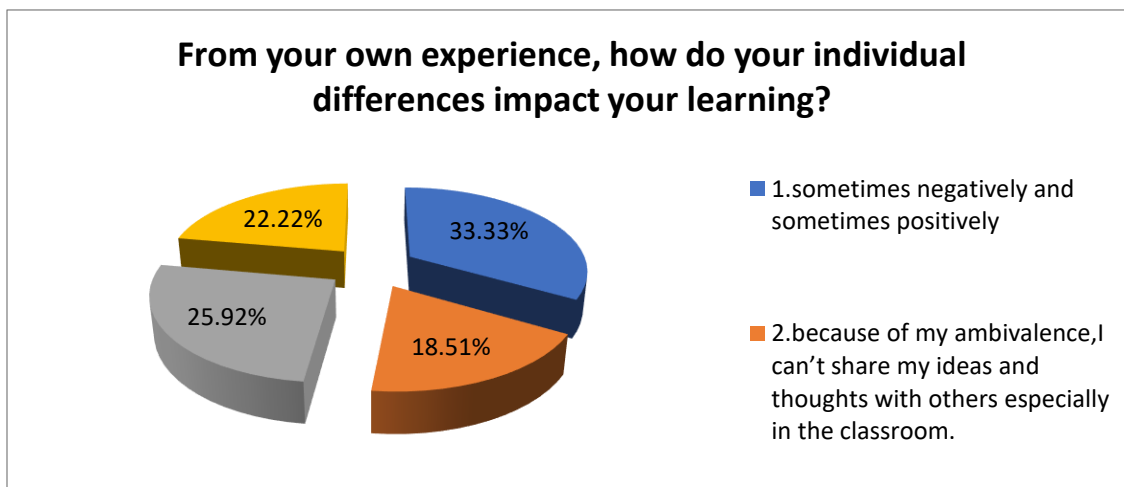


Fig 11: The impact of individual differences on learning

Honestly, we didn't get what students mean by 'sometimes negatively/sometimes positively 33.33%. As according to our humble understanding, the individual differences have either a positive or a negative impact on learning. 22.22% think that the lack of motivation is

behind their slow learning. For the 25.92% who think that shyness is behind, we don't see so, as we can be a shy student by nature but not in learning, while 18, 51% think that because of their ambivalence, they can't share their ideas and thoughts with others especially in the classroom.

2.2.2. The Analysis of Students' Questionnaire

The analysis of the collected data from the students' questionnaire helps us draw a set of results about the impact of learners' individual differences on English learning. Hence, the first section is devoted to the general information about the students. It is shown that 22 students out of 27 are girls. This may indicate that girls are much more interested in learning foreign languages more than boys. Concerning the learning types, all the participates participated, and what is remarkable is the EFL students' characteristics is varied, 29, 62% are visuals. 11, 11% of the participants are auditory. Also, 03, 70% of them are tactile learners. Besides, what are noticeable are 55, 55% of the participants use all the types.

When the researchers asked the students about their interpretation for "individual differences" most students, with an average of 48.14%, see intelligence as what makes them feel different from others in language learning, while others see flexibility and immediate response to external stimuli what makes them different, in addition to what can be seen is that 07,40% of the participants have all those interrelated differences. These last, interpreted how students communicate their thoughts and speak out their minds since most of them see intelligence is the key to learn. So, thinking about the audience and with certain reservation took the big part of the found results what concerns the students' character 55%. The plain character of the participant students is being extrovert with rate of 12students out 27 i.e. 44%. The given percentages are depending on the students own point of view towards themselves.

Some results seem exaggerated as an observer. Of course, students' personalities impact their learning either positively or negatively, so that, more than 77% of the students claimed the positive effect of their characters on their learning process. However, the others claimed that the type of their personality do not affect their learning positively, this may interpret that they are not really interested in learning English or their mind is programmed to learn other things in different fields. Furthermore, the factors causing individual differences for the participant learners, more than a half of the students with an average of 51.85% choose race and ethnicity as the main

causative factors for IDs. While 14, 81 % see innate tendencies as the causative factors for IDs. 22, 22% of them also see genetics as the cause of IDs.

In addition to what can be noticed is that 11.11% of students choose socio-economic status as another factor that may cause them to obtain IDs. The researchers tried to test the students cognitive potentials to assume the participants' previous answers by selecting three items, so that, the majority have proved that they are simply smarter than others and have better memories than others 78% the rest of the students ticked that they were lazy but gain good marks at school. In the third section, it tackles the learners' intelligence important in determining personality traits 81.48% of the students said yes while 18, 51 % said no. And this was already checked out in the previous questions when the questions are Personality traits (extrovert, introverts... determinant factors for learners' personality 23 students representing the rate of 85.13% said yes meanwhile 4 students representing 14.81% / said no.

In addition, most of the students 88,88% think that values, motivations and attributions assets for learners' successes and failures While 11,11% think that values, motivations and attributions Do not assess for learners' successes and failures. Moreover, students' individual differences can be an obstacle and limit the learner's opportunity to learn from the school environment since 37, 03% of the students choose learners' personality as the main reason that limits their opportunity to learn from the school environment. While 07 students representing 25, 92% think that when individual differences dominate the individual's thinking, in the other hand 06 students representing 22, 22 % think that When learners have a very negative personality that may limit their opportunity to learn. From observing the table below 14, 81 % of the students see that the lack of communication and shyness limit the learner's opportunity to learn from the school.

