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Роль індивідуальних відмінностей у навчанні мови
Кукрі Камілла Степанівна

Студентки 4-го курсу

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Qualifying paper

THE ROLE OF INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE LEARNING

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CONTENTS

ЗМІСТ

INTRODUCTION

Individual differences in foreign language learning encompass the unique traits learners bring to the process, such as motivation, anxiety, and preferred learning styles. These factors significantly impact how effectively individuals acquire a new language. Recognizing and addressing these differences allows educators to create more inclusive and effective teaching strategies.

The *actuality* of foreign language acquisition as a focal point in educational and psychological research is evident, driven by the growing demand for multilingual proficiency in a globally connected world. This complex process is influenced by linguistic and instructional factors, as well as the unique characteristics of individual learners. These individual differences (IDs), encompassing cognitive, affective, and behavioral variables, significantly shape a learner's ability to master a new language. In 2025, with globalization and virtual learning environments expanding, the actuality of addressing diverse learner profiles in the language classroom underscores the need for effective and inclusive teaching strategies.

The *significance* of this research lies in its potential to bridge theoretical insights with practical applications in foreign language learning. Variables such as aptitude, motivation, learning styles, strategies, and anxiety critically influence how learners engage with language tasks, process input, and achieve proficiency. By examining these factors, this study highlights the significance of designing targeted interventions to enhance motivation, reduce barriers to success, and ensure equitable access to language education, ultimately optimizing pedagogy and learner outcomes.

The *object* of this thesis is to provide a comprehensive overview of IDs in foreign language learning.

The *subject* of the current thesis focuses on the individual learner, how their personal traits – cognitive, affective, and behavioral characteristics – influence their foreign language learning. It investigates key individual difference factors, including motivation, learning strategies, aptitude, and anxiety, and their influence on language acquisition.

The *purpose* of this research is to deepen the understanding of how individual differences influence foreign language learning and to propose practical applications for educators. By integrating theoretical frameworks with empirical data, the purpose of this study is to inform the development of learner-centered pedagogies and inclusive curricula that cater to diverse learner needs, fostering equitable and effective language education.

The *tasks* of this research include synthesizing academic literature to establish a theoretical framework, collecting empirical data through questionnaires to assess individual

differences, analyzing the interplay of these variables, and proposing practical recommendations for educators. These tasks build on foundational works by Dörnyei (2005), Oxford (1990), Gardner (1985), and Skehan (1989), utilizing tools like Oxford's Strategy Inventory for Language Learning (SILL) and Gardner's Attitude/Motivation Test Battery (AMTB).

The *research method* of the current thesis is to adopt mixed-methods approaches, combining theoretical and empirical methodologies for a comprehensive analysis of individual differences. The theoretical component involves the empirical method, which involves collecting data through a questionnaire targeting motivation, learning strategies, and anxiety among a diverse sample of language learners, ensuring that the research method grounds findings in real-world data.

The *novelty* of the current thesis is to offer a synthesized framework that integrates cognitive, affective, and behavioral dimensions of individual differences, building on the works of Dörnyei, Oxford, Gardner, and Skehan. The empirical findings from the questionnaire contribute novelty by providing new insights into patterns and relationships among IDs, advancing the discourse on learner diversity in foreign language acquisition.

The *theoretical value* of this study lies in consolidating diverse perspectives into a unified framework, highlighting the complex interplay of cognitive, affective, and behavioral factors in language learning. This theoretical value enriches the academic discussion on how individual differences influence acquisition outcomes.

The *practical value* of this research is its potential to inform educators and policymakers in designing learner-focused pedagogies and inclusive curricula. By identifying patterns in learner profiles, the practical value of this study lies in guiding teachers to tailor lessons to diverse needs, such as using motivational strategies based on students' profiles or teaching specific learning strategies to enhance engagement and equity.

The *structure* of this thesis is designed to provide a systematic examination of individual differences in foreign language learning. The introduction establishes the structure by outlining the study's objectives, significance, and methodology. It consists of an introduction, Part 1 reviews the literature, synthesizing theories from Dörnyei, Oxford, Gardner, and Skehan. Part 2 details the mixed-methods research design, including questionnaire development and data analysis. Part 3 presents the empirical findings, identifying patterns among IDs.

PART 1: THEORETICAL CONCEPTS OF INDIVIDUAL DIFFERENCES

The study of foreign language acquisition (FLA) reveals a complex interplay of factors that contribute to the variability in learners' success. Central to this variability are Individual Differences (IDs), which encompass a wide range of cognitive, affective, personality, and sociocultural variables that shape how learners approach and achieve proficiency in a second language (Ellis, 2004). Understanding IDs is pivotal not only for advancing theoretical models of language learning but also for enhancing pedagogical practices that cater to diverse learner needs. This paper explores the multifaceted nature of IDs, drawing on established frameworks such as Complex Dynamic Systems Theory (CDST) and Dörnyei's L2 Motivational Self System to highlight their dynamic and interdependent characteristics. IDs, including language aptitude, motivation, anxiety, personality traits, and learning styles, are critical predictors of foreign language learning outcomes. Cognitive factors, such as working memory and phonetic coding ability, determine how efficiently learners process linguistic information, while affective factors like motivation and anxiety influence persistence and engagement (Dörnyei, 2005). Personality traits, such as extraversion or openness, affect learners' willingness to communicate, and sociocultural contexts shape their exposure and attitudes toward the target language. The dynamic nature of these variables, as emphasized by CDST, underscores that language learning is non-linear and context-dependent, with outcomes influenced by initial conditions and external factors like teacher support or cultural immersion (de Bot, 2007; Larsen-Freeman, 2015).

The significance of IDs extends to practical applications in language instruction. By recognizing learners' unique profiles, educators can tailor teaching strategies to optimize engagement and efficacy. For instance, adaptive learning systems and personalized curricula can address specific cognitive strengths or mitigate affective barriers like anxiety, fostering inclusive and effective learning environments (Robinson, 2002). This exploration of IDs sets the stage for a detailed examination of their definitions, classification challenges, psychological underpinnings, and pedagogical implications, providing a comprehensive foundation for understanding their role in FLA.

1.1 Definition of individual differences (IDs)

In the field of foreign language acquisition, the theory of Individual Differences (IDs) has received significant attention as it aims to explain the variability in language learning outcomes among individuals. Foreign language learning is strongly affected by specific factors, including learners' characteristics (e.g., motivation and aptitude), which are often referred to as Individual Differences (IDs). A major achievement in the field of foreign language acquisition

would be to find the factors contributing to the success of language learning. However, it is essential to remark that both language development and the factors affecting it are processes that are continuously changing, so the research approach looking at the developmental path must have a dynamic perspective. Complex Dynamic Systems Theory has proven to be a valid theoretical and methodological framework for such research (de Bot, 2007; Larsen-Freeman, 2015). According to Dynamic Systems Theory, language is characterized by constant change, non-linearity, and connection (among other features), and predictions about the learning outcomes are highly dependent on initial conditions (Verspoor, 2015). If the system rests in the so-called 'attractor state', external forces (e.g., the influence of the teacher, traveling, etc.) may have a positive (or negative) effect on development. Improvement or decline are possible outcomes (Bátyi 2015, 2017). IDs encompass a broad range of variables that shape the process of learning languages. Cognitive variables such as language aptitude, working memory, and general intelligence are fundamental to the understanding of how learners process language information. Affective variables such as motivation, anxiety, and attitudes describe the affective aspect of learning. Personality variables such as extroversion, openness, and communication willingness also shape learners' behavior when interacting with the target language. Moreover, learning strategies and styles, i.e., the preference for one of the visual, auditory, or kinesthetic learning modes, affect learners' mode of engagement in language activities.

Social and cultural influences, including exposure to the target language and the support of the learning environment, further shape the trajectory of language acquisition. Biological factors such as age and gender play a critical role in determining learners' abilities and preferences (Ellis, 2004; Dörnyei, 2005). Research on IDs in applied linguistics and linguistics has focused on several significant domains, each contributing to the explanation of variability in language learning. Motivation is widely recognized as one of the most influential factors in foreign language learning. Researchers distinguish between integrative motivation, which involves a desire to integrate with the target language community, and instrumental motivation, which is driven by practical goals such as career advancement. The L2 Motivational Self System, as developed by Dörnyei (2005), presents a theoretical account of motivation that emphasizes the learner's self-concept as the driving factor in their commitment to the language. Language and speaker attitudes also contribute significantly to learners' persistence and success in language learning.

Language aptitude refers to an individual's innate ability to learn a language and has been proven to be a reliable predictor of success in foreign language acquisition (FLA). Some of the primary features of aptitude include phonetic coding ability, grammatical sensitivity, and

inductive ability in language learning. The Modern Language Aptitude Test (MLAT) is one of the tools usually utilized to measure aptitude and its relationship to language learning achievement (Ellis, 2004).

Students use various strategies to enhance the quality of their language learning, ranging from memorization techniques to communication strategies that facilitate the use of the target language. Scholarship in this area focuses on learning about successful strategies and how these may be explicitly taught or facilitated to maximize learning gains (Dörnyei, 2005). The impact of age on language acquisition has been a central issue for ID research, particularly to the Critical Period Hypothesis (CPH). While younger learners are conventionally seen as having an advantage in naturalistic environments through the potential for native-like pronunciation, older learners may be more appropriate for explicit learning environments where grammatical information is prioritized (Ellis, 2004).

Willingness to communicate is another important area of ID research, examining how learners' propensity to initiate conversation in the L2 correlates with their personality, confidence, and linguistic proficiency. This variable is influenced by both internal factors, such as motivation and self-confidence, and external factors, such as the learning environment and peer support (Dörnyei, 2005). Sociocultural theories highlight the role of cultural and contextual factors in shaping language learning experiences. Learners' exposure to the target language, the attitudes of their community, and the practices of their social environment significantly affect their acquisition and use of the L2 (Ellis, 2004).

1.2 The problem of classifying individual variables

A great number of studies (Caspi & Lowie, 2009; Larsen-Freeman, 2006; Murakami, 2013; van Geert, 2008; Verspoor, Lowie & Dijk, 2008) now have traced individual learners and shown that learners each have their unique developmental trajectory, showing high degrees of variability and changes in variability patterns. While IDs were seen as 'noise' or distractors in SLA research in the past, now they are considered to be predictors of L2 success (Dörnyei, 2009). Motivation (MacIntyre & Serroul, 2015; Dörnyei, 2009), anxiety (Dörnyei, 2005), aptitude (Singleton, 2017), personality traits (Chan, 2014), and age of onset (Pfenninger, 2017) are all seen as important factors in FLA. Jin (2017) found that teacher support also influences the learning outcomes, although less directly and less strongly than anxiety. Individual differences among learners have long been recognized as the main determinants of success in foreign language learning (FLL). However, classifying such individual variables is a problem since they are complex, dynamic, and most often overlapping in nature. Such variables as

motivation, aptitude, anxiety, learning styles, and personality types have been tried to be classified by researchers, but there is no taxonomy agreed upon everywhere (Dörnyei, 2005).

