

Charles University

Faculty of Humanities



The Role of Extraversion and Introversion
In Second Language Classroom Behaviour

Among Young Adult Learners

Iryna Rozinko

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Thesis supervisor: PhDr. Gabriela Seidlová Málková, Ph.D.

Statutory Declaration

I hereby declare that I have written this Bachelor Diploma Paper myself and on my own. I have duly referenced and quoted all the material and sources that I used in it. This Paper has not yet been submitted to obtain any degree.

4 May 2018, Prague

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Iryna Rozinko

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Abstract

In our time of multiculturalism, the knowledge of foreign languages is considered of vital importance. It is therefore necessary to understand how to make the process of learning a foreign language more efficient, and what personality traits have positive effects on it. This paper aims at enquiring upon how individual differences of students as being extraverts or introverts could affect the language learning process. The object of study in this paper serves the learners of a foreign language in their twenties (evidence herein is derived from a student group learning the English language). The subject of the research is the impact of personality traits on the way people learn a second language (L2). This paper is a descriptive explorative study based on the test of personality assessment, a short prepared questionnaire, and structured observation. The thesis includes the Introduction, Theoretical Part, Empirical Part, and Conclusions. The study is intended to explore students' differentiation in L2 classroom behaviour at the level of extraversion and introversion.

Keywords: second language learning, personality, extraversion, introversion, classroom behaviour

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List of Abbreviations

| | |
|-----|-----------------------------|
| L2 | Second language |
| SLA | Second language acquisition |
| SLL | Second language learning |
| ESL | English second language |
| E | Extraversion |
| I | Introversion |

1. Introduction

Every person has different personality and personal characteristics. Therefore, in studying a foreign language people manifest themselves in diverse ways. Numerous ways of learning languages exist through different activities and each learner prefers his own. In order to increase the efficiency and rapidity of second language learning, it would be useful to familiarise how personality characteristics affect the language learning process.

Being a student not only of the Faculty of Arts, but also of the Educational Faculty, my personal interest in this research lies in discovering whether individual personality characteristics can affect the SLL process and, if so, in which ways it can be evident. The outcome and the process of the research will play an important role in my future teaching capacity, as better understanding the role of personality in SLL will be highly beneficial and will add clarity to the teaching process.

In this paper the reader will explore how personality is related to second language learning (SLL). He will also become acquainted with a specific language learning situation, which is a student's behaviour in a L2 classroom.

Personality can be examined in many ways, one of which is focusing on individual personality traits. The interest of this paper is to explore one of the main personality traits, Extraversion/Introversion, as a way to describe individual differences at the level of personal characteristics. The reader will become familiar with the above-noted trait and its general aspects, as well as explore the relation of this trait to the SLL process.

In recent years, prominent linguists have been paying special attention to the extraversion-introversion personality attribute. Based on their theories, the researchers can be divided into two groups. The first claims that extraversion and introversion significantly influence the degree of proficiency that individuals achieve in acquiring a second language (Gass & Selinker, 1994) based on the assumption that some features of the learner's personality encourage or inhibit second language learning (Cook, 1996). In contrast, the second group states that this trait has little or no effect on the language learning process.

Furthermore, if we consider the first group in more detail, some language acquisition theories claim that extraverts are better language learners since they tend to be sociable, more likely to join groups and more inclined to engage in conversations both inside (Cook, 1991) and outside the classroom (Swain, 1985), whilst others believe that well-organised and serious introverts are seen as better learners with regards to the systematic study of a second language (Swain and Burnaby, 1976).

Against the background of these contradictory results, this study intends to help add evidence to the issue by reinvestigating the relationship between extraversion-introversion and the language learning process.

The interest of this work is the impact of personality trait extraversion/introversion on the way people learn a second language. Therefore, to lead to a better understanding of the issue, after providing theoretical background for the topic, a specific research question about the role of extraversion and introversion in the L2 classroom process will be formulated. The empirical part will be conducted with reference to this question and to the aims of the thesis focused on the same area (covered in subchapter 1.2) in an attempt to add practical use to the controversial topic of the role of extraversion/introversion in SLL.

