

ACQUISITION OF LANGUAGE SKILLS AND PERSONALITY TYPES: A CORRELATIONAL STUDY

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ABSTRACT

This paper describes the study which tried to explore the relationship between language skills and Big-Five factors of personality and the connection between acquisition of language skills (Speaking, Writing, Reading and Listening) and personality types (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness).

The findings revealed that there is a slight significant relationship between Extraversion and, Reading, Listening and Speaking Skills whereas there is no significant relationship between Extraversion and Writing Skills was found. Extraversion and Listening Skills are negatively correlated. There is a correlation between Agreeableness and, Reading, Speaking and Listening Skills whereas Agreeableness and Writing Skills have a weak correlation. There is a slight significant relationship between Conscientiousness and Reading, Skills. It has negative correlation with Speaking Skills whereas it has weak correlation with Writing and Listening Skills. There is an expected negative correlation between Neuroticism and all four language Skills. There is a significant relationship between Openness and Speaking Skills while there is a slight significant relationship between Openness and Writing, Reading and Listening Skills.

While this study demonstrated the association between language skills and personality types, it suggested the need for more research of similar nature to obtain significant findings in future. Based on the analysis it was found that language skills are not totally independent of personality types. It was therefore strongly recommended that: (1) A further study should be conducted to correlate the personality and socio-economic factors in future as in Pakistan, students' socio-economic background plays a great role in their acquisition of language skills; (2) The medium of instruction should be English at all levels of education for all the students to create uniformity as students are generally not very capable of expressing themselves through writing. English writing needs importance in our educational institutions; (3) The further research may be conducted to compare two types of educational institutions' students and their personality factors; (4) Based on the assumption that some features of the learner's personality might encourage or inhibit second language learning, a further research is required to locate these factors separately; (5) The methodology language teachers use in their classes should provide students enough space for their interests and creativity, so they can come out with a better language acquisition.

INTRODUCTION:

The worldwide spread of English Language is an unmatched phenomenon. No other language has been used by more people in more places. Only about one-third of people who speak English, are native speakers, whereas for the remaining, English is either a second or a foreign language.

Language requires skills such as listening, speaking, reading, and writing in intercommunication. Listening and reading are input competence, and speaking and writing are output competence. Among these the listening and speaking competence tends to be more important in human communication and daily life. Listening and speaking skills develop the primary language of human beings. In the absence of written words, the only way for intercommunication is speaking. Statistical data show that adults spend 45% of their time in listening, 30% in speaking, 16% in reading, and 9% in writing. (Weinrauch and Swanda, 1975) It shows the effects of listening and speaking

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effectively. Skilled reading lays the foundation of speaking, and reciting is one of important ways for speaking. Reciting based on reading is indispensable for English listening and speaking. It is an important way to master language materials. It can help students to memorize words, and develop the listening, speaking, and reading competence. Besides, it is an effective way to develop the language intuition and to express thinking in English. Acquiring good listening and speaking skills in English is the main concern of many second and foreign language learners. Second language listening has been relatively ignored for many years within applied linguistics, has now created its proper place. Although still somewhat neglected in second language acquisition research, listening now plays a more central role in language teaching.

PERSONALITY AND ITS ROLE IN LANGUAGE:

Learners differ a great deal in how successful they are in learning a second language. Almost all language teachers observe that some individuals learn a second language easily and some with more difficulty. Many factors are responsible for success in second language learning, they include motivation, attitude, intelligence level etc, and it seems that one important factor for success in language learning is the type of personality that individuals possess.

For the last few years, researchers have been trying to find a relationship between personality and second language learning. The researches available to us, however, do not present clear picture to us as we find the results of those researches quite inconsistent. Research has provided evidence of the power of general intelligence in predicting academic performance, including second language learning success. (Gagne & St Pere, 2001, Neisser, et al. 1996, Sternberg & Kaufman, 1996). However, there is also evidence that general intelligence (as measured by IQ tests) is often not highly correlated with academic performance. (Singh, & Varma, 1995). Ackerman (1994) and Jensen (1980) report a declining correlation as subjects moved from elementary to university education. If intellectual ability, as measured by psychometric tests, has a declining predictive power in adults, the question arises as to what accounts for the difference? It may well be that personality plays a strong role. In other words, general intelligence may be able to predict what a person can do whereas personality type may predict what a person is likely to do. There may well be a strong argument for a greater role to be given to the concept of personality in learning, over the effects of general intelligence.

