

On the Influence of Individual Differences on the Second Language Acquisition of Middle School Students and Its Teaching Implications

Zhang Xue

China West Normal University, Nanchong, China

Abstract: For every middle school student, English learning is very indispensable. The New National Middle School English curriculum standard requires teachers to face all students, carry out quality education, take students as the center and respect individual differences. However, in the actual middle schools English Teaching, the teacher's teaching and teaching requirements and objectives often run counter to each other. For example, the limitation of native language, the lack of interest and motivation of students. Therefore, how to improve the quality of middle school English teaching and develop students' personality has aroused the author's thinking. The first part of this paper reveals the current situation of middle school English learning in China. Then, it analyzes the reasons for these phenomena. In addition, it introduces different types of individual differences and points out the influence of different kinds of individual differences on the speed and order of SLA. At last, the paper introduces the enlightenment of individual differences to teachers and students. It is hoped that the writing of this paper can cultivate students' interest in English learning, improve the quality of English teaching and promote the development of students' personality.

Keywords: second language acquisition; middle school English learning; individual differences; enlightenment

1. Introduction

In China, traditional teaching methods aim at getting high marks, which makes language teaching fall into a dilemma: the input of knowledge runs counter to the cultivation of students' personalities, especially in English teaching. For a long time, English course has been regarded as the experimental base of the middle school entrance examination and the college entrance examination. Teachers work mechanically and students passively accept all the points, which obviously deviates from the goal of the new curriculum reform, that is to cultivate students in academic, ability and emotion. Therefore, this phenomenon leads to the inefficiency of English teaching, and the ability of innovation has not been improved. Therefore, it is necessary to fully consider the individual differences in order to stimulate students' interest and innovation potential in language learning. In addition, according to the second language acquisition courses in junior and senior high schools, the author has made some scientific analysis on the individual differences, which has left a deep impression on the author and prompted the author to further explore this field.

Many researchers at home and abroad have studied the influence of individual differences on second language acquisition, which has made great contribution to foreign language learning. For example, the famous linguists Roberts and Penfield put forward the Critical Period Hypothesis on individual differences in second language learning. Rod Ellis and Schumann also think that "individual differences" are related to some aspects of our second language acquisition.^[1] In China, some scholars have studied individual differences, such as Confucius, Sun Yunxiao, Lin Ge, etc. Therefore, more and more language experts have realized that learning is not only a process of intelligence, but also a process of all-round development. Many experts point out that only by constantly understanding the individual differences of students and carrying out targeted education according to the differences can students create excellent results in language learning.^[2] In this sense, it can be concluded that the lack of any party will lead to the lack of learning. Therefore, if a teacher does not carefully analyze the differences between the students, the students will certainly regard the learning process as the pain caused to him or her, and some teachers who are willing to actively understand the students' personality can better tap the students' potential and creativity in language learning. Therefore, it is necessary for teachers to actively explore the individual differences of students in teaching.

The first part of this paper mainly talks about the current situation of English learning in China, including mother tongue interference, lack of motivation and interest, fossilization, and wrong learning and teaching methods. Then, it analyzes the reasons for these phenomena, which include the lack of analysis of individual differences of students, different background of mother tongue, and mechanical teaching methods. In addition, it introduces different types of individual differences and points out the influence of different kinds of individual differences on the speed and order of SLA. At last, the paper introduces the Enlightenment of individual differences to teachers and students. Non-intelligence factors and individual differences play an important role in language learning. Only through the study of individual differences can we promote the all-round development of students and lay a good foundation for their success. Through the research of this paper, the author hopes to prove that the reasonable use of these individual differences can greatly improve the effectiveness of English learning and cultivate students' creativity in English learning.

2. The Current Situation of English Learning in Middle School

In China, the traditional English teaching method has been aiming at helping students to get high score for a long time, but neglecting the all-round development of students, which not only has a fateful impact on the quality of English teaching, but also weakens students' enthusiasm and creativity in learning English. Teachers attach attention to the mechanical infusion of knowledge and ignore the cultivation of emotional interests. The students are mechanically engrossed in the examination papers. This leads to the ineffectiveness of English learning and teaching. Therefore, these problems in the process of English teaching should be noticed by teachers.

2.1. Mother Tongue Interference

The first mention is interference, especially in the mother tongue. So what is interference? Interference refers that according to behaviorism, old habits get in the way of learning new habits, and in the process of second language acquisition, correspondingly mother tongue will also hinder the acquisition of second language. To some extent, this is a reflection of language transfer. That is to say, when there are similarities between your mother tongue and the second language, it can facilitate the acquisition of the second language. However, when there exist differences between your mother tongue and the second language, it will interfere the acquisition of the second language. For example, when learning English pronunciation in China, students feel that it is easy to avoid interference with the pronunciation that has evolved from Chinese character pronunciation. And there are some Chinglish phenomena in the expression of authentic English, which means express the things of English speaking countries in the Chinese way of thinking.

