

Exploring the Multidimensional Relationship between Second Language Acquisition and Personality Development among Adolescents: An Empirical Inquiry Utilizing a Mixed-Methods Research Paradigm



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Abstract: This paper presents a study that explores the dynamic connection between second language acquisition (SLA) and personality development in the context of adolescent learners. The research integrates Albert Bandura's Socio-Cognitive Theory (1986) and the Big Five Inventory frameworks to examine various correlated factors. The study consists of two distinct investigations. Drawing upon the theoretical framework proposed by Albert Bandura's Socio-Cognitive Theory (1986), the first analysis delves into the social factors that influence the process of SLA among adolescents. The second study employs a quantitative methodology with a cross-sectional research design. A sample of 300 participants was selected using a sampling technique employed by the investigator. In the quantitative analysis, both descriptive and inferential statistics were applied using the SPSS software. The findings of the Pearson Moment correlation ($= .311, P < 0.01$) reveal a positive relationship between SLA ($M = 79.72, SD = 10.620$) and the personality trait of Extroversion ($M = 110.54, SD = .16.640$). In summary, the present research sheds light on the influence of SLA on the development of extroverted personality traits in adolescents. Furthermore, this study provides a framework for future researchers to investigate the multidimensional relationship between second language acquisition and personality development.

Key Words: Second Language Learning, Personality Development, Social-cognitive Theory, Self-efficacy, Socio-cognitive, Likert Scale, Big five Inventory

Introduction

Primarily, language is an amalgamation of traditional spoken, and written signs and symbols which is used by human beings as a source of communication. Through the use of language, individuals reveal their associations with several personality traits, groups and cultures (Schonstrom & Marshall, 2022). In the contemporary modern world, it is mandatory to learn a second language (L2) which is dissimilar from the first language (L1). There are several words that are used for a second language such as target language, foreign language and L2. Contrarily, the mother tongue and

L1 are used for the first language. All languages besides the first language are considered L2 (Pilar, 2013). Second language acquisition is not only essential for career opportunities but also for personality development. This is the ardent reality that the characteristics of personality fluctuate throughout the lifespan (Specht et al., 2014). Fundamentally, personality development is a practice which is employed to enhance, strengthen and amplify different traits of an individual's personality. It indicates numerous characteristics, attitudes and behaviours that reflect a person holistically (Eason, 2006). Moreover, the ways of interaction that individuals

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adopt during communication expose their true selves. It is considered that personality and second language acquisition have a relationship. Several factors of personality (motivation, aptitude and age) overwhelm second language acquisition (Baumert et al., 2019). Similarly, personality development and SLA are interwoven. The focus of this research is to scrutinize the multidimensional relationship between second language acquisition and personality development among adolescents. This study also highlights the nature and strength of the association between second language learning and personality development among adolescents. There are several reasons that exhibit that present research is distinguished from other research. Firstly, it vocalizes a rigorous gap that how second language acquisition influence on personality development. Secondly, it elucidates numerous cultural factors that influence the process of second language acquisition and the way people belonging to different cultures perform indiscriminately in the procedure of second language acquisition. Contemporary research sheds light on the influence of second language acquisition (SLA) on the development of extroverted personality characteristics in adolescents. This study holds the potential to make significant contributions to the fields of second language acquisition, Albert Bandura's motivational theory, and personality development. Furthermore, it provides new insights into how second language acquisition influences personality development, highlighting the underlying impact of culture. Additionally, the research unveils a fresh perspective on how second language acquisition affects the development of extroverted personality traits among adolescents. The present investigation aims to address the following inquiries:

1. Is there a significant association between second language learning and personality development among adolescents?
2. How do social factors influence the process of second language learning among adolescents?
3. To what extent does second language acquisition impact the development of extroverted personality traits among adolescents?

The Social-Cognitive Theory (1986) of Albert Bandura can also be used to examine the effects of cultural influences on the process of second language acquisition among adolescents. This theory emphasises the importance of observational learning and emphasises the part played by the environment in

determining behaviour. Cultural elements, such as norms, beliefs, and expectations, are considered to be important in this paradigm because they provide context and models for language use. Adolescents can absorb cultural aspects into their personality development by observing and imitating cultural behaviours related to language learning.