As part of the thesis preparation, the works of such authors as Cook, V., Swain, M., Dornyei Z., Dewaele J., Ehrman, M., Oxford, R., Furnham A., L., Brown, K. and others were reviewed. After a better understanding of the issue, the techniques for the empirical research on the basis of widely used research methods in the realm of education and psychology were constructed. The techniques are intended to be used in order to collect the data necessary for answering the research question. After the techniques are implemented, the data gained will be described and analysed. The results will be further discussed and interpreted with regards to the reviewed literature.

The object of the study are learners of a foreign language in their twenties (data is collected from the student group learning the English language). The subject of the research is the impact of personality characteristics on the way people learn a second language (L2). In the course of the work methods of theoretical research (analysis and synthesis of theoretical material, induction and deduction) and empirical descriptive research (combining personality test, a short prepared questionnaire, and structured observations) will be used.

This work can be found practically useful in that L2 teachers and advisers could better control their teaching processes due to understanding of learners' individual differences as being extraverts or introverts. Additionally, learning about the role of students' personality in the SLL process, foreign language learners may get a beneficial opportunity to amend and improve their SLL techniques.

Finally, this study might serve as a basis for further research papers addressing personality factors regarding second language learning.

1.1 Thesis Overview

The thesis is divided into four major parts: Introduction, Theoretical Part, Empirical Part, and Conclusions.

The Introduction presents the topic to the reader and explains the aims of the research and its interests. It also outlines the research question and gives its context regarding the thesis preparation. It contains two subchapters, Thesis Overview and Aims of the Thesis, which serve to make the structure and the aims of the thesis clear and understandable.

The Theoretical Part provides a theoretical background of the topic, explains general ideas, definitions, and key issues for the current study. This part contains four subchapters beginning with the discussion of possible Factors Affecting Second Language Learning. The next subchapter focuses on Personality and Behaviour, defining the personality and its traits from the psychological point of view and leading to the introduction of one of the personality traits, Extraversion and Introversion, which represents the third subchapter. Finally, the fourth subchapter discusses possible relation between the Extraversion trait and Second Language Learning. The literature review formulates the problem, which is further explored in the Empirical Part.

The Empirical Part frames the research question within empirical research. It starts with the summary of the Theoretical Part and then formulates the Research Question, which represent two separate subchapters. The third subchapter of the Empirical Part is Methodology, which gives detailed information about the Design of the study, Participants, Techniques, and Procedure. It explains how the research was designed: who the participants were, why and how they were chosen; what techniques were used, why and how they were chosen; and how the data were gathered and analysed. The next subchapter of the Empirical Part is the Results, where the data are described and analysed in detail in relation to each other. The last subchapter of the Empirical Part is the Discussion, which explains and discusses the results, compiling and relating the results of the research and the knowledge gained from the literature review.

The last part of the thesis is the Conclusions, which provides results and discussion summary, comments on the aims and their fulfilment, summarises the theoretical background with relation to the results summary, concludes the key points of the thesis, and opens suggestions for future research.

1.2. Aims of the Thesis

In the Introduction, the topic of the thesis was introduced as well as its motives, preparation process, and chapters overview (in subchapter 1.1).

In view of the topic introduced, the aims of this thesis are the following:

1) to provide a general review of the knowledge already extant about the role of personality in the second language learning process;

2) to explore whether the personality trait Extraversion/Introversion influences SLL process.

This bachelor thesis is intended to present and discuss certain points related to the relationship between personality and the process of second language learning:

- To consider the concept of personality, in particular the extraversion-introversion trait, as a way to describe personality and individual differences at the level of personal characteristics;
- To explore how these differences could affect students' activity while learning a second language;
- To explore the procedures and tools that can be used for assessing these personal differences (extraversion-introversion) in a real-world setting (i.e. L2 classroom).

2. Theoretical Part

In this part, the literature on personality characteristics, the extraversion-introversion trait, and its relationship to the second language learning process will be reviewed. In the first section, different factors that may affect SLL will be discussed. In this section, possible variables influencing SLL will be briefly overviewed, limiting the focus to the personality variable. In the second section, the definition of personality traits as a way to measure personality will be discussed with the link to human behaviour and leading to an introduction of the extraversion/introversion dimension. In the third section, the extraversion-introversion trait will be defined. Finally, in the fourth section the link between the personality trait extraversion/introversion and the second language learning process will be discussed.