2.2. Lack of Motivation and Interest

What looks the second element is that students fail to have motivation and interest in the process of learning English. The most popular saying is that interest is the best teacher. At present, the reason why most middle school students have no interest in English learning remains that most of them choose to study English for the purpose of getting high marks so that they can study in a good high school. At the same time, it is also because the teacher's teaching method is rigid, and the teaching goal is not to cultivate students' interest in English. What's more, parents in order not to let their children fail at the starting line, they expose their children to learn English at the period of time that is not suitable to accept English, which also makes students a little bit more disgusted with English. So the lack of interest in English in middle school is an obvious problem.

2.3. Fossilization

Fossilization is regarded as the third factor. Why foreign language learners fail to reach the level of native speakers? It is mainly because of fossilization. Fossilization has not only the wrong form, but also the right form. The wrong form refers that learners stop learning when their internalized rule system contains rules different from those of the target language. The right form depends on the learner's purpose and thirst for knowledge. If learners feel that the knowledge they have learned can meet their needs, they will stop learning the second language. However, the main reason why middle schools can't reach a higher level of language ability is the latter one, that is, they think that learning English is to cope with the examination, and they only learn what is in the examination syllabus. This

will make their horizons narrower and lack of learning the background of the target language.

2.4. Wrong Learning and Teaching Method

The last problem is the spoon-feeding way of education and the students' exam oriented learning methods. In today's middle school teachers blindly give the outline knowledge to the students in a mechanical way, and the students learn the outline knowledge without thinking in order to get high scores. The whole process of learning shows the characteristic, which refers to utilitarianism.

To conclusion, the current situation of English learning middle school is flawed but increasingly being promoted. The goal of English learning is gradually changing from the teacher-centered mode to the students-oriented one. Though the problems students confront in English learning still exist, they have been drawing more and more attention from teachers and educators and relevant practical strategies have been and will be adopted to cater for the new standards of high school English.

In this chapter, there exist four problems in English Teaching in middle schools, but they are mainly discussed from two aspects: one is the teaching methods of teachers and the understanding of the new teaching objectives, the other is the learning motivation and interest of students. In view of the above four problems, the author elaborated and analyzed carefully, and then the author will give a reasonable explanation in the next chapter.

3. The Reasons for the Present Situation

During the process of English teaching, it is normal to have the above teaching problems. But when confront these problems, people should actively analyze the reasons behind these phenomena. Therefore, the author analyzes the reasons according to the different cultural backgrounds of different subjects and learners in the teaching process and the purpose of teaching methods. Three reasons can be concerned: the lack of analysis of individual differences, cultural differences and mechanical teaching methods

3.1. Lack of Analysis of Individual Differences

At the beginning, the reason for learners lack of motivation and interest is that the teachers neglect to explore individual differences of students. Individual difference means that everyone is unique like leaves, with their own strengths and weaknesses. In pedagogy, it is mainly reflected in the imbalance and difference of human development, including two meanings: on the one hand, different learners have different characteristics and different performances in different fields; on the other hand, the development of a person is different in all aspects of each stage in the process of development. Individual difference is very indispensable for teaching. If you don't know the students, you can't arouse their curiosity and curiosity. For example, compared with a teacher with rich teaching experience, a novice teacher is not as good as the experienced one in teaching methods and communication ability with students. The reason why the first job as a new teacher is to understand students and make home visits successively keeps that the teacher who is familiar with students keeps easier to teach students in accordance with their aptitude, and it is more successful to achieve teaching objectives. So it's very important to understand the differences of students. When it comes to the differences of students, most people will ask what it includes? In this paper, the author mainly talk about: Students' mother tongue environment, personality, age, attitude and motivation, which will be described in the following chapters.

3.2. Cultural Differences

Besides, cultural differences play a critical role in the process of second language acquisition. It is no dispute that there are conflicts between Chinese and English culture in many aspects. For example, in China, dragon symbols rights, justice and other positive aspects, while in western countries, dragon represents negative aspects of life. So it's difficult for Chinese students to learn English articles without contacting any knowledge about the countries, which the people speak in English. In addition, Chinese and Western ways of thinking are not the same, which is why Chinglish often appears in middle school and even in CET 4 or 6. Cultural differences are very basic for learning methods and efficiency. If you learn a language and you don't know the culture behind it, you can't learn the essence of it. How to understand the cultural differences requires us to understand the metaphors and symbols of the

country's history and literature, as well as the folk customs and vernacular styles of English speaking countries. In other words, cultural background, as an external factor affecting the learning outcome, should be paid more attention to in middle school English teaching. For example, teachers can introduce some knowledge points of background differences between Chinese and Western cultures in English reading and dialogue in a week to broaden students' international vision. This kind of teaching method not only increases the interest of the teaching, but also cultivates the international awareness of the students, and gradually breaks through the limitation of the mother tongue on English learning. And most importantly, it can reduce the embarrassment brought by Chinglish for a host of middle students in China.

