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THE IMPACT OF PERSONALITY ON SECOND LANGUAGE ACQUISITION: INSIGHTS FROM A VISUALLY-IMPAIRED STUDENT

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abstract

The success of second language acquisition (SLA) is influenced by both external and internal factors, with internal factors comprising individual differences (IDs) among learners. Among these IDs, personality has increasingly been recognized as a significant determinant in SLA success. This study investigates the impact of personality on SLA of a visually-impaired student learning English. Employing a case study method, the research focuses on a fifth-grade student with congenital visual impairment. Data were collected through observation, documentation, and interviews to provide an in-depth analysis of the participant's personality in relation to SLA outcomes. The findings reveal that three personality traits—openness to experience, neuroticism-emotional stability, and extraversion-introversion—exert direct influences on the learner's SLA. Additionally, two traits, conscientiousness and agreeableness, have indirect impacts. This study aims to offer a comprehensive understanding of the interplay between personality traits and SLA among visually impaired learners, providing valuable insights for English language teachers to address learners' IDs effectively. Furthermore, it contributes to the limited body of research on SLA and personality traits within the context of visually impaired learners, serving as a reference for future investigations in this area.

INTRODUCTION

Visually impaired learners are learners with visual impairment or those who have disability to see. According to World Health Organization (WHO), visual impairment is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. As stated in the International Classification of Diseases, there are four levels of visual function, namely normal vision, moderate visual impairment, severe visual impairment, and blindness (WHO, 2017). Moderate visual impairment combined with severe visual impairment are classified under the term "low vision". Low vision taken along with blindness represents all visual impairment. Within the education field, The Individuals with Disabilities Education Act (IDEA) officially defines the category as "an impairment in vision that, even with correction, adversely affects a child's educational performance" (Special Education Guide, 2017). The term comprises both partial sight and blindness.

Like many other children, children with visual impairment (VI) go to school to get education to prepare for their bright future. They can go to a special school to get better facilities, such as books in braille, or to an inclusion school to help them mingle with people without VI. To any school they go, they learn the same school subjects as other children do.

One of the school subjects that children with VI in Indonesia have is English. Children with VI learn English to enable them to interact with the global people despite the limitation they have. With a good English proficiency, students with VI are given more opportunities to get better jobs in the future, just like other children without VI do.

However, as we may all comprehend, students with VI face difficulties in learning due to their sight loss. Fortunately, more and more suitable media are being developed year by year to ease their process in learning English. Even though these media help them a lot in their learning process, the outcomes are varied. Since English is a foreign language in Indonesia, the process of learning it and what factors hinder people in the success of acquiring it are studied in Second Language Acquisition (SLA). According to Ellis (2008), SLA refers to the acquisition of any language after the acquisition of the mother tongue. In SLA, the diverse outcomes of English learners can happen on account of the individual learner differences (IDs), e.g. intelligence, working memory, language aptitude, learning style, motivation, anxiety, willingness to communicate, and personality (Ellis, 2004: p. 530).

Like the other IDs, personality plays a significant role in how successful a learner of English is. Possessing extraversion personality, a learner will likely be more successful in speaking than those who are introverts. A learner who has agreeableness trait tends to have better grammar proficiency than those who do not. A learner who is open to experience usually learns faster than those who are not. This is a very interesting topic to conduct research on since it deals with more internal factors of the students, which is rarely to be taken an account of by today's researchers.

Even though not many, previous relevant studies have been conducted in the past 10 years. In 2012, Zafar and Meenakshi (2012) explored the role of individual learner differences in SLA. This study applying library research concludes that individual learner differences play a significant role in SLA and emphasizes that language teachers must recognize their students' individual differences in order to make language learning effective. A similar study was conducted by Mohammad Rukanuddin, Kazi Dawood Hafiz, and Ruhul Asfia in 2016. The study entitled "Knowledge of Individual Differences of the Learners of Second Language Enriches Second Language Teaching" tries to investigate how influential the teachers' knowledge of the learners' individual differences in second language teaching. They believe that well trained ESL teachers should know about the learners' individual differences in order to enable them to teach the language in a way that is suitable for their students. Another study that was conducted by Sihan Chen in 2020 focuses more on personality. This study entitled "Understanding the Effect of Individual Differences on Second Language Acquisition: Focusing on Personality" discusses the importance of having the knowledge of educational psychology, especially individual differences, for second language teachers in order to help their students to optimize their learning. Thi Minh Phuong Tran and Phuong Dzung Pho also conducted a study in 2020 entitled "A Case Study of How Visually Impaired Learners Acquire Language". This study tries to reveal how Vietnamese visually impaired students acquire English and the difficulties they encounter, along with the strategies to overcome them. It suggests that Braille and computer-generated speech be used as the appropriate tools to help visually impaired students learn English. The last study is a case study of visually-impaired students, which is similar to this study, however, it does not discuss the internal factors of the students with visual impairment, such as personality, which is relatively scarce to be found in recent studies.

