



Journal Website:
<https://theusajournals.com/index.php/ajps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

PERSONALITY IMPACT ON LEARNING FOREIGN LANGUAGES

Submission Date: July 01, 2023, Accepted Date: July 05, 2023,

Published Date: July 11, 2023

Crossref doi: <https://doi.org/10.37547/ajps/Volume03Issue07-03>

Embergenova U.A.

Nukus Branch Of TUIT Named After Mukhammad Al-Khwarizmi, Uzbekistan

ABSTRACT

This article discusses personality impact on learning foreign languages. Learning a foreign language can be an enriching and transformative experience. However, the journey of acquiring a second language is not merely a matter of grammar rules and vocabulary lists. The process is deeply intertwined with an individual's unique personality, which significantly influences their ability to master a new language. This article explores the intriguing correlation between personality traits and foreign language acquisition and sheds light on how understanding these connections can enhance language learning outcomes. Second Language Acquisition assists to investigate various widen skills of language learners through academic researches and experiments. Actually some people claim that they have few abilities to gain a foreign language in spite of a huge enthusiastic attempts and years. The reason of this issue is depend on several factors namely, motivation, first language background, age, gender or personality. This article is mainly based on finding an answer to the question of personal characteristics affect the development of fluency in second language acquisition is a laborious and complex process. The work centers on the studies and pragmatic inputs of language learners' different personalities which effect to the second language learning in development of fluency in a foreign language learning,

KEYWORDS

English as a second language (ESL), traditional teaching methods, personalized learning, collaborative learning, diverse needs, engaging, effective learning experiences, language skills, extroversion and introversion, self – esteem, inhibition, risk – taking, anxiety.

INTRODUCTION

People vary from each other with their nature, characteristics, interests and other traits. However, as Ehrman (1996) noted that there is a clear connection between personality and SLA because personality determines what people feel convenient with. As a consequence, individuals choose what is convenient for them and acquire better at the given skills (p.101). Also, Shahila Zafar and K. Meenakshi conducted their research in personal differences by dividing them specifically like:

- 1) Extroversion and introversion
- 2) Self – esteem
- 3) Inhibition
- 4) Risk – taking
- 5) Anxiety.

Extroverted individuals often exhibit superior language learning skills due to their natural inclination towards socialization. They thrive in interactive learning environments and engaging in conversations, actively seeking opportunities to practice their language skills. Extroverts find it easier to overcome shyness and fear of making mistakes, thereby immersing themselves more readily in conversational practice, cultural exchanges, and language immersion settings. Dawaele and Furnham (1999) state

extroversion and introversion are part of continuity. Extroverts is thought sociable and spontaneous. They do not like loneliness, they take risks, they are sensitive. However, they believe in introverts being introspective, quiet, retired, and protected. It is said that the extrovert draws energy from external sources, while the introvert is more concerned with the inner world of ideas and engages in individual training. This feature not only describes a person leaving home or being shy, but also whether the person prefers to work alone or feels empowered, or thinks about working in a team at home.

According to Eysenck studies, there is a hypothesis that introverts could be better language learners, however, Krashed (1985) rejected this idea and he noted that “the more extravert learners could rise the amount of input”, Cook (2001) mentioned that extroverted learners are usually good at communicating approaches. In addition to this, McDonough (1986) stated that if there is more extroverted students, it makes easy to join the group work activities.

The questionnaire data can help to collect and gain a widen knowledge of the effect of individual difference to get success in acquiring a foreign language, and so it is important to learn other linguistics’ hypothesis. M.

Naci Kayaoglu (2016) mentioned that even though types of introverted and extroverted individuals have been identified in research as an important factor in other fields of educational and psychological studies, they are occasionally focused on when learning a language strategy, which often results in language associated with success in learning. There have been a lot of debate about whether extroverts or introverts learn the language better (p, 819).

To begin with the findings of Brodkey and Shore (1976) who defined that self – esteem seemed to be an important variable in the SLA, especially in terms of cross-cultural factors of second language acquisition. Self – esteem is an important tool to maintain a balance of internal state that is an appropriate running. Arnold (1999) emphasizes that by paying our attention on students’ self-esteem in the language classroom can help channel learners’ energy towards productive language acquisition, which they, under certain circumstances, spend in productive beliefs about identity, causing them to be distracted from learning objectives and opportunities.