3.3. Mechanization of Teaching Method

Teaching method is the last factor. The process of teaching is a process of bilateral interaction between students' learning and teachers' teaching. That is to say, teachers' teaching methods and students' learning ways bond together. For the traditional mechanical teaching methods, it is not beneficial to the overall development of students. The current English teaching goal requires teachers to cultivate talents with all-round development of morality, intelligence, body, beauty and labor. At the same time, the teaching goal is divided into five parts: knowledge ability, language skills, language strategies, emotional ability and cross-cultural communication awareness. In order to achieve these goals, teachers need to try out new teaching methods to teach students in accordance with their aptitude, to educate them in a targeted way, and to fully guide each student in the direction of overall development.

In order to develop new teaching methods that meet the needs of teaching objectives, teachers should improve their ability from three aspects: ethic devotion, professional qualities and desirable personal style. In these three aspects, the most pervasive element is ethic devotion, which is also the requirement for teachers to carry out the basic education goal of cultivating all around individuals, and developing the core quality. But the most important thing is teachers' personal professional ability. If a teacher lacks in-depth study and research on English teaching methods and knowledge of English subjects, she will not educate excellent students. As a middle school learner, it is difficult to understand the complex knowledge points which are quite different from the background of his mother tongue if one knowledge point cannot be explained by using simple and easy to understand methods. As a saying of Han Yu said, "There is no scholar without a teacher. And the teacher's duty is to preach and teach."^[3] But, if a teacher is not good at learning English, how can the teacher solve the problem for the students? This also confirms Mr. Tao Xingzhi's words: if we want to give students a drop of water, the teacher should have a bucket of water. So teachers' mechanical teaching methods should be changed.

In general, many problems in English Teaching in primary and secondary schools can be attributed to the above three reasons. But in these three factors, the most noticeable point is the individual differences of students, because the individual differences of students affect the two sides of teaching. If the understanding of students' personality is ignored, the students have to work hard to learn, and the teachers have to work in vain. The research also shows that the individual differences of students are the important factors that affect second language acquisition. As a teacher, she must communicate more with students, to understand each student, not easily give up any student, and teach students in accordance with their aptitude. Having said so many individual differences, let's take a look at those factors and their influence on learning English in the following chapter.

4. The Individual Differences of English Learning in Middle School

Second language learners vary on a number of dimensions to do with personality, motivation, age, attitude and mother tongue. The aim of this paper is to examine the relationship between these factors and second language acquisition. First and foremost, however, it is necessary to consider two points about the nature of this relationship. One is that differences in age, attitudes, motivation, personality and mother tongue result in differences in the route along which learners pass in SLA. The other is that these factors influence on the rate and ultimate success of SLA.

4.1. Different Types of Personal Factors

In junior high school English teaching, as a teacher, he should understand the students. In the process of understanding students, the individual differences of students should be put in the first place.

When it comes to individual differences of students, teachers must base themselves on the present teaching goal, that is, to train successors and builders of socialist construction who have ideals, morality, discipline, and goals for the country's all-round development of morality, intelligence, sports, beauty and labor. Individual differences here the author refers to students' age, attitude, motivation, personality and mother tongue background.

4.1.1 Age

Age is usually considered in discussions of individual differences in SLA. From the original meaning of age, it refers to the length of a person's life from the time of birth to the time of death, usually expressed in years. While the author talks about age in the process of English learning often means when and how long students start to contact with English. The author divides it into two points: one is the starting age, which refers to when students start to contact with English, and the other is the length of exposure time, that is, how many years to exposure. The reason why age is one of the individual differences is that if there is more than one student in a grade and a class, their age must be different. And the method that different age adapts to is also various.

4.1.2. Attitudes

Attitude is another factor in individual differences. It refers to people's evaluation and behavior tendency of things on the basis of their own morality and values. Attitude is expressed in three elements: inner feelings, emotions and intentions. In the process of English learning, the attitude of students is mainly reflected in two aspects: one is the attitude of learners towards teachers, the other is the attitude of learners towards learning materials. Generally speaking, attitude is the emotional factor of students, which is subjective, which means that different learners have different views on teachers or materials of the same style. For example, traditional teachers like students who have been receiving traditional education, but they don't like or even contradict students who have received the new curriculum reform. So their attitude determines their teacher orientation. If they like it, their enthusiasm will be high. If they don't like it, their learning efficiency will be low, and sometimes they will hinder the teaching progress.

