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**INSTRUCTORS' AWARENESS OF INDIVIDUAL DIFFERENCES
IN THE ENGLISH TEACHING PROGRAM**

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Abstract

The way foreign language learners acquire and process information as well as their motivations and personality traits differ from one to another, and this is part of their individualities. When these learners' particularities are not met by the instruction they receive, this may cause some effects on their outcomes and may also trigger negative attitudes towards the foreign language class. This research describes aspects of foreign language learning and instruction considered to be essential to obtain the best of foreign language learners' potentials.

La forma en la que los estudiantes (individualmente) de una lengua extranjera adquirieren y procesan información, así como sus motivaciones y rasgos de personalidad difieren unos de otros. Cuando estas particularidades de los alumnos no son satisfechas por la instrucción que reciben, esto puede causar algunos efectos en su desempeño y también pueden provocar actitudes negativas hacia la instrucción en el idioma extranjero. Esta investigación describe los aspectos del aprendizaje y de la instrucción que se consideran esenciales para obtener lo mejor de las potenciales de los estudiantes de un idioma extranjero”.

Introduction

Why is that some learners, who share the same academic setting (same teaching strategies and same teaching materials), present different levels of acquisition of the target language?

The aim of this research is to determine whether the teaching strategies employed by teachers in the classroom take into account learners' individual differences, factors that can contribute to success in the process of learning / acquiring a second language.

With the purpose of delimitating the scope of the research, it is important to provide first some basic notions of what the area of Second Language Acquisition refers to, and in this respect and according to

SLA refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional

language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in the classroom and L2 learning that involves a mixture of these settings or circumstances. (Saville-Troike, 2009:02)

Difference between ESL and EFL

Before going deeper into the subject of research, it is necessary to make a distinction between ESL (English as a second language) and EFL (English as a foreign language). While ESL refers to teaching English to people who do not speak English and live in an English speaking country, EFL indicates the use of English in a non- English speaking region. To sum up, the difference between these two terms is mainly related to the context within which English is taught.

The phenomenon of SLA (ESL/EFL) has been largely examined by researchers wanting to discover in some way the nature of second/ foreign language acquisition, and in so doing, propose new methods to improve procedures related to second/foreign language teaching/learning. Essentially, the analysis of information comes from three different sources or fields of study; being comprised by Linguistics, psychology, and sociology, each one of these areas give a singular perspective of looking at SLA and also valuable information to understand the complexity of language learning.

Findings in this research may be crucial to the identification of new ways of approaching Foreign Language Learning/Teaching in a college-level work context, and also may be the basis to start working from the students' individualities to make their learning process executive. Also, understanding the nature of how languages are learned will provide us with accurate information to detect the appropriate teaching strategies and methods to obtain better academic results, mainly because good teaching practices are based on informed decisions.

1. Problem

Second/foreign language acquisition phenomenon has a very ample scope of analysis, perspectives or disciplines to approach it; this research explores only one discipline, on the way to detect some aspects of language learning that we consider are the most influential on learners' success. The field of study we will be working on is Psycholinguistics, discipline that deals with psychological and neurobiological factors that enable humans to acquire, use, and understand languages, here individual differences such as: motivation, learning styles and personality will be examined. Along with analyzing these differences in learners, we will focus on teaching strategies, how these are related to individual differences, and whether these features are considered by teachers when formulating and developing their methodologies. Formal structured contexts of learning will be analyzed under this criterion. The question we will attempt to answer is: Do teaching strategies employed by faculty professors at Universidad del Bío-Bío take into account students' individual differences from upper intermediate to advanced level of the English teaching program to make second language acquisition a successful experience?

The main reason why this problem has been addressed arises from the need to discover the different factors that influence the successful acquisition of a foreign language in a college-level

work context, and to prove whether these factors are taken into account when developing teaching strategies. After having dealt with some notions of Universal Design and individual differences related to instruction in general but also applied to the acquisition of a foreign language (Gardner,1995), the idea of analyzing how these features influence the design of teaching strategies came to mind.

1.1 Problem contextualization

1.1.1 Program fields of study: The English Teaching Program (ITP) at Universidad del Bío Bío focuses on three areas of knowledge that are to provide students with the necessary qualifications for competent professional functioning, these areas are: Area de Formación General [General Training Area]; Area de Formación de la Especialidad [Major Training Area]; Area de Formación Profesional y Pedagógica[Professional Training Area].

1.1.2 Students’ academic background: Students are currently enrolled in fourth year, having 8 hours of Idioma Inglés Avanzado II [advanced English II] weekly, together with other courses that are also taught in English [literature, didactics and evaluation] and to reach this level, students have had to pass all the previous English courses[prerequisite], going from elementary to advanced levels. Most students come from different parts of the region, and receive state financial aid to study at Universidad Del Bío-Bío, which means that they have a mid-low socioeconomic status.

1.1.3 Instructors’ training background:

Instructors’ background	Instructor 1	Instructor 2
EFL training	B.A. (English Teacher) Certificate programs for teaching ESL: The University of Nottingham, University of Bristol. Training courses: The University of San Diego, University of Kent.	B.A. (English Teacher) College degree validation in the U.S.A. Taught EFL in the U.S.A. Fulbright scholarship holder
College-level teaching experience	35 years at the English Teaching program (UBB)- taught instrumental English in other Universities	6 years at the English Teaching Program (UBB)- taught EFL at institutes(Chile)

2. Aim

The aim of this research is to find out whether individual differences are considered by EFL college level professors teaching senior year students when selecting strategies to teach the L2. To pursue this aim, the following objectives are described.

2.1 General objectives

- To determine some aspects that are most influential while learning/acquiring a second language in the English Teaching Program at the Universidad del Bío- Bío.
- To find *why* some second/foreign language learners are more successful than others.

2.2 Specific Objectives

- To detect some issues or circumstances that might be causing interference or difficulty in the process of acquiring a second language in students of the ETP of the Universidad del Bío-Bío.
- To identify new ways of approaching SLA in class that might facilitate language learning according to the findings of this research.

3. Theoretical framework

3.1 Motivation

A factor which is frequently cited to explain why some L2 [second/foreign language learners] learners are more successful than others is individual motivation. Motivation largely determines the level of effort which learners expend at various stages in their L2 development, often a key to ultimate level of proficiency. (see Huitt, 2001)

The following definitions of motivation were gleaned from a variety of psychology research and literature reflect a general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. (see Kleinginna and Kleinginna, 1981)

- internal state or condition that activates behavior and gives it direction;
- desire or want that energizes and directs goal-oriented behavior;
- Influence of needs and desires on the intensity and direction of behavior.

Several types of motivation have been identified; instrumental, integrative, resultative and intrinsic.

Instrumental motivation, learners make efforts to learn an L2 for some functional reasons-to pass examinations, to get a better job, or to get a place at university. In some learning contexts, an instrumental motivation seems to be the major force determining success in L2 learning, in settings where learners are motivated to learn an L2 because it opens up educational and economic opportunities for them.

Integrative motivation, some learners may choose to learn a particular L2 because they are interested in the people and culture represented by the target language group.

Resultative motivation, motivation is the result of learning. That is, learners who experience success in learning may become more, or in some contexts, less motivated to learn.

Intrinsic motivation, in some learning situations, it may not be learners' general reasons for learning an L2 crucial in determining the motivation. Indeed, it is possible that many learners do not hold distinct attitudes, positive or negative towards the target language group. Such is probably the case with many foreign language learners. It does not follow, however, that such learners are unmotivated.

The four types mentioned above, should be seen as complementary rather than as distinct and oppositional. Learners can be both integratively and instrumentally motivated at one in the same time. Motivation can result from learning as well as cause it.

One major exponent in the area of motivation related to second language acquisition, specifically in an EFL context is Gardner (1982), who has conducted several investigations, postulating motivation as a fundamental factor in the acquisition of an L2, but he also suggests that is one variable, and to have a complete picture of what might trigger learners' success, other variables such as learning styles, aptitude, personality, among others, should be taken into consideration.

Gardner goes further and proposes a socio-educational model, work which was primary inspired by Mowrer (1950), who analyzed motivation in first language acquisition, and got to the conclusion that the desire to get identity both within the family and language community influences children's success when acquiring their first language. (Mowrer, 1950)

Even though other researchers have reported studies in the area of motivation, Gardner's model examines second language acquisition in formal settings of instruction, specifically in foreign language classrooms. The model basically explores four variables or factors that have an influence in second language acquisition, including social and cultural milieu, individual learners' differences, the setting or context in which learning takes place and linguistic outcomes (Gardner, 1982). Within the model, motivation is perceived to be composed of three elements. These include effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study. (Gardner, 1982)

Recent studies in the field suggest that motivation is not stationary in second or foreign language acquisition, on the contrary, it is considered to be dynamic during the learning process, varying from day to day and task to task, and even in response to the motivation of a learner's interlocutor. (Dörnyei and Otto, 1998)

This idea of motivation as dynamic aspect of second or foreign language acquisition was also widely described by Gardner in his doctoral thesis, where he hypothesized about how motivation might differ depending on the circumstances that surround the learner, and he also suggests that some of these motives might persist over time.

Many motives could be (and have been) postulated which might play some role in acquiring a second language. The student might be motivated by the novelty of finding new words for familiar stimuli (i.e., an exploratory drive (53)), from fear of failure (53), N achievement (53), or N order (53) to mention only a few. Such motives probably are operative during short periods of time, but in

the laborious task of acquiring a new language, the novelty diminishes and fear of failure can be circumvented through “cramming” just prior to an examination or by studying only those aspects of the language which are amenable to examination. Similarly, N achievement and N order might motivate the individual to learn particular aspects of the language in order to do well on examinations, or to acquire a job (N achievement), or to understand the grammatical and syntactical rules of the language (N order). It is unlikely, however, that such motives would persist over the time period necessary for the successful acquisition of a second language. (Gardner 1960:7)

Gardner in his doctoral thesis indicates that the different motives a child may have to learn his/her first language, seem to be particularly similar to those that people might develop while learning a second or foreign language , this assumption was previously introduced by Mowrer. (1950)

To fully comprehend a student’s motivation to learn a second language, it is necessary to explain his long-term drive to acquire all aspects of the language. Attempts to explain how the child learns his first language have given attention to motivational variables. At birth all infants, regardless of cultural or language membership groups, manifest the same sound profiles (44) and the fact that as children they acquire the language sounds of their parents has been attributed to imitation. Many researchers who have attempted to explain this process have relied heavily upon the concept of secondary reinforcement, arguing that the parents’ activities and indeed their mere presence are reinforcing to the child since they are regularly paired with primary drive reduction (16, 19, 39, 40, 44). Since this reinforcement is generally accompanied by verbalization on the part of the parents, the language sounds themselves can acquire secondary reinforcing properties.

