



# Individual Differences Affecting Second Language Learning: A Psychological Review

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## ABSTRACT

Individuals are different in terms of their cognitive, psychological, social and environmental factors. They apply a variety of strategies in learning and using second language, these variances are known as individual differences. For the purpose of creating efficient language learning plans and initiatives, researchers, instructors, and students must all have a thorough understanding of these differences. This paper centers on the major individual differences that affect individuals in their learning of second language. The understanding and theoretical foundations of second languages are covered in the introduction. Additionally, we go over research on the major variables such as motivation, age, gender, learning strategies and personality that influence individual's ability to learn a second language in their lives. Considering the research's findings which demonstrate that these individual differences are not isolated from one another and frequently interact and a number of instructional implications have been offered. To meet the individuals needs and preferences of each learner, effective language teaching and learning programs must consider these differences into account and offer tailored approaches

**Keywords:** Individual Differences; Learning Strategies; Motivation; Personality; Second Language; Self-Esteem

## Introduction

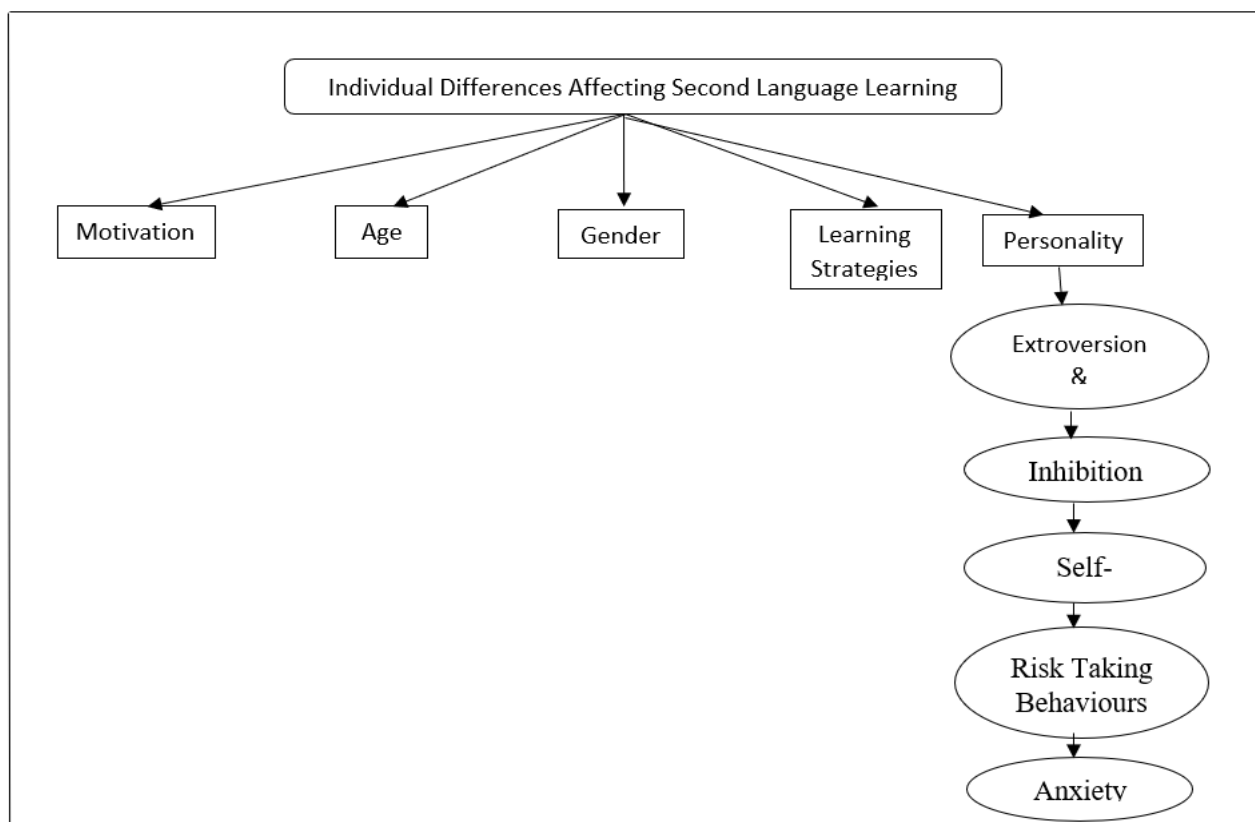
According to the 2011 Census, 26% of Indians speak two languages and 7% speak three languages. India has a Greenberg's diversity index of 0.914 it means that 91.4% of the time two people chosen at random from the nation who speak different native languages (Census of India, 2011). As per census of India (2011) it is reported that languages spoken by the greatest number of people are Tamil, Telugu, Bengali, Marathi, Hindi, Urdu, Kannada, Odia and Malayalam. Adults may learn other language for a number of reasons, but most do so for educational purposes. Researches reveal that while some students pick up the second language very quickly and others face some difficulties for example in learning vocabulary, in understanding grammar, etc. (Ehrman & Leaver, 2003; Rukanuddin et al., 2016; Zafar & Meenakshi, 2012). We cannot all be homogeneous in order to explain the differences in second language learning experiences. Individual differences such as motivation, age, gender, learning styles, personality, etc. are all different for each and every individual.

