PSYCHOLOGICAL PERSONALITY FACTORS IN LEARNING ENGLISH FOREIGN LANGUAGE

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Abstract

The lack of interactive conversation activities that include learning techniques to improve the capacity of the students of the school where English is taught as a foreign language at the primary level, translates into low speech performance. Through this project, we hope to find valuable information to help solve the various problems faced by students who are taught to speak a language in the classroom. The development of learning English always depends on the enthusiasm of students in the subject of English. And it is these traits, the important components of our personality, that make us unique, and what psychologists have wanted to investigate and measure the process of learning the foreign language in English. On the other hand, research is related to the acquisition of foreign languages, it is important to take into account the differences between individuals, their different ways of learning languages and the environment in which they are involved. This document puts this reality in perspective, at a time to show the inevitable role of teachers and the influence of biological factors on students in the process of teaching and learning a foreign language.

The purpose of this research study is to analyze the psychological personality factors in the learning of English as a foreign language in students of primary school, a public school in Bonao, Province of Monseñor Nouel, Dominican Republic. The present study will be conducted in the 2018 school year with the new curriculum that informs students that they must learn English from the fourth grade to the sixth grade, analyzing the psychological factors of their personality.

Key words: EFL learning, elementary school levels, factor, personality, language learning

Introduction

The English language becomes more important every day in our society, since it is a world language. So we can see how private institutions strive to increase their levels of achievement in this area. However, in public schools there are few successful results because these results are reflected in the high levels of approval of the different standardized tests that exist to measure this area. (Bernaus, 2001: 84)

According to Muñoz, C. (2002: 29). Learning languages especially English has become a great need, even for our primary students who are in the obligation to develop in the globalized world. The differences between individuals, their learning conditions and the contexts in which they learn are some aspects on which we focus to deduce and demonstrate the complexity of learning a foreign language.

Based on this evidence, as researchers we will take advantage of this complexity and close the process of learning the foreign language. We think that there is still much to explore in this area. In these lines, our goal is to analyze the Psychological Personality Factors in Learning English Foreign Language at Las Palmas Elementary School in Bonao.

With this we think we can have instruments capable of guiding the teaching performance towards improvement. In this sense, the learning processes of the foreign language constitute an interest of great consideration for those who move in the field of teaching. From this perspective, Santos Gargallo (1999: 22) highlights that:

"All teachers are interested in deepening knowledge of the learning process, that is, in the psycho-affective, social, educational factors, etc. that affect this process; since the more we know about this process, the better we can guide the teaching, in the sense that it

contributes to streamline and facilitate the use of the new language. Therefore, the need arises to study these factors that are relevant to the personality of each student as these directly influence their language learning process and how to approach it.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Introductory Part of the Investigation

Statement of the Problem

Santos Gargallo, (1999: 22) says that the factors that determine the personality of the individual. It basically refers to the biological structure of the individual that through its inheritance, maturation process, hormonal influence, nervous system and its biotype constitution will determine a specific personality.

Stern (1983: 338) collects, in diagram form, the factors that intervene in the learning process of a second language and the relationships that exist between them, and that have given rise to the different learning models to which we eluded previously.

The problem is that fourth through sixth grade students are not very related to the language, so it does not come with a base from birth as it should be. On the other hand, many students at these levels are afraid to express themselves or do not understand what they say or write in other languages.

This is why we are concerned about these factors that are causing many problems for elementary students when faced with language acquisition and in the learning process. (Muñoz, 2002: 112-113).

Muñoz, C. (2002). He says that in the past, much of language learning was restricted to an elite "academic current," which had demonstrated its ability to cope with abstract logical-deductive thinking and verbal learning of the type required in school settings, for example , for the study of grammar, the application of grammar rules in compositional exercises and the translation of literary texts. These students were considered to have "a high IQ," measured by a clearly verbal test.

In recent years, Howard Gardner has called our attention to the existence of "multiple intelligences": verbal, mathematical-logical, spatial, kinesthetic, musical,

interpersonal and intrapersonal. Now that the emphasis is on language learning for all students, we must consider ways to allow students who are strong in any of these areas to apply their particular types of intelligence in language learning tasks, and see that our procedures of evaluation will provide opportunities to demonstrate their progress in using the language.

