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ideas. We ought to give our students some patience and some guidance to help them understand and rehabilitate themselves.

- It's incorrect to fix mistakes without giving a clear response to student mistakes.

Some of the positives we have used in our diary are:

1. We have the ability to educate and learn from one another.
2. We have the ability to benefit from each other
3. It encourages further sharing of previous information and learning.
4. Enhances communication and cognitive knowledge.
5. Tools to learn, assess and teach are intensified and extended.
6. The quality and productivity of group teaching contributes well into the happiness of teaching by the teacher.
7. The varied identities of students have given an ability to learn and express multiple views and fresh viewpoints.
8. Training with students with diverse backgrounds and abilities will train them for potential classroom experience and diversity.
9. The module seems to be more attractive, encouraging and enjoyable for all.
10. It also offers opportunities to adopt a more radical approach as well as establish a common viewpoint.
11. By forming cooperatives and learning skills, we become active instead of inactive learners.

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well as conversations and exchange of opinions have played a key role in increasing our simplicity of the Concept. We believe that collaboration was the core of creating and improving our experience. It would be more effective, though, if any presentations were created by each group. We assume that practicing in the classroom on workshops and some other appraisal will still produce measurable outcomes, like the usage of different ways of interaction, and may, in effect, improve more effective and responsive abilities.

5. Suggestions and recommendations

We ought to understand any of the constructive input requirements in the education phase in comparison to the ones we have learned in the whole class. They are as follows:

Before planning certain strategies, we'll discuss between the context regarding participant language usage and the mistakes. As we have told students at university stage, it should use formulations, for example, which can be very efficient, because the majority of students are adults but many of them have professional levels of language learning.

- For instance, we will learn our working practices if you ask a colleague to monitor us when we are concentrating on a particular feedback technique, or if it is used certain technical stuff, including an audio record, to capture some of the lessons that the students reflect on later.
- We should seek to use multiple input methods because one single approach can not match all students. As we have shown, IDs are an essential aspect of the SLL phase. Thus, learners can vary in their input correction because one approach can be best adapted to the learning needs of some learners, but does not match others. The implementation of a multitude of input strategies therefore improves the possibility of responding to the multiple needs.
- We should often concentrate on the self-correctness of students as students will rectify themselves faster than we predict. Many teachers may help speed up to fix their errors before allowing students adequate time to consider and analyze their

improved as students avoid any challenges they may fear, such as having to stand facing their peers, learning their language as well as skills, answering questions of their peers and training themselves for conferences, etc. It will boost the self-confidence of students.

Besides the above optimistic things, we will be introducing several new features, which will improve the self-confidence of the students. If we have any emotional and cognitive difficulties that can impede their learning, we can discuss students. For example, a role-playing game will help them feel confident communicating in an L2 and enjoyable learning. By emphasizing the working environment, we should seek to take note of those behind other learners. Students that require a different tutorial class in view of their grade, which ensures that we must also have the capacity to assess their abilities and discuss their shortcomings. For example, in a lecture we will speak about the most significant personal learning issues. Gradually the seeds of self-confident should be introduced.

4.3 Group work:

Though group learning was limited, it was of great help in improving our brainpower and abilities to produce measurable outcomes. In our viewpoint, teamwork is an environment in which diverse concepts brought forward by various students are exchanged in a common vision of producing successful outcomes.

One of the main advantages is that it gives students (as well as teachers) advice about how to manage classes, when the cycle goes bad, and how to do it. Acting in pairs in the workshop brought us more imagination and more creativity and performance. It offered us the ability to improve and gain experience like interpersonal skills (hearing, communicating, competence), to check and demonstrate our opinions and projects, to better recognize our own shortcomings and strengths like creating massive plans, but without established practices. When ideas are brought together, they must be addressed from both expertise perspectives to assess their advantages and disadvantages before presenting these as an statement. For example, as we were organized into groups to analyze the Krashen model, a number of proposals were suggested and given us with significant advantages, like improved productivity and performance. In addition, other talents have been extended to realistic practices, as

4. Conclusion

In addition, it has shown that most learners can vary with a variety of degrees or scales, based on the concept of personality traits as well as other indicators. To recognize these differences by including the impact of personality, one can conclude and define the similarity in SLA or EFL among students and what makes them similar too.