Humans are considered bio-social organisms, means that an individual's traits and abilities are shaped by a combination of hereditary and environmental influences. Education supports the holistic development of every student while taking into consideration their unique needs and traits. It aims to help students realize their maximum potential by providing support and guidance in the right direction. Emphasis is placed on individual differences in learning a second language (Gradman & Hanania, 1991; Oxford & Nyikos, 1989; Rukanuddin, 2016; Skehan, 1991). These variations reflect the different characteristics and approaches that individuals apply while learning a second language. These may include differences in affective variables, methods, and learning styles. These individual differences among language learners may have a large impact on how they learn and succeed in the second language.

Students from many ethnic and linguistic backgrounds are frequently seen in today's schools, colleges as well as in Universities. Students vary not only in terms of these environmental factors but they also vary in terms of their cognitive capacities, learning strategies, personalities, etc. Differentiated instruction entails adjusting teaching strategies to meet the unique learning requirements of each student. Professors, teachers and instructors must have a solid understanding of the unique characteristics of learners who is learning second language in order to apply differentiated instruction in an effective manner. To support learners effectively, the studies cited in this paper emphasizes the relevance and importance of acknowledging and addressing individual differences in education, especially when it comes to learning second language. It also emphasizes the need for a nuanced understanding of these differences. It also recognizes that differing viewpoints may exist regarding the importance of individual differences in learning second language.

### Individual Differences and Second Language Learning

Individual differences in the ability to learn a second language are, in fact, a complex phenomenon and may have a big impact on how people adapt and process information. In this research paper few crucial factors (motivation, age, gender, learning strategies, and personality) and related researches must be considered to fully explain the differences in learning second language.



**FIGURE 1. SCHEMATIC DIAGRAM OF INDIVIDUAL DIFFERENCES THAT AFFECT SECOND LANGUAGE LEARNING**

### Motivation

Learning a language comes with the one of the most aspect that is motivation. Strongly motivated people typically put in more time and effort while learning a new language, which allow them to learn more quickly. It's frequently seen as one of the main indicators of success in the learning process (Gardener & Lambert, 1972). The complex nature of motivation in learning a language is emphasized by Gardner's Socio-Educational Model. He argues that motivation is influenced by three key factors. First is "effort" which shows that individuals are prepared to devote themselves to comprehend a new language. More effort is typically put forth by motivated learners and this can result in improved language proficiency or competency. Second is the "drive to accomplish a goal" refers to driven language learners frequently have clear objectives, for example wanting to converse with native speakers, pass tests, or realize professional goals. The drive to achieve these objectives may be a strong source of motivation. Third can be motivation of an individual that is greatly impacted by their "attitudes" that is toward the target language, the culture that surrounds it, and the learning process itself. Good attitudes are frequently linked to increased motivation and more effective in learning a language (Gardner, 1985).