2.1. Factors Affecting Second Language Learning

Since the early days of its existence, the field of educational psychology has been studying the factors that may influence the process of learning, including that of second language learning. These factors are demographic, social, emotional, psychological, and environmental. Each factor consists of different variables, including those of demographic (age and gender), social (social, cultural, and family background), emotional (mood, feelings, and emotions), and psychological (students' beliefs and experiences, motivation, intelligence, aptitude, individual differences and personality). In a classroom context there exist some additional environmental variables affecting SLL such as level of preparedness, teacher's personality and didactic performance, affective factors, tiredness, learning strategies, school and classroom environment, schedule, study plan etc.

Since the sphere of interest of this study lies in the role of personality characteristic extraversion-introversion in the process of SLL, we will focus exclusively on the variable of our interest as the other variables are beyond the scope of the present study.

Since the 1960s there has been widely researched the proficiency of SLL in terms of the factors that influence its level, two of the most popular of which were such individual differences as language aptitude and language learning motivation (for past reviews, see e.g., Breen, 2001; Cohen & Dörnyei, 2002; Cornwell & Robinson, 2000; Dörnyei & Skehan, 2003; Ehrman, 1996; Ellis, 2004; McGroarty, 2001; Oxford, 1999; Oxford & Ehrman, 1993; Sawyer & Ranta, 2001; Segalowitz, 1997; Skehan, 1989, 1991, 1998). In 1970 the area of interest in research was expanded and it was concluded that

apart from language aptitude and motivation there are other learner factors that affect the learners' participation in the learning process (Norton & Toohey, 2001).¹

Thus, the relationship of individual differences to SLL have been actively researched since the 1960's, developing the interest in the area and making it one of the most central issues in the psychology concept of second language acquisition (SLA) studies. In many cases these studies have found individual differences to be consistent predictors of L2 learning behaviour and proficiency. One of these individual differences is personality, which is discussed deeper in the following subchapter.

2.2. Personality and Behaviour

In second language learning people have different preferences and learning behaviours. One of the main reasons for this might be varying personality types of the learners. Brown (2000) states that an attentive, systematic study of the role of personality in SLA contributes to an improved understanding of the SLL process and improves pedagogy styles. To begin, we will deal with the concept of personality and its dimensions, which in psychology literature are typically called 'personality traits', and lead to an introduction of one of the traits, namely extraversion/introversion.

Personality is an extremely interesting aspect of human being; it exists in different manifestations and brings a broad diversity. For more than a century in human psychology one of the focal issues has been personality study. Such prominent psychologists as Freud, Rogers and Rotter were with personality in most of their works.

Personality is generally outlined in the American Heritage Dictionary (1996) as "The totality of qualities and traits, as of character or behavior, that are particular to a specific person" and "The pattern of collective character, behavioral, temperamental, emotional and mental traits of a person". Leary (2005) made one more definition and stated that personality is "the system of enduring, inner characteristics of individuals that contributes to consistency in their thoughts, feelings and behavior." To this point Leary integrated the addition that people have individual variations, i.e. "personality characteristics and processes that differ across people. Human beings are remarkably variable in their personalities."

In order to show the influence of personality factors on behaviour, we will consider several studies on that subject. According to Wright and Taylor (1970), personality is connected to aspects of a person that differ him from other people and from the basis of our predictions regarding his future behaviour.

¹ For a comprehensive and consistent review of the outcomes of previous studies and current knowledge of the factors affecting SLA please refer to "The Psychology of the Language Learner. Individual Differences in Second Language Acquisition"(2005) by Zoltan Dornyei.