It is one of the major issues of classifying individual variables that they are interdependent. For instance, motivation and anxiety are usually complicatedly intertwined: higher anxiety might lower motivation, while higher motivation may protect from anxiety (MacIntyre & Gardner, 1991). Such entwining renders any effort to examine these variables in terms of dichotomized categories even more difficult. Also, the context-dependent and changing nature of many variables suggests they may be unstable over time, depending on setting, pedagogical practice, and even social influence from colleagues (Dörnyei & Ushioda, 2021). A second issue is the conceptual lack of clarity in central concepts. "Learning styles," for example, have been criticized as weakly defined and for a paucity of empirical evidence (Pashler, 2008). Similarly, concepts like "language aptitude" have developed over several decades from a focus on phonetic coding capacity and grammatical sensibility to address more general intellectual and motivational aspects (Skehan, 2016). This advancement resonates with a growing recognition that rigid classifications might not capture the dynamic nature of individual differences.

Later conceptual frameworks, such as Complex Dynamic Systems Theory (CDST), continue eroding traditional classification by emphasizing individual variables' non-linear, emergent, and context-dependent nature (Larsen-Freeman & Cameron, 2008). In this view, variables like motivation and self-efficacy are not considered static qualities; rather, they interact dynamically with internal and environmental variables to generate learner profiles that constantly shift. This perspective discredits static categorizations entirely in favor of one that looks for patterns of change across time.

Table 1.2.1 Comparison of traditional and dynamic views on individual differences in foreign language learning (based on Larsen-Freeman & Cameron, 2008)

Aspect	Traditional classification	Dynamic/Complex systems view
View on IDs	Seen as fixed traits (e.g., anxiety, motivation, aptitude)	Viewed as dynamic, context-sensitive processes
Role in FLA research	Once considered „noise" or distracting variability	Now seen as central to understanding individual learner development
Nature of variables	Static, often categorized separately	Interdependent, fluid, and overlapping
Examples of variables	Motivation, aptitude, learning styles, and personality types	Motivation, self-efficacy

Furthermore, cultural and social contexts introduce additional levels of complexity. Conditions such as WTC have been shown to differ quite markedly across groups of cultures, illustrating the inappropriateness of sweeping categorization (Yashima, 2002). High anxiety in one setting may be viewed differently in another, and learners' self-reported personality will vary depending on social norms and expectations. All things being considered, though classifying individual variables is still a worthwhile exercise in terms of foreign language acquisition, researchers need to recognize the limitations in static or overly simplistic classifications. As a potential future direction, more fruit might be yielded by dynamic models examining how variables interact with, change, and reconcile with each other over time in given learning environments.

1.3 Psychological aspects of individual differences

Foreign language acquisition (FLA) individual differences (IDs) are a range of psychological factors that impact how learners approach, process, and succeed in learning a second language. Variables grounded in cognitive, affective, and personality-oriented domains cause differences in language learning outcomes. Based largely on evidence from "The Psychology of the Language Learner: Individual Differences in Second Language Acquisition" (2005), this chapter explores key psychological determinants of IDs—language ability, motivation, personality, and anxiety—highlighting how they interact and their bearing on FLA research and teaching. Through the integration of perspectives from different scholars, this

overview sets a wide foundation for thesis research into the psychological determinants of language learning.

Psychological variables play a determining role in the success or failure of foreign language learning (FLL). Among the wide spectrum of individual differences (IDs), psychological factors such as motivation, anxiety, self-efficacy, and personality traits have been established as significantly affecting the learning process. These psychological aspects are, however, complexly interrelated and prone to change across time and setting, which renders their systematic investigation a challenging task. Motivation has been widely accepted as one of the most powerful predictors of language learning success. As Dörnyei (2005) defines, motivation controls the amount of effort a learner is willing to exert, the persistence over time, and the emotional responses to learning activities. Motivation is not a fixed trait but a dynamic process influenced by personal aspirations, perceived importance of the target language, social influences, and learning experiences. Dörnyei's L2 Motivational Self System proposes that learners' visions of themselves as proficient language users ("Ideal L2 Self") significantly drive their engagement and achievement (Dörnyei, 2009).

Anxiety is generally a psychological barrier to language learning. Foreign language anxiety, which differs from general anxiety, significantly hinders speaking, listening, and test performance (MacIntyre & Gregersen, 2012). Too much anxiety has the potential to interfere with working memory, lower involvement, and impede language production. Studies have shown that even students who are highly motivated may perform inadequately if language anxiety is not addressed (MacIntyre & Gardner, 1991). Closely related to motivation and anxiety is self-efficacy—the learner's belief in their own ability to succeed at language tasks. Bandura's (1997) self-efficacy theory has been applied in FLL to explain variation in persistence, strategy use, and performance attainment. Students with high self-efficacy are more likely to set challenging goals, persist in the face of difficulty, and recover from failure, while low self-efficacy may undermine even highly developed skills.

Personality traits also significantly contribute to the process of language learning. Research based on the Big Five personality theory (Dörnyei, 2005) shows that openness to experience and extraversion are positively correlated with language learning success. Openness is associated with greater levels of curiosity and tolerance for ambiguity—key attributes to acquire a new language—whereas extraversion is bound to facilitate verbal communication and risk-taking, which promote speaking practice. However, introverted students may excel in other areas such as reading and writing, which implies that no single personality type guarantees success. Another important psychological variable is learner autonomy, or the degree to which

individuals take responsibility for their own learning. Autonomous learners are more likely to be motivated, to have higher metacognitive awareness, and to use more strategies, all of which enable language learning (Little, 1995). Autonomy is both an inherent psychological variable and one influenced by external conditions, such as teacher support and learning environment.

In the last several years, researchers have maintained that psychological variables should not be dealt with in a vacuum but as part of a dynamic, intricate system (Dörnyei & Ryan, 2015). Motivation, anxiety, self-efficacy, and personality traits are continually interacting with one another, adapting to contextual shifts, including task complexity, classroom atmosphere, and personal experience. Therefore, explaining individual differences must be dynamic and holistic.

In summary, individual difference psychological variables of motivation, anxiety, self-efficacy, personality traits, and autonomy are instrumental in foreign language learning. A comprehension of such variables may inform more effective instructional methods, allowing the design of more personalized and supportive learning environments.

1.4 Importance of IDs in language learning

Language acquisition is a very personal process, with every learner contributing his or her own distinct set of traits, tastes, and skills to the learning experience. These Individual Differences (IDs) have a major impact on the success of foreign language learning (FLL), determining how learners approach, process, and store new linguistic data. IDs are crucial not only for refining theoretical models of language learning but also for maximizing the effectiveness of language teaching. Through the adjustment of teaching strategies to the unique needs and capabilities of learners, instructors might encourage greater engagement, motivation, and overall success in language learning. The ID research describes the various factors responsible for differences in language learning achievement. Cognitive abilities, such as language aptitude and working memory, are central to understanding how effectively and quickly learners acquire linguistic knowledge. For instance, high-aptitude students may thrive with grammar-focused instruction, while high-working-memory students may benefit from active manipulation of forms of language (Robinson, 2002). By recognizing such differences, teachers are able to select instructional strategies that are consonant with the profiles of the students' cognitions and, in so doing, optimize the learning process.

Affective variables such as motivation, anxiety, and attitudes are equally important in language learning. Motivated learners are more likely to persist despite challenges and engage in activities that support language development. Teachers who understand the motivational

forces of their learners are able to design lessons based on the motivational sources, either by incorporating real-world applications, cultural enhancements, or group activities. Equally, overcoming language learning anxiety with positive and low-stress classroom environments might motivate students to be risk-takers and communicate more openly (DeKeyser, 2012). Social and contextual factors also highlight the importance of IDs in language instruction. Students with diverse cultural backgrounds may have different perspectives and prior experiences that guide their expectations and learning habits. Teachers who are attuned to such differences might be able to create inclusive curricula that take into consideration the diversity of their students, fostering a feeling of belongingness and respect. Arguably, the most significant implication of IDs is the potential for adaptive and personalized language learning. Traditional "one-size-fits-all" teaching rarely considers the individual needs of learners, resulting in uneven learning outcomes. Personalized learning, on the other hand, tailors the content, pace, and delivery of lessons to the strengths and interests of each learner.

For example, adaptive learning systems use real-time data to assess learners' performance and adjust the level of difficulty of tasks accordingly. These systems are able to review patterns in learners' errors and provide feedback specifically targeting these vulnerabilities. As Robinson (2002) explains, these approaches are best suited to learners who require individual attention but do not necessarily receive it in class. Personalized learning even extends to the provision of different teaching strategies. Visual learners may receive diagrams and charts, and auditory learners may engage in listening exercises and debates. The provision of different activities not only accommodates different learning styles but also keeps learners engaged through the provision of different options for engaging with the language.

PART 2: INDIVIDUAL DIFFERENCES IN LANGUAGE LEARNING

Individual difference (ID) factors play a significant role in the process and product of foreign language learning, influencing how learners engage with, process, and acquire a new language. These factors, such as psychological, cognitive, and affective qualities, create diverse learning experiences and trajectories, necessitating differentiated instructional approaches to optimize acquisition (Ellis, 2004). The continuous interaction of these factors with the learning environment underscores their contribution to effective language instruction (Dörnyei, 2009). One of the most powerful characteristics of ID factors is that they influence students' motivation for language acquisition. Students' view that they may perform well, known as self-efficacy, regulates their persistence and behavior toward challenging tasks. Students with high self-efficacy view hard language forms and continue even in the presence of obstacles, raising their overall accomplishment (Pajares, 2003). Students' attitudes toward the target language and culture also regulate their motivation. Favorable dispositions, acquired through extensive cultural exposure or supportive classroom dynamics, engender greater investment in the learning process (Dörnyei & Csizér, 2005).

The ID factors increase in importance when considering cognitive and processing differences among learners. Learners display various cognitive styles in which some prefer analytical approaches as opposed to holistic approaches in using strategies and performing on tasks (Ehrman & Leaver, 2003). For example, an analytical learner might tend to focus more on grammatical rules, whereas a holistic learner might do well with contextual, communicative tasks. These factors indicate that varying instructions, such as integrating explicit instruction with full immersion activities, may best suit the strengths of learners and enable them to retain knowledge more (Dörnyei & Skehan, 2003).

Affective aspects also have a key role in shaping students' experiences. Frustration tolerance, for example, resisting frustration when performing challenging tasks, affects students' willingness to investigate the language (Dewaele, 2002). Students who tolerate frustration or ambiguity will likely possess focus and engagement, and this leads to improved performance. Such affective resources in teaching classroom environments where students are assisted by encouragement and informative feedback might be beneficial (Dörnyei, 2001). Social interactions, as influenced by ID, also impact the learning of language. The motivation to communicate and risk-taking in social contexts regulate learners' participation in speaking or group work (MacIntyre, 2007). Risk-tolerant learners tend to progress to higher fluency through active practice, while more risk-averse learners may need specific support to engage fully. These tendencies are mediated by teacher support and peer interactions, necessitating classroom

strategies of inclusivity to foster participation from a variety of learner profiles (Dörnyei & Ryan, 2015). ID factors also affect long-term language learning pathway. Those students with established goals and self-regulation ability—tracking progress, adjusting strategy, and sourcing resources—are most likely to establish greater proficiency over the long term (Tseng et al., 2006). Self-regulatory habits help support sustained effort, particularly if the learner has challenging linguistic tasks or competing priorities. Supporting goal-setting and reflective practice may aid learners in sustaining regular progress (Dörnyei, 2009).