In addition, the notions of integrative and instrumental motivation were also presented as two separate categories of motivation in reference to second language learning (Gardner & Lambert, 1972). When people are

driven to adhere a second language because they are sincere in their ambition to integrate into the target community or culture, this is referred as integrative motivation. Conversely, instrumental motivation comes when learners are primarily driven to acquire a new language for practical purposes or certain advantages such as better job opportunities, opportunities for professional growth, success in school or better economic prospects. Gardner and Lambert (1972) reported in a study that these types of motivation play several roles but both help successfully in learning a second language.

Researches indicate that learners who exhibited integrative motivation scored higher on tests of foreign language proficiency (Gardner & Lambert, 1972; Spolsky, 1969). These findings suggest that an important component of successful language learning is probably integrative motivation. Conversely, though findings suggested that students with exhibit greater instrumental motivation scored higher on English proficiency tests (Kachru, 1988; Lukmani, 1972). Brown (1987) suggested that as a means of achieving certain goals, people with instrumental motivation frequently devote a lot of hours and effort in learning a second language. Effective language learning may come from this type of motivation as it may lead to concentrated and consistent efforts. People may be motivated to overcome obstacles and stick with their language learning journeys by the focus on external incentives. People may be driven by many factors (age, gender, personality, etc.), thus it's essential to remember that motivation in language learning is a complicated and multidimensional topic. Apart acquiring the incentive derived from external rewards, there exists an inner motivation that encompasses a sincere interest and pleasure in the language itself.

Ely (1986) conducted a research on motivation in classrooms teaching second language. The participants in the study were first-year university students from Spanish classes. Result revealed that motivated students are keen to learn and gain more knowledge about second language than non-motivated students. Result also revealed that language involvement is probably positively related to the way learners speak in class. According to Oxford and Nikos (1989) learners' motivation influenced their language learning. Motivation of learners affects their level of active participation in the learning process. Strong motivation helps improve language learning and motivated learners learn more effectively.

Furthermore, motivation is an essential factor that leads to success when it comes to learning a second language. It affects effort and dedication of learners in reaching language related objectives as well as their views regarding the culture from which it is connected with. Acknowledging the significance of motivation may benefit students and teachers both by creating an atmosphere that is more favorable for language learning and eventually leading to increased competence.

### Age

Due in large part to their innate curiosity, propensity for exploration and the very malleable nature of their developing brains, children frequently seen to be rapid learners. Moreover, mostly they are less constrained by preexisting conceptions and more receptive to new experiences. However, individuals have a variety of cognitive skills and life events that may help them to learn more effectively (Scott, 1994). Adults may be better able to connect new messages, comprehend cause and consequence because of their previous knowledge and due to have more developed critical thinking abilities. Additionally, they frequently possess higher desire and self-directed learning capacities (Loup et al., 1994).

In reference to the age, critical period hypothesis put out by Lenneberg (1967) posits that language or acquisition learning is easier within a physiologically specified time and becomes harder afterward. He also claimed that the lateralization of the brain's language processes is finished at puberty, which ends this crucial time of learning and acquisition and makes language learning more difficult for those people who begin to learn language after this point (Lenneberg, 1967). This hypothesis has received supporting researches for example Scott (1994) conducted a study in order to compare the auditory perception and memory span of younger and older adults who are monolingual English speakers with bilingual English/Spanish speakers. The study suggested that older persons had more 84 problems with appropriately detecting English sound. Although, bilinguals who were younger or older did not vary in their auditory recall capacity in English and they outperformed monolinguals. . In analyzing second language learning, Felix (1985) proposed a series of problem-solving cognitive structures that emerge during puberty and compete with the cognitive structure of language.

Research done by Tahta et al. (1981) on foreign accents and they examined some variables related to transfer accents from first to second languages in their study among individuals age range between 6 to more than 15 years old. It came up with findings that that there was not any accent transfer when the learner started to learn the second language at age 6. There was a transfer of the first language's accent when the learning occurred after 12 or 13. There was a little transfer when the learning fell between 7 and 11 years. Rosannsky (1975) suggested that aging-related awareness impedes natural learning means children can pick up language little faster as they are not conscious about this.

