

# THE IMPACT OF STUDENT'S TEMPERAMENT ON FOREIGN LANGUAGE LEARNING STYLE

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Temperament is defined as those aspects of behavior and emotion which are physiological in nature and are relatively constant [2]. However, it is considered to be a non-academic aspect of pedagogical process. At the same time it is known to influence academic results. The significance of studying and applying knowledge concerning the correlation between student's temperament and foreign language learning style still remains rather controversial issue.

We have taken as basis western approach to studying this issue. According to modern western scholars such as K. Valencic, J. McCroskey and V. Richmond there are three genetically based temperament dimensions: extraversion, neuroticism and psychoticism [2, p. 199].

P. Myers and I. Briggs Myers claim the factors distinguishing personality have impact on the learning styles of students [1, p. 118]. J. Reid giving a brief statement of the main points of the definitions of the learning styles considers them to be such features of individuals which are inwardly based. They function as differences in the assimilation or understanding of new information [5]. Myers-Briggs studies concern four dichotomous temperament styles: sensing and perception, thinking and feeling, extraversion and introversion, judging and perceiving [1, p. 121].

J. Burry-Stock and R. Oxford considered such extremely important styles for students learning foreign language as thinking vs. feeling, field-dependent vs. field-independent, extraverted vs. introverted, impulsive vs. reflective, global vs. analytic, closure-oriented vs. open, visual, auditory and hands-on styles, intuitive-random vs. concrete-sequential [4]. These researchers mention that the preference of each style means essential advantages for learning foreign language [4].

Identification and application of the style preferences is significantly important for both students and teachers. According to J. Burry-Stock and R. Oxford the styles identification can impact on the way teacher should manage a classroom and group students in particular [4]. Extraverted students are considered to work efficiently in group and prefer activities that include communication with their group mates (interactive role-plays, project work) [4]. To the contrary, introverted students are incited only by their own feelings and ideas. They like to perform tasks alone or in pairs with acquaintances and do not prefer protracted work in groups [4].

The aim of education is to understand and respect students' individual differences, both social and temperamental. With the aim of meeting the preferences of the learning style of students, teachers should conduct a lesson with different learning tasks which can stimulate different students' learning style preference [4].

Moreover, J. Burry-Stock and R. Oxford assume that due to the dissemination of the communicative approach introverted style is supposed to be inappropriate for learning a foreign language by students [4]. Thus, teachers' task is to help students develop an extraverted style of learning [4]. In such a case, teachers should organize

language learning activities which imply group work (discussions, project work, games, role-plays).

In conclusion we can say that such non-academic aspect as temperament has significant impact on foreign language learning styles of students. These factors should be taken into account by a teacher. Such awareness and appropriate choice of language activities must increase students' productivity and efficiency of activities a foreign language.

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