2.1 The Five-Factor Model

In the following section, the definitions and theory will be presented on which the Big Five Model is based when used in second language acquisition, both the general model and the specific conceptualizations of Dörnyei. (Dörnyei, 2005)

The Big Five model, or Five-Factor Model (FFM), categorizes personality traits into five dimensions: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (OCEAN). Dörnyei explains the Big Five as the culmination of decades of factor-analytic work in psychology that concluded the five broad dimensions encapsulate the nature of human personality (Dörnyei, 2005, p. 27). Each is a continuum, and individuals vary in the degree to which they possess the characteristics.

- *Openness to Experience:* This trait indicates an individual's curiosity, imagination, and openness to new ideas and experiences. Dörnyei finds that learners who are high in openness will be more willing to embrace the linguistic and cultural challenges of FLA, with a tendency to experiment with unknown systems and attempt new learning strategies (Dörnyei, 2005, p. 29). Such learners will be more willing to engage with the target language culture, enhancing their learning experience.

- *Conscientiousness:* Conscientiousness, characterized by organization, responsibility, and goal-directed behavior, is strongly linked to academic success. Dörnyei points out that highly conscientious students are industrious and persistent, traits that guarantee mastery of systematic language tasks such as grammar exercises or the acquisition of vocabulary words (Dörnyei, 2005, p. 30). Their methodical approach to work typically leads to consistent progress in FLA.

- *Extraversion:* This dimension expresses sociability, assertiveness, and energy in socializing. Dörnyei explains that extraverted learners may excel in communicative language tasks as they will more easily seek opportunities to speak and risk using the foreign language (Dörnyei, 2005, p. 31). He, however, cautions that extraversion

benefits are learning-environment dependent because introverted learners might excel in tasks requiring concentration, such as reading or writing.

- *Agreeableness:* Comprising kindness, cooperation, and empathy, agreeableness facilitates friendly interpersonal relations. Dörnyei theorizes that agreeable students foster unified classroom environments, getting along with peers and teachers, which may enhance group-based language learning activities (Dörnyei, 2005, p. 32). This trait, though less studied in FLA, is favorable to a harmonious learning environment.

- *Neuroticism:* This dimension measures emotional stability, and high neuroticism implies a tendency towards anxiety or emotional reactivity. Dörnyei finds that highly neurotic students may be at a disadvantage in FLA, particularly in anxiety-provoking situations like oral examinations, where anxiety may paralyze performance (Dörnyei, 2005, p. 32). Emotional stability, conversely, might underpin resilience in language learning.

The Big Five system has practical usage for language educators because an awareness of learners' personality profiles has the potential to inform teaching methodologies. Dörnyei asserts that teachers may modify activities so that they appeal to learners possessing different personality profiles. Extraverted students, for example, may benefit from group discourse or role-play, while reserved learners would profit from independent activities or written essays (Dörnyei, 2005, p. 33). Similarly, a supportive classroom context may be used to overcome the negative effects of neuroticism, including language anxiety, by reducing stress and triggering risk-taking. From a researcher's perspective, Dörnyei advocates for more advanced research that incorporates the Big Five along with other variables, e.g., learning styles or self-regulation, to better understand their combined impact on foreign language acquisition. He also emphasizes the importance of qualitative methods, e.g., interviews, to capture the dynamic relationship between personality and the FL learning context since the usage of quantitative instruments only might be too reductionist (Dörnyei, 2005, p. 190).

2.2 The main characteristics of ID factors used in language learning

Individual difference (ID) variables are cognitive, affective, and psychological variables that significantly affect the process and outcomes of language acquisition. These variables are personality, aptitude, motivation, learning styles, learning strategies, anxiety, beliefs, age, and gender, which dynamically interact to affect the way learners come to and succeed in learning a new language. Following, the general characteristics of these ID factors are presented, identifying their individual and collective role and interactions in language acquisition, with a passing mention of each factor as they are elaborated in detail subsequently.

ID factors are heterogeneous, constituting a wide range of learner characteristics that vary in strength and expression from one learner to the next. This variability guarantees that no two language learners tackle the task in the same way, demanding flexible and adaptive pedagogical strategies (Dörnyei, 2005). A second salient characteristic is the interplay among ID factors, as they do not exist in isolation but instead influence one another in complex ways. For example, motivation in a student may enhance the quality of their learning strategies, while anxiety may diminish the benefits of high ability (MacIntyre & Gregersen, 2012). The dynamic nature of ID factors is also evident in their susceptibility to change over time and context. Motivation and beliefs, for example, may shift as a function of learning experience, feedback, or exposure to culture, and are therefore open to internal and external pressures (Dörnyei & Ryan, 2015). This malleability means that teachers may exert a beneficial influence on ID factors through targeted intervention, for example, by fostering a positive learning environment to buffer anxiety or by encouraging adaptive learning strategies.

ID factors are also contextual, in the sense that their impact is not the same across various learning contexts and cultural settings. For instance, the impact of gender on language learning may be greater in cultures with clear social expectations of communication behaviors (Oxford, 2011). Similarly, age-related differences in learning strategies may be more pronounced in formal instructional environments than in naturalistic immersion contexts. Contextual sensitivity highlights the importance of tailoring instruction to the unique needs and attributes of learners. Another characteristic is the predictive potential of ID factors for language learning success. Studies consistently show that variables such as motivation and aptitude are strong predictors of achievement, though their impact is moderated by other factors like learning strategies or anxiety (Gardner, 2007). This predictability allows teachers to recognize failing students early on and take steps to support their advancement, for instance, individualized feedback or anxiety reduction.

ID factors, too, maintain a balance of stability and variability. Some, like aptitude, are quite stable and related to cognitive functioning, while others, like motivation or anxiety, are variable and context-sensitive (Dewaele, 2009). This balance suggests that while some ID factors provide a stable ground for learning, others provide potential for development and change through the implementation of particular interventions. The interaction of ID factors enhances learner autonomy, in which students who understand and apply their strengths—effective strategies or positive beliefs—have greater control over the learning process (Benson, 2011). Autonomy of learners is also enhanced when they modify their learning style and strategies based on their individual goals, thereby enabling more effective and self-regulated

learning experiences. Emotions play a key role in how ID factors function, particularly through factors like anxiety and motivation. Positive emotions, including confidence or enthusiasm, may promote involvement and persistence, while negative emotions like fear of failure might hinder progress (MacIntyre & Gregersen, 2012). Regulation of the emotional aspect of ID factors thus plays a key role in creating a positive learning environment.

Cultural factors shape the expression and impact of ID factors because students' beliefs, motivation, and even anxiety are embedded in culture. Collectivist cultures, for example, may promote group-based learning strategies, while individualistic cultures may prioritize individual accomplishment (Oxford, 2011). Awareness of these cultural dimensions allows teachers to design instruction that is culturally sensitive to students' values and expectations. The second important aspect of the development route of ID factors is that their importance and impact could shift at different levels of language acquisition. Motivation, for instance, may be more prominent in the beginning stages of learning, while learning approaches increase in importance as learners progress to advanced levels (Dörnyei & Ryan, 2015). Such a developmental perspective renders longitudinal research designs essential to explore and promote ID factors.

Finally, ID factors are actional, i.e., they may be manipulated by pedagogical interventions and practices. Interventions such as strategy training, motivational scaffolding, or anxiety-reducing activities are able to support the positive effects of ID factors and overcome their challenges (Gregersen & MacIntyre, 2014). This actionability enables teachers to plan learning environments that maximize learners' potential by engaging with their unique profiles of ID factors.

2.2.1. Personality

What is personality? According to the Oxford Learner's Dictionary, personality is the branch of a person's character that makes them different from others. De Raad (2000) notes that in scientific use, the term 'character', which carries some moral connotation as well, has gone out of fashion and has been replaced by the more neutral 'personality', the sum of all the traits that distinguish an individual. According to Pervin and John's (2001) set definitions, personality is that aspect of the individual that accounts for consistent patterns of feeling, thinking, and behaving. The first general problem that arises when we think about personality is the fact that different thinkers utilize the term quite differently, to cover different ranges of human nature. Personality is such a central aspect of psychology that each general split of psychological research has attempted to encompass the existing information in this field. Thus, the scope of theorizing might be as wide as the differences between various paradigms of

psychology. This is why the field of personality is "full of problems that split scientists along sharply drawn lines and give rise to rival, competing schools of thought" (Pervin & John, 2001, p. 25) (Dörnyei, 2005).

Although the Big Five model in research papers is not debatable, we should add that personality psychology is more than the Big Five trait model. Psychoanalytic approaches are still fertile grounds, and careful contributions are also made by research within the behaviorist, social-cognitive, and humanistic traditions. One of the challenges for the field is therefore to integrate the rather diverse approaches. A second important issue, further related to foreign language research, involves the impact of situational factors on the variation of behavior and personality. As this issue relates to some other ID variables, too (most notably motivation) (Dörnyei, 2005). According to Dörnyei (2005), personality psychology has inherently concentrated on long-lasting and stable personality traits from its outset, but it has increasingly become clear that by assuming absolute cross-situational stability of most traits, we might understand only part of the picture because there is evidence for cross-situational variability. To a degree, people are the same across situations, and to a degree, they are also different according to the situation (Pervin & John, 2001).

2.2.2. Aptitude

Language aptitude, distinct from general intelligence, refers to a specialized set of cognitive and perceptual abilities that empower learners to tackle the complexities of language acquisition. These comprise the capacity for noticing patterns from linguistic input, vocabulary recall, and restructuring of grammatical structures. Aptitude is relatively stable over time, suggesting a genetic or early developmental basis, yet may be augmented through training or exposure (Dörnyei, 2005, p. 43). The term is particularly useful in instructed situations, where students of high aptitude will develop more rapidly than others, even under the same conditions.

Language aptitude, primarily a cognitive construct distinct from affective factors such as motivation or personality, interacts significantly with variables like working memory and motivation to shape language learning success (Skehan, 2016). Aptitude is not the only guarantee of success because environmental influences, such as the quality of instruction or the effort put forth by the learner, come into play (Dörnyei, 2005, p. 44). Such a mature understanding emphasizes the importance of probing aptitude in situ, both considering its cognitive foundations as well as its applied instantiations in second language acquisition. Language ability has been the area of testing in FLA studies, where standardized tests have been developed to identify learners' language learning ability. The most well-known instrument is the Modern Language Aptitude Test (MLAT) developed by John B. Carroll and Stanley Sapon

in the 1950s. The MLAT tests abilities such as phonetic coding, grammatical sensitivity, rote memory, and inductive language learning, providing a comprehensive picture of the capacity of a learner (Carroll & Sapon, 1959). Such sub-elements are seen as critical to different stages of language acquisition, from the reception of sounds to the internalization of syntactic rules (Dörnyei, 2005, p. 46).

Additional procedures, such as the Pimsleur Language Aptitude Battery (PLAB) and the Defense Language Aptitude Battery (DLAB), have been used in educational and military contexts to predict language learning success. These are comparable to the MLAT in that they share a focus on cognitive ability but vary in their focus on certain abilities, such as auditory discrimination or the acquisition of vocabulary (Pimsleur, 1966). Though strong in their predictive ability, aptitude tests are not without their flaws, such as their focus on analytical skills, which may fail to capture the realities of communicative or naturalistic language acquisition (Dörnyei, 2005, p. 47). More contemporary aptitude testing has sought to address these weaknesses, incorporating implicit learning and working memory tests to account for the dynamic nature of FLA (Wen, 2016).