Long (1990) observed in his study that children and adults learn first and second languages differently. Youngsters learn second language easily than adults and also take less time. In a variety of skill domains, such as morphology, syntax, lexis, and pragmatic aspects, adults fall short of achieving a consistent native standard. Other studies also revealed that older students do not perform well when it comes to pronunciation and also find it challenging to reset the settings accurately and may gain adverse information in the process of learning and acquiring second language (Loup et al., 1994; White, 1989).

Therefore, it is clear that age plays a significant influence in second language learning and acquisition. Language learning is influenced by biological factors, including brain plasticity and maturity.

The critical period concept has also received conflicting support from further studies. The idea that language learning or acquisition is impossible or severely impeded after puberty has been refuted, even if it is true that age may have an impact on some components of language learning and acquisition. Researches suggest that adult learners' learning processes are contradictory. Fathman's (1975) suggested on the basis of his study on 200 hundred students aged from 6 to 16 that age has little bearing on how a students develop transitional structures like interrogatives and negatives. Studies also suggested that if individuals begin to learn a second language later in life, they may still reach a high degree of proficiency in it. For example; According to Burnstall (1975), older students learn more effectively and with time they understand and comprehend well due to their maturity. Troike (2006) concurs with this statement a small percentage of second language learners are older learners, however they can still acquire native-like proficiency.

Lenneberg's crucial period theory has had an impact but is not generally acknowledged in its formal form. The capacity to pick up new language skills, particularly in grammar and vocabulary, seems to endure after the suggested critical time. Nonetheless, there appears to be some truth to the claim that students who begin to learn second or other language after puberty may find it more challenging to acquire a native-like accent.

### **Gender**

In the context of learning second language gender appears to be a very important aspect that have been studied as far. It's crucial to remember that researches in this field can be nuanced and context-specific as well as there are differing perspectives among researches on the influence of gender on leaning second language (Larsen-Freeman & Long, 2014; Young & Oxford, 1997; Zhuanglin, 1989)

Researches have shown that a student's gender may have an important influence on their language learning process. Women are more likely to be integratively motivated which shows that they have favourable attitudes toward learning second language as well as employ a larger variety of learning techniques, especially social ones (Oxford 1993; Young & Oxford, 1997). In reference to hormonal influence, Kimura (1992) proposed a relationship between women's greater articulatory and motor skills and their elevated estrogen levels throughout the menstrual cycle. Higher levels of articulatory and motor ability in women being associated with higher levels of estrogen during the menstrual cycle. Estrogen may have various effects on cognitive functions, this may suggest that disparities in language between male and female are due to hormonal causes.

Men and women also have distinct language advantages from birth. Zhuanglin (1989) suggested that women may learn a foreign language more rapidly and efficiently than men and it also has been observed that women learn to talk earlier than men. Larsen-Freeman & Long (2000) also suggested that women do better than males when it comes to first language learning in its early phases. This means that women may have an advantage in developing language early in life.

With regard to the exception of listening vocabulary, a research cited by Boyle (1987) shows that with the exception of listening vocabulary, women are found to be better than men in language learning in most areas. This proves that there may be a special characteristic in which men have an advantage. It is important to note that the results of studies in this area may vary depending on the population and context. A combination of biological, social and environmental variables may influence the perception of gender differences in language learning, which is complex and diverse. Further insights into this area of study may also emerge from recent studies and changing perspectives in the field of second language learning.

### **Learning Strategies**

Language learners use intentional and purposeful acts or approaches to increase their accuracy or proficiency in learning second language, which is referred as language learning strategies. By adopting these strategies, learners ameliorate their ability to store and retrieve information about the language as well as absorb new ideas and utilize the language more fluently. According to Oxford and Crookall (1989) there are six leaning strategies which are used by learners while learning second language such as cognitive, metacognitive, memory related, compensatory, affective and social strategies.