Using the Big Five Inventory (BFI) framework, the effects of second language acquisition on the development of extroverted personality traits can be investigated in order to investigate the substantial relationship between second language learning and personality development in adolescents. The BFI is a well-known psychometric instrument used to evaluate personality traits. Based on the Five-Factor Model (FFM) of personality, which contends that personality can be assessed using 44 items that represent various facets of personality across five main variables, it uses a multidimensional approach to character assessment. These traits, collectively referred to as the "Big Five," comprise neuroticism, extroversion, agreeableness, conscientiousness, and openness to experience.

The Big Five Inventory (BFI)'s first and most important dimension, which includes qualities like openness to experience, imagination, acceptance of novelty, and curiosity, is used to assess a person's openness to experiences. The BFI's second component is used to evaluate different conscientiousness levels, as well as characteristics like organisation, responsibility, trustworthiness, and determined behaviour. The third dimension of the BFI is used to gauge how extroverted a person is, reflecting characteristics like outgoing, self-assured, gregarious, and agreeable. This tool's fourth element, which includes qualities like kindness, collaboration, compassion, and tenderness, is used to assess a person's propensity for agreeableness. Last but not least, the BFI's fifth dimension is used to gauge emotional stability by evaluating characteristics like anxiety, impulsivity, and stress sensitivity. Each of the aforementioned personality dimensions is represented by a set of statements in the Big Five Inventory. People are asked to rank how much they agree or disagree with each statement. Typically, a Likert scale is utilized for this purpose, ranging from strongly disagree (1) to strongly agree (5), with additional options of slightly disagree (2), neither agree nor disagree (3) and slightly agree (4). This scale provides a standardized and reliable measure for assessing individual differences in personality.

Theoretical Frameworks

A theoretical framework that emphasises the importance of observation, imitation, and modelling in the learning process is provided by Albert Bandura's Socio-Cognitive Theory (1986). This idea claims that cognitive processes like motivation, recall, reproduction, and attention help people learn new behaviours and skills. Self-efficacy, result expectations, observational learning, self-regulation, and reciprocal determinism are some of the major components of this paradigm. The term "self-efficacy" describes a person's confidence in their capacity to carry out particular actions and behaviours successfully. Undoubtedly, it is important in influencing people to take the required actions.

Self-efficacy gives people the capacity to take initiative, deal with difficulties, and accomplish goals. According to this characteristic, people who have high self-efficacy are more inclined to take risks, put in a lot of effort, and keep a positive attitude in the face of challenges. It is critical to understand how important self-efficacy is for motivation, learning, and the growth of personality traits.

Outcome expectancies make up Bandura's Socio-Cognitive Theory's second component. An individual's ideas about the results and responses to their activities are referred to as outcome expectations. This dimension emphasises how the expected results of an individual's performance have an impact on their motivation. Additionally, depending on their impact, outcomes might be categorised as either positive or bad.

Observational learning makes up this theory's third component. Bandura's Socio-Cognitive Theory includes observational learning, commonly referred to as social or vicarious learning, as a key component. It emphasises the value of learning by taking note of the behaviours of others and the results that follow.

The fourth aspect of this theory is self-regulation, which is the capacity of a person to organise their behaviour in order to attain goals. In order to govern one's activities and advance towards desired goals, one entails self-monitoring, self-evaluation, and self-adjustment.

The theory's final component, reciprocal determinism, emphasises how a person's behaviour is influenced by a combination of their personal and environmental circumstances. This dimension acknowledges the mutually shaping and influencing

relationship that exists between people and their surroundings. A popular and commonly used psychometric tool for evaluating personality traits is the Big Five Inventory (BFI), which is used in the quantitative portion of the current study. The BFI is based on the Five-Factor Model (FFM), which asserts that 44 questions related to various characteristics comprising the "Big Five"—openness to experience, conscientiousness, agreeableness, extroversion, and neuroticism—can be used to assess personality.

The BFI's first dimension, which includes qualities like imagination, openness to novelty, and curiosity, is used to assess how open someone is to new experiences. The second component examines different levels of conscientiousness, encompassing characteristics like planning, responsibility, reliability, and tenacious behaviour. The third dimension gauges how extroverted a person is, reflecting qualities like extroversion, self-assurance, social skills, and good nature. The fourth BFI dimension, which includes qualities like kindness, collaboration, compassion, and tenderness, is used to examine a person's propensity for agreeableness. The BFI's fifth dimension, which measures emotional stability, evaluates characteristics including anxiety, impulsivity, and stress sensitivity.

