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ІНДИВІДУАЛЬНИХ ВІДМІННОСТЕЙ
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FOREIGN LANGUAGE ACQUISITION DIFFICULTIES: DIAGNOSING INDIVIDUAL DIFFERENCES

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INTRODUCTION

Learning a foreign language is a valuable skill that can open doors to new opportunities and broaden one's cultural horizons. In today's globalized world, being able to communicate in a language other than one's native tongue is increasingly important in both personal and professional settings. Whether it is for academic pursuits, travel, or career advancement, the ability to speak a foreign language can greatly enhance one's prospects and enrich one's life. Despite its advantages, language acquisition is strewn with difficulties leading many language learners to abandon it halfway.

Challenges in foreign language acquisition can vary greatly depending on the individual learner. One common challenge is the differences between the learner's native language and the target language, such as grammar structures or vocabulary. Furthermore, the fear of making mistakes or feeling embarrassed when speaking can be a significant obstacle to effective language learning. These challenges can be exacerbated in classroom settings where there may be limited opportunities for meaningful communication in the target language. Overcoming these hurdles requires a combination of dedicated practice, cultural immersion, and a supportive learning environment (Ahibalova, Karachova & Karpenko, 2023).

While challenges of language acquisition and teaching have received a copious research attention (Lőrincz, 2023; 2024; Rovai & Pflingstorn, 2022), there is a lack of comprehensive understanding of how these difficulties manifest differently among learners with varying backgrounds and psychological characteristics.

This thesis, therefore, aims to analyze foreign language acquisition difficulties through the lens of individual differences among learners.

The object of the present thesis is foreign language acquisition difficulties.

The subject of the thesis is foreign language acquisition difficulties caused by individual differences.

The tasks of the thesis are as follows:

- The analysis of theoretical foundations underlying foreign language acquisition difficulties;
- The study of learners' perceptions of the influence of individual differences on the difficulties of foreign language acquisition;
- The study of the relationship between perceived language acquisition difficulties and individual characteristics.

The novelty of this thesis lies in its focus on analyzing foreign language acquisition difficulties through the lens of individual differences among learners. While there has been

extensive research on the challenges of language acquisition, this thesis seeks to provide a comprehensive understanding of how these difficulties manifest differently among learners with varying backgrounds and psychological characteristics.

The study utilized both theoretical and empirical research methods. The theoretical part primarily involved analysis, synthesis, categorization, and generalization. The empirical investigation took a quantitative approach, using a survey research design as the main method of data collection. Specifically, self-reported data on language learners' perceptions about the challenges of acquiring language aspects and skills caused by individual variations were collected through a questionnaire.

The thesis structure includes an introduction, three main parts, a conclusion in both English and Ukrainian, references, and an appendix. The thesis focused on examining the concept of individual learner differences and their role in second language acquisition (SLA). Various categories of learner differences were discussed, such as cognitive abilities, learning styles, motivation, and emotional factors. Additionally, the empirical part of the thesis delved into learners' perspectives on language acquisition difficulties caused by individual differences. By understanding individual learner differences and employing effective diagnostic tools, a more successful and inclusive learning environment can be created for all foreign language students.

Overall, while the process of learning a new language can be challenging and time-consuming, the rewards far outweigh the difficulties. By engaging with a new language, individuals have the opportunity to broaden their perspectives, connect with others from different backgrounds, and gain a deeper appreciation for the diversity of the world. Therefore, it is essential for educational institutions to prioritize foreign language learning in their curriculum and for individuals to make the effort to develop proficiency in at least one additional language.

PART 1

FOREIGN LANGUAGE ACQUISITION DIFFICULTIES: THEORETICAL PERSPECTIVES

The first part of this thesis delves into the complexities of foreign language acquisition, examining various challenges faced by learners. It encompasses theoretical aspects of language acquisition, identifying and analyzing specific difficulties that hinder progress. Additionally, the study explores different learning styles, encompassing listening, reading, speaking, and writing, and their impact on language acquisition.

1.1 Foreign Language Acquisition Difficulties

Foreign language acquisition difficulties refer to the challenges learners encounter when acquiring a new language (Lőrincz, 2023). These difficulties can manifest in various ways, impacting different aspects of language learning. Grammar issues often arise, making it challenging to understand and apply grammatical rules, leading to errors in sentence structure and word order. Vocabulary acquisition poses another challenge, with students struggling to learn new words and remember their meanings, which hinders both comprehension and expression. Pronunciation can be problematic, as producing accurate sounds and mastering intonation patterns of the target language can be difficult. Listening comprehension issues are common, often due to the speed of spoken language, different accents, or unfamiliar vocabulary. Speaking fluency can be a significant hurdle, with students finding it difficult to express themselves fluently and spontaneously. Additionally, reading comprehension can be impacted by unfamiliar vocabulary, complex grammar structures, or cultural references within the text (Lőrincz, 2024; Pawlak & Waniek-Klimczak, 2015).

Foreign language acquisition difficulties can stem from various factors. Individual differences, such as learning styles, cognitive abilities (e.g., working memory, auditory processing), motivation levels, prior language learning experience, and age, can all influence the ease of acquiring a new language. Inappropriate or ineffective teaching methods that fail to cater to diverse learning styles or individual needs can also contribute to these difficulties. Learner anxiety, such as the fear of making mistakes or feeling self-conscious, can hinder communication and reduce motivation to learn. The learning environment likewise plays a crucial role; lack of

exposure to the target language outside of class or limited opportunities to practice speaking can impede progress (Zeeuw, 2020).

Additionally, some learners may face cognitive processing issues, affecting their ability to understand and produce language. Language learning difficulties may stem from neurological differences, learning disabilities, lack of exposure to diverse linguistic environments, and individual differences in cognitive abilities. Understanding the nature of these difficulties is essential for educators and language researchers to design effective interventions and support strategies for learners facing such challenges (Razavi & Tabatabaei, 2014).

For many learners, the process of mastering a new language can be complex and frustrating, leading to feelings of inadequacy and discouragement. In order to address these difficulties effectively, it is important to understand the underlying factors that contribute to individual learner differences. By identifying and diagnosing these differences, educators and language instructors can tailor their teaching methods and strategies to better support the diverse needs of their students. In this part, we will explore the various language learning difficulties that individuals may encounter and examine the importance of diagnosing and addressing these differences in order to promote successful language acquisition.

Each student brings a unique set of strengths, weaknesses, and learning styles to the classroom, making it essential for educators to identify and address these differences. By understanding the specific needs of each student, teachers can tailor instruction to better meet individual learning preferences and abilities. This personalized approach can lead to increased motivation, engagement, and ultimately better language acquisition outcomes for all students. Additionally, diagnosing individual differences allows educators to provide targeted support for struggling learners and challenge advanced students appropriately, fostering a more inclusive and effective learning environment for all. Therefore, recognizing and accommodating individual learner differences is crucial for promoting success and academic growth in the language learning classroom (Tatnall, 2022).

1.2 Difficulties of Acquiring Language Aspects and Skills

Language acquisition is a complex process that presents various challenges for individuals learning a new language. While some may find it effortless to pick up grammar rules

or pronunciation, others struggle with these aspects. One of the primary difficulties in acquiring language skills is the need for consistent practice and exposure to the target language (Krashen, 1983). Without regular interaction and engagement with native speakers or immersion in the language environment, learners may have difficulty grasping the intricacies of the language.

Additionally, the differences in grammar structures, vocabulary, and cultural context between the native language and the target language can also pose significant obstacles (Truscott, 1996). These challenges can lead to frustration and hinder the development of fluency and proficiency in the new language. Therefore, understanding the difficulties faced in language acquisition is crucial for educators and learners alike in order to implement effective strategies and interventions to overcome these obstacles (Başal & Toraman, 2021).

One of the key challenges in acquiring speaking skills lies in overcoming self-consciousness and fear of making mistakes. Many individuals, especially language learners, may feel anxious or embarrassed when speaking in a foreign language, leading to hesitation and limited communication (VanPatten, 2015). Additionally, the lack of opportunities for real-life practice can hinder the development of speaking abilities. Without regular interaction with native speakers or immersion in the language environment, students may struggle to improve their pronunciation, fluency, and confidence in speaking. Moreover, the complexity of spoken language, including vocabulary, grammar, and cultural nuances, adds another layer of difficulty in mastering speaking skills. To address these challenges, learners can benefit from engaging in conversational practice, seeking feedback from teachers or peers, and gradually building up their speaking confidence through consistent effort and perseverance. By recognizing and actively working to overcome these obstacles, individuals can enhance their speaking skills and become more proficient communicators in their target language (Suzuki & Kormos, 2023).

According to Jasemi and Gottardo (2023), the main aspects in foreign language speaking difficulties include pronunciation and intonation, grammar and sentence structure, fluency and vocabulary, and speaking anxiety. Mastering the sounds of a new language can be challenging; learners often struggle with unfamiliar sounds, sound combinations, or mimicking the rhythm and intonation patterns of native speakers. Applying grammatical rules accurately can also be difficult, leading to errors in verb conjugations, word order, and sentence construction. Additionally, learners might experience difficulty finding the right words and forming grammatically correct sentences on the fly, which hinders smooth and expressive communication. Speaking anxiety, characterized by the fear of making mistakes or speaking in front of others, can lead to hesitation, decreased confidence, and hinder fluency.

One of the main obstacles in developing writing skills is the lack of practice. Many students struggle to improve their writing because they do not engage in regular writing exercises. Without consistent practice, it is challenging to hone writing skills and develop a strong command of language. Additionally, another obstacle faced by students is a lack of feedback from teachers and peers. Constructive criticism and guidance are crucial in helping students identify their weaknesses and areas for improvement (Storch, 2013). Without feedback, students may continue to make the same mistakes without realizing it. Furthermore, some students may struggle with organizational skills and structure in their writing. Understanding how to effectively organize ideas and present them cohesively is essential in producing coherent written works. Overcoming these obstacles requires dedication, practice, and willingness to learn from mistakes. By addressing these challenges head-on, students can enhance their writing skills and become more proficient communicators.

The main key points in writing difficulties include grammar and mechanics, vocabulary and spelling, sentence structure and organization, and written expression. Applying grammatical rules like verb tenses, subject-verb agreement, and punctuation correctly can be challenging for learners. Additionally, choosing the right words and mastering the spelling of new vocabulary can be difficult, particularly in languages with complex writing systems. Constructing grammatically sound sentences and organizing them into coherent paragraphs also poses a challenge. Furthermore, expressing oneself clearly and concisely in writing, using appropriate style and register, can be difficult, especially when conveying complex ideas (Hifni & Fahriany, 2022).

One of the most challenging aspects of mastering language skills is reading comprehension (Prieto & Tordesillas, 2023). Students often face difficulties in understanding and analyzing texts due to various factors. One common issue is vocabulary knowledge; if students lack a strong vocabulary, they may struggle to comprehend the full meaning of a text. Additionally, reading comprehension requires critical thinking skills, such as inference and interpretation, which can be challenging for many learners. Furthermore, students may have difficulty identifying main ideas, supporting details, and making connections between different parts of a text. This can hinder their ability to summarize, analyze, and evaluate what they have read (Prieto & Tordesillas, 2023). To overcome these challenges, students need to actively practice reading and engage in strategies that improve comprehension, such as asking questions, making predictions, and summarizing information. By addressing these difficulties head-on,

students can enhance their reading comprehension skills and become more proficient in understanding and interpreting texts.

Key aspects of reading difficulties include challenges with vocabulary and comprehension, grammar and sentence structure, and reading speed and fluency. Learners often struggle to unlock the meaning of unfamiliar words and grasp the overall context of complex written passages. Understanding sentences with complex grammar structures or uncommon word order can also be challenging. Additionally, maintaining a comfortable reading pace and smoothly processing written information can be difficult for many learners (Evangelina, 2022).

One major challenge in language acquisition is listening comprehension. Learners grapple with unfamiliar phonemes, accents, and the natural speed of native speakers. Imagine trying to decipher a fast-paced conversation where individual words blur together, creating a cacophony of unrecognizable sounds (Rost, 2013). Beyond the acoustic challenges, vocabulary gaps further impede comprehension. Learners might recognize individual words, but struggle to piece them together into a coherent meaning. The absence of context can exacerbate this issue, leaving them lost in a sea of unfamiliar sounds and syntax (Sakurai, 2023).

Furthermore, cultural references embedded within speech can create an additional layer of complexity. Jokes, idioms, and allusions specific to the target culture might sail over the learner's head, leaving them bewildered and unable to fully grasp the conversation. This highlights the importance of cultural immersion alongside language learning, as it helps bridge the gap between linguistic understanding and the broader cultural context.

Despite the challenges, effective listening strategies can be employed to navigate these hurdles. Active listening techniques, such as focusing on keywords, predicting upcoming content based on context, and employing visualization, can significantly enhance comprehension. Additionally, exposing oneself to various forms of spoken language, from movies and podcasts to audiobooks and music, can train the ear to recognize patterns and familiarize it with the natural flow of speech.