The term of self-esteem is connected to self-confidence which has a great power get success not only a development of second language learning but it is also essential to accomplish any kind of task or work. If someone is lack of self- esteem or self- confidence at the time of fulfilling responsibility, duty or assignment, there is few chances to perform or complete

efficiently. Although there are a great effort and time to learn a foreign language, some students still find it is difficult to get fluency or advanced level. According to the Horwitz et al (1991) noted that the importance of the distinction between the “real” self and the limited person known to the language learner can be demonstrated in a foreign language at any time, from foreign academic concerns to other academic ones, such as mathematics or science, probably no other direction of study implies self-esteem and self-expression to the extent that learning a language (31, p).

Inhibition in the language learning is regarded as a defensive tool to reduce errors or mistakes in a foreign language by learning from previous mistakes. Here the learner accepts the mistake as an insult for himself or herself and after that he or she tries not to repeat that. This kind of personality sometimes results in achieving high results if it is used normally and appropriately. Brown (2000) stated that approaches to a language teaching over the past three decades have been characterized by creating an environment in which students are free to take risk and verbally experience hypotheses. He also claims that it broke some students often reluctant to try their new language. Many researchers have conducted on this kind of personality about its effects to a new language learning and one of them Green (1998) found out that in bilingual studies, inhibition has been suggested as a cognitive control

mechanism is responsible for averting the selection of non-target words during speech production. It is impossible to choose a specific personality to improve language level. There are found those who love risk taking and this personality trait can help someone to start a new plan and in many cases, it leads to change positively. As for the second language learning it is considered as “the ability to make intelligent guesses” (Rubin and Thompson, (1994). There are several reasons not to be able to take a risk for some learners, for example, the fear of failure, being laughed by classmates and punishments of teachers make students not to feel free themselves to express their opinions or to communicate in the target language. However, risk-taking learners have advantages in these conditions. In the psychological variables research that could characterize “good language learners” several researchers between 1980-1990 years centered on one aspect of “extaversion” personality (Beebe, 1983, Ely,1986,1988). The interest in the exact variable at the time was not only for coincidence.

Another personality trait is anxiety which has close connection to self-esteem, risk-taking and inhibition. Sometimes learning foreign language can be traumatic experience for those who are lack of language ability. As a coin has two sides, anxiety has also both advantages as well as disadvantages for second language acquisition. Shahila Zafar and K. Meenakshi divided the target personality trait into two types;

- 1) Debilitative (harmful anxiety)
- 2) Facilitative (helpful anxiety).

The second type of anxiety is a positive approach for language learning because the student concern or worry about fulfilling the assignments completely or on time, of course, this leads to gain the purpose to learn language. Research on anxiety and language learning can serve as a guide for language instructors in terms of assisting to expand their comprehension of language acquisition from the students’ viewpoint.

While language learning methods and educational resources are widely available, acknowledging the influence of personality traits on foreign language acquisition can significantly optimize learning outcomes. Aspiring language learners can leverage their unique personalities to tailor strategies that align with their strengths while simultaneously addressing their weaknesses. Ultimately, embracing these connections fosters a more holistic and insightful approach to mastering a new language.

REFERENCES

1. Shahila Zafar and K. Meenakshi, “ Individual Learner Differences and Second Language Acquisition: A Review”, 2012.
2. Katalin Piniel and Kata Csizer, “ L2 Motivation, anxiety and self-efficacy: The interrelationship of

individual variables in the secondary school context”, 2013.

3. M. Naci Kayaoglu, “Impact of Extroversion and Introversion on Language - Learning Behaviors, 2013.
4. Fotimakhon Abdulmalikova, “Role of Self-Esteem in Second Language Oral and Written Performance”, 2020.
5. Fernando Rubio, “Self-Esteem and Foreign Language Learning”, 2007.
6. Danielle Daidone, “The Role of Inhibitory Control in Second Language Phonological Processing”, 2016.
7. Jean-Marc Dewaele, “ Risk-taking and Foreign Language Learning”.
8. Ying Zheng, “Anxiety and Second/Foreign Language Learning Revisited”, 2008.

OSCAR
PUBLISHING SERVICES