4.1.3. Motivation

Motivation, in general, is considered as the special psychological state and willingness caused by specific needs to meet various needs. Famous linguist Chomsky once emphasized the significance of learners' motivation in language learning. In fact, psychologically, motivation has been classified into several types. But linguistically, linguists concentrate on the two typical types of motivation. They are internal motivation and external motivation. Internal motivation refers to the interests of learners in activities stimulated by internal motivation. They try to acquire knowledge or learning skills through these activities. External motivation refers to motivation caused by external factors, which refers to the motivation triggered by external factors. For example, praise and recognition from parents, teachers and classmates, or just want to avoid punishment in the learning process.

4.1.4. Personality

Personality is a crucial factor in second language acquisition. Personality refers to a person's mental or psychological outlook. Though foreign language learning, to a large extent, depends on the interactive activities with classmates, teachers and foreign language speakers, it is also influenced by personalities. There are two types of personality: introversion and extroversion. According to scientific research, extroversion is good for foreign language learning. Introversion, described as shyness, may hinder foreign language learning. The introverted students are more sensitive and timid than the extroverted students, and they are more likely to generate pressure in the face of public activities. For example, the introverted learners are not good at expressing themselves in the oral class, and they are not as fluent and calm as the extroverted learners.

4.1.5. Mother Tongue

Mother tongue refers to the first language of learners. As one of the individual differences, mother tongue is because there are a sea of second language learners from different countries, and different countries have different languages. For example, because English is the simplest and most widely used language, people in every country are learning it. Each country's mother tongue is different. And there are two obvious conditions: the similarity between the mother tongue and the target language the difference between the mother tongue and the target language. Therefore, the difficulty of English learning is different. For example, the difference between Chinese and English in pronunciation is very sharp, so it's hard to learn; while French has many similarities with English in pronunciation, so it's

easier for them to learn English pronunciation.

All in all, in the process of learning a second language, teachers must understand the above five characteristics of students. These five factors are also the most obvious performance of students in the learning process. In view of these five factors, teachers need to understand their definitions and functions. To mention their functions, the influence of these individual factors on English learning should be first mentioned. Only after teachers understand the above definitions can they carry out individualized teaching and targeted education according to the characteristics of each student. To be one person, one plan, to train students in all aspects of development, training all around individuals. In this part, the author first introduces the definition of these five factors, then in the next part, the author will analyze the influence of five factors on the speed and success of English learning.

4.2. Effect of personal factor

There are many individual differences, but here the author focuses on the above five factors. And both of them are critical in English learning in middle school. First, it is necessary to separate out the effects of these factors on the route of SLA from the effects of these factors on the rate of SLA.

4.2.1. The Effect of Age on the Speed and Order of English Learning in Middle School

Age is the first factor the author mentioned. That age can be discussed from two aspects in the process of learning English. One is the influence of age on students' learning speed; the other is the influence of age on students' learning order. Age in our English learning process involves two categories of age: starting age and learning time.

4.2.1.1. Starting Age

The available evidence suggests that age does not alter the route of acquisition. Bailey et al. investigated the order in which adults acquired the same set of grammatical morphemes studied by Dulay and Burt. They found an order similar to that found in the morphemes studies of children. Fathman found that the order of acquisition of 20 grammatical items remained so constant in her sample of 200 children aged from 6 to 15 years. Longitudinal studies also indicated that age does not produce a different order of development in transitional structures such as negatives and interrogatives. Cazden et al. found that child, adolescent, and adult learners went through the same stages. Thus learners appear to process linguistic data in the same way, irrespective of how old they are.

Rate of SLA appears to be strongly influenced by the age of the learner. Where the rate is concerned, there is evidence to suggest that older learners are better. That is, if learners at different ages are matched according to the amount of time they have been exposed to English, it is the older learners who reach higher levels of proficiency. This generalization, however, needs to be modified in 2 important ways. First as Snow and Hoefnagel-Hohle have shown, the learner who progresses most rapidly may be adolescent. In their study of Dutch L2 learners, they found that although the adults outperformed the children, the teenagers learnt more rapidly than both. It would appear that although age improves language learning capacity performance may peak in the teens, after which performance declines. The second modification to the generalization concerns the aspect of language that is being investigated. The study by Snow and Hoefnagel-Hohle are concerned. They found that age was a factor only when it came to morphology and syntax. There were only very small differences on pronunciation tests. However, even where pronunciation is concerned, the common belief that children are superior was not upheld.

4.2.1.2. Learning Time

Learning time refers to how long you have been in contact with English. According to Chomsky's research of second language, it is concluded that the number of years of contact with English has an impact on the speed of English learning, but has no impact on the order of students' English learning. The author discusses it from the four aspects of listening, speaking, reading and writing.

