

ISSN: 2467-9283



Indexing & Abstracting

Open Academic Journals Index (OAJI), InfoBase Index, Cosmos, ResearchGate, CiteFactor, Scholar Stear, JourInfo, ISRA: Journal-Impact-Factor (JIF), Root Indexing etc.

Impact Factors*

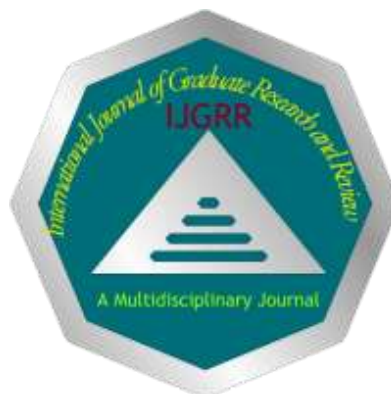
IBI factor: 3

Impact factor (OAJI): 0.101



*Kindly note that this is not the IF of Journal

INTERNATIONAL JOURNAL OF GRADUATE RESEARCH AND REVIEW



Vol-3, Issue-3

August 2017

Personality Factors Determining Speaking Abilities

Ranjana Kumari Jha

Department of Education, Hari Khetan Multiple Campus, Birgunj, Nepal

Email: ranjanajha558@gmail.com

Abstract

There are several factors that play a significant role in determining speaking abilities such as age, aptitude, motivation and personality. Among them personality is a crucial factor to determine speaking abilities. This article attempts to find out different types of personality and see how these determine speaking abilities. For this purpose, a sample of 50 students and 4 teachers were selected from two secondary schools. After analyzing the data collected through survey questionnaires and the interview sheet it has been found that most of the learners had extrovert personality and pronunciation, fluency, accuracy and gesture and posture were found as the difference between introvert and extrovert personality. Furthermore, almost all the teachers opined that risk taking learners have good speaking confidence and visual personality is best personality for speaking skill.

Keywords: Personality; extroversion; introversion; field dependence; field-independence; kinesthetic learners

Introduction

It is an individual's habitual way of thinking feeling, perceiving and reacting to the world. We generally evaluate persons by saying "He has pleasing personality" or "She has charming personality" (Regmi & Dhakal, 2007, P.143). "Personality refers to those relatively stable and enduring aspects of the individual which distinguishes him from other people and at the same time, from the basis of our prediction, concerning his future behaviour" (Wright *et al.*, 1970, P.46). There are three basic hypothetical structures of personality: id, ego and superego. These are the systems of personality. The development of personality is the interaction between heredity and environment. Thus, there are two major components of personality. Heredity provides the biological component and environment provides the social component.

Speaking is used for many different purposes and each purpose involves different skills. When we use casual conversation, for example, our purpose may be to make social contact with people, to establish rapport etc. But there are different factors which play a vital role to determine speaking abilities such as personality is major factor to determine speaking abilities. Speaking abilities depend upon different personality types. Ellis (1994) reviews six types of personality; the extroversion/introversion, risk taking, tolerance of ambiguity empathy, self-esteem and inhibition. He focuses in particular on extroversion/introversion since he considers that this variable related to a well established theory while the others are based only very loosely on constructs in general psychology. In a study by Busch (1982) and strong (1983, P. 518) using Eysenck's personality inventory (EPI), they

found that extrovert learners are sociable, lively and active and introverts learners are quiet and prefer non-social activities. Strong (ibid) found that extrovert children learned faster and have good speaking abilities. Generally, there are different types of personality which determine speaking abilities. People with emotional personality cannot speak well because they get lost in their world. They never care about their feelings their minds are only for their own world. So they have tongue but they do not know how to speak in day to day life. In every step of life, they face problems but they cannot speak well due to lack of sound mind. As a result, they do not have speaking abilities. According to Gass and Selinker (2008), There are mainly Five types of personality; extroversion and introversion, risk taking, field independence/Field dependence, visual/auditory/Kinesthetic and obtaining learning style information. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation -seekers and are lively and active (Eysenck, 1965, Cited in Skehan, 1989, P.100). They know to play with words and can adjust very easily in colorful world. As a result, they become good speakers. Conversely, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and Usually avoid excitement. As a result, they do not know how to speak and share feelings, emotions etc. So they do not have good speaking Skill. Similarly, a tendency to take risk is associated with success in speaking abilities. Brown (1978, P.140) says, "learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong." Thus, risk taking is based on a background of general behavior. These behaviors help to shape good speaking abilities. Likewise, field dependent individuals are typically extroverted, extrinsically

motivated and influenced by peer groups and authority figures. Therefore, they have good speaking abilities. Whereas field independent individuals typically possess less effective social skills, are introverted, intrinsically motivated, prefer competition, choice of activities and ability to design studies and work structure. Therefore, they do not have good pronunciation, fluency. Accuracy, gesture and posture. Visual personality helps to develop speaking abilities Because it is long term in memory and easy for recall in life. People can speak information anytime and they like to obtain great deal from visual stimulation. Auditory personality does not help more to speak all information after hearing first time. But one thing we cannot forget that listening skill also helps to develop speaking skill or they are related to each other. So having good auditory personality is good for speaking skill. Similarly, kinesthetic individuals are better when the whole body is involved. They are self-motivated and eager to solve their problems themselves. Such personality is really suitable for speaking abilities. Everybody has his or her own learning styles. Some individuals write on the notebooks or underline every word and sentences and they analyzes every information. Such types of learning style directly or indirectly effect speaking abilities.