As an assuming question, researchers discussed the learners own and personal experience concerning how their individual differences impacted their learning in an open answer. Thus, students did not mention a strong and a clear answer for the question. Some mentioned 'sometimes negatively/sometimes positively 33.33%, we think they got our question wrongly. As according to our humble understanding, the individual differences has either a positive or a negative impact on learning. 22.22% think that the lack of motivation is behind their slow learning. For the 25.92% who think that the shyness is behind, we don't see so, as we can be a shy student by nature but not

in learning, while 18, 51% think that because of their ambivalence, they can't share their ideas and thoughts with others especially in the classroom. All these answers did not satisfy us. They were ambiguous.

2.2. Part Two: Analysis of Teachers' Questionnaire

Section One: On teachers' identification

This section consists of three items related to teachers' background information. Gender, Age and experience

Item 1: -On teachers' gender

	Number	Percentage
Male	4	40 %
Female	6	60 %

Table 13: Sample's Characteristics according to gender

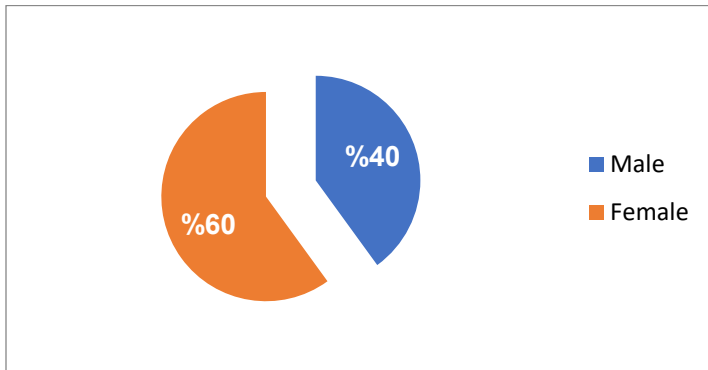


Fig:12 Sample's characteristics according to gender

Table 13 and fig 12 represent the sample's characteristics according to gender. It is shown that the majority of the teachers (60%) were female; whereas, forty percent of the respondents were male.

Item 2: -On teachers' Age

AGE				
28	30 - 33	36--38	45	50
01	03	04	01	01
Total			10	

Table 14: On teachers' age

Item 3: -On teachers' teaching experience

The second question is concerned with the period teachers have been teaching English. Knowing the experience of our sample is very important factor.

Experience	Number	Percentage
1-10	5	50 %
10-15	3	30 %
More than 15+	2	20 %

Table 15 : -On teaching experience

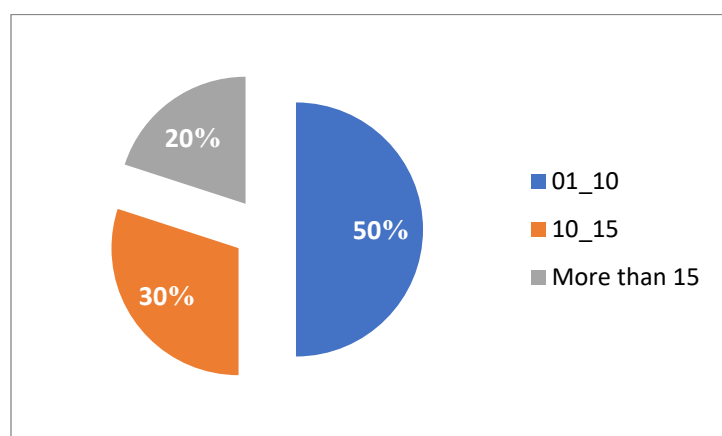


Fig 13: Statistical representation on teaching experience

As to the years of teaching experience, half of the teachers (50%) showed an experience of one to ten years whereas only 03 of the others representing 30 percent ranging from ten to fifteen, and 20 percent present more than fifteen years of experience.

Section Two: On the characteristics of EFL learners

Q1: What type of learners do you have in your classes?	Teachers	Students	%
1.visual, auditory	01	10	37.04%
2.kinaesthetic	01	02	07.41%
3.all the three styles	04	04	14.81%
4.extrovert, open-minded and pro-active	02	06	22.22%
5.introvert, calm and passive	01	03	11.11%
6. very impulsive,	01	02	07.41%
Total students 27	Total Teachers 10	27	100

Table: 16 On the characteristics of EFL learners

On the characteristics of EFL Learners, table 16 displays data about the type of learners teachers have in their classes. 01 teachers claimed 10 students as visual auditory with a rate of 37.04%, 01 teacher said two students are kinesthetic with a rate of 07.41%, 04 teachers claimed 04 students share all the learning styles with a rate of 14.81%, 02 teachers said 06 students are extrovert, open minded and pro-active with a rate of 22.22%. As for introvert, calm and psqsiive, 01 teacher claimed this with a rate of 11.11%. Finally, for the impulsive students, only one teacher claimed to have 02 students.

