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## Personality Factors

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### The affective domain

- Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact.
- Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition.

### Self-esteem

- Self-esteem is seen as a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience, which the individual conveys to others by verbal reports and other overt expressive behaviors.

### **Self-esteem has three main levels:**

- 1- Global level, which is thought to be relatively stable in a mature adult, and is resistant to change except by active and extended therapy.
- 2- Situational or specific self-esteem, which refers to one's appraisals of oneself in certain life situations, such as social interaction, work, education, communicative ability, or personality traits like sociability, empathy, and flexibility.
- 3- Task self-esteem, which relates to particular tasks within specific situations or refers to particular subject matter areas

### Inhibition

- Human beings build sets of defenses to protect the ego.
- The newborn baby has no concept of his/her own self; gradually he/she learns to identify a self that is distinct from others.
- In Childhood, the growing degrees of awareness, responding, and the valuing begin to create a system of affective traits that individuals identify themselves.
- In adolescence, the physical, emotional, and cognitive changes of the preteenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded.

### Risk-taking

- Risk taking is an important characteristic of successful learning of a second language learning.

#### **The four dimensions that underlies risk-taking are:**

- 1- A lack of hesitancy about using newly encountered linguistic elements
- 2- A willingness to use linguistic elements perceived to be complex or difficult.
- 3- A tolerance of possible incorrectness in using the language.
- 4- An inclination to rehearse a new element silently before attempting to use it aloud.

### Anxiety

- Anxiety is almost impossible to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

#### **There are three components of foreign language anxiety:**

- 1- Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas.
- 2- Fear of negative social evaluation, arising from learners' need to make a positive social impression on others.
- 3- Test anxiety, or apprehension over academic evaluation.

### Empathy

Empathy is the capacity for participation in another's feelings or ideas. It is also defined as the process of "putting yourself into someone else's shoes", of reaching beyond the self and understanding and feeling what another person is understanding or feeling. Language is one of the primary means of empathizing, but nonverbal communication facilitates the process of empathizing and must not be overlooked.

### Extroversion & Introversion

- The typical extrovert is sociable, has many friends, needs to have people to talk to, and does not like studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of moment, and is generally impulsive individual. He/she has ready answers, and generally likes change.
- The typical introvert, on the other hand, is a quiet, retiring sort of person, fond of books rather than people; he is reserved and distant, except with intimate friends. He/she tends on to plan ahead and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life.

## Language Aptitude

### **The four components of language aptitude:**

- 1- Phonemic coding ability: The ability to make a link between sound and symbol.
- 2- Grammatical sensitivity: The ability to recognize the grammatical functions that words fulfill in sentences.
- 3- Inductive language learning ability: The ability to examine language materials, to notice and identify patterns of correspondence and relationships involving either meaning or syntactic form.
- 4- Memory and learning: People vary in the efficiency with which they make such bonds, vary, therefore; in speech, vocabulary growth, and consequently in foreign language achievement.

## Intelligence

### **There are seven different forms of knowing:**

- 1- Linguistic
- 2- Logical-mathematical abilities
- 3- Spatial intelligence; that is the ability to find your way around environment
- 4- Musical intelligence; that is the ability to perceive and create pitch and rhythmic patterns
- 5- Bodily-kinesthetic intelligence; that is the fine motor movement
- 6- Interpersonal intelligence; that is the ability to understand others, how they feel, what motivates them, how they interact with one another.
- 7- Intrapersonal intelligence; that is the ability to see oneself, to develop a sense of self-identity.

## Motivation

- Motivation is the inner drive, impulse, emotion, or desire that moves one to a particular action. In more technical term, motivation refers to "the choices people make as to what experiences or goals they will approach or avoid, and the degree of efforts they will exert in that respect. There are two types of motivation:
- 1- Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals(e.g. a career)
- 2- Integrative motivation is employed when learners wish to integrate themselves within the culture of the second language group, and become a part of that society.
- 3- Assimilative motivation is the drive to become an indistinguishable member of a speech community.

## Age

- Children appear to be much more successful than adults in acquiring the phonological system of the new language; many eventually attain native-like accents.
- Most Children are ultimately more successful than adults in learning a second language, but they are not always faster. Adults appear to progress faster than children in the areas of syntax and morphology, at least in the early stages of learning.