The influence of exposure years on the speed of English listening is obvious. A student who has been learning English for 10 years is more sensitive and proficient in listening than a student who has only been exposed to English for one year or half a year. This is also a process of experience accumulation. In the aspect of English speaking, the students who have been exposed to English for a long time are more authentic in pronunciation and more reasonable in word use than those who have just been exposed to English. In the aspect of English reading, the students who have been exposed to English for a long time, whether in reading speed or reading skills, have a better command than the

students who have only been exposed to English. In terms of English writing, the students who have been exposed to English for a long time have a wider and richer vocabulary, grammar and syntactic structure than those who have only been exposed to English.

The influence of contact years on the order of learning English is the same as that of age. Because whether it's listening and speaking or reading and writing. English teaching is a step-by-step process from shallow to deep, which does not search for the influence of age.

In short, age only affects the speed of learning English, but not the order of learning English. According to Chomsky's research, older students are more efficient at morpheme learning than children.^[4] However, from a long-term perspective, the older the students are exposed to English, the better their oral expression ability will be. Among them, young people's performance is the best, better than children's performance in pronunciation and memory, but also more flexible than adults' performance, and less affected by their mother tongue.

4.2.2. The Effect of Attitudes on the Speed and Order of English Learning in Middle School

The second factor is about attitude. When it comes to attitude, there exists an evidence showing that the attitude of student affects his academic performance and efficiency, and even his character. Thus, attitude is an important factor for middle students to learn English. Now the author will talk about two aspects of attitude: Students' attitude towards materials and students' attitude towards teachers.

4.2.2.1. Attitudes to Materials

On the one hand, students' attitude towards materials refers to their subjective tendency towards learning content or textbook knowledge. In general, adult learners dislike having a coursebook imposed upon them in the rigid way. They prefer a variety of materials and the opportunity to use them in ways they choose for themselves. The teaching materials in the market are various. At the same time, in order to meet the diverse needs of students, they are becoming more and more rich. But in the middle school teaching materials are unified, so different students will have different emotional tendencies to the same teaching materials. It also shows that attitude has an impact on English learning.

Attitude has an effect on the speed of English learning. According to John Schumann's research on second language acquisition, it demonstrates that students' attitudes towards learning materials have an impact on their English learning in listening, speaking, reading and writing. If the students' attitude towards learning materials is positive, it will speed up their learning. Otherwise students will hinder the process of teaching. For example, a student who likes cartoon maybe more like the materials with pictures. If the materials given to him are all words, the student may feel very boring, and have a disgust for the learning materials. If the materials provided to him are in line with his preferences, he will be interested in such learning, thus promoting the implementation of teaching.

According to John Schumann's research, however, attitude as a factor independent of the English language system, it has no much effect on the order of their English learning. For example, whether a student's attitude toward English learning materials is positive or negative, for oral English learning, it's better to learn phonetic symbols first, then the pronunciation of words, stress, and the final sentence and voice tone of dialogue.

4.2.2.2. Attitudes to Teachers

On the other hand, students' attitude towards teachers refers to students' emotional tendency towards teachers. Students will inevitably have very different views about the kind of teacher they think is best for them. Some prefer a teacher who, in Stevick's term, creates 'space' for them to pursue their own learning paths. Others prefer a teacher who structures the learning tasks much more tightly. Teaching is a process of bilateral interaction between teachers' teaching and students' learning. Therefore, there are not only teachers but also students' cooperation in teaching. Thus, whether cooperation can promote the implementation of teaching depends on students' attitude towards teachers.

Students' attitude towards teachers has an effect on students' speed of learning English. If a student likes the teacher of this course, he will be willing to follow the teacher's arrangement in the teaching process, which will speed up the mastery of English. On the contrary, students will often make some violations in the classroom, which will hinder the implementation of teaching, and also hinder the speed of learning English.

The attitude of students towards teachers has no effect on the order in which students learn English. The order of teaching will not change because of students' attitude. As an external factor of English

language system, students' attitude will not affect the internal development order of English language.

In a word, the two learning attitudes are very important for students to learn English, but the students' attitudes towards teachers and materials will only have an impact on the speed of English learning, and will not have an impact on the order of learning.

4.2.3. The Effect of Motivation on the Speed and Order of English Learning in Middle School

Motivation is the third factor. Students' learning motivation refers to the power and thought to engage in certain behaviors. According to Gardner and Lambert classifies motivation, they divides motivation into two categories: instrumental motivation and integrative motivation.

4.2.3.1. Instrumental Motivation

Instrumental motivation is proposed by Gardner and Lambert. It refers to those cases where the learners are interested in learning the language for the possible benefits, for example, professional advancement, study in the target language, business That is to say, it will occur when the learners goal is functional. According to Gardner and Lambert's research, when the motivation of students to learn English is functional, they would more likely to stop learning if they achieve their goals^[5] Although this situation is common, it is also helpful for English learning.