In this research, a visually-impaired English learner under the pseudonym of Cahya was chosen as the participant. The researcher noticed there were some skills that Cahya could not develop well and some skills that she could develop with ease. In this research, the researcher

tried to examine deeper about the issue by conducting a case study in order to get deep and detailed understanding. Thus, a research question was formulated, "How does personality impact the success of SLA of a visually-impaired learner in learning English?".

Given the formulated research question above, this research was conducted to get the objective of the research, which is to discover the impact of personality on the success of SLA of a visually-impaired learner in learning English. This research is expected to give several benefits to some parties. For English teachers of visually-impaired students, this research can help them figure out how to deal with their students' IDs, specifically personality. This research also gives some benefits for the improvement in education especially in the development of English for students with special needs, in this case students with VI.

METHOD

This research employed case study as the research method. According to Yin (2009), case study as a research method is "an empirical inquiry about a contemporary phenomenon...within its real-world context". The cases that can be studied using case study are decisions, individuals, organizations, processes, programs, neighborhoods, institutions, and events (Yin, 2009). In addition, Meriem (1988) states that case study is a detailed examination of one setting, or a single subject, a single depository of document, or one particular event.

The type of the case study in this research belongs to intrinsic case study, in which the researcher "wanted to know more about a particular individual, group, event or organization" and the researcher is "not necessarily interested in examining or creating general theories or in generalizing" the finding "to the broader populations" (Hancock & Algozzine, 2006: p. 32). In this research, the researcher did an in-depth study on the real-life event of a visually-impaired learner's personality in relation to its contribution to the success of learning English and did not create and/or generalize the finding to the broader populations.

The participant of this research is a fifth grader with VI since birth under a pseudonym of Cahya. She is 11 years old and originally from Riau but she studies in Yogyakarta, Indonesia, at YAKETUNIS, a specialized school for visually-impaired students. Cahya has been interested in singing since she was little. Her family always support her hobby. In 2014, she joined one of the biggest talent show competitions in Indonesia and she won the competition. In the academic aspect, she has also made good achievements and always strives to be better. Due to her tight schedule, she takes an English private course in a language school.

This research used the descriptive research design which was aimed to "present a complete description of a phenomenon within its context" (Hancock & Algozzine, 2006: 33). So, rather than in statistics and numbers, this study elaborates its findings in words and paragraphs. The researcher followed Yin's three principles of data collection, namely multiple sources of evidence, creating a case study database and maintaining a chain of evidence (Yin, 2009). The triangulation is the rationale of the data collection and the researcher used three different sources of evidence: interview, documentation, and observation. The researcher interviewed the teacher of the visually-impaired learner and the learner herself, observed the teaching-learning process in class, and analysed the documented lesson materials. The researcher analysed the data and created a case study database to organize the data gained from the sources of evidence (Yin, 2009).

FINDINGS AND DISCUSSION

The researcher conducted observation twice (on 5 May and 12 May) in the participant's class in an English language school. It was a private class with one student and one teacher.

The teacher used PPP (presentation-practice-production) technique in teaching the class. However, due to the limited facilities the school had, no braille books were used in the class. When it came to the reading exercise, the teacher switched the activity into listening; and when it came to the writing exercise, the teacher changed it into speaking activity. However, the teacher tried to vary the exercises, such as multiple choice, true-false, and gap-filling exercises. The teacher also used some realia and real objects to teach. She also took the participant on a tour in the school's building while studying. Since there were only two skills practiced, listening and speaking, the researcher will only discuss about those skills and types of the exercises that the participant had, and the researcher will relate them to her personality.