Three topics are of considerable significance to us are as follow:

4.1 Corrective Feedback

The feedback from the teacher is one of the significant things we have highlighted. Various methods were used for directly or indirectly correcting student errors. Therefore, it is concluded that feedback approaches used in this framework increased learning for students, allowing them less reluctant to take part, speak or exchange ideas etc.

4.2 Self-Confidence

It is also a big issue, which has been illustrated in the learning section. This is a concept that is used in the classrooms by several different ways. It provides strength and inspiration for students to be optimistic regarding their study, to love their learning and to have meaningful touch. In one of the lessons, for example, the teacher used soothing music and calming techniques in order to reduce stresses in the learners that also improved their self-confidence not just through the learning phase and decreases the discomfort, but also to focus extensively about some new concepts. This builds an acceptable environment, motivating students to succeed and to do their utmost. A further illustration is appreciation for the thoughts of students as they express their ideas with their teacher or clients. Honestly, they have never encountered statements such as "you're wrong, your thoughts are useless, etc. . ." Instead, both the concepts and observations have shared regard. These strategies have, we believe, undeniably increased our trust as learners who are highly inspired to engage and participate. Nevertheless, there is an important element that is absent in the completely teaching practice section. By planning such instructional activities that will be component of the module framework, self-confidence can be

they heard during pauses. Finally the researcher re- read the passage at a normal speed and told the students to check their writing. The researcher told the students where to punctuate.

The following table distributes the dictation errors

Table3. Sample Distribution According to the Dictation errors

Participants	Types of Dictation errors			
Gender	Grammar	Comprehension	Spelling	percent
Female	5	4	5	46%
Male	5	4	4	43%
Total	10	8	9	90%

The table3 above shows that the participants make a lot of errors during the test.in grammatical errors for instance, they don't change the final (-y) into (i) when they add the inflectional suffixes such as (familys) instead of families. In comprehension errors for example, they write (no) instead of (know),(must) instead of (most) and (throw) instead of (through). In spelling errors for example, the omission of double consonants like (inteligent) instead of (intelligent), the dropping final (e) like (hous) instead of (house) and deletion of non-pronounce consonant letter such as (goverment) (government).

The researcher find out the only three participants didn't make any mistake during the tests. They are two male and one female live in the main city in Najaf.one of the two participants is from an educated high class family he used to speak and write in English language during the chatting with his foreign friends. The other is admiring of speaking English language and he always listens to the BBC radio and watching American action films. The female is a daughter of foreigner's mother used to travel abroad during the holidays. So these psychological factors give the students the confidence of knowledge that encourages them to speak fluently and acquire the other language easily. While the rest of the participants they acquired their English language from their teachers who are non-native English speaker and also they might not pronounce the words correctly or they didn't correct the mistakes to their students.

Table1. Sample Distribution According to Gender

Gender	Number of participants	Age	percent
Female	15	20years old	50%
Male	15	20years old	50%
Total	30	20years old	100%

Reading test takes 2hours daily for three days. In this test, the participant reads the selected passage loudly and the researcher examines the performance, the fluency and records the errors for each one. The researcher discovers that there are some errors appear during the reading test. Some of them are phonological errors and others are orthographic errors or mixed errors.

Phonological errors occur when the responses shared phonology with the target words that are similar to the target letters of the words. For instance; fell is pronounced as fill, pay as bay, huge as hug, and strong as sitrong.

The following table distributes the phonological errors.

Table2. Sample Distribution According to the phonological errors:

Participants	Types of phonological errors			
Gender	Substitutions	Insertions	Omissions	Percent
Female	3	4	2	30%
Male	2	3	2	23%
Total	5	7	4	53%

The table2 above shows that some participants pronounced /p/ as /b/ and vice versa. For instance **P**iece is read as /**b**iece/, **b**ears is read as /**p**ears /, nice is read as /ni:s/. Arabic language doesn't have consonant clusters therefore some students insert vowel /i/ or /e/ into English word that has consonant cluster such as England is read as /ingiland / strong is read as /sitrong/. others omit letters such as **frightened** is read as /frighten/.