When the child is alone and utters a sound like one in the language of the parents, this act, through auditory feedback, is in itself reinforcing. That is, the verbal response is self-rewarding since it reproduces the cues associated with the valued person, and consequently this response is learned. The tendency for the child to copy the parents particularly in the parents' absence Mowrer calls "identification." (Gardner, 1960)

Although motivation is an important factor that might trigger a degree of success in foreign language learning, it is not determinant and other factors such as learning styles, personality traits and aptitude play a fundamental role in explaining why some learners are more successful than others, and that is precisely the aim of this research, attempt to answer this question, and for such purpose, not only people who are learning a language should be taken into consideration, but also the people in charge of the instruction, an observation rubric form was designed to assess instructors, and then contrast the information to verify to what extent the students' needs are met.

3.2 Learning styles

All individuals preferentially acquire and process stimulus or information in different ways, some learn easily by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Something very similar happens with people who teach and the teaching materials they use, some instructors lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding. (Felder and Soloman, 2010)

When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to

other curricula or drop out of school. Professors, confronted by low test grades, unresponsive or hostile classes, poor attendance and dropouts, know something is not working. They may become overly critical of their students (making things even worse) or begin to wonder if they are in the right profession. Most seriously, society loses potentially excellent professionals. To overcome these problems, professors should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner, which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals.

Felder R. and Soloman B. (1991) from North Carolina State University describe different learning styles, teaching strategies and also give advice for each kind of learner so they can potentiate their capacities, these learner types are characterized as follows

Characteristics of active and reflective learners

- Active learners tend to retain and understand information best by doing something active with it--discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.
- "Let's try it out and see how it works" is an active learner's phrase; "Let's think it through first" is the reflective learner's response.
- Active learners tend to like group work more than reflective learners, who prefer working alone.

- Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done.

Characteristics of sensing and intuitive learners

- Sensing learners tend to like learning facts, intuitive learners often prefer discovering possibilities and relationships.
- Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.
- Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.
- Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.
- Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug" courses that involve a lot of memorization and routine calculations.

Everybody is sensing sometimes and intuitive sometimes. Your preference for one or the other may be strong, moderate, or mild. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

Visual and verbal learners

Visual learners remember best what they see--pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words--written and spoken explanations. Everyone learns more when information is presented both visually and verbally.

In most college classes very little visual information is presented: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts. Unfortunately, most people are visual learners, which mean that most students do not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally.

Many people who read this description may conclude incorrectly that they are global, since everyone has experienced bewilderment followed by a sudden flash of understanding. What makes you global or not is what happens before the light bulb goes on. Sequential learners may not fully understand the material but they can nevertheless do something with it (like solve the homework problems or pass the test) since the pieces they have absorbed are logically connected. Strongly global learners who lack good sequential thinking abilities, on the other hand, may have serious difficulties until they have the big picture. Even after they have it, they

may be fuzzy about the details of the subject, while sequential learners may know a lot about specific aspects of a subject but may have trouble relating them to different aspects of the same subject or to different subjects.

The identification of students' learning style should not be a way of labeling their capacities or to completely modify instructors way of teaching in order to fit students' preferable way of learning, although studies indicate that greater learning is to occur when teaching styles match students' learning styles (Schmeck, 1998), Learning strategies and learning styles, Plenum Press (1988). To effectively function as professional of any field, students need to develop skills in the entire dimension presented by the Index of learning Styles, because if they are never exposed to the dimension they are weaker at, they are bound not to develop skills on those categories, what might trigger incapacity to work well in certain scenarios. Consequently, the instruction should be varied to optimally meets everyone's learning styles and also reinforce the areas in which students lack proficiency, in this way, students who are in the extremes of the categories are forced to work both in their preferable and more comfortable way of learning as well as in their non-preferable one.

The importance of using the Index of Learning Styles is that of designing effective instruction. Identifying the learners' preferable ways of learning may help the instructor in the formulation of a teaching approach that meets his students' needs. The use of an assessing instrument like the Index of Learning Styles to determine the learning style profile of a class (without being overly concerned about which students have which preferences), will provide additional support for effective instructional design (Felder 2005). It is also important to highlight that the use of an instrument like the ILS in a class context, it is not a reliable instrument of what they are and what

they are incapable of doing, and so that they can be successful at any career or profession they decide to follow.

The ILS has been used in a diversity of areas, in some of them was used as a way of identifying the students' profile in a particular program for designing new ways of instruction, and in some others to examine various aspects of student performance and attitudes. Since the present investigation was done in an undergraduate context, here, there are a number of studies done using the ILS. Table 1 summarizes learning styles profiles reported in different studies, table 2 shows large percentages of students with mild preferences. Results in table 1 show that learners from different universities have a tendency to learn better by means of visual aids, these results are similar to the ones obtained by this research. Universities that have applied these tests had the aim to know their students learning styles in order to reformulate their curricula to favor students' styles. The results shown below demonstrate that students from different contexts have different learning styles as well as students who form part of the sample of this research.

Table 1. Reported learning style preferences

SAMPLED POPULATION	A	S	Vs	Sq	N	Reference
Iowa State, Materials Engr.	63%	67%	85%	58%	129	Constant [24]
Michigan Tech, Env. Engr.	56%	63%	74%	53%	83	Paterson [25]
Oxford Brookes Univ. , Business	64%	70%	68%	64%	63	De Vita [26]
British students	85%	86%	52%	76%	21	
International students	52%	62%	76%	52%	42	
Ryerson Univ., Elec. Engr.						
Students (2000)	53%	66%	86%	72%	87	Zywno & Waalen [2]
Students (2001)	60%	66%	89%	59%	119	Zywno [28]
Students (2002)	63%	63%	89%	58%	132	Zywno [29]
Faculty	38%	42%	94%	35%	48	
^c Tulane, Engr.						
Second-Year Students	62%	60%	88%	48%	245	Livesay et al. [30]
First-Year Students	56%	46%	83%	56%	192	Dee et al. [31]
Universities in Belo Horizonte (Brazil) ^b						
Sciences	65%	81%	79%	67%	214	Lopes [32]
Humanities	52%	62%	39%	62%	235	
Univ. of Limerick, Mfg. Engr.	70%	78%	91%	58%	167	Seery et al. [33]
Univ. of Michigan, Chem. Engr.	67%	57%	69%	71%	143	Montgomery [34]
Univ. of Puerto Rico-Mayaguez						
Biology (Semester 1)	65%	77%	74%	83%	39	Buxeda & Moore [3]
Biology (Semester 2)	51%	69%	66%	85%	37	Buxeda & Moore [3]
Biology (Semester 3)	56%	78%	77%	74%	32	Buxeda & Moore [3]
Elect. & Comp. Engr.	47%	61%	82%	67%	?	Buxeda et al. [36]
Univ. of São Paulo, Engr. ^b	60%	74%	79%	50%	351	Kuri & Truzzi [37]
Civil Engr.	69%	86%	76%	54%	110	
Elec. Engr.	57%	68%	80%	51%	91	
Mech. Engr.	53%	67%	84%	45%	94	
Indust. Engr.	66%	70%	73%	50%	56	
Univ. of Technology Kingston, Jamaica	55%	60%	70%	55%	?	Smith et al. [38]
Univ. of Western Ontario, Engr. ^c	69%	59%	80%	67%	858	Rosati [39]
First year engr	66%	59%	78%	69%	499	Rosati [40]
Fourth year engr.	72%	58%	81%	63%	359	Rosati [40]
Engr. faculty	51%	40%	94%	53%	53	Rosati [40]

^a Rows in boldface denote studies using the current version of the ILS with native English speakers

^b Portuguese translation of the ILS used

^c Data collected with Version 1 of the ILS. (All other studies used Version 2.)

Table 2. Strengths of Preferences

	Act-Ref		Sens-Int			Vis-Vrb			Seq-Glo			
	Mod-Str Act	Mild	Mod-Str Ref	Mod-Str Sens	Mild	Mod-Str Int	Mod-Str Vis	Mild	Mod-Str Vrb	Mod-Str Seq	Mild	Mod-Str Glo
A1	27%	58%	15%	38%	52%	11%	69%	28%	3%	34%	52%	15%
A2	32%	50%	18%	38%	50%	12%	64%	32%	5%	21%	63%	16%
A3	30%	55%	15%	36%	49%	15%	62%	35%	3%	24%	62%	14%
B1	–	60%	–	–	52%	–	–	36%	–	–	58%	–
B2	–	55%	–	–	47%	–	–	36%	–	–	62%	–
B3	–	61%	–	–	52%	–	–	45%	–	–	64%	–
C	24%	61%	15%	43%	46%	11%	61%	34%	5%	31%	58%	11%
D	31%	54%	15%	48%	38%	14%	38%	45%	17%	20%	69%	11%
E	25%	69%	6%	49%	46%	5%	46%	48%	6%	29%	64%	7%
F	19%	65%	16%	33%	51%	16%	10%	61%	29%	27%	57%	15%

A1—Ryerson University, Engineering Students, 2000 cohort: *N* = 87 [29]
 A2—Ryerson University, Engineering Students, 2001 cohort: *N* = 119 [29]
 A3—Ryerson University, Engineering Students, 2002 cohort: *N* = 132 [29]
 B1—San Jose State University, Materials Engineering Students, *N* = 261 [41]
 B2—San Jose State University, Mechanical Engineering Students, *N* = 196 [41]
 B3—San Jose State University, Freshman Engineering Students, *N* = 693 [41]
 C—San Jose State University, Engineering Students, *N* = 183 [42]
 D—Arizona State University, Graduate Students in Social Work [42]
 E—Brazilian science students, *N* = 214 [32]
 F—Brazilian humanities students, *N* = 235 [32]

3.3 Personality

Within individual differences, one of the most outstanding is personality. Although there is no consensus, personality has been defined as a “dynamic organization, inside the person, of psychophysical systems that create the person's characteristic patterns of behavior, thoughts, and feelings.” (Allport, 1961:18). There are plenty of different theories to explain personality and different perspectives to analyze it.