Cahya is an English learner with VI, who is incapable to use her visual sense when learning English. Mangal's (2007) definition for visual impairment (VI) in educational settings may provide a departure point for the discussion. As he mentions "educational definition of visual impairment emphasizes relationship between vision and learning and shows difficulties, and deficiencies exhibited in the children, which make them different from children with normal vision to the extent of attention, requiring special education provision". As Cahya is incapable to use her vision as an educational tool, she relies predominately on her remaining sensory functions. She used her tactile sense to describe the things around her and her auditory sense to learn listening and speaking.

As a learner of English with VI, Cahya needs learning aids. Most visually-impaired learners use various compensational aids in order to be able to gain information which other people can perceive visually, in other words which they can see. According to Galetová (2012), the choice of an aid or aids depends on the sort of impairment and the preferences of the users if there are more options. Partially sighted people, people with low vision and legally blind ones have a wider variation of aids to choose from than totally blind people have. There are non-optical aids (enlarged text either printed out or showed on a computer display in various colour combinations of the text and the background, illumination, pens and markers with thick marks), optical aids (non-illuminated or illuminated pocket lens), electronic aids (digital magnifiers for visually impaired people, e.g. Optron, Prisma, Andromeda) and aids for communication and information technology (PC and specialized software, the Braille line, Picht typewriter etc.) (Galetová, 2012).

From the teachers' point of view, it is not surprising to imagine how demanding it could be when there is a visually-impaired student in their class. Whereas all teachers are expected to tailor their teaching to serve the needs of different learner styles, teaching a visually impaired student in a regular classroom may stand out as a challenge for a teacher with no experience of teaching or perhaps even no previous social contact with such individuals (Kochyigit and Artar, 2015). Teachers have to embrace the belief about their visually-impaired students that being visually-impaired does not mean being unsuccessful language learners (Başaran, 2012). Discovering their strong sides is crucial in facilitating their foreign language learning experience as a teacher. Thus, it is very important to vary the tasks and activities in a class of visually-impaired students so that they can make use the remaining senses to learn English. However, the language school that Cahya goes to does not provide learning aids for students with VI. Hence, her teacher switched the activity of reading to listening and the activity of writing to speaking. She also provided realia and real objects as learning media. Also, she took Cahya on a tour in the school's building in order to encourage her to use her speaking skill as well as to boost her confidence in using English in real life.

Since her mother tongue is Javanese and Indonesian is her second language, Cahya learns English as her third language, as well as a foreign language. Whether a language is the second or the third or the fourth language of a learner, the process of acquiring it is elaborated

in Second Language Acquisition (SLA). According to Ellis (2008), SLA refers to the acquisition of any language after the acquisition of the mother tongue. Thus, the study of English acquisition is deeper explained in SLA. The theories of SLA are actually similar to the theories of first language acquisition, consisting of behaviorist, innatist, and interactionist theory.

In behaviorist theory, the process of second language acquisition includes imitation, repetition, and reinforcement of grammatical structures. If children make error during this process, they need to be corrected immediately in order to avoid forming bad habits that would be difficult to overcome. Proposed by Dulay and Burt (1974), the second theory, innatist theory, says second or foreign language learners creatively construct the rules of the second language in a manner similar to that observed in first language acquisition. Therefore, second language acquisition is similar to first language acquisition.

Krashen (1981) developed hypotheses about SLA in relation with innatist theory, namely the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. In acquisition-learning hypothesis, language is naturally used by the language learners to interact with native speakers. In this process, the language learners do not pay special attention on form. Monitor hypothesis deals with the internal grammar monitor. In this process, children become both the language user and language monitor. It means that when they produce utterances, they will also monitor themselves whether they use the correct language or not. According to the natural order hypothesis, language learners acquire (rather than learn) the principles of a language in a predictable sequence. The next hypothesis is input hypothesis that says the acquisition of a second language is the direct result of learners understanding the target language in natural communication situations. The last hypothesis is the affective filter hypothesis which deals with social-emotional variables. Citing a variety of studies, Krashen concludes that the most important affective variables favoring second language acquisition are a low-anxiety learning environment, student's motivation to learn the language, self-confidence, and self-esteem. Krashen believes that the main point in acquiring second language is comprehensible input. It means that listening and understanding is very essential in second language acquisition. In this process, the teacher should allow the students to have silent period to acquire knowledge by listening and understanding rather than requiring the students to be productive. Krashen's second language acquisition theories have been influential in promoting language teaching practices that 1) focus on communication, not grammatical form; 2) allow students a silent period, rather than forcing immediate speech production, and 3) create a low-anxiety environment.