Q2. What types of learners participate more in your sessions? Why?	Justifications	Nb of teachers	%	Nb of Students	%
1. visual, auditory	they listen well and can see everything written on the board so they are very flexible in feedback.	03	30%	09	33.33%
2. extrovert, open-minded and pro-active	the extroverts participate more because they are more familiar with debates and talk without hesitation	04	40%	10	37.04%
3. kinaesthetic, visual	Kinesthetics are more prone to participation, they like hands on activities thanks to their pointed acuity	03	30%	08	29.63%
Total 10 teachers and 27 students					

Table:17 on the more participation of learners in English sessions

On the type of students who participate in teachers' session, table 17 represents three categories. For category one, 03 teachers with a rate of 30% believe that 09 students with a rate of 33.33% are visual and auditory because they listen well and can see everything written on the board so they are very flexible in feedback. For category two, 04 teachers with a rate of 40% think that 10 of their students with a rate of 37.04% are extrovert, open-minded and pro-active. The last category represents 03 teachers with a rate of 30% who claimed to have 08 students who belong to the kinesthetic and the visual with a rate of 29.63%.

Q3: How do you treat your learners?	Justifications	Nb	%
1. according to their level	we must treat every learner according to his age, and level to ensure communion and understanding	04	40%

2. psychological traits -	because, psychology is very important in establishing good communications	02	20%
3. attitudes and behaviour	we need also to consider learners' attitudes and behaviour to avoid conflicts with them.	03	30%
4.Others	I treat my learners equally by giving a chance to everybody to talk and express himself.	01	10%
Total 10 teachers			

Table:18 On teachers' treatment to learners

As to table 18 which answers question three on teachers' treatment to their learners-04 teachers with a rate of 40% treat their learners according to their level with the reason that they must treat every learner according to his age, and level to ensure communion and understanding. Two teachers with a rate of 20% treat their students according to their psychological levels because they believe psychology is very important in establishing good communications. Three teachers with a rate of 30% think they treat their students according to their attitudes and behaviour because they need also to consider learners' attitudes and behaviour to avoid conflicts with them. Finally, for 'others' option,01 teacher with a rate of 10% believes he treats his learners equally by giving a chance to everybody to talk and express himself.

Q.4. select the right answer

1	2	4	5							
Strongly Agree	Agree	disagree	Strongly disagree							
			SA 1	%	A 2	%	D 4	%	SD 5	%
1. I like all my students without any discrimination			08	80%	02	20%	00	00%	00	00%
2. I believe there are individual differences which influence teachers in their evaluation			02	20%	04	40%	03	30%	01	10%
3. I like the class that comprises multi individual differences			03	30%	02	20%	03	30%	02	20%

Table:19 on learners' individual differences

Table 19 comprises three elements. **1.** I like all my students without any discrimination, to this, 08 teachers opt for strongly agree with a rate of 80%, 02 with agree with a rate of 20%; nil for agree and strongly agree. The second option, I believe there are individual differences which influence teachers in their evaluation, to this statement 02 teachers with a rate of 20% for strongly agree; 04 with Agree with a rate of 40%, 03 for disagree with a rate of 30% and 01 with a rate of 10% for strongly disagree. Finally, for the last statement which reads **3.** I like the class that comprises multi individual differences, 03 teachers with a rate of 30% opted for strongly agree, 02 with agree with a rate of 20%; 03 with a rate of 30% for disagree and finally, 02 teachers with a rate of 20% opted for **3.** I like the class that comprises multi-individual differences.

Section Three: On learners' Individual Differences

Q5. Do you teach according to your learners' individual differences? Why? Why not?					
	Justifications	Yes	%	No	%
yes	1.to respect the different learning styles	07	70%	03	30%
	2.To enable learners with differences to participate	09	90%	01	10%
	3.To encourage learners with differences to forget about their complex of inferiority and set the challenge.	07	70%	03	30%
No	1.if I start considering those with differences, my lessons will not progress	01	10%	09	90%
	2.I teach without giving much importance to my learners' way of learning	02	20%	08	80%
	3.Since we are guided and controlled by a syllabus to finish, considering individual differences is not paramount	01	10%	09	90%

Table 20 On teachers' teaching according to their learners' individual differences

Table 20 is related to teachers' preferences to whether they teach their learners according to their individual difference, or not why or why not. For option yes, three justifications were issued. 1.to respect the different learning styles, for this 07 teachers answered with yes with a rate of 70% against 03 with a rate of 30%.Concerning the second option, 2.To enable learners with differences to participate,09 teachers with a rate of 90% against 01 teacher with a rate of 10%.The last option for yes, 3.To encourage learners with differences to forget about their complex of inferiority and set the challenge,07 teachers with a rate of 70% against three teachers with a rate of 30%.

On the other hand, three other options can be displayed concerning the 'No' answer. 1.if I start considering those with differences, my lessons will not progress, for this only 01 teacher with

a rate of 10% against 09 with a rate of 90%. For the second option 2. I teach without giving much importance to my learners' way of learning, 02 teachers with a rate of 20% against 08 with a rate of 80%. The last option, 3. Since we are guided and controlled by a syllabus to finish, considering individual differences is not paramount. For this only 01 teacher with a rate of 10% against 09 with a rate of 90%.

Q.6. How do you attribute your learners' individual differences to? Justifications	Nb	%
1.social milieu and breeding environment	06	60%
2.to psychological traits as shame, and introversion	03	30%
3.discrimination either by teachers or peers or home family	01	10%

Table 21: The causes of Learners' individual differences

Table 21 is concerned with teachers' perceptions about learners' causes of individual differences. In this respect,06 teachers with a rate of 60% believe it is due to 1. social milieu and breeding environment; whereas,03 teachers with a rate of 30% think this is due to 2.to psychological traits as shame, and introversion and finally,01 teacher with a rate of 10% believes this is due to 3. discrimination either by teachers or peers or home family.