This individual difference has been analyzed by different psychological currents, from psychoanalysis to humanism, each proposing different hypotheses to explain both the existence and the implications that personality has in the life of individuals. Personality has been largely studied due to its importance not only in terms of personal growth and self-development but also focused on the learning process.

Carl Jung in his personality model of typology recognizes eight typological groups: two personality attitudes-extraversion and introversion- and four functions or modes of orientation-

thinking, sensation, intuition and feeling. According to Sharp's analysis of Jung's typology (1987), extraversion and introversion are psychological modes of adaptation. In the former, the movement of energy is toward the inner world. In the latter, interest is directed toward the outer world. In one case the subject (inner reality) and in the other the object (things and other people) is of primary importance. Jung himself defines extraversion as normally characterized by an outgoing, candid and accommodating nature that adapts easily to a given situation, while introversion is normally characterized by a hesitant reflective nature that keeps itself to itself.

These two types of personality attitudes identified by Jung are of great importance to understand not only the differences existing among individuals but also to recognize differences that directly affect the learning process, and most important to this research, the acquisition of a second (foreign) language. A number of researchers identify personality as being fundamental to determine success or failure in second language acquisition (Gass & Selinker, 1994) based on the assumption that certain personality features may encourage or inhibit second language learning (Zhang, 2008).

The most common feature on which researchers have focused their theories on personality is attitude; whether a person has an extravert or an introvert orientation towards the world. Studies have shown that extravert people have the tendency to acquire a second language better and more easily than introvert learners. A particular study carried out by Naiman proved this hypothesis. The sample was made of 72 highschool students who were learning French as a second language. Their personality features were established by means of questionnaires applied by Naiman, This study concluded that 70% of the students with the highest results considered themselves as extraverts. Extravert students due to their willingness to communicate even if that implies embarrassing themselves are in a one up position when being compared to introvert

learners who usually are afraid of making mistakes which makes them take less advantage of learning opportunities. Success related to extravert and introvert types of personality is also reflected in a study done by Wesche (1977) focused on a group of Canadian civil servants who were also learning French as a second language. Wesche found a correlation between role playing and the development of listening and speaking skills. Learners who were willing to participate in role play activities showed a tendency to be more successful than those learners who seldom engaged in this task. This willingness to participate in role playing is a reflection of an extravert oriented personality, in which self confidence acquires great relevance to reach speaking and listening proficiency.

Extroversion versus introversion

The notion of extraversion/introversion comes from trait theories of personality developed in the area of psychology. Trait theorists try to find whether these features are relatively stable, and also whether they are innate in some degree. Extraversion – introversion is the most studied dimension of personality, and SLA researchers have focused on how it influences, along with linguistic variables, the oral performance of learners.

A typical extravert is someone who is sociable, has many friends, needs to be surrounded by many people, takes chances and risks, acts spontaneously, and is generally an impulsive individual. On the other hand, a typical introvert is described as someone who is a quiet, retiring sort of person, introspective, fond of his inner world of thoughts rather than the exterior world of people, he is reserved and distant except to intimate friends. He tends to plan ahead, keep to schedules and distrusts the impulse of the moment. He does not like excitement (Eysenck &

Eysenck, 1964: 8). These features of learners' personality certainly affect their lives, especially their acquisition of a second or foreign language.

SLA theorists claimed that extraverts are better language learners than introverts. Extraverts, who tend to be sociable, are more likely to join groups, more inclined to engage in conversations both inside (Cook, 1991) and outside the classroom (Swain, 1985). So that they tend to take advantage of learning opportunities. It has been suggested that extroverted learners will find it easier to communicate with other users of the L2 and therefore will obtain more input. The classroom learner may also benefit from being extroverted by getting more practice in using the L2 due to their self confidence and spontaneity. Furthermore extraverts are believed to be more likely to take risks which give them more experience by having more opportunities to make mistakes and learn from them. In recent years, a more nuanced perspective on the relationship between extraversion and SLA has emerged. There are two main positions when talking about the effects of this dimension of personality on second and foreign language acquisition. The first advocates that "extroverted" learners will do better in acquiring basic interpersonal communication skills. The second maintains that: "introverted" learners will do better at developing cognitive academic language ability. This makes extravert learners be more familiarized with communicational skills, while introvert learners tend to acquire a language that is more oriented towards academic settings rather than social life.

Self confidence, an outstanding feature of extravert people, is also closely related to high self esteem. "Presumably, the person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego."(Brown, 1977:352)

Although it is considered by most of researchers that extraverts tend to have an easier acquisition of second/foreign language, there is no proof that their achievement is greater than that of introverts. However, extravert tend to use the language more and to develop better communicational skills, maximizing contact and emphasizing the use of the target language. By contrast, academic achievement may be more likely to be obtained by introverts, especially due to their thoughtfulness and organization rather than the use of language and the communicative skills they develop.

Good language learners are impulsive, which has positive effects on L2 acquisition and it implies a disposition to take risks (being wrong, having a bad grade, embarrassment, being laughed at, etc) that in the end generate feedback, helping to become aware of own weaknesses and to have the opportunity to improve.

3.4 Teaching strategies

Teaching English as a second or foreign language has experienced a great change regarding curricula, teaching methods and materials over the past years, in order to meet the different needs of L2 learners.

Research done on individual differences such as personality, motivation, learning styles and some others have influenced the development of new teaching strategies to match teaching and learning styles so as student's potential can be developed according to their own individual characteristics.

Although some authors argue against the formal instruction of second and foreign language because they consider that this is highly influenced by grammar rather than being naturally

developed, SLA researchers argue that there are clear connections between SLA and language teaching .(Ellis, 1997; Lightbown, 2004)

Lessar-Clouston states in his paper regarding SLA that:

Yet although teachers usually teach classes of students, we should remember that students learn as individuals, and that individual differences in SLA are numerous (Ellis, 2004; Dornyei & Skehan, 2003). Dornyei's (2006) overview, for example, considers personality traits, language aptitude, motivation and language learning styles and strategies, all of which need to be considered. As research suggests, often one's rate of L2 learning is clearly connected to individual differences. (Lessar-Clouston , 2007:2)

To reach successful foreign / second language acquisition teachers should develop strategies that are not only focused on the input, but also on students' production (output):

Research on L2 learning and instruction reveals that to be successful, learners need both rich and varied input in the target language and opportunities to use the language (Van Patten, 2003). While Krashen (2003) is right that input is key, research by Swain (1995, 2005) and others reveal the importance of output and interaction as well. (Lessar-Clouston , 2007:3)

The opportunities that teachers give students to produce their own speech and to interact with other students are of great relevance to develop meaningful learning. Swain (1993) proposes that output is helpful to students by giving them chances for meaningful language practice, helping move them from semantic to syntactic processing, providing them opportunities for them to develop and test hypotheses in their learning, and generating responses from others they interact with, which can in turn help them (re) process their own output.

As researchers have proposed, there is a need to create teaching strategies that meet the needs of different individuals who share the learning process. Strategies should be developed in order to trigger successful learning in people with different learning styles, personalities and motivation.

I believe that both teachers and students need to be aware of the complexity of L2/FL learning, and I think that part of a teacher's job is to help students understand this complexity and what they can do about it.
(Lessard-Clouston, 2007:6)

Studies have shown that matching teaching strategies to student's teaching styles can significantly enhance academic achievement, students' attitudes and behavior towards learning at college level and especially in foreign language instruction (Oxford et al, 1991; Wallace & Oxford, 1992). Studies also show that students learn more when information is presented in a variety of modes. A study carried out decades ago concludes that students retain 10% of what they read, 26% of what they hear, 30% of what they see, 50 % of what they see and hear and 70% of what they say (Stice, 1987). In order to achieve effective foreign language learning it is necessary to balance teaching strategies to structure the class in a way that learners' different styles are simultaneously or at least sequentially integrated. (Oxford, 1990)

It can be difficult for instructors to try to modify their teaching styles to reach different types of students. To give certain guidance on what to do to accommodate to students' learning styles without having to change their strategies completely, Felder (1995) proposes the following instructional techniques:

- Motivate learning as much as possible, teaching new vocabulary or grammar in a way in which students can relate to their own experiences.
- Balance concrete information and conceptual information so that both sensing and intuitors can be targeted by strategies.
- Balance deductive and inductive teaching approaches.
- Make use of visual aids to reinforce vocabulary and also use videos and live dramatizations to contextualize different texts.
- Use drill exercise to provide practice in vocabulary and grammar, but without overusing it.
- Encourage students to work cooperatively in homework assignments, which has especial relevance for active learners who learn best when interacting with others.
- Balance deductive and inductive presentation of course material, instruct most of the class in the target language to develop communicational skills, but also give explicit instruction to facilitate language learning and writing skills. (Felder, 1995)

The more thoroughly instructors understand students' individual differences, the better chance they have of meeting the diverse needs of all of their students (Felder & Brent, 2005). In general terms, this does not mean that students should be only taught using the modes that they feel more comfortable with because it is necessary for them to be able to develop skills which are not as strong as their most outstanding ones. What most of mentioned authors propose is that instructors should use a variety of techniques to reach their students so that they can learn from diverse modes and use their potentials thoroughly without being limited by a fixed type of instruction.

If instruction is heavily biased toward one category of a learning style dimension, mismatched students may be too uncomfortable to learn effectively, while students whose learning styles match the teaching style may not be helped to develop critical skills in their less preferred learning styles categories. (Felder & Brent, 2005:62)

To develop successful teaching strategies first instructors need to know their students' learning styles and second, they need to use as diverse techniques as possible to be able to accommodate to their learners' individual preferences and also to help them develop those skills that are rather weak or unexplored.

