

Research on Second Language Acquisition and Foreign Language Teaching Based on Individual Differences of Learners

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Abstract: This article explains the connection and influence of individual differences and second language acquisition: individual learner differences have an important impact on the second language acquisition process, and improving and optimizing individual differences can help improve second language acquisition performance; the teaching process of educators is related to the second language acquisition process. The teaching strategy is linked to the learner's second language acquisition process, and it has a close influence on their acquisition performance. Based on individual learner differences, the education department should effectively reform the current foreign language education evaluation system and curriculum setting system, establish a “teaching evaluation system based on individual student differences”, and set up courses suitable for different learners based on the characteristics of individual learners System, teach students in accordance with their aptitude, and effectively improve the level and quality of foreign language teaching. Second language acquisition is a dynamic and complex system engineering. Although there are countless factors involved, they can basically be divided into four categories: individual learner differences, learning process and psychological mechanism, and the types of native language and target language. Differences and migration, social culture and environment. Based on the theoretical models and the results of empirical research in the study of second language acquisition, this article analyzes the role of these factors in the process of second language acquisition and its rationale, and on this basis, puts forward ten principles of foreign language teaching and teaching practice. Suggestions.

1. Introduction

Second language acquisition studies how learners create new language systems under limited second language exposure. The core of the study is to reveal the potential process of learning another language. There are two mainstream research directions in second language acquisition: one is to study the common characteristics of the second language acquisition process; the other is to explore the individual differences of learners. Learning a second language is diverse, involving many factors and processes, such as learning process, learner cognition, emotional characteristics and learning environment. The goal of individual difference research is also to find the general regularity behind the difference. The research on the commonality of the second language learning

process can provide guidance for curriculum design, target language input and language teaching. Individual differences research focuses on physiological factors (gender and age, etc.), cognitive factors (such as intelligence, native language thinking and cultural background, linguistic ability and cognitive style, etc.), emotional factors (such as personality characteristics, language learning strategies, learning motivations, etc.) and attitudes on learning. This kind of research helps to deeply understand the second language learning process and help improve the performance of foreign language teaching.

2. The Connotation and Factors of Individual Learner Differences and Second Language Acquisition

Learner's individual factors include: linguistic ability; age; personality; attitude; learning motivation and many other factors. Second language acquisition refers to the process of consciously learning languages other than mother tongue or unconsciously acquiring. There are two acquisition processes: the communication of second language acquisition in daily life and the application of second language acquisition in teaching activities. When individual learner differences are being paid more and more attention nowadays, the law of teachers' cognitive second language acquisition becomes particularly important. Teachers should provide learners with a good learning environment based on the learners' development at each stage of the process of second language acquisition, stimulate learners' enthusiasm and learning enthusiasm, and promote the progress and development of foreign language teaching.

Age. The learner's age factor plays a key role to a certain extent. Lenneberg put forward the famous critical period hypothesis in the 1960s, he pointed out that the learner's brain and physiological functions will affect their language acquisition ability. Before the age of 10, that is, before the arrival of puberty, the human brain has great potential for language learning and is highly plastic. It can be said that the human brain learns language at this stage. Between the ages of 11 and 19, human body functions continue to mature, and the human brain has also been marginalized. After marginalization, people's language acquisition is usually not as good as that before marginalization, so language acquisition becomes more and more difficult. Therefore, second language learners should learn a second language or even more languages in the critical period before the age of 10 in order to acquire other languages scientifically.

Linguistic ability. Linguistic competence is the ability of learners in language learning. Carroll believes that linguistic abilities vary from person to person, and practice and intensive exercises will not be of great help to learners. Learners can complete the following elements to try to improve their second language acquisition ability: Phoneme code ability, that is, the ability to correspond a sound to its corresponding symbol one-to-one. It is also a key factor in listening and speaking classes. Improve the phoneme code ability of the language, which can effectively output and apply the input language. Grammatical perception ability, that is, the ability to use grammar skillfully in words or sentence structure. In the classroom of second language teaching, you can be proficient in perceiving the application of grammar in teaching, and promote the rich and complete cognitive structure of learners. The inductive ability of language learning: that is, the ability to summarize and induce. The learner can achieve the ability to learn by analogy and even discover and master new knowledge.

Attitude. Researchers believe that attitude factors mainly include the following aspects: cognition, emotion, and motivation. Cognition refers to the process of an individual's understanding of things; emotion refers to a person's praising and derogatory attitude towards things; and motive refers to the tendency of individuals to treat things. A good attitude can often make things more effective. The data show that the quality of learning attitude in the process of second language

acquisition directly affects the development and progress of learners.

Personality and cognitive style. Personality is the psychological state of learners towards their own attitudes or behaviors. Personality affects the process of second language acquisition. Researchers divide personality into two categories: introverted and extroverted. Learners with introverted personality are not good at communication and have a small amount of information input, and they are not good at comprehensible output of the knowledge they have learned. Introverted learners have unique advantages in certain aspects, such as understanding and cognition of things. On the contrary, extroverted learners and introverts are used to express their own emotions, which facilitates them to obtain a large amount of input and feedback a large amount of output. Therefore, extroverted learners have strong input and output capabilities. The cognitive style, influenced by personality factors, is a learner's individual cognitive difference, including perception; individual attitude; motivation; thinking and other cognitive factors. Cognitive styles have no advantages or disadvantages, but only reflect the cognitive trend of learners. Different learners have different cognitive styles.