Q7. How do you observe your learners' individual differences? Justifications	Nb	%
1. 1. Through their oral interaction	04	40%
2. Through their written work	03	30%
3.Through their silence in class	02	20%
Others through their interaction with peers, with teachers and with themselves	01	10%

Table:22. on teachers' observation to learners' individual differences

Table 22 displays teachers' views on how they observe their learners' individual differences. Ways are different and each teacher perceives this differently.04 teachers with a rate of 40% use this through oral interaction,03 teachers with a rate of 30% see it through learners' written works,02 teachers with a rate of 20% see it through learners' silence in class and finally 01 other teacher with a rate of 10% think this can be done through their interaction with peers, with teachers and with themselves.

Q.08- As a teacher, do you believe you can change your learners' individual differences? why?	yes	%	No	%
Justification				
1.I cannot change my learners' individual differences because I feel they are innate	03	30%	07	70%
2.Yes, I believe I can if I concentrate more on them and try to replace what is negative by something positive	08	80%	02	20%
3.It is easy but difficult if you are always far from these types of learners (change demands proximity)	06	60%	04	40%

Table 23: On teachers' belief to change learners' individual differences.

Concerning question eight as displayed through table 23, and which concerns the teachers' possibility to change learners' individual differences, 03 teachers opted with yes with a rate of 30% against 07 teachers with a rate of 70% who justified their answers saying they cannot change their learners' individual differences because they feel they are innate. Some other 08 teachers with a rate of 80% believe it positive saying that Yes, they can if they concentrate more on them and try to replace what is negative by something positive-for this only 02 teachers answered negatively with a rate of 20%. For the last option, *it is easy but difficult if you are always far from these types of learners (change demands proximity)*, 06 teachers with a rate of 60% adhere to it against 04 teachers with a rate of 40%.

Section Four: On the Impact of Individual differences on Learning English

Q.9. Do you think learners' individual differences greatly impact students' learning?	yes	%	No	%
Yes- Justifications				
1.this is quite apparent in the way learners react to learning activities and tasks	09	90%	01	10%
2.individual differences hamper learners from discussing openly in a class debate	08	80%	02	20%
3.those who possess some individual differences grow incomplete and they feel they do not learn as the others.	06	60%	04	40%
No Justifications				
1.No, individual differences have never been a problem in learning	00		01	10%
2.Even with individual differences, learners can enter into debates	00		02	2
4.Learning differences has nothing to do with the individual moral growth and psychological traits	00		04	40%
Q.10.What individual factor(s) impact this learning more?	yes	%	No	%
1.personal drives, attitudes and behavior	09	90%	01	10%
2.social and psychological factors	08	80%	02	20%

<p>If yes, why Since they are individual differences, they belong to the person himself, it his habits, his drives, his attitudes and his behaviour and depending on the extent the stimulus is. Also, influencing factors can be social and psychological, he may suffer socially and psychologically and this can impact his learning.</p>				
<p>Q.11. Is the impact of individual differences very influential on both teachers and Students? Justify: Yes Justification</p>	Yes	%	No	%
<p>1. on teachers: learners who suffer from individual differences can affect the teaching pace in terms of progress, time, preparation, and teacher's outcome. This will create problems to the teacher; which level is he going to teach?</p>	10	100%	00	00
<p>2.On learners: On the learner himself, he feels a little bit relegated, not given importance, very passive and sly. He believes he is very slow and can disturb the teachers, hence, he feels morally degraded, refuse to participate and little by little he becomes passive.</p>				

Table:24 On the impact of individual differences on learners' learning

Discussion of Teachers' Questionnaire Analysis

The teachers' questionnaire consists of four section that cover the main elements of the research. Section one reveals that most teachers are female and their age ranges from 30 to 45. Three teachers are between 30-33; 04 between 36-38 and one teacher 45.

Section Two-On the characteristics of EFL learners, teachers have classified the types of learners they have into six- ten students with the rate of 37.04% as visual-auditory, two kinesthetic,06 extrovert, open minded and pro-active with a rate of 22.2.2%; Four students including the three types (visual, auditory and kinesthetic) with a rate of 14.81% and 02 students as very impulsive.

On the type of learners' participation, three teachers claimed that their participants are 9 students who are visual-auditory with a rate of 33.33%, 04 teachers claimed for 10 students who are extrovert and pro-active. Finally, the last three teachers opted for 08 students who seem to kinesthetic.

On the teacher's treatment to their learners' (individual differences), Four teachers claimed they teach their learners according to their level with a rate of 40%;02 teachers opted for psychological traits,03 teachers according to learners' attitudes and behavior, whereas for others,

only 01 teacher with a rate of 10% claimed he treats his learners equally by giving a chance to everybody to talk and express himself.

Concerning section three which relates learners' individual differences and as response to the question whether teachers teach according to their learners' individual differences or not. Twenty-one teachers answered with yes, that is, they teach according to their learners' differences, respecting every learner's potentialities, enabling learners to have a chance to adhere to the whole group and encouraging them to take position in class. Only seven teachers responded with No, thinking that when respecting learners' individual differences, they can lose time and do not finish the program.