Another description of personality characteristics from the psychological point of view was given by Child (1968), in which he identifies personality with more or less stable internal the behaviour of one person different from another, and of one situation different from another. In his work Peterson (1992) describes personality in relation to actions, which eventually compose behaviour, in the following way:

- i. It is an integrated part of an individual – something a person is, does, or has. People bring their personalities to situations and take them when they leave.
- ii. It is psychological- refers to the individual actions, thoughts and feelings and not to material things such as possessions and status.
- iii. It is made up of smaller units called characteristics- the combination of these characteristics creates a unique psychological signature.

In order to understand better what personality is and how to measure it, psychologists introduced the trait theory. Trait psychology is focused on the measurement of traits, which are defined as habitual patterns of behaviour, thought, and emotion (Kassin, 2003).

In Allport's (1937) significant work about personality as the first "officially" established discipline in psychology, he arrived at the following definition of a trait:

We are left with a concept of trait as a generalized and focalized neuropsychic system (peculiar to the individual), with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviour. (p. 295)

A myriad of definitions of personality traits exist and it is difficult to find one among them that would be more accurate than the others. Still, the basic principles are agreed in nearly all of them:

1) Personality traits are relatively stable in time and space and therefore more or less predictable. For example, a person who is described in his environment as "very decent" wants to be further known like this. On the other hand, a person who is very competitive in the sport will be with the greatest probability competitive in his personal life.

2) Each person is unique in regards to their personal characteristics. It is due to an infinite number of combinations and intensity of individual personality traits.

In an effort to measure personality, psychologists have mostly conceded on trying to legibly divide humanity into types. Instead, they tend to focus on personality traits in order to be able to investigate human personality.

The first trait study was conducted by Gordon Allport (1937), who developed a theory of “cardinal”, “central”, and “secondary” traits, attempting to provide a complete picture of human complexity. Later, trait theory was developed, and a wide variety of alternative theories and scales were introduced. However, none of them were as popular and generally accepted as the current two approaches, namely the Big Five and Eysenck Personality Questionnaire (EPQ).

The Big Five model is widely accepted by many psychologists who believe that these five factors are sufficient: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Evidence of this theory has been growing over the past 50 years, beginning with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1963), Goldberg (1981), and McCrae & Costa (1987).

The Big Five are broad categories of personality traits also referred to as the Five Factor Model. While there is a significant amount of literature supporting this five-factor model of personality, researchers don't always agree with the approach because of its broadness. In this case, Eysenck's approach can be considered due to its vividness and narrowness.

Using factor analysis Hans Eysenck (1981) grounded a bipolar personality trait that incorporates three super factors, namely, extraversion, neuroticism, and psychoticism. Each of these traits has its opposite: extraversion is opposite to introversion, neuroticism contrasts with stability, and psychoticism is opposite to super ego trait.

In linguistic research, one of the most popular used of this theory is applying the measure of extraversion/introversion to the process of acquiring a language.

Besides the concept of bipolarity of extraversion super factor, Eysenck (1981) made a notion that extraverted and introverted people have physiological differences. According to him, this distinction is in the cortical arousal level that is essentially transmitted instead of being learned. The psychologist found proof that extraverts are marked by a lower level of cortical arousal than introverts. As a result, they have higher sensory thresholds that result in lesser reactions to sensory stimulation. In contrast, introverts are marked by a better level of arousal and having lower sensory thresholds, which is why they experience larger reactions to sensory stimulation.

Within both theories (The Big Five and EPQ), the description of extraversion/introversion scale are agreed and their characterisations have the same features. It should also be noted that these characterisations and features are present in other studies. These features and further explanation of the extraversion/introversion trait will be provided in the subchapter below.

2.3. Extraversion and Introversion

Following Eysenck's theory about physiological differences between extraverts and introverts, Feist (1990) continued with the notion that introverts with their low sensory threshold need to avoid anything that could cause an excessive amount of excitement so as to keep a definite level of stimulation. Thus, introverts aspire to avoid such activities as crowded public or social events, risk-taking activities, and various competitive sports. On the other hand, extraverted people are more likely to voluntarily join exciting and stimulating activities as a result of their low level of cortical arousal. This implies a high level of sensory stimulation to cross the threshold and, consequently, to preserve the most favourable level of stimulation.