Listening challenges in language learning include difficulties with cultural references, unfamiliar sounds and accents, vocabulary and comprehension, speed and fluency, and background noise. Learners might struggle to understand references to cultural contexts or allusions within the text, especially when they come from different backgrounds. Recognizing and distinguishing new sounds and accents, particularly at a fast pace, can be challenging. Limited vocabulary knowledge and difficulty grasping the context of conversations can impede comprehension. Keeping up with the natural speed and flow of native speakers often leads to missed information. Additionally, understanding spoken language in noisy environments can be particularly difficult for learners (Ofelia, 2009).

Thus, the acquisition of language aspects and skills is a complex and multifaceted process that can present various challenges to learners. From the intricacies of grammar rules to the

nuances of cultural context, mastering a new language requires dedication, practice, and persistence.

1.2.1 Listening and Speaking

Speaking and listening abilities are essential for learning a language because they enable students to interact and communicate with others in authentic settings. It takes practice and exposure to real language input to develop these skills. Studies have indicated that learners who actively participate in speaking and listening to the target language have a higher chance of improving than those who merely study vocabulary and grammar rules (VanPatten, 2015). Through active listening to podcasts, songs, and talks with native speakers, students can enhance their pronunciation and comprehension abilities. In a similar vein, role-playing, dialogue, and presentation practice aid in the development of more assured and proficient speakers in students. Speaking and listening exercises can improve language acquisition overall and eventually improve students' ability to communicate in the target language (Figueiredo, 2023).

Since listening is the main way that people acquire language, it is essential to language comprehension. People are able to understand spoken language, differentiate between sounds, and derive meaning from spoken communication through listening. According to research, language learners need to be proficient listeners in order to understand and assimilate new vocabulary, grammatical rules, and cultural quirks (Maulidiyah & Garnida, 2021). Additionally, by mimicking the speech patterns of native speakers, listening aids learners in developing their intonation and pronunciation. Thus, improving one's listening skills is crucial for both language acquisition success and general language proficiency.

For a variety of reasons, people's proficiency in a foreign language can differ significantly from one another. Due to innate language skills, some people may find it easier to become fluent speakers of a new language than others. These others may encounter challenges because of things like poor pronunciation or limited exposure to the language. Additionally, variables like motivation, self-assurance, and learning techniques can affect individual variances in speaking fluency. To help students reach their maximum potential in language learning and to provide them with individualized support, language educators must have a thorough understanding of these individual differences. Research has shown that successful language learners often exhibit certain traits such as persistence, willingness to take risks, and a positive attitude towards language learning, which can play a significant role in developing speaking fluency (Hvozdíková & Stranovská, 2022).

In order to enhance one's ability to speak and listen in a foreign language, students ought to employ diverse tactics. Actively conversing with native speakers or language partners is a useful tactic for honing speaking and listening abilities in authentic settings. Additionally, learners can enhance their listening comprehension and get more comfortable with the language's natural flow by watching movies, listening to podcasts, or watching songs in the target language.

In order to improve their pronunciation and get feedback on their speaking abilities, language learners must also actively engage in language classes or language exchange groups. Learners can improve their foreign language speaking and listening skills by regularly using these techniques.

1.2.2 Reading and Writing Challenges

Proficiency in reading and writing is a prerequisite for learning a language because it is necessary for learning and comprehending a new language. Gaining reading proficiency enables students to understand written materials, increase their vocabulary, and enhance their general language comprehension. Similarly, writing abilities help students express themselves clearly in the target language, which strengthens their vocabulary and grammatical understanding. Language learners can improve their language skills and acquire confidence in using the new language by practicing consistently and being exposed to a variety of reading and writing tasks. In addition to increasing fluency, these abilities also develop analytical and critical thinking abilities, which are crucial for successful interaction and communication in a foreign language environment.

Since they lay the groundwork for deciphering written texts and having productive conversations in a foreign language, literacy skills are essential to the acquisition of a second language. Strong literacy abilities in one's native tongue can be advantageous when learning a second language because they facilitate the learning of vocabulary, grammar, and reading comprehension. Studies have indicated a positive relationship between second language proficiency and literacy abilities (Garton, 2023). Furthermore, learning a second language can be particularly difficult for people who struggle with literacy in their first language since they may find it difficult to understand complex sentence structures, decode written texts, and increase their vocabulary (Garton, 2023). Therefore, it is important for educators to consider the literacy skills of each individual learner when designing language instruction programs to ensure that all students can effectively acquire a second language

Writing systems are essential to learning a foreign language because they can be very difficult for students to master. To communicate successfully in the target language, learners must comprehend and assimilate a new set of symbols, characters, or alphabet. The complexity of these writing systems varies widely; some languages (like Chinese) use logographic characters, while others (like English) use an alphabetic script. Because writing systems vary so much, learners may find it difficult to remember and distinguish between the different symbols. Furthermore, learning can be made more difficult by the fact that certain writing systems, like English, lack phonetic consistency, requiring students to deal with subtle differences in pronunciation and spelling (Yang, 2023).

Ultimately, these difficulties emphasize how critical it is to address writing systems in foreign language training in order to assist students in conquering these barriers and becoming proficient in the language.

They can differ widely between students. While some people might be more successful using conventional techniques like vocabulary lists and grammar exercises, others might gain more from immersive learning environments or language exchanges. The important thing is for students to figure out what suits them the best and modify their strategy accordingly. Furthermore, how people approach reading and writing in a foreign language can be influenced by a variety of factors, including motivation, learning preferences, and past language acquisition experiences. Through acknowledging and accommodating these unique variations, teachers can assist students in succeeding in their language learning pursuits.

1.2.3 Vocabulary

The capacity of individuals to pick up new vocabulary in a foreign language can vary significantly (Navarro, 2023). While some students may find it easy to pick up new vocabulary, others may find it difficult to remember even simple vocabulary terms. Learning styles, cognitive capacities, and prior knowledge are a few examples of the factors that influence vocabulary acquisition. For instance, because word roots and word structures in related languages are similar, learners who have a solid foundation in that language may find it simpler to understand new vocabulary. On the other hand, learning new words and using them effectively can be difficult for people with specific learning disabilities or processing disorders (Navarro, 2023). These variations emphasize how crucial it is to provide individualised language training that meets the needs of a variety of learners. Through recognition and management of these individual differences in vocabulary acquisition, teachers can enhance their ability to assist their students in reaching language competency and fluency in a foreign language.

A. The role of memory in vocabulary acquisition

Because memory helps with the retention and recall of new words, it is essential for the development of vocabulary. People who are learning a new language mainly depend on their memory to store and retrieve new word meanings. According to, memory plays a crucial role in the process of acquiring new vocabulary because it enables students to keep up a mental list of words they have acquired over time. Furthermore, studies indicate that memory facilitates the formation of associations between newly learned and previously learned vocabulary, thereby facilitating vocabulary expansion for learners (Ortega, 2009). All things considered, learning vocabulary in a foreign language requires the capacity to retain and recall words.

A person's capacity to remember words over time can be impacted by a variety of factors, including cognitive capacities, learning preferences, and motivation. Learners who possess a strong visual memory, for instance, might find it simpler to recall vocabulary words linked to images or pictures. Conversely, learners with a more kinesthetic or auditory learning style might find it difficult to retain vocabulary using traditional flashcard methods. It is essential for educators to recognize these individual differences in order to customize instruction to each learner's specific needs and support successful language learning outcomes (Chernovaty, 2023).

1.2.4 Pronunciation

In order to learn a foreign language, pronunciation is essential since it can greatly affect a learner's capacity for effective communication. Variations in pronunciation can result from a number of things, including speech perception skills, individual speech habits, and interference from the native tongue. For instance, learners may find it difficult to reproduce certain sounds in the target language accurately if those sounds are absent from their native tongue. Furthermore, due to variations in speech perception, some learners may find it challenging to discern between similar sounds in the target language. To improve students' overall language proficiency, teachers must be aware of these individual learner variations in pronunciation and design lessons to suit each student's needs (Szabó & Kopinska, 2023).

Phonological awareness is essential in language acquisition. In order to decode and understand spoken and written language, one must be able to recognize and manipulate the sounds that make up words. Studies have indicated that people with higher phonological awareness tend to be more successful in learning new languages than people with lower phonological awareness (Saito, 2023). Learners can improve their comprehension of the pronunciation, spelling, and meaning of words in a foreign language by learning to identify the sounds that make up words.

Accent Reduction and Individual Differences

In SLA, accent reduction is a topic of interest because learners may find it difficult to change their accents to sound more native in the target language. Individual variations are crucial to the effectiveness of accent reduction initiatives because learners differ in their capacities to recognize and mimic foreign sounds. Age, linguistic background, drive, and exposure to the target language are a few examples of factors that affect how quickly someone can reduce their accent. While some students may pick up on accents naturally and adjust to the new phonetic system quickly, others might need more in-depth instruction and repetition (Saito, 2023). When creating accent reduction programs that are effective and customized to meet the specific needs of each learner, it is essential to recognize these individual differences.

In sum, this part analyzed the theoretical aspects of foreign language acquisition difficulties. The study commenced by exploring the theoretical underpinnings of foreign language acquisition, investigating the intricate processes involved in language learning. It included examining the acquisition of grammatical structures, vocabulary development, and the development of fluency in both receptive and productive skills.

PART 2

INDIVIDUAL DIFFERENCES IN LANGUAGE ACQUISITION RESEARCH

The second part of this thesis delves into the analysis of individual differences among language learners. It commences by establishing a theoretical framework that encompasses a range of factors influencing individual learning trajectories.

2.1 Individual Differences in Language Acquisition

The study of individual differences in language acquisition is a complex and multi-faceted area of research that explores how psychological differences among individuals can impact their ability to learn a language (Brown, 2014). These differences can manifest in various ways, including differences in cognitive processes, learning styles, working memory capacity, and motivation. For instance, individuals with high levels of working memory capacity may be able to more easily process and retain linguistic information, while those with lower levels may struggle with the same tasks (Ortega, 2009). Additionally, differences in learning styles can also play a role, with some individuals thriving in immersive language environments, while others may prefer more structured and systematic instruction.

When examining individual differences in language acquisition, it is crucial to consider the significant role that psychological factors play in this process. One key psychological factor that influences language acquisition is motivation (Diab, 2023; Lőrincz, 2023). Individuals who are highly motivated to learn a new language are more likely to invest time and effort into practicing and improving their language skills. Additionally, cognitive abilities, such as memory and attention span, also play a critical role in language acquisition. Individuals with strong memory skills may have an easier time retaining vocabulary and grammar rules, while individuals with high attention spans are better able to focus during language learning tasks. Furthermore, personality traits, such as extroversion or introversion, can impact language acquisition by affecting an individual's willingness to engage in conversations with native speakers or participate in language immersion experiences (Hamada & Takaki, 2022). Overall, understanding these psychological factors can provide insight into how individuals differ in their ability to acquire a new language.

Numerous psychological factors play a crucial role in determining an individual's ability to acquire a new language. One of the key cognitive differences that impact language learning is working memory capacity. Research has shown that individuals with higher working memory capacities tend to learn new languages more efficiently as they can hold and manipulate more information in their minds at once (Gass & Mackey, 2012). Additionally, cognitive styles, such as analytical or holistic thinking, can impact how individuals approach and process language learning tasks. For example, individuals who tend to focus on details and rules may excel in grammar-based language learning, while those who have a more holistic approach may excel in comprehension and communication.

Psychological differences, such as personality traits and cognitive abilities also play a crucial role in shaping how individuals learn and use language (Ortega, 2009). For example, extroverted individuals may be more likely to engage in social interactions and practice their language skills, leading to more rapid language development. On the other hand, introverted individuals may prefer solitary activities which may limit their exposure to language input.

It is evident from research that individual differences in psychological factors play a significant role in language acquisition. These differences encompass various aspects such as cognitive abilities, motivation, learning styles, and personalities. For instance, individuals with higher cognitive abilities may grasp linguistic concepts more quickly, while those with lower motivation may struggle to stay engaged in language learning activities.

Thus, there are many variables that contribute to individual learner differences, but none are more important than variations in students' cognitive abilities (Brown, 2014). Diverse learning styles, preferences, and aptitudes can result from these differences in cognitive processing. While some students may be better at solving problems and thinking analytically, others may be more inclined to think creatively and use their visual-spatial skills. It is essential for teachers to comprehend these cognitive variations in order to modify their pedagogical approaches to meet the individual needs of every student. Instructors can establish a more effective and inclusive learning environment that helps every learner realize their full potential by identifying and addressing these variations.

Individual learner differences encompass a range of factors that influence how students engage with and process information. One key component of these differences is learning styles and preferences (Oxford, 2009). Learning styles refer to the various ways in which individuals prefer to learn, such as visual, auditory, kinesthetic, or reading/writing. Preferences, on the other

hand, are the strategies and methods that learners find most effective for acquiring knowledge and skills. Recognizing and accommodating these differences in the classroom is essential for promoting optimal learning outcomes.

A person's motivation is a major factor in how well their learning process goes. Variations in learning motivation can have a big impact on how well a learner engages with and retains new material (Nagano, 2023). Developing effective learning environments that are customized to each student's needs requires an understanding of these motivational differences. While some students may be extrinsically motivated by rewards or penalties from outside sources, others may be intrinsically motivated by a personal interest in and enjoyment of the learning process (Prieto & Tordesillas, 2023). Learning outcomes can be improved by recognizing and addressing these motivations, which can raise participation and engagement levels.