On the root causes of learners' individual differences, some six teachers opted for social milieu and breeding environment, three teachers attributed this to psychological traits-shame and introversion; whereas, only one teacher fear the discrimination either by teachers or peers or home family.

On teachers' observation to learners' individual differences, four teachers said they observed them through oral interaction, three teachers opted for written expression and two favored their class silence as they are sitting. In addition, only one teacher claimed he observed them through his interaction with them, through their interaction with their peers and with themselves.

On teachers' belief for any change in individual differences, seven teachers answered with NO because they believe individual differences are innate. However, eight teachers answered with yes, and that they can replace what is negative with positive. In addition, six other teachers believe they can on condition that learners are provided with proximity to take them up in charge.

Section Four is related to the impact individual differences have on learning-09 teachers with a rate of 90% claimed yes believing this is quite apparent in learners' tasks given to them;08 teachers believe that these learning differences prevent learners from openly discussing matters in class. However, 06 teachers opposed the view claiming that learners with differences do not grow incomplete, one teacher said individual differences have never been a problem,2 teacher said learners can enter into debates and finally 04 teachers said learning differences have nothing to do with psychological traits as growth.

As to the individual factors that impact on learning,09 teachers attributed this to learners' personal drives, attitudes and behavior; whereas 08 teachers relate this social and psychological

factors. Finally, in what concerns whether the influence of individual factors on both teachers and learners is great or not, 10 teachers with a rate of 100% claimed it greatly did on both teachers and learners and hamper the learning process and its outcome.

Conclusion

Throughout this chapter, the research investigation has been endowed with a practical framework for the purpose of fulfilling the aim of this study which has been put forward at the beginning of this paper. This chapter fundamentally dealt with the methodological concerns of this study. Moreover, it provided some recommendations based on the gathered data, limitations of the study and suggestions for further research.

As it stands, the results gathered have proved that the majority of the students are facing various problems due to their individual differences, which affected their way of learning English.

Chapter Three: The Effect of Learners' Individual Differences on Learning

Introduction

Many researchers have notified that there exists an ability among individuals that differentiate them from one another in respect to performance. The individual differences stand for unique characteristics of individuals that have an impact on the way they learn. Individual differences are part of the psychological aspects an individual possesses: it exists at the level of physical, mental abilities, at the level of knowledge, habit, personality and character traits that give shape to the person. Learners must go beyond the surface given information and be creative in their potentialities to show the difference. Indeed, these individual learning differences can make the difference between learners and can show too much effects on the spot.

3.1.1. Some learners have better memories than others:

In ancient times, the ability to memorize was a prized skill. Whole cultures were passed down through the centuries by those who remembered the stories, legends, history, and taboos and laws. Schools have generally abandoned requiring students to memorize poems, famous speeches, multiplication tables, and all sorts of academic material. Memory is very needed in all the learning processes. It is essential to all learning aspects because it lets learners store and retrieve the information that they learn. Thus, memory depends on learning. But learning also depends on memory, because the knowledge stored in the memory provides the framework to which learners link new knowledge through association.

The role of memory abilities in second language acquisition is that, whether for short or long terms, it focuses on the power of the working memory abilities in terms of retention or forgetfulness. Contemporary researchers have agreed that working memory may be a concept that

will revolutionize research on foreign language aptitude (Miyake and Friedman 1998; Ellis (2001); Sawyer and Ranta (2001); Dörnyei (2005). If attention is necessary for learning and if it is limited by working memory capacity, there must be a close relationship between working memory capacity and learning outcomes (Sawyer and Ranta 2001).

As memories are formed through processes in the brain, there are many proven techniques that can help to improve the memory skills. Hence, its development can be natural or artificial, adding another power or the absence of it in the process of retrieving or forgetting which we are going to discuss below.

3.1.1.1. Retrieval

Retrieving depends mostly on how the information is organized, the mass of the objects to be retrieved, the nature of the information, the mood of the retriever and other elements and factors that enter in the process of retrieval. Long-term memory works better than short term memory in terms of the degree of retention, the re-use and the application through association of what we previously learnt.

3.1.1.2. Forgetfulness

A great number of scientists attribute forgetfulness to many factors-Retrieval Failure, Failure to Store, Interference and Motivated Forgetting. Let us start with the first element *retrieval failure*-this simply happens when the information is not regularly rehearsed or returned to, and the memory fades to retain what is supposed to retain. As to the *Failure to Store*, this is related to the information that we take in, even repeatedly, and is not stored because one feels it is not essential to the memory. In what concerns the third element *Interference*, this happens when similar memories, places, faces, names and experiences are all stored together, and then it becomes difficult to separate them into distinctly different categories or classes. For the final element,

Motivated Forgetting is related to things that we consciously (suppression) and unconsciously (repression) forget.

In the process of forgetting and remembering, both nature and nurture are involved, in addition to other factors.

3.1.1.3. Genetic and Biological Advantages (Nature)

On the natural side of things, it must also be admitted that some people seem predisposed to having an incredible memory. The concept of having a “photographic” memory has been widely studied, and it is found that some people do have amazing powers of recall over event that happened years or decades earlier. Genetically speaking, studies have found that certain genes affect the density of dopamine receptors in the brain.