The intention of the study will be to identify the psychological factors in the students of the primary school "Las Palmas" that influence the learning of English as a foreign language at the elementary school level. At this stage of the investigation, psychological personality factors in students will generally be defined as the importance of learning in the process.

We must all have an idea that it is our personality type, whether we are responsible, introverted, extroverted, sensitive or insensitive, etc. Each of us has a unique combination of personality traits according to psychologists. And it is these traits, the components of our personality, that make us unique, and what psychologists have wanted to investigate and measure.

Justification

Bernaus (2001: 81) thinks that "adults learn faster than children, but children are more easily able to acquire better levels of correction in pronunciation. This is evident in acquisition-learning situations, both in second language (L2) and foreign language (LE). The personality brings together some dimensions of the behavior that the student adopts when studying a foreign language. The classroom becomes a meeting context of several dimensions of the personality of the students that the teacher must manage. For example,

the teacher's performance allows him to know his students; distinguish extroverts from introverts.

According to Bernaus (2001: 84): "Several studies on these personality traits related to language learning affirm that extroverted students achieve better results in oral tests, since they can improvise more easily than introverts. On the other hand, the results of introverted trainees in written LE tests (reading and writing), which require more conscious processes, outperform those obtained by extroverted students. We must remember that the role of the teacher is paramount in this process. The objective he wants to achieve with his students is the basis of his didactic orientation. Therefore, they must avoid certain attitudes in their actions that may cause harm to their students or prevent them from expressing themselves in the foreign language.

The purpose of this current study is to analyze the psychological factors of personality in the learning of foreign languages in English in students. That is, if we have a good curriculum, we could ask ourselves if knowledge of a foreign language depends on it. That means that students will be ready to know enough English in elementary school. This is why we will study these factors to help the teacher improve his methodology according to the needs of the students in the learning process of another language.

General Objective

To analyse the Psychological personality factors in learning English foreign language at Las Palmas Elementary School in Bonao.

Specific Objectives

1. To investigate how important an individual's personality is in learning a second language.

2. To analyze the psychological part of the student in the process of teaching and learning English as a second language.

3. To find out what are the essential factors that intervene in the learning of a second language and relationships between them.

4. To analyze the social context that exerts a great influence on the learning of languages.

5. To determine the main linguistic factors, as a consequence of the problems that students present in relation to the learning of a language.

6. To investigate the social and cultural factors in which students live.

Research Questions

1. How important is the personality of an individual to learn a second language?

2. How the psychological part of the student affects the process of teaching and learning a second language?

3. What are the essential factors that intervene in the learning of a language?

4. What social context exerts a great influence on the learning of a language?

5. What are the main linguistic factors, as a consequence of the problems that students present in relation to learning a language?

6. How social and cultural factors intervene in the environment where the student lives.

Definition of Terms

According to the online dictionary and some authors (https://www.dictionary.com), it provides the following glossary:

1. *English Foreign Language:* English as taught to people whose main language is not English and who live in a country where English is not the official or main language. (Lee Gunderson, ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice, 2nd ed. Routledge, 2009)

2. *Elementary school levels*: t usually includes first through sixth grades and often a kindergarten. (https://www.dictionary.com).

3. *Factors:* A factor is what contributes to certain results obtained when the responsibility for variation or changes falls on him. (https://www.dictionary.com).

4. *Language Learning*: Broadly defined as developing the ability to communicate in the second foreign language, and in this context includes: Language learning for specialists.

5. *Psychology:* William James (1890) defined psychology as "the science of mental life, both of its phenomena and their conditions".

6. *Personality:* According to Schoen - "Personality is the organized system, the functioning whole or units of habits, disposition and sentiment that mark off any one member of a group being different from other members of the same group." According to Warren's Dictionary - "Personality is the integrative organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifest itself in focal distinction from others."