Dictation test takes fifteen minutes, in this test the researcher reads the selected passage three times. In the first reading he reads the passage at a normal speed while students listen. In the second time the researcher reads the passage slowly in small groups of words, without any repetition and asked the students to write what

That is also expressed in their ability to interact and share their thoughts. It would potentially influence their SLA and strengthen it. What it should mean here is that educators are mindful of their learners' self-esteem and that self-esteem, in addition to academic success of them, can influence their feelings and emotional statements. Teachers should build a suitable environment inside a class that encourages student interest.

3. EFL in Iraq:

The program of learning English in Iraqi educational system starts from the primary school level until the high school level. For elementary schools, courses are taught oral, but in secondary, preliminary or high schools, learners learn how to read, write, as well as the fundamental rules of speech. Learners were often reading longer and more challenging chapters, including particular tales including novels.

Iraqi English staff are normally English non-native speakers; therefore; they might find it difficult to create their course plans since they lack experience and education with their students, depending on their age, in applying different learning approaches.

The present study centres its attention on testing the ability of reading and dictation to the students of the first classes, English department, college of education, Islamic university in Najaf. The study focuses on gender, background, cultural, and the personality of the participants.

3.1 Data Analysis

The study produces the difficulties that faced the Iraqi learners of EFL in high school levels and the effect of individual diversity. The thirty participants of 20 age are (15 male and 15 female) students in 1st class of English department, college of Education, Islamic university in Najaf. Two criteria: reading and dictation, for which the data is acquired. The researchers pick and evaluate these criteria items carefully.

extrovert understands the environment more through communication with others and mutual interaction than by observing himself. Whereas an introvert is "a person who is more interested in thought and feeling, than in things outside him and is often shy and unwilling to speak with others or participate in activities" (ibid.). Extraverses are strongly relational, working well with others, and engage in discussions from certain involvement of classroom education. Mostly they speak simply to fill up their silence, invest further time with each other than book reading, trying to happily do lots of different things for the outside world; hence, their access to the targets L2, make SLL simpler. In the other side, introverts like time isolated, have no contacts, do not speak frequently and enjoy isolated behaviors. When asked to react, communicate and restrict access to L2, they want to consider and analyze thoughts themselves and feel unproductive. Nevertheless (Gass and Selinker; 2008: 433) said that the effects each one of extroversion and of introversion may have been quite contradictory, like an introvert would best be seen at class. Extroversion as well as introversion may both contribute to performance in various forms in SLL.

2.5 Self-esteem

Students claim a certain degree of control and self-esteem that their actions achieve. Self-esteem is a sense of identity-esteem and an optimistic or pessimistic assessment of personality-knowledge (MacIntyre et al., 1999:216). Thus, in reaction to knowledge, the person establishes his / her sense of self-esteem. The literature has established three types: "global self-esteem, situational self-esteem and task self-esteem" (Brown, 2000:145). Brown stated, in general the global SLL should be applied to, situationally, while the self-evaluation may be used in particular contexts such as employment, school, etc. In conjunction with the SLL, the teaching process, for example, may influence the teacher's or their colleagues' negative feedback. groups with low self-esteem may avoid factors make them feel vulnerable, feel as they have little meaningful contribution, that they don't want to share their own thoughts and that they don't even drop out of class with L2, to interact. On the other side, environmental issues will not affect strong self-esteem learners. They fully believe they will help affectively and people can value them.

Moreover, study by (Guiora;1972, as quoted in Ellis, 2008: 672-673) indicated that learners with strong empathy should be stronger listeners when it comes to pronunciation. However, only the development of conversational skills was the indicator of empathy investigated; no proof existed of scholarly or literary expertise (Spada & Lightbown, 2006:62). However, there is no satisfactory indicator with the consistency for empathy furthermore "the ability to put oneself in someone else's shoes" (Raymond; 1982; 47).

2.3 Inhibition and Risk-taking

Inhibition might have adverse consequences on SLL, as it prohibits taking risks, which are considered a significant factor for linguistic learning (Brown 2000: 147-149). L2 is more readily taught by learners with short constraints, favor transparency and receptive of confusion. Learners must commit errors in order to understand the intended language. By creating issues, students check their language skills. Learners do not develop communicative abilities if they remain quiet because they are confident that their response is right. One finds that children are more self-conscious than adults with a foreign dialect or expression are more easily (Lightbown & Spada 2006: 61).

