

CAN TEMPERAMENT PREDICT FOREIGN LANGUAGE CLASSROOM EMOTIONS?

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Annotation: In the fast-moving modern era, demand and tendency on learning foreign languages especially, English is so greatly growing that people from kindergarten age to adults, even, senior professions in other fields have been making an effort to learn English. Indeed, this is positive situation because language acquisition it not only studies the culture, history and customs of urban-speaking countries, but also opens the success doors in the way of personal interests. This paper is focused on how to acquire the target language without any challenges via knowing the merits of learner's temperament. Meanwhile, how to formulate lesson procedure with appropriate learning styles and strategies in the sphere of second language acquisition.

Key words: SLA, personality trait, language learning strategies, learning styles, CREAM

In the language learning process, although the amount of time that learners spend daily to picking up a foreign language based on their interests, characters, consistency and the English, the quality of textbooks, a skilled and quick-witted teachers' right approach with their special methods plays more important role in second language acquisition. Apart from this, the majority of students' imaginations intricately interlocked their language learning difficulties with the conditions of being in a foreign country where the language is spoken or to the lack of English-speaking friends. In fact, in today's world of technology and the internet, I consider that this argument is poor judgment because first of all, give question for your inner world. Why do some people achieve unprecedented levels of second language learning? What do you think about the core of progress? Perhaps, they are inconsistent with their personality or learning styles and strategies. To this extent, these individual differences, according to Dornyei (2005) are enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree. During the few decades, many researchers have been making considerable efforts at exploring the role of these factors. In a sequence, we will find remedy for above all of the questions and take a look at their role in second language acquisition.

Cognition of second language means, first and foremost, the acquisition of communicative competencies. It is learned to understand both oral and written speech as well as to communicate orally and in writing, vocabulary and grammar should serve to acknowledge and communicate. However, all this is not enough to qualify second language at complex level. In the contemporary world, most of the learners have a burning desire to pick up a foreign language without any difficulty. For this, first of all, individuals have to form the right personality for themselves because human personality is not repeated "Everyone is an individual and that will not happen a second time. People are distinct from the essence of the spirit; their similarity is only external" (Bacon & Finneman, 1992, p. 487). Personality studies have been the core of study of human psychology for more than 150 years. Therefore, second language learners should opt for strategies and styles according to their personality. There are a number of personality characteristics that may influence on second language learning. As a silent example, individuals learn something explicitly or implicitly which plays a main role in human beings. Several researchers have described it and confirmed with their own theory as well, such as Dornyei (2005) mentions about explicit learning that refers to the learner's conscious and consult endeavor to master some materials or find a solution easily, implicit learning involves acquiring skills and knowledge without conscious awareness that automatically and with no attempt to learn. Meanwhile, this is in line with Ellis (1985)

definitions of implicit and explicit learning in second language acquisition. Implicit learning is typically defined as acquisition of knowledge about underlying structure of complicated learning atmosphere by a process which takes place naturally and without operation whereas explicit learning as said to be characterized by more conscious operation where the individual makes hypotheses in search for structure. Apart from this, learners can be extroverted and introverted. Both of the characters that are able to obtain second language with some alterations. It was observed countless times; many researchers often argue that an extrovert person is well suited to language learning. However, other individuals do not always endorse this inference. For example, according to Dawaele and Furnham (1999) extroverts are open-minded and so impulsive who displease a loneliness atmosphere and all the time make an effort to take risks, while introverts are believed to be self-disciplined and introspective. Furthermore, they prefer to live with the inner world than socialize their life and ideas. In fact, the relations between extroverts and learning was founded by Eysenck who hypothesizes extrovert learner is not appropriate for the acquisitions of target language due to some factors related to neuro-chemical incidents in the human brain. Thus, he inferred that introverts are good at learning language compared to extroverts. However, some recent studies have shown that success in second language acquisition because of their outgoing personality. Still other researchers have reached opposite conclusion that is negative correlation between above two personalities. Definitely, this kind of contradictions are prolonged by researchers due to their own reality. One of the best way in teaching process, teachers have to deliver topics or themes according to individuals' psychology.