Examining the sociocultural elements that may have an impact on learning is crucial when taking individual learner variations into account. Social and cultural elements, including upbringing, support from the community, and cultural norms, greatly influence how each person learns (Swain, 2000). Cultural values and beliefs can affect how someone approaches learning and views education. Children from individualistic cultures may value independence and competition, whereas those from collectivist cultures may prioritize group work and collaboration. Furthermore, socioeconomic status can affect how easily people can access resources and educational opportunities, which can result in differences in academic performance.

One of the most important components of good language teaching in English classes is recognizing the variations among individual students. Through the incorporation of the positive discipline principles delineated in Nur Muthmainnah (2021), educators can establish a nurturing educational setting that accommodates a range of learner requirements. This method increases students' motivation and involvement in the language learning process while also fostering their sense of self-worth. Furthermore, as discussed in (Sayed et al., 2022), the comparison between traditional and creative teaching approaches emphasizes the significance of recognizing and addressing individual differences in teaching practices. Taking a critical look at the body of research on creativity and pedagogy can provide insightful information about how to best adapt instructional strategies to the particular requirements of students.

Drawing on insights from dynamically-oriented L2 motivation research (Serafini et al., 2020), it becomes evident that learners' perceptions of self in relation to interlocutors and external factors play a pivotal role in the language learning process. Additionally, the influence of language teacher cognition on individual learner differences cannot be understated, as teachers' beliefs and practices impact students' motivation and engagement (Ketabi et al., 2019). Factors at the microsystem, mesosystem, exosystem, and macrosystem levels intertwine to form a complex web of influences on individual learner differences (Lőrincz, 2024). Factors such as teaching facilities, teacher collaboration, educational technology availability, and government attitudes towards ELT all contribute significantly to the diverse array of learner characteristics observed in English classes. By recognizing and understanding these multifaceted influences,

educators can tailor their teaching practices to better support and address individual learner needs effectively (Lőrincz, 2023).

Ensuring effective teaching and learning outcomes in English classes requires addressing the unique needs of each individual student. To increase student engagement and comprehension, it is critical to incorporate strategies that accommodate a range of learning styles, abilities, and preferences. As Mellar et al. (2004) point out, a comprehensive approach might include using technology to improve adult learners' language, literacy, and numeracy abilities. In keeping with andragogical principles, incorporating multimodal approaches can also be especially helpful for older learners in vocabulary acquisition, as indicated by the qualitative study.

The ramifications for English language instruction are extensive and essential for achieving successful educational goals, especially when considering the unique learning styles of each student. It is clear from recent research (Anugraha et al., 2023) that educators need to modify their methods of instruction and evaluation to meet the varied needs of their students, particularly when they are switching from in-person to virtual learning environments. Learners with different preferences and learning styles can be engaged by emphasizing a repertoire of teaching strategies, such as brainstorming, discussion, and independent study. Additionally, incorporating assessment techniques like quizzes and observation can yield insightful data about the understanding and progress of students (Anugraha et al., 2023). Furthermore, as noted in, the incorporation of online learning programs and computer-assisted language learning (CALL) emphasizes how critical it is to use technology to improve language instruction. Teachers can create inclusive and dynamic learning environments that accommodate the unique differences of their students and promote meaningful language acquisition and proficiency by utilizing these insights and technology in the classroom.

2.2 The Impact of Individual Differences on English Language Acquisition

The process of learning and mastering the English language is heavily influenced by the individual differences among learners. Students have a variety of backgrounds and distinct linguistic, cognitive, and affective traits that affect how they learn and use English. This part attempts to examine how these individual learner variations affect the acquisition of the English language, taking into account variables like age, motivation, aptitude, learning styles, and the influence of one's native tongue.

The way that students learn English as a foreign language is greatly influenced by their motivation and language acquisition techniques. Recent research has demonstrated how motivation and emotional dimensions interact to shape students' learning experiences (Dornyei, 2001). For example, the relationship between motivation and emotions was found to be important in determining learning outcomes when studying the motivation of EFL teenage students. Negative experiences, such as a lack of support from teachers, were found to impede learners' desire to interact with the language, whereas positive emotions, such as love for the

language or outside encouragement, were found to enhance and sustain motivation (Marasinghe, 2023).

Furthermore, the use of language learning strategies was found to be a significant factor in determining learning success, with more proficient learners utilizing a wider variety of strategies (Pressley & Harris, 2023). In order to effectively support diverse learners and modify their teaching strategies, educators must have a thorough understanding of the intricate relationship between motivation, emotions, and learning strategies. This understanding will ultimately affect each student's unique trajectory in acquiring the English language.

The process of acquiring a language is greatly impacted by the cognitive styles of individual learners, especially when learning English. Children's language development during the early years of schooling is shaped by the metacognitive skills they acquire as they grow older, specifically in relation to language awareness and usage (Briggs et al., 1986). To make matters more complicated, learning a second language—Spanish for English speakers, for example—raises questions about how native speakers' temporal expression strategies and styles may be mirrored in cognitive strategies and styles (Planella et al., 2005). The intricate interactions between language structures, cognitive processes, and cultural perspectives are highlighted by the junction of cognitive styles and language acquisition.

Socioeconomic variables have a big influence on how people learn languages because they affect their access to resources and high-quality education that are crucial for language development. Studies reveal that language acquisition presents difficulties for people from low socioeconomic backgrounds because of things like substandard housing, little opportunities for interaction with careers, and a lack of resources (Swain, 2000). Children from different socioeconomic backgrounds differ in their vocabulary sizes and language processing speeds, which emphasizes the impact of socioeconomic factors on language development. The purchasing power, social class, and educational opportunities of students are important factors that determine their language proficiency when learning English. The overall efficacy of English language instruction is also influenced by institutional factors, such as the availability of resources and the coverage of instruction. Teachers can more effectively assist students in overcoming obstacles to language acquisition and foster inclusive language learning environments by recognising and addressing these socioeconomic disparities.

Individual differences have a big impact on learning English, especially when it comes to language proficiency and learning strategies. Students with low English proficiency primarily use affective strategies, whereas students with high proficiency use more metacognitive strategies. Students with intermediate proficiency prefer compensatory strategies (Chou, 2023). These results highlight how crucial it is to improve language acquisition by combining a variety of techniques catered to each learner's degree of proficiency. Furthermore, studies show that English language competency and learner characteristics like motivation, anxiety, aptitude, and social distance, as well as the frequency of cooperative learning engagement, are strongly correlated. The success of learners in acquiring English as a second language can be greatly impacted by their comprehension and utilization of these individual variations in learning strategies.

Personality traits play an important role in English language learning success because they are key determinants of learner differences (Hamada & Takaki, 2022). While intelligence has traditionally been strongly associated with academic achievement, research now emphasizes the critical role of personality traits in learning outcomes, particularly in the context of second language acquisition. Studies have looked into the relationships between personality indicators such as the Myers Briggs Type Indicator (MBTI) and language proficiency, shedding light on the complex interplay between cognitive abilities and academic success.

Cultural background and language competence have a significant impact on individual learner differences in English language learning. As stated in the literature, learners' ability to communicate effectively in English is linked to their cultural understanding and linguistic skills (Wei, 2023). Cultural factors, such as language policy in education, can influence learners' preference for English over indigenous languages, making it difficult to maintain linguistic diversity.

Students with language learning disabilities face unique challenges when learning English (Al-Mahrezi et al., 2016). Students with disabilities require additional assistance to effectively navigate foreign language immersion programs, with behaviors affecting their academic performance. Language immersion teachers play an important role in understanding and meeting the needs of students with disabilities, emphasizing the importance of effective strategies and support to improve their learning experience. Understanding the perspectives and experiences of individuals involved in supporting students with disabilities is critical to promoting inclusive environments and improving educational outcomes for these learners in language learning settings.

The use of technology in language learning provides a significant opportunity to effectively address individual learner differences. As stated in the study, the flexible use of technology allows educators to tailor instruction to meet diverse learning needs, ultimately improving learner engagement and outcomes (Lin et al., 2022).

In conclusion, individual learner differences play a significant role in shaping the process of English language learning. From cognitive styles to motivation levels, each learner brings a unique set of characteristics that influence how they acquire language skills. It is imperative for educators to recognize and accommodate these differences in order to create an inclusive and effective learning environment.

2.3 Psychological Factors in Language Acquisition

The psychological aspects are vital to a person's capacity to acquire a new language. Anxiety, personality, motivation, and self-worth are a few of the variables that affect language acquisition. A learner's motivation plays a crucial role in predicting their likelihood of success when picking up a new language (Dörnyei, 2001). When it comes to language learning, students who are intrinsically motivated—that is, who are driven by something other than their studies, like grades or rewards—perform better than those who are extrinsically motivated. Another

important factor in language learning is self-esteem, since self-assured language learners are more willing to take chances and have faith in their skills. Anxiety can hinder language learning, as learners who are anxious about making mistakes or speaking in front of others may struggle to progress. Finally, personality traits such as extraversion or introversion can impact a learner's language learning experience (Sun, 2023).

Motivation and Language Learning Success

For language learning to be successful, motivation is essential. Strong motivation to learn a new language increases the likelihood that a person will put in the necessary time and effort to become proficient in it, which increases the likelihood of success in language acquisition. Extrinsic motivation is fueled by outside forces like job opportunities or academic requirements, whereas intrinsic motivation is derived from a person's desire to interact with others or a personal interest. Either way, motivated learners are more likely to persevere through obstacles and failures, which is linked to improved language learning outcomes. Thus, establishing an atmosphere that supports language learning success requires an understanding of and commitment to supporting the motivation of language learners (Kopinska & Szabó, 2023)

Language Learning Anxiety

An individual's capacity to pick up a new language can be significantly impacted by language learning anxiety. Language acquisition anxiety, according to Horwitz et al. (1986), is characterized as people's uneasiness, apprehension, or fear during language learning. Anxiety can take many different forms, including trepidation when speaking in front of others, fear of making mistakes, and a sense of being overburdened by the demands of learning a new language. Anxiety related to language acquisition can impede students' advancement and drive, ultimately impacting their language skills and general performance in the classroom (Hamada & Takaki, 2022).

Self-efficacy and Language Acquisition

A person's self-efficacy, or their confidence in their capacity to succeed in particular circumstances or complete a task, is essential to language learning. High self-efficacy language learners are more likely to participate in language learning activities, persevere in the face of difficulties, and use efficient learning techniques. These students are more likely to set and meet

difficult goals because they feel more in control of their language learning outcomes. Conversely, students who have low self-efficacy may be more anxious and frustrated, avoid language learning activities, and have low confidence in their own abilities (Osofsky & Lederman, 2005).

The cognitive aspects involved in the process are one of the main elements that add to the complexity of learning a foreign language. Learning a language involves not just memorizing grammar and vocabulary rules, but also understanding and working with linguistic structures. Different people have different cognitive capacities, which affect how they approach language learning and how proficient they are. An individual's success in learning a language is largely determined by factors like working memory capacity, attentional control, and cognitive flexibility (Brown, 2014).

Learning a foreign language requires strong memory and language retention. Acquiring language requires the ability to remember new vocabulary, grammatical rules, and cultural quirks. Studies have indicated that memory encoding and retrieval have a major impact on language learning outcomes, and that memory and language retention are related processes. Strong memory skills may make it simpler for a person to retain new grammar and vocabulary, which eventually improves language retention (Ortega, 2009).

In the setting of difficulty learning a foreign language, problem-solving and language use are closely related. It can be difficult for learners to comprehend difficult grammatical structures or unclear vocabulary, which calls for strong problem-solving abilities. For example, when presented with an unfamiliar word or phrase, students need to use deduction and inferencing to understand the context. Additionally, students must use language strategically to clearly express their thoughts and ideas when completing assignments like composition writing or discussion participation. In addition to linguistic components, problem-solving in language learning incorporates cognitive functions like attentional focus and memory retrieval. Therefore, the key to a successful language acquisition process is the ability to use problem-solving techniques to effectively navigate these challenges (Derakhshan, Malmir, Pawlak & Wang, 2023).

Since they are necessary for internalizing and processing new linguistic information, attention and focus are important components of language learning. For learning to be effective, learners need to be able to focus on the information they are given and retain it. According to, the cognitive process of attention enables people to choose important information while weeding out unimportant distractions. When learning a language, attention aids students in concentrating on the structure, significance, and application of linguistic components like syntax, pronunciation, and vocabulary.

2.4 The Influence of Age on Language Acquisition

Since younger learners frequently have an advantage over older learners, age plays a significant role in language learning (Brown, 2014). For instance, children are better at learning several languages at the same time without becoming confused—a skill known as simultaneous bilingualism. Younger learners also find it easier to mimic syntax and pronunciation patterns than adults do, which makes language acquisition more effortless and less laborious for them. However, older students may have cognitive advantages that improve language learning outcomes, such as increased metalinguistic awareness and higher levels of motivation and persistence (Muñoz & Singleton, 2011).

