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Role of individual differences in second language acquisition

Bachelor thesis

Praha 2017

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ACKNOWLEDGEMENTS

I would like to thank my supervisor, Gabriela Seidlová Málková, for her help in writing my bachelor thesis.

I am also grateful to my family and to my boyfriend for their support and help.

## Statutory Declaration

I declare that I have written this Bachelor Diploma Paper, *Role of temperance in second language acquisition*, myself and on my own. I have duly referenced and quoted all the material and sources that I used in it. This Paper has not yet been submitted to obtain any degree. V Praze dne (in Prague, date) ..... Podpis (Signature)

## Abstract

In connection to the progressive development of society in recent years, there has been an increasing interest in a foreign language learning. English is considered to be the most popular foreign language spoken by a large part of the population. Some people learn foreign languages easy, for other people it could be a very difficult task. Personality and its aspects is known as an important factor influencing the process of foreign language learning. One aspect of personality, temperament, is very often studied in relation to the second language acquisition.

Temperament is a set of emotional and psychological aspects of human personality, which characterizes the degree of excitability and its relation to reality. This term usually characterizes the innate human characteristics that determine the character of his or her mind, the degree of balance, emotional mobility.

The aim of this thesis is to review already existing research on the relationship of temperament and second language acquisition and analyze the current state of knowledge on temperament and its influence on the second language learning.

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## **1. Introduction**

Scientists since ancient times were trying to detect a pattern of the functioning of the human psyche (Hippocrates, ca 460 BC). In psychology term, temperament is a set of individual qualities of the human psychology manifested personal behavior and activities. A very important feature of temperament is its stability throughout a person's life. There are few different kinds of temperament, and the owner of each temperament requires an individual approach to learning foreign languages. It depends on temperament, which activities will be easy to complete for the person, and which will be incredibly difficult (Wikipedia).

Such thing as temperament is very individual and innate, and that is why the process of learning a foreign language should satisfy the need of an individual approach to each type of temperament (Tomas and Chess 1977).

In this work, I want to show that temperament is a crucially important component in second language acquisition and that is very important to consider the differences of temperaments while choosing any educational programs and learning activities. The fact that the temperament of each student is very important is undeniable, but very often, training programs are the same for a certain group of people despite the fact that all students are different, and each kind of temperament requires an individual approach to increase positive effect of learning. Due to individual approach to different types of temperament, it is possible to reduce learning time and help every student to understand his strengths and weaknesses in second language acquisition. Nowadays, it is very important because the right approach will help to save time. The learner will be able to use this time productively, for example, to study more material in a much shorter period.

In this lies the usefulness and relevance of this study, especially nowadays, because the study of foreign languages is crucial. Second language acquisition is strongly connected with first language acquisition because first language acquisition defines the nature of second language acquisition (Cook, 2010). Another very important aspect, which I want to discuss in this work, is learning difficulties and psychological factors that determine the process of learning. In this work presented few very important difficulties connected with the process of language learning. These difficulties are common nowadays, and it is crucial fact that we need to know how to deal with them. To summarize the introduction to this work, I want to add that in my work also presented the recommendation for learning process according to both individual differences, such as temperament and personal difficulties.

## **1.1 Research question and aims**

The main questions of this work are:

How does the using of personal differences in second language acquisition can become a method to increase productivity and decrease the time of learning?

Another very important question which will be discussed is how to deal with the individual difficulties during the process of learning.

In connection with this field of research, few other important topics will be discussed. I would like to underline the theme of temperament, its typology and importance in the learning process and second language acquisition.

Another question which will be discussed is which type of temperament is the best according to the works of authors which will be represented in my bachelor thesis.

Last but not the least in my thesis is the question of recommendations which can be provided for overcoming personal difficulties and turning disadvantages of personality into advantages.

## **2. Methodology**

This thesis is a review of the literature for a given topic. In this work will be used already existing researches related to the theme of the work. In addition to books connected with the topic of temperament, second language acquisition and learning a foreign language will be also used articles and works that will be useful for writing this work.

The reading expecting to receive an important information about different types of temperaments and their role in second language acquisition. Another very important aspect of this work is a classification of psychological factors that determine the process of learning and analysis of psychological difficulties in second language acquisition. Last but not the least important part of this work is the importance of individual approach and proposed recommendation for overcoming the difficulties.

The purpose of this work is to show the importance of an individual approach depending on the student's individual differences and implementing of this knowledge in programs of SLA. I chose the theoretical work because I want to compare the different studies to explore different approaches and to find the most effective recommendations swinging my theme.

### 3. What is second language acquisition?

The main aim of this paragraph is to answer the question what language acquisition is and how it differs from second language learning. There are many theories about what is second language acquisition, and one of them is Monitor Theory proposed by Stephen D Krasher (1981). The main hypothesis of Monitor theory is that adults have two different, independent systems, which develop the abilities of students in second language acquisition in two different ways. The first way is conscious language learning and second one is subconscious language acquisition. Subconscious language acquisition is supposed to be much more important than conscious language learning. In this theory, consciously studied language can only edit the linguistic material, which was learned subconsciously, and cannot be used as a source of spontaneous speech. This hypothesis is one of five hypotheses and it is called monitor model. According to this theory, the understanding of the comprehensive material plays the main role in language learning (Krashen, 1981, p. 2).

Monitor theory is one of five hypotheses of "Monitor model", according to which, comprehensive input material plays the main role in language acquisition. Understanding of the input material in written and spoken forms used to be the only mechanism, which leads to increase the linguistic competence, and the output considered having no influence on the abilities of a language learner (Krashen, 1981, p.12).

In addition, Krasher argued that competence in the study of language could be complete only under the condition that the language is "acquired" unconsciously and that conscious learning cannot be a source of spontaneous production of the linguistic material. Finally, he underlined that learning process dependent a lot on the mood of the student, and that is why the process of learning is very difficult if the last is under stress or does not want to learn the language.

It is also a very important fact, that the process used in acquiring a second language is very similar to the process of first language acquisition. According to Krasher (1981), it requires meaningful interaction in the target language, or in other words, natural communication, in which learners are concerned not with the form of their utterances but with the messages, which are clearer for them (Krasher, 1981, p.1).

On the other hand, second language acquisition it is the study of how learners create a new language system with only limited exposure to a second language.

The main aim of second language acquisition study is to discover why do learners do not achieve the same knowledge level as they achieve in their first language acquisition. This study also trying to discover why only few language learners achieve a level of the native speaker in more than one language (Susan M. Gass, Larry Selinker, 2008, p.1).

Second language acquisition is always influenced by many internal and external factors. Internal factors are the factors pertaining to the language learner, and external factors, are factors, which depends on learning situation (Ridha Fadillah, 2009, p.99).

Second language acquisition is very changeable science, which influenced by many factors. Some of them have a positive effect and some of them have a negative effect. The native language of the learner plays a very important role in second language acquisition. If first and second languages of the learner very different from second language, the learner's knowledge about the first language can interfere with the second language acquisition. On the other hand, if first and second languages are similar, the first language will actively aid second language acquisition. It can be called a positive transfer (first language and second language are similar) and negative transfer when the first and second languages are different. Negative transfer creates the areas of difficulties connected with second language acquisition. The Contrastive analysis was developed to identify the areas of difficulties because of first and second languages differences. By comparing learner's first language and the second language on linguistic differences can be predicted the learner's difficulties in SLA. Contrastive Analysis assumes that first language interferes with the second language (Ridha Fadillah, 2009, p.100).It is very important that both, first and second language acquisition are not fully understood yet. As a result, it leads to many controversies and disagreements among experts.

There are also social theories (theory of experience, a theory of the influence of the environment) in the study of the assimilation of the second language postulate, the primacy of experience over inner possibilities. According to the opinion of the researchers of this direction in the study of SLA, the experience and the environment determine the firm mastery of the second language.

The fundamental theory of this direction is Schumann's bodybuilding model. He studied the impact of social distance on SLA. Schumann analyzed the assimilation of English by the thirty-three-year-old Costa Rican Alberto, whose successes were very small, despite a long period of study. The conducted test for intelligence showed high results. Age didn't influence that because Coevals Alberto and even people older than him have learned the language better. The motivation was strong enough. However, the socio-psychological distance of Alberto was very high, therefore, the negative attitude towards the native speakers, to the language culture, the reluctance to accept this culture hampered the process of learning the language.

Long-term studies by Schumann have shown that students of a foreign language are divided into two types of bodybuilding:

Socially integrated into the community of native speakers and psychologically open to the culture of this community. Students of this type quickly integrate into the culture, become part of this society, they communicate with the native speakers quite a lot and readily accept the values and style of life of the country and people of the language being studied;

Reluctantly accepting culture and language and having difficulties, socially adapting in the community of native speakers. Communication of students of the second type is usually limited only to communication with the teacher.

Thus, social and psychological factors, according to Schuman, are the main determinants of the lasting assimilation of the second language.

There is another theory of the SLA study, which is mixed.