Delimitation

The following work was delimited at Las Palma Elementary School, located on Progresso Street, in the Las Palmas sector of this city of Bonao, Province of Monseñor Nouel, Dominican Republic, during the 2017-2018 school years. The subject to be discussed is the psychological personality factors in foreign language learning at Las Palmas Elementary School.

Geographical Context and Historical Backgrounds

Historical Review of the Primary School "Las Palmas". According to the Manual of Functions and Operations of the Ministry of Education (2016), provided the following information.

The "Las Palmas" Primary School is a public school located on The Progresso Street, in the Las Palmas Sector of this city of Bonao, Province of Monseñor Nouel, Dominican Republic. Which belongs to the School District number 16-06, with its RNC number is 43022085-1. (Educational report of the center project, 2018).

The construction of this school was initiated by the government of Danilo Medina, on April 15, 2006, but it remained unfinished due to the lack of 3 classrooms and the main entrance. The center has 3 pavilions, 5 classrooms, an office, patio, bathrooms and an initial level room. Despite the inconveniences that were presented, the center opened its administration on August 21, 2006, in this community, began to teach with two courses one in the morning and one in the afternoon, with 9 sections and a total of 303 children enrolled. In this school the initial and basic levels are taught, it has a human capital of a director, and a deputy director, 9 teachers, 5 support staff or concierge, a doorman, and has the capacity to house about 300 students. The school is governed by a public education system that is considered the only apparent alternative for poor or poor families. (Educational report of the center project, 2018).

Historical Backgrounds

What is the best way to learn a second language? 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 sides of human behaviors that is the affective domain of second language acquisition: the personality factors. Personality

factors are universally acknowledged by researchers in the second language learning to play an important role in the foreign language, but those factors, with a rather wide range, need to be looked into one by one as to determine how relevant each one.

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. This is supported by Shahila and Meenakshi (2012) in relation to their research, who claimed that learners bring to the classroom their affective states which influence the way they acquire a L2 and not just their cognitive abilities.

According to Murray and Mount (1996), the extent of an individual's ability to achieve information depends on his/her individual personality. Similarly, Montero et al. (2014) expressed that the individual learner's differences can mainly influence the outcomes in the L2 learning in which this factor will either strengthen or weaken the acquisition of L2.

Chapter II: Review of the Literature

When the present literature review is addressed, it was taken as a parameter, the Psychological Personality Factors in Learning English Foreign Languages at Las Palmas Elementary School in Bonao, in this field there have been many contributions that important authors have made in this regard, this is very important because due to the Psychological factors Some students are affected in their learning process of a foreign language.

Acquisition of a Second Language

According to different studies, the acquisition of an L2 is influenced by a series of factors that will strengthen or weaken it. One of these factors is the personality factor that is believed to be an influential factor in learning L2. Before delving deeper into the discussion of personality factors. (Bailey et al., 2000).

Burt, Dulay and Krashen (1982). Technically, the term "acquisition" refers to collecting an L2 through exposure and the term "learning", on the other hand, refers to the conscious study of an L2. However, in this document, both terms are used interchangeably, since the main focus would be on the role of individual personality factors in the SLA process from an Islamic perspective and the process involved will be learning through exposure and conscious learning.

Burt, Dulay and Krashen (1982, as cited in Mohideen, 2001) used the term "second language" to refer to foreign and host languages other than the mother tongue or mother tongue. In this document, the focus of the SLA is placed on the use of the English language, as it often has the official status of a strong L2. In general, learning an L2 is not a set of

easy steps, since young children acquire their first language or their mother tongue. It is rather a long and complex task in which a student has to struggle to reach beyond the confines of his first language into a new language. It is possible that some learners have to work hard to acquire the knowledge of an L2, while others can acquire great skill without many problems and others are governed by certain needs and interests that influence how they actually perform. Many researchers would now accept that it is not only important to know other aspects of the foreign language, but also the fact that different learners in different situations learn an L2 in different ways in which these differences may be the result of the indirect influence of the factors of personality. (Bailey et al., 2000).