Critical period hypothesis

According to the Critical Period Hypothesis (CPH) in language acquisition, people are most responsive to learning a language within a biologically defined window of time. In accordance with this theory, people may never fully achieve native-like proficiency in the language if second language learning is not started during this crucial time, which is usually before puberty (Muñoz & Singleton, 2011). The CPH's proponents contend that during this time, people's brains undergo changes that facilitate language learning, making it simpler for them to pick up the phonology, grammar, and syntax of a new language. The precise nature, duration, and impact of this critical period on adult language acquisition remain a matter of ongoing debate among researchers (Ortega, 2009).

A. Age-related cognitive changes

They can affect a person's capacity to pick up new knowledge or abilities and are a normal aspect of ageing (Muñoz & Singleton, 2011). Deteriorations in memory, processing speed, and problem-solving skills are common in the elderly. According to Chernovaty (2023), older adults might also find it harder to block out irrelevant information, which could impair their concentration and ability to focus. Even though these modifications are a typical aspect of ageing, learning a new language can be difficult for older adults because of them. For both language learners and educators, an understanding of these age-related cognitive changes is crucial because it can guide instructional strategies and assist people in recognizing and resolving any potential problems they may run into (Chernovaty, 2023).

B. Language learning strategies for different age groups

Age groups use different strategies when learning a language (Oxford, c1990). An approach to language learning that is more play-based and interactive may be more beneficial for younger students. This can entail introducing music, games, and practical exercises to spark their innate creativity and curiosity (Kaur & Aziz, 2020). Adult learners, on the other hand, might favor a more methodical and goal-oriented approach that emphasizes real-world scenarios and useful communication skills. Using technology and multimedia resources to augment learning may also be beneficial for adults (Chernovaty, 2023).

Researchers studying SLA have been interested in the influence of personality on language learning (Pienemann, 2015). Extroverts may be more likely to practice speaking the target language in social situations and conversation, which could hasten the learning of speaking abilities. However, because they like to work alone, introverted learners might do well on reading and writing assignments. Furthermore, students who exhibit a high degree of openness to new experiences might be more willing to try out novel vocabulary and linguistic structures, whereas students who exhibit a strong sense of conscientiousness might perform better on assignments that focus on grammar.

Language learning preferences are significantly influenced by personality types. For instance, while introverted people might feel more at ease with solitary study using textbooks or internet resources, extroverted people might favour interactive language learning activities like group discussions or language exchange programs. Success in learning a language can also be influenced by personality qualities like conscientiousness and openness to new experiences. While diligent people might do well in structured language learning programs, open-minded learners might be more willing to try out other methods of language acquisition.

Taking calculated risks is essential to the process of learning a language. When it comes to learning a language, those who are not afraid to take chances—like speaking up in class or practicing with native speakers—tend to be more successful than those who are not (Pawlak & Waniek-Klimczak, 2015). Language learners can push themselves beyond their comfort zones and acquire new vocabulary, grammar rules, and cultural nuances by taking risks. Furthermore, taking risks enables students to make errors and grow from them, which eventually improves language learning. To become proficient in a new language, one must thus embrace taking risks when learning it.

Since empathy entails comprehending and connecting to the feelings and viewpoints of others, it is essential to language learning. Because they can relate to the emotions and cultural references ingrained in the language, people with high empathy levels are more likely to succeed in learning a new language. Language learners can gain a deeper understanding of the language by developing empathy, which allows them to recognize and understand communication nuances like tone, body language, and cultural allusions (Szabó & Kopinska, 2023).

2.5 Learning Styles and Language Acquisition

Learning styles refer to the individual preferences and approaches learners adopt when acquiring new information and skills (Oxford, 1990; Plonsky, 2023). These styles encompass how learners perceive, process, and retain information. The common learning styles are as follows:

- Visual learners: Prefer learning through visual aids like pictures, diagrams, and charts.
- Auditory learners: Learn best by listening to lectures, discussions, and audio recordings.
- Kinesthetic learners: Benefit from hands-on activities, role-playing, and physical movement.
- Social learners: Thrive in collaborative environments, working with others and discussing concepts (Chernovaty, 2023).

Hence, visual learners benefit from textbooks with clear illustrations, visual organizers, and multimedia resources. Auditory learners thrive in interactive classrooms with discussions, pronunciation practice, and audio-based activities. Kinesthetic learners gain from role-playing activities, simulations, and games that involve movement and physical interaction with the language. Social learners learn effectively through group discussions, collaborative projects, and peer feedback. Understanding a learner's preferred style allows educators to tailor their methods to individual needs, enhancing engagement, improving comprehension, and accelerating language acquisition (Parra-Gavilánez, 2023). In addition, learning styles are not rigid categories; learners often exhibit a combination of styles, with one being more dominant. Effective language acquisition programs incorporate a variety of teaching methods to cater to diverse learning styles (Cavana & Edwards, 2014).

Research on learning styles dates back to the 1970s when researchers began to explore the idea that individuals have distinct preferences for how they learn best. The concept gained popularity as educators sought to understand how to tailor instructional methods to better meet the needs of diverse learners. This led to the development of various learning style models, such as the VARK model (Visual, Auditory, Reading/Writing, Kinaesthetic) and Kolb's experiential learning theory. These models posited different ways in which individuals process information and acquire knowledge. Despite the popularity of these theories, research on learning styles has been met with skepticism in recent years. Critics argue that the evidence supporting the concept of learning styles is weak and that using them to design instruction may not be effective. However, understanding the background of learning styles is crucial for educators to critically evaluate their use in educational settings and make informed decisions about how to best support students' learning (Erisman & Blom, 2020).

Language acquisition is of paramount importance in the development of individuals, especially in multicultural or multilingual societies. The ability to communicate effectively in different languages is not only a means of expressing thoughts and ideas but also a tool for understanding diverse cultures and building strong relationships. Research has shown that

individuals who are proficient in multiple languages have better cognitive skills, improved problem-solving abilities, and increased job opportunities in today's globalized world. Moreover, learning a new language can enhance one's creativity, memory, and overall brain function. Therefore, language acquisition should be considered a critical aspect of education, as it not only helps individuals to communicate effectively but also broadens their perspectives and enriches their personal and professional lives. In light of these benefits, it is clear that language acquisition plays a significant role in shaping individuals' cognitive abilities and social interactions (Son, 2024).

Research shows that visual learners excel in language acquisition due to their ability to process information through images, charts, and graphs. This learning style is especially beneficial in language learning as it allows for the association of words with visual representations, aiding in long-term retention and comprehension. Visual learners tend to benefit from visual aids such as flashcards, videos, and illustrations, which stimulate their brain activity and engagement with the material. By incorporating visual elements into language learning activities, educators can cater to the needs of visual learners in the classroom environment and enhance their overall language proficiency. Moreover, visual learners are also adept at recognizing patterns and structures in languages, which can further support their understanding of grammar rules and language frameworks (Ariani, 2016).

According to Fleming's VARK model of learning styles, auditory learners possess a distinct preference for auditory information processing. These individuals excel in learning through listening and oral communication. For auditory learners, lectures, group discussions, and audio materials are effective tools for acquiring new information. Research has shown that auditory learners have a heightened ability to retain information that is presented verbally and are skilled at understanding complex concepts through verbal explanations (Plonsky, 2023). This learning style is closely linked to language acquisition, as the auditory modality is essential for processing and comprehending spoken language.

Research indicates that kinesthetic learners, also known as tactile learners, prefer to learn through physical activities and hands-on experiences. These learners benefit most from engaging in activities that involve movement, touch, and manipulation of objects to understand concepts and retain information effectively. For kinesthetic learners, traditional teaching methods that rely on passive listening or reading may not be as effective. Instead, incorporating activities such as experiments, role-playing, and interactive games can enhance their learning experience and improve their comprehension of complex ideas.

Research has indicated that an individual's learning style can significantly impact their ability to acquire a new language (Plonsky, 2023). Understanding one's preferred learning style, whether it be auditory, visual, or kinesthetic, can help educators tailor their teaching methods to accommodate these preferences, thereby enhancing the language acquisition process.



Figure 1.1. Fleming's VARK Model of Learning Styles
(<https://whatfix.com/blog/multimodal-learning/>)

For auditory learners, listening to spoken language and engaging in conversations may prove most beneficial, while visual learners may benefit from using visual aids and written materials to reinforce new vocabulary and grammar rules. Kinesthetic learners, on the other hand, may benefit from hands-on activities and real-life language experiences to solidify their understanding (Kianinezhad, 2024)

Hence, the relationship between learning styles and language acquisition is complex and multifaceted. While some researchers argue that learners have a dominant learning style that significantly impacts their language learning process, others suggest that the influence of learning style may be more limited (Plonsky, 2023). It is clear that learners may benefit from understanding their preferred learning style and incorporating strategies that align with it into their language learning efforts. Finally, further research is needed to continue exploring the interactions between learning styles and language learning outcomes.

To sum up, this part explored the various individual differences among learners and their influence on English language acquisition. It delved into the diverse characteristics of learners, including age, cognitive abilities, learning styles, and psychological factors such as motivation and anxiety. It also examined how these individual differences affected the process and outcomes of acquiring English.

PART 3

THE IMPACT OF INDIVIDUAL DIFFERENCES ON FOREIGN LANGUAGE ACQUISITION DIFFICULTIES

This chapter presents the results of analyzing language learners' perceptions of difficulties associated with foreign language acquisition as impacted by individual differences. The results of a correlation analysis between language acquisition difficulties and learner differences are also presented.

3.1. Methodology

The study aimed to analyze learner perceptions of difficulties associated with foreign language acquisition through the lens of individual differences. To achieve this, a survey research design within a quantitative paradigm was employed. The data were collected through a questionnaire administered to fifty participants, each with varying language learning experiences and educational backgrounds.

The research instrument in this study was a questionnaire originally developed by Ghrif (2004) adapted to suit the context of this study. It included questions about the students' demographic data such as socioeconomic background, years spent learning a foreign language, language proficiency levels, learning preferences and attitudes. Additionally, the participants had to indicate whether they experienced challenges in acquiring languages and specify the aspects and skills causing difficulties. The respondents were also requested to explain the underlying reasons for these difficulties as they perceived them. There were 28 questions altogether either multiple choice or open. The survey assessed factors influencing the perceptions of language acquisition difficulties including motivation, learning styles, anxiety and identified the challenges of dealing with grammar, vocabulary, pronunciation, listening, speaking, writing, and reading.

Finally, students were asked to indicate the overall level of challenge associated with foreign language acquisition on a five-point Likert scale (5 – very challenging; 1 - not challenging at all). Next, they were requested to report how confident they felt about their ability to acquire a foreign language (5 – not confident at all; 1 – very confident). Similarly, the level of motivation and anxiety were also measured. The Pearson correlation coefficient was calculated using the Excel application.

The research was conducted via Google Forms in the spring semester of the academic year 2023/24.

To achieve this, the following research questions were addressed:

- What are the potential individual differences that can influence success in acquiring a foreign language?
- What are the perceptions regarding how individual differences impact the challenges of learning a foreign language?
- Is there any relationship between students' perceptions of difficulties and individual differences?

3.2. Participants

The demographic overview of participants in this research on foreign language acquisition difficulties reveals a diverse group of individuals with varying backgrounds and level of experience. Among the 50 participants, 40 are between the ages of 20-30, while 10 are aged 45 and above. The participants include a mix of master's students, 4th-year undergraduates, as well as working professionals and retirees who are studying English independently. This demographic composition suggests a wide range of language learning experiences, motivations, and challenges that may influence individual differences in language acquisition. The inclusion of participants from different age groups and educational backgrounds will provide valuable insights into how these factors impact the ability to learn a foreign language.

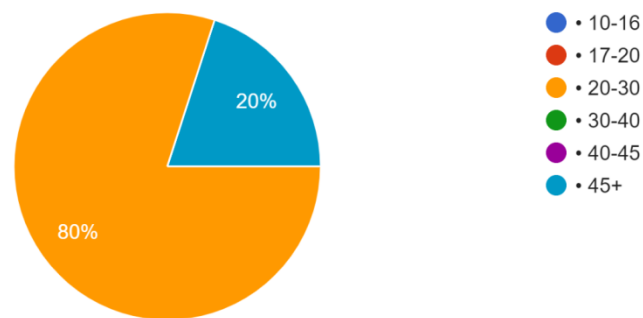


Diagram 1. The Age of Respondents

Among the participants, there are several master's students, fourth-year undergraduate students, as well as working professionals or retirees who are self-studying English. The range of educational backgrounds within the participant group is expected to yield valuable insights into the different learning experiences, goals, and motivations that influence foreign language acquisition. Moreover, the presence of individuals at varying stages of academic and professional development may offer a comprehensive understanding of the challenges and strategies employed in language learning across different life stages

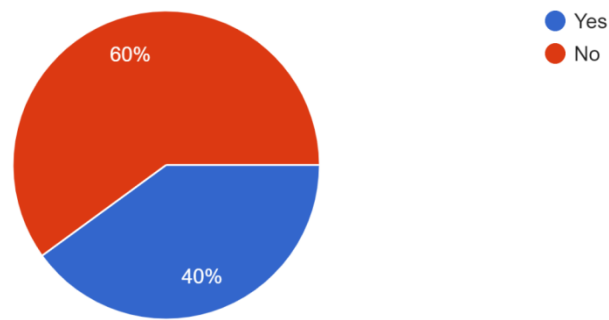


Diagram 2. The Proportion of Students

3.3. Findings and Discussion

In reviewing the research findings, it is apparent that the majority of participants primarily rely on visual aids such as pictures or flashcards when learning new vocabulary, with a significant preference for a combination of visual, auditory, and contextual methods. Moreover, when it comes to mastering grammar rules, a vast majority find it easier through a combination of explanations, practice exercises, and real-world examples, highlighting the importance of a multifaceted approach to language acquisition. Interestingly, a significant portion of participants prefer interactive methods like games or simulations, as well as immersive activities such as watching English TV programs and films, reading English literature, and engaging in conversations. This suggests a strong inclination towards engaging with the language in varied and dynamic ways to enhance learning outcomes.