Mixed theories, characterizing the peculiarities of studying a foreign language, proclaim the significance of both factors - external and internal, i.e. both inborn knowledge and the influence of the environment. In this direction, two main theories should be distinguished: Givon's functional-typological theory and the Piemanem multivariate model.

Givon states that the student of the second language and linguistic systems moves from a pragmatic mode of communication to a syntactic one. Givon concluded that teaching a language and mastering a second language, for example, English, takes place according to a certain pattern. Using functional analysis in his research, he established that students of a foreign language move from slow speech to faster speech, from speech, grammatically incorrect, to correct, from simple words to complex ones.

The multidimensional model shows how social factors interact with cognitive mechanisms to produce clearly defined linguistic features. Piemann and Johnston established a certain sequence of passing stages in the development of linguistic phenomena. These five steps include:

- Word order;
- Interrogative sentences;
- Second language acquisition is a very young area of learning.

The study of SLA expanded and developed only last 40-45 years. Of course, people were interested in the field of language before, but only since that time, the study of this sphere has become more detailed. Second language acquisition studies learning of non-primary language. SLA has a great impact on such areas as psychology, linguistics, psycho linguistics, sociology, sociolinguistic. It connected with so many fields because SLA involves many processes, and it is a complex science, which requires examination from various, differing from each other, sides (Susan M. Gass, Larry Selinker, 2008, p.1).

## 4. Temperament and its role in the second language acquisition

### 4.1 Types of temperament

The study of human personality goes back to the famous Greek physician Hippocrates (460-379 BC). Hippocrates called “The father of medicine” and many of his works and theories are relevant nowadays. His description of “temperament” is that every person has genetically inherited “behavioral tendencies”, which is part of our DNA as our hair color or any other genetically inherited discipline. However, we cannot completely inherit all behavioral tendencies from our parents or ancestors because they have a huge influence of our unique environment. Many scientific types of research suggest that our environment influences about 50% of our personality and the other part are inherited from our ancestors or parents, so, these two main factors have an almost equal influence on our temperament or personality. According to many scientific analyses, human personalities are divided into four main types, which are divided into such categories as extrovert and introverts (Ekstrand).

We will talk about these types of temperament more specifically a little bit later, but now the main point is about the role of temperament in second language acquisition. As we already know, temperament is an individual innate personality, which is slightly changed by the influence of our environment or time, but still, it is quite stable (Wikipedia). The temperament or personality of the person has a high influence on SLA. To answer the questions concerning second language acquisition, we need firstly to study human personality. Researchers in this sphere investigate that learners bring both cognitive abilities and affective states, which influence the way they learn the second language. Some of these qualities help those studying activities, but some of them, on the other hand, slow down the process of learning (Shahila Zafar, 2012).

Temperament is divided into several types. According to Stelmack and Stalikas (1990), the classical theory of temperaments, or in other words humors, was firstly proposed by Hippocrates (ca 460 BC) in his work *Of the nature of man* (1978), but most parts of the work regarding this theory was done by Galen and his other descendants.

Hippocrates developed the scheme of the humoral pathology and his descendants developed main part of humors theory. Hippocrates believed that human moods and emotions were caused by body fluids, or in other words humors. In his theory, four primary humours are blood, yellow bile, black bile and phlegm. These are primary kinds of humors. In Greek medicine, it conceived that excess or deficiencies in the humors caused illness. Galen, in his famous work, *On the natural faculties* (1952, p. 169), describes humors as “compounded out of the Warm, the Cold, the Dry and the Moisture”. He argued that the four qualities were combined in four humors, and identified them with the qualities they proceed. In other words, he defined temperaments in terms of a mixture of

heat (warm and cold) and moisture (moist and dry). In his, another work *On the temperament* (1938) he described optional temperament in which all these qualities were in balance. This ideal temperament has ideal symmetry of physical and psychological qualities. Galen more than his predecessor linked main qualities between the humours and character. It was clear, that sanguine, choleric, melancholic and phlegmatic were not explicitly used to describe the character of the person. According to Galen, humors were the determinants of illness, but in his later works, he linked symptoms with differences of character. Galen gives the first integrated picture of the medical and physiognomic attributes of each humor.

Another very important scientist Nicholas Culpeper continued work of Galen and represented his own comprehensive picture of each type of humour. Another very important contribution of Culpeper was character description of each kind of temperament and description of possible combinations of all possible pairs of temperaments.

During the eighteenth century, temperament became also a philosophical topic. Well-known philosopher Immanuel Kant made a very important contribution to this topic. In his work *Anthropology from a pragmatic point of view* (1774), Kant clearly outlined differences between physiological and psychological meanings of temperament. From the physiological point of view, he characterized temperament as a complex physical constitution of a person and connected this meaning with ancient humoral theory. On the other hand, he also described temperament from the psychological point of view and referred it to the emotional part of the soul. In this kind of meaning, temperament had subjective components, such as feelings and objective components as activities.

Kant divided temperaments into activity temperaments and feeling temperaments and each of these was further subdivided to heightening (*intensio*) and slackening (*remissio*), according to individual vital forces. Lately, Kant classified the sanguine and melancholy temperaments as main bipolar temperaments of feelings with strong and short-lasting feelings, and, on the other hand, choleric and phlegmatic with weak but longer lasting feelings. He used only feelings and activities for division temperaments in two classes, introverts, and extroverts (Stelmack & Stalicas, 1990, p. 256)

## **According to Machkarina (2012):**

### **Choleric (yellow bile)**

Stendhal writes about choleric or bile kind of temperament that it is one of the most peculiar. In chemical terms, it is a substance, which is fuel, protein foaming. From the physiologist point of view, it is very mobile liquid, highly stimulating, and which is acting like yeast. Spiritual features of this type of temperament according to Stendhal are increased sensitivity, motion sharp and gusty. In the psychological literature, choleric temperament activities characterize the temper of a man. About this man saying that he is too hot, unrestrained. However, this individual quickly cools and calms down if circumstances starts to be better for him. To characterize a person with this kind of temperament we can use next set of qualities:

1) restless and fussy; 2) unrestrained and violent; 3) sharp and straight; 4) strong and proactive 5) obstinate; 6) resourceful in the dispute; 7) inclined to take risks; 8) forgiving and never offensive; 9) has a quick, passionate, uneven tone of speech; 10) aggressive; 11) capable to acting quickly and to make fast decisions; 12) persistent in achieving the goal.

### **Sanguine (blood)**

Sanguine by Stendhal is cheerful, with active heart, fast circulation, and high temperature. The spiritual qualities of sanguine according to Stendhal are elevated state mind, pleasant and bright thoughts and tender feelings. It is believed that the sanguine temperament characterizes a very cheerful person. He seems to be optimistic, full of hope, and with an innate sense of humor. He quickly ignites, but also quickly cools, losing interest to things, which seemed to be very important to him recently. Sanguine promises a lot, but not always keep their promises. He easily and with pleasure comes into contact with unknown people, he is a very good conversationalist, and all people are his friends. Distinction characteristics of this kind of temperament are kindness and willingness to help. Intense mental or physical work can be very tiring for the Sanguine.

Sanguine are:

1) happy and cheerful; 2) vigorous and efficient; 3) tends to overestimate himself; 4) is able quickly to grasp the new; 5) unstable in the interests and inclinations; 6) easy experiencing failure and trouble; 7) easily adapts to different circumstance; 9) quickly gets tired of the monotony of everyday hard work.

## **Phlegmatic (phlegm)**

Phlegmatic temperament inherent to Northern people, for example, the Dutch, says Stendhal.

Phlegmatic person moves are sluggish and slow. His normal state is calm and quiet well-being.

People with this kind of temperament usually characterized by softness, slowness, and laziness.

Phlegmatic temperament activity relates to a cold-blooded person. They express tendency rather to inaction than to hard, active work. These people slowly come in a state of excitement, but usually, this condition persists for a long time.

Phlegmatics are:

1) calm and cool; 2) moderate; 3) patient; 4) silent, do not like talk in vain; 5) bringing what they have started to the end; 6) strictly adheres to the elaborated of the daily routine; 7) easily restrains impulses; 8) resistant to the approval or disapproval from other people; 9) permanent in their interests; 10) slowly switches from one case to another; 11) hardly adapts to new environment.

## **Melancholic (black bile)**

Melancholic, writes Stendhal, is distinguished by the lack of movements, fluctuations, and caution in decisions. The senses of melancholics are deprived of spontaneity, this person managed to speak about simplest things with the shadowy and dark passion, according to Stendhal. Love for them is always a serious matter because it is always very hard for them to talk with other people about their feelings. Melancholic temperament activities, according to Kant, is mostly in a gloomy mood. Such a person usually lives complicated and stressful about the inner life, attaches great importance to everything that relates to him, has increased anxiety and a sensitive soul. Such a person is often restrained, and in control of himself, especially when he gives promises. He never promises what he is not able to do very and suffers from the fact that not may perform this promise, even if his execution does not come directly from him. Melancholics are:

1) shy; 2) lost in the new environment; 3) difficult to establish contact with strangers; 4) overwhelmed and confused with failures; 5) tired very quickly; 6) has a weak, quiet speech, sometimes falling to a whisper; 7) tearful; 8) extremely sensitive to approval and disapproval from others; 9) places high demands on themselves and others; 10) painfully sensitive and easily hurt; 11) extremely fragile; 12) tends to cause the sympathy and help of others.