Learners can always consent to depend on others, so that weaknesses should be disclosed. Interaction requires (Brown; 2001: 166) that student's disadvantage: declining to generate the appropriate meaning or struggling to understand, laugh at or refute the intended expression. The creation of L2 in the EFL classroom is a key immersive method for risk taking. Therefore, as students communicate with their instructors or peers, they will study foreign languages without difficulties. In comparison, (Brown; 2000: 150) claimed that SLL should be beneficial in taking large risks. Research shows that teachers may play an significant role in addressing the resistance and barriers of learning by concentrating on the abilities of learners rather than deficiencies.

2.4 Extroversion and Introversion

The importance of extroversion, introvertness, or failure in SLL, for students' success was discussed by Zhang (2008:58). Extrovert is therefore someone who is more involved than in his own feelings and reactions about what is happening around him. This implies the

know. Hence, they must consider a collection of personality traits, which define the language participant, as well as to understand the way to contribute to SLA. Such aspects are the inward dimension of affectivity in a learner who will help for making SLL a success. Brown described the following personality indicators (2000: 142-154):

1. Anxiety
2. Empathy
3. Inhibition and risk-taking
4. Extroversion and introversion
5. Self-esteem

A summary and essential review will be given for all.

2.1 Anxiety

Anxiety is defined as the condition of mind, which is linked to fear, self-doubting, distress or nervousness (Lightbown & Spada; 2006: 61). Two types of anxiety among learners exist: 1st type is "trait anxiety," a particular tendency to anxiety, 2nd type is "state anxiety" experienced in a certain circumstance (Brawn, 2000: 151). Brown also recognized that SLA processes could be impeded by anxiety testing, communication and fear of negative social assessment. Nevertheless, we ought to differentiate across anxiety that is "facilitative" as well as "debilitative". Although anxiety can also has a negative (debilitative) impact on SLL output, it can also be a beneficial (facilitative) element. A little nerous stress can aid in a productive SLL cycle (Brawn, 2000; 151; Lightbown & Spada, 2006; 61-62). We also felt this sort of anxiety personally while meeting multiple problems and activities beyond equilibrium; they may motivate us to focus toward them. Too much anxiety could inhibit the SLL process and impede it.

2.2 Empathy

Empathy is a crucial predictor in its effect on SLL conversational abilities. Brown (2000: 152-154) identified "empathy" as being prepared and capable of personality-identification. He said that the empathetic learner like the other speakers of the L2 might well be capable of comprehending more efficiently. The learner therefore recognizes the efforts of others as an intake for language learning.

2. Personality (Character)

Research has demonstrated that the effectiveness of SLL was attributed to two main influences: cognitive with affective variables like that of personality, inspiration, demographic indicators (Ehraman & Oxford, 1995:67). Personality traits also play a large part in the performance of SLL, as some of the learner's personality features may impede and may enhance SLL.

On Pervin & John (Dörnyei, 2005:11) defined Personality traits as "those characteristics of a person that account for consistent patterns of feeling, thinking and behaving" They reflect the students' persistent and enduring characteristics that differentiate them from other individuals and provide the foundation for their potential behaviour.

Some researchers have used the concept "personality" synonymously. nt e Dörnyei (2005: 11), for example, claimed that some authors used the concepts "temperament and mood," whereby he proposed which temperament and personality are dual realms combining, while mood relates to shifting phases and incredibly unpredictable emotions, whereas personality has consistent and secure characteristics. In fact, Gass and Selinker (2008:432) show a long history of psychology of personality research.

The personality dimension is perceived to be an significant feature of IDs for learners, as they are typically measured according to the personality. In many of the articles, a element of personality was used (such as: Skhan, 1989;4; Lightbown & Spada 2006;60; Ellis., 2008;672). A distinct pattern of characteristics is defined for learners and more productive language acquirers choose different approaches that are suitable for their personalities (Oxford and Nyikos, 1989; 291). In fact, Oxford (1994) insists that the estimation of personality as the SLL indicator is generally justified. However (Lightbown and Spada; 2006:60) suggested that in empirical research certain personality traits are not simple to identify. For example, an extroverted individual is stated to become well fitted for SLL; however many experiments have also shown that even good language speakers may not produce great outcomes on extroversion steps.