Language aptitude typically consists of several key components, each corresponding to a specific mental ability. Four key components identified by Carroll (1981) are:

- *Phonetic coding skill:* the skill of hearing, distinguishing, and reproducing the target language's sounds. It is a key ability for accurate pronunciation and listening competence, enabling learners to perceive phonemes and replicate native speech (Dörnyei, 2005, p. 45). Skilled phonetic coding ability learners are likely to excel at oral activities and gain better-quality accents.

- *Grammatical sensitivity:* the ability to recognize and construe the syntactic roles played by words within sentences. It is this faculty that helps the learners pay attention to the underlying syntactic regularities in situations where explicit tuition is lacking (Carroll, 1981). It is particularly significant where there is an intricate system of morphology (Dörnyei, 2005, p. 46).

- *Rote learning ability:* the capacity to memorize and recite linguistic information, such as words or set expressions. This function facilitates rapid lexical unit and formulaic phrase learning, which is essential for initial language use (Dörnyei, 2005, p. 45). Strong rote learning ability favors early FLA fluency.

- *Inductive language learning capacity:* the ability to learn rules and patterns from linguistic input. This capacity enables learners to generalize from instances and,

therefore, is critical in discovering underlying structures in a language (Skehan, 1989). It is also closely linked to implicit learning processes, whereby learners acquire information without being aware of it through exposure (Dörnyei, 2005, p. 46).

More research has further explicated this framework, including working memory as an integral part of aptitude. Working memory, or the retaining and processing of information in short-term memory, contributes to the handling of complex sentences and maintaining communicative fluency (Baddeley, 2003). Learners with high working memory capacity are better able to balance the cognitive burden of FLA, such as simultaneous comprehension and production (Dörnyei, 2005, p. 48). This expansion reflects a greater understanding of the interaction between aptitude and real-time language processing. Language aptitude plays an important role in foreign language acquisition (FLA) research and instructional methodology. In research, aptitude is a key variable to explain differences in learning. Studies have shown that high-aptitude learners are able to acquire more proficiency in a shorter time, particularly in formal instruction where analytical skills are preferred (Skehan, 1998). However, its operation in naturalistic settings, in which implicit learning is the norm, is not as well confirmed, and the need for greater ecologically valid measurement has been argued (Dörnyei, 2005, p. 49). Examining how aptitude interacts with other factors, such as motivation, anxiety, or pedagogy, is also necessary to construct an integrated theory of SLA (Robinson, 2002).

Teaching might be informed by learning learners' aptitude profiles. For example, good phonetic coding ability students may be assisted by pronunciation, and students with high grammatical sensitivity may do well in rule analysis exercises (Dörnyei, 2005, p. 50). Teachers may also adapt material to compensate for lower aptitude using explicit teaching or mnemonic devices to support low rote memory students (Skehan, 1989). Understanding aptitude as a variable promotes differentiated instruction, with all students provided with individualized support to achieve their best. Aptitude also has implications for program design and student placement. In immersion language programs, such aptitude testing as the MLAT might help identify applicants who would perform well under conditions of time pressure that are characteristic of military or diplomatic training (Carroll, 1981). However, over-reliance on aptitude testing risks unfairly denying lower-scoring learners with potential to succeed through hard work or other skills (Dörnyei, 2005, p. 51). Fair provision of language study opportunities demands balancing aptitude with other factors.

Although useful in explanation, language aptitude is conceptually and practically threatened by the reality that formal classroom settings do not easily accommodate the needs of informal or interactive contexts of language learning (DeKeyser, 2012). The priority given to analytical

skills also undervalues affective variables like communicative motivation, which play the most central role in the use of languages, as Dörnyei (2005, p. 52) points out. Moreover, education and cultural experiences may affect aptitude test performance, questioning the latter's universality, as Wen (2016) suggests. Future studies must create more sophisticated measures of aptitude that include implicit learning, social interaction, and computer learning environments. Incorporating concepts from cognitive psychology, including developments in working memory theory, might inform a more sophisticated understanding of the cognitive foundation of aptitude, as Baddeley (2003) has shown. Long-term follow-up investigations of how aptitude cross-fades with age, exposure, and type of instruction are necessary to elucidate its function in a range of FLA environments (Dörnyei, 2005, p. 53).

2.2.3. Motivation

FLA motivation is seen as the intrinsic and extrinsic factors that activate, channel, and sustain students' effort towards the learning of a foreign language. The requirements of learning, intensity of effort, and persistence in the face of adversity discriminate between motivated learners who persist in learning the FL and unmotivated learners who drop out (Dörnyei, 2005, p. 66). Unlike cognitive dimensions like aptitude, motivation is affective in nature, rooted in learners' attitudes, objectives, and affective responses to the learning process. Because of its dynamic nature, it changes over time and is contingent on classroom experiences, social interactions, and personal objectives (Gardner, 1985). Motivation is not a one-dimensional attribute but rather an intrinsic (interest-based) and an extrinsic (reward-based) combination of attributes, and consequently, it is the key mediator in FLA achievement (Dörnyei, 2005, p. 67).

The rationale for why motivation is so crucial is that motivation may compensate for other weaknesses, such as inferior capability or an unsuitable learning environment. Easily motivated learners tend to acquire the target language despite cognitive or environmental constraints, as they are driven by their passion to seek means for practice and upgrading (Ushioda, 1996). Even high-ability students may be negatively impacted by motivation, highlighting its significant contribution to FLA (Dörnyei, 2005, p. 68). This self-reinforcing interaction demonstrates how motivation needs to be holistically investigated in its theoretical underpinnings and pragmatic implementations to language learning.

Several theoretical models have informed the study of motivation in FLA, and these have made various contributions to the knowledge of its components and processes. Robert Gardner's socio-educational model requires two significant types of motivation: integrative and instrumental. Integrative motivation signals a motivation to belong to the FL community, out of interest in its people or culture, while instrumental motivation involves pragmatic motives,

such as advancing career or studies (Gardner, 1985). Both are strong, though the differential effect varies with context and purpose for the learner (Dörnyei, 2005, p. 72). For example, integrative motivation might be more salient in multicultural settings, while instrumental motivation might be more dominant in educational or professional settings. Building on these assumptions, process-oriented theory views motivation as a temporal process with three phases: preactional (choice motivation, effort initiation), actional (executive motivation, effort maintenance), and postactional (motivational retrospection, reflection on consequences). This model provides an understanding of how motivation evolves through goal-setting, task involvement, and self-monitoring, presenting a dynamic perspective of learner behavior (Dörnyei, 2005, p. 79).

2.2.4. Learning styles

Learning styles are individual differences in how learners perceive, process, and recall information in learning. They are differentiated from cognitive styles, which are more trait-like and stable (e.g., field dependence/independence), in that learning styles entail more general, context-dependent preferences (Dörnyei, 2005). This distinction emphasizes their dynamic nature in FLA, in the sense that learners are able to change approach in reaction to task demands or instructional environments. The discussion of learning styles includes classic models such as Kolb's (1976) experiential learning theory, which characterizes learners in terms of concrete experience, reflective observation, abstract conceptualization, or active experimentation preference. These preferences direct the response to language tasks. Similarly, Reid's (1987) language learning perceptual style preferences categorize styles as visual, auditory, kinesthetic, or tactile. Both models suggest that matching instruction with learners' stylistic preference enhances engagement and optimizes learning outcomes (Dörnyei, 2005).

FLA learning styles have their origins in psychological and educational theory and were conceptualized as relatively fixed tastes that combine with the learning environment to influence linguistic input processing. Most learning styles have a bipolar orientation (e.g., visual vs. auditory) and place learners along a continuum where multimodal orientation is a possibility (Dörnyei, 2005). This is in contrast to unipolar constructs like aptitude and highlights the dynamic nature of learning styles.

The model acknowledges controversies surrounding the validity of learning styles, citing criticisms for their empirical grounding. Taxonomies of learning styles may overlap with other constructs, such as learning strategies, and it is problematic to determine their specific contribution to FLA. Learning styles are still useful, though, to describe learner diversity and to create inclusive pedagogical approaches. Their interconnectedness with other IDs, such as

motivation and anxiety, is found in their congruence with theories like field independence, which relates cognitive processing to the efficacy of language acquisition (Dörnyei, 2005). Recognition of learners' stylistic preferences enables instructors to design activities that cater to diverse needs, promoting inclusive learning environments. While visual learners may excel in written texts or diagrams, auditory learners acquire knowledge through listening activities or oral discussions. An instructional balance utilizing more than a single modality caters to learners with flexible or multimodal preferences (Dörnyei, 2005). This also conforms to learner-centered pedagogy, which favors self-regulation by facilitating students to establish and use their preferred styles.

Personalized intervention, such as role-plays for kinesthetic learners or reading for visual learners, may enhance motivation, reduce anxiety, and boost language acquisition. However, stylistic expression is culturally and contextually determined. Collectivist learners will likely gravitate toward group-oriented tasks, and individualist learners toward individual ones. This kind of cultural responsiveness is needed in multicultural, multilingual classrooms where students are heterogeneous in background (Dörnyei, 2005). Learning styles in foreign language acquisition (FLA) face several challenges. One of the most critical problems is the lack of strong empirical evidence to support the correlation between some styles and measurable learning achievements. Tests, such as Reid's (1987) scale, have their psychometric validity questioned due to construct overlap and inconsistent findings in studies, leading to questioning about their uniqueness as opposed to other individual differences (Dörnyei, 2005). This ambiguity complicates their application in research and practice.

The second challenge is stereotyping students according to expressed preferences. Stereotyping by labelling (a student as being "visual," for example) misses the dynamic, contextually sensitive nature of learning style. A student preferring to receive instruction aurally on one task may do so visually on another due to task necessity or growing skill (Dörnyei, 2005). This ability poses practical dilemmas for classroom teachers, balancing individualization and the constraints of class size. Quantitative approaches need to be complemented by qualitative research, for instance, through questionnaires like Reid's scale, which may not be sufficiently capable of examining the intricate interactions of style with context. Qualitative research could provide information on how and why styles operate in diverse FLA environments (Dörnyei, 2005).

2.2.5. Learning strategies

While learning styles are favored information processing modes, learning strategies refer to specific approaches that learners consciously select to achieve learning goals (Dörnyei,

2005). The strategies belong to cognitive, metacognitive, and socio-affective types, each addressing various aspects of the learning process. Cognitive strategies involve explicit management of language material (e.g., memorization or inferencing), metacognitive strategies are involved with planning and monitoring learning (e.g., goal setting or self-assessment), and socio-affective strategies manage social relations and affect (e.g., peer feedback or anxiety reduction). The model draws on earlier work by Oxford (1990), whose Strategy Inventory for Language Learning (SILL) is a wide-ranging taxonomy of strategies including memory, cognitive, compensation, metacognitive, affective, and social strategies. This taxonomy specifies the set of techniques available to learners and how these might be utilized to overcome particular learning challenges (Oxford, 1990). The conversation also identifies the dynamic relationship between strategies and other IDs, for instance, motivation, recognizing that motivated students are also likely to utilize strategies to their best (Dörnyei, 2005).

The theoretical foundation of learning strategies in FLA is rooted in cognitive and educational psychology, particularly theories of self-regulated learning. Learning strategies are viewed as tools for self-regulation, enabling learners to control their cognitive processes, emotions, and learning environments. This perspective aligns with Zimmerman's (2000) model of self-regulated learning, which emphasizes forethought, performance, and self-reflection as cyclical processes that strategies facilitate. The framework also engages with the cognitive load theory, suggesting that strategic behaviors help learners manage the intrinsic, extraneous, and germane cognitive loads associated with language processing. The bipolar nature of some strategies (e.g., direct vs. indirect) allows learners to adapt their approaches to specific tasks or contexts, reflecting their flexibility in FLA (Dörnyei, 2005).