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 L2, 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. (Aziz, 2002).

Though people are mostly born with the same potentialities and abilities, but the degree of success and the degree of failure in accomplishing things are different. Both depend on our will and efforts which might be influenced by our ways of thinking, acting or behaving, in which all of these are indirectly linked to the individual personality factors. Therefore, to learn a L2 successfully is to develop the positive personality factors as to facilitate the learners' attempts in learning the L2.

In this paper, a framework combining perspectives from Maiden's (2001) in his paper, "Personality Factors in Second Language Learning" and a chapter of book that was written by Brown (2000), "Principles of Language Teaching and Learning" is presented. Based on Mohideen and Brown's perspectives on the role of individual personality factors, motivation, attitude, acculturation, self-esteem, sociability, risk-taking, perseverance have been selected for discussion as they are believed to significantly influence the learners' degree of success in acquiring a L2 especially on how they learn and what they learn.

Therefore, in the following sections, the aforementioned personality factors are discussed in a brief but broad overview even though there are still a lot of other personality factors such as empathy, inhibition and learner autonomy that may facilitate the learners' attempts in learning the L2.

Motivation

Motivation is defined differently according to different perspectives. According to behaviorists, in order to acquire positive reinforcement, motivation is needed as an

anticipation of reward (Sara, 2013). While according to constructivists, "motivation is a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, which were solidly grounded in community, belonging, social etc." (Maslow, 1970). Theoretically, motivation has the concept of intention where it becomes a factor that promotes people's understanding of behavior-outcome instrumentalities and people's engagement in efficacious behavior as to attain those outcomes (Deci et al., 1991).

In L2 learning, a person's motivation is one of the factors that influence his/her success in acquiring the L2 (Tuan, 2012). This has been supported by Sara (2013), who claimed that the biggest single factor affecting a L2 learner's success is motivation. Motivation is essential to success as it is some kind of an internal drive that will push someone to do things in order to achieve some set of goals. However, the internal drive is not the only component of motivation.

The need for achievement and success, curiosity, desire for stimulation and new experience are also some other components of motivation. These components of motivation are crucial as a person who is extrinsically motivated works on a task with little or no interest in it and will find no satisfaction from learning (Dornyei, 2000). A learner's motivation is considered as positive if the aims of learning the L2 are for the sake of acquiring modern-day knowledge, to migrate to a foreign language country, for communicating purposes (spoken and written) and most importantly, a Muslim should learn the L2 so that he can benefit the Ummah and to compete globally.

Attitude

When talking about learning a L2, it is undeniable that attitude is one of the important personality factors which indirectly influence the level of proficiency gained by

different learners. This has been supported by Montero et al. (2014), who claimed that the way a learner develops his/her linguistic abilities is mostly influenced by the attitude that he/she processes, either to a target language (hereafter TL) or a target culture. To substantiate the theoretical assertions about the relationship between attitude and learning a L2, a number of studies have been carried out and it has been found that attitude and other affective variables are as important as aptitude for language achievement and that positive and non-positive attitudes have some reasons for their emergence (Bachman, 1990; Gardner, 1985; Malallaha, 2000 & Coleman et al., 2003, as cited in Hosseini & Pourmandnia, 2013).

Acculturation

The earliest classic formulation of the concept "acculturation" comes from Redfield, Linton and Herskovits (1936) in which they explained that "acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups" (Lakey, 2003, p.104). Kim (1982, as cited in Lakey, 2003) has also contributed in defining acculturation through the most extensive research from a communication perspective as he explained that "acculturation occurs through the identification and the internalization of the significant symbols of the host society" (p.378). Obviously, acculturation is not a new area of study and it has been the focus of L2 pedagogy in the last few decades as the culture of the educational environment when the L2 occurs, is believed to have some effects on a learner's motivation either positively or negatively (Montero et al., 2014).

