A PRACTICAL OUTLOOK OF ANALYZING LANGUAGE LEARNING PROCESS OF TEENAGERS' LANGUAGE ACQUISITION AND ITS CORRELATION WITH TEACHING PHILOSOPHY STATEMENT

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Abstract. *This article highlights the importance of considering learners' linguistic backgrounds, learning methods, personality traits, and motivations in language instruction. By recognizing the unique characteristics of late teenagers, educators can tailor their teaching approaches to maximize language learning outcomes. Furthermore, this comparative analysis contributes to the broader understanding of language acquisition during the late critical period and its implications for language education.*

Keywords: *language learning, critical period, learner profiles, background, personality, motivation, methods, approaches, proficiency, strategies, affective filter, authentic materials, processing instruction, critical thinking, feedback.*

Language learning is a complex process influenced by various factors, including age, language background, and individual characteristics. This theoretical article aims to examine the language learning profiles of two late teenagers, Asina and Diyora, and compare their experiences and outcomes. By analyzing their linguistic backgrounds, learning methods, personality traits, and motivations, we shed light on the different factors that shape language acquisition during the late critical period. Understanding these profiles can provide valuable insights for educators and researchers in designing effective language learning strategies tailored to specific learner characteristics. By recognizing the unique characteristics of late teenagers, educators can tailor their teaching approaches to maximize language learning outcomes. Furthermore, this comparative analysis contributes to the broader understanding of language acquisition during the late critical period and its implications for language education.

My first student is Asina. She is female and eighteen years old. Asina is by nation Tajik, her home language is Russian as at home her elders use only Russian language. Therefore, her home language is Russian. She grew up in a very European like environment in Uzbekistan, as her family members often travelled abroad. She studies at university, foundation level, where she studies General English to Academic English course. Her level is an intermediate level as the Common European Framework Reference (CEFR) describes.

Asina was influenced by her parents to learn a language to confirm with her parents' expectations and perceived norms (Darvin and Norton, 2021). She grew up in a bilingual family where Russian and Tajik languages were equally dominant as her parents talked in Russian and her grandparents talked in Tajik language at home which shaped her cultural identity (García, 2011). This affected her hobbies as from start she was interested in learning languages and travelling.

Asina got formal instruction while learning a language. This influenced her way of learning language as her base was Russian language. She primarily learned from grammar and vocabulary

books, resulting in a strong grasp of grammar and vocabulary but struggles to use them actively in daily conversations. Then got six months private tutoring course learning General English. She is interested in reading books, especially small English books that helped her a lot while learning a language and building up her vocabulary.

Her personality trait as an introvert, which was influenced by her identity, greatly affected her way of learning a language as she preferred to learn by herself without any peers and study by herself. This attitude had great affected her learning grammar and vocabulary, though within this method now she struggles to involve in daily basis conversations in a language, and while expressing her ideas she puts grammatical and lexical level at first, rather than expression her thoughts. Her formal instruction mainly was grammar-translation method which she preferred. This is because she was from start shy and had problem with expressing her emotions. Main purpose of her learning English is to travel and work abroad as well as earn enough money to provide herself.

My second student is Diyora. She is female and eighteen years old. Diyora by nation Uzbek, whose home and first language are Uzbek also at this intermediate level. However, her learning journey differs as she learnt the language at home not in a center. Her learning journey started earlier than Asina's, as Diyora's mother made her watch cartoons and movies in English language and taught her up to 10 new words every day from age twelve up to sixteen. She has acquired more of natural English thanks to cartoon and movie dialogues she has watched and she understands the linguistics patterns, such as idioms and collocations much better as she learnt them in context, in real speech.

Even though, she has less vocabulary base than Asina, Diyora can use her vocabulary effectively in dialogues but I noticed several beginner level grammatical errors in her language structure as she pays attention only to delivering her ideas alone. She likes to talk because she is an extravert as well. Diyora has developed a more natural understanding of English as she has learnt a language unconsciously, which can be seen in her comprehension of it (Schmidt, 1990). She has a better grasp of linguistic patterns like idioms and collocations since she learned them in context, through real speech. Even though she has never been abroad, movies and cartoons played significant role in her identity change, as I can feel from our conversations that she has more openminded and tolerant personality. She also plans to go abroad to study and do a career there. Moreover, as she has an outgoing personality, she often makes online friends to talk and improve her speaking skills.

