

LANGUAGE LEARNING PROFILES AND TEACHING PHILOSOPHY STATEMENT

*Mirhonov Kahramon holds a bachelor's degree
from the Faculty of Translation at the Uzbekistan State University
of World Languages and a master's degree in TESOL from
Webster University.*

Abstract: This paper looks at how different student personalities and feelings affect language learning. It also shows how a teacher can change their methods to help every student succeed. The study takes place at an academic lyceum under the University of World Economy and Diplomacy in Uzbekistan. The teacher examines his two 15-year-old intermediate level English learning students with different home languages: one speaks mostly Russian, and the other speaks mostly Kazakh.

The work analyzes how each student's family background, personality, and past experiences affect their confidence and motivation. It looks closely at their specific problems with English grammar and pronunciation. For example, one student suffers from speaking anxiety, while the other makes frequent grammar mistakes. The study uses famous language theories, including Stephen Krashen's ideas about input and anxiety, and modern views on the critical age for learning languages.

To help both students, the teacher uses a mix of practical methods. These include Task-Based Language Teaching, Communicative Language Teaching, and step-by-step guidance. Finally, the work provides the conclusion explaining that classrooms must be safe, friendly, and flexible spaces where lessons match the real-life goals of the students.

Keywords: Language Learner Profiles, Teaching Philosophy, Differentiated Instruction, Second Language Acquisition (SLA), Affective Filter, Critical Period Hypothesis, Task-Based Language Teaching (TBLT)

Introduction: Two Different English Language Learners

Working as an English teacher at an academic lyceum under the University of World Economy and Diplomacy is a great experience. This job does not only make me improve my teaching methods. It also motivates me to learn more about my students' lives and characters.

In this work, I discuss two 15-year-old students named Anvar and Nodir. They are both in the 10th grade, but they have very different identities, home languages, and motivation levels.

Working with different students helps a teacher understand psychology better. When a teacher understands a student's character, they can find the easiest way to connect with them. This allows the teacher to choose the most effective methods and approaches for teaching English.

Main part

Case Study 1: English Learner Anvar

Anvar is one of my students who is 15-year-old. He speaks Russian at home with his family because his mother is from Kazan, the capital of Tatarstan. At school and outside, he also speaks Uzbek. He has been studying English for more than two years, and his level is intermediate. He comes from a middle-class family.

Anvar is painfully shy and has low self-esteem. He does not like speaking in front of others because he worries too much about making mistakes. This fear makes him stay quiet during English lessons. His parents and friends tell him to be more confident and less sensitive, but this advice does not help. Instead, it makes him even more nervous.

Anvar started learning English through grammar books at a learning center, where grammar rules, sentence structures and vocabulary are usually taught. Charts, pictures, and written examples also helped him to understand well. He has been studying English for more than two years and his level is intermediate. He liked reading fairy tales in English, especially in the evenings before going to bed. His first language is Russian because his mother is from Kazan, the capital of Tatarstan. He speaks Russian with his friends and family members. Mastering English is important for Anvar because he is planning to win a scholarship and study abroad. He is painfully shy and is not sociable. His parents and peers suggest him to come out of his shell and have a thicker skin while speaking. It is good that he puts others first but his biggest flaw is that he always has a low self-esteem.

English grammar books helped a lot Anvar to master this language. He learns best by reading. According to the **Acquisition – Learning Hypotheses**, it is obvious that Anvar's way of acquiring a language is “**learning**”, because it is a conscious way of learning, where people study grammar rules, vocabulary, and sentence structures. Since he learns best by reading, I have suggested him to focus using tools like mind maps for grammar rules and videos with subtitles. Write down short notes about what he reads like one sentence summary or new words with examples. This helps remember better. Trying to read aloud alone at home to practice speaking is also very effective.

Anvar learned English grammar in his own way. Even with structured lessons, he picked up simpler rules (like “-ing” forms) before harder ones (like third-person “-s”). His natural learning does not always match the textbook order. As per the **Natural Order Hypothesis**, these errors are natural developmental period because this hypothesis says that when people learn a second language, they follow a predictable

order, which means that some grammar rules are learned early, while others are learned later. As a teacher, I followed Anvar's natural learning order instead of forcing grammar rules. For example, I focused easy structures through fun activities such as describing pictures before harder ones. I used correct grammar in conversation but didn't correct his mistakes always, since he learned step by step over time. This kept him motivated and learn at his own way.