4. Data collection

Data will be collected among 10 undergraduate senior students of the English Teaching Program at Universidad del Bío-Bío and two instructors that teach the course Idioma Inglés Avanzado II [Advanced English II]. Tests dealing with personality (based on Jung's typology), motivation (Gardner) and learning styles (Soloman) will be applied to these students in order to prove that individual differences are present in EFL students, and these differences need to be taken into account at the time of developing teaching strategies. A rubric based on individual differences will be used to assess whether professors consider individualities to formulate and carry out strategies that can help trigger a successful outcome in the acquisition of a foreign language. The sample that will be analyzed was chosen randomly so that variables such as age and social background should not influence the research. The only criterion used for this selection is that students must be in the third and fourth year of the program, mainly due to their proficiency which makes it easier for the professor to make use of different strategies and also implies more freedom to develop innovative techniques and productive tasks (for example role plays).

4.1 Tests description

Motivation

The aims of an English teaching programme are varied, but the ones that are given the most attention are related to developing linguistic competences in students, and for such purpose there are plenty of tests available to measure the effectiveness of this, but little attention has been paid to non-linguistic aspects such as improved understanding of the other culture/community, desire to continue studying the language, and interest in learning other languages, etc. and just a few tests have been designed to assess this aspect of second or foreign language learning, that is why The Attitude/Motivation Test Battery and original formulations of the major concepts as well as the original items were developed by Gardner (1958; 1960) and extended by Gardner and Lambert (1972).

A sample of 10 senior students of the English Teaching Programme were randomly chosen to take the Attitude/Motivation Test Battery: International AMTB Research Project (*English version*) designed by Gardner (2004). The test includes 12 different indicators of attitude and motivation towards learning a foreign language, a score was assigned to each indicator so as to measure the level of motivation of the students, in table 1 the scores of each section were summed to obtain the motivation degree of each of the participants, these are also contrasted with the ideal scores. In general terms, most of the sample reflects high levels of motivation; however, it can be observed that the parental encouragement is low and the English use anxiety is high in relation to the others, being the latter within the scope of the research, since the anxiety can be controlled in some way by the instructor, this can be done with the implementation of

activities and dynamics designed to reduce the class anxiety, and in so doing, the students' outcomes might be closer to their real capacities in the L2.

The development of the test follows more than 20 years of investigation and has been mostly concerned with second and foreign language learners of different cultures, a number of adaptations have been made to the battery according to the characteristics of the group that is assessed with this test, changing the setting, the language or the general socio-cultural milieu in which the language programme exists might necessitate major changes in the items to make them meaningful and relevant.

The items are randomized and presented as a single test. It will be noted that the majority of the items are positively worded and modifications of this battery for university context has been done by Glikzman (1981) and Lalonde (1982) and individuals are to circle the alternative that best indicates their personal feeling.

The test measures 8 different aspects of motivation:

1. Interest in Foreign Languages
2. Parental Encouragement
3. Motivational Intensity
4. English Class Anxiety
5. English Teacher Evaluation
6. Attitudes toward Learning English
7. Attitudes toward English-speaking people
8. Integrative Orientation
9. Desire to Learn English
10. English Course Evaluation

11. English Use Anxiety

12. Instrumental Orientation

The index of learning styles

The index of learning styles (ILS) is a 44-question instrument designed to assess preferences on the four dimensions of the Felder-Silverman model. An initial version was created by Felder and Soloman (1991). In 1994, several hundred sets of responses to version one were collected and subjected to factor analysis, and items that did not load significantly on single factors were discarded and replaced by new items to create the current version. Each learning styles dimension has associated with it 11 forced-choice items, with each option (A or B), corresponding to one or the other category of the dimension (E.G., active or reflective). For statistical analyses, it is convenient to use a scoring method that comes “a” responses, so that a score on a dimension would be an integer ranging from 0 to 11. Using the active and reflective dimension as an example, 0 or 1 “a” responses would represent a strong preference for reflective learning, 2 or 3 a moderate preference for reflective, 6 or 7 a mild preference for active learning, 8 or 9 a moderate preference for active, and 10 or 11 a strong preference for active. This method was used in all of the statistical analysis to be reported. Here, there is an example of what a student’s learning styles result might be.

ACT							X						REF
	11	9	7	5	3	1	1	3	5	7	9	11	
						<---	---	>					
SEN								X					INT
	11	9	7	5	3	1	1	3	5	7	9	11	
						<---	---	>					
VIS								X					VRB
	11	9	7	5	3	1	1	3	5	7	9	11	
						<---	---	>					
SEQ					X								GLO
	11	9	7	5	3	1	1	3	5	7	9	11	
						<---	---	>					

Personality test

The personality test used to describe the characteristics of junior students of Universidad del Bío Bío was created by Professor Boeree (2006) who has widely explored Jung's theory on personality and also his widely known typology as well as the work of Myers/Briggs who contributed to the development of this theory.

The test has four scales. The first one is Extraversion - Introversion (E-I) which is the most important. Test researchers have found that about 75 % of the population is extroverted (Boeree, 2006). The next one is Sensing - Intuiting (S-N), with about 75 % of the population sensing. The next is Thinking - Feeling (T-F), which are evenly distributed among population. The last is Judging - Perceiving (J-P), not one of Jung's original dimensions. Myers and Briggs included this one in order to help determine which of a person's functions is superior. Generally, judging people are more careful perhaps inhibited, in their lives. Perceiving people tend to be more spontaneous, sometimes careless.

The test consists of 56 statements that students have to rate in a scale of deference degrees of accordance to their own characteristics. Statements correspond to the four scales previously reviewed. The final result, after summing the points corresponding to each one of the possible categories, expresses the dominance of certain features over others, for example, people are considered introvert or extravert in most of cases. However there are people who can be considered to be balanced due to their orientation towards both of the ends (extraversion – introversion). The same can happen to the other remaining three scales. People tend to be primarily one way or the other, but there is also the possibility that they have a balance.

Instruction observation form

The instruction observation form was created with the aim of checking whether individual differences are taken into account by professors at the moment of designing different strategies to apply to their classes. To create this instrument, different indicators were extracted from the applied tests to show the consistency of the teaching strategies used with each of the tested individual differences. The indicators refer to different behaviors that the teacher may or may not have in order to target the needs of different individuals in the classroom. Each indicator can be rated by different levels of agreement, going from not at all (1 point) to completely (4 points). After the observation, the final score obtained in each and all of the categories (Learning styles, Motivation, and personality) are located on a scale of achievement, which can be appreciated in the following figure.

Performance Range		
UP	Unsatisfactory performance	17-28
SP	Sufficient performance	29-38
AP	Adequate performance	39-48
HAP	Highly adequate performance	49-58
OP	Outstanding performance	59-68

5. Findings

5.1 Motivation

A sample of 10 junior students of the English Teaching Programme were randomly chosen to take the Attitude/Motivation Test Battery: International AMTB Research Project (*English version*) designed by Gardner (2004). The test includes 12 different indicators of attitude and motivation towards learning a foreign language, a score was assigned to each indicator so as to

measure the level of motivation of the students, in table 1 the scores of each section were summed to obtain the motivation degree of each of the participants, these are also contrasted with the ideal scores. In general terms, data collected reflects high levels of motivation; however, it can be observed that the parental encouragement is low and the English use anxiety is high in relation to the others, being the latter within the scope of the research, since the anxiety can be controlled in some way by the instructor, this can be done with the implementation of activities and dynamics designed to reduce the class anxiety, and in so doing, the students' outcomes might be closer to their real capacities in the L2.

	Scores obtained per criteria					Ideal Score
	1	2	3	4	5	
Interest in foreign languages	49	57	54	55	56	60
Parental Encouragement	35	41	41	30	33	48
Motivational intensity	49	53	49	45	50	60
English class anxiety	31	41	16	37	40	48
English teacher evaluation	40	52	51	39	37	60
Attitudes towards learning English	57	59	60	52	58	60
Attitudes towards English-speaking people	32	40	42	34	43	48
Integrative orientation	22	23	24	19	24	28
Desire to learn English	51	57	58	50	56	60
English course evaluation	48	56	49	50	45	60
English use anxiety	42	49	31	47	40	60
Instrumental orientation	22	20	23	15	20	24
Total score	478	548	498	473	502	624
Motivation degree	76.603	87.82051	79.80769	75.80128	80.44872	

		Scores obtained per criteria					Ideal Score
		6	7	8	9	10	
1	Interest in foreign languages	55	56	51	47	57	60
2	Parental Encouragement	41	37	40	36	44	48
3	Motivational intensity	45	47	45	38	46	60
4	English class anxiety	29	45	24	34	42	48
5	English teacher evaluation	50	44	34	37	33	60
6	Attitudes towards learning English	59	58	43	54	56	60
7	Attitudes towards English-speaking people	38	40	38	37	43	48
8	Integrative orientation	22	24	17	22	21	28
9	Desire to learn English	58	59	53	54	55	60
10	English course evaluation	52	52	41	44	43	60
11	English use anxiety	46	53	37	41	43	60
12	Instrumental orientation	23	22	17	22	23	24
Total score		518	537	440	466	506	624
Motivation degree		83.01282	86.05769	70.51282	74.67949	81.08974	