Additionally, the high percentage of participants who enjoy English and actively seek out opportunities to practice and consume English media further emphasizes a positive attitude towards language learning and fluency development. Based on the responses provided, it is evident that the impact of one's native language on learning English is a crucial factor to consider. With a majority of 60% being Ukrainian native speakers and 40% Hungarian, it is essential to acknowledge that the structural differences and linguistic features of these languages can strongly influence the process of acquiring English proficiency (Diagram 3). Particularly, the influence of the structural features of the language, the preferred methods for studying a foreign language, and the opportunities to practice English outside the classroom play a significant role in shaping the language learning preferences. The findings suggest that individuals who have a preference for interactive learning methods, immersion in the language through various media, and regular exposure to English resources tend to showcase a higher level of proficiency in English. Therefore, understanding the impact of one's native language and incorporating effective learning strategies tailored to individual preferences are essential for successful language acquisition.

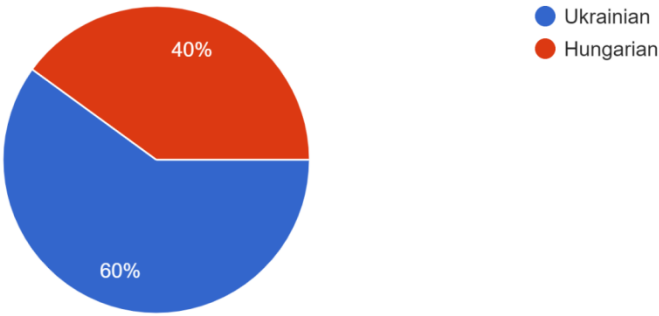


Diagram 3. Native Language

An individual's learning style can significantly impact their language acquisition process. Research has shown that individuals who prefer visual aids, such as pictures or flashcards, tend to excel in vocabulary acquisition, while those who learn best through explanations and lectures may find grammar rules easier to grasp (Chen, Lin, Chen, & Fu, 2023). Moreover, those who enjoy interactive methods like games or simulations may benefit from a more hands-on approach to language learning. In the context of English language acquisition, having the opportunity to speak English outside the classroom, listening to English programs, watching English TV shows and films, and reading English materials can all enhance language skills. The high levels of engagement with various English language sources indicate a strong interest in and passion for the language, which can further facilitate the learning process.

Through the findings of this research study, it is evident that individuals with a native language consisting of 60% Ukrainian and 40% Hungarian have been learning English primarily for 1 to 20 years. Most respondents reported their level of English proficiency as B2 (60%) with a smaller percentage at A1 (40%) (Diagram 4).

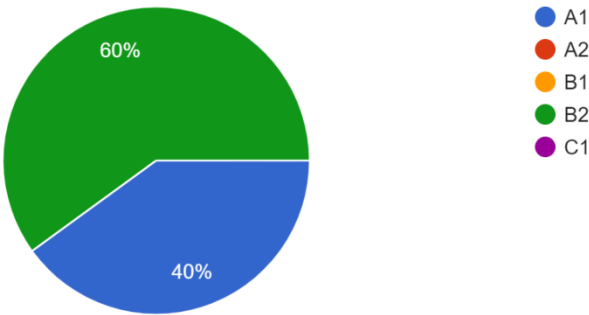


Diagram 4. The Level of English Proficiency

When it comes to learning styles, the majority of participants expressed a preference for a combination of visual aids like pictures or flashcards (40%) and using words in context through writing or speaking exercises (60%) when learning new vocabulary.

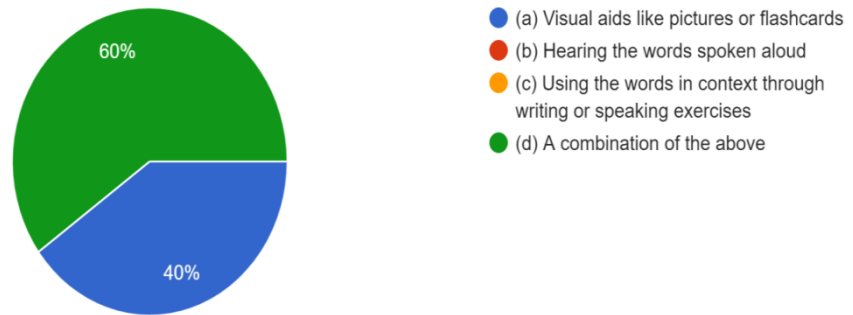


Diagram 5. Preferences in Learning New Vocabulary

Additionally, a significant portion of the respondents indicated that they find it easier to learn grammar rules through a variety of methods (60%), including explanations and lectures, practice exercises, and real-world examples.

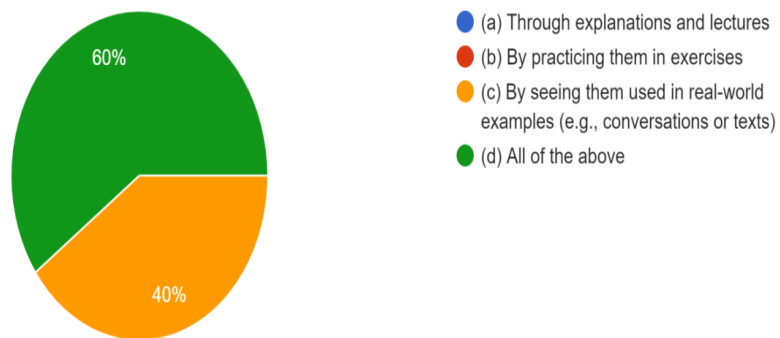


Diagram 6. Learning Grammar

Interestingly, a significant number of learners (40%) approach studying a foreign language through interactive methods like games or simulations, while others (40%) find immersion through movies, music, or conversations to be most effective. This data points towards the diverse strategies employed by language learners in their pursuit of proficiency in English.



Diagram 7. Language Learning Preferences

The findings of the research revealed interesting insights into the frequency of speaking English outside the classroom among the participants (Diagram 8). While 60% of the respondents indicated that they have the opportunity to speak English beyond the confines of the classroom, a significant 40% admitted to not having such opportunities. This data highlights a divide in the exposure and engagement with the English language outside academic settings. It is noteworthy that all the participants reported engaging with English programs on television, indicating a strong interest in consuming English media. Additionally, the high percentage of individuals who read books, reviews, newspapers, or magazines in English emphasizes the importance placed on language immersion and self-study. The varying reasons for liking or disliking English, as well as the reported difficulties in pronunciation, grammar, and language comprehension, further underscore the complex relationship individuals have with the language and the challenges they may face in mastering it.

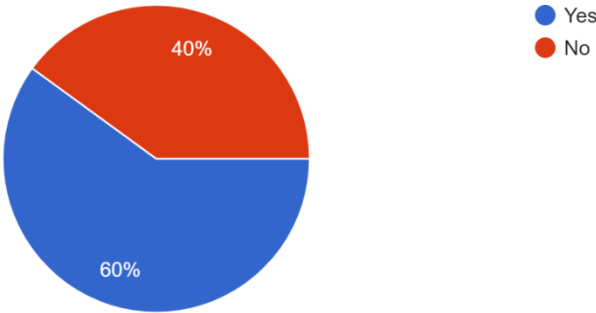


Diagram 8. The Opportunity to Speak English beyond the Confines of the Classroom

The findings of the research indicate that 60% of the participants engage in English programs on platforms like B.B.C. or R.T.C.I. This high percentage suggests an active interest in

practicing and improving their English language skills beyond the confines of traditional education. Furthermore, the data reveals that all students watch English TV programs and films, indicating a high level of exposure to the language. This exposure to authentic English content outside the classroom is essential for language acquisition and fluency. Additionally, the fact that all respondents read books, reviews, newspapers, or magazines in English highlights a strong motivation to engage with the language in various mediums. Overall, these results demonstrate a positive relationship between students' engagement with English programs on B.B.C. or R.T.C.I. and their proficiency and interest in the English language.

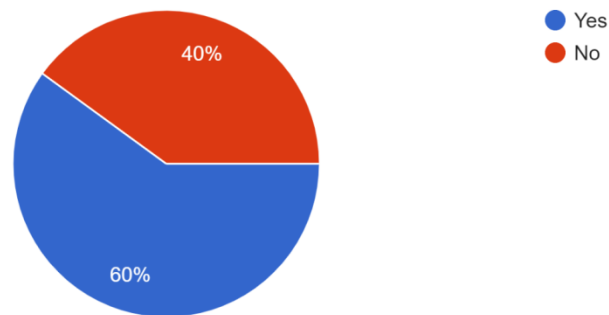


Diagram 9. Student Engagement with Reading

The findings of the research reveal a significant trend in the consumption of English TV programs and films among the respondents, with a staggering 100% indicating that they watch English content. This high level of engagement with English media can have a profound impact on language acquisition and cultural understanding. Watching English TV shows and movies provides language learners with authentic exposure to native speakers and real-life contexts, which can improve listening comprehension, vocabulary acquisition, and familiarity with colloquial expressions. Additionally, exposure to English media can enhance cultural awareness and understanding of different societal norms and values. By actively engaging with English content, students can develop a deeper appreciation for the language and its cultural significance. This active consumption of English media highlights the importance of incorporating authentic materials into language learning curriculum to promote a holistic language learning experience.

One interesting finding from the research is the high percentage of students who engage in various forms of English language consumption outside the classroom. The data revealed that all students reported reading books, reviews, newspapers, or magazines in English, indicating a strong interest in developing their reading skills in the language. Moreover, a significant portion of students also reported watching English TV programs and films, showcasing a desire to immerse themselves in authentic English language content. Additionally, a majority of students indicated that they have the opportunity to speak English outside the classroom. This suggests that students are actively seeking opportunities to practice their speaking skills and enhance their

fluency in real-world contexts. Overall, these findings highlight the proactive approach that students are taking in fostering their reading habits and language skills in English, emphasizing the importance of extracurricular activities in language acquisition.

The attitudes towards the English language among the students surveyed revealed a mix of positive and negative perceptions. While 100% of respondents indicated that they like English, the reasons varied significantly. Some students expressed appreciation for English as a beautiful language (20%), as the language of their favorite songs (20%), or as a key to international communication (100%). On the other hand, some students cited difficulties with English, such as finding it difficult (20%), not enjoying the traditional teaching method (40%), or feeling shy about speaking in class (40%). These contrasting sentiments highlight the complex nature of attitudes towards learning English, illustrating a need for tailored approaches in language instruction to address both motivation and challenges faced by students. Furthermore, the research findings suggest that while English proficiency is valued for its practical benefits, such as employment opportunities (60%) and potential for living abroad (40%), there are also cultural and personal motivations driving students' interest in the language.

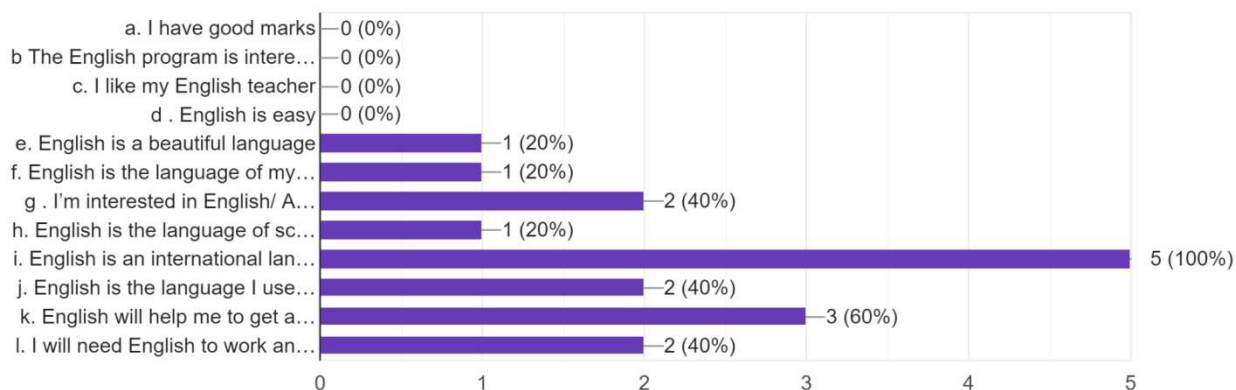


Diagram 10. Attitudes toward English

There are several identified problems that students encounter in learning English, as indicated by the survey results. Among the highlighted concerns, one common difficulty is the lack of motivation for the subject, which was mentioned by 20% of the participants. This lack of enthusiasm could stem from various factors, such as finding the teaching method to be traditional, not getting along with the teacher or classmates, or not appreciating English-speaking people or culture. Furthermore, 40% of the respondents expressed struggling with bad pronunciation, indicating a need for focused attention on this aspect of language learning. Additionally, a significant number of students (40%) mentioned being shy and scared of speaking in English in class and making mistakes, suggesting a need for a supportive and encouraging learning environment to address these insecurities. Overall, these findings emphasize the importance of addressing motivational issues, pronunciation challenges, and

confidence-building strategies in English language instruction to enhance students' learning outcomes and experiences.