Among many individual differences in learning languages, personality is the one accepted by majority of practitioners to have an influence on any type of learning in general and language learning in particular. Especially when people acquire second language, it plays a vital role in Second Language Acquisition. According to Krashen (1985), more extraverted language learners will increase their amount of input, V. J Cook (1991) found that extroverts will prefer communicative approaches and McDonough (1986) observed that they are more likely to join group activities Therefore, they increase their interaction in the language, which maximise their language output (Swain 1985) and hence yield a better product, i.e. language proficiency. It is evident that the hypothesis of applied linguistics about the superiority of extraverts in language acquisition centres around the assumption of positive impact of input as well as output on language learning.

BIG FIVE PERSONALITY FACTORS:

The Big Five traits (neuroticism, extraversion, openness, agreeableness, and conscientiousness) have been related to a wide range of behaviours (Ozer & Benet-Martinez, 2005), including academic achievement and job performance (Costa & McCrae, 1992; Judge, Jackson, Shaw, Scott, & Rich, 2007). The relative convergence by researchers on the value of a Big five organizing framework for personality makes it a promising starting point for examining the intricate relationship between personality, motivation, and achievement (Costa & McCrae, 1992).

The larger and richer literature on personality and academic achievement suggests that conscientiousness has a consistently positive association with GPA beyond that explained by SAT scores (Conard, 2006), high school GPA (Nofle & Robins, 2007), or IQ (Duckworth & Seligman, 2005). Conscientiousness also predicts academic success (Dollinger & Orf, 1991; Furnham, Chamorro-Premuzic, & McDugall, 2003; Paunonen & Ashton, 2001), including exam performance (Chamorro-Premuzic & Furnham, 2003a), and GPA (Busato, Prins, Elshout, & Hamaker, 2000; Wagerman & Funder, 2007). Besides conscientiousness, both openness and agreeableness are positively related to academic performance (Lounsbury, Sundstrom, Loveland, & Gibson, 2003; Farsides & Woodfield, 2003) and neuroticism is associated with impaired academic performance (Chamorro-Premuzic & Furnham, 2003b, Furnham & Mitchell, 1991; Heaven, Mak, Barry, & Ciarrochi, 2002), Nofle and Robins (2007) also report that conscientiousness is the strongest predictor of academic performance, and the other four traits have weak or mixed relationships with GPA.

Extraversion was positively related with extrinsic motivation, suggesting that students which strong social needs may peruse a college degree as a means to end. Conscientiousness was negatively associated with a-motivation. Suggesting the students who are self-disciplined are less likely to be disengaged. Finally, agreeableness was negatively associated with a-motivation. Disagreeableness items reflect low trust and cooperativeness and a-motivation scale items reflect disengagement and poor socialization to academic norms. Thus, disagreeableness students may be more likely to display uncooperative or antisocial behaviour in the classroom. It is possible though, that the negative association between agreeableness and a-motivation may be more typical of the academic domain and less so of other behaviours, such as exercising or eating healthy.

Regarding academic achievement, the Big-Five emerged as significant predictors of GPA. Students who are more conscientiousness, open, neurotic, agreeable, and who have a strong desire to accomplish are likely to have higher GPAs. Moreover, the Big Five traits collectively outperformed academic motivation in explaining GPA. This highlights the relative importance of the Big Five and reinforces prior findings that predictors of academic achievement reach beyond mere IQ and ability (Conard, 2006; Duckworth et. al., 2007; Duckworth & Seligman, 2005).

There is a considerable evidence to support the view that personality influences the learning of a second language (Ely, 1986; Reiss, 1983; Robinson, Gabriel, & Katchan, 1994; Seda & Abramson, 1989; Strong, 1983). Personality traits such as extroversion, assertiveness, emotional stability, adventuresomeness, and conscientiousness have been shown to have significant correlations with successful language learning (Reiss, 1983). Oxford and Nyikos (1989) have found that successful language learners choose strategies to suit their personalities.