Learners across specific personality traits are able to perceive and react to various instances and make a difference in how they

1. Introduction

English is a global language for communication; therefore; it is necessary to be known by educated person. In Iraq, English is a foreign language taught from primary school to university as a lesson. It is seen that education depends on three elements; teachers, curriculum and learners. According to the experience of teaching English in Iraq, It is possible to see that some students learn English slightly quicker than others do. Personality and variations of individuals seem to play a significant part in studying English as a second or a foreign language.

1.1 Individual differences in second language learning

Among the main objectives of second language education is to explore if the "personal differences" of students have the effects of the quality of learning or education, and questioning on if any of them have greater interest in learning L2 than others (Gass & Selinker; 2008:395).

Dörnyei (2005: 2) notes that IDs in men and women (adults) have become "the most consistent predictors of L2 success in learning; no other SLA-researched phenomena have come near the same level of impact." IDs were then first defined in a wider context as all personal characteristics, which mean, "a human being is a specific, distinct person" (Dörnyei; 2009:181). Nevertheless, Dörnyei (2005; 4, 2009; 181) described IDs as "dimensions of enduring personal characteristics, assumed to apply to everybody and to which people are different by degree," so they can narrow whether constitutes as learner differences. It is also commonly believed that SLA has personal and general triggers. This involve different forms in which cognitive variables (for instance, language capability, strategic usage, cognitive abilities) and affective value are used to control the mental knowledge. For instance, they involve inspiration, anxiety and self-confidence, so learners may differentiate across a variety of measures relevant to the personalities. Example. extroversion, introversion, regulation locus, research types & strategies, demographic variables (e.g. gender, age) and many other variables that may be of a great influence on SLL achievement (Ellis, 2008; 643-648; Breen, 2001; 12-13; Lightbown & Spada, 2006; 54, Dörnyei, 2009; 182; Gardner et al., 1997).

Abstract:-

This study is mainly concerned with learner's personality and individual diversity influence on acquiring EFL in Iraq. It also includes the concept of "individual differences" for the acquisition of English as second or international language "henceforth: IDs". This also addresses the personality dimension as one of the most influential factors that is expected to affect the progress or inability of individuals to master a target language. The last portion would be a brief article on three separate class issues and recommendations.

Key words: Individual diversities, Personality, Empathy, English language, foreign language, psychological study.

الخلاصة:

تهتم هذه الدراسة بشكل أساسي بشخصية المتعلم وتأثير الفروقات الفردية على اكتساب اللغة الإنجليزية كلغة أجنبية في العراق. وتتضمن أيضاً مفهوم "المهارات الفردية" لاكتساب اللغة الإنجليزية كلغة ثانية أو دولية وتدرس أيضاً الشخصية باعتبارها أحد أكثر العوامل المؤثرة والتي من المتوقع أن تؤثر على قدرة أو عدم قدرة الفرد على إتقان لغة ثانية.

اللغة الإنجليزية هي لغة عالمية للتواصل العلمي والمعرفي. وبالتالي؛ من الضروري أن يعرف الشخص المتعلم في العراق اللغة الإنجليزية لتمكنه من التواصل ومعرفة العلوم وتطورها في العالم. ومن خلال التعليم، من الممكن أن نرى أن بعض الطلاب يتعلمون اللغة الإنجليزية بشكل أسرع قليلاً من الآخرين. يبدو أن شخصية الطلاب ومهاراتهم الفردية ورغبتهم في التعلم يلعبون دوراً مهماً في اكتساب اللغة الانكليزية كلغة ثانية او اجنبية.

الكلمات المفتاحية: شخصية المتعلم، الفروقات الفردية، اللغة الإنجليزية، اللغة الأجنبية، التعاطف، دراسة نفسية.

Learner's personality and individual diversity influence on acquiring EFL in Iraq: A psychological study

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شخصية المتعلم والفروقات الفردية تؤثر على اكتساب اللغة الإنجليزية

كلغة أجنبية في العراق - دراسة نفسية

المدرس

توفيق عبد الأمير هاشم الغزالي

الجامعة الإسلامية في النجف الاشرف