3.1.1.4. How to Improve Memory (Nurture)

There are many ways to improve the memory, thanks to neuroplasticity—the ability of the brain to adapt and change throughout our life, even in our old age. Hence, in integrating and in adding new activities to the brain, this helps it create new connections and new neural directions. The brain as the body needs food in the form of healthy diet and regular exercise that can ensure that the brain has all the nutrients and raw materials it needs to succeed and survive. Also, lowering stress levels, spending time with friends in social settings as part of regular hobbies outside in the open air, in social gatherings and congregations with old friends, getting fun with much laughter, can invigorate the brain and refresh it.

3.1.2. Some are simply smarter than others:

Intelligence is one of the factors which may affect second/foreign language learning upon which there is a hot debate among researchers. Some scholars believe that intelligence affects language learning, while others claim that intelligence and foreign language learning are not

related. What we are sure of is that no negative effect of intelligence on language learning is expected. Some other researchers also believe that intelligence affects language learning, but it doesn't mean that less intelligent people cannot learn a second/foreign language. It is also believed that intelligence, in its traditional definition, may have little to do with one's success as second language learning. (Brown, 2000)

While Terman (1921; cited in Sternberg 1997: 339), states that “an individual is intelligent in proportion as he is able to carry on abstract thinking”. Therefore, intelligence conceptualized as abstract thinking was demonstrated to predict academic success.

In relating intelligence to second language learning, Brown (1994: 93) states that in the past it was conceived that “the greatest barrier to second language learning seemed to boil down to a matter of memory”, in the sense that if a student could remember something he or she was exposed to, he or she would be a successful language learner because intelligence was traditionally defined and measured in terms of linguistic and logical-mathematical abilities. Based on this, it is clear that intelligence contributes to successful language learning.

Gardner (1993) emphasizes that language is not grammar specific, but it is influenced by other factors that are intelligence-based. These include the variables of intelligence, language aptitude, motivation and situational anxiety (Giles and Coupland 1991). Howard Gardner's multiple intelligences theory (MIT) (1983, 1999) is an important contribution to cognitive science and constitutes a learner-based philosophy.

Gardner (1999) and his research associates identified the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential intelligences. These different intelligences reflect a pluralistic panorama of learners' individual differences; they are understood as personal tools each

individual possesses to make sense out of new information and to store it in such a way that it can be easily retrieved when needed for use.

The different intelligences are of neutral value; none of them is considered superior to the others. In their basic form, they are present to some extent in everyone, although a person will generally be more talented in some than in others.

3.1.3. Some learners are lazy and earn good grades in school

Laziness (also called indolence) and according to Leonard Carmichael (1954), is a disinclination to activity or exertion despite having the ability to do so. It is often used as a pejorative related term for a person seen to be lazy which includes the quality of being unwilling to work or use energy.

We may have some lazy students in our schools and universities, controversially, they get good marks but they do not work. Is it a matter of chance or privilege given by some teachers? As laziness means a state of mind which does not mean they are not smart.

Why are some learners sluggish to learn? Or we commonly hear from a teacher that most of the students are lazy and overlook to learn. Students of this kind are indolent to learn because they always spend their time to watch, eager to play with their friends for hours after school, or dislike to learn certain subjects and many more. They only profit from their classmates the days of exams.

According to J.W. Raymond and Judith (2004: 22); learners at the age from 5 to 19 are literally interested in learning, gain knowledge, involve in art and know new things (positive motivation), but they can also be attracted to work out some negative things such as smoking, taking drugs and liquor. Learners' motivation will not disappear but it will grow and develop in a variety of ways that can guide them to be better succeeding in achieving learning outcomes or even fail.

Human learning may occur as part of education, personal development, schooling, or training. Learning is a goal oriented which is supported by motivation.

3.1.4. The difference enhances students' understanding:

Learners vary enormously in how successful they are in learning a language. This is true for both first language (L1) and second language (L2) acquisition, although there is an important difference. In the case of L1 acquisition, learners vary in their rate of acquisition but all, except in cases of severe environmental deprivation, achieve full competence in their mother tongue.

In the case of L2 acquisition (SLA), learners vary not only in the speed of acquisition but also in their ultimate level of achievement, with a few achieving native-like competence and others stopping far short. How can we explain these differences in achievement? Broadly speaking, three different sets of explanatory factors have been identified; social, cognitive, and affective.

Individual difference research has a considerable history in applied linguistics. Horwitz (2000a), reviewing publications in *The Modern Language Journal* from the 1920s up to the end of the 1970s, documents how interest in L2 learners' differences evolved over the decades. She notes a marked change in the labels used to refer to individual differences:

The terms good and bad, intelligent and dull, motivated and unmotivated have given way to a myriad of new terms such as interactively and instrumentally motivated, anxious and comfortable, field independent and field sensitive, auditory and visual. (p. 532, original emphasis).

This change of perspective over the years reflects a development in the role of individual difference research in applied linguistics. In earlier periods, the primary concern was to provide a basis for selecting which learners should be chosen to receive foreign language instruction.

3 .1.5. The difference limits learners' opportunity to learn from the school environment:

At the beginning of the school year, it is necessary for teachers to know physical, psychological, economic, social and academic differences of their students (Başar, 2002). The lack of knowledge on such differences amongst students may cause students not to participate in the learning-teaching process and thus it ends up in academic failure.