The third theory of second language acquisition is interactionist theory. According to Long & Porter (1985), children acquire the second language through natural conversation. They state that communication gives and takes of natural conversations between native and non-native speakers as the crucial element of the language acquisition process. Their focus is on the ways in which native speakers adjust their speech to try to make themselves understood by English-learning conversational partners. Interactionists also are interested in how non-native speakers use their budding knowledge of the new language to make their ideas clear and to achieve their communicative goals.

In learning a new language, the position of the target language has to be considered, whether it is as a second language or a foreign language. A new language can be acquired in a variety of ways, at any age, for different purposes, and to varying degrees. According to Klein (1986), second language acquisition can be categorized in two, tutored (guided) and untutored (spontaneous). Spontaneous learning occurs through daily communication, in a natural fashion,

and free from systematic guidance. Whereas guided learning refers to a learning process that is open to systematic and intentional influence. This learning process usually happens in school. Krashen (1981) proposes similar process of second language acquisition using the term learning and acquisition. The former refers to tutored, the later refers to untutored.

Cahya learns English as a foreign language with systematic guidance (tutored). She learns it in a formal school and in a language school. She learns it because it is one of the compulsory subjects at school. Cahya is considered good at English even though she is only 11 years old and has limited access to learning aids which are appropriate for visually-impaired students. She is very enthusiastic in learning English.

There are many factors influencing learners' second language acquisition. They can be external factors such as teaching methods, media, facilities and sorts, or internal factors that come from the learners themselves. One of the internal factors in SLA is individual learner differences (IDs), such as intelligence, working memory, language aptitude, learning style, motivation, anxiety, willingness to communicate, and personality (Ellis, 2004: 530). Like other IDs, personality plays significant role in how successful a learner of English is. Personality can be defined as those characteristics of a person that 'account for consistent patterns of feeling, thinking and behaving' (Pervin and John in Dörnyei, 2005). The theory of personality currently dominant in psychology is the 'big five' model; (1) openness to experience, (2) conscientiousness, (3) extraversion-introversion, (4) agreeableness, and (5) neuroticism-emotional stability (Ellis, 2008). In this study, Cahya's personality was observed based on the 'big five' model.

People with high levels of (1) openness to experience are intellectually curious, independent in their judgment, appreciate beauty and the arts, are in touch with their feelings, love adventure and unusual ideas. While people with low levels of this trait are traditional, conservative and have traditional interests. Openness is believed to have a strong genetic component, stronger than the other four traits (Nosal, 1999, as cited by Gianfranco Conti, 2015). (2) Conscientiousness trait denotes thoroughness, punctuality, thoughtfulness and reliability at work. People with this trait prefer planned and structured behavior to spontaneity and creativity. (3) Highly extraverted people enjoy engaging with the external world. They are friendly and warm-hearted, full of energy, enjoy playing and seek stimulation. Introverted people are the opposite. (4) Agreeableness trait refers to modesty, compassion, altruism, tender-mindedness and honesty. Agreeable people are friendly and helpful and usually tend to see the best in people. They appreciate good relationships with others. (5) Neurotic people are instable and impulsive individuals who are prone to negative emotions such as anxiety, anger, hostility, resentment and depression. They do not manage stress very well and when under stress, they react with fear and irrational behavior. They are often in a bad mood (Costa and McCrae, 1992).

According to a study by Verhoeven and Vermeer (2002) to 241 native-speaking (L1) and second language (L2) learning children in the Netherlands, openness to experience was related to all three aspects of communicative competence (organizational competence, pragmatic competence, and strategic competence); extraversion was related to strategic competence; and conscientiousness was related to organizational competence. Verhoeven and Vermeer (2002) suggested that the powerful result they obtained for openness to experience might reflect the fact that children who display a great desire to belong and identify with the target language speaking peers tend to make the best progress in learning, suggesting a connection between this dimension of personality and motivation. The relationship between extraversion and strategic competence is also intuitively convincing in that extraverted learners are more likely to employ strategies to compensate for their limited language skills.