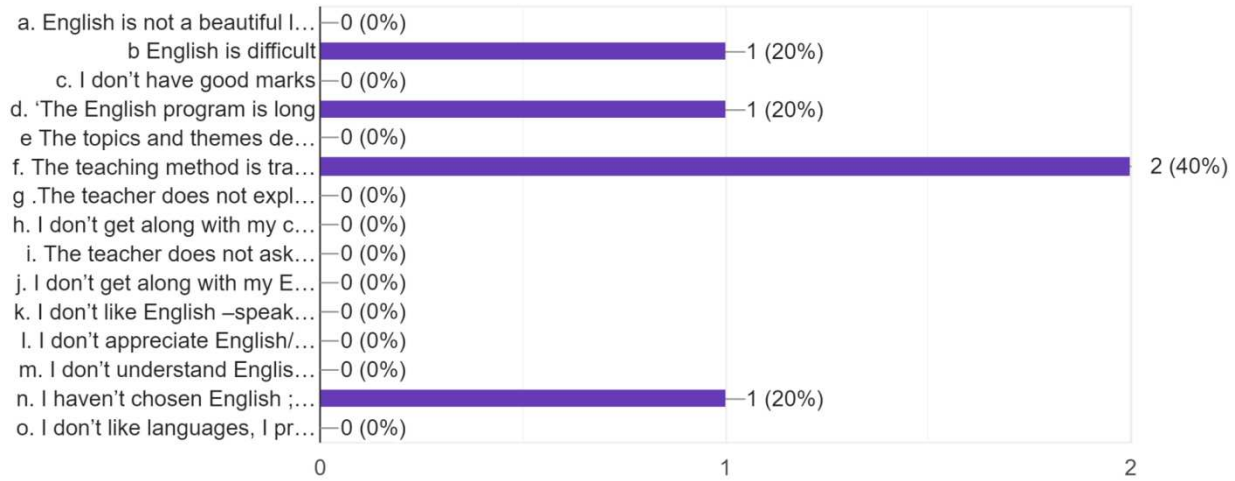


Diagram 11. Cause of Demotivation

In exploring the types of difficulties faced by students in learning English, several key factors emerge from the survey data (Diagram 12). Among the challenges reported, pronunciation and grammar stand out as major areas of concern, with 40% of respondents highlighting pronunciation as a significant issue. This finding underscores the importance of oral communication skills in language acquisition and suggests a need for targeted instruction and practice in this area. Additionally, 40% of respondents reported difficulties with grammar, pointing to the intricacies and complexities of English grammar rules as a common obstacle. These findings call attention to the need for effective grammar instruction and support mechanisms to aid students in mastering this essential aspect of language learning. Overall, the prevalence of pronunciation and grammar challenges among students underscores the need for targeted interventions and instructional strategies to support their language development and proficiency.

A significant portion of students reported facing difficulties in their English studies, with 40% acknowledging problems in the language. Among the various factors contributing to these difficulties, lack of motivation and comprehension issues emerged as key challenges. The survey revealed that 20% of students cited a lack of comprehension of grammar rules as a factor hindering their progress, while an equal percentage struggled with understanding the vocabulary. Furthermore, 40% of students identified bad pronunciation as a barrier to their English proficiency, indicating that phonetic challenges play a significant role in impeding language learning. Another common issue reported by 40% of students was the reluctance to speak in English due to fear of making mistakes, highlighting the impact of psychological factors on

language acquisition. These findings underscore the need for targeted interventions to address motivation and comprehension gaps in English language education.

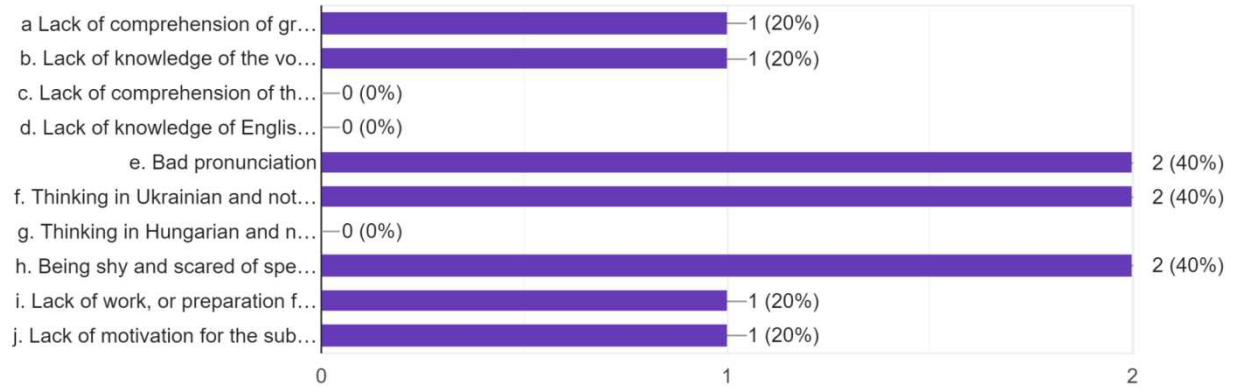


Diagram 12. Language Acquisition Difficulties

When faced with language barriers, individuals can employ various strategies to overcome them. One effective approach is immersing oneself in the language by actively seeking opportunities to speak and listen to it outside the classroom. Engaging with English programs on platforms like the B.B.C. or R.T.C.I., watching English TV shows and films, and reading English literature can aid in improving language skills. Additionally, utilizing technology such as language learning apps, online dictionaries, and language exchange programs can provide support in enhancing vocabulary and comprehension. Another helpful strategy is practicing speaking with native speakers or language partners to improve pronunciation and fluency. Lastly, maintaining a positive attitude, being persistent in learning, and seeking help from teachers or peers when encountering difficulties can significantly contribute to overcoming language barriers and achieving proficiency in the target language.

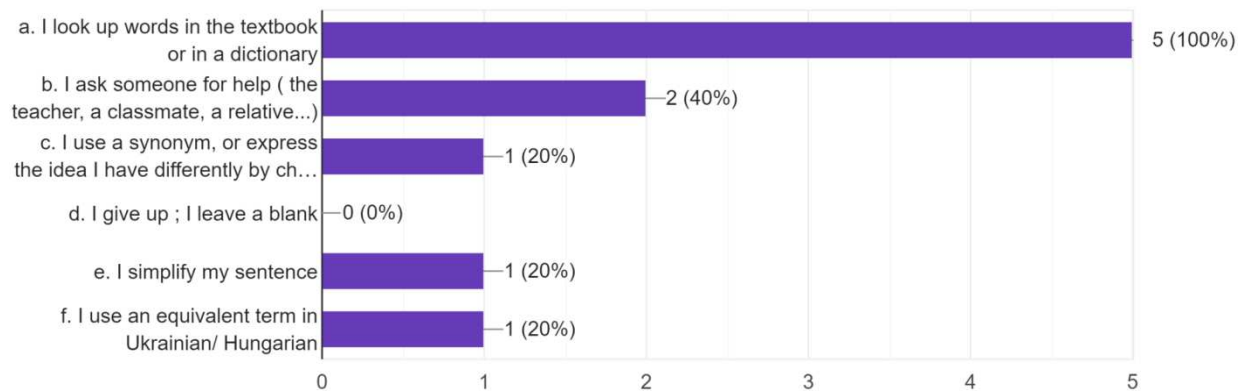


Diagram 13. Difficulties in Understanding English Words

The survey results provide valuable insights into the strategies employed by language learners when encountering unfamiliar words in English. The data revealed that the most common approach is to look up words in the textbook or a dictionary, with a significant 100% of respondents indicating this strategy. Additionally, 40% of the participants rely on asking for help from others, such as teachers or classmates, while 20% use synonyms or rephrase their sentences. Interestingly, some individuals choose to simplify their sentences or use equivalent terms in their native language, suggesting a diverse range of techniques to overcome vocabulary challenges. These findings underscore the importance of having a multi-faceted approach to strengthen language skills and enhance understanding, especially in the face of linguistic obstacles. By utilizing a combination of these strategies, learners can effectively expand their vocabulary and improve their overall language proficiency.

When encountering difficulties in understanding or finding the meaning of words in English, students often turn to various strategies for assistance. One common approach reported in the research is seeking help from others, such as teachers, classmates, or family members. This strategy, indicated by 40% of the participants, allows for direct clarification and explanation of vocabulary in context. By consulting others, students can gain a deeper understanding of the word's usage and nuances, ultimately enhancing their language comprehension skills. Additionally, collaborating with peers or instructors fosters a sense of community and support in the learning process. This collaborative effort not only aids in vocabulary clarification but also cultivates a conducive learning environment where individuals can exchange knowledge and grow together in their language proficiency journey. Hence, seeking help from others emerges as a valuable strategy in overcoming language barriers and advancing one's linguistic competence.

When examining the main difficulties in language learning across the four skills of listening, speaking, reading, and writing, it becomes evident that each skill presents its own set of challenges (Diagram 14).

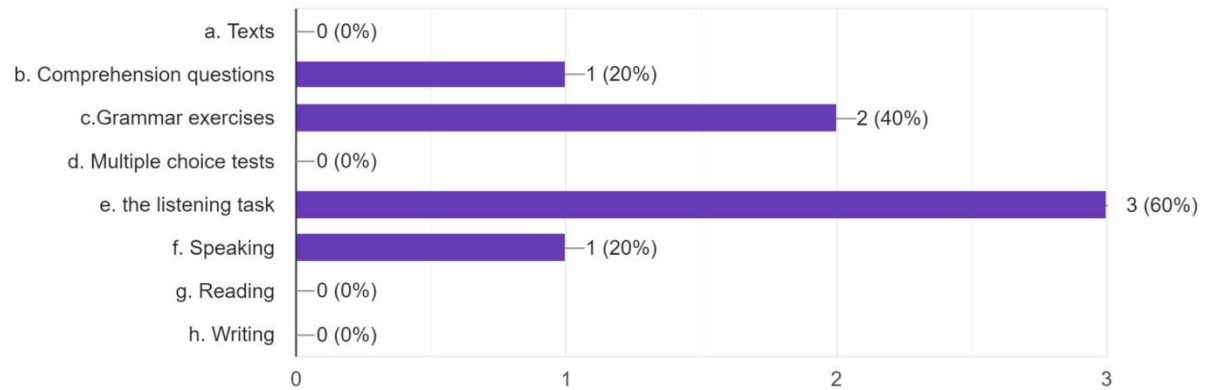


Diagram 14. Challenging Aspects and Skills

When it comes to ranking skills from most to least proficient, it is interesting to note that listening appears to be the skill that students feel most confident in, as it was rated by the majority of respondents. This result runs counter to previous research (Lőrincz, 2023). On the other hand, writing seems to be the skill that students struggle with the most. This finding aligns with common perceptions that writing can be a complex and demanding task, requiring mastery of vocabulary, grammar, and overall structure (Lőrincz, 2023). Therefore, educators may need to focus on providing additional support and resources to help students improve their writing skills in English.

In the context of language learning, ranking skills from easiest to most difficult can vary based on individual preferences and strengths. Some may find reading to be the easiest skill, as it allows for a slower pace for comprehension and often involves familiar vocabulary. Following reading, speaking may be considered the next challenging skill, as it requires active engagement and quick thinking to convey thoughts effectively. Grammar exercises can also pose difficulties, as they involve understanding rules and applying them correctly in various contexts. Moreover, the listening task is often cited as one of the most challenging skills due to the need for quick processing of information and deciphering accents or pronunciation nuances. Overall, the order of difficulty in language skills may differ among learners based on their strengths and areas needing improvement, showcasing the complexity of mastering a new language.

When asked about their main difficulties in listening, the majority mentioned accent/pronunciation as the primary challenge, followed by vocabulary and topic/content/facts/ideas. Participants in this study highlighted issues with vocabulary (40%), accent/pronunciation (60%), and grasping the meaning of spoken words (20%). On the other hand, speaking posed difficulties related to grammar (40%), expressing thoughts directly in English (40%), and pronunciation (20%). Reading comprehension proved challenging due to logical reasoning and organization of ideas (40%), argumentation (40%), and vocabulary (20%) (Diagram 15).

Finally, when it comes to writing, learners struggled with vocabulary and meaning (60%), content/topic/ideas (40%), and overall structure such as paragraphing (20%). These findings underscore the multifaceted nature of language acquisition, with learners facing distinct obstacles in each skill domain that require targeted instructional support and practice.