Because of his shyness and anxiety, Anvar learned English harder than others. Even though he understood a lot from reading fairy tales, he used to freeze while speaking in class because he was afraid of making mistakes. According to **Affective Filter Hypothesis**, if our affective filter is high (too much stress or fear), we may understand the input but not use it fully or correctly. Based on this hypothesis, I can definitely say that Anvar's affective filter was high, that is why he absorbed lessons less than other students did.

Anvar did not believe he could speak English well. When his parents told him to "be more confident," it actually made him nervous more. He felt safest when reading alone at home, especially his favorite fairy tales. But speaking in class or working with groups made him so anxious that he sweated sometimes. He learned well when he was relaxed. As his teacher, I believed I could help him practice in gentle ways. First, he talked to himself. Then, he tried speaking with just one kind friend. As Krashen (1985) explained, learning a second language works best when it is actively used. However, just hearing the language around is not always enough.

He could write down his mistakes in a notebook without feeling bad about them. Simple breathing exercises might help when he felt nervous. Most importantly, he should celebrate small successes like saying, "I tried today" instead of worry about being perfect. As a teacher, I decided to be more patient and didn't push him too hard, as a result his fear slowly went away. He learned better, just like how he easily learned from fairy tales. This shows that feeling relaxed is as important as studying hard when learn a language. Mistakes are normal everyone make them while learning. Some teachers think that Anvar's knowledge of English will never be improved because he already passed his critical period. However, I think everything depends on the person. As Ioup et al. (1994) clearly explained:

Many researchers have examined the applicability of the CPH to L2 acquisition. The term sensitive period has been proposed as a means of indicating that the critical period is not an abrupt or absolute criterion after which L2 acquisition is impossible but rather a gradual process within which the ultimate level of L2 attainment becomes variable (p. 74).

Case Study 2: English Learner Nodir

Nodir is also a student of mine who is from Kazakhstan and moved to Uzbekistan at the age of 10 together with his family. His first language is Kazakh that is why he

speaks Kazakh in his family. He studies English because he wants to launch his own business after graduating from the university. He started learning English at school but he never read English grammar books. Nodir mostly learned English on social media chatting with his friends and most of them are from English speaking countries. He has been practicing English with online friends more than three years and his level is intermediate. He has an outgoing personality and a sense of humor, which helped him to learn English faster. He guesses new words from the situation for example “LOL” means, “laugh out loud” while playing games. Sometimes he says things wrong, like “I go store yesterday,” but he slowly improves. Unlike students who study for grammar tests, Nodir might do poorly on a quiz but speaks fluently in real life. This shows that using English naturally works better than memorizing rules.

Nodir learned grammar without studying rules. Because Nodir is outgoing, he is not afraid mistakes. He more cares about communicating than speaking perfectly. He learns fast by practicing conversations. Following the Acquisition-Learning Hypothesis, I can definitely say that his language-learning method is “acquisition”, because this is a natural and subconscious way of learning a language, similar how babies learn their first language. As Nodir's teacher, I will not correct his mistakes directly. Instead, I will use the right grammar naturally when I respond to him. For example, if he says “She go to school,” I might answer “Oh, she goes to school? This way, he hears the correct form without being interrupted. I will focus on giving him interesting English materials like fun videos or real conversations. This matches how he learns best by using English naturally, not by memorizing rules.

Nodir uses English differently in different situations. With friends, he speaks freely without worrying about mistakes. But for important things like formal emails, he checks his grammar carefully. He sometimes notices and fixes his own mistakes, especially when writing. He often uses grammar that he knows well and avoids what is difficult. In casual talk, he might still say, “she don't” sometimes but in job interviews or formal situations, he tries harder to correctly speak. According to the Monitor Hypothesis, a person must care being correct and knowing the rule is important. Nodir stops too often to fix grammar mistakes when speaking. This makes him speak slowly sometimes. As a teacher, I want to suggest him to practice grammar in two different ways. For writing and preparing speeches, this is when he should focus on correct grammar, he has time to think and use rules properly. For normal speaking, like conversations or debates, he should not stop to correct mistakes. The goal is to keep talking smoothly. Later, he can listen to recordings and notice his errors. This way, Nodir will learn when to use grammar rules and when to speak freely. He will become both more accurate and more fluent.

