

PERSONALITY FACTORS CONTRIBUTING ACQUIRING EFL

Samadova Marjona Furqat qizi,
Senior Student, UzSWLU

Ibodullayeva Zukaykho
UzSWLU

Abstract

Personality plays a significant role in the acquisition of English as a Foreign Language (EFL). The several key personality traits help to understand the interplay between personality and EFL acquisition which inform teaching practices, curriculum development, and learner support strategies in language education.

Keywords: Personality Factors, EFL Acquisition, Openness to Experience, Extraversion, Conscientiousness, Neuroticism

Personality Factors Influencing the Acquisition of English as a Foreign Language (EFL)

Learning a foreign language is a complex process influenced by various factors, among which personality plays a significant role. In the context of acquiring English as a Foreign Language (EFL), several personality traits have been identified as contributing factors. This article aims to delve into the relationship between personality and EFL acquisition, drawing insights from scholarly works and empirical research.

1. **Openness to Experience** - One of the key personality factors influencing EFL acquisition is openness to experience. Individuals high in openness tend to be curious, imaginative, and open-minded, traits that facilitate language learning (Dewaele & MacIntyre, 2017). This suggests that individuals who are receptive to new ideas and experiences are more likely to engage actively in language learning activities, leading to improved proficiency.
2. **Extraversion** - Extraversion is another personality trait that impacts EFL acquisition. Extraverts are typically sociable, outgoing, and assertive, characteristics that can enhance language learning through increased interaction and communication (Dörnyei & Skehan, 2003). For example, extraverted learners may feel more comfortable participating in classroom discussions, practicing speaking with native speakers, and seeking opportunities for language immersion.
3. **Conscientiousness** - Conscientiousness, characterized by organization, discipline, and goal-directed behavior, also plays a role in EFL acquisition. Learners high in conscientiousness are more likely to approach language learning systematically, setting clear goals, adhering to study schedules, and persisting in the face of challenges (MacIntyre, Noels, & Clément, 1997). This suggests that conscientious learners are better able to manage their time, prioritize language learning tasks, and monitor their progress effectively, leading to enhanced proficiency in EFL.
4. **Neuroticism** - Neuroticism, characterized by emotional instability, anxiety, and self-doubt, can pose challenges to EFL acquisition. Individuals high in neuroticism may experience heightened language learning anxiety, which negatively impacts their ability to engage with English language materials and participate in communicative activities (Dewaele & MacIntyre, 2017). Moreover, neurotic learners may be more prone to negative self-talk and perfectionism, leading to increased frustration

and reduced motivation in their language learning endeavors. However, with appropriate support and strategies to manage anxiety, neurotic individuals can still make significant progress in EFL acquisition.

Conclusion

In conclusion, personality plays a significant role in the acquisition of English as a Foreign Language (EFL). Openness to experience, extraversion, conscientiousness, and neuroticism are among the key personality traits that influence language learning outcomes. Educators and learners can benefit from understanding how these personality factors interact with language learning strategies and classroom dynamics to optimize the language learning experience. By catering to individual differences in personality and providing tailored support, language educators can foster a positive learning environment conducive to EFL acquisition for learners of diverse personality profiles.

References

1. Dewaele, J. M., & Dewaele, L. (2017). The dynamic interactions in foreign language classroom anxiety and foreign language enjoyment of pupils aged 12 to 18. A pseudo-longitudinal investigation. *Journal of the European Second Language Association*, 1(1), 12-22.
2. Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 589-630). Blackwell Publishing.
3. MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47(2), 265-287.
4. Dewaele, J.-M., & MacIntyre, P. D. (2017). The predictive power of multicultural personality traits, learner and teacher variables on foreign language enjoyment and anxiety. *Studies in Second Language Learning and Teaching*, 4(2), 257-290. DOI: 10.14746/ssllt.2014.4.2.7.