As Ellis (1985) has mentioned that relationship between personality and language learning, is a two way process. Is it true? If language learning can be influenced by an individual's personality, is it possible that the experience of learning a language and the exposure to it can also bring about some change in his/her personality too? As discussed by Bergeman et al, (1993) and Pedersen et al, (1988), all the aspects of our personality are not innate; some can be related to environment and can be influenced by it.

THE PRESENT STUDY:

The current study tries to find out relationship between personality types and acquisition of language skills. It will also try to find out preferences of different personality types for different skills. It will correlate all four skills and the personality traits and test the hypotheses statistically.

In Pakistani context hardly any work has been done in this area, so it will become a new dimension in the field. In the professional universities where English for academic purposes (EAP) and English for specific purposes (ESP) is taught, acquisition of communication skills is not handy but is a critical tool for the future success of the professional students. Their survival in the world depends heavily on their English language skills. In the era of fast growing globalization, English has become a lingua franca of international relations. Keeping all these points in mind it has been noticed that some people are good writers, some are good speakers whereas some are good listeners or readers. Why does this happen? Do we really acquire these skills according to our own personality types? Does our language really reflect our personality or vice versa?

The purpose of this study was to discover the relationship between language skills and personality types. It seems that some researchers earlier tried to ascertain some relationship between Big Five traits and only one or two of the language skills, however, hardly anyone attempted to correlate all four skills of language with all five traits simultaneously.

In the context of professional universities in Pakistan, sometimes it becomes difficult for the teachers to adopt a particular teaching strategy to teach these skills to the students because of individual differences. If they get an idea of the reasons of some students being better than the others in acquiring one skill while the others seem to be better in acquiring another skill more efficiently, they can clear this confusion and plan their strategy accordingly.

No one can deny the important role English plays in our country and the fact that in order to achieve success in today's competitive world our students have to excel in English language skills. This is their key to success in this country as well as in the international market. Once our professional students complete their graduation, they are ready to sell their qualifications and skills in the appropriate markets. For this reason our teachers and educationists should be aware of the personality factors which either facilitate or hinder students' performance in acquiring language skills. The results can be helpful in planning special curriculum for the professional students according to their preferences determined by their personality traits.

METHOD:

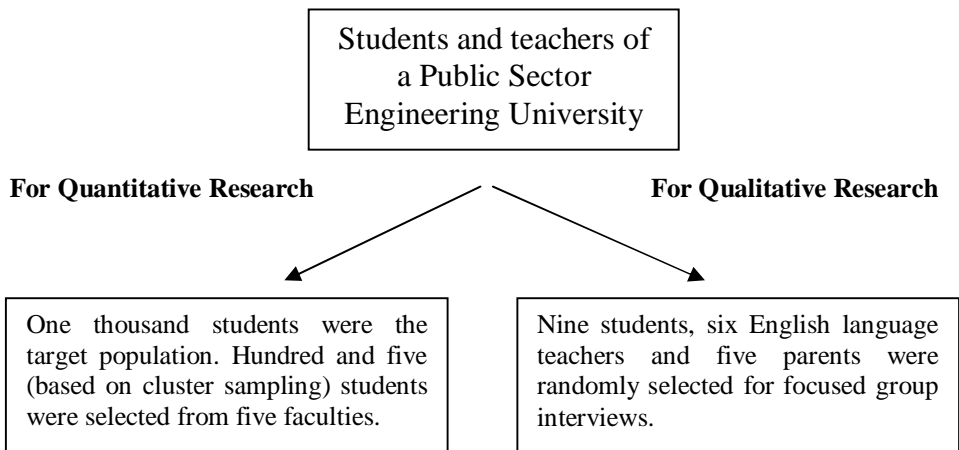
The study adopts both, quantitative and qualitative paradigms with correlation as the main mode of analysis. A public sector Engineering University was chosen as a sample. The

researcher has attempted to make an in depth analysis of the relationship between language skills and personality factors. As the study required a detailed analysis, an attempt has been made to triangulate the results through different instruments. Teachers as well as students and parents have been sampled to gauge the phenomena in true essence.

This Correlational research was conducted in NED University of Engineering and Technology Karachi. The NED University of Engineering and technology is the only Public Sector University of Engineering in Karachi. The University has five faculties with 19 Engineering disciplines along with one each in Architecture and in Information Technology. Third year students, currently taking Business Communication course were target population. They were within the age group of 20-22. Out of about 1000 students, 105 were selected as sample for the research through cluster sampling.