## 4.2 The essence of temperament

The nature of temperament has been described repeatedly as different points of view:

Liquid theories (in Hippocrates: fierce blood (from the Latin *sanguis*) - gives energy, perseverance, determination, caustic bile (from the Greek *chole*) - causes irritability, irascibility, non-observance of the measure, spoiled, black bile (from the Greek *melaina chole*) - causes lethargy and despondency and mucus (from the Greek *phlegma* - phlegm) - cools the fervent blood and gets slow and cold-blooded;

Aristotle saw the cause of differences between people only in blood - the ability to coagulate blood, its rapidity in different people.

Roman doctors (for example, Claudius Galen - 130 in the city of Pergam of Asia Minor, was a physician of gladiators, died in 200), several centuries later, when translating the Greek term "beautiful" into Latin, replaced by another term - "temperament". Galen singled out 13 temperaments, even in individual parts of the body - among which were the four listed above. The first formal description of the four temperaments was given by Immanuel Kant, when he divided T into two groups: sensual T - sanguine and melancholic, effective T - phlegmatic;

Anatomical theories

The relationship of T with the structure of the central nervous system is the magnitude of the brain, the thickness of the nerves.

Phlegmatic melancholic - a small brain and delicate nerves (Albrecht Geller, G.Vrisberg).

The theory is based on the "tone" of nerves and muscles (anatomist I.Genle). The stronger the tone, the stronger the excitement of a person. A weak tone is characteristic of phlegmatic patients.

Theories associated with the exchange of substances (philosopher A. Foullier, 1901) - the decay and recovery of substances in tissues. Sanguine is dominated by a recovery process, choleric is characterized by rapid and strong decay, phlegmatic - slow and weak decay.

At one time PF Lesgaft (late 19 th century) adhered to the ideas of the epoch of rebirth and believed that the basis of the temperament are the features of the circulatory system: the thickness and elasticity of the walls, the diameter of the lumen, the structure, and features of the heart. Small gleam and thick walls - choleric; Small gleam and thin walls - sanguine; Large gleam and thick walls - melancholic; Large clearance and thin walls - phlegmatic.

Humoral theories - based not on the assumption of the interaction of the sympathetic and parasympathetic systems. Parasympatheticotonics are slow and calm, sympatheticotonics are impulsive and resolute. Theory based on the interaction of the thyroid and adrenal: sanguine - high

activity of both glands; Phlegmatic - weakness of both glands; Choleric - weakness of the thyroid gland, but the activity of the adrenal glands; Melancholia - activity of the thyroid gland, but weakness of the adrenal glands.

Which type of temperament is the best? The answer to this question is no one. This is due to the essence of temperament as the dynamic characteristics of the psyche. Temperament is the kind of personal dynamic characteristics (tempo, speed, intensity, strength, etc.) the manifestation of personality traits and mental processes. Temperament is a neutral factor of a psyche that is why each type of temperament neither good nor bad (if you do not associate the temperament and character).

Appearing in the dynamic characteristics of the psyche and of human behavior, every type temperament can have its advantages and disadvantages. People with the sanguine type of temperament are easily adapt to changing conditions of life, have a high level of performance, especially at the beginning of the work, but by the end of the work, the level of productivity is reduced because they are losing interest. On the other hand, those people who are characterized by the temperament of the melancholic type are slowly entry into the work, but they are hardier than sanguine. Their performance is usually higher in the middle or at the end of the work. In general, performance and the quality of the work of the sanguine and melancholic are the same, and the differences confined mostly to the dynamics of working in its different periods. The choleric temperament has the advantage that allows them to focus significant efforts in a short period, but after a prolonged time, people with this type of temperament do not always have enough exposure to finish work. Phlegmatic, on the contrary, is not able to gather and focusing quickly, but instead, he has a valuable ability to work hard for a long time and to achieve the goal of his work. Similar positions about equality of temperaments adhered such a large specialists in this field as Teplov and Nebylitsyn (1963). In their opinion, the question of what type of temperament is the best is unacceptable. The assumption that some types of temperament are better than others is very harmful from a social point of view and leads to an unjustified pessimistic conclusion, especially in pedagogy and psychology. However, this argument does not seem convincing. Jan Strelau writes that hardly anyone today will say that all people have same mental abilities, memory, etc. In our case, the researchers should keep in mind a different value of temperaments from the point of view of adaptive abilities, and this question should always depend on the specification of the situation.

### **4.3 Role of temperament in second language acquisition.**

In recent years, personal variables influence on learning style has increased a lot. To confirm this fact, we can use for example Temperament theory (Thomas and Chess, 1977) or Five Factor Personality Model (Busato, 1999). These two models are overlapping in significant ways. The concept of temperament is still unstudied in SLA (Thomas and Chess 1977). The concept of temperament refers to personal biological differences in life and learning. Rothbart and Derryberry (1981) defined it as constitutionally based individual differences in reactivity and self-regulation, which is generally relatively stable across age and cultures (Rothbart and Derryberry, 1981).

Researchers use learning style research with personality and cognitive styles to determine the ability of the student, predict which sides of the learning process will be hard to study and which one, on the other hand, he will perform easily, and also use this research for improving the classroom learning program (Reiff, 1992; Ehrman 2001).

There have been only a few changes in the models of learning styles since the 1980s. These few changes include Sternberg's mental self-government model (Sternberg, 1994), which comes from his study of pragmatic intelligence. Another change begins in the 1990s (Ehrman, 1993, Ehrman, 1998b and Hartmann, 1991), and it was the use of the Hartmann's psychologically based ego boundaries, approaches to address tolerance of ambiguity and defensive style. Ehrman has reworked the field of independence construct by differentiating it into two different interactive scales, a field of independence–dependence and of field sensitivity–insensitivity (Ehrman, 1996; and Ehrman 1997).

### **5. Psychological factors that determine the process of learning**

A psychological sphere has been studying personality research for many years. For example, Aristotle discussed different types of personality in his works. He described four temperaments as 'individual contribution to social order' in his work "The Republic" (c.325BC), where he used the Four Temperaments in the theory about people's character and their way to happiness.

Considerable research has focused on certain types, such as types measured on the standard Myers-Briggs Type Indicator, based on research, which was held in the 1950s and 1960s. Nevertheless, there is no theoretical limit to the number of types of personality, as any psychologist may provide a new test to delineate new types (M. Gass, Selinker, 1994).

Psychological and neurological evidence are usually connected to a hypothesis that second language acquisition has an early stage (not learning) that involves the right side of the brain in the learning process. Such a hypothesis could strengthen the parallel between first and second language acquisition, as there is a possibility that early first language acquisition also involves some right hemisphere participation (Krashen 1981, p.9).

Houston (2001) analyzed the basis of human memory and learning presented in theoretical and experimental psychological research. According to him, retention processes cannot be separated from the acquisition and transfer parts of the entire learning process defined as “a relatively permanent change in behavior potentiality that occurs as a result of reinforced practice” (2001, p. 4). All these processes are interconnected and distinctions among them are somewhat arbitrary (Sanatullova-Allison, 2014).

A significant factor in the success of teaching a foreign language is the psychologically correct formulation of goals. The objectives of teaching foreign languages can be different, but they are always extrapsychological and extralinguistic. The ultimate goals of teaching a foreign language are determined by the social order and the needs of the individual subject of training (VA Artemov, 1969).

The individual style of mastering a foreign language chosen by the subject of training is also significant for achieving success in this area.

Individual style of activity is manifested in the ratio of tentative, executive and control actions. In the study, N.V. Witt (1975) and A.V. Chupinina showed the presence of an individual style of speech as "a system of personal emotional preferences in relation to the linguistic and speech characteristics of the text."

Among the factors determining the individual style of speech, the authors singled out the emotional aspect of extra- and introversion. The verbal speech of extroverts is characterized by joyful or angry coloring, in contrast to the speech of introverts, which is offensive or moralizing. The volume of oral extroverts is many times larger than the volume of introverts (P. Ekman, 1979).

In the aggregate of factors influencing the success of training, a special place is occupied by motivation, as a factor giving activity direction, selectivity, meaningfulness and dynamism. Many domestic researchers also noted the high value of motivation in teaching foreign languages (P.Ya. Galperin, 1967, AA Leontiev, 1985, etc.). In the field of teaching a foreign language, psychological questions of motivation are solved in the works of AA. Alkhazishvili (1974), I.A. Winter (1997), Among the foreign authors, the important role of the motivational factor is emphasized by P. Pimsleur (1962), W.E. Lambert (1963), G. Zimmerman (1973), and others.