When people use cognitive strategies it means they are using their mental processes or applying methods for comprehending, acquiring and using language. To improve language learning or acquisition, these techniques entail the purposeful and intentional use of mental abilities. This approach greatly benefits in reasoning, analysis, taking notes and synthesizing. Effective management of the learning process is also contingent upon the application of metacognitive methods which entail reflecting on one's own learning and thinking processes that enhance academic achievement and problem-solving abilities. Memory techniques are important for improving knowledge, recall and retention, particularly while learning a language such as mnemonics, chunking, visualization, repetition, association, etc (Oxford & Crookall, 1989).

When language learners face obstacles or gaps in their language skills they must have effective compensation strategies. These techniques entail coming up with creative methods to communicate clearly in spite of vocabulary, grammar, or other language proficiency gaps. Gesture and body language, using synonyms, paraphrasing are the examples of compensation strategies. Affective/emotional tactics that can be an indispensable role in supporting students in controlling their motivation and feelings while learning second language. Learners' emotions and motivation may be managed by recognizing their mood and degree of



anxiety, talking about feelings, rewarding them and employing deep breathing or positive self talk. In social contacts, language learners adopt social strategies. These might be looking for opportunities to talk with native speakers, joining language groups, or taking part in language exchange programs (Oxford & Crookall, 1989).

Carrell (1989) studied the metacognitive awareness about the reading strategies of second language reader in first language as well as second language and investigated the association between comprehension and metacognitive awareness in both language reading. 45 native Spanish speakers learning English as second language and 75 native English speakers learning Spanish were included in the research with different proficiency levels. The findings showed that for reading first language, local reading strategy was negatively correlated with reading performance. While, for reading second language, it came out with little differences with native Spanish speakers and native English speakers group. The native Spanish speakers used more global and top-down strategies for reading whereas the native English speakers used more local and bottom-up strategies. The learners who performed well in reading employed strategies more effectively.

In consistent with the findings other study conducted by Sheorey and Mokhtari (2001) who have examined the differences in reported use of reading strategies between native and non-native English speakers while they were engaged in reading materials which are related to their academic. 302 students were engaged in this study. Findings revealed that reported strategy use enhanced the reading ability in both group (native and non-native English speakers). Students found with lower reading ability with less reported use of strategies.

Lahuerta Martinez (2011) explored the relationship between metacognitive conceptualizations for reading in English and their reading in that language among 66 students at the University of Oviedo who were studying Spanish. Results found a positive relationship between ability in reading awareness and performance in Reading comprehension. Furthermore, it shows that students who agree that strategies are effective performed better in reading performance. Additionally, Mokhtari and Reichard (2004) focused on the differences between readers of first and second languages in terms of their metacognitive awareness and their perceived use of specific strategies while reading in English for academic reasons. 141 US and 209 Moroccan students were included as a sample. Both groups were found approximately similar in the context of strategy awareness and reported usage for reading in English. This study shows that both groups applied several reading strategies in the same manner.

The influences of psychological type, profession choice and gender differences on adult language learning strategies was conducted by Ehrman and Oxford (1989). Result indicates that men and women employ different learning strategies depending on their gender. More methods are reportedly used by women than males. This might have something to do with psychological type. In this study, intuition is more preferred by females than males, with the former choosing intuition over sense. Moreover, women exhibit stronger preferences for emotion than do men.

Success in language learning may be greatly increased by comprehending and utilizing a mix of these strategies. Based on their preferences, learning style and the unique difficulties they encounter when learning a new language, learners frequently devise a set of strategies that suit them best. To aid their pupils in the language learning process, language teachers or professors might also include these strategies into their teaching.