Six English language teachers of NEDUET and Karachi University were interviewed to get their opinion about the relationship between personality and language skills. Five parents were also interviewed to get their opinions about the same.

Table 3.2: Sampling Design



RESEARCH INSTRUMENTS:

Four Language tests (Reading Listening, Writing and Speaking) were used to measure students' proficiency in these four skills. A Big Five Personality Inventory having 44 items was given to the same students to find out their personality types. A questionnaire of demographic information consisting of 13 items was also given to the students to know about their socio-economic background. Sixteen questions were framed for the three interview sessions, one with the students, one with English language teachers and one with the parents.

PROCEDURE:

The Language tests (Reading, Listening, Writing and Speaking) were selected first in the process. It was made sure that language tests were standardized tests and then they were adapted for the purpose of this study. The validity of the tests was checked by two linguists. After this procedure the tests were administered to the sample. Three examiners, including the researcher were assigned the task to mark the writing and speaking tests. Reading and listening tests were objective in nature.

As part of the next step in the research, Oliver John's Big Five Personality Inventory (with 44 items) was selected with answer key to get information about the students' personality. This inventory was given to the same sample.

Next step was of the formation of a questionnaire with demographic information including thirteen items. This was then administered to the sample.

SPSS was then selected as the tool for data analysis Data was collected using cluster sampling Analysis of data was done using SPSS. Pearson's product moment coefficient of correlation, one of the best known measures of association, was used.

Focussed group interviews were conducted later for the qualitative analysis of teachers'/students'/parents' perceptions about the relationship between personality of the students and their language skills.

RESULTS OF THE STUDY:

Analysis: Extraversion and Reading skills have a correlation of .049 which is slightly significant, while Extraversion and Speaking Skills again have a correlation of .111, which again is slightly significant. Extraversion and Listening Skills have an expected negative correlation of -.111. Extraversion and writing Skills have no correlation as it is -.003. The results are given below in the table form:

Table 1

Correlations

		Extraversion	Reading Skill
Extraversion	Pearson Correlation	1	.049
	Sig. (2-tailed)		.619
	N	105	105
Reading Skill	Pearson Correlation	.049	1
	Sig. (2-tailed)	.619	
	N	105	105

Significance level $\alpha = .05$

Table 2

Correlations

		Extraversion	Speaking Skill
Extraversion	Pearson Correlation	1	.111
	Sig. (2-tailed)		.259
	N	105	105
Speaking Skill	Pearson Correlation	.111	1
	Sig. (2-tailed)	.259	
	N	105	105

Significance level $\alpha = .05$

Table 3

Correlations

		Extraversion	Writing Skill
Extraversion	Pearson Correlation	1	-.003
	Sig. (2-tailed)		.977
	N	105	105
Writing Skill	Pearson Correlation	-.003	1
	Sig. (2-tailed)	.977	
	N	105	105

Significance level $\alpha = .05$

Table 4

Correlations

		Extraversion	Listening Skill
Extraversion	Pearson Correlation	1	-.111
	Sig. (2-tailed)		.258
	N	105	105
Listening Skill	Pearson Correlation	-.111	1
	Sig. (2-tailed)	.258	
	N	105	105

Significance level $\alpha = .05$

Analysis: Agreeableness and Reading Skills have a correlation of .069 which is slightly significant here, Agreeableness and Speaking Skills again have a slightly significant correlation of .159, Agreeable and Listening Skills again have a slightly significant relationship here i.e. .143 while Agreeableness and Writing Skills have a weak correlation of .027. Overall Null Hypothesis is rejected and it is concluded that Agreeableness and Reading, Speaking and Listening Skills have a slightly significant relationship. The results are given below in the table form:

Table 5

Correlations

		Agreeableness	Reading Skill
Agreeableness	Pearson Correlation	1	.069
	Sig. (2-tailed)		.485
	N	105	105
Reading Skill	Pearson Correlation	.069	1
	Sig. (2-tailed)	.485	
	N	105	105

Significance level $\alpha = .05$

Table 6

Correlations

		Agreeabl eness	Speaking Skill
Agreeableness	Pearson Correlation	1	.159
	Sig. (2-tailed)		.105
	N	105	105
Speaking Skill	Pearson Correlation	.159	1
	Sig. (2-tailed)	.105	
	N	105	105

