

PROMOTING SECOND LANGUAGE COMMUNICATION SKILLS BASED ON LEARNERS' PERSONALITY- A STUDY

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ABSTRACT

The most explicit and outstanding purpose of language is communication. The essential sociability of man is parallel to the communication tendency which leads its way to one's personality. There is a general belief that personality holds the main thread in influencing the learner's communicative performance. Two dimensions of personality that have an affective influence in the learner's communication are extroversion and introversion. Of course, everyone is extroverted or introverted in some degree, but not in the same degree, where the extrovert experiences the world more through external contact and shared experience than through self examination whereas an introvert tends to remain "in" oneself. When it comes to the point of second language communication extroverts may be more fluent than introverts. It is because of their voluntary withdrawal from their peer groups keeps them far though being good in language proficiency. But an intuitive feeling about the differences is not a sufficient evidence to find their efficacy. Hence, in order to diagnose and come out with a solution, an empirical study was done, on which this paper focuses on. At the initial stage a yardstick was used to measure the personality and communication level of introverts and extroverts. The first stage arrived to a conclusion with a finding that extroverts were good in communicative skills and sometimes lacked in language proficiency which in fact they tackled with the former one. Whereas the dominant feature of introverts was that they had fine language proficiency but lacked in communicative skills. After the diagnosis and sorting down the individuals, the final stage focussed on promoting the communicative aspect of the introverts based on Johnson's Inter- Ethno linguistic Peer tutoring technique. Hence this paper focuses on its implications of the empirical study which explored the learner's personality and its successful implementation and promotion of the introverts' communicative aspects in second language learning.

Keywords: *Introverts, Extroverts, Communication skills.*

The most explicit and exceptional purpose of language is communication. The essential sociability of man is parallel to the communication tendency which leads its way to one's personality. Personality can be defined as almost the feature of Self-expression. A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language keeping in mind the certain aspects of the learner's personality might encourage or inhibit second language learning.

Nowadays, with so many people being interested in learning English, there are factors that could impact on their communication, including whether there are any relationships between second language learners and their personality. There are many factors that influence the communication process of second language. Yet one of the most important elements is the great individual variability which is getting more important to know more about the influence of personality on communication of Second language. Before moving to the aspects of personality, there is a need to know about the significance and differences between language and communication.

A child at home uses the kind of language as a part of its behavioural pattern. Though language is used for the purpose of communication, it is the environment that decides the behaviour and in turn such behaviours fix the style of the language used. The outcome of language and communication is influenced by the major aspect of personality, where all three are interdependent and inter-related. Hence for second language learners to make maximum progress

with their own learning styles, teachers must recognize their individual personality and attend to, since there is a general belief that based on personality second language learners' communicative performance skills can be promoted.

As everybody knows, individuality and personality are two different entities. Personality is built mainly after the birth of an individual. This is made on earth by the environment in which he/she leads the life. Thus Environment influences to shape the personality. It is entirely commendable to devote some thought and effort to the improvement of one's personality that can help to acquire the communication skills of a second language better.

Hence an attempt has been made to comprehend the promotion of second language communication skills based on learner's personality by investigating the relationship between personality characteristics of students and their communicative performance.

Two dimensions of personality that have an affective influence in the learner's communication are extroversion and introversion. Of course, everyone is extroverted or introverted in some degree, but not in the same degree. Extrovert and introvert are two characterizations of how one relates to the outside world. Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. That is to say, the extrovert experiences the world more through contact with others and shared experience than through self examination or study. On the contrary, introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. In other words, an introvert tends to remain "in" oneself.

Apart from general suppositions on introverts and extroverts, when the focus is laid on the objective point of view, a student with outgoing personality is more likely to be successful in his communication skills as a second language learner. This is because; extroverts can create more situations for himself to engage in conversation of the second language. This enriches the possible opportunities to speak, affecting the development of the learner's proficiency in it. Whereas introvert's voluntary withdrawal from their peer group keeps them far from communication skills, though being good in language proficiency.

As such it is evident that personality second language acquisition or learning process. In such situations, extroverts acquire the second language better than the introverts, which imply that try to be an extrovert while enhancing the communication skills of a second language. But an intuitive feeling about the differences is not a sufficient evidence to find their efficacy.

In order to diagnose and come out with a solution, an empirical study was done. At the initial stage a yardstick was used to measure the personality and communication level of the learners. Questionnaire was used in order to measure the degree of introverts and extroverts. The questions were based on the learners' classroom atmosphere as well as the external world. The first stage arrived to a conclusion with a finding that extroverts were good in communicative skills and sometimes they lacked in language proficiency which in fact they tackled with the former one. Whereas the dominant feature of introverts was that many had fine language proficiency but lacked in communicative skills. After the diagnosis and sorting down the individuals as extroverts and introverts, the final stage focussed on promoting the communication skills of introverts, with the assistance of extroverts. The technique applied is explained below.

The extremely introverted being treatment group were paired with the control group who were extremely extroverted. One from each pair was given various tutoring tasks, such as explaining or teaching an activity in areas like games or art. The tutors then had to communicate the information to their partners and instruct them in completing the task. This experiment continued twice, during which time the roles of tutor and learner was exchanged between the two partners and the third time both the groups were grouped together to do the same.

By the end of the study, it was found that the learners in the treatment group were able to expose themselves out in second language communication skills. The paired activity encouraged more retiring students (introverts) to speak more freely, since their utterances were not open to the scrutiny of the entire class, but will constitute private conversation between the learners and their partners. This also acted as a base for them to promote their communication skills. When grouped together they were able to break the shell of introversion to some extent and gained confidence, which helped them to come forward like that of the control group.

Hence as a result this empirical study, assisted in exploring the learner's personality based on which the introverts' second language communication skills was promoted.

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