Criticism of learning strategies is also acknowledged, in that they may intersect with other constructs like learning styles or aptitude. The distinction between strategies and styles is discussed through the illumination of the conscious, deliberate nature of strategies as compared to the more automatic-like tendencies of styles (Dörnyei, 2005). However, research becomes more complex without an agreed-upon definition or taxonomy because of how various frameworks (e.g., Oxford's versus O'Malley and Chamot's) define and categorize strategies (O'Malley & Chamot, 1990).

Learning strategies have long-term effects on the learning of languages because they allow the learner to take a role in learning. The use of procedures like summarizing, self-monitoring, or cooperative learning might be encouraged by teachers, and these procedures fall under the cognitive, metacognitive, and socio-affective categories, respectively. Strategy instruction, as advocated for by Oxford (1990), involves modeling, practice, and strategy

assessment in a bid to help learners learn from strategies. This approach enhances autonomy of learning by enabling students to adapt strategies to fit contexts and needs (Oxford, 1990). The model emphasizes the importance of matching strategy instruction to learners' levels and cultural context. Novice learners may be assisted by systematic cognitive strategies such as rote memorization, while advanced learners may utilize metacognitive strategies such as selective attention to enhance their performance (Dörnyei, 2005). Cultural considerations also shape preference for strategy; for example, students from collectivist cultures might prefer social strategies such as group work, whereas students from individualist cultures might prefer independent strategies (O'Malley & Chamot, 1990).

Strategy instruction may also enhance motivation and reduce anxiety, two IDs most interdependent with strategy application. Positive self-talk, for example, socio-affective strategy, builds learners' confidence, while goal-setting, a metacognitive strategy, improves their progress sense (Dörnyei, 2005). Through teaching strategy training as part of the syllabus, instructors build a student-oriented environment that fosters both linguistic and psychological progress. However helpful they are, learning strategies face a number of concerns in FLA research and practice. Foremost among these is the lack of consensus on how they may be defined and categorized. Different taxonomies, e.g., Oxford's (1990) and O'Malley and Chamot's (1990), utilize different criteria, and as a result, research outcomes vary. This lack of standardization leads to the challenge of quantifying strategy use and its impact on learning outcomes (Dörnyei, 2005).

A second issue is differential strategy effectiveness across learners and settings. Proficiency level, motivation, and cultural variables influence which strategies are most effective, so results are hard to generalize. For instance, cognitive strategies like translation might assist beginners but hinder advanced learners who need to think directly in the target language (O'Malley & Chamot, 1990). Differential effectiveness underscores the need for individualized strategy instruction according to particular learner profiles. The empirical validity of strategy tests such as Oxford's SILL is also questioned. Self-report measures may be contaminated by the learners' awareness or unawareness of their strategy use, yielding untrustworthy data. Qualitative approaches such as think-aloud protocols or interviews are recommended as supplements to quantitative measures to obtain more detailed information on strategy use (Dörnyei, 2005).

Finally, the dynamic nature of strategy use creates practical challenges for teachers. Students may switch strategies as a function of task demands, proficiency levels, or extraneous conditions, and teachers would need to modify instruction accordingly on an ongoing basis.

This flexibility, while a hallmark of self-regulated learning, renders the creation of standardized curricula more challenging (Zimmerman, 2000).

2.3 Functions of ID factors in foreign language learning

The factors of IDs, encompassing cognitive, affective, and behavioral dimensions, play critical roles in determining the effectiveness and personalization of language acquisition. One of the most important functions fulfilled by ID factors is facilitating the engagement of learners in the language learning process. They control the extent to which learners participate actively in activities, seek opportunities to practice, and surmount challenges, thereby directly impacting contact and communication with the target language (Dörnyei, 2005). For instance, learners with favorable ID profiles easily initiate communication or insert themselves into authentic linguistic contexts, which enhances their acquisition.

ID factors also mediate the efficiency of language processing and storage. ID factors decide how learners perceive, organize, and store linguistic information and thereby control the rate and depth of learning (Oxford, 2011). The ID factors play this role through how some ID factors enable learners to focus on meaningful input, filter out distractors, and internalize richer linguistic structures. The construction of learner autonomy and self-regulation is one key function. ID components provide for learners as a means to establish ownership over the learning through goals, adopting an appropriate approach, and monitoring of self (Benson, 2011). Such independence springs from that sort of autonomy under which learners may make adaptations based on individual needs and alter expertise levels so central to distant achievements in the context of foreign language learning.

ID factors regulate emotional responses to the learning process, influencing learners' confidence, bounce-back capacity, and overall well-being. They determine whether learners handle failures, such as communication errors or difficulties with complex grammar, and whether they maintain a positive disposition towards learning (MacIntyre & Gregersen, 2012). Control of emotion is critical to sustaining effort and staying engaged. ID factors facilitate the individualization of the learning process. By reflecting individual preferences, strengths, and needs, they facilitate learners to approach language acquisition in a way that is compatible with their individual profiles, optimizing comfort and efficiency (Dörnyei & Ryan, 2015). Individualization is critical in multicultural classrooms, where one approach may not suit all learners. They also engage in predicting and accounting for variation in language learning achievement. ID factors account for variation in attainment between learners, enabling teachers to select students who may require additional assistance or tailored instruction (Gardner, 2007).

This predictive function supports pedagogical decisions, such as altering instructional methods or providing targeted interventions.

ID factors enable flexibility in adjusting to a variety of learning contexts, including formal classroom environments, simulation settings, or internet-based platforms. ID factors decide how students respond to different instruction approaches, cultural practices, or technology tools, so that learners are flexible while operating in varied contexts (Oxford, 2011). Globalized language learning environments increasingly demand such flexibility. Encouraging social interaction and communication in the target language is another function. ID factors condition learners' willingness to communicate with peers, teachers, or native speakers, a prerequisite for building communicative competence (Dewaele, 2009). ID factors condition the frequency and quality of such interactions, which influence fluency and cultural understanding. Researchers have outlined the emotional dimension as one of the most critical functions of ID factors, emphasizing that satisfaction or dissatisfaction with communicative needs arouses positive or negative emotions focused on communicating and the overall cognitive process for studying Ukrainian as a foreign language (Pylypenko & Kozub, 2020, pp 375–384). They stress that ID factors, particularly emotional responses, impact students' interest and engagement, as positive feelings result in motivation and effective learning outcomes in foreign language classes (Pylypenko & Kozub, 2020). Additionally, ID factors like motivation and anxiety are seen to dominate classroom dynamics, impacting learners' attitudes and engagement in distance education platforms for Ukrainian philology students (Babiuk, 2020 pp 4–15).

PART 3: PRACTICAL RESEARCH ON THE EFFECTS OF ID FACTORS IN FOREIGN LANGUAGE LEARNING

Having covered the theoretical foundations in the preceding paragraphs, it is evident that individual differences significantly contribute to foreign language learning outcomes. Factors such as motivation, cognitive abilities, and learning styles have a tendency to cause diverse experiences among students. Despite the advancement of teaching methodologies, addressing these differences remains a problem. Therefore, it is worth investigating the specific variables that influence the success of language acquisition.

The current research attempts to identify the most significant individual differences that impact foreign language learning, with particular reference to motivation, aptitude, and anxiety levels. This section presents the practical aspect of my research, focusing on the impact of individual differences (IDs) in foreign language learning (FLL). As a researcher, I aimed to identify the specific ID factors influencing learners' success in acquiring a foreign language. This investigation was designed to bridge theoretical insights with managing the findings directly relevant to educational practice. A mixed-method approach was adopted, combining theoretical foundations with empirical investigation. A comprehensive review of academic literature on IDs in FLL provided the theoretical basis, while the practical component consisted of data collection through a Google Forms questionnaire. The collected data were systematically analyzed to allow identification of patterns, correlations, and potential interactions between ID factors and language learning outcomes. The insights obtained from this research contribute to a more comprehensive understanding of how individual differences shape the FLL process, offering practical implications for both educators and learners.

3.1 Aims

This research aims to identify the individual differences (IDs) that influence the process of foreign language learning (FLL). Specifically, it seeks to explore how factors such as motivation, anxiety, aptitude, personality traits, and teacher support impact learners' success in acquiring a foreign language. Additionally, the study will investigate how these factors interact with each other, potentially enhancing or hindering language acquisition. Understanding these interactions may provide insights for educators and learners, promoting more effective teaching strategies and personalized learning approaches.

3.2 Methodology

The research utilizes a mixed-method approach, combining both theoretical and empirical elements. The theoretical component provides a foundation by reviewing existing literature on individual differences in FLL. The empirical component involves a direct

investigation of these variables among the selected participants, allowing for a practical understanding of how IDs affect language learning.

3.2.1 The process of the research

The research process began with a comprehensive review of the literature on individual differences in FLL, focusing on both traditional perspectives and dynamic systems theory. Following this, a Google Forms questionnaire was designed to gather data from participants. This questionnaire was structured to assess key ID factors, including motivation, anxiety, aptitude, personality traits, and perceptions of teacher support. Data collection was conducted through online means, ensuring ease of access for participants and standardized responses. After collecting responses, the data were systematically analyzed using descriptive and inferential statistics, aiming to identify patterns, correlations, and potential interactions between ID factors and language learning outcomes.

3.2.2 Participants

The research was conducted at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, involving 53 students who were actively engaged in FLL. These participants provided a diverse sample, representing various backgrounds, proficiency levels, and language learning experiences. Through a carefully designed methodology, it was investigated how factors such as motivation, anxiety, aptitude, personality traits, and teacher support affect the language learning process.

3.2.3 Research instruments

Google Forms, a free application created by Google, simplifies the quick and effective creation and distribution of forms for collecting various types of information. The information gathered through these forms is automatically saved and organized in a designated Google Sheet, accessible through Google Drive, ensuring smooth data management and retrieval (Ramaraj, 2019). As a research instrument, the primary method applied was an online questionnaire survey (Google Forms). This choice was influenced by:

- the capacity to reach a diverse group of participants;
- the ease of data collection and transparency offered by this method;
- its alignment with the investigation of individual differences in foreign language learning.

Supporting the questionnaire survey was the utilization of Microsoft Excel software. This software aided in converting quantitative responses into informative diagrams. It enhanced the visualization of data and facilitated a deeper understanding of the research findings.

3.2.4 Findings

In the course of the research on this specific topic, insights and perspectives were gathered from a total of 53 foreign language learners. All participants completed an online questionnaire survey. The questionnaire included a combination of 21 closed-ended and open-ended questions (see Appendices), allowing participants to highlight the diverse characteristics of individual language learners and share their personal experiences and stories. Among the students, 15 were aged 15-18, 29 were in the 19-22 age range, and 9 were over 22. All participants were enrolled at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Age is a critical factor in language acquisition, as research indicates that younger learners often show greater adaptability, while older learners may benefit from advanced cognitive skills (Lightbown & Spada, 2013). The age diversity among participants allows for exploring how age-related factors affect language learning.

The following section provides a detailed analysis of learner motivations (Diagram 3.2.4.1.). The respondents were categorized into four primary motivational orientations. Specifically, 15 participants demonstrated integrative motivation, indicating a desire to acquire language skills for purposes such as living, working, or studying abroad. This type of motivation is characterized by a focus on cultural integration and personal connection to the target language community.