Each of these personality qualities has a set of statements that make up the Big Five Inventory. People are asked to rank how much they agree or disagree with each statement. On a Likert scale, which ranges from strongly disagree (1), slightly disagree (2), neither agree nor disagree (3), slightly agree (4), to strongly agree (5), responses are typically given. This standardised and trustworthy test offers perceptions of a person's distinctive personality traits.

Literature Review

The fact that personality traits vary over the course of a person's life is evident (Specht et al., 2014). In a similar vein, Specht's (2017) research explores personality development as a lifelong process. Personality development is influenced by a number of variables, including living circumstances, socialisation, and health. The study by Adwani and Shrivastava (2017) looks at lexicon, grammar, interlanguage, confidence, and motivation as five elements that affect second language acquisition (SLA). Fundamentally, language is a lexicon and grammar combination that is impacted by one's first language (L1). Self-efficacy and motivation are essential for achieving SLA goals. In her experimental study published in 2017, Chen looked at

the relationship between consolidative motives and a person's desire to learn a second language (SLA). Additionally, the correlation between one's actual SLA ability and self-confidence stems from early linguistic experiences.

On the other hand, a recent study emphasises how important the "grid" is to SLA. According to Teimouri et al. (2020), the term "grid" describes the efforts students make when attempting to acquire a second language. Additionally, psychological requirements and processes are crucial in SLA (Ryan et al., 2000). According to Gomleksiz's research from 2001, economic, socio-cultural, and cognitive factors, all have an impact on learners' SLA progress. Other relevant criteria include motivation and age. Learning a second language is easier for students who have successfully learned their first language, and the educational context and cognitive development both have an impact on SLA. Motivation is one of these characteristics that are vital to SLA, with highly driven students showing greater success.

In a similar vein, Khasinah's (2014) research supports the notion that the SLA process is significantly influenced by motivation, inclination, age, intellectual prowess, self-awareness, personality, and attitude towards SLA. The elemental stage, consolidation stage, conscious expression stage, and motivation stage are among Gardner's (2007) stages of SLA. All phases of SLA are impacted by two types of motivation: classroom-based and motivation based on language acquisition. These motivational styles are strongly correlated with cultural and educational situations. The experimental investigation by Kramsch and Whiteside (2007) highlights the fact that knowledge is a social phenomenon and that SLA is largely a social activity.

According to Keller et al. (2013), shyness serves as a roadblock to SLA, impairing the procedure. Gardner (2000) examined how individual differences affect SLA and found that confidence is a key and predominant characteristic. Sharp's research from 2009, in contrast, looks into the link between SLA and a dignified personality. Additionally, there is a complex relationship between SLA, IQ, and academic accomplishment; however, this study casts doubt on it by showing that intellectual ability declines after secondary school due to personality characteristics. According to Tang's study (2019), which considers lexical, verbal and nonverbal communication, cognition, mental processes, and prior linguistic

knowledge, diverse cultures have a direct impact on SLA. Since culture generally develops over time, a variety of factors influence how well someone understands the culture that is relevant to them. Overall, the research study emphasises the intricate interactions between personality, motivation, cultural influences, and different SLA elements. It is crucial to know these elements in order to fully appreciate the complexities of second language acquisition and how it relates to personality development.

Existing research on the relationship between personality development and second language acquisition (SLA) suggests a significant knowledge gap in this area. Previous research (Specht et al., 2014; Specht, 2017; Adwani & Shrivastava, 2017; Gomleksiz, 2001; Khasinah, 2014) acknowledged the possibility of personality transformation and identified a number of elements impacting SLA. The cultural elements that affect SLA, however, have received relatively little research (Tang, 2019). On the other hand, motivation has been shown to have a substantial impact on SLA (Gardner, 2007; Khasinah, 2014), and SLA itself is seen to be a social phenomenon (Kramsch & Whiteside, 2007). Individual characteristics and psychological processes have been found to have an impact on SLA outcomes, whereas shyness has also been recognised as a negative component of SLA (Keller et al., 2013). It has also been investigated how the "grid" functions in SLA (Teimouri et al., 2020). However, the relationship between personality development and SLA has received relatively little attention (Sharp, 2009), indicating a need for additional study in this area.