Table 1

5.2 Learning Styles

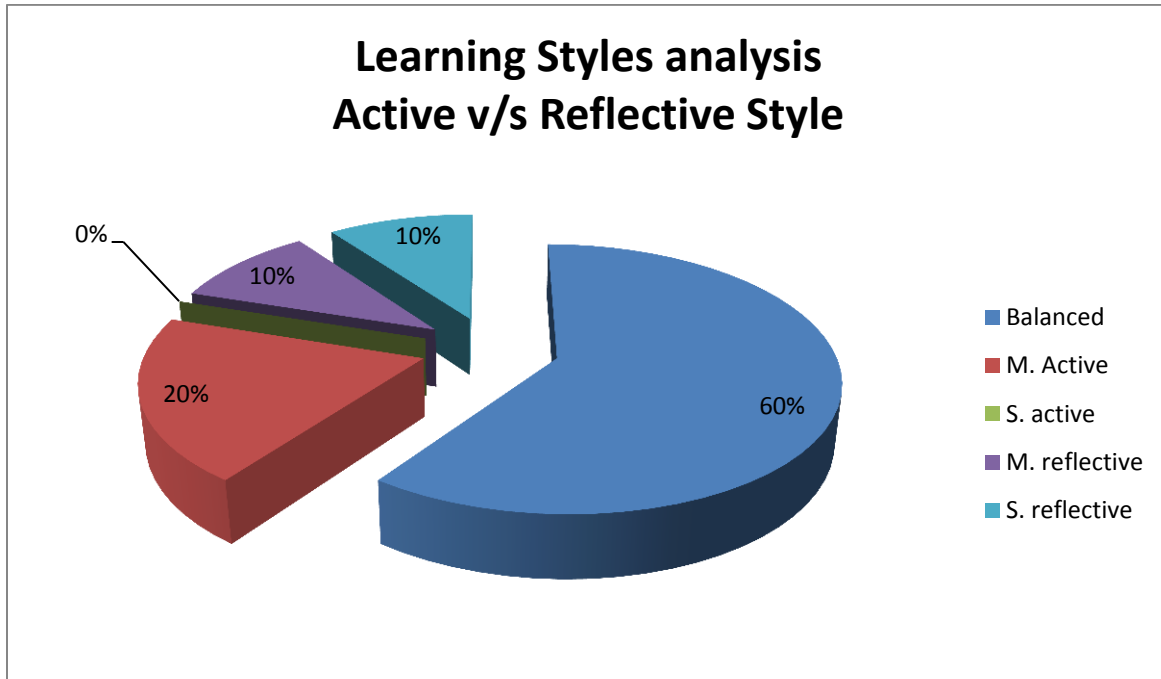


Figure 2.1

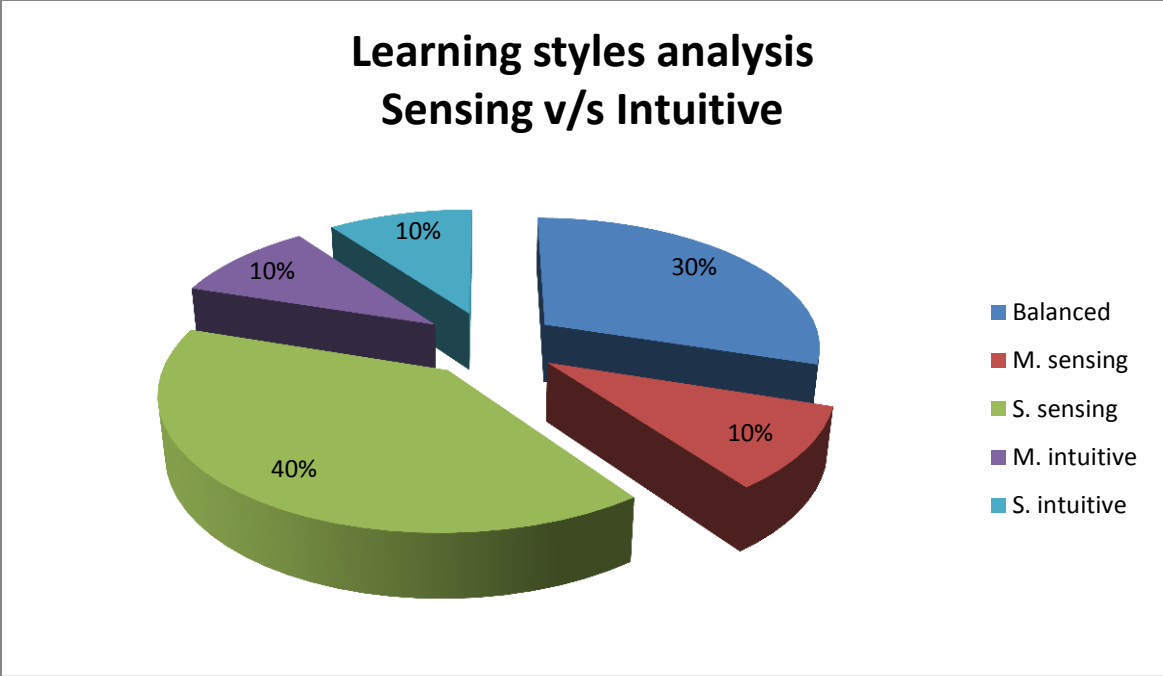


Figure 2.2

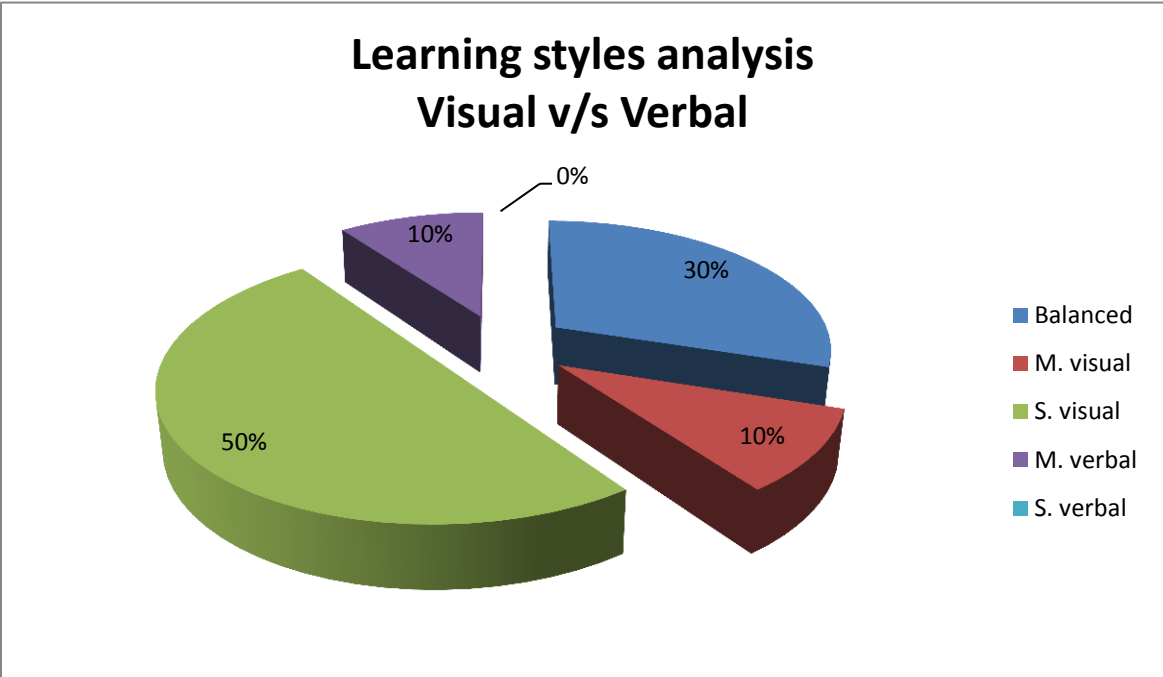


Figure 2.3

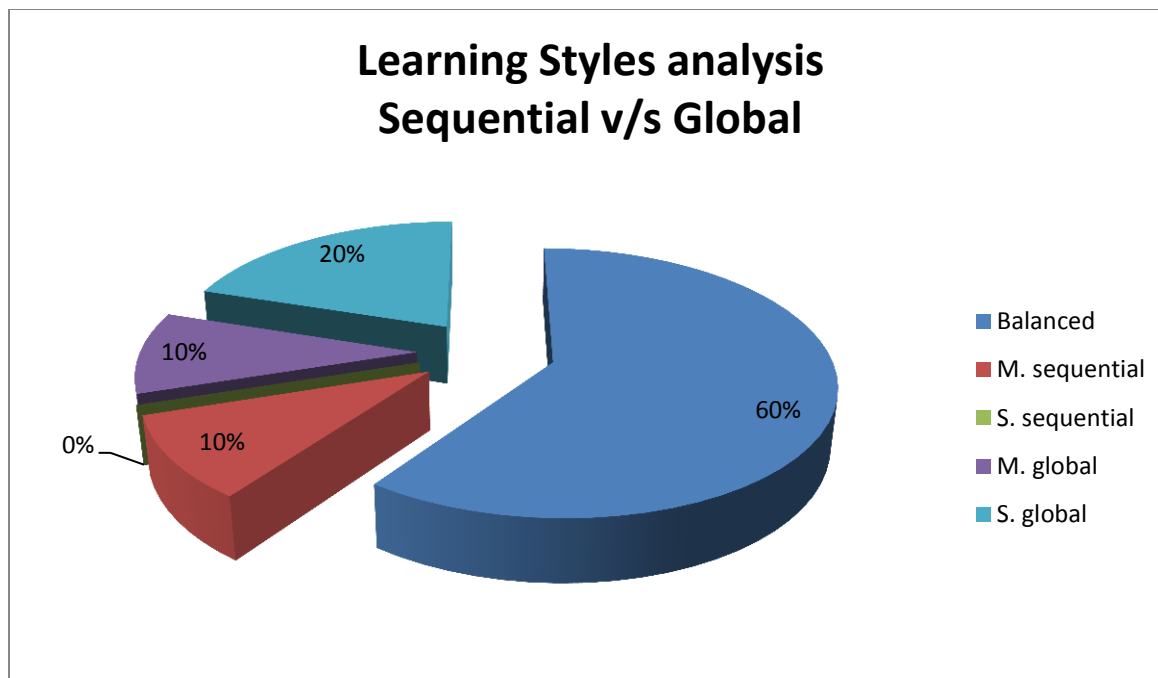


Figure 2.4

Figure 2.1 shows that learners have a clear tendency to retain and understand information both in an active and reflective way, which means that these learners need to be engaged in activities that require practical work “hands- on”, these kind of activities are more likely to trigger meaningful learning because learners establish a close relationship with their learning process, becoming doers rather than observers of what they are to acquire and also activities that allow them to have enough time to process new information and think of possible questions and applications of this.