From the researcher's observations, Cahya demonstrated a high level of openness to new experiences, a personality trait linked to intellectual curiosity, creativity, and a willingness to engage with new challenges (McCrae & Costa, 1997). Openness to experience has been identified as a key factor in successful language acquisition, as it fosters an exploratory attitude and receptiveness to learning opportunities (Dörnyei, 2005). Cahya exemplified this by participating in one of Indonesia's largest talent show competitions, showcasing her readiness to embrace new and challenging experiences. In her English class, Cahya consistently exhibited enthusiasm for lessons and tasks assigned by her teacher, reflecting her intrinsic motivation—a critical factor in second language acquisition (Gardner, 1985). Her intellectual curiosity was evident when she actively sought the meanings of new words and expressions during class. For example, she paused the lesson to inquire about the meanings of "humble" and "bunk beds" and sought the English equivalent of the Indonesian term *gorengan* ("fritters"). According to Schmitt (2000), vocabulary acquisition is significantly enhanced when learners engage in active inquiry and seek clarification, as such behaviors deepen their understanding and retention of new words. Cahya's openness to experience likely contributed to her substantial progress in mastering English vocabulary. This aligns with research by MacIntyre and Charos (1996), who emphasized the importance of personality traits like openness in facilitating language learning success. Her proactive engagement with learning tasks and curiosity-driven approach to vocabulary learning illustrate how personality traits can positively influence language acquisition outcomes.

In addition to her openness to new experiences, Cahya exhibited a high level of conscientiousness, a personality trait characterized by punctuality, organization, and self-discipline (Costa & McCrae, 1992). Conscientiousness is often linked to academic success, as it involves goal-oriented behaviors, effective time management, and consistent effort (Komarraju et al., 2009). Cahya demonstrated punctuality by arriving at class on time, even arriving 10 minutes early on the observation day. This aligns with findings by Noftle and Robins (2007), who emphasized that conscientious students are more likely to adhere to schedules and meet commitments, contributing to better academic performance. Cahya's well-organized nature was evident in her preparation and post-class activities. She consistently knew what to do after class, reflecting a structured approach to learning. According to Duckworth and Seligman (2005), self-discipline is a stronger predictor of academic success than IQ, as it drives behaviors such as regular attendance and task completion. Cahya also used her cellphone strategically, not only for communication but also to manage her time effectively, illustrating her self-regulation and planning abilities. These behaviors supported her diligence in attending classes without missing lessons, which played a critical role in her English language development. Research highlights the significant role conscientiousness plays in second language acquisition. Conscientious learners are more likely to engage in sustained effort, practice regularly, and persist in overcoming challenges, all of which are essential for mastering a second language (Dörnyei, 2005). Cahya's conscientiousness contributed to her consistent class attendance and active engagement, enabling her to make substantial progress in English proficiency.

Cahya exhibited a blend of extraversion and introversion, personality traits defined by the degree of sociability, assertiveness, and engagement in interpersonal interactions (Eysenck, 1970). Extraversion has been positively associated with second language acquisition, particularly in speaking fluency, as extroverted learners tend to seek opportunities for verbal practice and interaction (Dewaele & Furnham, 2000). Cahya demonstrated extroverted tendencies by enjoying conversations and sharing information, yet her introverted side surfaced during pair activities, where she took time to open up to her interlocutor. This combination of

traits influenced her speaking fluency. While Cahya was fairly fluent, her hesitation and brief responses during conversations in English suggest that her introversion may have limited the opportunities for extended practice, which is crucial for developing speaking skills (MacIntyre & Charos, 1996). According to Krashen's (1985) Input Hypothesis, frequent and meaningful interaction in the target language is essential for acquiring fluency. Extroverts, who are naturally more inclined to engage in conversations, often gain more exposure to spoken language, thereby enhancing their fluency (Ehrman & Oxford, 1995). However, Cahya's balanced traits reflect the complexity of individual differences in language learning. Studies by Dewaele and Furnham (2000) suggest that while extroverts benefit from frequent practice, introverts may achieve deeper cognitive processing of the language. Thus, her limited fluency may not solely reflect a lack of extraversion but rather a different approach to learning, with strengths in other areas such as vocabulary acquisition or grammar.