Learning strategies. There are a wide range of strategies available to second language learners because learning strategies are a crucial part of developing education. In this way, teachers have to be more responsible to expose learners as many as possible. During the paper, I will detail one of the best method which is called "CREAM" learning strategy. It is group strategy that makes you a successful learner for second language acquisition and in this kind of strategy, every letter means one basic role. For instance: the letter "C" stands for the word Creativity. Learning second language can be as joyful as with creativity if you desire really. Since language acquisition boosts your creativity, the more you obtain, the better you will get at coming up with creative ideas for second language learning. Making observations, asking questions and networking are brilliant examples of creativity. These will help in making enjoyable learning and the other importance of creativity is making studies flexible. This can be achieved through various ways such as increasing the variety of study subjects. The letter "R" means Reflective as well as a reflective person can analyze his own performance and would be self-evaluated. This kind of learner does not repent of mistakes or past experiences, immediately, make a right conclusion. Indeed, a reflective learner should learn from his errors and try not to repeat them during the life cycle. It will also help in understanding of the subject and therefore, device an appropriate studying method in case the targets are low. The letter "E" refers to the word Effectiveness. Firstly, an effective person should follow on time management and organize properly his or her education space because time management gives aid to learn second language in a short time and improve your learning habits. Also, it is necessary to exempt moods from affecting personal studies. The mind should be focused to the studies. The letter "A" stands for Activeness. To be an active learner one should take part actively in all his classes by heart, do several research and keep moving to achieve a good result. Besides that reading appropriate materials help in maintaining activeness in personal studies. The last one "M" means by Motivated. A motivated learning strategy enhances self-assurances. To be a motivated learner one should always find special ways to make your second language acquisition fun and jubilant.

Learning styles. Language learning styles stand for cognitive substitution in second language acquisition. It is about an individuals' preferred way of processing and there are many questions about how learning styles interact with success in language learning .For one thing, it is problematic to opt for one specific style because the personality of individuals is distinctive from each other. Take the acronym of VARK learning styles example. This acronym was discovered by Fleming and Millis in 1992. They emphasized that individuals have various knack for learning second language and absorbing new information. Initially, "visual" learners can remember something by watching a graphic depiction, such as charts, diagrams, symbols and something again like this. Apart from that they can catch any information without challenges by one glance. Other parts of learners prefer to learn a second language by listening because their personality might be "aural" and is called "auditory " learners who are able to boost their language skills by listening different ted talks or tape strips. It is worth to mentioning that this types of learners have a special curiosity to note-taking while listening speech or lecture. Some learners regardless of age reveal strong learning preferences in second language acquisition and they write or read the new information carefully. Therefore, this type of people can be called,, reading/writing "learners who have a top-notch aptitude related to writing 7+essays with an academic way and performing in-depth research, while another part of individuals often use a wide range of gestures and role-plays to remember the new words. These types of learners can be "kinesthetic "learners at the same time they might be called "tactile" learners. Kinesthetic learners are physically active learners during their education performance. All of the above learning styles are the core of progress in second language acquisition because this kind of learning styles help to cease problems in the incomprehension and you can achieve several outcomes in the path of success by knowing your own learning style.

In conclusion, personality plays a key role in the second language acquisition in which both teachers and students should work collaboratively. As learners do not have adequate data about their own proficiency, teachers should formulate lesson procedure according to learners' personality and needs. Also, the role of teachers play a major to reap the benefits of knowledge on a high point and so, they should think comprehensively which learning style or strategy is appropriate for learners' character. Thus, it is hoped that beholding the personality of learners and their pedagogical implications will give rise to the kind of teaching practices that the success ratio in second language acquisition

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