Dewaele and Furnham's (1999) also describe extraversion and introversion as a part of a continuum. According to them, extraverts are thought to be sociable, energetic, and impulsive; they also appear to enjoy taking risks and disfavour being by themselves. Meanwhile, it is affirmed that introverts are "introspective, quiet, retiring and reserved" (Dewaele & Furnham, 1999). They believe that an extravert gets energy from outside sources, while an introvert is more engaged with their inner world of thoughts and prefers solitary activities. This trait does not merely describe if an individual is sociable or restrictive, but considers if one prefers working individually or with the involvement of other people.

From the cognitive point of view the definition of the extraversion trait was given by Depue and Collins (1999) with the view on different psychological aspects of extraversion and introversion. They state that extraversion is composed of two major dimensions termed "interpersonal engagement" and "impulsivity." Interpersonal engagement refers to being receptive to the company of others and impulsivity means seeking social dominance and leadership roles, as well as being motivated to achieve goals. In addition, impulsivity refers to the need for excitement and change, risk-taking, courageousness, and sensation seeking. The cognitive definition of extraversion was given similarly by Brown (1993) who stated that "extraversion is the extent to which a person has a deep-seated need to receive enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself". Receiving affirmation within oneself here refers to the introverted type.

In another attempt to differentiate between introversion and extraversion, Eysenck (1964) provided a description of the behaviour of an extra extraverted and extra introverted person:

The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often

sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change; he is carefree, easy going, optimistic, and likes "to laugh and be merry." He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under his tight control, and he is not always a reliable person. The typical introvert is a quiet retiring sort of person, introspective; fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps," and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards (p. 8).

To summarise, an extraverted person may be characterised by longing for social dominance and leadership roles, taking risks, sociability, and impulsiveness. He prefers excitement and a social environment and seeks development and a sense of wholeness in other people. They are easy-going, optimistic, and may quickly lose their temper due to instability. On the other hand, an introverted person may be characterised by avoiding excitement and activities involving a lot of social interaction. They are more engaged with their inner world of thoughts and prefer solitary activities. Their source of affirmation and sense of wholeness lies within themselves. They are generally reserved and prefer to be distant from strangers. In everyday life, they are well-ordered and serious and control their temper and behaviour.

Following the description of the main characteristics of extraverts and introverts, in numerous linguistic studies it has been supposed that these behaviours could also be related to SLL. As there is a clear difference between typical extravert and introvert behaviours, there have been a great number of scholars who researched the area of extraversion with relation to second language learning.

2.4. Extraversion/Introversion and Second Language Learning

While observing the process of L2 classroom learning, it may cause the impression that some learners with certain personality characteristics show good results systematically, while behaviours of the others hinder their effective learning. Since the 20th century there have been conducted a number of studies concerned about the role of the personality characteristic Extraversion/Introversion in second language learning proficiency. However, these research studies tend to show contradictory results – some have found a relationship of extraversion and L2 proficiency, while others found introverts to have higher scores of L2 proficiency. Furthermore, some of the studies did not show any

relationship of the E/I with L2 proficiency at all (Chapelle and Roberts, 1986; Strong, 1983; Scovel, 1978; Naiman, Frölich and Stern, 1978; Hamayan et al., 1977; Tucker et al., 1976; Guiora et al., 1975; Taylor et al., 1971; Smart et al., 1970).

Therefore, if we explore in more detail the history of the investigated topic, we can see that based on their opinions, the researchers can be divided into three camps: the first supports the notion that learners' proficiency in L2 is related to extraversion due to the typical features of this personality type, such as assertiveness and adventurousness, whereas the second camp claims that there is no relationship between SLL achievements and extraversion, since many successful language learners do not have a high score on measures of extraversion. The third and final camp denies any link of Extraversion/Introversion to SLL proficiency.

Initially, the link between L2 learning and the extraversion/introversion trait was studied by Hans Jurgen Eysenck who proposed the notion that extraversion was not positively correlated with L2 proficiency because of some neuro-chemical phenomena in the human brain. Consequently, he deduced that an introvert, and not an extravert, can be a better language learner. However, a number of language theorists tend to deny Eysenck's conclusion. They traditionally argue that extraverts are better suited to language learning. Some studies in the literature on SLL pronounce that the more extraverted a language learner is, the more he/she enhances the amount of input (Krashen, 1985), and prefers group activities and communicative methods (McDonough, 1986). Thus, extraverts increase their communication in the target language, which enriches their language output (Swain, 1985; Krashen, 1981) and subsequently have better production in target language learning (Brown, 1987).