The learning of a L2 requires a learner to engage in the discourse with the native speakers of the TL and adapt the accepted socio-cultural behavior from the standpoint of the native speakers. The learner's adaptation to the culture of the TL is deemed important as the culture itself becomes the very core of language teaching. This has been supported by Culhane (2014), who stated that both cultural and linguistic competencies are required in the process of learning a L2 as all languages live within a cultural context. According to Gardner (1979), a learner who will be able to gain a greater socio-linguistic proficiency, is likely among those who show the desire to integrate themselves into L2 speech norms and cultural pattern.

Sociability

In learning a L2, it is often suggested that irrespective of the actual learning ability, learners with an outgoing personality may enjoy certain advantages. For instance, they become more involved in social interaction, attract more attention from their teachers and being less inhibited when they are asked to display their proficiency. At the same time, they may perform more confidently in communication situations with whichever language that they are using. A person with these kinds of attitudes is known as the extroverted learner.

This has been supported by Cook (1994) who stated that many language acquisition theories claimed that extroverts are better language learners since they tend to be sociable, more likely to join groups rather than to be alone and more inclined to have social contacts. Introverted learners, on the other hand, do not talk much, more reserved, prefer learning alone, avoid social contact and face difficulties when getting involved in the communicative activities. In language classrooms, quiet and reserved personalities are often treated as problems (Busch, 1982). However, despite all those weaknesses, an introvert

personality still have a good or useful effects in which those with an introvert personality are more proficient in writing, reading and listening in comparison to those with the extrovert personality as they are more focused on the inner reflection, thinking through ideas and written communication (Morgan & Barbour, 2008). For these reasons, an extroverted learner is well-suited to L2 learning as we actually learn a language first through speaking before reading and writing. Therefore, the extroverted learners will excel since they will not have any difficulty to make contact with the other users of the L2 and eventually they will obtain more input. In fact, the teachers will definitely feel pleased to have extroverted learners in class since they will actively participate in class discussion, like cooperation with others and will easily produce verbal and spontaneous feedback, will always ask for clarification and seek practice opportunities outside the classroom.

The Personality of the Students at the Process

This researches it going to begin with the foreign language aptitude. The contemporary concept of foreign language aptitude is based on the definition proposed by Carroll (1981), who termed it as "the individual's initial state of readiness and capacity for learning a foreign language, and probable degree of facility in doing so .." (p. 85). In terms of structure, Carroll de-scribed foreign language aptitude as consisting of four relatively independent subcomponents: phonetic coding ability, grammatical sensitivity, inductive language learning ability, and associative memory (Carroll, 1981, p. 105). Car-roll's theory as well as his famous Modern Language Aptitude Test (MLAT; Carroll & Sapon, 2002) have become the most often referred to paradigm in all subsequent studies on foreign language aptitude (cf. Dörnyei, 2005).

The only foreign language aptitude theory that takes into account personality and motivational (conative) characteristics is Snow's (1987) cognitive-affective-conative triad of foreign language aptitude, further extended by Corno et al. (2002). In this model, aptitude is not limited to abilities but includes aspects of personality such as achievement motivation, freedom from anxiety, positive self-concept and control of impulses, temperament and moods. This paradigm also involves the Five Factors. Other classic foreign language aptitude theories (cf. Carroll, 1993; Robinson, 2002; Skehan, 2002) include only purely cognitive factors, which, consequently, affected empirical research on foreign language aptitude.

Two personality factors had the strongest effect on foreign language aptitude: Openness to Experience and Extraversion. Openness had a positive effect on foreign language aptitude, whereas Extraversion affected foreign language aptitude negatively. Openness had a positive effect on MLAT 1 (Number learning), Vocabulary, Grammar and the TZJ. Its effect on MLAT 2 (Phonetic script) was close to significant. Extraversion had a consistently negative effect on foreign language aptitude. It affected MLAT 2 (Phonetic script), Discourse and the TZJ and its effect on Vocabulary was close to significant. Other factors that turned out to be significant predictors of the aptitude scores were Neuroticism and Conscientiousness. Neuroticism negatively affected MLAT 5 (Paired associates) and its effect on MLAT 1 (Number learning), MLAT 2 (Phonetic script) and Grammar were close to significant. Conscien-tiousness had a positive effect on MLAT 5 (Paired associates).