3. Individual Learner Differences and Second Language Acquisition

Second language acquisition is a very complicated acquisition process, and the learner's acquisition performance is affected by many factors. The individual difference research framework constructed in this article covers physiological factors (gender and age), cognitive factors (such as intelligence, native language thinking and cultural background, linguistic ability and cognitive style, etc.), and emotional factors (such as personality characteristics, Language learning strategy, learning motivation and attitude), the three factors complement each other and jointly affect the learner's second language acquisition process (learning strategies and skills, effort level, etc.). The process of second language acquisition has a direct impact and effect on the performance of the acquisition, including the speed and level of acquisition, and the performance of the acquisition also affects the process of acquisition.

Personality characteristics and second language acquisition Personality refers to the relatively stable and core psychological characteristics of personality that are manifested in people's attitudes towards reality and corresponding behaviors. It is a personality characteristic most closely related to society. Personality expresses people's attitude towards reality and the surrounding world, and is manifested in his behavior. Personality is mainly reflected in the attitudes and words and deeds of oneself, others, and things. In psychology, personality is usually divided into "extroverted" and "introverted". Among the learner's personality factors, self-confidence/inferiority, self-strengthening/cowardly, proactive/passive and other internal and external tendencies, etc., will have an impact on the second language acquisition, which will cause a certain difference between the learning speed and the final foreign language level. Personality characteristics have a significant impact on the learning process and learning efficiency. Extroverts are self-confident, self-improving, active, and communicative, have a lively and cheerful personality, actively contact and interact with others, have more opportunities to participate in language practice, have strong listening and imitating skills, and the total amount of language input is far greater than introverts Personality learner. Therefore, the extroverted personality is conducive to second language learning and has advantages in mastering basic interpersonal communication skills. Introverts are few words, timid and sensitive, unwilling to take the initiative to participate in language learning activities, so they lose a lot of language learning and time opportunities. Extroverted learners are able to get more input and practice opportunities because of their good talk and quick response, but they usually pay less attention to the form of language. Introverted learners are good at using their calm personality to make in-depth and detailed analysis of limited inputs, and pay more attention to the thinking of

language forms and language rules. Mother tongue thinking and second language acquisition learners' mother tongue level has an important influence on the second language acquisition process and performance. According to Ellis, mother tongue is a kind of extremely stable knowledge and habits that have been acquired. When it is similar to the target language, learners can learn faster in terms of common knowledge, and mother tongue thinking can speed up the learning process of the target language. Mother tongue is the first language response system of learners' thinking activities, which is established without any other language system. Second language is the second language system of the learner. It is established under the condition that the mother tongue system has been established and the thinking ability has been formed, so the ways and methods of second language acquisition are different from the acquisition of mother tongue. The knowledge of mother tongue and the knowledge system and logical thinking ability acquired through mother tongue are sublimated together to form the knowledge base of second language acquisition. Learners start foreign language learning only after their mother tongue thinking patterns or habits have been internalized, and they have already possessed considerable mother tongue communicative ability. Therefore, second language learners will consciously or unconsciously use their mother tongue to think, analyze, compare, and synthesize when learning a foreign language, and use the experience and knowledge system gained when learning the mother tongue to guide themselves in mastering the new language.

The learner's cultural background and the second language acquisition language and culture are mutually integrated and mutually reinforcing. Language is the symbolic expression of the human knowledge system, and people's verbal expressions are more restricted and influenced by the life customs, behaviors, values, thinking methods, religious beliefs, national psychology and personality of the social organizations on which language depends. Therefore, in addition to the pronunciation, vocabulary and grammar, learners must master the language thinking and cultural background knowledge of the second language. In foreign language learning, the influence of social and cultural factors on learners and their learning effects has attracted more and more attention. Many scholars at home and abroad have studied the difficulties encountered by foreign language learners in the learning process from this perspective, and constructed various theories. One of the most influential is the cultural adaptation model proposed by Schumann. Schumann regards social and cultural factors as a causal variable, and believes that the degree of adaptation and integration of second language learners to target language culture determines the success or failure of second language acquisition. The learner's cultural background, including life customs, behavior patterns, values, thinking patterns, religious beliefs, national psychology and personality, etc., affect the individual differences of learners, and the individual differences that are shaped directly affect the process of second language acquisition, and ultimately lead to differentiation of language acquisition performance. A large number of research results show that in foreign language teaching, language teaching and cultural teaching must be combined, so that language teaching does not deviate from the cultural background of the language.

4. Conclusion

Second language acquisition is a dynamic and complex system engineering. Although there are countless factors involved, they can basically be divided into four categories: individual learner differences, learning process and psychological mechanism, native language and target language types Differences and migration, social culture and environment. This article focuses on the study of individual learner differences in second language acquisition, which will have important guiding significance for foreign language teaching. Individual learner differences also play an increasingly important role in the process of second language acquisition.

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