Nodir learns most when the English he hears is just a little harder than what he already knows. This is called “The Input Hypothesis”, which is “i+1”, the “i” is what

we know now, and "+1" is the next step. To help him, I will give him English that is just a bit harder than what he knows now. I will pick materials he almost understands for example, short news. Each one should have only 3-4 new words and grammar points. Kinginger (2001) clearly explained that, teachers need to know what makes it easy or hard for students to understand a new language. They should also give students language that is just a bit more difficult (i+1) than what they already know, so students can keep learning and improving.

When he hears new grammar like "I have been working," I will not explain the rules. Instead, I will let him guess the meaning from the situation. The key is to keep Nodir interested while slowly making the English more challenging. I will not give him things that are too hard. He will learn best by understanding real English used in natural ways.

Comparing the Two Students

The linguistic backgrounds of both students directly shape their challenges in grammar and pronunciation:

Language Areas	Learner Profile: Anvar (Russian Home Language)	Learner Profile: Nodir (Kazakh Home Language)
Grammar	He knows the rules well but processes language slowly. He faces problems from Russian grammar, like forgetting articles ("a", "the") and using wrong word order.	He speaks quickly but makes habit-based mistakes. He misses prepositions, forgets plural markers ("-s"), and mixes up verb tenses.
Pronunciation	Russian does not have the "th" sound, so he says "sink" instead of "think." He mixes up "w" and "v," and struggles with different vowel sounds like <i>ship</i> and <i>sheep</i> . Russian does not have the "th" sound, so he says "sink" instead of "think." He mixes up "w" and "v," and struggles with different vowel sounds like <i>ship</i> and <i>sheep</i> .	Kazakh has different rhythm rules, so he stresses the wrong parts of long words (like <i>kam-fe-TEY-bel</i>). However, he has a very natural rhythm in casual conversations. Kazakh has different rhythm rules, so he stresses the wrong parts of long words (like <i>kam-fe-TEY-bel</i>). However, he has a very natural rhythm in casual conversations.

Conclusion

I see myself as a guide who helps students discover the power of language. My personal experience shapes everything I do. I follow a clear three-step rule to be a respected teacher:

Check what background knowledge the students already have. Check if they understand the current lesson.

Find out exactly why they need to learn English. As Waller and other scholars (2017) noted, good teaching starts with understanding these three facts. People learn languages best when they use them for real life, not just for memorizing rules.

Feelings and emotions play a massive role in education. When students feel stressed or embarrassed, their brains cannot learn easily. This is why Anvar freezes up even though he knows the answers. To fix this, I start lessons with fun warm-up questions or funny stories to help everyone relax. I never interrupt students to correct every small mistake because that kills their confidence. Instead, I repeat their ideas using the correct grammar, so they hear the right version naturally.

As Oprandy explained, when teachers believe they can teach well, they believe their students can learn well too (Waller et al., 2017). I always try to improve my work. I ask my students for honest, anonymous feedback at the end of lessons. This helps me learn if a reading was too hard or if an activity was boring.

Great teaching is not about sticking to one rigid method. It is about watching, listening, and solving problems creatively with the students. I measure my success by real-life moments: when Anvar finally raises his hand without panicking, when Nodir writes a perfect business email, or when a student uses English to help a tourist. These moments show that language is a living skill that builds confidence and connects people across cultures.

References:

- Ioup, G., Boustagui, E., El Tigi, M., & Moselle, M. (1994). Reexamining the Critical Period Hypothesis: A case study of successful adult SLA in a naturalistic environment. *Studies in Second Language Acquisition*, 16(1), 73–98. <https://doi.org/10.1017/S0272263100012596>
- Kinginger, C. (2001). $i + 1 \neq ZPD$. *Foreign Language Annals*, 34(5), 417–425. <https://doi.org/10.1111/j.1944-9720.2001.tb02081.x>
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman Group UK Ltd.
- Muñoz, C. (2019). A new look at "age": Young and old L2 learners. In J. W. Schwieter & A. Benati (Eds.), *The Cambridge handbook of language learning* (pp. 430–450). Cambridge University Press.
- Singleton, D., & Pfenninger, S. E. (2018). L2 acquisition in childhood, adulthood and old age: Misreported and under-researched dimensions of the age factor. *Journal of Second Language Studies*, 1(2), 254–275. <https://doi.org/10.1075/jsls.00003.sin>
- Waller, L., Wethers, K., & De Costa, P. I. (2017). A critical praxis: Narrowing the gap between identity, theory, and practice. *TESOL Journal*, 8(1), 4–27. <https://doi.org/10.1002/tesj.256>