Dörnyei, P. (2009). The Psychology of Second Language Acquisition offers a systematic and accessible overview of the main psychological areas and theories in order to

keep abreast of the ongoing paradigm shift. Readers will find succinct and up-to-date descriptions of a wide range of psycholinguistic and neuropsychological topics such as language and the brain; neuroimaging and other research methods in psycholinguistics and brain research; non-nativist approaches to language acquisition; explicit/implicit learning and memory, procedural/declarative knowledge, and the automatization of language skills; learner characteristics, age effects, and the critical period hypothesis; and the psychological basis of language learning in educational contexts.

Personality and Performance

Several investigations have linked the success of students in the language class with certain features of their personality and way of being. For example, Naiman, Fröhlich and Stern (1978) associated certain qualities of students with their academic performance.

According to the language teachers who participated in the research, the high performance students behaved in the LE class with meticulousness, maturity, responsibility and self-confidence. Many stood out for their extroversion and independence, and others They were shy and introverted. However, the low performers were characterized by their lack of self-confidence, shyness, nervousness and little eagerness to participate. It is observed, then, that in both groups there were shy and introverted students.

In the research by Tucker et al. (1976) with Canadian Preschool children who studied French through immersion programs throughout Primary Education, the effect of 4 variables on performance was controlled: a) fitness, b) personality factors, c) attitude and motivation and d) cognitive styles. A relationship was found between the student's performance, his degree of emotional stability and his predisposition to risk in his class interventions.

In the study by Hamayan et al. (1977), it was shown that the high degree of shyness associated with poor performance in reading comprehension. Pitchard (1952) found a high correlation between the sociability of the students and their results in oral expression. Is the relationship between the degree of sociability and LE learning is also confirmed in Chastian's research (1975) with university students of French, German and Spanish (elementary level). Other works have found such correlation only with children; in the case of adults, this does not seem to be the case (e.g. Valette 1964). Dunkel (1947), for example, argues that introverted (and therefore less sociable) students do better than the extroverts. Smart et al. (1970) also found that high performance students tended to be introverted and lacked spontaneity in socialization activities. Busch (1981) is blunt about it:

> The hypothesis that extroverts are more proficient in English was not supported (page 109)

> Introversion-extraversion does not seem to have strong correlations with EFL proficiency (p.128)

Regarding anxiety states, there seems to be greater agreement. Several works have demonstrated that anxiety levels hinder L2 learning (e.g. Krashen 1981, Rivers 1964). However, other investigations do not seem to confirm these conclusions (e.g. Chastian 1975, Scovel 1978). Scovel (1978), for example, distinguishes between two types of anxiety facilitating anxiety and debilitating anxiety. The first motivates the students and moves them to "fight" to solve the difficulty of the tasks. The second, the debilitating anxiety, contributes to them abandoning the tasks and leaving them unresolved. Kleinmann (1977) reaches similar conclusions. Faced with this range of contradictory results, Gardner (1985: 34) concludes that it cannot be stated, in a general way, that subjects with anxiety

obtain worse academic results than others, but that those affected by states of anxiety in LE class they achieve less success than relaxed students.

Other authors have studied the effect of empathy (sensitivity of subjects for intervene at the right time in interpersonal communication situations; predisposition or ability to identify with others). They have come to the conclusion that the more empathy there is the better chance of success with L2. The hypothesis is formulated in the following terms (Taylor, Catford, Guiora and Lane 1971: 47):

> The more sensitive an individual is to the feelings and behaviors of another person, the more likely he is to perceive and recognize the subtleties and unique aspects of the second language and incorporates them in speaking.

The results obtained so far do not seem to have enough consistency to confirm or reject the previous hypothesis. The validity and reliability of measuring instruments has been questioned (Oller 1979) and, in addition, the results obtained are considered somewhat ambiguous (see Guiora et al 1975, Brown 1980, Gardner 1985).