Figure 2.2 evidences a tendency in learners to retain and understand information by learning facts that have connections to real life and that use well structured procedures, being careful about details, because of this, they need to see theoretical aspects reflected on their everyday life. The second tendency shows learners who are both sensing and intuitive. Intuitive learners differ from sensing learners in their preference towards discovering possibilities and relationships

rather than learning facts. They also prefer innovative methods and feel more comfortable with abstraction that may show no relation to the real world.

Figure 2.3 shows a tendency in learners to learn best what they see- pictures, diagrams, flow charts, timelines, films, and demonstrations, in case these teaching materials were more widely used in lessons, especially by college professors, students, would be able to reach a higher level of understanding, mainly regarding the field of second and foreign language acquisition where visual stimuli are indispensable for vocabulary learning. The lowest tendency points out learners who are more likely to acquire information and knowledge by means of verbal strategies such as lectures, reading material, text books and handouts.

Figure 2.4 shows that the majority of the sample is balanced, which means that they learn both in a global and sequential way. On the one hand, sequential learners tend to gain understanding in linear steps, connected to one another in a logical way. On the other hand, global learners tend to learn by absorbing material almost randomly without necessarily seeing connections. The second major tendency makes reference to global learners who require a whole picture, before delving into the details of information.

When doing research in the field of SLA/FLA it is important to highlight the influence of learning styles while designing curricula that attempts to meet learners' individual needs. Starting from the assumption that exist different learning styles, it can be inferred then, that the instruction should include a variety of strategies so as to reach students' needs equally, that is why it is crucial to have information about students' inner processes regarding the way they acquire knowledge easier.

5.3 Personality

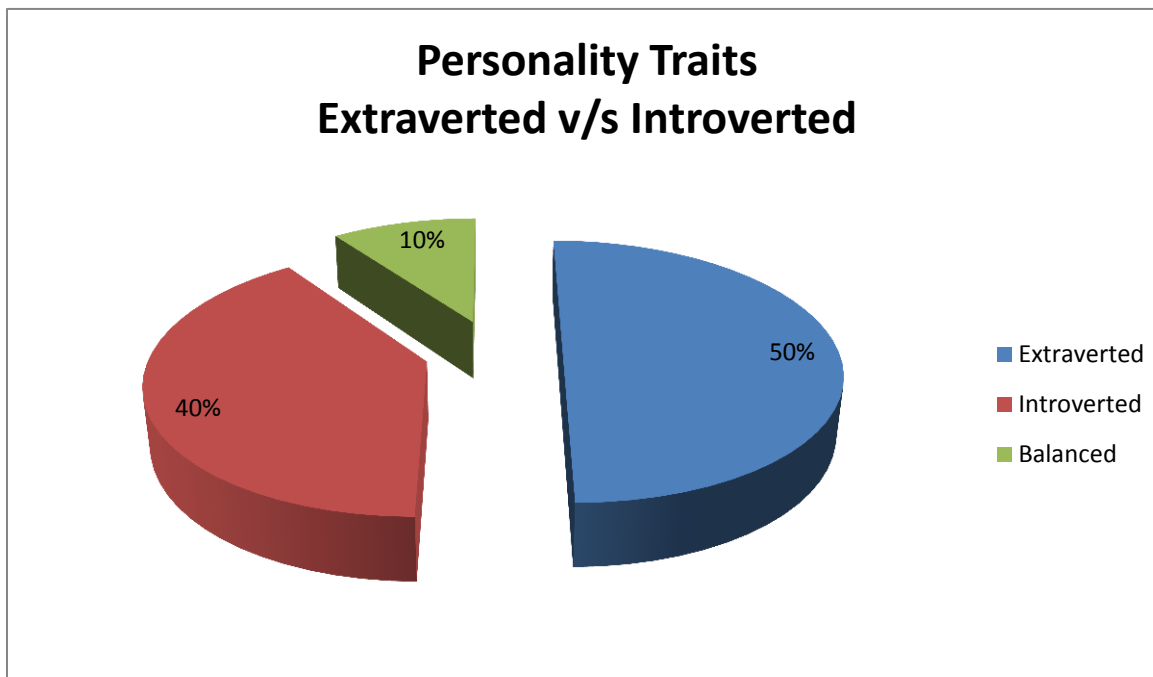


Figure 3.1

As appears in figure 3.1, students show a marked difference in terms of personality. Although most of them show a tendency either towards extraversion or introversion, there is a small amount of them who show a balance between both ends. This sample of EFL students consists of both primarily extraverted and primarily introverted individuals, which means that some of them have an outward turning of “goal-directed energy” that makes them channel their energy into activities related to social involvement. Others, by contrast, appear to be more interested in their inner thoughts rather than in the outside world, being more interested in their own mental reactions to events than the events themselves. (Jung 1952)

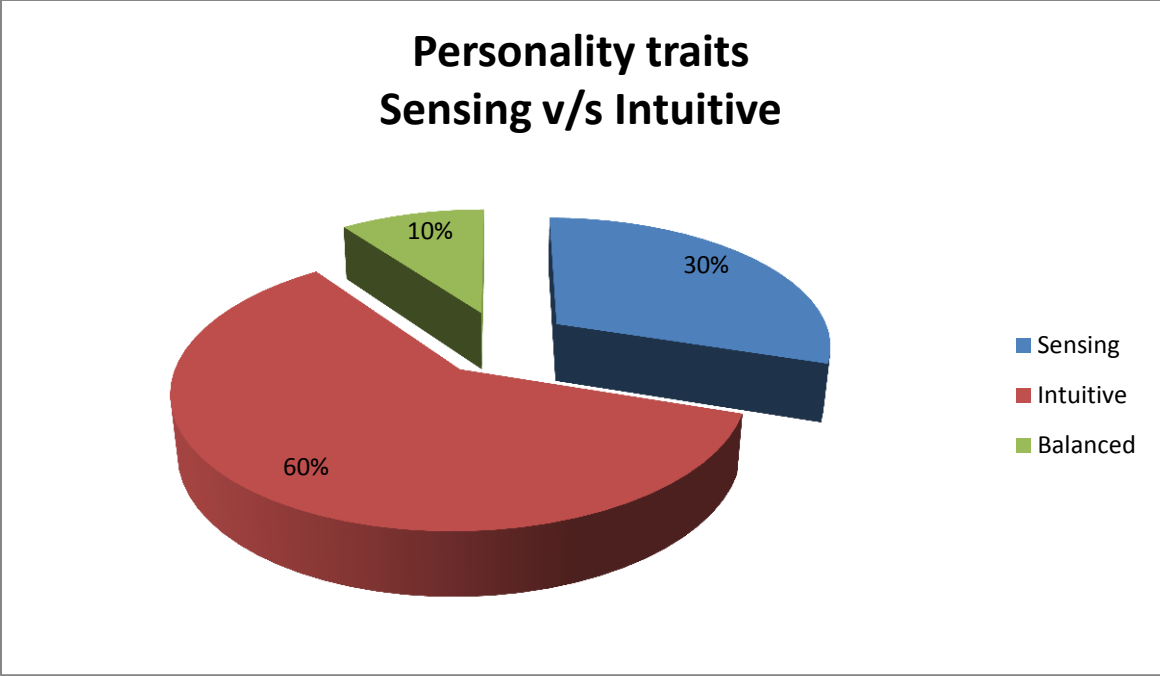


Figure 3.2

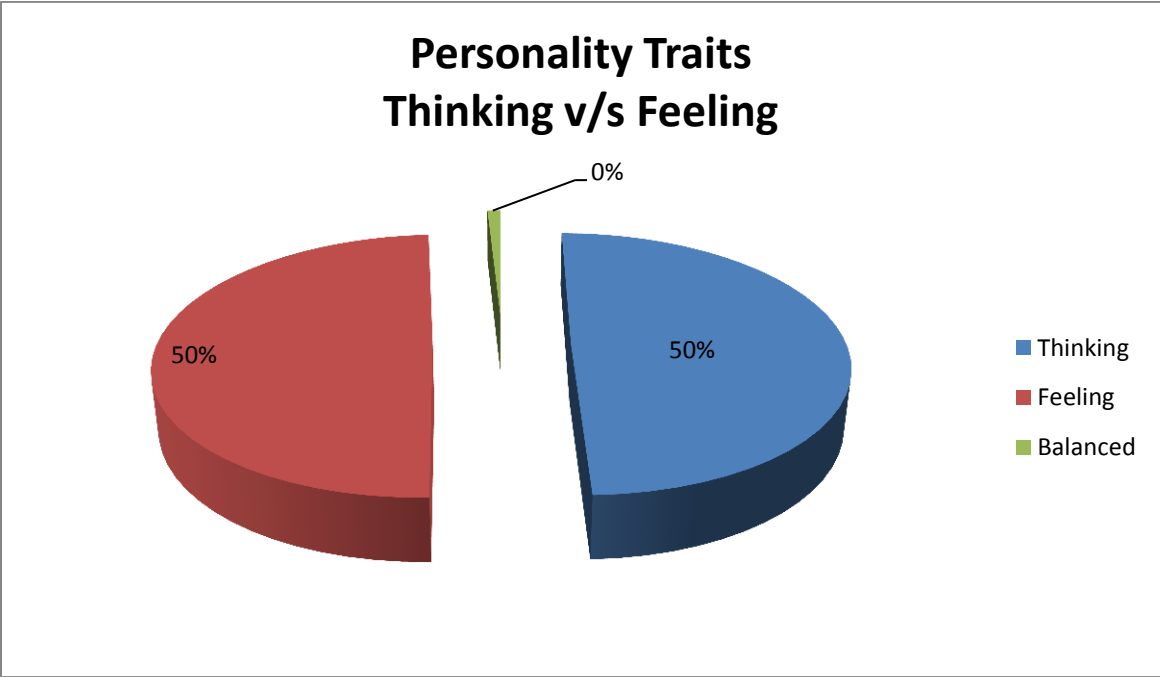


Figure 3.3

In terms of individuals' information pathways (the way in which they deal with information) there are two dimensions to classify personality (Jung, 1952), people can be either sensing or intuitive and either thinking or feeling. While people who are sensing have the ability to deal with information on the basis of its physical qualities and its affection by other information, people who are intuitive have the ability to deal with information on the basis of its hidden potential and its possible existence. According to this criterion, most students of the aleatory sample show a tendency towards intuition rather than sensing, and only a reduced group turns out to be balanced.