Significance level $\alpha = .05$

Table 7

Correlations

		Agreeabl eness	Writing Skill
Agreeableness	Pearson Correlation	1	.027
	Sig. (2-tailed)		.783
	N	105	105
Writing Skill	Pearson Correlation	.027	1
	Sig. (2-tailed)	.783	
	N	105	105

Significance level $\alpha = .05$

Table 8

Correlations

		Agreeabl eness	Listening Skill
Agreeableness	Pearson Correlation	1	.143
	Sig. (2-tailed)		.146
	N	105	105
Listening Skill	Pearson Correlation	.143	1
	Sig. (2-tailed)	.146	
	N	105	105

Significance level $\alpha = .05$

Analysis: There is a correlation between Conscientiousness and Reading Skills i.e. .080, Conscientiousness and Speaking Skills have a negative correlation of -.082. It has no relationship with Writing Skills i.e.022 and with Listening Skills i.e.014. Hence Null Hypothesis is partially accepted that Conscientiousness and Writing and Listening Skills do not have significant relationship, where as Conscientiousness and Reading and Speaking Skills are slightly correlated. The results are given below in the table form:

Table 9

Correlations

		Conscientiousness	Reading Skill
Conscientiousness	Pearson Correlation	1	.080
	Sig. (2-tailed)		.417
	N	105	105
Reading Skill	Pearson Correlation	.080	1
	Sig. (2-tailed)	.417	
	N	105	105

Significance level $\alpha = .05$

Table 10

Correlations

		Conscientiousness	Writing Skill
Conscientiousness	Pearson Correlation	1	.022
	Sig. (2-tailed)		.825
	N	105	105
Writing Skill	Pearson Correlation	.022	1
	Sig. (2-tailed)	.825	
	N	105	105

Significance level $\alpha = .05$

Table 11

Correlations

		Conscientiousness	Speaking Skill
Conscientiousness	Pearson Correlation	1	-.082
	Sig. (2-tailed)		.408
	N	105	105
Speaking Skill	Pearson Correlation	-.082	1
	Sig. (2-tailed)	.408	
	N	105	105

Significance level $\alpha = .05$

Table 12

Correlations

		Conscientiousness	Listening Skill
Conscientiousness	Pearson Correlation	1	.014
	Sig. (2-tailed)		.888
	N	105	105
Listening Skill	Pearson Correlation	.014	1
	Sig. (2-tailed)	.888	
	N	105	105

Significance level $\alpha = .05$

Analysis: There is an expected negative correlation between the score of Neuroticism and Reading Skills i.e. $-.180$, with Writing Skills $-.107$, with Listening Skills $-.126$ and with Speaking Skills $-.001$. It is concluded that there is a slightly significant negative relationship between Neuroticism and Reading, Writing and Listening Skills.

Table 13

Correlations

		Neuroticism	Reading Skill
Neuroticism	Pearson Correlation	1	$-.180$
	Sig. (2-tailed)		.066
	N	105	105
Reading Skill	Pearson Correlation	$-.180$	1
	Sig. (2-tailed)	.066	
	N	105	105

Significance level $\alpha = .05$

Table 14

Correlations

		Neuroticism	Speaking Skill
Neuroticism	Pearson Correlation	1	$-.001$
	Sig. (2-tailed)		.995
	N	105	105
Speaking Skill	Pearson Correlation	$-.001$	1
	Sig. (2-tailed)	.995	
	N	105	105

Significance level $\alpha = .05$

Table 15

Correlations

		Neuroticism	Writing Skill
Neuroticism	Pearson Correlation	1	-.107
	Sig. (2-tailed)		.278
	N	105	105
Writing Skill	Pearson Correlation	-.107	1
	Sig. (2-tailed)	.278	
	N	105	105

Significance level $\alpha = .05$

Table 16

Correlations

		Neuroticism	Listening Skill
Neuroticism	Pearson Correlation	1	-.126
	Sig. (2-tailed)		.200
	N	105	105
Listening Skill	Pearson Correlation	-.126	1
	Sig. (2-tailed)	.200	
	N	105	105

Significance level $\alpha = .05$

Analysis: There is a correlation between Openness and Reading Skills i.e.147, with Speaking Skills .453, which is significant, with Writing Skills .139 and with Listening Skills it is .136. Hence it is concluded that Null Hypothesis is rejected. There is a correlation between Openness and all four language skills.