Instrumental motivation has effect on speed of English learning. If students have high motivation in the process of English learning, generally speaking, students' learning efficiency is high. If not, the efficiency is lower. For example: in order to study English hard. But for instrumental motivation, it can help learners maintain motivation until the goal is achieved, especially some goals that can be achieved through efforts in the short term. For example: CET-4 and CET-6, and various qualification tests. Thus the conclusion can be shown that the higher motivation one keep, the higher efficiency he has and the less time he will cost.

Instrumental motivation has no effect on the order of students' English learning. Like the age and attitude mentioned above, instrumental motivation, as an external factor of the language system, has little influence on the order of English learning. For example, in the process of learning English vocabulary, no matter what the purpose of the students is, students learn 26 letters first, then the words, and then the grammatical features and collocations of words.

4.2.3.2 Integration Motivation

Integrated motivation is proposed by Gardner and Lambert. It will occur when the learner wishes to identify with the culture of the L2 group. Or who would like to resemble members of the target culture and who would like to participate in the target culture. It is assumed to be based in the personality of the learner. The integrative motivation can be regarded as students' intrinsic motivation, that is, a desire for learning knowledge. It has a great influence on students' learning.

Integrated motivation has an effect on the speed of English leaning. That is to say, if a student wants to understand British and American culture, he will take the initiative to learn English and understand its language structure, syntactic structure, grammatical oral expression and other knowledge. As long as students have the will, they will learn faster and more efficiently. For example, learners with integrative motivation in the history and folklore of English culture learn better and faster than those with instrumental motivation.

Integrative motivation has no effect on the order of students' English learning. Syncretic motivation is a kind of internal motivation, but it is only the internal factor of the learners, not the internal factor of the English language system, so it has no great influence on the learning of the English system. It is necessary to start with pronunciation, and learn the order of vocabulary, grammar, syntax and even the article.

Generally speaking, motivation can be divided into the above two categories, but it has no influence on the speed of English learning, but it has no great influence on the order of English learning.

4.2.4. The Effect of Personality on the Speed and Order of English Learning in Middle School

Personality is another important factor. Personality refers to the personality characteristics of the students. Krashen divides people into two types: introverted and extroverted. Students with different personalities have different learning preferences. Thus, it has a great influence on English learning. The author talks about it by a study of Strong, who reviewed 12 studies on extroverted learners and their characteristics, and found that eight of them "confirmed the first basic hypothesis", and the other six showed that extroverted learners had an advantage. These studies were conducted in the natural

communicative language environment.

4.2.4.1 Extroverted Learners

Extroverted learners are confident, open-minded, responsive, willing and good at communicating with others. They have more opportunities for language practice. Therefore, compared with the introverted learners, the extroverted learners will have certain advantages in oral English, of course, there are also disadvantages. The extroverted learners are also easy to be affected by external factors, unable to fully focus on learning, and rarely return to think patiently about the knowledge they have learned after learning, which will lead to the learners' lack of depth in English learning. Only stay on the surface of the use of English language.

The influence of extroverted learners on English learning speed can be discussed from four aspects: listening, speaking, reading and writing. But the most obvious one is in this aspect, that is, oral English. In the oral class, the extrovert learners are more active and speak more than the introvert learners, so the extrovert learners perform better in oral English. Extroverted learners will be more active in communicating with others in "target language", which improves their output; while communicating with others, they will also get communication feedback from the communicators, which improves their input. Thus, they have more opportunities for language practice.

Extroverts have no influence on the order of English learning. This is the same as the age and attitude motivation mentioned above. As a factor outside the English language system, they will not affect the order of English learning.

4.2.4.2 Introverted Learners

Introverted learners have a quiet personality, can analyze what they have learned in depth, can master grammar comprehensively and study the form and content of language carefully. From two aspects, one is speed, the other is order.

Introverts have an impact on English learning speed, especially in oral English. Introverts are focused and engaged, and they spend more time reading and writing, so they enjoy more success. However, they are not good at speech, and lack of practice in oral English due to personality reasons. Because the thinking time is too long, it is easy to lose the opportunity to communicate with others, and it is very difficult to develop the oral ability of introverted learners, so the speed is slowed down.

Introverted learners have no influence on the order of English learning. The order in which English wants to learn depends on the order of the English language system. Therefore, it is only related to the order of English itself.

Generally speaking, students' personality has an effect on the speed of English learning, but it has no effect on the order of English learning.

4.2.5. The Effect of Mother Tongue on the Speed and Order of English Learning in Middle Schools

Mother tongue is another element of individual factors. Although there are several kinds of language systems in the world, some languages belong to one language group. So it is possible for a language group to have similarities in pronunciation and grammar, and it is easier to learn the similarities of this language. So mother tongue has an impact on second language learning.