In the case of Thinking versus Feeling, half of the group has a clear tendency to the former and the other half to the latter. Thinking individuals deal with information on the basis of its structure and its function. In contrast feeling individuals deal with information on the basis of its initial energetic condition and its interactions. Considering these results, it can be inferred that if a teacher's teaching strategies are oriented towards either one or another personality type, he may reduce the chances to engage all students in the class along with provoking a negative effect on their overall performance. Consequently, it is necessary to target both personality types when designing strategies that are to be used with individuals; otherwise, students' learning potential might be restricted.

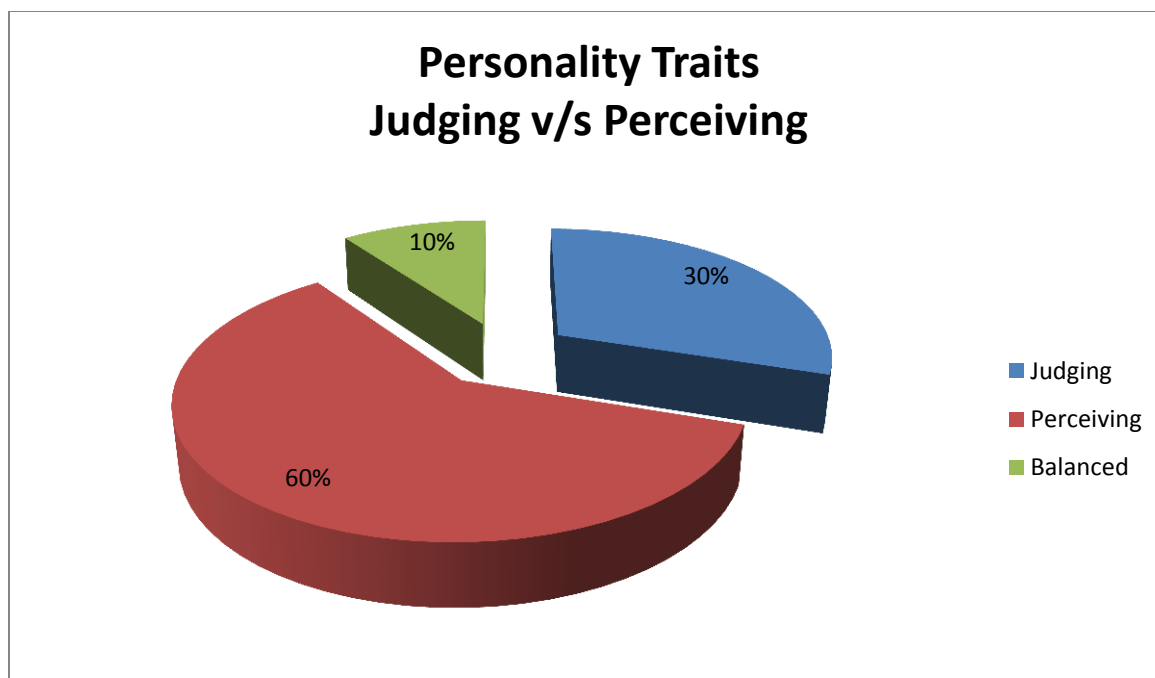


Figure 3.4

Figure 3.4 shows a clear tendency to the perceiving personality type, which means that these people are more likely to be impulsive and their productivity depends on whether the class activities are motivating enough to trigger their curiosity and involvement. The second majority reflects an inclination to the opposite personality type, which is characterized by stable workability and tend follow class rules together with a disciplined behaviour, that is, teachers need to do less efforts to keep them involved in the class.

5.4 Teachings strategies

During the research period, instructors were subject of observation; this assessment was carried out with help of the instruction observation form, which measures correlation between instruction strategies and learners' individual differences. Each instructor was observed three times for a period of ninety minutes [class length]. As explained in the test description section, each observation receives a score to get an average by the end of the observation process, which

is correlated with the three displayed tests in the research. Table two shows the overall performance range of the observed instructors. It shows each instructor's score for the three individual differences considered in this research.

Overall Performance Range			
	Instructor 1	Instructor 2	Ideal score
Learning Styles	18	28	32
Motivation	10	16	20
personality	8	12	16
Total	36	56	68

Performance Range		
UP	Unsatisfactory performance	17-28
SP	Sufficient performance	29-38
AP	Adequate performance	39-48
HAP	Highly adequate performance	49-58
OP	Outstanding performance	59-68

Figure 4.1

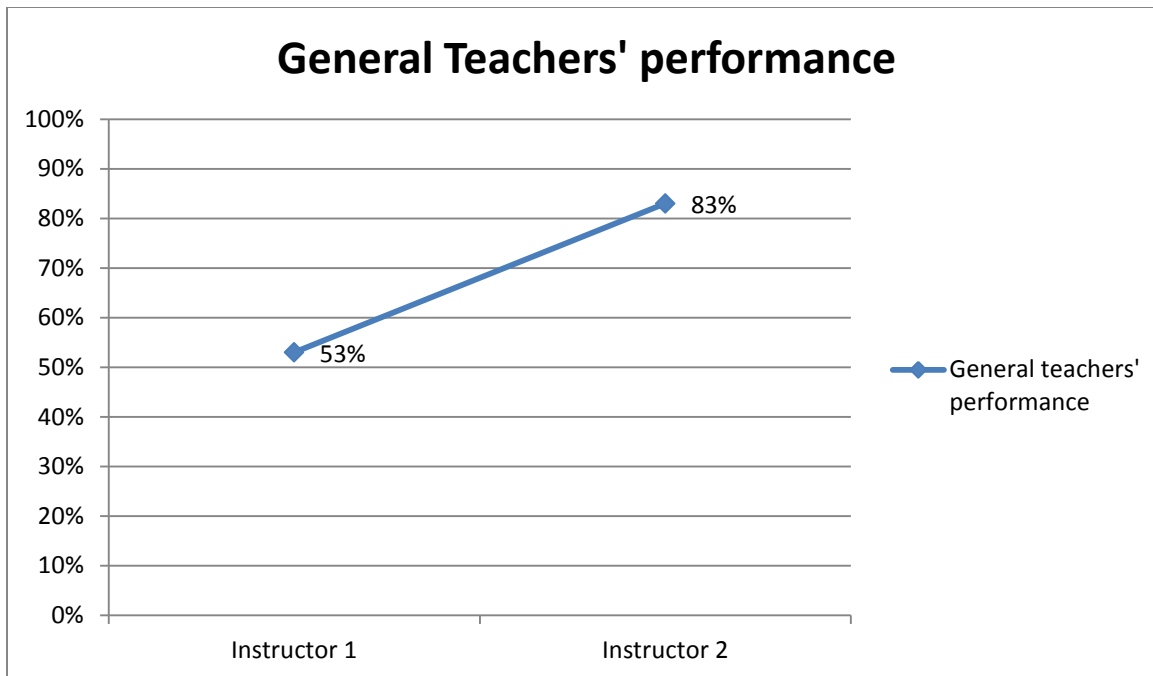


Figure 4.2

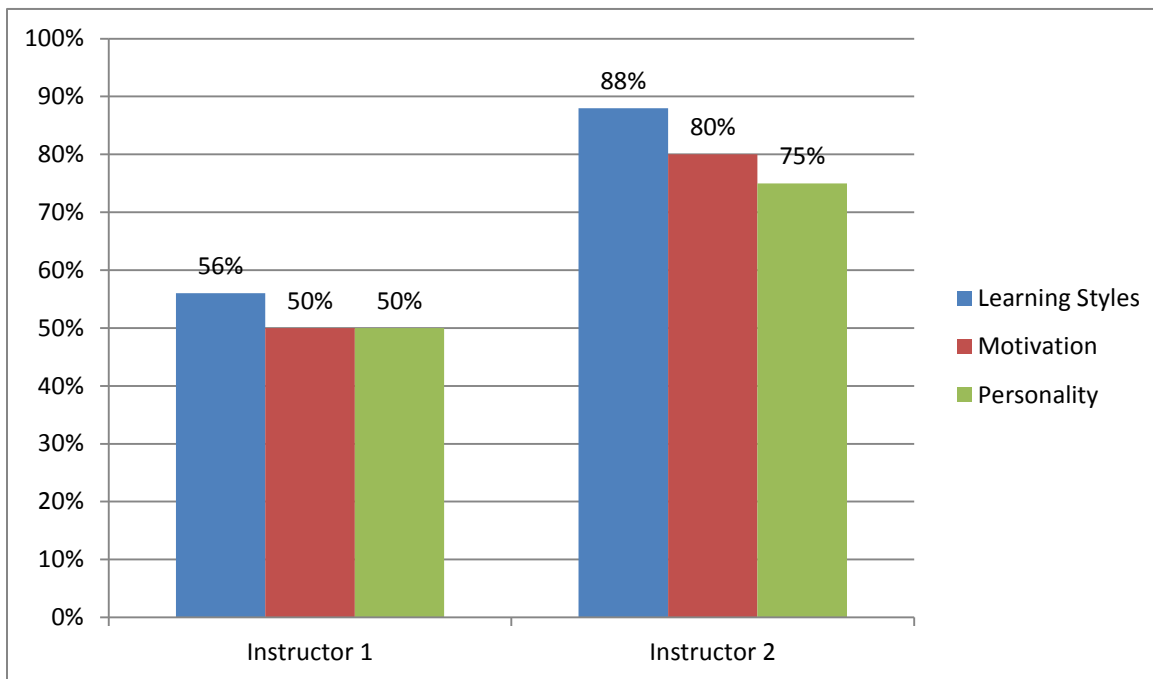


Figure 4.3

Figure 4.3 shows the degree of instructors' achievement in relation to the three different individual differences measured by the tests. For both instructors, the higher level of achievement can be found in

the consistency of their strategies regarding learning styles, and the lower level relates to the dimension of personality. Instructor 1 shows a rather low achievement in these three areas, while instructor 2 is considered to have reached a high achievement. The following figures {figure 4.4, 4.5, and 4.6} show instructors' achievement per each individual difference separately.