The purpose of the current study, which fills a significant research gap, is to investigate the connection between personality development and second language acquisition. The numerous dimensions of this interaction are taken into account in this study, which goes beyond a unidimensional approach. It also clarifies how different cultural influences affect the process of learning a second language. The study also examines how SLA affects teenagers' development of extroverted personality traits. The results of this study could be useful in the disciplines of personality development, a socio-cognitive theory proposed by Albert Bandura, and second language learning.

Methodology

In-depth interviews with a portion of the sample were conducted as part of the study's qualitative

component. Based on their comments during the study's qualitative phase, the participants were chosen. To investigate the perspectives, experiences, and perceptions of the participants in relation to the research issue, semi-structured interviews were conducted. The sample consisted of 15 adolescents, ranging in age from 15 to 19 years. A varied group of participants was ensured by the use of convenient selection criteria and purposeful sampling approaches. Based on data saturation, the sample size was chosen to ensure that there was sufficient data for a thorough knowledge of the subject.

Before starting the interviews, we got the subjects' verbal and written informed consent. To elicit the opinions and assessments of the participants, a series of questions were asked. Following Strauss' method, the responses from the interviews were coded using open coding (line by line). Using Albert Bandura's Socio-Cognitive theory (1986) as a framework, factors were derived from the coded responses and done through factor analysis. The interviews were performed in the participants' first language (L1), but the results were then translated into the participants' second language (L2) to ensure intelligibility.

A structured questionnaire was used to collect data for the study's quantitative component. The Big Five Inventory and other well-known tests were used to evaluate personality development. A self-made questionnaire was also used to collect data on demographics and previous language learning experiences. 300 teenagers between the ages of 15 and 19 were chosen at random to make up the sample for the quantitative phase. The sample included male and female individuals from private and public educational institutions.

Analysis and Discussion

According to the Social-Cognitive Theory of 1986, social factors are extremely important for teenagers' second language acquisition (SLA). This theory places a strong emphasis on how the environment affects behaviour as well as the value of learning through observation. Social factors like social conventions, attitudes, and expectations can significantly affect language learning in the setting of SLA.

A potent method for incorporating social aspects into one's personality development is to observe and mimic social behaviours connected to language learning. Teenagers could base their language use on

the social behaviours they see around them. Social factors give language use settings and models, which in turn affect language learning.

There are several ways to see how social influences affect SLA. Teenagers, for instance, could be driven to study a second language by social pressure or the desire to fit in with a specific group of friends. Language acquisition outcomes can be influenced by social interactions and communication with individuals in the target language. Additionally, since language is closely linked to cultural practises and norms, cultural elements present in social contexts may have an impact on language learning and usage.

The Socio-Cognitive hypothesis is fundamentally based on observational learning. This idea says that students actively monitor and internalise the actions of the role models in their lives, who may be their parents, teachers, peers, or other significant individuals in their social milieu. Social interactions and exposure to idealised behaviours help this process of observational learning.

When people view their role models as credible and competent in the behaviours they are observing, they are more likely to engage in observational learning. Learners can discover useful information and insights on how to carry out specific actions or jobs by watching others. Based on what they have observed, they may replicate or model their own behaviour, and this learning process can significantly affect how they develop and pick up new abilities.

Observational learning is important when it comes to learning a language. The language use, pronunciation, intonation, and other linguistic features of their role models can be observed and imitated by learners. Learners can internalise and incorporate these language behaviours into their own language production by watching fluent speakers or other people who are proficient in the target language.

Many participants frequently acknowledge and value the significance of observational learning as a key component of the Socio-Cognitive theory. There is widespread agreement that role models and other social figures have an impact on students' behaviour and academic performance.

Participant 1 highlights the influence of observational learning in their language acquisition process. They recall instances from their childhood where they learned certain words and phrases, including inappropriate language, from their friends.

This observation-led learning had consequences as their teacher informed their parents about it. Additionally, during their teenage years, the participant's peers noticed that their speech resembled that of a friend, indicating the impact of modelling on their language development. The participant concludes that these experiences demonstrate that a substantial portion of language learning occurs through observation and imitation.