Some research has focused on the effect of authoritarianism, ethnocentrism, dogmatism and Machiavellianism about academic performance (e.g. Adorno et al.1950, Rokeach 1960, Gardner and Lambert 1972). It has been proven that all these personality traits influence negatively. In the case of individuals with anomie (mood state characterized by the absence of social norms and values and by a feeling of displacement, social marginalization and alienation), due to their critical attitude towards society, they show a positive attitude towards learning of the foreign language and its culture, hence this personality trait can be considered as a positive "predictor" of student performance (Stern 1984: 380).

The other personality traits that we have controlled in our work have been, one way or another, object of study in other authors:

Larson and Smalley (1972) have studied the effect of cultural shock and anxiety that it produces in the subjects the confrontation with the foreign culture. Budner (1962) and Chapelle and Roberts (1984) has investigated the phenomenon of tolerance to ambiguity understood as the overcoming ambiguous, novel, complex and difficult to solve situations; the capacity of accept and tolerate with patience the frustrations that may arise from those situations. Naiman et al. (1978: 100) also considers tolerance for ambiguity as a good "predictor" of success in learning the L2.

Other authors have investigated the relationship between the personalities of the student, his state motivational and general academic performance (Pelechano 1972, and Lera Aldonza 1975). Pelechano concluded that there is a coherent and significant correlation pattern between motivation and academic performance, but there seem to be no relationships between personality and motivation. Lera Aldonza found that personality and motivation, in a general sense, they influence performance, although each has a different specific weight.

Chapter III: Methodology and Data Collection

In This paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research. In order to improve the problems arising during the same.

Method

The method we used in this field research was observation and it is a method of data collection whose objective is to represent as accurately as possible what happens in reality Piéron (1986).

Research Design

The term research design refers to the plan or strategy designed to obtain the information that is desired. The present investigation has a non-experimental design, since what is done is to observe the phenomena that affect as they occur in their natural context, and then update them.

Research Instruments and Technique

All these data have been obtained through the application of the questionnaire that we include in the final appendix. As can be seen, it has been structured in 16 items that provide us with data on the following aspects: *Motivation* of the student (item 1-3)

Academic performance, based on the Foreign Language note that they have been obtaining in the courses in the monthly evaluations.

Personality traits: self-assessment of the students regarding their degree of:

1. Shyness (item 5)

2. Extroversion (item 6)

3. Authoritarianism (item 7)

4. Ethnocentrism (item 8)

5. Machiavellianism (item 9)

6. Anomia (item 10)

7. Record (item 11)

8. Eagerness for participation (item 12)

9. Empathy (item 13)

10. Cultural permeability (item 14)

11. Tolerance for ambiguous situations (item 15)

12. State of anxiety (item 16)

When writing items 1-3, we started from a concept of motivation that covers several aspects (see Gardner 1985, Harding 1954 and Dunkel 1948):

1) Interest, desire and liking for the LE; positive attitude. 2) Study and effort to learn it (orientation and effort towards the achievement of the goal). 3) Satisfaction, taste and pleasure as language learning is experienced.

Therefore, the items that provide information on the motivational status of students have been stated in a way that encompasses the three components: the positive attitude towards the subject, the "conative" component and the affective one ".

To know the personality traits, we have not applied any battery of tests, but we have based on the opinion of the student about their behavior in class. From a perspective constructivist, the images, the judgments and concepts that the subjects have of them have to be taken into account since they configure the self-concept of the student (Fierro 1990, Solé 1993).

Population

The populations studying this research are the students of the primary level in the 4th, 5th and 6th grade courses. The same was carried out at the Las Palmas Elementary School, on the psychological personality factors in learning a foreign language.