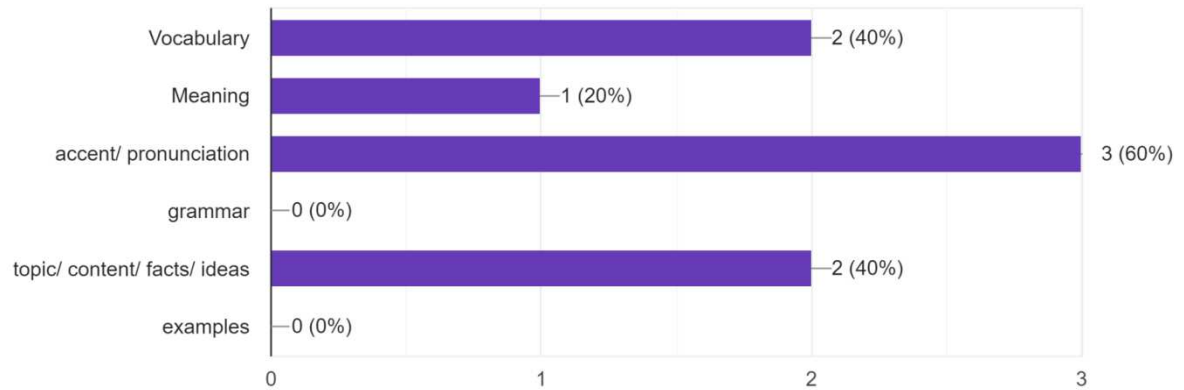


Diagram 15. Difficulties in Listening

This suggests that students struggle not only with understanding the words themselves but also with grasping the nuances of pronunciation and accent. Similarly, in speaking, grammar and expressing thoughts directly in English were noted as significant obstacles, along with being shy and pronunciation. In reading, logical reasoning and argumentation posed difficulties, in addition to comprehension of content/topic/ideas. Interestingly, students seemed to find vocabulary and meaning to be the main obstacles in writing, highlighting the importance of language proficiency and understanding in this skill. These findings reflect the complex nature of language acquisition and the diverse challenges students face in mastering different language competencies.

Individuals often encounter various difficulties when it comes to speaking. One prominent challenge reported by participants is the struggle with grammar, which accounts for 40% of the overall difficulties faced. This difficulty is closely followed by expressing thoughts directly in English and being shy, both at 40%. These obstacles highlight the complex nature of verbal communication, where not only linguistic rules come into play but also personal inhibitions and self-confidence issues. Pronunciation and vocabulary, each at 20%, also pose significant hurdles in achieving fluency in speaking. It is evident that the ability to effectively convey ideas and thoughts in a foreign language demands a comprehensive understanding of grammar, vocabulary, and the confidence to speak without fear or hesitation. Thus, addressing these main difficulties in speaking is crucial for individuals aiming to improve their language proficiency.

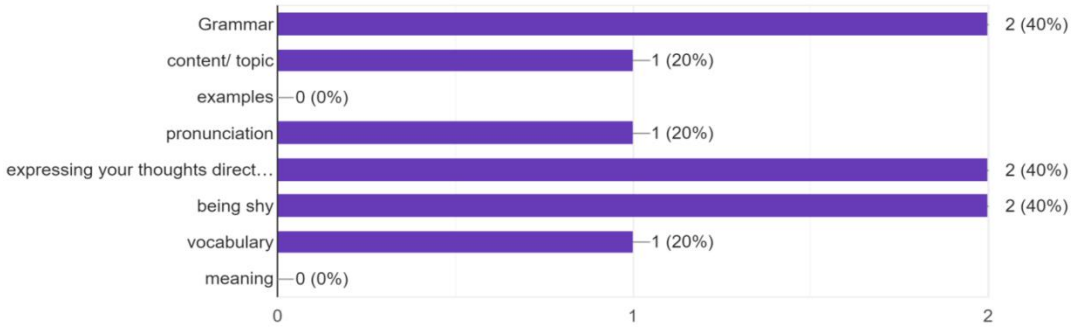


Diagram 16. Difficulties in Speaking

Based on the findings from the survey data, it is evident that the main difficulties in reading for English learners revolve around logical reasoning and argumentation (Diagram 17). 40% of respondents indicated struggles with the organization of ideas and text, highlighting a challenge in comprehending the overall structure of written material. Furthermore, 40% of participants expressed difficulty in grasping the argumentation presented in texts, indicating a struggle with analyzing and evaluating the author's assertions. It is clear that these difficulties in reading are closely linked to the participants' overall knowledge of grammar, exemplification, and vocabulary, as these elements play a crucial role in comprehending and interpreting written content. By addressing these key areas of concern through targeted language learning strategies and exercises, English learners can enhance their reading comprehension skills and overcome the main obstacles they encounter in this aspect of language acquisition.

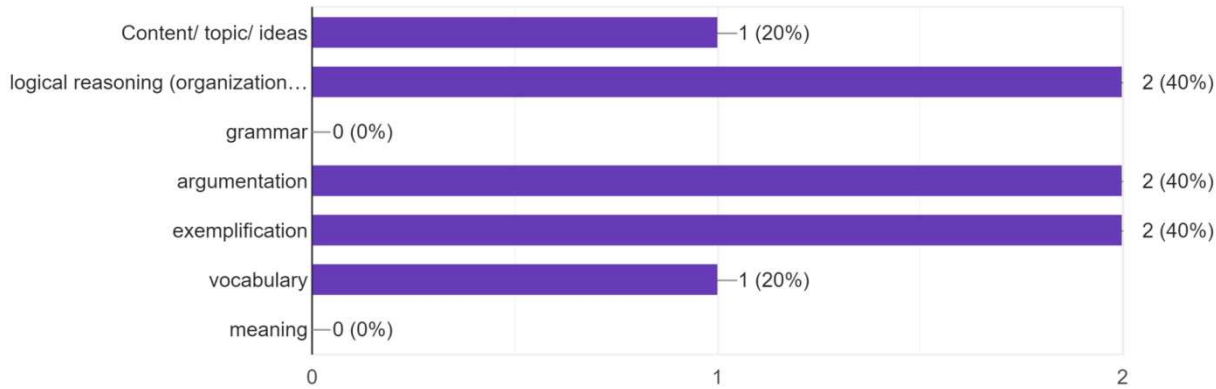


Diagram 17. Difficulties in Reading

The findings regarding motivation and emotions in learning a foreign language reveal interesting insights. While a significant percentage of respondents cite work/education as their main reason for learning a foreign language, a sizeable number also express a personal interest in the language as a motivating factor. This indicates a diverse range of motivations among

language learners, from practical considerations to more intrinsic interests. In terms of overall motivation, the majority of respondents report feeling somewhat motivated but also experiencing frustration in the learning process. This suggests that while there is a level of enthusiasm for acquiring a new language, challenges and obstacles can impact motivation levels. Additionally, a notable percentage of respondents admit to experiencing anxiety or negative emotions when learning a foreign language, highlighting the emotional complexities involved in language acquisition. These findings underscore the importance of addressing both motivational factors and emotional well-being in language learning interventions.

One of the main reasons for individuals to learn a foreign language is for work and education purposes, as indicated by 100% of the respondents (Diagram 18). In today's globalized world, language proficiency is often a valuable skill that can enhance career opportunities and academic success. Moreover, learning a foreign language can lead to cultural understanding, with 40% of respondents expressing interest in expanding their knowledge of different cultures through language. This cultural empathy can foster greater communication and cooperation between people from diverse backgrounds. Additionally, personal interest in the language was mentioned by 40% of respondents, highlighting the intrinsic motivation that drives individuals to explore new languages and broaden their horizons. Overall, the multifaceted benefits of learning a foreign language encompass professional growth, cultural appreciation, and personal enrichment.

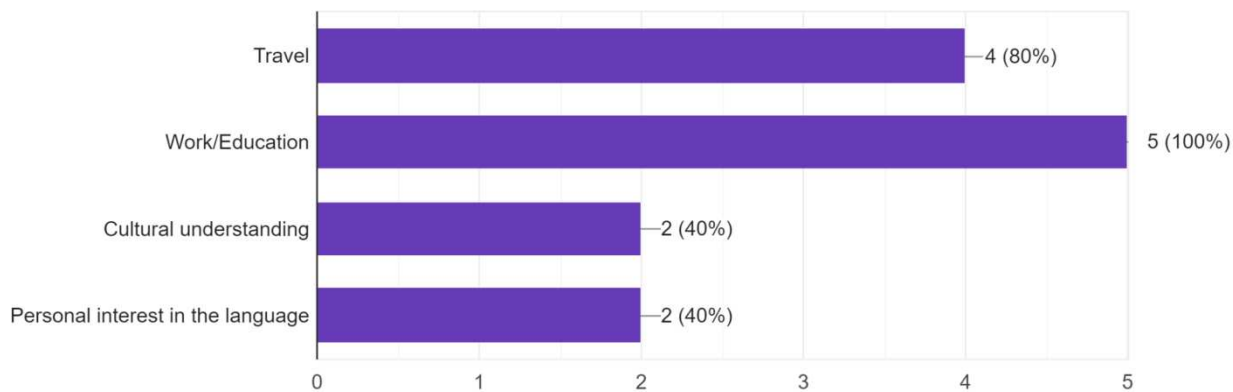


Diagram 18. Motivation

Additionally, the majority of students (80%) expressed that they somehow motivated, but learning can feel frustrating. However, it was noted that there is a subset of students (20%) who highly motivated and excited to learn. This indicates the presence of both enthusiastic learners and those who struggle with certain aspects of the language. These findings highlight the importance of addressing individual needs and offering support to enhance overall language acquisition.

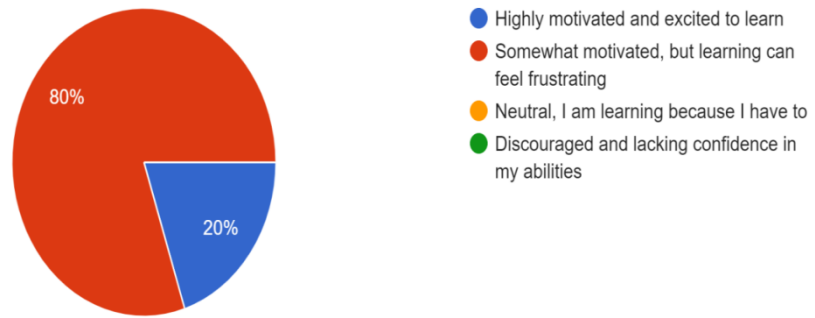


Diagram 19. Motivation Level

In the next questions, the participants were asked to indicate their overall level of challenge associated with foreign language acquisition, how confident they felt about their ability to acquire a foreign language, their level of motivation and anxiety (Table 3.1).

Table 3.1. Pearson Correlation Coefficient

<i>Variable</i>	<i>Challenge</i>	<i>Motivation</i>	<i>Anxiety</i>	<i>Confidence</i>
<i>Challenge</i>	1	-.65	.82	-.80
<i>Motivation</i>	-.65	1	-.68	.72
<i>Anxiety</i>	.82	-.68	1	-.70
<i>Confidence</i>	-.80	.72	-.70	1

There was a negative correlation (-.65) between the level of perceived challenge and motivation, i.e., as the perceived challenge increases, motivation tends to decrease.

The positive correlation between the perceptions of challenges and anxiety (.82) suggests that higher perceived challenges are associated with higher levels of anxiety.

The negative correlation between challenges and confidence shows that increased perceived challenge corresponds to lower confidence levels.

The negative correlation (-.68) between anxiety and motivation indicates that higher motivation is associated with lower anxiety.

The positive correlation between motivation and confidence (.72) shows that higher motivation is linked to higher confidence.

The negative correlation (-.70) between anxiety and confidence indicates that higher anxiety is associated with lower confidence levels.

3.4. Implications

The findings of the research indicate that students face a variety of language acquisition challenges. These challenges range from difficulties in pronunciation and grammar to a lack of motivation and confidence. To improve language learning outcomes, several recommendations can be offered. Firstly, it is essential to create a supportive and engaging learning environment both inside and outside the classroom. This can be achieved by incorporating more interactive activities, providing opportunities for students to practice speaking English with one another, and encouraging the use of English in everyday situations. Additionally, teachers should adopt a communicative approach that focuses on real-life communication skills rather than just rote memorization. Furthermore, incorporating authentic materials such as English TV programs, films, and books can help students develop a better understanding of the language in context. Finally, addressing individual students' specific difficulties, whether in pronunciation, grammar, or vocabulary, is crucial for personalized language learning improvement. By implementing these recommendations, students are more likely to overcome their challenges and become proficient English speakers.

3.5. Summary

In sum, several factors contribute to the main difficulties encountered by individuals in listening, speaking, reading, and writing in English. In listening, challenges often arise from vocabulary comprehension, understanding meanings, and coping with different accents and pronunciations. Similarly, speaking difficulties commonly stem from struggles with grammar, expressing ideas coherently on various topics, and overcoming shyness or fear of making mistakes. When it comes to reading, issues may include comprehending complex content or ideas, organizing logical reasoning within texts, and grasping argumentation and exemplification. Finally, in writing, challenges typically revolve around constructing coherent content, organizing ideas effectively, mastering grammar and vocabulary, and ensuring proper spelling and punctuation. These obstacles are often further compounded by a lack of motivation, preparation, or understanding of the English language and culture, highlighting the multifaceted nature of difficulties in language acquisition.