Diagram 3.2.4.1. The types of motivation for learning a foreign language
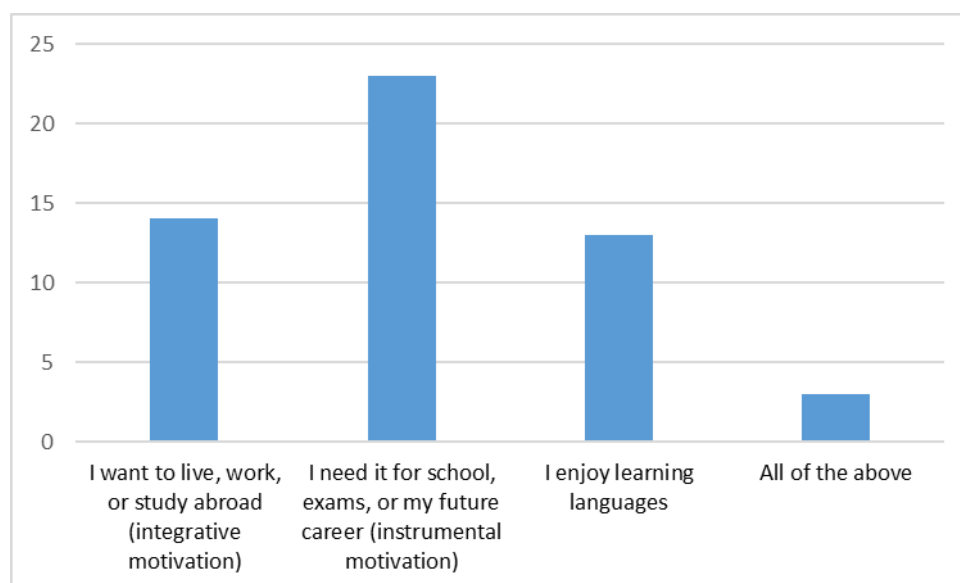

The largest segment, consisting of 22 participants, exhibited instrumental motivation. These individuals approached language learning primarily as a means to achieve practical goals, such as succeeding in academic contexts, passing examinations, or advancing in their careers. Instrumental motivation is typically associated with a focus on specific outcomes, such as

mastering vocabulary or grammatical structures essential for examinations. Another group of 13 respondents reported learning languages for intrinsic enjoyment. This category represents learners who engage with language acquisition for the inherent pleasure it provides, such as exploring linguistic structures, participating in language games, or discovering new expressions. The prominence of this group underscores the role of intrinsic interest in sustaining language learning efforts. Finally, a small group of 3 respondents indicated that their motivation was a combination of all the previously mentioned factors. This mixed-motivation group reflects the complexity of language learning, where individuals may be driven by multiple factors simultaneously.

The distribution of these motivational categories reveals that instrumental motivation is the most dominant, which is consistent with findings in educational psychology suggesting that external goals often drive learning behaviors. Integrative motivation, while less prominent, remains significant, emphasizing the importance of cultural and social connections. The presence of learners motivated by enjoyment further highlights the value of fostering a positive, engaging learning environment. The data presented in Diagram 3.2.4.1 not only illustrates the relative proportion of each motivational type but also serves as a framework for understanding how learners' goals influence their engagement and performance. Recognizing these diverse motivations might inform the design of language instruction, ensuring that both goal-oriented tasks and opportunities for cultural exploration are provided. Such an approach may cater to the needs of instrumentally motivated learners while also supporting those who value cultural engagement or enjoy the process of language learning itself.

The subsequent section provides an analysis of anxiety levels among language learners, as illustrated in (Diagram 3.2.4.2.). Participants were categorized into five distinct groups based on their self-reported anxiety levels when engaging in language learning activities. Specifically, 11 respondents indicated experiencing no anxiety at all, while 7 reported feeling slightly nervous. A larger segment of 14 participants described themselves as somewhat nervous, representing the most significant group in the study. Additionally, 11 respondents stated they felt moderately nervous, and 10 participants identified as extremely nervous.

Diagram 3.2.4.2. Anxiety when speaking a foreign language
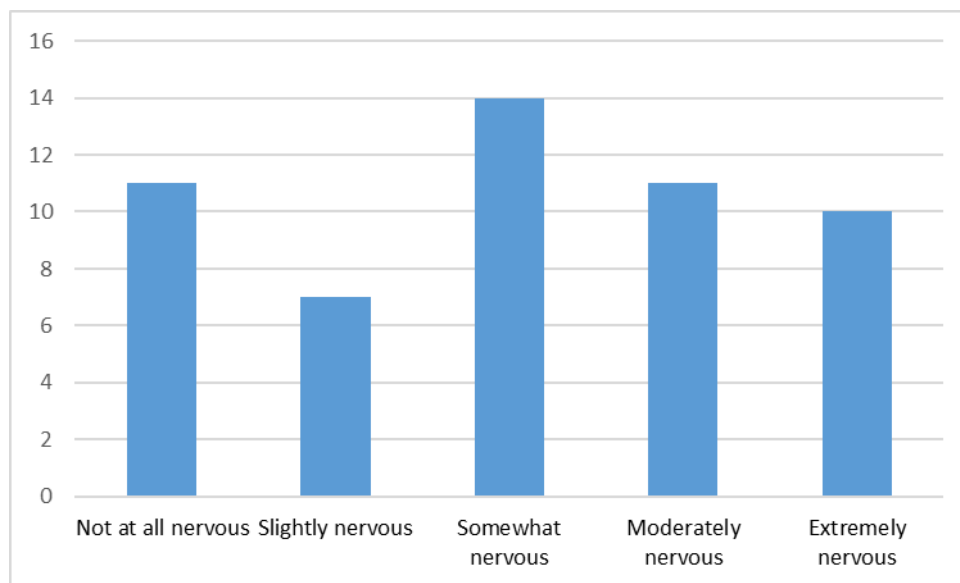
The diagram presents these five categories, clearly distinguishing the anxiety levels of each group, and the size of the segments reflects the proportion of learners in each group. The largest section of the diagram represents learners who reported feeling somewhat nervous. This group likely experiences moderate anxiety, potentially feeling uneasy during speaking tasks, tests, or assessments but still manages to engage with the language-learning process. Given the commonality of this anxiety level in language classrooms, it is important to consider pedagogical strategies that may alleviate moderate anxiety, such as providing structured practice sessions or offering supportive and encouraging feedback.

The learners who reported feeling no anxiety at all are presented in a separate category and occupy a smaller portion of the diagram. These learners are typically confident, perhaps due to previous exposure to the language, which allows them to approach tasks such as oral presentations or spontaneous conversations with ease. In contrast, the group of learners who described themselves as moderately nervous is represented by another similarly sized segment. These individuals may experience persistent, low-level anxiety that affects their overall performance, particularly during tasks involving speaking or public communication. This segment underscores the importance of recognizing that anxiety levels may vary, even among learners who exhibit similar levels of proficiency in the language. Strategies for addressing this anxiety could involve providing incremental challenges and reinforcing positive language use during classroom activities. In addition, the diagram illustrates the slightly nervous learners. This group is the smallest of the five, yet still noteworthy. These students likely experience only minor anxiety, perhaps only in high-stakes situations like exams or public speaking tasks. This level of anxiety may not significantly disrupt their learning, but the students would benefit from

being addressed to prevent escalation. Classroom activities that promote a relaxed atmosphere, such as pair work or informal group discussions, may help build their confidence and reduce their nervousness.

The final category consists of the learners who report being extremely nervous. These individuals experience heightened anxiety, which may severely hinder their participation, particularly in tasks involving public speaking or rapid responses. In the context of language learning, such anxiety may create significant barriers to engaging with peers, speaking in front of the class, or even responding quickly during timed activities. Addressing this severe anxiety requires a more personalized approach, including providing a non-threatening environment, offering one-on-one support, and encouraging relaxation techniques during stressful tasks.

The diagram offers valuable insight into the diversity of anxiety levels among language learners and highlights the importance of addressing these differences in an educational setting. For the 11 learners who report feeling no anxiety, challenging tasks such as leading discussions or presenting could further enhance their proficiency. In contrast, the slightly nervous learners may benefit from low-pressure, supportive activities that encourage confidence-building. For the somewhat nervous learners, strategies such as structured practice and gradual exposure to more challenging tasks may be most beneficial. The moderately nervous learners might require more intensive scaffolding, such as personalized feedback or slower-paced activities. Finally, for the learners who report extreme nervousness, a tailored approach focusing on individual needs and strategies to reduce anxiety would be most effective. Ultimately, the diagram emphasizes that anxiety is an important factor in language learning that requires careful consideration. By recognizing the varying levels of anxiety within a class, educators might create a more inclusive, supportive environment. Addressing learners' emotional needs through targeted interventions such as mindfulness practices, peer collaboration, and low-stakes assessments will contribute to a more conducive learning atmosphere for all participants.

The following diagram (Diagram 3.2.4.3.) categorizes respondents into five groups based on their self-reported organizational preferences: 6 individuals identified as very organized, 6 as organized, 25 as moderately organized, 8 as slightly organized, and 8 as not organized.

Diagram 3.2.4.3. Organization preferences among foreign language learners
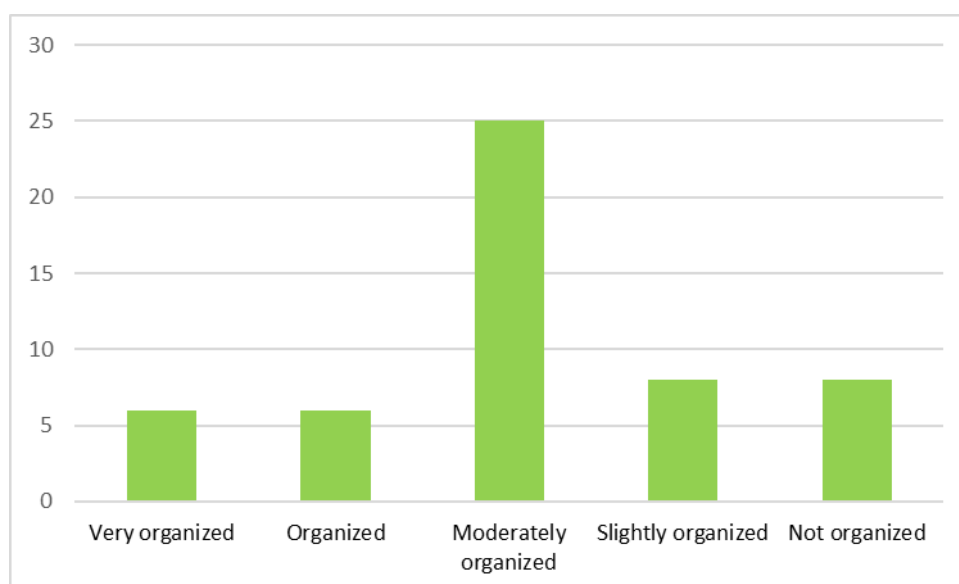
The diagram is carefully designed to represent the distribution of organizational preferences among the 53 respondents. The largest segment, representing the moderately organized learners, is prominent in the diagram due to its size. These learners likely exhibit a moderate level of organization, maintaining general notes or a flexible schedule but not adhering strictly to a detailed plan. Based on experience, students in this category are generally adaptable, managing their studies effectively while remaining open to flexibility in their learning strategies. The diagram's emphasis on this group suggests that they form a substantial portion of the class, and their presence encourages the development of lessons that offer a balance between structure and flexibility.