Studies show that external motives are not related to the content of the study material: duty, responsibilities (broad social motives), personal welfare assessment (narrowly social motives), lack

of desire to learn (negative motives). Internal motives, on the contrary, are related to the content of the educational material: cognitive activity, interest in the content of learning (cognitive motives), mastering the general methods of action, identifying cause and effect relationships in the study material (educational and cognitive motives). In this case, the key and decisive parameters are those that are inherent in this individual: personal experience, the context of activities, interests and inclinations, emotions and feelings, worldview, status in the team. This allows you to call the trainees true motivation.

### **5.1 Role of memory in learning activities**

The psychological construct of working memory in SLA research has significantly increased interest over the last decade. Working memory is a tool for the structures and processes used by humans to store and manipulate information. Short-term memory used to be most often and preceded the term working memory. The difference is that working memory focuses on the information's manipulation rather than just the storage of information, as was the case with short-term memory. Miyake and Shah (1999) provide a useful definition: “working memory is those mechanisms or processes that are involved in the control, regulation, and active maintenance of task-relevant information in the service of complex cognition, including novel as well as familiar, skilled tasks” (M. Gass, Selinker, 1994). Working memory capacity varies from individual to individual. That is why the ability to manage with numerous language tasks also varies from individual to individual. Researchers have used numerous ways to determine working memory capacity and there is difficulty in perfectly aligning the elicitation task with the underlying construct. It is important to note that defining the construct and measuring it, are not the same. Most measures use a dual-task format combining some memory measure with a processing memory.

Common among these is the reading span task (Daneman and Carpenter, 1980). In these tasks, participants may read a number of sentences and they were told to remember the last word of each sentence. At the end of a set of sentences (usually two to six), they are asked to write down (in order) the last word of each sentence. So that rehearsal will not take place, often they were asked to respond to the plausibility of each sentence (M. Gass, Selinker, 1994).

There are different models of working memory in the psychology literature. For example, a common one is the Baddeley and Hitch model (1974), about two slave systems, which are responsible for system maintenance. One system is known as the articulatory loop and the other as the visuospatial sketchpad. The articulatory loop contains phonological information, which is maintained by articulating the phonological information. For example, when you have to remember a phone number and you do not have a pen and paper to write it down, you will have to repeat the

number over and over until you can get to a phone to input the number or can find pen and paper to write it down. The second slave system is the visuospatial sketchpad, which, as its name implies stores visual and spatial information (M. Gass, Selinker, 1994).

Ellis (2001) proposed his working memory model. Ellis applied a constructivist approach to SLA, which holds that general processes of human inductive reasoning lead to language learning. “There is no language acquisition device specifiable in terms of linguistic universals, principles and parameters, or language-specific learning mechanisms” (Ellis, 2001, p. 38). Bates, Thal, and Marchman, as referenced by Ellis (2001), found that “learners’ language comes not directly from their genes, but rather from the structure of adult language, and from the constraints on communication inherent in expressing non-linear cognition into the linear channel provided by the human vocal-auditory apparatus” (p. 38). Chunking is a major principle of human cognition. Its essence, which is bringing together a set of already formed chunks in memory and welding them together into a larger unit, represents a fundamental associative learning process occurring in all representational systems (Sanatullova-Allison, 2014).

Conway, Kane, Bunting, Hambrick, Wilhelm, and Engle (2005) have a slightly different conceptualization of working memory. They found working memory as “a multicomponent system responsible for active maintenance of information in the face of ongoing processing and/or distraction”. One’s ability to maintain information is the result of domain-specific storage (with processes of rehearsal) and “domain-general executive attention”.

They provide the following exemplification of how this might work in novice and experienced chess players: “chess player will rely more on domain-general executive attention to store game information (e.g., recent moves or future positions) than on domain-specific skills (e.g., learned strategies and position patterns). In contrast, an expert chess player typically will rely more on domain-specific processes and skills to maintain information. However, even the expert have to use executive attention under some circumstances, such as playing the game in particularly demanding situations or under some sort of cognitive or emotional load (pp. 770–771)” (M. Gass, Selinker, 1994).

However, not all findings in this area have been positive. Leif French and Irena O’Brien in 2008 year tested Arabic and English non-word repetition before and after French-speaking children took part in an intensive English-as-a-second-language program. While performance on the English nonwords improve, there where no difference observed in Arabic nonword repetition.

Similarly, Vejnovic, Milin, and Zdravkovic (2010) compared reading spans of Serbian-English bilinguals in first language and second language as a function of second language proficiency. While second language duration was much longer for high-proficiency bilinguals than for low-proficiency bilinguals, there was only a nonsignificant trend for the first language duration. Designs

that are more powerful were used to find out whether this trend is a genuine effect. Papagno and Vallar suggested this hypothesis in 1995, but the difference was too small to be of practical value.

## **5.2 Attention as a factor of successful learning**

To many people, the idea that SLA is largely driven by what learners pay attention to and become aware of in target language input seems to be the essence of common sense. In the simplest terms, people learn about the things that they pay attention to and do not learn much about the things they do not attend. Others consider the hypothesis to be undesirably vague, lacking empirical support, or incompatible with well-grounded theories. In this part reviewed the evidence for the hypothesis, as well the major objections that have been raised against it, paying particular attention to learner characteristics such as motivation, aptitude, and language learning history that affect what learners notice and become aware of when processing second language input, Schmidt (2010).

Some accounts of second language development emphasize the importance of attention much more than others. If one is concerned only with linguistic competence and subscribes to a strong innateness position, that development is the mere triggering of innate knowledge (which is not only unconscious but also inaccessible in principle to consciousness), then the role of input is minimized and the role of attention to input even more so. Perhaps the only role for attention is that, presumably, at least the crucial evidence that triggers changes in the unconscious system must be attended (Schmidt, 1990).

Awareness (through attention) is necessary for noticing which in turn is crucial for learning. There was a number of studies considering the role of attention and awareness in language learning. Most studies show a connection between awareness and learning. For example, in a series of studies Leow and his colleagues (Rosa and Leow, 2004; Rosa and O'Neill, 1999) showed, through verbal report data during a task, that there was an association between awareness of a form and the learning of that form. They were also able to show that levels of awareness were an important part in understanding when learning took place. They found that awareness at the level of noticing was less important than awareness at the level of understanding (M. Gass, Selinker, 1994).

According to Tomlin and Villa (1994), there are three components to attention: alertness (readiness to receive incoming stimuli), orientation (direction of resources to stimulus), and detection (registration of stimulus). Detection is the major component and is what drives learning. The other two are in a sense support since they contribute to the likelihood that detection will occur. In this model, detection does not entail awareness and, consequently, learning can take place without awareness (M. Gass, Selinker, 1994).

Tomlin and Villa's claim that detection is necessary for learning but that detection need not result in awareness is somewhat anticlimactic, since it is self-evidently true that some aspect of

language that is not registered in any sense will not lead to learning. The most interesting question and the hardest to answer conclusively is whether selection accompanied by awareness is necessary, or whether the pre-consciously detected information is sufficient for learning.

Robinson (1995, 1996) uses both the Tomlin and Villa and Schmidt models about attention. He says that noticing is just a later stage in the model and that detection is prior to it, thereby combining both approaches into an expanded model.

Williams (2004), on the other hand, found that there could be learning without awareness. In their study of an artificial micro-language, they held a test where participants first learned the meanings of nouns and determiners in this language. They then were listening to a series of words and then they had to repeat the word aloud, state if the referent of the noun was animate or inanimate, and translate the word in English. There were determiners that designated whether the nouns were animate or inanimate. There was a test phase following this treatment phase in which participants were given an English phrase and had to choose between two translations. One phrase had the correct determiner (animate or inanimate) and noun, and the other had the incorrect determiner and noun. The next phase was to determine if the learners were aware of the animacy relationship; if they were, they did not continue with the study. Only those who were not aware of the determiner/noun animacy relationship continued. These learners performed better than chance on a later test, suggesting that they were able to learn even though there had not been an indication of awareness, (M. Gass, Selinker, 1994).

In another study, Gass, Svetics, and Lemelin (2003) considered attention from the perspective of its differential role on different parts of the grammar (syntax, lexicon, morphosyntax). Learners were placed into a focused attention group or into a unfocused attention group. They found that learning occurred in both conditions, suggesting that learning without attention might indeed be possible (although clearly learners in the unfocused attention group might have figured out the scope of the study and were able to attend to the object of inquiry). Focused attention was most beneficial for syntax and least for the lexicon. In addition, there was a diminished effect for proficiency, with focused attention having a greater effect in early stages of learning, (M. Gass, Selinker, 1994).

### **5.3 Motivation**

Motivation in SLA has been traditionally considered as an independent variable and is found to be of particular importance in SLA process.