Van Daele (2005) stated that the research findings of many studies that investigated the effect of extraversion on different dimensions of proficiency of second language remain unsure and cannot be generalised. Similarly, Roger Griffiths (1991) mentioned that variables of personality are currently given little significance in research opinions because of the fact that studies where the role of personality variables was investigated in correlation to learning a language failed to explore consistently significant findings. The reason for the inconsistent outcome of previous studies might be the fact that the researchers did not distinguish properly between language skills activities related to the levels of the extraversion/introversion scale.

Dewaele and Furnham (1999) suggested that the problem of controversial results in the research studies regarding the extraversion/introversion variable in SLL context is uniting written and oral language criteria. The research on the role of the E/I trait in L2 proficiency may lead to more legitimate outcomes if the language skills are examined separately. Having focused on oral language criteria, the authors argue that considering verbal production, extraverts prove to be more fluent in

their mother tongue and in the second language both in formal and stress situations. On the contrary, when introverts get into the situation which involves interpersonal stress, they suffer from pressure because the arousal level becomes higher than their optimal level, which inhibits the automaticity of their speech production. They start to control their serial processing instead of automatic processing, and, consequently, their working memory overloads and they start hesitating, make more errors, and slow down their speech. Later Dewaele (2004) also found that introverts try to avoid colloquial words, while extraverts use them freely.

Alternatively said, extraverts get an advantage from being less stressed by SLL situations, which gives them the opportunity for more L2 practice, leading to the possibility of greater success in verbal performance. However, introverts behave in a different way by hesitating and being more reserved and introspective, which might be the reason behind the introverts' weak second language oral performance.

In another attempt to examine the notion that extraverts are more proficient in SLL due to their higher spoken language input, Seliger (1977) defined levels of extraversion-introversion based on classroom observations. He designed an experiment where six students were observed in a classroom environment. He realised that input with high generators (students who are active in language communication situations) scored significantly higher than input with low generators (students who are passive in language communication situations). Hereby, extraverts could be considered as people with high input generators, as they have a dominative role in language interactions. In contrast, introverts could be considered as people with input of low generators because of their passive role in language communication situations. He summarised that input with high generators (extraverts) tend to learn a L2 faster, because they cooperate more often in a foreign language outside the classroom and effectively use the opportunities to communicate. However, it should be remarked that the speed of learning doesn't determine better output in language accuracy or proficiency.

As far as L2 oral performance is considered, Gan (2008) found in his research that "extraverts' speech generally demonstrate[d] a higher level of accuracy and fluency" (p.24), however, in the conclusion it was highlighted that a correlation between the extraversion dimension and oral performance was not significant. However, Hassan (2001) found that extraversion did play a vital role in L2 pronunciation accuracy of the participants in his research who were Arabic speaking learners of English as a second language.

In addition, Dewaele and Furnham (1999) also confirmed that extraversion results are rarely ever connected with written language data, but more significantly correlated with oral linguistic data. The authors stated that extraverts are expected to be better in the learning of language, because they

are more active in communication outside the classroom than the introverts, which increases the amount of input and comprehensible result of language output. It allows them to be exposed to the target language more and therefore learn the language faster and more effectively than introverts. According to the results emphasizing extraverts' dominative role in verbal production of the second language, they are generally expected to be good learners of a second language.

Thus, it could be concluded that introverts, on the other hand, are disadvantaged in second language learning with regards to the communicative aspect as they do not have that many opportunities to practice target language through speaking as extraverts do. To this point Skehan (1989) suggested that there should be considered other SLL aspects apart from interpersonal communication skills, from which introverts could benefit. The author proposed that the linguistic tasks and situations which do not involve communication practice, but rather involve academic and cognitive skills, are better suited for introverted learners. According to Skehan, it could be summarised that both extraverts and introverts can have an advantage in SLL in different types of tasks.