Despite being in their late critical period (first proposed by Penfield and Roberts, 1959) for language acquisition, both students have benefited from starting their language learning experiences early. This early start has allowed them to absorb the language in a more natural manner. Additionally, they possess excellent memory capacity, enabling them to quickly learn new vocabulary. They do not experience language barriers, as they do not critically analyze their language abilities but instead focus on expressing their ideas. Their ability to absorb instructions quickly, combined with their language background, puts them in a favorable position for learning. They have a higher cognitive ability to understand complex grammatical structures and vocabulary, and they can effectively comprehend and apply language rules, leading to faster progress in their language learning journey.

While creating this learner profile, I came up with effective methods and approaches that will stimulate their learning needs specifically. As I have fifteen students in my class including

Asina and Diyora. Four of my students' L1 is Tajik and others are Uzbek. I teach them intermediate level of English according to CEFR. They are all eighteen years old. In the classroom students are seated at desks or tables arranged in rows or groups facing the front of the room where the teacher stands. The walls are decorated with educational materials and visual aids relevant to the subject being taught. The atmosphere is focused and conducive to learning, with students actively participating in discussions, taking notes, and engaging in collaborative activities under the guidance of the teacher. I usually use Content-Based Instruction (CBI), Total Physical Response (TPR), Cooperative Language Learning (CLL), and Situational Language Teaching (SLT) and many more methods and approaches in my classroom.

To support Learner 1's affective filter, I would provide her with creative activities, such as project work with multiple topic choices, allowing her to exercise autonomy and boost her confidence (Long, 1983). This approach enables her to apply her passive vocabulary actively and enhance her language skills. Similarly, for the L2 learner, project work with a predetermined topic would be used to challenge her and tap into her intrinsic motivation for better performance (Dörnyei, 1988). By offering appropriate instruction, as suggested by Long (1983), the learning process can be facilitated.

To implement the acquisition-learning hypothesis for Learner 1, I would incorporate authentic materials like cartoons or movie dialogues for listening activities, enabling her to learn language in context and develop natural language skill. For the L2 learner, lyrics of songs would be utilized, involving tasks such as filling in gaps while listening, promoting language acquisition with a focus on grammar analysis.

To address the monitor hypothesis for Learner 1, I would employ authentic materials with a focus on grammar, utilizing activities that require identification of mistakes to develop self-correcting skills (Long, 1983). This would help her analyze correct sentences/dialogues in relation to grammar rules and improve her speaking accuracy. For the L2 learner, speaking activities would be recorded to provide feedback on grammar errors, ensuring an appropriate balance between correction and maintaining fluency (Muñoz, 2019).

Teaching Philosophy Statement

I believe as a teacher my main goal is to teach students to become ever-learners, which means I need to be able to motivate them to learn outside the classroom as well. My main concern is, nowadays, schools are not functioning properly as they need to encourage learners to further educate themselves even after finish the school but our learners are more focused on grades. My teaching philosophy I need to give students more than just teaching English, I need to motivate them to use the skills and knowledge that I have taught during classes. They need to learn tools to implement those skills in different fields. I motivate them to become an individual who is knowledgeable and culturally aware so that they can easily blend into society. I want them to understand the purpose of why they are learning the subjects they are learning. I encourage them to read books in English, for example, not only to develop their reading and lexical resource but also to create a healthy habit of reading daily.

Through our discussions I hope my students will analyze themselves, their beliefs and most importantly, their purposes of learning new things. This in turn stimulates their self-correcting skills, which Krashen (1985) also applied in the monitoring hypothesis. Besides teaching English language, I try to teach other factors to become a successful person in life. I usually use "5-minute note from past" activity that I have created myself. Here students will write within five minutes

what they have learnt in class today and at the end add one positive complement to themselves for participating in the classroom activities. At the end of each two weeks, I resubmit students their notes so that they analyze what they have achieved so far and this motivates them to study further. I think before teaching any topic, it is important to give a reason why students need to learn this topic and where it can be useful so that to show students the goal of learning the topic (or new words). I want my learners besides learning English to adopt critical thinking skills so that they can analyze the situation and come out with solution to some problems be it in project works or in real life. Therefore, I try to use authentic materials to show the language that they are learning is essential for them to further develop themselves. Besides I strongly agree that giving a clear and formal instruction is vital in guiding learners in Language Learning journey. Processing instruction will help teacher to see the whole picture of learning environment, benefits and drawbacks of the chosen methods and approaches in teaching (VanPatten, 2002).

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