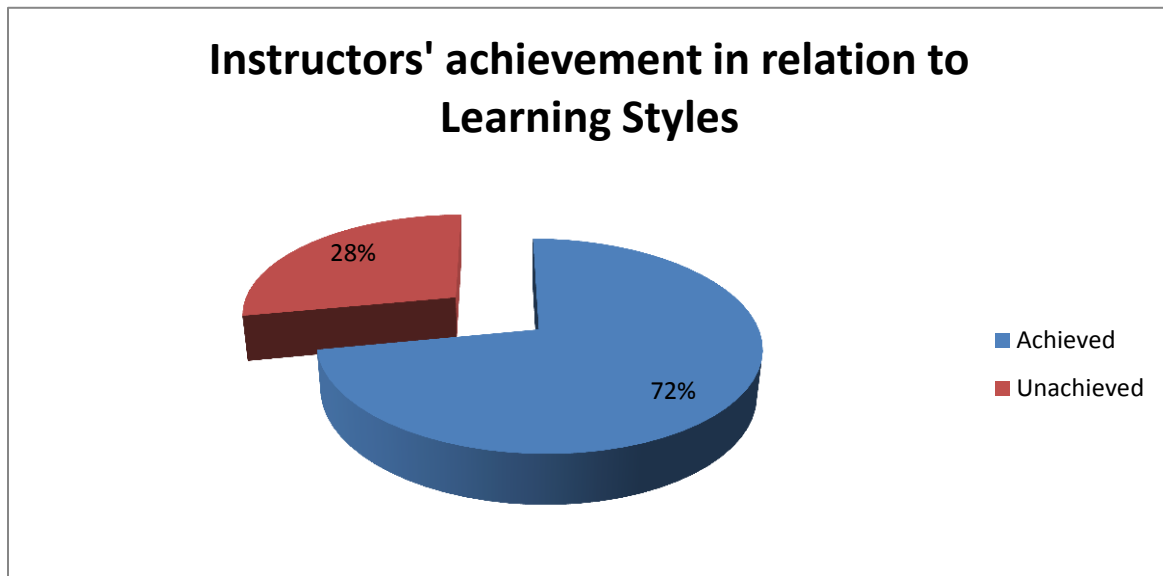


Figure 4.4

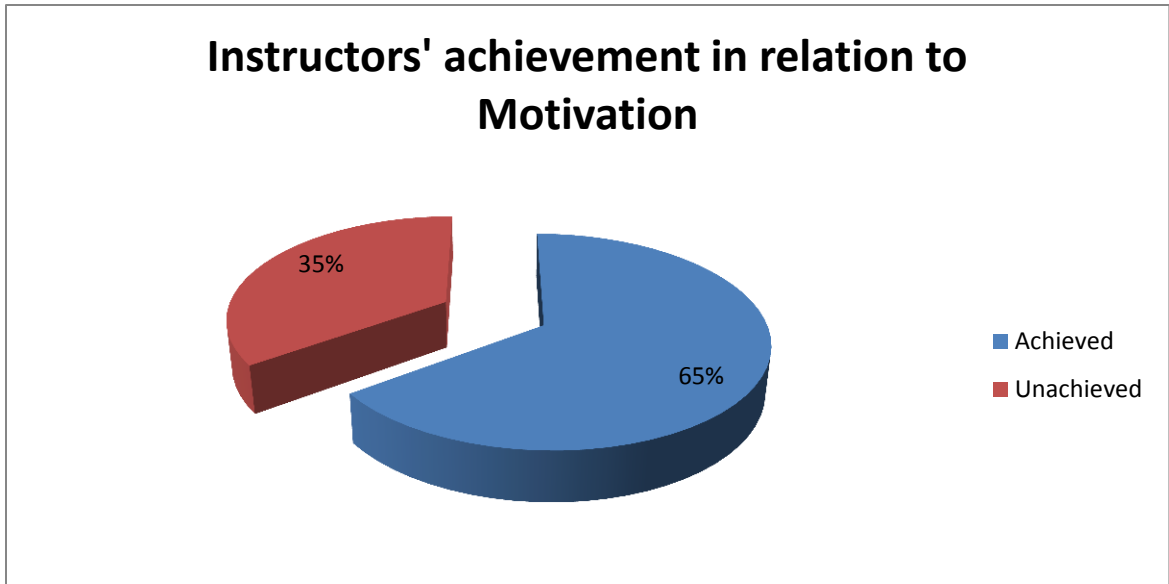


Figure 4.5

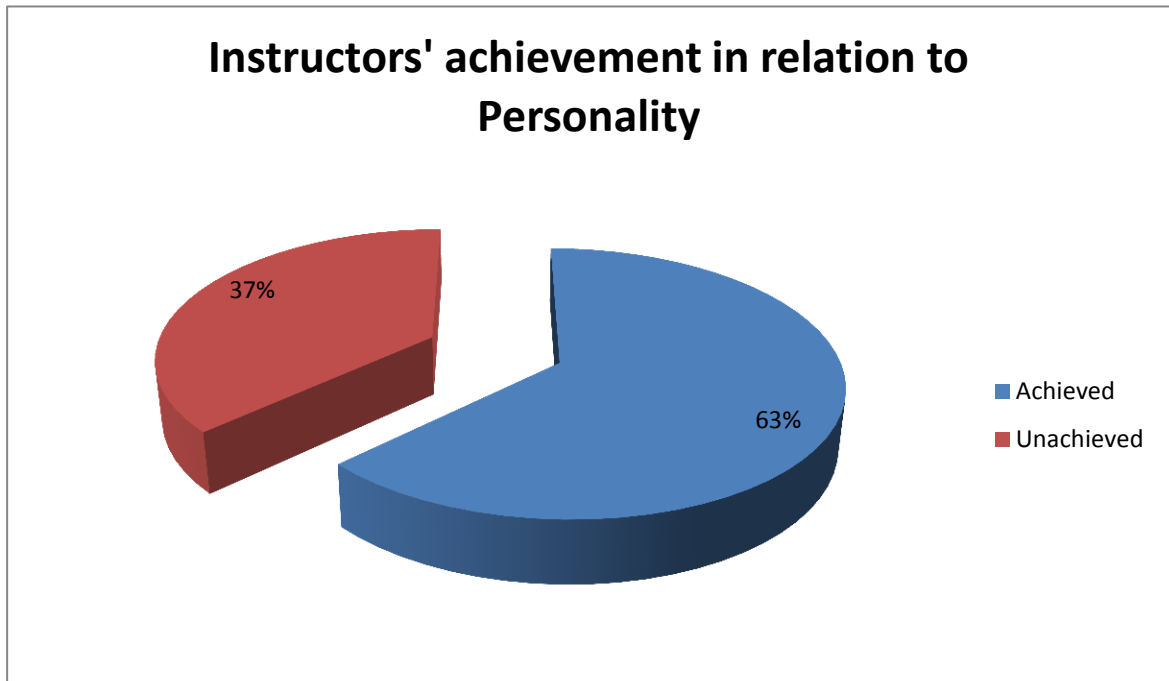


Figure 4.6

6. Further analysis

Individual differences in relation to SLA have been widely studied by several authors (Eliis, 2004; Felder, 1995; Gardner, 1985; Dorney, 2006) and most of them state that when learners' styles, personalities and motivation are mismatched, students' potentials may be prevented from developing thoroughly. Although this does not mean that strategies are completely a failure if they are not oriented towards different types of learners, it is necessary to develop as diverse strategies as possible to enhance students' academic growth.

Considering the findings obtained by this research, there is a lack of strategies to reach students completely. Most of instruction only considers written verbal material without taking into account that it is necessary to use a variety of modes and techniques to help students develop both their weak and strong skills. There is not a balance in the use of teaching strategies, but rather a predominance of certain techniques oriented to one type of learner. Instructors' achievement in relation to individual differences (motivation, learning styles and personality) goes from low to average, showing the lowest achievement in relation to personality.

According to the instruction form and the applied tests, there are clear mismatches regarding students' needs and strategies employed by instructors. While students show a diverse range of results in terms of personality, type of motivation and learning styles, instructors base their strategies on fixed and traditional ways of targeting students that often do not accommodate to individual differences.

Conclusion

To make decisions in the field of education it is always crucial to have adequate information not only in terms of contents but also and more important regarding learners' individual differences. To be able to choose and design the best strategies to reach all students, the first step is to know the way they learn, how they process information, their strengths and weaknesses, personality traits, their motivations, which can certainly influence their second/foreign language acquisition. In such a complex area as SLA/FLA the use or misuse of strategies can make the difference between good or bad performance, produce frustration when students' styles are not usually targeted and their learning needs are not met. When serious mismatches occur between individual differences of students in a class and the instruction they receive, this may cause a series of negative effects on learners such as a tendency to be bored and inattentive in class, do poorly on tests, they may also develop negative attitudes towards the course especially when frustration arises, and they may wrongly get to the conclusion that they have no skills for a subject and give up.

It may seem difficult for instructors to adjust teaching strategies to address different types of learners, especially because they tend to think that it is impossible to develop a variety of different strategies at the same time. It is important to highlight that it is not necessary to make use of diverse techniques in a single activity, but to distribute different teaching strategies along the course so that students have the chance of both being taught on their preferred style and also strengthen the areas that have not been stimulated.

Further research

For further research, it would be convenient to explore how academic achievement correlates with individual differences and teaching strategies. Also it is necessary to analyze the degree of self knowledge students have about their own individual differences and whether they take advantage of this. It is also necessary to do this type of research in primary and secondary schools not only regarding second language but subjects in general to see if individual differences are considered in the early stages of the learning process.

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