Table 17

Correlations

		Openness	Reading Skill
Openness	Pearson Correlation	1	.147
	Sig. (2-tailed)		.135
	N	105	105
Reading Skill	Pearson Correlation	.147	1
	Sig. (2-tailed)	.135	
	N	105	105

Significance level $\alpha = .05$

Table 18

Correlations

		Openness	Speaking Skill
Openness	Pearson Correlation	1	.453**
	Sig. (2-tailed)		.000
	N	105	105
Speaking Skill	Pearson Correlation	.453**	1
	Sig. (2-tailed)	.000	
	N	105	105

** . Correlation is significant at the 0.01 level (2-tailed).

Significance level $\alpha = .05$

Table 19

Correlations

		Openness	Writing Skill
Openness	Pearson Correlation	1	.139
	Sig. (2-tailed)		.156
	N	105	105
Writing Skill	Pearson Correlation	.139	1
	Sig. (2-tailed)	.156	
	N	105	105

Significance level $\alpha = .05$

Table 20

Correlations

		Openness	Listening Skill
Openness	Pearson Correlation	1	.136
	Sig. (2-tailed)		.167
	N	105	105
Listening Skill	Pearson Correlation	.136	1
	Sig. (2-tailed)	.167	
	N	105	105

Significance level $\alpha = .05$

DISCUSSION:

The study described attempted to investigate the relationship between personality types and acquisition of language skills. It tried to discover preferences of different personality types for different skills. It correlated all four skills and the personality traits

In investigating this it was also attempted to observe whether there are any associations between personality factors and language skills, Extraversion and Reading, Writing,

Speaking and Listening Skills, Agreeableness and Reading, Writing, Speaking and Listening Skills, Conscientiousness and Reading, Writing, Speaking and Listening Skills, Neuroticism and Reading, Writing, Speaking and Listening Skills and Openness and Reading, Writing, Speaking and Listening Skills.

Many researchers tried to find out positive relationship between Extraversion and language learning. Robinson, Gabriel & Katchan 1994 in a study found strong correlation between language learning ability and extraversion scores of their subjects. In this current study it was expected that extroverts would show better language skills than introverts. The results supported this assumption. Extraversion and Reading, Writing and Speaking skills had a positive correlation. Extraverts like to interact with people; they also tend to have more exposure through social gatherings and active schedules, so they are more expressive than the introverts who avoid such exposure. Media's role is crucial too. Students are getting ample opportunities for this interaction. So the students learn to express themselves through words, both written and spoken. Extroverts, as a rule, tend to seek out people to interact with. They bring that same characteristic in their language learning, purposely seeking out individuals to practice their newfound language abilities with. As such, they tend to find wider, more varied interactions with people that can help them speak the target language. The influence of extraversion – introversion personality types and their relevance in communication in a foreign/second language and language learning strategies has been the subject of considerable examination (Wakamoto 2000; Huang and Van Naerssen 1987; Ehrman and Oxford 1990; Hassan, 2001; Verhoeven & Vermeer 2002; Dewaele & Furnham 1999, 2000). The results again showed an expected negative correlation between Extraversion and Listening skills. Extroverts are generally good at speaking and writing but they find it difficult to concentrate with full attention. Their attention generally remains divided so they tend to be unable to concentrate on others' speech as being social they are usually involved in extracurricular activities. Sometimes this factor plays a great role in classes where introverts perform better because of their understanding of grammar rules and vocabulary items. (Skehan 1989)

The interviews with students, teachers and parents also support the findings of the study. Majority of the students who are extraverts are poor listeners because they focus on socializing and generally have problems in concentration. They are good readers and speakers.