Motivation identified as the learner's orientation regard to the goal of learning a second language (Crookes and Schmidt 1991). According to this statement, in second language acquisition and learning will be more successful people who like the people who speak the learning language, admire the culture of its native speakers and have strong desire to become more familiar with them or even integrate into the society where this language is used (Falk 1978). This form of motivation is usually called integrative motivation. Integrative motivation usually the main component of integration of the language learner in the community where the learning language is native, and the integrative motivation also helps the learner to develop his level of proficiency in the language he learns (Norris-Holt, 2001).

There are few theories that describe contribution in understanding if the role of motivation in second language acquisition. There are such theories as Self-Determination Theory, its extensions, and main characteristics of instinct and extinct motivation in the cognitive-situated period and the theory of integrative motivation (Bernard, 2010).

Studies among different age groups showed that those students who have stronger intrinsic motivation achieve better results in learning a second language and better perform tasks, which they are given in the class. The fact of studies was that these students and the students who were able to increase their intrinsic motivation with the help of their teacher, were more successful and received genuine interest in the study (Black & Deci, 2000). Under the help of the teachers in this context, means their ability to understand students and to support them in their endeavors. Miserandino (1996) believed that students with high-perceived competence are more successful in comparison with other students. Those students who have strong intrinsic motivation more than other students are susceptible to negative factors during lessons and much more active. At the same time, students with an extrinsic motivation are more restless, have a tendency to be distracted during class by extraneous factors and try to unicate complex tasks and activities in General. Not surprisingly, that student with intrinsic motivation receives better grades than students with the extrinsic type of motivation.

The type of motivation is also directly related to learning. Complete lack of internal motivation and support from teachers can lead to increased dropout rates of students (Vallerand, Fortier & Guay, 1997). Autonomous or intrinsic motivation leads to higher levels of learning and student performance (Grolnick & Ryan, 1987), and extrinsic motivation, on the other hand, requires more deep study ache no material and greater care on the part of students (Vansteenkiste et al., 2004). Specific goal contents can be intrinsically or extrinsically oriented, just as people can be, and studies show that intrinsic goal framing leads to deeper engagement in learning activities, more persistence in learning the material, and deeper understanding of concepts (Vansteenkiste, Lens & Deci, 2006).

It is interesting to note that when treated as dependent variables, these relatively intrinsic motivation types can be marginally predicted by the frequency of certain activity types. It may be possible for teachers to affect their students' motivation through curricular design (Bernard, 2010).

The result in learning the second language can only bring motivation to achieve success. Motivation to avoid failure can provide a one-time result. For example, a student is afraid of failing an exam from a demanding teacher. He will pass the exam, quite possibly, well, but there will be no long-term effect from such local success. The fact is that a foreign-language skill needs to be formed and developed gradually, and then it is possible to support all life, obviously, it is impossible to do this through force. For people studying the second language, an important motivational factor is the demand in the labor market. And it is interesting that if for those who are preparing to become a professional linguist, this is the motivation for achieving professional success and professional self-realization in your favorite profession, then for non-linguists this motivation gradually becomes a motivation for avoiding failure. The fact is that in times of crisis, tough competition in the labor market makes the basic knowledge of English for specialists of a non-linguistic profile no longer a competitive advantage, but gradually compulsory requirements.

Indeed, in the context of the globalization of the economy, there is an increase in trade and business contacts between countries. This determines the dynamic development of international firms around the world. They are actively developing the business, expanding, opening new divisions and representative offices, thus creating new jobs.

Work in such firms, as a rule, is more promising for a specialist, both from a financial and a career point of view. At the same time, it makes more demands, among which, in addition to basic qualification. Knowledge of employees in the second language is an important factor for the company's economic competitiveness, that is, it is part of its intellectual capital [3-5].

The future professional linguist is interested in the language itself, in addition, he understands that there will be an opportunity to develop knowledge and skills already in practice during professional activities. It is always easier and more interesting to improve a language than to learn it from scratch. For a non-linguist, the situation seems to be slightly different: if he does not master the language at a basic level, it will be difficult for him to find a promising job that allows him to communicate with foreigners, and thus improve his second language. In this regard, the study of SLA layman an important factor is the interest in its development. On the one hand, it looks like a contradiction: if a person chooses any profession other than linguistic, this means that he has other interests. Actually this is not true. The fact is that in our days very many young people who are

capable of languages choose economic, technical, legal and other areas of training. The current trends in the labor market are such that being an expert with a good knowledge of the second language is at least as beneficial as a good linguist, even with knowledge of several languages, both financially and in terms of career.

In this regard, when studying the language, there must initially be an installation that second language itself acts only as a means of obtaining and transmitting one or another information. If a person is interested in information with which he works, he will be interested in the process of learning the second language. Here, the psychological component is closely intertwined with the most important component of the methodological, namely with the content of the second language teaching, which should be selected in accordance with the interests and age characteristics of students to maintain a high level of motivation

#### **5.4 Perception and its role in structure of second language acquisition**

It is well-known, that second language learners have great difficulty when attempting to learn the second language. This difficulty is also known as ‘foreign-accented speech’, which seems to be characteristic of most adult second language learners. Most children make a great effort while learning a new language. Every child learns to make sounds and words, but perceives the environment as a movie where he is just trying to mimic adults, and thereby they learn their native language. Unlike children, adults cannot adapt to a second language after they are already adapted to their first language. This is very common practice when adults remains a noticeable accent even if they spend a few years in the environment of a second language. This paradoxical situation has sociological consequences since the general abilities of adult L2 learners are commonly judged on the basis of their language skills. Therefore, if their speech is not intelligible or ‘accented’, it may impede communication and even prevent integration into the community of native speakers (Escudero, 2005).

There is a huge amount of literature, which confirms that the speech with which children acquire language differs in many respects from the adult speech of a native speaker. Speech for children is more accessible consists of easy phrases and severity of perception of the speech varies from the level at which children learn a language. The same language is used for teaching children has a narrow vocabulary, and often many other features (Krashen, 1981).

## **6. Psychological analysis of difficulties in second language acquisition**

According to Sparks and Ganschow's hypotheses about the linguistic coding differences (LCDH), person's capacity to learn a second language, very much related to the individual skills in first language learning. Not surprisingly, that according to the LCDH theory people have very similar difficulties in second language acquisition and in first language acquisition (Sparks, 1995; Sparks&Ganschow, 1991, 1999, 2001). 'Linguistic coding' is the main cognitive factor of the LCDH theory. The term 'linguistic coding' refers to the first language literacy skills, such as orthographic and word recognition, and the deficit of the linguistic coding skills has an impact on second language learning abilities and can have very bad results. That is why an insufficient level of linguistic coding ability can cause many difficulties in second language acquisition and second language learning. That is why it can be seen the primary identical variable. Sparks and Ganschow consider that one of the main types of LCDH studies involves very detailed comparison of good and poor language learners in different groups and learning situations to see the difference in their linguistic coding skills and to understand what causes these differences.

### **6.1 Personal difficulties**

Research in the field of cognitive-style approach in the 1920s and 1930s were mainly referred to such phenomena as the flexibility and speed of perception of educational material. Next step in progress of this theory was the sphere of independence–field dependence, which was constructed in the late 1940s started with Witkin's efforts to distinguish variations in proprioception and perception of the vertical (Witkin and Goodenough, 1981). Later research in this field focused on processing styles from the point of view of the psychology of the human ego. This theory marked the beginning of such cognitive style scales range sharpening and impulsivity–reflectivity (Smeca, 1988). Recently, the influence of personal qualities on his academic performance and learning style increased. For a more precise study of this field was used such theories as cognitive style scales range sharpening and impulsivity–reflectivity (Smeca, 1988). Myers–Briggs (MBTI) (Ehrman, 1996, Leaver, 1998 and Myers, 1998).

All these three theories are very important in such branches of science as second language acquisition, because temperament is one of its least explored areas (Thomas and Chess, 1977).

Temperament is defined as a biological difference in life and in school. Rothbart and Derryberry (1981) defined temperament as a stable part of our personality, which is characterized on the basis of information about the self-regulation of the person and what is characteristic for the temperament he has the ability to persist and be transmitted through generations.

Researchers use learning style the study of personality and cognitive styles in order to be able to determine the ability of students, their strengths and weaknesses, as well as in order to be able to improve the performance of students in the class (Reiff, 1992, Erman, 2001, Erhman and Oxford, 1995).

In recent years, the profession of the language teacher also started to include such important aspects as the interpretation of the model of multiple intelligence (Gardner, 1983, 2000) as a model of learning style for the development of training programs and materials. Other quadrupeds, model training which is useful in their work this is a 4-Mat (McCarthy, 1980). The essence of this training model is that it is based on a combination of the brain hemispheric metaphor and models of cognitive style (TORRANCE, 1977, Kolb, 1984).