It is important for teachers to know variables such as physical characteristics, intelligence, perception, gender, ability, learning styles, which are individual differences of the learners (Arı and Deniz, 2008). Individual differences in students are personal differences specific to each student (Arı and Deniz, 2008).

Discipline problems in the class can be reduced when the students are directed to meaningful activities and directed to their own interests and abilities. In addition, the influence of the students on the student and the socialization of the student have a very important place in the classroom method (Celep, 2004).

Each individual learns in a unique way, some learn best by hearing, seeing, reading, and touching some materials (Shaughnessy, 1998). Students who differ in capacity and power of achievement need different activities and assignments (Good and Brophy, 2008). Students differ from each other in terms of experience, socioeconomic status, ethnicity, culture, language and learning style. Using different teaching methods for different students using their own experience and learning backgrounds will be much more efficient (Borich, 2014), revealing the individual differences and special needs of the students. Students' home background, cultural environment and socio-economic levels are important factors in determining school success (Breen & Jonsson, 2005).

Learning students' styles are different from one another. The fact that learning styles are different is not a shortcoming but rather a feature that enriches the learning environment. The level of readiness can vary so much as the individual differences of the learners vary.

3.1.6. Learners with negative personality traits do not learn in the same pace as others:

Of course, this is an evidence. Personality traits can be positive and can be negative. The negative traits hamper the learner from learning and from achieving high outcomes-for example, an introvert learner who is all the time frustrated, isolated and pessimistic cannot all at a sudden open up to people and set a challenge in setting records. The results of the student's academic achievement are often an important indicator that gives us a negative or positive picture of the nature of the student's environment that directly affects his or her achievement. Hence, it seems more than obvious that personality traits have an effect on students' propensity to learn in any domain of knowledge.

Conclusion

On the effects of individual differences, many researchers have said countless of ideas that proved true. It has been confirmed that there is no better memory than another; however, some learners learn better than others because they retrieve well and know when to reuse things easily. This confirms their smartness. On the opposite side, some learners suffer forgetfulness because they are unable to retain information. This could have relationship with the notion of nature and nurture where the physical construct of a learner is naturally shaped in this sense. But, talking about nurture can bring to mind that learners can improve their minds through activities and brain active tasks. A look at the individual differences, one can notice their impact upon learning for they limit the opportunity to learn between learners of the same class. Also, learners with negative psychological traits can suffer from this inequality of opportunities while learning.

General Conclusion

Individual differences have always been a psychological trait that differ learners within the same educational setting. Individual differences have become a problematic issue both for learners themselves who tried to catch up with their peers and improve the challenges and also for teachers who struggled to bring equity within the same levels of teaching. Indeed, individual differences have left their deep scar upon the learners and impacted their outcome.

Our study strives to answer the following questions: Why should teachers explore the psychological state of their learners when they are learning? Why should second year teachers focus more on individual differences when teaching? and what factors attributed to the causes of these individual differences. Hence, the primary focus of this paper is to investigate the root causes of individual differences and their impact on learning., to bring to EFL teachers' awareness about the different students' needs and abilities to provide them with the appropriate assistance and guidance.

To carry out our study, a descriptive method has been adopted. The data have been collected through a combination of quantitative and qualitative study. The study is composed of questionnaires for both students and teachers that were analyzed carefully. The findings reveal that individual differences can greatly impact learners' achievement and can also affect teachers' way of teaching.

This study investigates the notion of individual differences and the learners' motivation in learning. Both learners' failure and success are treated. In addition, the work also treated the physical characteristics of learners including personality traits, linguistic and cognitive markers that characterize learners from one another.

There are many factors that influence learners' individual differences and make them more apparent. Among them, we may list race and heredity that a learner can inherit from his elders and parents. Maturity also is very important; an immature learner can display his characteristics as an unaware person through his childish manner and behavior. Accordingly, the society also has its share in this; for the social and economic status play a lion's share in individual differences- Poverty can be observed on the learners who fear to participate, to share their ideas and to seclude themselves to become introvert at the end.

Recommendations

As learners' individual differences has greatly impacted both learners and teachers, the following recommendations may be issued.

1. Students who suffer from individual differences should not take it as a contrivance to their learning but they should always keep in contact with their classmates and forget about this.
2. Learners' differences are not an obstacle for those who wish to set the challenge.
3. Lots of students suffering from individual differences succeed and set records.
4. Teachers should not consider individual differences as a complex but they should comply with situations of their learners by planning their teachings according to their students' needs.
5. Teachers should try to involve learners to adapt themselves with the classes so that they will not feel any complex of inferiority.
6. Teachers should respect what Gardner believed in the seven intelligences. May a learner suffering from individual differences can be on the top.
7. Cooperative learning should be established in every class to help the slow learners participate through the little mean they can.
8. Negative personality traits can yield good production at the level of performances if properly guided.
9. Teachers nrrd to think about physical characteristics of their learners and decide what part of lessons and teaching material could compensate for the loss.
10. Learning can occur with the help of competent teachers who understand well their recipients. Why not act in this way and show that individual differences for you have never been a problem.

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APPENDICES

Appendix A

Students' Questionnaire

This questionnaire serves as data collection tool for an academic research. We will be so much thankful if you could take the time and the energy to share your ideas by answering the questions below. Your cooperation is very important and will be of much help for this research work which will remain very confidential.