Schedule (Chronogram) of Activities

Calendar of Activities

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X	X	
Application Survey			X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report			X	X

Chapter IV: The Results and Data Analysis

Possible Result

Personality Factors: The correlation indexes among the twelve personality traits were observed in the classroom, and were the following:

Correlation with Learning a Language

PERSONALITY TRAITS	R1	R2	R3
Shy	00	-28	-10
Extroversion	18	00	-37
Authoritarianism	17	61	37
Elnocentrism	-26	-22	08
Machiavellianism	-09	00	16
Anomy	32	-25	12
Constancy	52	17	27
Participation	57	14	27
Empathy	11	00	16
Cultural Permeability	35	-48	23
Tolerance	-21	29	29
Anxiety	-40	42	-17

R1 = Correlation obtained in the 4th grade

R2 = Correlation obtained in the 5th grade

R3 = Correlation obtained in the 6th Grade

Fig. 1 Correlation obtained between learning English and personality traits in each of the courses.

Conclusion

Factors of the psychological personality and learning of English. In this research study, we have observed some of the psychological personality factors in foreign language learning at the elementary level in the 4th, 5th and 6th grades, as they are children who do not read or write in a second language, since only the basic ones are supplied, an observation formulary is supplied. Theoretically speaking, although these personality factors do not seem to directly determine the individual, but in their linguistic abilities they can, indirectly, have a profound influence on the learning of a second language. The personality factors that have been observed are among the most effective characteristics that students in an L2 must adopt to learn the language with more success.

For example, we have observed a strong relationship between the degree of empathy felt by students and their learning of the English language. The high degree of empathy appears associated with a little high and the low rates correspond with a learning also a little low.

The 5th grade students were considered doubly authoritarian and with double anxiety degree than the 4th grade. Perhaps it could be concluded that the greater degree of anxiety could be due to a greater demand and concern about grades in the fifth grade. We would need a more representative sample to be able to generalize.

The personality traits that showed the highest correlation with learning, although it was not significant, were: the sense of authoritarianism, perseverance in work and low state of anxiety.

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Appendix

Observation form

We are students of the Bachelor of Modern Languages (English) of the Universidad Autónoma de Santo Domingo (UASD). The following observation form is about MOTIVATION, PERFORMANCE AND PERSONALITY, and each element has its respective instruction response; please complete briefly

Institution: _____ Region: _____ Grade: _____
Sex: Man (   ) Woman (   )   Origin: Rural (   ) Urban (   )

READ CAREFULLY AND UNDERLINE THE OPTIONS THAT MOST APPROACH FORM OF BEING AND BEHAVIOR:

MOTIVATION:

1. The foreign language interests me, that's why I want to study it, practice it and learn it.

   3 = always   2 = frequently   1 = sometimes   0 = never

2. I like the foreign language and I feel satisfaction and pleasure when I study it, practice it and learn it.

   3 always   2 frequently   1 sometimes   0 never

3. I feel motivated to study, practice and learn the foreign language and that is why I try hard.

   3 always   2 frequently   1 sometimes   0 never

PERFORMANCE:

4. The average grade in a foreign language is:

3 outstanding (10-9)   2 notable (8-7)   1 passed / well (6-5)
0 suspense (less than 5)

PERSONALITY

5. In general, because of his way of being and behaving, he considered himself shy and embarrassed to intervene with the rest

   3 always   2 frequently   1 sometimes   0 never

6. In the language class and in other situations of life, in general, be open, sociable and extroverted.

  3 always   2 frequently   1 sometimes   0 never

7. By his way of being and acting, he considered himself authoritarian.

  3 always   2 frequently   1 sometimes   0 never

8. You believe that the country and culture

 3 is superior and better than all the rest

 2 is something superior and better than all the rest

 1 is one more, neither better nor worse than the others

 0 is inferior and worse than others

9. You would like to intervene in the affairs of others, direct and manipulate them as if they were yours

 3 always   2 frequently   1 sometimes   0 never

10. After living in the Dominican Republic all these years and knowing our culture and the functioning of our society, the truth is that it does not satisfy you, does not convince you and, therefore, you would like to live in another foreign country

 3 always   2 frequently   1 sometimes   0 never

11. Despite the difficulties involved in learning a foreign language well, all the time you can strive to achieve the best results.

 3 always   2 frequently   1 sometimes   0 never

12. Believes that he is always willing to participate in the language class, to represent dialogues and situations, practice, and intervene at any time

 3 always   2 frequently   1 sometimes   0 never

Thanks