After the observations, the researcher identified that Cahya exhibited a high degree of agreeableness, a personality trait associated with traits such as empathy, cooperation, and a tendency to value positive relationships (Costa & McCrae, 1992). Agreeableness fosters harmonious interactions in social settings, including classrooms, as individuals with this trait are inclined to avoid conflicts and prioritize mutual understanding (John & Srivastava, 1999). Cahya demonstrated self-introspection, a reflective ability to evaluate her actions and emotions, which is key to developing and maintaining healthy relationships. According to Graziano et al. (2007), agreeableness involves interpersonal trust and sensitivity, essential for creating a supportive and collaborative learning environment. This trait significantly contributed to Cahya's learning process by enabling her to build a strong relationship with her teacher. Positive teacher-student relationships have been shown to enhance academic engagement and motivation, as students are more likely to seek guidance and participate actively when they feel supported (Wentzel, 1998). The closer a student is to a teacher, the more they are willing to share their challenges and seek advice, which facilitates tailored feedback and encouragement. Furthermore, learners with high agreeableness are generally more cooperative and responsive, traits that support effective communication in the classroom (MacIntyre et al., 2001).

The last observed trait, neuroticism-emotional stability, significantly influenced Cahya's learning outcomes. Neuroticism, marked by emotional instability, anxiety, and reactivity, contrasts with emotional stability, which involves calmness, self-control, and resilience (Costa & McCrae, 1992). Cahya displayed high emotional stability, as evidenced by her calm and poised behavior and lack of reactive or insecure tendencies. Emotional stability has been linked to enhanced academic performance, as it allows learners to focus and process information effectively without being hindered by emotional distractions (Matthews et al., 2000). This trait contributed to Cahya's ability to concentrate during listening activities, enabling her to achieve satisfying results in this skill. Emotional stability has been associated with reduced anxiety, a factor that improves cognitive processing in language learning, particularly in listening comprehension tasks (MacIntyre & Gardner, 1994). Cahya's consistent success in answering true-false questions correctly further supports this, as such tasks often require sustained attention and accurate interpretation of information. However, her performance in multiple-choice exercises revealed a gap in her listening abilities. Multiple-choice questions are more cognitively demanding than true-false questions because they require the learner to compare options, identify subtle differences, and integrate details from the listening passage (Buck, 2001). Despite her emotional stability, Cahya struggled with these tasks, making three to five incorrect answers out of ten. This discrepancy highlights the complexity of listening comprehension and suggests that emotional stability alone may not suffice for mastering all types of questions. Factors such as working memory capacity, familiarity with question formats,

and listening strategies may also play a role, as suggested by Vandergrift (2007). This case presents an interesting subject for further research. Future studies could explore the interplay between emotional stability, cognitive factors, and task complexity in listening comprehension to better understand the nuances of language learning among emotionally stable individuals with visual impairment.

CONCLUSION

The success of second language acquisition (SLA) is influenced not only by the curriculum, the quality of instruction, or the availability of facilities and media, but also by the individual characteristics of the learners themselves. Individual learner differences (IDs) provide a comprehensive framework for understanding these variations. Among these, personality has been identified as a critical factor affecting the success of English language learners. The big five model of personality outlines five key traits—openness to experience, conscientiousness, extraversion-introversion, agreeableness, and neuroticism-emotional stability—that play significant roles in SLA outcomes.

In the case of Cahya, a visually impaired English learner, these personality traits have both direct and indirect impacts on her language learning success. Traits that exert direct influence include openness to experience, neuroticism-emotional stability, and extraversion-introversion. Cahya's openness to experience fosters her intellectual curiosity and eagerness to learn new words, which contributes significantly to her vocabulary acquisition. Her emotional stability allows her to maintain focus and concentration during listening tasks, leading to improved performance in this skill area. However, her mixed disposition as both extroverted and introverted presents challenges in developing fluency in speaking. While she is willing to engage in conversations, her initial hesitation in pair or group interactions limits her opportunities for practice.

The remaining traits—conscientiousness and agreeableness—indirectly support her learning journey. Her conscientiousness is evident in her punctuality and diligence in attending classes, which ensures consistent exposure to learning materials and activities. Similarly, her agreeableness, reflected in her ability to maintain positive relationships with her teacher, fosters a supportive and conducive learning environment. Together, these traits highlight the multifaceted nature of personality's influence on SLA, underscoring the importance of considering individual learner differences in teaching practices.

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