Since the 1980s, there were few changes in the models used for learning styles, for example, Sternberg's mental self-government model (Sternberg, 1994) according to his studies about pragmatic intelligence. Another change came at the beginning of the 1990s (Ehrman, 1993, Ehrman, 1998b and Hartmann, 1991). This work was based on Hartmann's psychoanalytical research on ego boundaries approach. Another one was Ehrman work in the field of independence construct by unpacking it into two interactive scales, field independence–dependence and field sensitivity–insensitivity (1996, 1997).

## **6.2 Anxiety**

At the end of the 20th century, there was an explosion of research interest in the problem of language anxiety. In domestic psychology, he appeared earlier, at the end of the 1970s and 1980s, thanks to the research of the Georgian specialist in the field of teaching methods of the second language L. Topuridze and the psychologist N. Imedadze. In them, the phenomenon of "language anxiety" is seen as a special condition that occurs in emotionally sensitive subjects when mastering a foreign language.

In the foreign literature on the problem of language anxiety (in particular, in the robot D. Young "Affect in mastering foreign and other languages") it is emphasized that language anxiety produces a retarding, "debilitating" influence on the process of mastering a foreign language.

It should be emphasized that when studying language anxiety, there are discrepancies in the treatment of this type of anxiety with other known types of anxiety (situational anxiety and anxiety as a personality trait). So, in the work of Campbell and Ortiz (1991), it is stated that the level of anxiety in mastering foreign languages is really menacing. Horwitz and Young (1991) cite data that more than half of the students who start to master a foreign language experience the so-called "debilitative" level of language anxiety, in which there is a significant decrease in intellectual capacity. Referring to other studies, the authors also note that language anxiety when mastering a foreign language with its roots goes to the difficulties that a person experienced while mastering their native language.

In the work of E. Horwitz, M. Horwitz and J. Cope (1991, 1986) it is noted that the researchers have not yet given an adequate definition of the concept of "language anxiety" and did not describe its specific influence on the process of mastering a foreign language. The notion of "anxiety in mastering a foreign language" (foreign language anxiety) is sometimes replaced by the term "language anxiety", the use of which emphasizes the connection of anxiety in mastering a foreign language with anxiety that could accompany the process of becoming a native language.

E. Horwitz and D. Young (1991) also emphasize that there are two parallel approaches to identifying language anxiety: 1) language anxiety is a form of reflection of personal anxiety, which is manifested in other areas, for example, in exam situations; 2) language anxiety is a unique form of anxiety, which does not arise when mastering other disciplines. These two approaches, however, are not opposed to each other, because they contain different views on the definition of language anxiety.

In Second Language Acquisition, anxiety describes as a distinct affective variable in second language research (Young, 1990; Dornyei, 2005). Anxiety defined as an independent unit, but it constructed from many parts, that have different characteristics (Dornyei, 2005). According to Dornei (2005), anxiety is very complex discipline, which should be properly examined by comparison with two categorical comparisons. Facilitating anxiety against debilitating anxiety is the first example of categorical comparison. Facilitating anxiety not tends to prevent the studying process, but can facilitate it. For example, the student will be anxious before state exam but use the anxiety to concentrate before this examination, in this way anxiety facilitate the student's further success.

On the other hand, the notion of "worry" can also have a negative impact on performance during the study. Excess anxiety can have a very detrimental effect on the process of speaking student in front of other students. The second categorization of anxiety during language learning is stated anxiety.

According to MacIntyre (1999), there are certain types of anxiety in certain situations. State anxiety means that the person consistently experiencing anxiety in situations of a certain type. If Werth Dornyei (2005) believes, that this behavior may be due to the temper of the people. To all this MacIntyre (1999) added that anxiety can be "situation specific". Situation specific anxiety is the same thing as trait anxiety because they both mean that person feel anxious in a special kind of situation.

State anxiety is a specific kind of anxiety, which characterized as 'moment-to-moment' or in other words- it is an emotional reaction to the situation, which happens in present time (MacIntyre, 1999; Dornyei, 2005). To understand the meaning of what it is stated anxiety, we should first note it distinctions from other types of anxiety. Trait anxiety defined as a type of anxiety when the person becomes anxious in a particular situation the same is the situation-specific anxiety. On the other hand, state anxiety defined as personal experience of anxiety, this type of anxiety has a strong influence on behavior, cognition, and emotions of the person (MacIntyre 1999). When the person experiences state anxiety he or she always trying to leave the situation, have rapid heartbeat and sweats. Very good example of state anxiety is a fear of talking to a lot of people.

All these three theories are very important in such branches of science as second language acquisition, because temperament is one of its least explored areas (Thomas and Chess, 1977).

### 6.3 The poverty of the stimulus problem

Plato's problem, or in other words poverty of stimulus problem can be defined in very clear way. According to Cook and Newson (1997), people with the help of language can generate many combinations of sentences, but how do we induce the grammar of our first language while we are children? One explanation is that children have some kind of inborn "highly abstract knowledge of linguistic principle". These principles are somehow common to our natural language and called Universal Grammar. Universal Grammar limits children's tasks in the acquisition of their native language.

Stimulus-response theory is one of the most used theories of the twentieth century in this sphere. According to this theory, children learn language by imitation. They imitate sounds around them, but we cannot call this process imitation at all since they have never heard this sounds before. Consciousness is also commonly used to refer to personal awareness during second language acquisition. At any particular time, there are many different environmental stimuli that influences our senses, but we are only conscious of a few of these stimulus (perhaps only one at a time), as the focus on consciousness is not static and shifts from one object to another. Psychological theories consider consciousness as a product of attention mechanism (Norman & Shallice, 1986; Baars, 1988; Rothbart, 1991). This mechanism is partly under voluntary control, we can force ourselves to focus on one stimulus more than another for at least a short period of time, so "there is a link between this sense of consciousness and the sense of consciousness as intention, but attention is not completely under voluntary control" (Van der Heijden, 1992). We rapidly getting used to and become aware of noticing many stimuli without intending to.

In addition, language learning for children depends on the material they receive from other people. Very often children hear sentences, which are grammatically incorrect or words with incorrect endings. This is the main cause of the poverty of the stimulus argument since according to this argument, children somehow filter the language and they are able unconsciously to distinguish the correct grammar of your mother tongue from wrong. What is even more remarkable is that unlike many second language learners, children usually do not receive any certain instructions in first years of language learning, when the language acquisition takes place. Children are common recipients of the logical problem in language learning and acquisition because they usually take simplified input from adults in this sphere, and this simplified input usually does not include the complexity of given data, which can influence their linguistic competence. (SAVILLE-TROIKE. M, 2006).

## 6.4 Attention deficit

Attention deficit hyperactivity disorder was for a very long time considered as a learning disability and called minimal brain dysfunction. The main feature of this dysfunction was a lack of concentration, restlessness, and impulsivity. Another very important feature was that students with this dysfunction have their own way of processing information, which differs from normal way. Usually, teachers considered to think that students with this difference were unmotivated, lazy, and students who do not use all their abilities. However later it was classified from category of Learning Dysfunction to category of the Learning Differences, but even in nowadays many teachers, especially who do not have experience in working with a student who has the attention deficit hyperactivity disorder. These teachers could not control these students, organize their discipline and attract their attention during the lesson. However, not all students with ADHD are equally hyperactive. Mostly many of them are easily distracted and have difficulties with focusing their attention on the task that was required. That does not mean that these students are not able to pay attention at all, actually, this difference gives them an ability to pay attention to almost everything at the same time. People with this difference have difficulties with organization and cannot focus only on one task. They are typically characterized as impulsive people with uncontrollable behavior. Rief (1999) defined the main characteristics of Attention Deficit Hyperactivity Disorder: low self-esteem; increased physical activity; difficulties in adapting to changing tasks during a lesson; aggressive behavior; enhanced response to the slightest impulses; high level of frustration; impulsiveness and almost no self-control. According to Mundel and Arcelus (2006), there are three main symptoms of ADHD: hyperactivity, impulsiveness, attention deficit.

It is very difficult to predict the work of students and their success or failure during training. The performance of the student very often is unreasonable and unpredictable.

Lack of foresight and inability to plan their future actions is one of the characteristics of an ADHD. People with ADHD are often shy and very conscious of his difference from others or else they are silent and aggressive.

As the statistics show that about 5-10% of school-aged children experience learning and social functioning problems caused by ADHD (Flick, 2010, p. 23).

This statistic implies that children with ADHD need an individual approach in the learning process because of the need to pay special attention to their difference from ordinary children. Despite a

number of difficulties, which involves this disorder, those things that are disadvantages can become advantages. Children with signs of ADHD can be spontaneous, creative and enthusiastic.

All students are individual, but students with ADHD need individual approach even among others. A student with previously mentioned characteristics are very influenced by the process of teaching and that is why there are some factors that can improve the working process with ADHD students. According to Mundel and Arcelus (2006), there are few following recommendations to improve working progress with ADHD students: teaching methods must be creative and attractive; more teamwork in the classroom activities, less homework, and less writing work, the flexibility of teacher and sensitive approach to students. It is very important to focus on abilities of students with ADHD rather than on their disabilities. Reif (1999) believes that in teaching students with peculiarities or learning difficulties it is necessary to avoid thoughts that these students are lazy or not active. Another very important aspect is not to judge disorders and disabilities of ADHD students.