"When I was a child I use to follow the words which I learn from others, I can recall that I learnt abuse when I was 14 years old from my friends in school and my teacher call my parents for the said reason. Then at around 16 years of age, I remember that my peers observed that I use to speak like one of my friends but I was unaware of it. Hence, these events exposed that most of the language is learned. Learning through modelling".

Participant 2 affirms the significant role of social factors in second language acquisition (SLA). They acknowledge that acquiring a second language is inherently social, as it involves interactions with individuals who speak the target language. This response supports the understanding that social interactions, exposure to native speakers, and modelling behaviours contribute to the process of acquiring a second language.

Yes, social factors play a significant role in second language acquisition (SLA). The process of acquiring a second language is inherently social and involves interactions with others who speak the target language".

The participant emphasizes the significance of communication with other students in the process of language learning. They base their opinion on the extensive time they spend in college, approximately 8 hours, surrounded by their classmates. With a class size of 123 students, the participant recognizes the diverse cultural and contextual backgrounds of their peers, with many belonging to Punjabi and Pashtoon cultures. They highlight that the diversity of educational and social backgrounds among their classmates is beneficial for second language learning. The participant's statement reflects an understanding of the social aspect of language learning. They acknowledge that interactions with peers provide valuable opportunities for language practice and exposure to different linguistic and cultural perspectives. The participant recognizes the potential influence of their peers' language use and cultural backgrounds on their own language learning journey.

In my opinion communication with other students is a very important aspect of language learning. I can say this because we spend almost 8 hours in college with our class fellows. I have 123 students in my class and all students belong to different contexts and cultures. Many of them are Punjabi and Pashtoon. Most of them are from different educational and social backgrounds which is also helpful in second language learning. Hence, I can say that language learning is influenced by peers as well".

The aforementioned response aligns with the perspective of the Socio-Cognitive theory, specifically focusing on the influence of "language input and conversation factors." This viewpoint highlights the significant role of social interactions in the process of second language acquisition. Engaging in conversations with native speakers offers learners valuable opportunities to enhance their understanding of the second language (L2). Such interactions facilitate comprehension across multiple domains, including vocabulary acquisition, pronunciation, and social understanding.

The interviewee expresses the belief that feedback is crucial in language learning. They share personal experiences from childhood, highlighting how positive feedback and appreciation from their parents and teachers motivated them to improve their language skills. They specifically mention receiving a bar of chocolate as a reward for using good words and gaining an appreciation for their debating skills. The interviewee attributes their development of graceful vocabulary to the positive reinforcement they received from various individuals in their social circle, including parents, mentors, elders, siblings, peers, and other family members. This exemplifies the influence of social support and feedback in their language learning journey.

The interviewee's perspective aligns with the principles of the Socio-Cognitive theory, which emphasizes the importance of social factors, including feedback, in language development. According to the theory, positive reinforcement and encouragement from others play a significant role in enhancing learners' language skills and self-efficacy. The interviewee's experiences demonstrate how the feedback received from different individuals acted as an amplifier, motivating them to continue improving their language abilities. In his words:

"In my point of view, feedback is very essential in learning a language. In my childhood whenever I used good words my parents appreciated me with a bar of

chocolate. I am a good debater, I won many prizes at the district level. I remember that I started working on the use of graceful vocabulary when I got appreciation from my teacher and utilized that wording in my first debate. Appreciation from parents, mentors, elders, siblings, peers and other members of the family plays a role of amplifier in my language learning."

The participant holds the perspective that society plays a fundamental role in shaping various aspects of an individual's personality, particularly in relation to language learning. They highlight the influence of society on language acquisition, emphasizing that individuals acquire their language skills from the broader social environment. The participant provides an example by noting that their parents learned the Urdu language from society, while their grandparents were native Punjabi language speakers. This suggests that language acquisition is influenced by the linguistic practices and norms present within a particular society.

The participant's perspective highlights the importance of social elements in language acquisition. Their viewpoint holds that exposure to the language spoken by the community helps with language learning and that society itself is the main source of language acquisition. The participant's assertion that "we learn everything from society" suggests that social environments have a wide range of effects on people, including language abilities.

