



THE ROLE OF LANGUAGE APTITUDE IN THE EFL LEARNERS' TRAJECTORY

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ABSTRACT

In this study, an attempt was made to identify the role of language aptitude in the EFL learners' trajectory. It becomes clear that language aptitude is defined as the best predictor in the language acquisition process. The main reason is that language aptitude is established with the help of varying process such as phonetic coding ability, grammatical sensitivity, inductive learning ability, rote learning ability and it also is a complex of abilities including pragmatic ability, self-efficacy, planning time and rote memory. More importantly, we hoped that this theory was proved as an example of my research subject's language learning trajectory.

The analysis is entirely focused on the role of language aptitude as the key to help learners to make a progress in learning a foreign language perfectly. By observing research participant's learning trajectory we can find also the correlation between language aptitude and language proficiency. Therefore, it gives us some implications for teaching. Teachers can change teaching methods based on the learners' language aptitude, which is also proved to be effective in this study.

And these studies also investigated that language aptitude was only predictive of the L2 achievement of late starters not of those learner who started to learn a foreign language in childhood.

KEYWORDS: *language aptitude, language learning trajectory, language acquisition, grammatical sensitivity, self-efficacy, systematic research method.*

DISCUSSION

In second language acquisition, people have differences in rate and impact of foreign language learning taking in by virtue of components from in and outside the classroom, for example, the age, students' convictions, language ability, learning styles, anxiety, inspiration, and identity and so on. It is recommended that of every individual distinction, language ability creates the most predictable connections with self-efficacy [1]. In fact, language ability is inborn capacity to attain foreign languages quicker and more productively. Up to now, language ability has been increasingly focused on second language students and it has additionally been

observed to be reliable means of success in second language acquisition. In order to these data, the teacher candidate is going to explore about how language aptitude influences on the language learning trajectory of the learner.

Language ability has undergone an extended method of development. In fact, John Carroll first proposes this idea in 1959. He thinks that in outlined time and condition, people can manage the progress of learning a foreign language that is comparatively stable in learner's life. What Carroll emphasizes is that learners should manipulate many tasks in an exceedingly mounted time while not being attentive as to if they need the potential to be told. Higher or



lower language ability depends on the length of your time. Gardner and McIntyre think about that language ability is seen because the “sponge of cognition”, which may add new data on the acquiring knowledge [2]. They should create an additional description.

The development of language ability has undergone many necessary stages. However, within the educational world, the foremost acceptable definition has been projected by the authoritative scholar John Carroll. According to the supported early analysis, he regarded the inner structure of language ability as a brand new start line and explored it from a brand new perspective. In order to John Carroll, language ability is mainly included of four parts:

(a) **Phonetic Writing Ability:** the ability to completely differentiate different sounds and relate sounds to signs that they represent. It is a special half and emphasizes oral speaking in language ability, such as, to spot the sound like “th” stands for.

(b) **Grammatical Sensitivity:** The individual’s ability to demonstrate awareness of the syntactic patterning of sentences. It emphasizes the analysis in foreign teaching, such as, to spot the topic or object of a sentence.

(c) **Inductive learning ability:** the ability to induce many rules from language samples. Learners United Nations agency have this ability usually show sturdy self-learning ability, and not entirely rely upon textbooks and academics, such as, to acknowledge that in English “to” will denote direction which “at” will denote location.

(d) **Rote Learning Ability:** the capability for ascertain a fast and effective corresponding link between tongue and foreign language, that is incredibly necessary in vocabulary learning, such as, to recollect words in vocabulary [3].

Based on the four elements, Carroll thinks that language ability is comparatively stable through learner’s own life. It will improve the progress of foreign acquisition and scale back the challenge of learning. Moreover, it will predict the speed of foreign acquisition. Do’rnyei and Skehan insisted that the revived interest in ability with suggestion that ability is also associated with variable method of SLA [4]. So, as an example, ability constructs like attention associate degree short- term memory might be relevant for process input in an L2; phonetic writing ability might contribute to noticing of phonologic patterns; and constructs like inductive learning and retrieval talents could permit a learner to spot and integrate grammatical patterns.