4.2.5.1. Similar to the Target Language

When mother tongue is similar to English, mother tongue can promote English learning. So in terms of speed, if the mother tongue is similar to the target language, it can also speed up the learning of English. For example, it is easier for Chinese people to learn Japanese in writing, because Japanese and Chinese belong to the same language group. And there will be some obstacles for Chinese students in learning English, whether in pronunciation or writing. Because they belong to different languages.

When the mother tongue is similar to English, it has an effect on the order of English learning. If there are similarities between native language and target language, the common similarities can be skipped directly in teaching. For example, English and French are similar in the pronunciation of some letters, because they belong to the same language family, so students can directly skip the pronunciation of universal French in learning English.

4.2.5.2 Different from the Target Language

When there are differences between the native language and the target language, the mother tongue hinders the learning of English. This is essentially the same as language transfer. Different points will

have to spend more time to learn, and during the process of target language learning, it is interfered by the mother tongue. That is to say, it is more difficult to learn English. It also proves that mother tongue has an impact on English learning.

In terms of learning speed, if the students' native language is the opposite of the target language, they will spend more time to learn than the students with the same mother tongue background. So the speed will slow down. For example, Chinese students have different ways of using and thinking when learning English, so they should first understand target language's ways of thinking and habits, and then use these knowledge to learn English. So it takes more time than others, whose mother tongue keeps the same with the target language.

If the order of learning is different between the native language and the target language, the order of teaching will be different. For example, the comparison between Chinese learning and Japanese learning. First of all, Chinese and Japanese are a language group, and there are a lot of similarities, so teachers can ignore the aspect of teaching Japanese Chinese characters, but as a Chinese learning English, in terms of phonetic vocabulary, grammar, teachers should follow the order of English itself.

In a word, the influence of mother tongue on English will affect both in speed and order. When they are similar, they will accelerate in speed and change in order. When they are different, they will slow down in speed and change in order according to their own system.

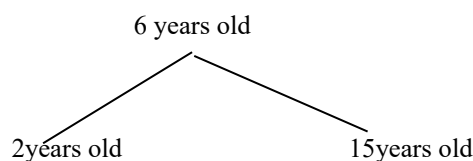
The above is the influence of individual differences on students' English learning. In short, age, attitude, motivation and personality have influence on the speed of English learning, but not on the order of English learning; mother tongue has influence on the speed and order of English learning among these five factors. After understanding the influence of this part of factors and the meaning of the previous part of factors, the result is shown that individual differences have many effects on English learning, and they are also an important factor in the process of learning. So there are also many experts at home and abroad to study this, and correspondingly have findings and enlightenment, and the author will discuss it in the next chapter.

5. The Teaching Enlightenment of Middle English Learning

English teaching is a complex process, in which respect for individual differences is both a means and a purpose. The success of English learning and the positive attitude towards English are interrelated and coordinated. Many researchers have conducted in-depth research in this field and put forward corresponding teaching methods. For example, the Soviet Union's Vygotsky, ancient Greece's Plato, China's Confucius and so on.

5.1 Grasp the Key Period

According to age, who put forward the critical period hypothesis.^[6] The so-called critical period hypothesis means that there is such a period in human development, in which learners learn foreign languages without any effort and spontaneously. This period of time is believed by a large number of researchers to be the first ten years of life. However, when the critical period ends remains to be further investigated, and there is no unified statement. In English teaching, according to the research, in order to reach the level of native language, students need to learn English before the age of 6. And most researcher believes that at the age of two, it is the best time to expose English. If it is a little later than 6, students will have an accent in the aspect of pronunciation. If it is later than 15, then students' English is difficult to reach the level of native language in every aspect. Therefore, the critical period is actually a kind of irregular inverted V-shaped continuum, and its starting and ending boundaries are not prominent and clear, as shown in the figure below:



So parents should start to let children contact with English at the age of about 6, cultivate their thinking and pronunciation, so that they can learn English more conveniently and efficiently in the future.

5.2 Learning in Games

According to the fact that students lack interest in learning, Plato first put forward the idea of learning in games.^[7] Learning in games means that students learn knowledge in the process of playing games. He also states that students can't hate learning if they don't fall in love with learning. Therefore, in English teaching, teachers are required to design more interactive activities to stimulate students' initiative and interest. This is the shadow of task-based teaching. If teachers always put English learning in the game, because children's nature is to love playing, then it is a good way to acquire knowledge in the process of playing. It not only arouses interest, but also conforms to children's natural characteristics, which is conducive to children's positive, high motivation and interest in English.