The second factor of Big Five was Agreeableness. The results showed slightly positive relationship with Reading, Speaking and Listening Skills. Agreeableness enables individuals to cope with problems associated with everyday living. The students scored high on this scale tend to have good interpersonal relationships. This indicates that they are better speakers, good listeners and readers but it shows a weak relationship with writing skills. Students who are 'agreeable' are not good writers. So this factor does not have much to do with writing skills. The students who scored high tend to be social and outgoing as they have good interaction with others. They willingly listen to others and are good speakers too. Alexander Guiora, whose research focuses on personality factors in second language acquisition, holds that "...second language learning in all of its aspects demands that the individual, to a certain extent, take on a new identity". Since an individual's identity is developed within a context of communication and interaction for example, with family members and peers and since language plays a salient role in interpersonal relations, language becomes central to the sense of self. Besides developing intrapersonal and general mood abilities, one must learn how to be aware and

appreciative of the feelings of others, how to establish and maintain satisfying relationships characterized by emotional closeness and mutual affection, and how to be a cooperative and responsible member of one's social group. And to be a good writer requires one to acquire stress management and adaptability competencies well. The interviews supported the finding that agreeable students are better readers, speakers and listeners. They accept social norms and are sensitive, whereas writing skills do not require this tendency; so we don't find and relationship there.

Third Big five factor is Conscientiousness. Conscientiousness is related to successful academic performance in students. In this study Reading Skills and Conscientiousness have a positive correlation. Goldberg, 1992 described Conscientiousness that 'it covers the drive to accomplish something, and it contains the characteristics necessary in such a pursuit: being organized, systematic, efficient, practical, and steady'. With Speaking Skills it has a negative correlation. It is argued that low intellectual capacity would tend to lead to high Conscientiousness, and vice versa. The rationale underlying the negative relationship between Conscientiousness and measures of intelligence is that less able individuals in a competitive educational or work environment may become more conscientious over time as a way of compensating for their relatively low intellectual ability (Mouta *et al.*, 2002, 2003). These students are organized and generally do their work with full concentration but in this study it was found that it is not necessarily an important factor in language learning. It had no relationship with Writing and Listening Skills. As during the interviews some language teachers felt that they had observed that not all the students who were not very organized were bad language learners. Language and this aspect of personality did not matter a lot to them. Farsides and Woodfield (2003) also found Conscientiousness to significantly predict tutor's reports of their student's progress, but not student's final grades.

Fourth personality factor was Neuroticism. Individuals who score high on neuroticism are more likely than the average to experience such feelings as anxiety, anger, guilt, and depression. It is assumed through previous studies that particularly at a university level, highly neurotic students are probably handicapped as compared to low neurotics. The results of this study proved the assumption. Neuroticism and all four language skills are negatively correlated. Students who scored high on this scale, scored low on all language tests. It is observed that students who are highly anxious perform worse than the students who are calm and emotionally stable in doing almost all the tasks. It can be seen through their performance in exams those students who cannot cope with exams' stress perform badly at it, whereas those students who are good at handling examination stress usually perform better. In the interviews with students they admitted that if they are anxious they do badly in their exams, though they are fully prepared for that. In Krashen's *Second Language Acquisition and Second Language Learning (1981)*, several studies have shown a relationship between low anxiety and language acquisition. Stephen Krashen developed the construct of an affective filter, consisting of the variables of anxiety, motivation, and self-confidence. According to Krashen, these psychological variables may strongly enhance or inhibit second language acquisition by playing a critical mediating role between the linguistic input available in the educational setting and the student's ability to learn. In order for students to fully engage their innate capacity to acquire language within an input-rich environment, they should ideally be relaxed, motivated, and self-confident. Unfortunately, however, this ideal picture is far from typical in the case of the second language learner of English, who may often feel anxious, discouraged, and embarrassed within the classroom setting. Second language

acquisition researcher John Schumann explores the concept of “language shock,” a fear of appearing comical or making a fool of oneself when attempting to communicate in a second language. The fear of criticism may function to decrease his or her motivation to learn English as a second language and to master course content expressed in English.

Fifth personality factor Openness, turned out to be positively correlated with all four language skills. Openness involves active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity. In the interviews with the students, teachers and parents it is observed that majority believed that those individuals who are open to experience are also open to learning different languages with mastery. Openness to Experience has been associated with vocabulary and general knowledge (Ashton et al., 2000; Goff & Ackerman, 1992). People who are highly open to experience tend to be politically liberal and tolerant of diversity. As a consequence, they are generally more open to different cultures and lifestyles. With regard to Openness, it has been proposed that individuals who are high in Openness have a higher motivation to engage in intellectual activities, which leads them to expand their intelligence (Brand, 1994). Another suggestion, which further explains the relationship between Openness and intelligence, is that individuals with lower intelligence may become less curious and have narrower interests, due to their lower ability to handle novel experiences, which discourages Openness. Also, individuals with higher intelligence may have sought to stimulate and challenge themselves, by exposing themselves to novel experiences, and thus becoming more curious and with wider interests, and therefore, in turn, more Open (Moutafi et al., 2003). Students with diversified interests have generally a receptive mind-set. They are open to every new idea and are eager to learn new things. Language learning is also part of it. They willingly learn languages as they want to explore variety of things.