Robinson recommended that ability could be a complicated of talents that embrace process speed, short- and long- term memory, committal to memory, coming up with time, pragmatic talents, mutual intelligence, emotional intelligence and self-

efficiency [5]. What looks to be undeniable is that ability must do with learners’ potency and therefore the rate at that they learn a remote language. It’s typical information that best language learners possess a particular ‘knack’ for languages that permits them to be told languages additional quickly than the others [6].

There are different types of language learning trajectory of the learner and each learner has a unique character and accepts the language differently. Some learners have the ability to learn foreign language faster; others gain the knowledge during their hard working learning process. And also someone learns the language for pleasure and his or her own interest while other people accept it as some serious stuff or homework which they need for their future carrier. The subject of case study is a student who has been learning English as a second language. She is female. She is a sociable and intelligent student. She was born in a well-educated family. In her family have four people. Although her parents are traditional, they try to become her friends, by helping her and encouraging her without forcing her to live up to their expectations. They also imprinted on her proper principles like moral values, respect, humbleness, patience, diligence, etc. she thinks her family shaped who she is now. She is deeply thankful for having such a wonderful family. Additionally, she graduated at the Pedagogical University named after Nizamii. She has been learning English for 4 years, in this short period she achieved high results. For instance, she took IELTS certificate with 6.5 band score. Her major course of study is English language and literature. At present she is a twenty nine-year-old first year student of the Webster University. Additionally, we have known each other for three years and we have had plenty of opportunity to observe her, so indeed we can predict that she has the ability to learn languages faster and more efficiently than others. That’s why we decided to explore her language learning trajectory as a research work and find out the role of language aptitude the usage of her language learning trajectory.

When she exposed to this language for the first time, she was on the 5th grade at school. In school classes she learnt how to read and translate small texts with the help of vocabulary. However, she began to read the book from 5 years old and also she learnt by heart English words from book “English for children”. From the childhood she watched a lot of films, cartoons in English. One day she was watching film “Life Guard”, suddenly she heard the Whitney Houston’s song “I will always love you” and she liked this song and its language. She was interested in singing the English song unconsciously. When she was 12 years old, her parents gave her to the tutor for learning English better. She had only learnt grammar



without interests for a year. So, she learnt English as a hobby during school year. After finishing the school, she decided to enter the Medicine College. At college she only learnt by heart medicine terminologies in English for a year. After three years, she decided to enter the Pedagogical Institute. Unfortunately, she didn't enter the University. After that, she took extra lesson from experienced teachers for a year and entered successfully the Pedagogical University. English was the major course for her for 4 academic years. After graduating the University, she began to work other different fields for 5 years instead of teaching English language. During the working period she also was interested in taking IELTS exam and in order to pass exam she began to develop English proficiency independently. Then she took IELTS certificate with high band score. Fortunately, this year she entered Webster University in Tashkent branch to get master degree.

This case study was carried out for 2 weeks. A learner who is studying at the master degree was observed and interviewed during that period while learning second language acquisition. The main idea of the language learning process observation was to get qualitative data about learner's trajectory by the observation and interview. Each cycle of observation was organized in two phases: observation and interview. The interview, lasting approximately 20 minutes, were carried out directly after each observation occasion in order to gain more authentic information about her foreign language learning trajectory. An interview question was developed including learner's language acquisition process and her learning difficulties from the linguistic perspective.

While giving an interview, she mentioned about her language level and style. Her level is Upper Intermediate. In fact she was a kinesthetic and visual learner. She can physically manipulate and see something in order to learn about it. So, she has an actual object in her hands and a picture of the object rather than a verbal or written description of some information. Consequently, I actually know she is extrovert, because she feels empowered in social situations and very friendly to unknown people.

As the research paper is entirely focused on the role of language aptitude as consistent predictors of success in the learning trajectory of the learner, the data of the research is going to be based on this approach. The initial reason why this data has significantly great importance is that the results and outcomes will serve and prove the ideas that language aptitude is one of the key to help learners to make a progress in learning a foreign language perfectly. This section of the research paper will be devoted to cast a light on the main sources of the essential data.