Serfontein (1990) argued that impulsiveness is the most complicated of symptoms inherent to students with ADHD. He suggests that children with this symptoms must learn how to keep in order their actions and activities. Another very important aspect was that these children must learn to think more thoroughly before acting, in other words, they should firstly think before they say, write or do something. It is already known fact, that children with attention disorder have big problems with focusing on one activity for a long time. Serfontein suggests decision of this problem. The child with attention disorder must be always as close to the teacher, as possible, to be more concentrated. Another very good decision in work with ADHD children is to divide one big activity in few smaller.

However, ADHD syndrome sometimes is very hard to identify. Some children with this symptom behave in the normal way and their activity not higher than an activity of children without ADHD syndrome, sometimes their activity even lower (hypo-active child).

Hyperactive children show their hyperactivity when they disturb other children on the lessons just to create a moment of attraction towards them. Low social competence is probably the main trait of the male population of ADHD students. They are usually acting infantile and show complete emotional shallowness. Many parents complained that children with ADHD syndrome do not show their emotions openly or show them in the not appropriate way. For example, they can cry over a broken toy for weeks but do not show any emotions over the death of their relatives. These symptoms can grow into serious difficulties as secondary disorder or self-esteem, or they can cause damage child's emotional development, which leads to a specific mental disease called paranoia.

That is why it is very important to reinforce as many strengths of the child with ADHD symptoms, as possible. Rief (1999) suggest some issues for improving classroom activities for ADHD students. He proposed such recommendations as make lesson atmosphere more friendly, active and respectful to each other.

These recommendations tend to be very simple, but it is obvious fact that ADHD students prefer active learning and prefer to present material in oral form rather in writing form.

## **7. Importance of individual approach**

Each of us has faced such a phenomenon: some event excites one person, pushes him to speech actions, encourages him to express his opinion, but leaves the other indifferent; Or: one person reads adventure literature all his life and looks only detective and entertaining films, the other is prone to historical novels or love lyrics. This is because any person is an individual with all its inherent characteristics.

Didacts do not accidentally put forward the principle of individualization and differentiation of education. The problem of the individualization of instruction was the subject of research by many teachers (AG Asmolov, AABudarny, MVKlarin, BFLomov, V.S.Merlin, I.E.Unt). In their works, they considered the possibility of creating conditions for the personal development of trainees in various activities. They consider the principle of individual approach necessary and methodologists. GV Rogova writes: "One of the most important problems of learning technology is the search for ways to use individual students' individual opportunities both in the conditions of collective work in the classroom and in independent work outside the school hours." Communicative learning presupposes, first of all, the so-called personal individualization. "Ignoring personal individualization," writes VP Kuzovlev, "we do not use the richest internal reserves of the individual." Under the reserves are understood the following six properties of the personality of the student: world outlook, life experience, the context of activity, interests, and inclinations, emotions and feelings, the status of the individual in the team. They are the reserves that should be used by the teacher at the lesson.

Thus, personal individualization consists in the fact that the methods of learning are correlated with the personal, subjective and individual properties of the personality of each student, that is, these properties are taken into account in the performance of exercises and assignments. The inseparable properties of students and individual individualization

Individual properties are represented in individuality in the form of certain natural properties of man. The totality of these properties in a more general form appears in the form of temperament, makings, organic needs, which constitute the natural basis of individuality. In psychological science, it is now generally accepted that one's ability is a synthesis of the innate and acquired in the process of individual development, and at the core of abilities, as SL notes. Rubinstein, "hereditary fixed prerequisites for their development in the form of makings lie."

When mastering a foreign speech activity, the role of makings is manifested in the fact that some students are more capable of performing certain actions, others are others. Psychologists believe that any ability of a person is a synthesis of the innate and acquired. Consequently, such important for the mastery of a foreign language abilities, as the ability to memorize, phonemic hearing, intonational ability, speech-thinking abilities, etc. Can not only be inherited, in the form of makings, but also to develop. This means only one thing: the teacher must be able to measure, take into account and develop these abilities. This is the purpose of individual individuation.

Individual psychological features are called distinctive properties of mental activity of a student, which are expressed in temperament, character, motivational–requirement sphere and abilities to learn the material. They are formed in the result of a systematic generalization of the individual's biological and socio acquired properties involved in the functioning of the system of human behavior and its activities and communication. They are associated with such mental processes as motivational needs, cognitive and emotional needs. [Pasekova, Dopira, Dyakonov, 1996].

Among the individual psychological peculiarities of a person can be attributed primarily the features of the temperament (these features are innate), which have a significant impact on the formation of character and person's behavior; they sometimes define his actions and his personality formation. Temperament is a result of combining of a various biological components involved in the functioning of the system behavior. This is commonly qualitatively different system of various psychobiological properties of individual behavior because temperament is manifested in mental orientation and programming, regulation, and evaluation of human activity in the form of the dynamic processes and conditions [Belous 1990, p. 56].

In other words, "temperament is the dynamic characteristics of mental activity of the individual" [Rubinstein 2002, p. 718].

The individual approach according to professor Unt [1990, p. 33] is broadly understood as the inclusion in the learning process of individual peculiarities of students in all its forms and methods irrespective of what features and to what extent were taken into the account. Individual approach

serves as the principle of training, education, and development while differentiation and individualization are the forms of implementation of this principle.

The efficiency of the process of learning a foreign language largely depends on the flexibility of students' skills in the use of cognitive strategies. Cognitive strategies involve interacting with the target language, speech, sociocultural material, manipulating them, using special techniques and methods for mastering a foreign language. "Cognitive strategies are considered to be mental processes directly aimed at the processing of information for learning, i.e. in order to ensure the acquisition, storage and retrieval of information from memory" [Zalevskaya, Medvedeva, 2002, p. 83-84].

An individual approach is very important in second language acquisition. Language learning and language teaching have been studied already for many years. Very important and significant development in this sphere was the investigation of the Modern Language Aptitude test (MLAT), (Carroll and Sapon 1959). This test represents four-aptitude component: phonetic ability, grammatical sensitivity, rote learning and inductive language learning ability (Wikipedia). Practical application of the MLAT represented a method of assessing foreign language aptitude. After Carroll and Sapon developed MLAT in the 1959 year, it became one of the most significant among other developments in history language teaching.

Nowadays exist many theories connected with learning strategies in second language acquisition. They all have the task to improve learning process according to individual abilities of every student. Firstly, these theories were mostly built on the idea of identifying the strategies, which are used by good language learners, and according to this strategies, help less successful learners to improve their language learning results. These early researches were devoted to establishing taxonomies of strategies. However, the studies of examining the impact of training would bring more significant results in this sphere of studying. As it was expected, taxonomy approach did not lead to the progress in language learning, and after this failure, scientists attempt to resolve this issue by an attempt to synthesizing the systems of language learning which were available. Key issues of researches of Darnyei and Skehan was an operation of metacognitive strategies, or in other words to distinguish good learners from bad and choose the most effective strategy for a particular learning problem. To choose a good learning strategy for second language learning it is very important to consider individual features of student, because different students have different problems in second language learning. Most recently of all, the main task in second language field became "self-regulation" of students rather than studying the different language strategies.

## **8.Recommendation for overcoming difficulties**

Jung (1971) looked at the personality of man as either 'introverted' or 'extraverted', presenting his psychological types in 1920's. He called these basic types attitude types, which are distinguished by the people's interest's direction, or by "the movement of Libido" (Jung, 1971). In his work, he was focusing on other aspects of personality differences, as well. The other group of types was called function types and described as "those more special types whose peculiarities are due to the fact that the individual adapts and orients himself chiefly by means of his most differentiated function" (Jung, 1971). He described these function types in bipolar dimensions: the perceiving consists of sensing and intuitive, and the judging function which includes feeling and thinking. The combination of these three sources of personality's differences leads to eight types. In 1950s Isabel Myers and her mother, Katheryn Briggs reviewed Jung's works (Keirsey and Bates, 1984). They extended the type theory by including the way in which people deal with the world around them, as a judging-perceiving dimension. The result of this consideration was the indication of sixteen different psychological types (Myers with Myers 1980). The combination of personality dimension into pairs has been called temperament. Temperament controls behavior. That is why "by knowing a person's temperament we can predict what he will do most of the time" (Golay, 1982).

The temperaments suggested by Keirsey and Bates are the most applicable in education. Keirsey's four temperament types are: Sensing - Perceiving (SP) - The SP temperament group is known as the super realist, preferring action more to any other group. SP group is unmotivated by long-term goals and is driven by a need to be free. Sensing - Judging (SJ) - The SJ temperament group is known for their responsibility, dependability, being organized, conservative, tolerant of routine, and contributing to the needs of others. SJ group creates and preserves social harmony. Intuitive - Thinking (NT) - The NT temperament group is the most interested in possibilities. NT group is competent, logical, ingenious, consistent, and firm-minded. Intuitive - Feeling (IF) - The IF temperament group is more interested in possibilities than in facts, and judges mostly by personal warmth. IF group is enthusiastic and insightful. They have good communication skills.