This study emphasizes to find out different types of personality and to see how different types of personality determine speaking abilities.

Method

This paper incorporates primary as well as the secondary sources for data collection. The population of the study consisted of altogether fifty students of grade ten of one government and one private school (25 from each) and four language teachers (2 from each) of Parsa district the two secondary schools of Parsa district were selected through

purposive non random sampling procedure. The main tools for the collection of data were a set of questionnaire and an interview schedule. The data were analyzed and calculated using simple statistical tool of percentage and average.

Results

The first item in the questionnaire included the learner's ability of giving speech in public places. The Table 1 shows that the majority i.e. 80% of the students liked to give speeches in public places whereas 12% could not decide it, while 8% disagreed to it. Likewise, the second item was to illustrate the students' eagerness to participate in debate. A good majority i.e. 72% agreed the item; 10% chose no opinion where as 18% of them disagreed. Similarly, the third item in the questionnaire included in order to see whether the students felt bore to be radio jockey (RJ) or not the Table 1 shows that 28% disagreed the item; 22% chose agreed and 5% of them could not decide of it. The fourth item consisted of the learners' talking of selves. A goods majority i.e. 52% disagreed the item; 36% chose agreed and 12% of them could not decide of it. The fifth item tried to see whether the learners told the mistake of class teacher or not. It gives the information that the majority i.e. 64% agreed the item and 16% disagreed.

Interviews were conducted with the language teachers teaching English in secondary level. All the teachers opined that the extrovert learners are better than the introvert on their performance. Introverts do not like to expose their ability. So they do not have good pronunciation fluency and accuracy. Similarly, all the teachers, not only think but also find as the part of their experiences that visual personality is best for speaking skill as learners see how our lips and eyes are working.

Table 1: Distribution of students Response about their personality

Rating Scale	Agree 1+2		No opinion 3		Disagree 4+5		Weighted Mean
	Frequency	%	Frequency	%	Frequency	%	
1	40	80.00	6	12.00	4	8.00	4.4
2	36	72.00	5	10.00	9	18.00	4.5
3	11	22.00	25	50.00	14	28.00	2.5
4	18	36.00	6	12.00	26	52.00	4.4
5	32	64.00	10	20.00	8	16.00	4

Discussion

The study reveals that most of the learners (70%) were found to be extrovert in personality and around 60% of the learners were found to be introvert in personality. More than 80% of the learners took risk for developing speaking abilities and majority of them i.e. 85% of the learners were found as visual personality. The majority of learners i.e. more than 60% were presented themselves as auditory personality. Similarly, all the teachers (100%) said that risk taking learners have good speaking confidence because they do not care about pronunciation, accuracy and people. More teachers (100%) responded that they like field dependence personality. Because they have good pronunciation, fluency and fast learner. More than 80% agreed that listening skill helps to develop speaking skill as listening and speaking skill are correlated with each other.

Conclusion

There are different types of personality and these different types of personality directly or indirectly determine speaking abilities. As this study shows that extrovert personality learners have good pronunciation, fluency, accuracy gesture and posture whereas introvert learners do not have such qualities so their speaking abilities are not good. Furthermore, all the teachers opined that risk taking learners have good speaking confidence and Visual personality is best personality for speaking skill. So, the teacher should provide the emotionally secure environment where introvert students get opportunity to develop their speaking abilities.

Acknowledgement

The author is grateful to prof. Dr. Jai Raj Awasthi and Prof. Dr. Chandreshwar Mishra for their guidance and back supporting during preparation of this article.

References

- Aryal PN and Bhattarai DP (2010) Educational psychology. Quest Publication, Kirtipur.
- Bitchener J (2010) Writing an applied Linguistics thesis or dissertation. Paigraive Macmillan, UK.
- Brown JD (1978) Principles and Practices in Second language teaching and learning. Prentice Hall, Rowley.
- Busch D (1982) Introversiön – Extroversiön and the EFL Proficiency of Japanese Students language learning. Wiley Inter Science, New York.
- Child IL (1968) Personality in culture. Handbook of personality theory and research (ed.) Rand MCNally, Chicago.
- Ellis R (1985) Understanding second language acquisition. OUP, Oxford.
- Ellis R (1994). The study of Second language and acquisition. OUP, Oxford.
- Eysenck HJ (1952) The Scientific Study of personality. Routledge and Kegan Paul, London.
- Gass SM and Selinker L (2008) Second language acquisition. Routledge, New York.
- Kumar R (1999) Research methodology. SAGE Publication, London.
- Regmi MP and Dhakal S (2007) General Psychology. Quest Publication, Kathmandu.
- Skehan P (1989) Individual differences in second language learning. Edward Arnold, London.