## **Personality**

One of the most interesting and challenging areas of research is the relationship between personality and second language learning. Variety is brought to this planet by human individuality in all its forms and hues. Over the course of more than 150 years, personality studies have formed the foundation of the field. The study of human personality was the main emphasis of notable psychologists like Allport, Freud and Skinner. Personality is a significant factor that many experts believe that it is important to the effectiveness of learning and adhering second language. Within second language learning, many researchers have studied the relationship between personality and language learning (Krashen, 1985; Skehan 1991). Ehrman (1996) suggested that there is clear relationship between personality and second language learning, since personality dictates what individuals feel comfortable with. People so frequently select and then practice what they find pleasant, which helps them become more proficient in the targeted abilities. Various personality traits may affect the second language learning which are as followings:

### **i. Extroversion and Introversion**

According to Jung (1914) the individuals may primarily be divided into two personality types: extroverts and introverts and both are on a continuum. It is believed that extrovert people are gregarious, impetuous and love social events. They seem to be risk-takers, impulsive and loathe being alone. Contrary to it, introverts are thought to be quiet, reserved, contemplative and retiring. An introvert is more prone to engage in solitary activities and is more preoccupied with the inner world of ideas, whereas an extrovert is considered to draw energy from outside sources. These characteristics take into account whether an individual enjoys working alone or feels more motivated and comfortable working in a team, in addition to describing an individual's extroversion or introversion (Dawae & Furnham, 1999; Jung, 1914),

In reference to language learning, Eysenck (1997) gave the impression that a number of neurochemical processes occur in the human brain were the reasons that extroversion and learning have not found the positive correlation. He suggested that individual with introvert type of personality learn language better rather than an extrovert type of personality. Conversely, Eysenck's (1997) finding is often disputed by second language

learning or acquisition theorists. It is very common belief that an extrovert is thought to be a good fit for language learning. Researches on second language learning indicate that language learners who are more extraverted are inclined to participate in group activities, raise their input level and choose communicative techniques (Cook, 2016; Krashen, 1985; McDonough, 1986). Consequently, individuals enhance their language interaction, optimizing language output, leading to the production of a superior outcome linguistic competency (Swain, 1985). According to Strong's (1983) investigation of the results of 12 researches that is dependent on extraversion or related attributes revealed that extraverted learners performed better in 6 out of the 8 researches that included a measure of spontaneous spoken language.

After reviewing 30 researches on personality, Dewaele and Furnham (1999) suggested that in both the languages (first and second) extraverts were shown to be usually more fluent than introverts. However, the fact that they were not always showed accuracy in their second language, the cause may be that accuracy and fluency are two different aspects of second language proficiency.

Furthermore, extraverts feel low anxiety, which enables them to be much selective with their attention since they are less prone to distraction while using short-term memory and are physiologically better suited to withstand stress. Extraverts and introverts could choose differently when it comes to balancing accuracy and quickness, particularly when under pressure to succeed in the second language. Thus, we once more see an effort to connect an information processing theory of second language to a component that accounts for individual variations.

## ii. Inhibition

It's fascinating to consider the idea of inhibition in connection to language learning and personality. Inhibition is the conscious or unconscious curtailment, control or constraint over one's behaviour, actions, thoughts, or feelings. Inhibition can appear as self-consciousness, a fear of committing errors and a reluctance to exercise the language while learning (Ameri & Mohseni, 2010). As learning a second language, inhibition may be a challenge for a lot of people, including adults. Language practice and learning might be hampered by fears of being judged, the need to project a nice image and the dislike of making mistakes.

When learners are overly self-critical and perceive mistakes as insults or personal failures, it can impede their progress. Learning often involves trial and error, and a willingness to take risks and learning from mistakes is crucial for improvement. An adaptive language ego allows learners to view mistakes as opportunities for learning and growth rather than as threats to their self-esteem.

Brown (2000) has suggested that it's very important to establish environments where learners are comfortable in taking chances and testing theories out loud. Furthermore he suggested that effective communication depends on removing obstacles and encouraging students to speak up even when the learners are not sure of their accuracy means decreasing the inhibition. This approach is in line with the principles of Communicative Language Teaching (CLT), which highlights the importance of engagement and communication as both, the process and end result of language learning. In communicative method, the idea is that encouraging students to use language in relevant contexts, even when making mistakes, means that they are performing better in their language learning process as well as they are inhibiting less their thoughts, feelings and emotions (Brown, 2000).

