

# Personality Factors in English Language Learning: Inhibition, Anxiety and Risk –Taking

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**Abstract.** This paper is an attempt to look at individual personality factors as the importance variables in the second language acquisition from a theoretical approach. To accomplish the goals of this paper, the definition of the concepts and the importance of each personality factor such as motivation, attitude, acculturation, self-esteem, sociability, risk-taking and perseverance which lead to greater proficiency in the second language acquisition are discussed in a brief but broad overview. Generally, this paper aims at drawing attention to the role of individual personality factors in a second language acquisition process from an Islamic point of view. It is hoped that with such knowledge, language teachers could promote and allow the development of learners' personalities, and at the same time, are able to take possible actions in cases when special guidance and help are required. We told above that personality factors' types. Now, We are going to know about inhibition, anxiety, risk -taking.

**Key words:** Personality factors, Second language acquisition, Target language, risk -taking, inhibition, anxiety

## Introduction.

What is the best way to learn a second language? When we ask those who are not in the business of language teaching, we will naturally get a variety of answers which will mainly be based on the social and cognitive consideration of language learning. We tend to neglect one of the most fundamental side of human behaviors that is the affective domain of second language acquisition (hereafter SLA): the personality factors. Personality factors are universally acknowledged by researchers in the second language learning to play an important role in SLA, but those factors, with a rather wide range, need to be looked into one by one as to determine how relevant each one is to SLA. There are several reasons for the language teachers to put personality factors into consideration when teaching a second language (hereafter L2). One of the reasons is that when learning a L2, a learner's personality and emotions are fully involved. Even though there are many other factors that may influence the success of language learning, personality factor is an internal factor that should not be neglected as the ignorance of the relationship between personality factors and language learning will bring about negative influence on teaching and learning effect.

## Main part Personality factors.

Personality is the individual features or characteristics that determine potentialities and common abilities, and that it is exclusive to an individual. Richards and Schmidt (2002) defined personality as "those aspects of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others" (p.275). According to Fatma (2014), personality factor refers to "a feature or a quality that is assumed to distinguish one student from another" (p.228) in the process of acquiring the L2 and it is considered to be "a pattern of unique characteristics that give a person's behavior a kind of consistency and individuality" (p.227). In the case of SLA, the personality factors such as motivation, aptitude and attitude are believed to indirectly influence the process of learning the L2. Therefore, for language teachers to teach L2 successfully is not merely a question of whether or not the teachers have sufficient linguistics knowledge or the issue of teachers' diversifying teaching methodologies and techniques. But it is the question of whether or not a L2 learner uses a series of learning strategies and styles that are grounded in his/her personality. To understand better the interwoven connection between personality factors and L2 learning, the question of how these

personality factors leave a great impact on an individual learner who is learning a L2 will be further addressed in this paper.

### English Language Acquisition

According to different studies, the acquisition of a L2 is influenced by a series of factors that will either strengthen or weaken it. One of those factors is the personality factor that is believed to be an influential factor in the L2 learning. Before we go any further into the discussion of personality factors, it is important to understand what is meant by SLA. But in order to understand the meaning of SLA, it is mostly important to establish an understanding on what is meant by the term language acquisition or language learning. Technically, the term “acquisition” refers to picking up a L2 through exposure and the term “learning”, on the other hand, refers to the conscious study of a L2. However, in this paper, both terms are used interchangeably as the main focus would be on the role of the individual personality factors in SLA process from an Islamic perspective and the process involved will be both learning through exposure and learning consciously.

### Conclusion

Briefly put, personality traits can never occur exactly the same way in any two individuals. Therefore, in order to see some positive results in L2 learning is through a strong motivation, good attitude, acculturation, high self-esteem, sociability, risk-taking, perseverance and other positive personality factors which have not been discussed in this paper. And of course, a particular combination of all those personality factors is important rather than one particular personality factor. By having an awareness of these personality differences by both learners and teachers, more efficient reading materials, and teaching and learning styles, techniques and methodologies can be used as to ensure that learning will be a success. “A bump in the road is either an obstacle to be fought or an opportunity to be enjoyed...it is all up to you”. Briefly put, personality traits can never occur exactly the same way in any two individuals. Therefore, in order to see some positive results in L2 learning is through a strong motivation, good attitude, acculturation, high self-esteem, sociability, risk-taking, perseverance and other positive personality factors which have not been discussed in this paper.

And of course, a particular combination of all those personality factors is important rather than one particular personality factor. By having an awareness of these personality differences by both learners and teachers, more efficient reading materials, and teaching and learning styles, techniques and methodologies can be used as to ensure that learning will be a success. “A bump in the road is either an obstacle to be fought or an opportunity to be enjoyed...it is all up to you”.

In this paper, we have looked at some of the personality factors as the importance variables in the SLA from an Islamic perspective. Theoretically speaking, even though these personality factors do not seem to directly determine individual linguistics abilities, they may indirectly have a profound influence on SLA. This is based on the most popular assumptions presented earlier, which includes brief literature reviews of the work done on personality factors in the field of SLA. The personality factors which have been discussed in this paper are among the most effective traits to be adopted by the L2 learners in order to learn the TL more successfully.

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