For development of a child’s personality family background plays a vital role. Students from well educated and broad-minded families tend to have better developed personalities. They are more confident, satisfied and independent. Once children get all these facilities and are successful in their lives, they like to explore new things. They take interest in learning languages as well. It depends greatly on how parents raise their children. As the first five years of a child’s life are the most crucial ones, personality generally develops during these years. Family is the first institution where children get their training and learn a lot. Whatever they learn there remains with them throughout their life. It affects their learning in later periods as well.

CONCLUSION:

In the professional universities of Pakistan, it becomes a need for the teachers to understand the individual differences. If they get an idea of the reasons of some students being better than the others in acquiring one skill while the others being better in acquiring another skill more efficiently, they can clear this confusion and plan their strategy accordingly. Students here come from different educational and socioeconomic backgrounds and families. They have totally different personalities too. . Nowadays, there are many issues that teachers need to consider when they teach second language learners. They should not only be concerned about the curriculum content but also about learners’ personality. Teachers aware of personality differences could possibly construct learning environments that take advantage of students’ individual strengths. Srivatsava, John, Gosling, and Potter (2003) suggest that personality traits can change during young and middle adulthood through specific life experiences. Similarly, exposing students

high on openness to novel viewpoints could foster interest and learning. Further, students experiencing worry, and anxiety might be identified and encouraged to seek professional help or develop strategies to deal with their concerns.

Education plays a great role in a person's personality development. The education we provide in our professional educational institutions should help an individual's personality development. Many factors interfere within a classroom situation e.g. student's attitude, parents' attitude, peer group, classroom environment, teachers' attitude, gender differences and students' individual personality factors. All these factors have their role in language learning process. Hence, a student who is self-disciplined, curious, helpful, socially skilled, and driven to succeed is most likely to acquire better language skills.

The present study was aimed at finding out the relationship between the Big Five Personality Factors and Language Acquisition Skills. It included a sample of 105 Engineering Students of a public sector Engineering University in Karachi. The participants were third year students taking Business Communication & Ethics course. Four tests, Writing, Reading, Listening and Speaking were administered to them to test their proficiency in different language skills. Big Five Personality Inventory was given to them to know about their personality types. To get the knowledge of their family and socioeconomic background a demographic questionnaire was administered.

In conclusion, this study extends an understanding of the important role of personality traits in predicting language learning accuracy. Future research could extend these findings by including other individual difference variables such as learning or thinking styles, self-efficacy, or need for cognition in explaining students' language proficiency. This research takes the crucial step of documenting relationships between personality and language skills. It provides a good foundation for additional research on these issues, by taking students' personality influences into account. It can be concluded that this research can be an important base for the future researchers in Pakistan who want to see the effects of personality on language acquisition skills of students. This study is presented with the assumption that a knowledge and awareness of personality type on the part of students will allow the development of natural strengths and predispositions, and will provide information about their strong language skills. For teachers, such awareness will also have beneficial effects, will help in selection of methodological choices, also aid in the recognition of individual differences and improve teacher-student understanding.

FINDINGS:

- Results obtained indicate that there is a slight significant relationship between Extraversion and, Reading, Listening and Speaking Skills whereas there is no significant relationship between Extraversion and Writing Skills. Extraversion and Listening Skills are negatively correlated.
 - There is a correlation between Agreeableness and, Reading, Speaking and Listening Skills whereas Agreeableness and Writing Skills have a weak correlation.
 - There is a slight significant relationship between Conscientiousness and Reading, Skills. It has negative correlation with Speaking Skills whereas it has weak correlation with Writing and Listening Skills.
 - There is an expected negative correlation between Neuroticism and Writing, Reading, Listening and Speaking Skills.
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- There is a significant relationship between Openness and Speaking Skills while there is a slightly significant relationship between Openness and Writing, Reading and Listening Skills.

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