A positive attitude about making errors is fostered by an atmosphere of support and encouragement, which is a key component of effective language learning procedures. Overcoming the fear of committing errors is important for language growth, as mistakes are an inevitable component of learning. Students may develop confidence by being encouraged to take on challenges, practice frequently, and participate in real-world discussions.

Creating a supportive learning environment, encourage learners to see mistakes as chances for improvement and fostering a positive mentality are all important aspects of resolving inhibition in language learning. Although researches highlights on the consequences of decreased inhibition on language performance, it is important to stress that second language learning should be approached in a healthy and sustainable way.

## iii. Self-Esteem

The ability to feel good about oneself is thought to be crucial for success in language learning which is referred as self-esteem. Self-esteem seems a significant role in learning a second language especially when considering cross-cultural aspects of the process (Brodkey & Shore, 1976). Self-esteem is an individual's assessment of their own dignity and attitude toward themselves (Coopersmith, 1967). In a study of Heyde (1979) it is suggested that higher engagement levels of instructor boost students' self-esteem, which in turn helps them learn second language more successfully.

MacIntyre et al. (1998) conducted a study on foreign language communication willingness and emphasized the significance of self confidence in learning language skills. The study's findings showed that better communication skills are, in fact, related to greater readiness to speak a second or foreign language. This research also focused on two dimensions of self confidence such as "state communicative self-confidence" and "second language self-confidence." "State communicative self-confidence," the initial degree of self-confidence, probably relates to a person's belief in their capacity to communicate well in a certain circumstance. The "second level self-confidence," refers to a broader sense of assurance in one's general language proficiency.

However, they also suggested that there are many other factors also that influence person's inclination to seek out or avoid communication in second language. These factors include motivation, personality, intergroup environment and self-confidence. Therefore, success in language learning always does not results from high self-esteem there are many other factors also which interact in a complicated way to impact language learning (MacIntyre et al., 1998).

#### iv. Risk Taking Behaviours

Taking a risk is more than just speculating; it frequently entails being prepared to face uncertainty and possible drawbacks in the quest for a desired result. Rubin and Thompson (1982) defined risk-taking as “the ability to make intelligent guesses”. Many factors lead to a fear of taking risks for example, in the classroom: an exam failure, a poor grade in the course, a rebuke from the teacher, a sly smile from a fellow student, or self-imposed shame or punishment. Outside the classroom: fear of appearing ridiculous, fear of the anger caused by a listener's blank stare, fear of alienation from not being able to communicate and thus become close to other people and fear of losing one's identity, etc. (Beebe, 1983).

According to Dufeu (1994), teachers or instructors should establish a welcoming and encouraging learning atmosphere for students so they may feel at ease while overcoming the difficulties of learning second or foreign language. This entails establishing a welcoming environment that boosts learners' self-esteem and motivates them to try out and learn the target language. Additionally, it implies that although taking some risks is beneficial, students should strive for deliberate and precise predictions rather than snap decisions.

#### v. Anxiety

Anxiety is a very important factor in learning the second language. Although it has a big impact on a lot of learning-related factors, such self-esteem, inhibition, taking risks and willingness to communication. When learning a language, people with low self-esteem might be more anxious because they worry about making errors or receiving bad feedback from others. Their learning progress and confidence may be hampered by this dread. Inhibition brought on by anxiety might make students reluctant or hesitant to participate fully in class or in linguistic exercises (Lababidi, 2016; Zhanibek, 2001). However, other students may develop a greater fear of failure or shame, which makes them avoid circumstances in which they would have to take linguistic risk.

The willingness of the learner to communicate is one aspect of anxiety. This element is essential since motivation and willingness are correlated and the learner is the one who can manage his willingness on it's own. We often refuse to communicate in the second language out of laziness, even a lack of excitement or learners' fear of being evaluated or judged negatively (Tanveer, 2007). MacIntyre et al. (1998) contend that communicative confidence is a necessary condition for a learner's willingness to communicate. The student's sense of competence and degree of relaxation are the two factors that determine communicative confidence among second language learners.