In the work by Ellis (1994), from the examination of the extraversion/introversion trait there emerged the following conclusions: "extraverted learners will do better in acquiring basic interpersonal communication skills" and "introverted learners will do better at developing cognitive academic language ability" (p. 520). Another study by Van Daele (2005), agrees with these statements stating that because of the fact that introverts' short-term memory is limited up to five minutes after input of information, they are able to remember new material with more effectiveness in long-term memory, due to their higher reticulo-cortical arousal that gives an active memory trace with longer duration. Consequently, it may be assumed that their natural capabilities make them the first candidates for successful learning, while extraverts have less effective long term-memory or working memory, which leads them to be less accurate than introverts in the language usage.

For testing the notion that learners, who often initiate language communication, achieve higher results in SLL, Busch (1982) attempted to find the relationship between the extraversion trait of Japanese students and their proficiency in English as a second language. The participants were 80 junior college English students and 105 adult English students. As a part of the research, they had completed a standardised English test and a personality questionnaire. Eventually, 45 of the junior college students took part in English oral interviews, which were then evaluated for proficiency. In his hypothesis Busch mentioned that in an ESL situation, extraverted students would achieve a higher level of proficiency in English, as they use more opportunity to receive input in the language, which proved to be irrelevant. Statistical analysis showed that extraversion was significantly negatively

connected with the pronunciation section of the verbal interview test. Moreover, introverts had better results in the reading and grammar section of the standardised English test.

In the research conducted at VIT University, Vellore, India (Zafar et al., 2017) where 145 undergraduate Chinese students took part, it was found that introverts and extraverts show success in different ESL skills. That is, extraverts excel in their speaking and reading skills, whereas for introverted learners, proficiency in listening skills prevails. In writing skills proficiency, no significant difference was found. As such, there was found a specific relationship between E/I trait and L2 proficiency, since introverts show better results in listening activities and extraverts in speaking and reading activities.

At this stage it becomes evident that on the basis of the current knowledge that exists regarding the relation between extraversion and L2 proficiency, the outcome is not consistent or explicit and does not reveal clear-cut answers. The studies that found some link between extraversion/introversion and L2 proficiency, do not agree with each other. Some say that due to higher language spoken input, extraverts learn faster and more efficiently than introverts, consequently producing better quality in verbal accuracy, fluency, and pronunciation. Others say that extraverts have worse speaking quality (i.e. pronunciation) than introverts as well as worse reading and grammar skills. Yet others found that extraverts have better speaking and reading proficiency, and that introverts have better listening proficiency. Nevertheless, there was found a clear link between introversion and better academic and cognitive language ability due to their physiological predisposition to remember new material more effectively.

When discussing the link between extraversion/introversion and L2 proficiency, the authors in their works describe the factors that lead to certain level of proficiency (e.g. the amount of exposure – seeking for communicative language opportunities; being concentrated, structured, and organised in SLL activities; preferring an individual or social environment for studying). Therefore, it is likely the most determinant factor of L2 proficiency is the activities directed to L2 learning, which could be generally defined as SLL behaviour.

The extraversion/introversion trait may not only determine the level of learners' academic proficiency, but also shape the way individuals respond to their learning environment. It is in all probability that extraverted and introverted learners strive for specific behavioral patterns that will have an influence on their participation in different learning aspects, from activities in the class to applied practices of intercultural communication. Therefore, it is reasonable to examine SLL behaviour with respect to the extraversion/introversion dimension.

In Markee's study (2001), he states that a learners' learning behaviours in the classroom include their willingness to communicate in the second language, their engagement in learning tasks, and their use of certain learning/communication techniques and strategies. Thus, it can be concluded that learning behaviour combines learners' engagement, learning strategies, and aspiration to use L2. All these features are expressed during a L2 class by different actions.

According to the current literature, the personality characteristic Extraversion/Introversion is likely to affect second language learning behaviour. An extraverted person is identified as being outgoing, adventurous, and a risk-taker, whereas an introverted person is often seen as inhibited and reluctant in terms of risk-taking and seeking opportunity for language practice inside or outside the classroom (Lightbown and Spada, 1999).