The categories of very organized and organized learners each include the same amount of respondents. The very organized learners likely excel in environments that require meticulous planning, using systems such as color-coded notes, strict schedules, or detailed study plans. On the other hand, organized learners, while still valuing structure, may be less detail-oriented, preferring to focus on key priorities without requiring every aspect of their study routine to be precisely planned. The diagram's equal size for both segments reflects their shared significance in the classroom. These learners likely perform well in tasks that require consistency, such as tracking progress or preparing for assessments. This visual representation serves as a reminder to provide resources like detailed syllabi, study guides, or timelines to support these learners. The slightly organized learners occupy a smaller portion of the diagram. These students might utilize minimal organizational strategies, such as keeping a basic notebook or making occasional to-do lists, but they do not prioritize organization as heavily as other groups. In a language learning context, these learners may benefit from simple tools or

gentle prompts to help them stay on track, such as vocabulary logs or weekly checklists. The diagram's inclusion of this group emphasizes the need for support without overwhelming these students with overly complex systems. The representation encourages the creation of resources that are straightforward and accessible for learners who prefer a less structured approach to organizing their studies.

The final category, consisting of the learners who reported not being organized, is represented by another distinct segment in the diagram, marked by a unique color. These learners likely engage with their studies in a spontaneous or unstructured manner, perhaps addressing tasks as they arise without long-term planning. In language learning, this lack of organization may hinder their ability to build long-term skills, such as accumulating grammar knowledge or retaining vocabulary. The diagram highlights the importance of offering scaffolding to these students, such as short-term goals, flexible deadlines, or gamified tasks, to encourage engagement while avoiding overwhelming them. While the number of learners in this group is small, their presence in the diagram emphasizes the need to create inclusive lesson plans that accommodate all learning styles.

Reflecting on the diagram, it serves as a roadmap for supporting learners with varying levels of organizational preferences. For the very organized learners, providing detailed resources such as structured study guides or progress trackers would be most beneficial. The organized learners will also benefit from tools that promote structure, but with an element of flexibility, such as optional assignments or customizable study plans. For the moderately organized learners, offering balanced resources—such as templates for note-taking or flexible schedules—will cater to their adaptable nature. The slightly organized learners would benefit from simple, low-pressure tools, while the learners in the not organized category might respond better to engaging, short-term tasks that help build consistency without overwhelming them with rigid structures. The diagram also emphasizes the importance of teaching organizational skills alongside language content. While the very organized and organized learners may already possess strong organizational habits, the moderately organized, slightly organized, and not organized groups may need additional guidance to develop their organizational skills. To address this, activities such as time-management workshops, goal-setting exercises, or simple planning tasks may be integrated into lessons to benefit all learners. The diagram's clear categorization allows instructors to identify the specific needs of each group, thereby fostering a more inclusive and supportive learning environment.

The data presented in Diagram 3.2.4.4. categorizes participants according to their preferred learning styles: 34 respondents identified as visual learners, 11 preferred auditory

methods, 4 leaned toward kinesthetic approaches, and 4 indicated comfort with all learning styles. These findings not only highlight the diversity of learning preferences within the classroom but also underscore the necessity of adopting differentiated teaching strategies to optimize learning outcomes. Analyzing these preferences provides key insights into how educators may tailor their approaches to accommodate various learning styles, ensuring a more inclusive and effective learning environment.

Diagram 3.2.4.4. Learning style preferences among foreign language learners
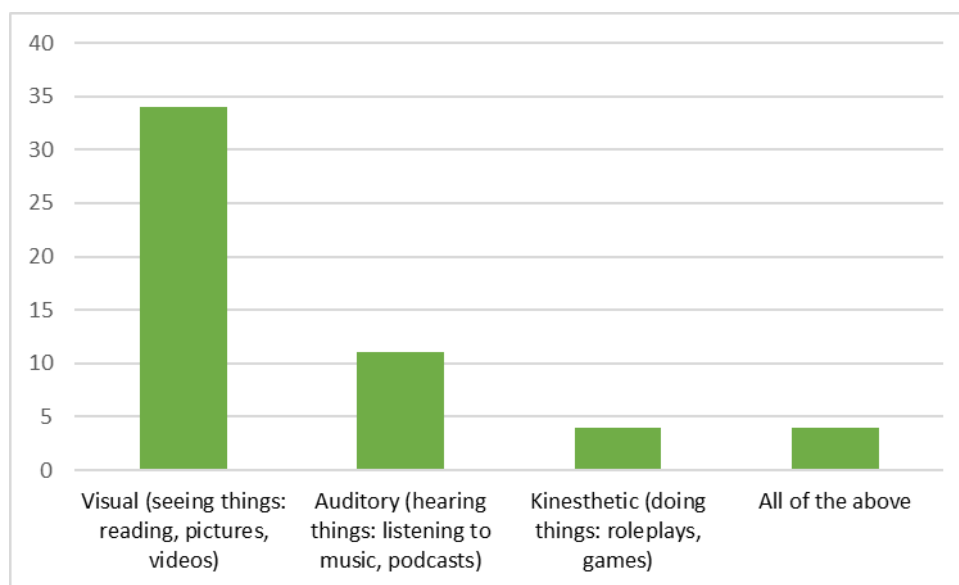
The largest segment of respondents, consisting of 34 visual learners, predominates the diagram. This group benefits from learning methods that involve visual stimuli, such as images, charts, written text, and videos. Given the prominence of visual learning in academic settings, this preference aligns with the widespread use of visual aids like slideshows, diagrams, and instructional videos. Visual learners often excel in tasks that involve reading comprehension, diagram analysis, or interpreting written content. For these learners, presenting information visually, such as using diagrams of grammar structures or videos demonstrating pronunciation, supports their learning process and enhances retention. In my experience, students who prefer visual input tend to perform well when information is clearly organized and visually accessible, enabling them to mentally categorize and internalize knowledge more effectively.

The auditory learners, although fewer in number, represent a crucial subset of the group. These students thrive in environments where information is delivered through sound, such as listening to lectures, discussions, or audio recordings. This preference suggests that auditory learners excel in activities that involve spoken language, such as listening to native speakers, participating in dialogues, or practicing pronunciation. Auditory learners are more attuned to nuances in tone, intonation, and rhythm, which is vital for language acquisition and fluency.

Incorporating audio-based resources, such as podcasts or listening exercises, would likely enhance their learning experience and foster better language comprehension. The diagram's distinct representation of auditory learners highlights the importance of integrating auditory materials into lessons, allowing these learners to engage with content through their preferred medium.

The kinesthetic learners, while a smaller group, are of particular interest due to their often-overlooked needs in traditional educational settings. These learners benefit from physical engagement with learning tasks, such as roleplays, simulations, or hands-on activities that involve movement. Kinesthetic learners may struggle with passive learning methods but excel in interactive, dynamic environments where they might physically engage with the material. For example, incorporating activities like acting out dialogues, using flashcards in group settings, or moving around the classroom to match vocabulary with images would cater to their learning preferences. Although small in number, the kinesthetic learners highlight the importance of including tactile or interactive elements in lessons to ensure that all learners are accommodated, especially those who thrive in more physical or participatory learning environments.

The final group consists of learners who reported being comfortable with all learning styles, a notable segment due to its versatility. These students exhibit adaptability, engaging equally well with visual, auditory, and kinesthetic methods. Their ability to process information through multiple channels indicates a level of flexibility that may stem from prior exposure to diverse teaching methods. This flexibility suggests that these learners are capable of handling a wide range of learning activities, making them well-suited to diverse teaching approaches. Their inclusion in the data emphasizes the importance of recognizing that not all students fit neatly into a single category. Educators must remain flexible, allowing for variations in learning methods that accommodate students with a broader range of preferences.

Reflecting on the findings, the data underscores the importance of adopting a multifaceted approach to teaching. While the large segment of visual learners suggests that visual materials should play a central role in lessons, the smaller groups of auditory and kinesthetic learners must also be considered. These findings point to the necessity of incorporating various teaching strategies to address diverse learning styles within the classroom. For example, a single lesson could integrate a visual component such as a video for the visual learners, an audio recording or discussion for the auditory learners, and a hands-on activity like a roleplay for the kinesthetic learners. The group that is comfortable with all learning styles would likely benefit from this varied approach, as it provides opportunities for

engagement through multiple channels. What emerges from these findings is the critical role of understanding individual student preferences. The presence of visual learners indicates the need to prioritize visual content, such as diagrams, written examples, or multimedia resources. Simultaneously, auditory learners would benefit from more opportunities to engage with spoken language, while kinesthetic learners require more interactive tasks. The flexibility of the learners comfortable with all styles reminds educators of the importance of offering a variety of methods, ensuring that all students may find their preferred mode of engagement. Ultimately, these insights encourage a more inclusive and adaptable teaching approach, one that recognizes and accommodates the diverse learning needs within a classroom.

3.3 Consequences and pedagogical implications

The analysis of learner motivation, anxiety levels, organizational preferences, and learning styles within a foreign language classroom provides valuable insights into how different factors affect students' engagement, performance, and overall learning experiences. By examining the data presented in the previous sections—motivation, anxiety, organizational styles, and learning preferences—several pedagogical implications may be drawn that inform and guide effective teaching strategies.

For students driven by instrumental motivation, pedagogical strategies should focus on practical, goal-oriented tasks. These learners often thrive in structured environments that clearly link language learning to concrete outcomes, such as passing exams or securing job opportunities. In the classroom, this may involve incorporating activities such as exam preparation exercises, resume-building tasks, or career-oriented dialogues. Teachers should also emphasize the development of specific language skills, such as grammar and vocabulary, that directly support academic and professional achievements. Integrative motivation, on the other hand, calls for a more culturally and contextually rich learning environment. Learners who are motivated by a desire to live, work, or study abroad are likely to benefit from activities that promote cultural understanding and real-world language use. Teachers should incorporate authentic materials, such as news articles, travel brochures, or videos about life in the target language's culture, to appeal to these learners. Role-plays, simulations, and discussions about life in a foreign country could also engage students' interest and help them build the linguistic skills needed for real-life communication.

For learners who enjoy the process of learning itself, pedagogical approaches should emphasize creativity and open-ended exploration. These students often thrive in environments where they may experiment with language through storytelling, games, or unstructured projects. Teachers might design tasks that allow for self-expression, such as creating language-

based art projects or writing short stories. These learners may also benefit from a classroom atmosphere that encourages curiosity, where the process of learning is as valued as the final product. The small group of students who exhibit a blend of motivations—integrative, instrumental, and enjoyment—requires a flexible teaching approach. A mix of activities that balance practical language skills with cultural immersion and creative expression would likely be the most effective. For this group, offering diverse learning opportunities may maintain their motivation and support their varied interests.

The distribution of anxiety among learners highlights the need for differentiated teaching methods to accommodate varying levels of nervousness. For students who experience moderate or high anxiety, teachers must create a supportive and low-stakes environment that helps reduce stress and fosters confidence. The largest group, consisting of somewhat nervous learners, requires structured practice and positive reinforcement to alleviate their anxiety. These learners may benefit from activities that provide clear expectations and manageable challenges, such as guided conversations or task-based learning exercises. Teachers may reduce anxiety by offering immediate feedback and providing opportunities for peer interaction in a supportive, non-threatening environment.