The social and cultural context in which language is taught and utilised is emphasised by sociolinguistic theories, which are in line with this analysis. Language learning experiences vary greatly from person to person and are strongly influenced by societal norms, practises, and linguistic conventions. The fact that the participant acknowledged how society affected language learning emphasises the significance of taking into account the larger social environment in language education and emphasises the idea that language acquisition is a social activity.

"We learn language from society. Our parents learnt the Urdu language from society whereas our grandparents were Punjabi language speakers. I think we learn everything from society".

One of the respondents admits that society plays a significant role in affecting a person's language acquisition process. They emphasise that society is made up of various people, cultures, values, and customs, all of which together contribute to a community's rich linguistic diversity. The respondent's viewpoint is in line with the Socio-Cognitive theory's

assertion that language learning communities are essential for promoting second language acquisition. The respondent's perspective supports the notion that learners have plenty of opportunities to interact with many languages when they are exposed to a linguistically diverse environment within a culture. They contend that this exposure acts as a helpful stimulant for the learning of a second language, allowing people to pick up new words and adapt to the numerous languages that are available in their social environments.

The importance of the sociocultural context in language learning is highlighted by this analysis. The importance of community and social connections in supporting language development is highlighted by the respondent's acknowledgement of society as a significant influence. A society's varied linguistic environment gives its citizens wider exposure to many tongues, which improves language learners' experiences. In his words:

"According to me, society is an important factor that affects an individual's language learning. As society is comprised of various individuals, and cultures So, we can say that society is significant means of a variety of languages, cultures, values and rituals. It aids in learning".

The respondent highlights the significant role of culture within the framework of the Socio-Cognitive theory. They recognize that culture has a profound influence on the process of second language acquisition, as language and culture are closely intertwined and mutually reinforcing. The respondent suggests that cultural factors shape the progress of second language learning by providing a contextual understanding of how language is used within a specific cultural framework.

The respondent's personal experience as someone belonging to a Punjabi background exemplifies the impact of culture on language learning. They mention that in their culture, active participation in discussions is mandatory for everyone. Despite initially being less talkative as a child, they learned that engaging in everyday conversations is necessary to fulfil the demands of their community and cultural background. This implies that cultural norms and expectations play a crucial role in motivating individuals to learn and use their native language effectively.

The respondent's perspective aligns with the Socio-Cognitive theory's emphasis on the interplay between language and culture. They acknowledge

that communication with native speakers allows learners to gain insights into the cultural perspectives embedded in the language. This comprehensive understanding of cultural norms and practices enables learners to effectively utilize the language in real-life contexts. In his words:

"I belong to a Punjabi background, in my culture participation in discussion is mandatory for everyone. When I was a child I was not talkative enough but as per my culture, I learnt that everyday talk is necessary. To meet the demand of my community it was necessary for me to learn my language".

The interviewee highlights the significant role of social identity within the context of the Socio-Cognitive theory. They recognize that language and identity are closely intertwined and influence each other. According to the respondent, social elements like speech patterns and cultural customs have an effect on how well people learn second languages. These elements have a significant impact on motivation and success.

The interviewee places a strong emphasis on how one's original language affects the process of learning a second language. They contend that exposure to their mother tongue through a variety of media, including plays, films, and the news, has a significant influence on their language-learning process. They also describe how their native language has an impact on their daily communication in the second language (L2), which raises the possibility that this could have an impact on how well they learn the L2.

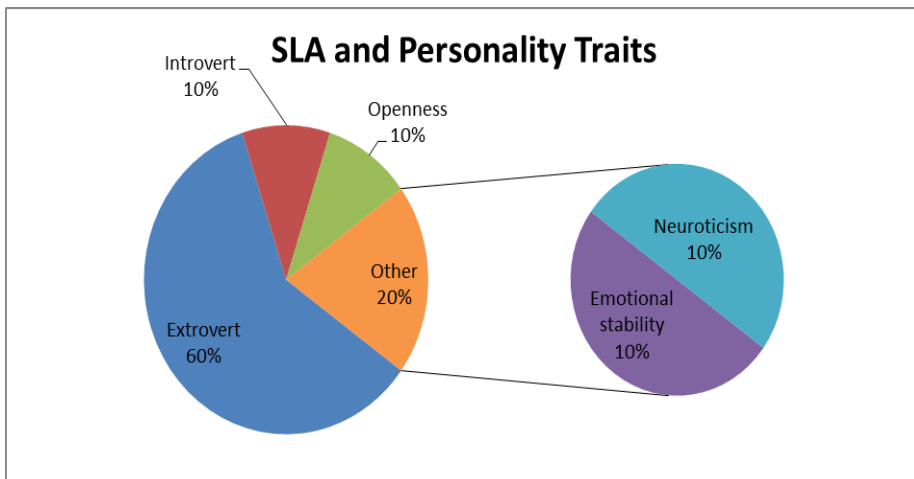
The opinion of the respondent is consistent with the Socio-Cognitive theory, which places a strong focus on the contribution of social variables and social identity to second language acquisition. They understand how the native language affects the learning process and results of picking up a second language. By acknowledging the impact of daily communication in the second language, they imply that individuals' linguistic backgrounds and social identities play a significant role in their language learning experiences.

