

PERSONALITY FACTORS IN SECOND LANGUAGE ACQUISITION

Ortiqova Iroda Shuhratovna

Uzbekistan State World Languages University

pirmatova2012@gmail.com +998998583348

ABSTRACT

The researcher attempted to investigate the effect of EFL learners' personality qualities on their English language competency and achievement in language institutes in this study. A number of research have been conducted to investigate the influence of personality factors on students' academic success in general and second language learning in particular.

Keywords: Psychology, language acquisition, English as Foreign Language, Foreign Language Learning, L2, Second Language Acquisition, personality traits;

INTRODUCTION

Psychology began to evolve in the twentieth century, with countless studies being done to investigate people's minds and personalities. People have long questioned to what degree our personality defines us and how it affects our daily lives, education, and other aspects of our existence. Aside from that, who we are validates our behavior and the way we do things. Globalization, economic progress, and student and worker mobility have all made language acquisition a necessity. The symbols and sounds that comprise a language are the most significant methods of communication. Learning a foreign language may open numerous worldwide doors that one would not dare to enter without understanding how to speak in that specific language. Foreign languages, as well as one's personality, are extremely valuable. It is well known that students do not always prefer the same activities. How much can we correlate our behaviors, involvement, and liking/disliking of various classroom activities to our personality, and how may our personality influence our FLL?

And according to some research, acquiring an L2 is impacted by a number of things that either enhance or decrease it. One of these characteristics is personality, which is thought to be a significant component in L2 learning. Before we get any farther into the subject of personality variables, it is crucial to define SLA. However, in order to comprehend the meaning of SLA, it is critical to first comprehend what is meant by the terms 'language acquisition' or 'language learning.' Technically, the phrase "acquisition" refers to taking up an L2 from exposure, whereas the term "learning" refers to the deliberate study of an L2. However, both words are used interchangeably in this work since the major focus will be on the significance of individual personality variables in the SLA process from an Islamic perspective, and the process involved will be both learning by exposure and learning deliberately. Burt, Dulay, and Krashen defined 'second language' as any language other than the first or mother tongue. The emphasis of the SLA in this study is on the usage of English, since it frequently has the official status of a strong L2. In general, learning a second language is not as simple as acquiring one's first or native language. It is a complex and challenging process in which a student must strive to get beyond the limitations of his or her own language and into a new language. Some learners may need to put in a lot of work to learn an L2, while others may become very proficient with little

effort, and some are guided by certain requirements and interests that determine how they really perform. Many academics now agree that it is vital to understand not just other components of SLA, but also that different learners in various settings acquire an L2 in different ways, and that these variances may be due to the indirect impact of personality traits. Individual qualities or characteristics that influence potentialities and common skills are referred to as personality, and they are unique to each individual. Personality, according to Richards and Schmidt, is "those parts of an individual's behavior, attitude, beliefs, thoughts, actions, and feelings that are perceived as typical and unique of that person and acknowledged as such by that person and others."

The Big Five personality traits

The five-factor model of personality (also known as the FFM) was developed based on a lexical examination of trait adjectives in natural languages, with the goal of revealing "the broadest and most pervasive themes that recurred in personality assessments." Adjectives that express essential personality qualities can be used to describe these pieces or patterns in any language. As a result, natural language dictionaries may be regarded as a key source of wide, albeit limited, collections of traits relevant in daily interactions. These features serve as the foundation for the most significant attributes for those who use that language. The qualities are then discovered and arranged into broad personality dimensions. The lexical method was initiated by Allport and Odbert, among others, who presented a basic structure for the personality dictionary. Cattell then took up the project, aiming to provide a more systematic framework through which individual distinctions in human behavior and experiences may be detected, labeled, and arranged. His pioneering effort resulted in the definition of a very short set of variables, which prompted other academics to examine the suggested structure. Their findings resulted in a taxonomy of personality traits:

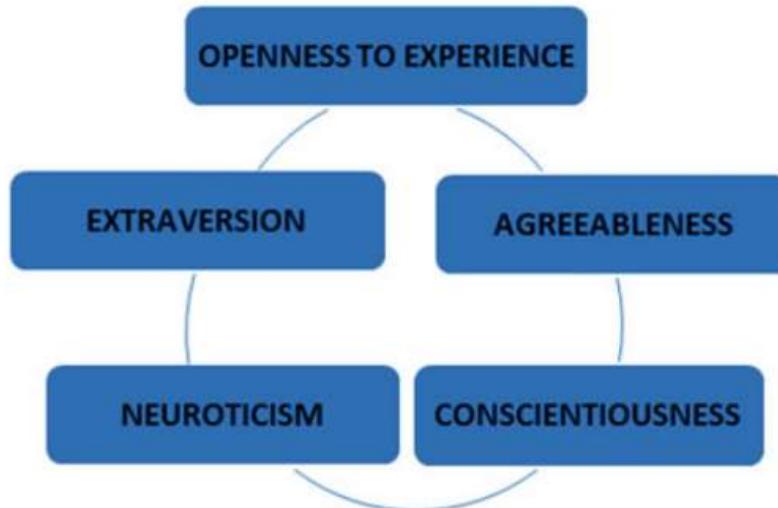
- (I) Surgency (or Extraversion);
- (II) Agreeableness;
- (III) Conscientiousness;
- (IV) Emotional Stability (vs. Neuroticism);

(V) Culture. Afterwards, Factor V was defined as Intellect, and Openness to Experience.

The Big-Five traits are positioned at the highest level of the description of human behavior in the original idea, integrating a plethora of individual variances that characterize humans. Although the concept was developed by multiple distinct research teams in the 1970s, and the phrase "Big Five" was first adopted by Goldberg, it has been most firmly associated with the work of Costa and McCrae. Instead of initially pursuing a three-factor model taken from Eysenck, they adopted Goldberg's idea of a five-factor model that best accounted for observable (phenotypic) personality characteristics. These elements are now referred to as the Big Five to emphasize how diverse they are. Costa and McCrae's categorisation can now be viewed as one. These elements are now known as the Big Five to emphasize how diverse they are. Because of its practicality and application, Costa and McCrae's categorization is now regarded as one of the most significant models in current psychology. The model includes five basic dimensions of personality traits or domains that may be used to characterize a person independent of language or culture. This is not to say that personality differences can be reduced to merely five attributes; rather, their job is to depict personality at a very broad level of abstraction, with

each dimension summing a huge number of distinct, exact personality features. As they are located at the pinnacle of the personality hierarchy, the qualities are believed to form the highest level of the personality hierarchy. Aside from that, the five categories are said to be separate for practical reasons. The Big Five model keeps Eysenck's Extraversion and Neuroticism but adds three new dimensions: Conscientiousness, Agreeableness, and Openness to Experience. As a result, the model's abbreviation is OCEAN, CANOE, or NEO-AC. Because of this classification, non-psychologists can perceive personality factors as independent variables in research studies in a more straightforward and reliable manner. Each dimension is assigned to a continuum with two extreme poles, which are labeled as:

- Openness to experience versus low Openness,
- Conscientiousness versus low Conscientiousness,
- Extraversion versus Introversion,
- Agreeableness versus Antagonism, and
- Neuroticism versus Emotional Stability.



All in all, personality is an essential component from a psychological standpoint since it gives a framework for describing an individual as well as particular variations between persons. Individual variations are significant because they may be used to predict future behavior, such as academic performance. However, given prior research's contradictory findings, we may continue to throw doubt on the extent to which cognitive talents influence learners' academic achievement. When it comes to personality, the disparity in findings is more visible. As a result, the predictive efficacy of personality characteristics in predicting academic performance has yet to be duplicated across diverse situations, among different individuals, and using different instruments.

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