Moderately nervous learners, who are likely to experience more pronounced anxiety, require additional scaffolding. Gradual exposure to speaking tasks, starting with less stressful activities like pair work or one-on-one conversations, may help build their confidence over time. Teachers should also provide consistent, constructive feedback, reinforcing progress and minimizing the emphasis on mistakes. Extremely nervous learners, who may struggle to engage in tasks requiring speaking or public interaction, necessitate personalized strategies. One-on-one support, such as private speaking sessions or stress-reducing activities like mindfulness exercises, are able to help these students manage their anxiety. Additionally, offering alternative methods of participation, such as written responses or recorded speeches, might provide these learners with opportunities to engage without the pressure of speaking in front of the class.

For students who report minimal anxiety, teachers may incorporate more challenging tasks, such as impromptu speeches or debates, to maintain their interest and engagement. However, it is crucial that these activities do not alienate other students or exacerbate their anxiety. In all cases, teachers should maintain a sensitive awareness of students' emotional states and adapt their teaching methods accordingly.

CONCLUSION

The current thesis has explored the critical role of individual differences (IDs) in foreign language learning (FLL), integrating theoretical insights with empirical findings to deepen the understanding of learner diversity and its implications for pedagogy. The study confirms that IDs, encompassing cognitive, affective, and behavioral variables, significantly shape language acquisition outcomes, aligning with the foundational works of Dörnyei, Oxford, Gardner, and Skehan. The empirical data from 53 learners at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education provide concrete evidence of how motivation, anxiety, organizational preferences, and learning styles influence FLL, offering actionable insights for educators and researchers. The findings highlight the diversity of motivational drivers, with instrumental motivation being the most prevalent, followed by integrative and enjoyment-driven motivations. The significant presence of instrumental motivation reflects the practical demands of a globalized world, where language proficiency is tied to academic and professional success. Integrative motivation, linked to cultural engagement, is particularly relevant in diverse settings, while enjoyment-driven motivation emphasizes the affective dimension of learning. These findings suggest that educators should tailor motivational strategies to learners' goals, such as incorporating career-oriented tasks or cultural immersion activities.

Anxiety emerged as a critical factor, with a spectrum of responses from non-anxious to extremely anxious learners. The prevalence of moderate anxiety among participants aligns with findings on the debilitating effects of foreign language anxiety. This variability necessitates targeted interventions, such as creating low-pressure environments or using positive reinforcement, to mitigate anxiety's impact on performance. The presence of non-anxious learners highlights the role of self-efficacy, suggesting that fostering confidence through prior exposure or supportive feedback may enhance outcomes. Organizational preferences revealed a majority of moderately organized learners, indicating adaptability and potential for self-regulation. The structured approach of very organized and organized learners aligns with conscientiousness in the Big Five Model (Dörnyei, 2005), while less organized learners require scaffolding to build self-regulatory habits. These findings emphasize the importance of teaching organizational skills alongside language content to support diverse learner profiles. Learning style preferences, dominated by visual learners, reflect the academic context's reliance on written materials, as noted by Reid (1987). The presence of auditory, kinesthetic, and versatile learners underscores the need for multimodal instruction to accommodate diverse preferences. This aligns with the advocacy for inclusive pedagogy that balances visual, auditory, and kinesthetic activities to enhance engagement and learning outcomes. Theoretically, this study

contributes a synthesized framework that integrates cognitive, affective, and behavioral dimensions of IDs. The empirical findings support Complex Dynamic Systems Theory, highlighting the non-linear, context-dependent interactions among ID factors. Practically, the results inform learner-centered pedagogies, advocating for differentiated instruction, strategy training, and culturally sensitive curricula to address diverse learner needs. These approaches may enhance motivation, reduce anxiety, and promote equity in language education.

Future research should adopt longitudinal designs to explore how ID factors evolve over time. Qualitative methods, such as interviews or think-aloud protocols, could provide deeper insights into learners' experiences, complementing quantitative data. Additionally, ID factors interact with technology-mediated instruction, further investigations are required in this field to have a deeper insight into the correlation between ID factors and the digital learning environment.

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SUMMARY IN UKRAINIAN

Ця кваліфікаційна робота досліджує ключову роль індивідуальних відмінностей (ІВ) у вивченні іноземних мов (ВІМ), поєднуючи теоретичні висновки з емпіричними даними для глибшого розуміння різноманітності учнів і її значення для педагогіки. Дослідження підтверджує, що ІВ, які охоплюють когнітивні, афективні та поведінкові змінні, суттєво впливають на результати засвоєння мови. Це узгоджується з фундаментальними працями Dörnyei, Oxford, Gardner, та Skehan. Емпіричні дані, зібрані від 53 учнів Закарпатського угорського інституту імені Ференца Ракоці ІІ, надають конкретні докази того, як мотивація, тривожність, організаційні вподобання та стилі навчання впливають на ВІМ, пропонуючи практичні рекомендації для викладачів і дослідників.

Результати підкреслюють різноманітність мотиваційних чинників: найпоширенішою є інструментальна мотивація, за нею йдуть інтегративна мотивація та мотивація, пов'язана із задоволенням. Домінування інструментальної мотивації відображає практичні вимоги глобалізованого світу 2025 року, де володіння іноземною мовою тісно пов'язане з академічним і професійним успіхом. Інтегративна мотивація, пов'язана з культурною залученістю, є особливо актуальною в багатокультурних середовищах, тоді як мотивація, зумовлена задоволенням, підкреслює афективний аспект навчання. Ці висновки свідчать про необхідність адаптації мотиваційних стратегій викладачами до цілей учнів, наприклад, шляхом включення кар'єрно орієнтованих завдань або заходів із культурного занурення.

Тривожність виявилась критичним чинником, що варіюється від відсутності тривожності до її високого рівня серед учнів. Переважання помірного рівня тривожності узгоджується, щодо її негативного впливу на вивчення іноземної мови. Така варіативність вимагає цілеспрямованих педагогічних втручань, зокрема створення навчального середовища з низьким рівнем тиску або використання позитивного підкріплення, щоб мінімізувати вплив тривожності на результати. Водночас наявність нетривожних учнів підкреслює значення самоефективності, що свідчить про важливість формування впевненості через позитивний досвід і підтримувальний зворотний зв'язок.

Організаційні вподобання показали, що більшість учнів мають помірний рівень організованості, що свідчить про адаптивність і потенціал до саморегуляції, як це підтверджує. Структурований підхід більш організованих учнів відповідає добросовісності в моделі "Великої п'ятірки" (Dörnyei, 2005), тоді як менш організовані учні потребують підтримки для розвитку навичок саморегуляції. Ці результати

наголошують на важливості навчання організаційних умінь разом із мовним матеріалом для підтримки учнів з різними навчальними профілями.

Стилі навчання, зокрема переважання візуального стилю серед учасників, свідчать про залежність академічного контексту від письмових матеріалів. Наявність слухових, кінестетичних і універсальних учнів підкреслює потребу в мультимодальній інструкції, яка враховує різні стилі навчання. Це узгоджується з ідеями, щодо інклюзивної педагогіки, яка балансує візуальні, слухові та кінестетичні активності для підвищення залученості та ефективності навчання.

З теоретичного боку дослідження пропонує синтезовану структуру, що інтегрує когнітивні, афективні та поведінкові виміри ІВ. Емпіричні результати підтримують теорію складних динамічних систем, підкреслюючи нелінійний, контекстуально залежний характер взаємодії між факторами ІВ. У практичному вимірі результати сприяють розвитку педагогіки, орієнтованої на учня, закликаючи до впровадження диференційованого навчання, стратегічного тренінгу та культурно чутливих навчальних програм для задоволення різноманітних потреб учнів. Такі підходи здатні підвищити мотивацію, знизити рівень тривожності та сприяти рівності в мовній освіті.

Майбутні дослідження мають використовувати лонгітюдні дизайни для аналізу еволюції факторів ІВ з часом. Якісні методи, такі як інтерв'ю або протоколи мислення вголос, можуть надати глибші уявлення про досвід учнів, доповнюючи кількісні дані. Крім того, дослідження ролі цифрових навчальних середовищ, що набувають все більшої актуальності у 2025 році, може допомогти краще зрозуміти, як ІВ взаємодіють із технологічно опосередкованим навчанням. Отримані результати також підкреслюють потребу в програмах підготовки вчителів, які забезпечують викладачів навичками ефективного реагування на різноманітність учнів.

APPENDICES

1. **What is your age?**
- Under 15
- 15–18
- 19–22
- Over 22

2. **What is your gender?**
- Female
- Male

3. **What is your native language?**

4. **What foreign languages are you currently learning?**

5. **At what age did you start learning a foreign language?**
- Before 6 years old
- 6–10 years old
- 11–15 years old
- After 15 years old

6. **How many hours per week do you study foreign languages (both at school and outside)?**
- Less than 1 hour
- 1–3 hours
- 4–6 hours
- More than 6 hours

7. **How would you rate your current language proficiency?**
- Beginner
- Intermediate
- Advanced

8. **Why are you learning a foreign language?**
- I want to live, work, or study abroad (integrative motivation)
- I need it for school, exams, or my future career (instrumental motivation)
- I enjoy learning languages
- All of the above

9. **How motivated do you feel to learn a foreign language?**
- Not at all motivated

- Slightly motivated

- Somewhat motivated

- Moderately motivated

- Extremely motivated

10. Do you set specific goals for your language learning?

- Yes

- No

11. Do you feel nervous when speaking a foreign language?

- Not at all nervous

- Slightly nervous

- Somewhat nervous

- Moderately nervous

- Extremely nervous

12. How often do you avoid speaking because you are afraid of making mistakes?

- Never

- Sometimes

- Often

13. Do you like speaking and socializing with others in the target language?

- Yes

- No

- Sometimes

14. Are you open to trying new learning methods (apps, videos, speaking clubs)?

- Yes

- No

15. How organized are you when it comes to planning your language studies?

- Very organized

- Organized

- Moderately organized

- Slightly organized

- Not organized

16. How do you prefer to learn?

- Visual (seeing things: reading, pictures, videos)

- Auditory (hearing things: listening to music, podcasts)

- Kinesthetic (doing things: role plays, games)

17. Which activity do you find most helpful?

- Grammar exercises

- Speaking practice

- Listening practice

18. Do you often use learning strategies like making vocabulary lists, flashcards, or summarizing texts?

- Yes

- No

- Sometimes

19. If you marked yes, please write them down.

20. How often do you check your own mistakes and try to correct them?

- Never

- Sometimes

- Often

21. What do you usually do if you don't understand something immediately?

- Guess the meaning

- Ask for help

- Skip and return to it later

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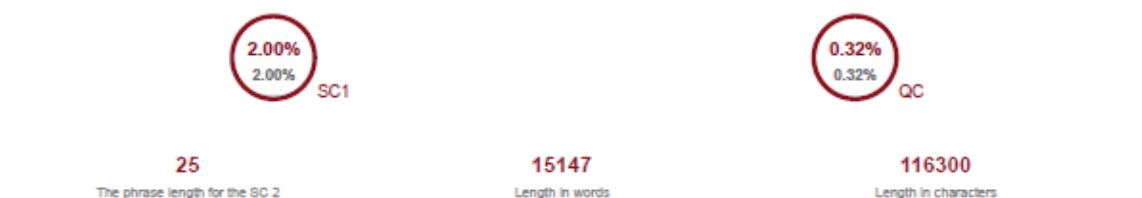**7_BA_N_Kukri_Kamilla**

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