"I think that native language leaves a great impact on the process of second language acquisition because we mostly listen to our native language in the form of movies, plays and news. Daily we communicate in L2 that's why I think it affects SLA's process"

Consequently, social factors have a significant impact on the development of second language acquisition (SLA). They create a supportive and immersive social environment that encourages meaningful communication in the second language (L2).

Descriptive and inferential statistics were used to analyze the quantitative data. The frequency check results indicate that the ratio of extroverts was higher compared to introverts and other types of personalities. The correlation analysis (as presented in Table 1) shows a positive correlation between Extroversion personality and second language acquisition (SLA) with a correlation coefficient of 0.411, which is statistically significant at the 0.01 level.

Graph 1



Correlation Analysis and Discuss

Table I

Correlation analysis between Extroversion personality and second language acquisition

Variable	N	Mean	Standard Deviation	1	2
Extroversion	300	110.54	16.640	1	
SLA	300	79.725	10.620	.411**	1

Note. **Significance level at 0.01.

Table I presents the correlation analysis between Extroversion personality and second language acquisition (SLA). The sample size for both variables is 300. The mean score for Extroversion is 110.54 with a standard deviation of 16.640, while the mean score for SLA is 79.725 with a standard deviation of 10.620. Extroversion and SLA have a positive link, as seen by their correlation coefficient of .411, which is positive. The correlation coefficient is supposedly statistically significant at the 0.01 level, according to the significance level, denoted by the **. The somewhat positive correlation coefficient of .411 between the extroversion personality trait and second language learning shows a link between the two. As a result, those with higher levels of extroversion typically score higher on the SLA than do people with lower levels of extroversion. The statistically significant association shows that a chance of occurrence of the observed relationship between extroversion and SLA is unlikely. It's crucial to remember that a connection does not necessarily indicate a cause and effect. Thus, it cannot be said that extroversion inevitably results in improved performance in SLA.

These results provide credence to the idea that extroverted personalities may display particular qualities or behaviours that aid in language learning and acquisition. Extroverts, for instance, have a tendency to be more talkative, friendly, and at ease in social situations, which may give them more possibilities for exposure to and practice with other languages. It is important to note that other elements that were not taken into account in this analysis, such as prior language learning experience, motivation, and learning methodologies, may potentially have an impact on the association between extroversion and SLA. This putative mediating or moderating variables need to be studied further.

Conclusion

In conclusion, the purpose of this study was to examine the complex interaction between adolescent second language acquisition (SLA) and personality development. The results show the type and degree of the relationship between these two areas. This study differs from earlier ones in that it fills a critical gap in the literature by examining the numerous ways that SLA affects personality development. The discovery and investigation of social elements that influence the process of second language learning is one of the study's major accomplishments. It gives information about the ways in which people from various social structures participate in SLA and how these social elements affect the learning process. This study also gives information on how SLA affects adolescents' development of extroverted personality traits. Future specialists in the subject will benefit from the consequences of this work. It provides a platform for looking into the complex interaction between SLA and personality growth. Researchers can delve into the long-term impacts of SLA on people's personal development and self-concept as well as the particular pathways by which SLA affects personality features. Longitudinal studies that track the course of personality development in connection to SLA across time may be one of the future directions for this field of study. Qualitative research can also shed more light on the impact that SLA has on people's social connections and self-perception as well as their subjective experiences of it. Overall, this research advances our knowledge of the intricate connection between SLA and personality development and lays the groundwork for further studies in this vital field of study.

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