



Factors affecting language learning process

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Abstract: *This article discusses several factors affecting second language learners in the language learning process. Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition. We turn now to a theoretical consideration of personality factors in human behaviour and how they relate to second language acquisition.*

Key words: *Second language acquisition, self-esteem, cognitive, motivation, behaviour, risk-taking.*

The overwhelming conclusion from both research and theory is that learners' personalities affect attitudes, behaviours, and cognitive processes. The fact that most personality factors, despite their various influences, suggests that these categories are ultimately inseparable. Actually, a number of other affective factors are all in some way related to motivation, or notions of anxiety and inhibition distinctly correlate with self-esteem.

The results of the classroom- oriented investigations made by the researchers can be summed up in short:

- Learners of different age groups represent different levels of self-confidence. The upshot of the survey among learners of 9-12 and learners of 15-18 has revealed the fact that teenage students have rather lower levels of self-esteem than pre-teen aged learners;
- The most effective way of increasing self-esteem in teenaged learners is integrating the games, which strengthen confidence in students, into language teaching. In order to enable the most learners to learn as much as they can, we need to give them every advantage, including a program that allows them to start out in a relatively comfortable and relaxing way;
- Teacher's motivational teaching practice affects students' motivated learning behaviour in the classroom. The data gained through the observations of the EFL classes allowed the researcher to come to the conclusion that the teachers' motivational practice (integrating various motivating teaching strategies) increased students' motivation;
- Utilising motivating strategies in the language classroom can be of great importance since they build up confidence in learners, and consequently confident learners show higher levels of language proficiency;
- According to the findings of this study, the best language learners tend to have introverted personalities, a finding which runs contrary to much of the literature (in "The psychology of the language learner: individual differences in second language acquisition" by Dornyei, for example), and, even, to pedagogical intuition. The best language learners are intuitive and they are logical and precise thinkers who are able to exercise judgment;
- There is strong relationship between learner's personality type and success in learning. The most frequent types are INTJ, ESFJ and INTP. However, it is clear from the fact that there are



high-level language learners in a wide variety of personality categories that motivated individuals can become good language learners whatever their personalities;

The major point in this article is to suggest that the second language classroom might be a very good place for observing the influence of various personality factors on second language acquisition. There are several ways in which a classroom can promote language acquisition. Diminishing negative affective factors or enhancing positive ones is available through meaningful and communicative activities supplied by the teacher; this is the most direct way the classroom can promote language acquisition.

Thus, language teachers should design lesson plans, teaching materials and language activities dealing with the psychology of their learners. The pedagogical implications of these suggestions will not surprise many experienced teachers: if the direct relationship between acquisition and personality factors exists, and if our major goal in language teaching is the development of communicative abilities, we must conclude that personality factors and learners' personality are very important. This is because conscious learning makes only a small contribution to communicative ability. But the affective factors either encourage or discourage learner's acquisition process. In order to achieve high proficiency among learners language teachers play a significant role, and, accordingly, much attention (by language teachers) is required to be put on psychology of learners.

Moreover, this research provided a great opportunity to gain a sense of how many different ways we can understand how we learn, both as students and teachers, and how much we are both different and similar.

This seems to be a very fertile time for sorting out the issues that relate to how individuals learn languages, how and why they undertake and succeed in language study, and how one person differs from another in their personalities, and motivations, among other attributes, yet succeeds in his or her own way. What is universal and what is individual is, indeed, a challenging mystery to solve.

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