One of the first source from which first rough data was retrieved was an observation that was intended to collect data about the subjects' background knowledge on language skills. Namely, in the conventional classroom settings the subjects were supposed to perform language skills and participate in group presentations from SLA course. Here, the main focus of observing was on how well subjects could produce her acquiring knowledge in real classroom situation. As a result, a number of observations as a friend greatly helped analyze the ability of the subject's language learning. For example, her receptive skills a bit lower than her productive skills, because she learnt English with the help of Grammar Translation method from her childhood rather than using her receptive skills.

The second source of data was interview as the last session. It contained 5 questions which demanded no further energy and effort from the subjects as they all about her language learning trajectory. In other words, unlike the observation, it required subjects to response the given questions and explain deeply the learning language trajectory with the help of life examples. The subjects were again checked for background knowledge in order to responding interview, in fact, to comprehend what kind of trajectory was happened during foreign language learning in learner's life.

In short, all sources were of high validity and effectuality due to the fact that they all were objectively observed according to the rubric selected by researcher for analyzing subject's language learning trajectory.

On the basis of collected information throughout the research two crucial kinds of data were obtained which comprise this section of my research work. The main source was the interview questions that helped to find out the role of language aptitude in participant's language learning trajectory. The first basis for observing and comparing/contrasting was observation that revealed subjects' initial intellectual state of language units. Finally, all these questions and responds which they made during the research were reported in the interview to measure effectiveness of used approach.

In the interview, the teacher candidate asked the main questions for analyzing the learning trajectory of the learner. Indeed, the teacher candidate gave questions about her personality, language learning trajectory and her learning experience. During the research we found out that she can learn foreign languages fast and more efficiently than others because she had the complex of abilities for developing language aptitude. Firstly, we can find out from her language learning trajectory, she gained high results in a given amount of short time and under given conditions because of her processing speed and



planning time ability. Secondly, from the childhood he had the ability to learn vocabulary or remember words quickly and she could establish a quick and effective corresponding link between mother tongue and foreign language. So we can find that rote learning ability and memory are better. Thirdly, while language learning process most of time she worked independently without any teachers' instruction because of her strong self-learning ability, in spite of this her grammar is also good, because the lessons were mostly conducted based on Grammar translation method. Moreover, her independent learning abilities were formed around family. Mainly, her mother wanted her to be independent and could help her develop self-learning concept.

So we can find that she had the ability of learning language inductively and integrating grammatical patterns. We also mentioned that in the course of learning English, she had some difficulties with receptive skills compared with other skills; however, pronunciation was also good. Based on the answer, we can find that her phonetic coding ability is better. And these studies also investigated that language aptitude was only predictive of the L2 achievement of late starters not of those learner who started to learn a foreign language in childhood.

When all previously mentioned evidence is taken into consideration, it becomes clear that language aptitude is found to be the best predictor in the language acquisition process. The main reason is that language aptitude is constructed with the help of varying process such as phonetic coding ability, grammatical sensitivity, inductive learning ability, rote learning ability and it also is a complex of abilities including pragmatic ability, self-efficacy, planning time and rote memory. More importantly, we hoped that this theory was proved as an example of my research subject's language learning trajectory.

By observing research participant's learning trajectory we can find also the correlation between language aptitude and language proficiency. Therefore, it gives us some implications for teaching. Teachers can change teaching methods based on the learners' language aptitude, which is also proved to be effective in this study. Second, after taking interview, she knew about weakness in the process of learning English and in future study, she should make more practice for developing listening and reading skills. Moreover, she should learn to study independently under the guidance of teacher, because in view of their language proficiency, different learning goals are set according to different language learning tasks.

Thus, in the process of teaching, the teacher can design some tasks specially to improve learner's receptive skills. And teachers fully understand learners' ability and determine their language

aptitude, thus teachers can design study activities according to their actual language level and aptitude. The method should match students' language aptitude, promote their positive thinking, and improve weak part. Additionally, teachers should consciously help students study independently, cultivate their ability to analyze and solve problems.

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