Recommendations for practical application based on the findings and conclusions of the research study, the following recommendations are made:

1. The nature of human being, his acts or reacts are complicated processes, where several factors simultaneously are involved. Major factors influencing how people perceive and react toward a

specific situation are their nature (their gender and temperament type), the environment (available options), and developmental factors (age, experience, credit hours and previous training).

2. College instructors should revise their courses and teaching styles each semester according to the characteristics of their new students. (temperament type, sex, age, grade level... ). For example, the instructor should avoid giving assignments which require too much remembering to NF students, while they should be provided with a chance to work with those academic projects which they are interested in.

3. Learning programs should concentrate more on the individual differences and should consider low and high achiever students at the same time. Identify students' personality or temperament types. Determine the students' learning programs by referring them to the tables which present the learning programs for each temperament types.

Recommendations for updating learning programs must build according to each personal temperament has contributed to the body of knowledge, but there is still a great need to clarify other aspects of learning programs.

There are also presented some recommendations for overcoming the difficulties in work with students taking into account the differences in temperaments. Machkarina N. A. proposed different approaches to teaching based on individual differences of different types of temperament. Machkarina insisted that each of the types of temperament due to its individual qualities needs a certain approach in the learning process.

According to Machkarina, educational work with sociable, energetic, sanguine need to rely on these characteristic qualities, trying to help them to assert themselves among the other students, to develop an individual style of activity. However, it is very important to consider that traits such as discipline and punctuality, much more difficult to form students with the sanguine type of temperament, than in students with other types of temperament. Very often the sanguine has no control over their behavior and that quality can lead to the destruction of healthy habits. Sociability of sanguine attract other people to them, but often the outer form of sociability masked not very good trait such as obsession. The pliability and plasticity of their nervous system contribute them entry easily into the new environment and new activities. It often happens that the sanguine undertake several things at once, but rarely bring them out to the end. Therefore, a very important task is the formation of sanguine sustainable affections and interests. Sanguine easy digest new information, but at the same time very easily switch attention. For people with this type of temperament is a very suitable job that requires a quick response, as they very quickly get tired of monotony. From sanguine, it is important to ensure to complete what they have begun, and not to

allow them being careless about tasks they were given. It is also very useful not to allow them frequently change activities and habits, and teach sanguine being attentive to other people. Teachers should not limit the liveliness and activity of the sanguine, however, it is useful to teach them to restrain, if it is necessary, their impulses, and consider the claims of others.

In educational work with the choleric is necessary to consider that often they are characterized by activity, mobility, aggressiveness, emotionality. Good advice in the work with choleric is to use these qualities in the optimization of relations with other students. Choleric are usually very energetic. The complexity of learning process of the choleric is that it is necessary not to prevent their activity, and help to find them the useful application of their activity in the learning process. It is necessary to reckon with the fact that the clerics are easily excitable. In any case, it is useless to apply "strong measures" of exposure such as yelling or threats, it will only aggravate the situation. It is important to communicate with choleric calmly, but without persuasion, and to help them learn to control their temper. It is also very important to act with them especially gentle, once again not to irritate people with this type of temperament. Choleric are very suitable for tasks which will develop their intelligence and attention and self-control, but at the same time do not completely restrict their activity. Emotionalism, reactivity, aggressiveness of the choleric can lead to complication of their relationships with other students.

For the choleric, it is very difficult to follow communication rules: speak calmly and to consider with other people's desires. That is why people with this type of temperament should be taught patiently. During the implementation of the educational task, the choleric should develop the ability to work consistently, according to a certain plan to work.

In the process of working phlegmatic often show themselves as being slow in classroom activities. In those cases when it is necessary to think and to remember something very quickly, phlegmatics showing their complete helplessness. The teacher should as often as possible revitalize the phlegmatic student's interest and help them to deal with the exercises according to their slow and calm way of performance. A common error in teaching a phlegmatic student is not to consider the peculiarities of this type of temperament. Insulting and threats will not help the person with this type of temperament to accelerate the work, but rather can lead to irritability and more slow performance. Another serious error may be excessive participation in the training of phlegmatic. This could be the basis for the development of his or her uncertainty. In the teaching, a process of phlegmatic is very important to encourage any activity and attempts to accelerate the way of learning. More important is to make student desire to speed up his own absorption of the material. Phlegmatics are people with the sedentary nervous system and that is why they prefer quiet

activities. Teachers should help phlegmatic in the optimization of interpersonal relations with the other students. Phlegmatic slowly adjusting to new conditions life. For these students it is very difficult to adapt to the teachers, it is difficult to adapt to the new regime. Phlegmatics need help in overcoming these difficulties. To develop the ability to adapt to new conditions, it is helpful to give them tasks that require contact with other students. This activity will help them to develop the communicative skills.

In addition, the teacher must consider the peculiarities of students with the melancholic type of temperament. Students with melancholic type temperament should develop their sociability, sense of collectivity and sense of friendship. In the learning process of the melancholic is especially important to comply sparing mode and the principles of gradualism. The first days of learning are crucially important in work with melancholic because they require a lot of attention from the side of the teacher. It is necessary to show attention, sensitivity to a student with this type of temperament. Melancholic with a weak nervous system require careful treatment: teachers cannot shout on them because this can increased anxiety and other adverse reactions. Teachers should talk with this student in very calm but firm manner. Wery important to pay attention to anxiety. After an adaptation period, stress and anxiety can be a condition that will promote activity, self-regulation of the activities of these students. The melancholics characterized by a high sensitivity to mistakes and high level of self-control. It provides a high productivity and quality of their work. Teachers must remember that melancholics are introverts. They often plan their actions without any prompting from other people. It is very important to help them find friends, to overcome shyness, self-doubt, and excessive anxiety. The melancholic needs to develop a desire for activity, ability to overcome the difficulties. Also important to maintain the positive emotions of these students. Success in working with the melancholic implies reliance on valuable quality as sensitivity to emotional influences.

## **9. Conclusion**

To summarize this work, it would be appropriate to say, that knowledges of temperaments typology and their characteristics are very important in the field of second language acquisition, and in a concept of learning at all. Each temperament is individual, and what has a positive effect on one type of temperament can have a negative impact on other types of temperament.

The main aim of this work was to show how different types of temperament perceive learning activities and coping with the individual difficulties that appear in the learning process, and what recommendations should be used for the positive effect of the learning process.

To accomplish main aims of this bachelor's thesis were presented the following items:

1). Were described main types of temperament, their basic definitions, and descriptions. Also, was disassembled the fact that all temperaments are individual, and in different situations, different types of temperament have both negative and positive sides.

2). Next, was determined the role which temperament plays in the second language acquisition, and with the help of the presented literature, was quite convincingly justified that temperament plays a very important role in second language acquisition and in learning process at all. This was confirmed by the fact that temperament plays a key role in the formation of the personality, and, as everybody knows, our personality determines all the factors of our lives.

3). In the following paragraph, with the help of auxiliary literature has been described the factors which determine the learning process, such as motivation, attention, memory, and perception. I would like also to notice that these factors are strictly individual.

4). Next step was identifying the main difficulties in the second language acquisition. As it was defined in the work, there were three different difficulties: anxiety, poverty of stimulus and attention deficit. This part of work was also provided with information how it is possible to transform the difficulties in the second language acquisition to the positive sides.

5). In the following paragraph was presented a description of the importance of an individual approach to the students. In this chapter it was described the importance of individual approach depending on the fact that all students are different, have different perceptions of the learning material, and this individual approach is not just recommended but essential.

6). The last and the most important part consists of the recommendations for learning. It describes different methods of teaching, and what is more important, in this paragraph is presented the answer to the main question of this bachelor's thesis – how does the using of personal differences in second language acquisition can become a method to increase productivity and decrease the time of learning. This part of the work describes the basic guidelines how to use individual characteristics of each type of temperament in creation of personal learning strategy for each of them. This can

help the student to uprise his productivity and save time of learning.

In addition, in this paragraph, there is a description of two different typologies of temperament the newer and the one, which is used by psychologists for many years.

To summarise this work, I would like to add that the main task of the teacher is not to try to turn one type of temperament to another, but through the systematic work promote the positive aspects of each type temperament and to help student get rid of those negative aspects which can be associated with this temperament. What should also be taken into account is the fact that it is impossible to allocate all of the people in these four types of temperament, as each student may combine traits of several types, one of which can be expressed more clearly then another. Also, it is impossible to allocate a good or a bad temperament types.

One of the main point of this work, is idea that using of knowledge about individual charesteristic can change the general position about second language acquisition and help to improve existing learning programs due to the personal differences to improve the student's results and boost the time of learning process.

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