Section 1: General Information about the students

Gender: Male Female

Age: Level of Instruction:

Section Two: On the characteristics of EFL language learners

1. What type of learners are you?

- a. visual b. auditory
c. tactile (touch) d. All of them

2. What makes you feel different from others in language Learning?

- a. your flexibility in understanding everything with ease
b. Your immediate response to the external stimuli
c. the use of other intelligent strategies
d. All of them

3. What is an individual Difference for you?

.....
.....
.....

4. How do you communicate your thoughts, feelings, and experiences?

- a. clearly, plainly and openly
b. Conveying them directly but with a certain reservation
c. Thinking first about the audience

5. What type of person are you?

a. extrovert b. introvert c. ambivalent

6. How does the type of your personality affect your learning?

a) positively b. negatively

7. What are the causing factors of individual differences?

a. Race and origin b. Heredity
c. Social and economic status d. innateness predispositions

8. Some learners have better memories than others

Agree disagree do not know

9. Some learners are simply smarter than others

Agree disagree do not know

10. Some learners are lazy but earn good grades in school.

Agree disagree do not know

Section Three: On the nature of the Learner’s personality

1. Is Learners’ intelligence important in determining personality traits?

Yes No

2. Are Personality traits (extrovert, introverts...determinant factors for learners’ personality?

Yes No

3. Are aptitudes, and abilities to learn and perform markers for individual differences?

Yes No

4. Are values, motivations and attributions assets for learners’ successes and failures?

Yes No

Section Four: On the impact of individual differences on learning

1. How do individual differences limit the learner’s opportunity to learn from the school environment?

.....
.....
.....

.....
.....

2. Why don't Learners with negative personality traits learn in the same pace as others?

.....
.....
.....
.....

3. From your own experience, how do your individual differences impact your learning?

.....
.....
.....
.....

THANK YOU FOR YOUR PARTICIPATION

Appendix B

Teacher's Questionnaire

Dear Teachers,

With the intent to explore and collect data about the impact of individual differences on English language learning, we kindly invite you to devote some of your time to complete this questionnaire which is meant for master dissertation.

Section One: On teachers' identification

Gender: Male Female

Teaching Experience: Age:

Section Two: On the characteristics of EFL learners

Q1: What type of learners do you have in your classes?

- 1.....
.....
- 2.....
.....
- 3.....
.....

Q2. What types of learners participate more in your sessions? Why?

-
.....
.....

Q3: How do you treat your learners?

1. according to their level
2. psychological traits -
3. attitudes and behaviour
4. Others

Justify your choice:

-
.....
.....

Q.4. select the right answer

1. I like all my students without any discrimination

Strongly disagree disagree Agree strongly agree

2. I believe there are individual differences which influence teachers in their evaluation

Strongly disagree disagree Agree strongly agree

3. I like the class that comprises multi individual differences

Strongly disagree disagree Agree strongly agree

Section Three: On learners' Individual Differences

Q5. Do you teach according to your learners' individual differences? Why? Why not?

.....
.....
.....
.....
.....

Q.6. How do you attribute your learners' individual differences to?

.....
.....
.....

Q.07. How do you observe your learners' individual differences?

- 1. Through their oral interaction
- 2. Through their written work
- 3. Through their silence in class
- 4. Others

Q.08- As a teacher, do you believe you can change your learners' individual differences?

Yes No

Section Four: On the Impact of Individual differences on Learning English

Q-09. Do you think learners' individual differences greatly impact students' learning?

Yes No

Why?.....
.....
.....

Q.10.What individual factor(s) impact this learning more?

Yes No

If yes, why?

.....
.....
.....

Q.11. Is the impact of individual differences very influential on both teachers and Students?

Yes

No

Justify:

1. on
teachers.....
.....

..... **2.On**
learners.....
.....
.....

Thank you for your collaboration

الملخص

تبحث هذه الدراسة في الأسباب الجذرية للاختلافات الفردية وتأثيرها على تعلم اللغة الإنجليزية، معرفة الفروق الفردية للطلاب وأخذها بعين الاعتبار من قبل المعلمين سيساعد الطلاب على اكتساب اللغة بشكل أفضل. تم تصميم هذا البحث للإجابة على سؤال البحث وهو: "كيف يمكن للاختلافات الفردية بين المتعلمين أن تؤثر على تعلم اللغة الإنجليزية؟" للإجابة على هذا السؤال ، استخدم الباحثون المنهج الوصفي التحليلي. يتم استخدام مزيج من الأساليب الكمية والنوعية أيضًا في جمع البيانات من خلال الاستبيانات. و التي كانت حول الفروق الفردية للطلاب ، ويتكون مجتمع هذا البحث من 80 طالب وطالبة في السنة الثانية بالإضافة الى 10 اساتذة لغة انجليزية بجامعة المسيلة ، حيث سيمثل 27 طالبًا العينة التي سيتم اختيارها عشوائيًا. تظهر النتائج الأولية للبحث أن طلاب اللغة الإنجليزية كلغة أجنبية ليسوا على دراية بأهمية الفروق الفردية في عملية اكتساب اللغة وسيكون من المفيد أخذها بعين الاعتبار. ومع ذلك ، وبسبب هذه الاختلافات الفردية ، فإن معلمي اللغة الإنجليزية كلغة أجنبية ليسوا على دراية باحتياجات وقدرات الطلاب المختلفة لتزويدهم بالمساعدة والإرشاد المناسبين.