The findings of this research shed light on the various attitudes and perceptions of students towards the English language. Despite the challenges and difficulties faced by some individuals in mastering English language skills, there is an overwhelming consensus on the importance and value of learning English. Factors such as the language being an international language, a tool for accessing better job opportunities, and a means of connecting with English-speaking cultures have been identified as key motivators for students. Ultimately, understanding the nuances of student engagement and barriers in language learning is crucial for educators to tailor their approaches and support students in achieving proficiency in English.

CONCLUSIONS

The acquisition of a foreign language can be a challenging task, often influenced by various individual differences among learners. This thesis delved into the complexities of foreign language acquisition difficulties by examining the unique characteristics of learners. In order to effectively analyze foreign language acquisition difficulties, it is crucial to first identify the various learner characteristics that can influence the process. Through the utilization of quantitative methods, particularly a survey, the data were gathered from learners to understand their learning preferences, motivation levels, and perceived difficulties. By developing intervention strategies based on the gathered data, this research aimed to provide insights into how foreign language learning difficulties could be effectively diagnosed and addressed in students. Through a structured approach including theoretical frameworks, research analysis, and practical implications, this thesis aimed to contribute to the field of foreign language acquisition studies.

The thesis aimed to analyze foreign language acquisition difficulties through the lens of individual differences among learners. The object of the present thesis was foreign language acquisition difficulties. The subject of the thesis was foreign language acquisition difficulties caused by individual differences. The main tasks of the thesis included the analysis of theoretical foundations underlying foreign language acquisition difficulties, and the study of learners' perceptions of the influence of individual differences on the difficulties of foreign language acquisition.

The results of the research provided valuable insights into the language learning preferences and challenges faced by the participants. The data collected encompassed a diverse range of age groups, native languages, and learning styles, revealing interesting patterns in language acquisition. Based on the findings of the research, it is evident that students faced various challenges when it comes to enhancing their language skills. A notable percentage of students seemed to have difficulties in pronunciation, which could hinder their overall communication abilities. This highlights the importance of incorporating strategies that focus on improving pronunciation, such as regular practice with native speakers or language exchange programs. Additionally, the research indicated that students often struggled with grammar and vocabulary, which are fundamental aspects of language learning. Students who perceived language acquisition as highly challenging often exhibited lower levels of motivation and higher levels of anxiety. This perception made them more likely to feel overwhelmed and less confident in their abilities to succeed. Consequently, these negative emotions impeded their overall learning progress and engagement with the language.

To address these challenges, educators should implement interactive activities and exercises that target grammar rules and vocabulary acquisition. Moreover, creating a supportive and encouraging learning environment can help boost students' confidence in speaking and

communication. By implementing these strategies, students can overcome their language barriers and enhance their overall language proficiency effectively.

Several conclusions can be drawn regarding the interdependence of perceived challenge, motivation, anxiety, and confidence in the context of foreign language acquisition among students:

- The strong negative correlation between perceived challenge and motivation suggests that students who find language acquisition very challenging tend to have lower motivation levels. This implies that the more difficult students perceive learning a new language to be, the less motivated they are to engage in the learning process.

- The positive correlation between perceived challenge and anxiety indicates that students who perceive language learning as very challenging also tend to experience higher levels of anxiety. This relationship highlights that the perceived difficulty of the task can contribute significantly to students' anxiety levels.

- The strong negative correlation between perceived challenge and confidence shows that students who find language learning very challenging often have low confidence in their ability to succeed. This suggests that the more challenging the task appears, the less confident students feel about their ability to achieve proficiency.

- The negative correlation between motivation and anxiety suggests that higher motivation is associated with lower anxiety levels. This implies that motivated students are likely to feel less anxious about language learning, which can positively influence their learning outcomes.

- The positive correlation between motivation and confidence indicates that higher motivation is linked to higher confidence levels. This relationship shows that motivated students are more confident in their ability to learn a new language, which can enhance their persistence and effort.

- The negative correlation between anxiety and confidence demonstrates that higher anxiety is associated with lower confidence levels. This suggests that anxious students tend to have lower self-assurance in their language learning capabilities, which can negatively impact their performance and progress.

The correlations indicate an interdependence between students' perceptions of challenge, their motivation, anxiety, and confidence levels. Specifically, perceiving language acquisition as highly challenging is associated with lower motivation and confidence, and higher anxiety. These findings underscore the importance of addressing students' perceptions and emotions related to language learning to foster a more supportive and effective learning environment. Educators should consider strategies to reduce perceived challenges, boost motivation, alleviate anxiety, and build confidence to improve students' overall language learning experience and outcomes.

Overall, the findings underscore the importance of tailored language learning strategies that address individual needs and preferences to enhance proficiency and engagement. This comprehensive analysis of the research outcomes sets the stage for further exploration and development in the field of language education.

РЕЗЮМЕ

Ця магістерська робота прагне заглибитись у складність труднощів оволодіння іноземною мовою, досліджуючи унікальні характеристики кожного навчального, такі як когнітивні здібності та стилі навчання.

Мета магістерської роботи спрямована на аналіз труднощів у засвоєнні іноземної мови через призму індивідуальних відмінностей між учнями. Об'єктом даної роботи є труднощі оволодіння іноземною мовою. Предметом магістерської роботи є труднощі оволодіння іноземною мовою, викликані індивідуальними відмінностями.

Основними завданнями дипломної роботи були наступні аналіз теоретичних засад, що лежать в основі труднощів оволодіння іноземною мовою; вивчення уявлень учнів про вплив індивідуальних відмінностей на труднощі засвоєння іноземної мови; вивчення зв'язку між передбачуваними труднощами оволодіння мовою та індивідуальними особливостями.

Здійснено емпіричне дослідження на основі теоретичних досліджень щодо труднощів вивчення іноземної мови та індивідуальних відмінностей. У даному дослідженні взяло участь 50 учнів, завдяки опитуванню, яке було створено в електронному форматі Google Forms.

Результати теоретичних частин виокремили такі важливі аспекти, як дослідження складних процесів, пов'язаних із вивченням мови. Перший розділ включав перевірку засвоєння граматичних структур, розвитку словникового запасу та розвитку сприйнятливих і продуктивних навичок. У другій частині досліджувалися різноманітні індивідуальні відмінності між учнями та їхній вплив на засвоєння англійської мови. Було також досліджено, як ці індивідуальні відмінності вплинули на процес і результати вивчення англійської мови.

Результати даної роботи підкреслюють важливість індивідуальних стратегій вивчення мови, які відповідають індивідуальним потребам і вподобанням для підвищення кваліфікації та взаємодії. Цей комплексний аналіз результатів дослідження закладає основу для подальших досліджень і розвитку в галузі мовної освіти.

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APPENDIX

Adapted from Ghribb, 2004

Sample

Background Information:**1. Age:**

- 10-16
- 17-20
- 20-30
- 30-40
- 40-45
- 45+

2. Native Language:

- Ukrainian
- Hungarian
- Other

3. Target Language(s) you are learning:

- English
- German
- Hungarian

4. How long have you been learning the target language(s)?**5. Are you a student?**

- a. Yes
- b. No

6. If yes, what grade are you in?

7. What is your level of English?

- a. A1
- b. A2
- c. B1
- d. B2
- e. C1

Learning Styles:

1. When learning new vocabulary, do you prefer:

- (a) Visual aids like pictures or flashcards
- (b) Hearing the words spoken aloud
- (c) Using the words in context through writing or speaking exercises
- (d) A combination of the above

2. Do you find it easier to learn grammar rules:

- (a) Through explanations and lectures
- (b) By practicing them in exercises
- (c) By seeing them used in real-world examples (e.g., conversations or texts)
- (d) All of the above

3. How do you typically approach studying a foreign language?

- (a) I prefer structured learning with textbooks and assignments.
- (b) I enjoy more interactive methods like games or simulations.
- (c) I learn best by immersing myself in the language through movies, music, or conversations.
- (d) I use a variety of methods depending on the topic.

4. Do you have the opportunity to speak English outside the classroom ?

Yes No

5. Do you listen to the English programs on the B.B.C. or R.T.C.I. ?

Yes No

6. Do you watch English T.V. programs and films ?

Yes No

7. Do you read books, reviews, newspapers, or magazines in English ?

Yes No

8. Do you like English ? Yes No

9. I like English because :

a. I have good marks

b The English program is interesting

c. I like my English teacher

d . English is easy

e. English is a beautiful language

f. English is the language of my favourite songs

g . I'm interested in English/ American culture

h. English is the language of science and technology

i. English is an international language

j. English is the language I use with tourists

k. English will help me to get a good job

l. I will need English to work and live abroad

10. I don't like English because:

a. English is not a beautiful language

b English is difficult

c. I don't have good marks

d. 'The English program is long

e The topics and themes dealt with in the textbook are not interesting

- f. The teaching method is traditional
 - g. The teacher does not explain words in Arabic or French
 - h. I don't get along with my classmates
 - i. The teacher does not ask me questions in class and does not know my name
 - j. I don't get along with my English teacher
 - k. I don't like English –speaking people
 - l. I don't appreciate English/American culture
 - m. I don't understand English/ American culture
 - n. I haven't chosen English ; it's a compulsory subject
 - o. I don't like languages, I prefer scientific subjects
11. Do you have problems in English ? Yes No
12. If 'yes', what kind of problems ?
-

13.If you have difficulties in English, are they due to (Please circle the appropriate answer; you can choose more than one for each case) :

- a Lack of comprehension of grammar rules
- b. Lack of knowledge of the vocabulary
- c. Lack of comprehension of the content of the texts dealt with in class
- d. Lack of knowledge of English/American culture
- e. Bad pronunciation
- f. Thinking in my mother tongue and not in English
- g. Being shy and scared of speaking in English in class and making mistakes
- h. Lack of work, or preparation for the English course
- i. Lack of motivation for the subject

14. If you experience any difficulties in understanding or finding out the meaning of words in English, what do you usually do to solve this? (Please circle the appropriate answer ; you

can choose more than one for each case) :

- a. I look up words in the textbook or in a dictionary
- b. I ask someone for help (the teacher, a classmate, a relative, etc.)
- c. I use a synonym, or express the idea I have differently by changing the structure
- d. I give up ; I leave a blank
- e. I simplify my sentence
- f. I use an equivalent term in Ukrainian/ Hungarian

15. Which item do you think is difficult? (Please circle the appropriate answer; you can

Choose more than one for each case):

- a. Texts
- b. Comprehension questions
- c. Grammar exercises
- d. Multiple choice tests
- e. the listening task
- f. Speaking
- g. Reading
- h. Writing

16. In English, which skill are you better at :

Listening Speaking Reading Writing?

(Indicate the order of ability on a scale of 1 - 4 : (1) = best, (4) = least good)

17. Which skill do you consider the most difficult:

Listening Speaking Reading Writing?

(Indicate the order of difficulty on a scale of 1 - 4 : (1) = easiest), (4)= hardest)

18. What are your main difficulties in listening?

Vocabulary

Meaning

Accent/ Pronunciation

Grammar

Topic/ Content/ Facts/ Ideas

Examples

19. What are your main difficulties in speaking:

Grammar

Content/ topic

Examples

Pronunciation

Expressing your thoughts directly in English

Being shy

Vocabulary

Meaning

20. What are your main difficulties in reading:

Content/ topic/ ideas

Logical reasoning (organization of ideas and text)

Grammar

Argumentation

Exemplification

Vocabulary

Meaning

21. Do you think that your difficulties in writing in English result from your lack of knowledge of:

Content/topic/ideas

Logical reasoning (organization of ideas and text)

Vocabulary and meaning

Spelling

Punctuation

Capitalization

Argumentation

Exemplification

Overall structure (paragraphing)

Grammar (tense, adverbs, adjectives , articles, prepositions, conjunctions...)

Motivation and Emotions:

22. What are your main reasons for learning a foreign language?

- () Travel
- () Work/Education
- () Cultural understanding
- () Personal interest in the language
- () Other (please specify)

23. How would you describe your overall motivation to learn a foreign language?

- (a) Highly motivated and excited to learn
- (b) Somewhat motivated, but learning can feel frustrating
- (c) Neutral, I am learning because I have to
- (d) Discouraged and lacking confidence in my abilities

24. Do you experience any anxiety or negative emotions when trying to learn a foreign language? (e.g., fear of making mistakes, feeling overwhelmed) (a) Yes, frequently

(b) Sometimes

(c) Rarely

(d) Never

25. On a scale of 1 to 5, how challenging do you find the process of acquiring a foreign language?

(1 - Not challenging at all, 5 - Very challenging)

26. On a scale of 1 to 5, how confident are you in your ability to acquire a foreign language?

(1 - Very confident, 5 - Not confident at all)

27. On a scale of 1 to 5, how motivated are you to learn a foreign language?

(1 - Not motivated at all, 5 - Very motivated)

28. On a scale of 1 to 5, how much anxiety do you feel when learning a foreign language?

(1 - No anxiety at all, 5 - Very high anxiety)

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