Two forms of anxiety exist such as trait anxiety which is a persistent inclination to experience anxiety and other form is state anxiety which is connected to a specific act or occurrence and might be situational and context-specific. Trait anxiety has not proven to be a reliable indicator of second language proficiency because of its broad and somewhat vaguely defined characteristics (MacIntyre & Gardner, 1991). However, as noted by Brown (2000), language anxiety has focused more explicitly on the situational aspect of state anxiety. Three components of anxiety related to learning a second or foreign language have been discovered such as fear of communication stemming from students' incapacity to articulate well-developed ideas and opinions, fear of being negatively judged by others stemming from the desire for learners to leave a favourable social impression and test anxiety or fear of being evaluated academically.

Recent researches suggested that not all anxiety is harmful some anxiety can really be beneficial and help in learning. Anxiety has been divided into two types based on its usefulness first is destructive or debilitating anxiety that is bad and second is beneficial or facilitative anxiety. Anxiety that is necessary to achieve anything is known as facilitator anxiety, which is a constructive aspect. It may keep one balanced, poised and aware to the point that it prevents complete relaxation (a sign of just enough tension to get the task done (Brown, 2000). Bailey (1983) investigated the advantages of facilitative anxiety in learning foreign languages and discovered that although competitiveness occasionally hampered progress, it also occasionally inspired to put in more effort. One of the secrets to success in Bailey's research on anxiety and competitiveness in second language learning was facilitative anxiety, which is strongly associated with competitiveness.

#### Instructional Implications

The aforementioned researches play important role in development for professors, teachers, educators or instructors who guide and help students in learning second or foreign languages. They must focus on variety of strategies to support students in learning a second language.

Initially, professors, teachers, educators or instructors must look for many approaches to improve students' interest in studying and learning second language. They have the responsibility to support and promote the learners who are highly motivated and the students who are not motivated should be motivated by the teachers, educators or instructors. To help students feel comfortable while studying the language, teachers should provide a calm and pleasant environment in the classroom. They may provide the awareness and benefits of second language to motivate the pupils in learning second language.

Age is an important factor that affects learning a second language of an individual. This information is helpful for students in achieving language learning objectives that are tailored to their differences. This research paper yielded valuable information with the help of ample of studies that adult and young learners achieve success differently in second language learning. However, early phase is the best for learning. There is a need to give these age differences a lot of consideration and care.

Gender based presumptions must be avoided as it is a sensitive approach towards subject which plays an important role in the context of learning whether it is language or learning other tasks. Researches in language learning have suggested that second language learning is influenced by individual characteristics, experiences and a variety of contextual circumstances. Further researches may focus implications of gender in second language learning.

Language instructors should be aware of the fact that individuals may use different strategies in learning. Instructors and students should work in coordination, with the aim of selecting teaching strategies that improve second language learning.

The studies outlined in this paper may provide insight into how personality influences second language learning in different individuals. Despite the fact that each individual is unique and complex, many personality characteristics can help or hinder language learning. Training programs or faculty development programs for professors, teachers or instructors can benefit them with the tools they require to accomplish the different demands of students with different personalities. Additionally, humans are flexible and can find ways to overcome obstacles related to their personality type.

### Conclusion

Students encounter various challenges when learning a language based on their individual differences. These characteristics are influenced by a student's motivation, age, gender, learning strategies and personality. Professors, teachers, educators or instructors play extremely important role in creating and sustaining motivation in relation to managing the different characteristics of students in language learning. Students' overall motivation may be increased via employing a range of teaching strategies, identifying individual learning styles, and creating an interesting and supportive learning environment. Students' confidence and enthusiasm in their language learning journeys may also be increased by giving them insightful comments and recognizing their accomplishments.

Researches on individual differences and their pedagogical implications can ultimately improve the quality of language instruction. Teachers and mentors will be able to adapt their methods to better meet the requirements of their diverse student body by developing a better mastery of how individual differences in learning might be utilized to improve learning outcomes. This continuous research and awareness may also lead to the development of language teaching methodologies that are sensitive to the complex interactions between individual learner characteristics and linguistic principles.

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