5.3. Teaching Students in Accordance with Their Aptitude

According to the characteristics of individual differences of students, Confucius, a famous educator in ancient China, proposed the principle of teaching students according to their aptitude. Teaching students according to their aptitude refers to teaching according to the age characteristics and the law of physical and mental development of each student, so as to achieve targeted education, so as to promote the overall development of students, tap their potential, constantly innovate themselves, and find themselves. Teaching students in accordance with their aptitude requires teachers to understand students mainly through two aspects: first, direct understanding, such as: communicating with students and asking their preferences in person; second, indirect understanding, such as: observing students through other students' teachers' evaluation of students, their files and paper materials, and home visits.

5.4. Intercultural Communicative Teaching

According to the limitation of students' native language background, the new curriculum standard puts forward the method of cross-cultural communication.^[8] The purpose of intercultural communication is to cultivate students' international consciousness, which requires them to look at problems from the perspective of the target language. Intercultural communication is one of the five teaching objectives of our English teaching, which shows that teachers have paid attention to the influence of mother tongue on target language learning. This requires teachers to first understand the cultural background, folk customs and ways of thinking of the target language, and then integrate these knowledge into the classroom of English teaching, so that students can understand the knowledge based on the understanding of English and American culture. At the same time, students can make a comparison between Chinese and English to overcome the common problems of Chinglish.

Generally speaking, these methods can be used to help teachers and students teach and learn knowledge in the future English teaching. But in the process of using these methods, teachers should remember not to be teach in a mechanical way. And when preparing the lesson plan, the teacher can consider integrating these methods, and then make a supplementary plan to meet the unexpected needs. It is a one stone, two birds approach. In this way, while enriching the teaching experience of teachers, it also makes it easier for students to devote themselves to learning. In addition, it can gradually change the bottleneck problems in middle school English teaching.

6. Conclusion

Language learning is a process influenced by cognitive motivation, which is determined by individual differences. Therefore, in language teaching, teachers should not only pay attention to the development of students' cognitive ability, but also pay attention to students' individual differences. As we all know, more and more teachers and researchers begin to realize the importance of individual differences in English teaching. Many junior high schools have arranged interesting courses for students to help them establish a positive attitude towards learning and life, and to find out the flash points of students. More and more students are benefiting from these courses. In some schools, interest courses even become compulsory for junior high school students. Therefore, it is more and more important for students to participate in learning with individual differences. Many achievements have been made in psychological research, such as the critical period hypothesis, which is considered to be one of the important analysis methods to explore the individual differences of middle school students in foreign language learning.

A large number of studies have shown that it is essential for language teachers to respect individual

differences in the teaching process. This manipulation is also considered as a catalyst to encourage teachers to improve their teaching methods and help students keep their enthusiasm and vitality in English learning. At the same time, it is also necessary for students to give full play to their personal skills in foreign language learning. Only through the understanding of individual differences, can we cultivate students' self-confidence and self-esteem, and lay a good foundation for their success. Therefore, the individual differences of students in foreign language teaching are of great significance to both students and teachers.

Although more and more attention has been paid to individual differences in foreign language learning by teachers and psychologists, there are still many problems to be solved. For example, the popularity of the concept of individual differences is still limited. In many remote rural areas, this concept is still considered formalistic and cannot be put into practice. At the same time, cognitive research is also in the development stage. Many problems and mysteries of human individual differences still need to be solved by researchers. Therefore, there is still room for progress in this area.

In a word, this paper discusses these problems from five typical aspects, focusing on the factors of individual differences and their influence on junior high school English teaching, so as to arouse language teachers' attention to emotional factors in the teaching process. Scientifically speaking, junior high school English teaching should also be combined with respect for individual differences. Therefore, the author hopes that the reasonable operation of emotional factors can not only improve the effect of English teaching, but also stimulate the enthusiasm of students to learn English. With the further exploration of individual differences, this study will take a new step, which can not only attract the attention of teachers and psychologists, but also attract the in-depth study of parents and students.

References

- [1] Ellis Rod. *Second Language Acquisition*. Oxford: Oxford University Press, 1994.
- [2] Gardner, R. and W. Lambert, *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House Press, 1972.
- [3] Hernandez A E. *The Bilingual Brain*. Cambridge: Cambridge University Press, 2013.
- [4] Lenneberg E. *Biological Foundations of Language*. New York: Wiley, 1967.
- [5] Patkowski M S. *The sensitive period for the acquisition of syntax in a second language*. *Language Learning*, 1980.
- [6] Seliger H. *Implications of multiple critical periods hypothesis for second language learning*. New York: Academic Press, 1978.
- [7] Sun Junsan and Lei Xiaobo, eds., *Principles of Education, Hunan: Hunan Education Press, 2007, p. 115.*
- [8] Wang Qiang, ed., *English Teaching Methods, Beijing: Higher Education Press, 2000, p. 45.*