Ehrman (1996) proposes that there is a transparent relationship between second language learning and personality, because personality identifies with what individuals feel comfortable. Consequently, people tend to decide on, and eventually do, what they feel comfortable with and obtain higher levels at the given skills. Therefore, a L2 learner can build decisions of methods and skills in line with the bent of their personality. Extraverts and introverts, being on opposite sides of the extraversion scale, have different feelings regarding their learning environment, e.g. introverts feel anxious to communicate in L2 due to fear of judgement and spend more time processing information in order to reduce the chance of mistakes as much as possible, whereas extraverts feel much more comfortable to be in a SLL environment, including stressful conditions of being tested or evaluated (Dewaele and Furnham, 1999).

According to Oxford's (1990) definition, extraverted people are those who like interaction with others and evolve many friendships. Extraverts retrieve most of their energy from the external world, whereas introverts retrieve most of their energy from the internal world, tending to enter only a few friendships as a general rule with more close ties than extraverts have. It was disputed that extraverted types of people are eager to communicate with other people a lot regardless of the accuracy of their speech. Introverts, on the other hand, are more careful about using their language, which may not necessarily mean accurate language use.

The study of Kayaoglu (2013) has shown that intro- and extraverted learners behave differently in the context of SLL since they implement different strategies in their learning process: "with the exception of communicative strategies, introverted learners used a greater range of metacognitive and cognitive strategies than did extroverted learners." The participants of the research were 200 students of the School of Foreign Languages at Karadeniz Technical University in Trabzon, Turkey, aged 18-20 years, who had an intermediate language proficiency level. The results showed that introverts

“employed goal-oriented specific behaviors and mental operations [...] and extroverted learners used more interpersonal communication strategies.” This means, that I-students’ behaviour in SLL context was oriented to coordinating and organizing their learning to meet their objectives. Their behaviour is more conscious and determined, while E-students naturally seek social cooperation and practice opportunities.

Similarly, in Fazeli’s study the results have shown that the Extraversion trait plays a role in the choice of strategies in second language learning. Extraversion was found to have a significant correlation with Memory (creating mental linkages, applying images and sounds, reviewing well, employing action), Meta-cognitive (centering, arranging, planning, and evaluating your learning), and Social Strategies (asking questions, cooperating with others, empathizing with others) included in the six categories of English Language Learning Strategies based on Oxford’s (1990) strategy classifications. It is important to note that similar to previously mentioned research (Kayaoglu, 2013), where extraverted learners used more communication strategy, Fazeli’s study shows extraverts proved to have a positive correlation with social strategy, which is probably defined by their natural disposition to strive to create more opportunities for engagement in conversation in the target language.

If we consider the feelings that students experience in SLL situation, in Dewaele’s studies (2002; 2013) there has been found a link between foreign language classroom anxiety and E/I personality trait among young adult learners. Both studies showed that introverts suffered more than extraverts from foreign language classroom anxiety in L2. Extraverts “enjoyed taking risks in using their FL in class”. Dewaele suggests that the relation between extraverts and their lower foreign language anxiety may be due to such factors as talkativeness and optimism. Feeling comfortable versus feeling anxious in the foreign language learning situation most likely affects the way the students subsequently behave. If one feels anxiety, it is likely that he would hesitate to express himself during a L2 class in contrast with the students who feel comfortable to display initiative in the learning process.

Oz’s research (2014) indicates that extraverts, who possess such characteristics as sociability, talkativeness, and friendliness, are more willing to communicate in a L2 classroom. The results have shown statistically significant positive correlations between extraversion and L2 willingness to communicate. Moreover, extraversion was the strongest predictor of L2 willingness to communicate among other variables (openness to experience, agreeableness, neuroticism, conscientiousness).

While extraverts tend to be better at expressing themselves through speaking, introverts express themselves better through writing. Many studies have proved that introverts significantly outperform

extraverts in their L2 writing skills (Layeghi, 2011; Boroujeni et.al., 2015; Carell et.al., 1996; Jahanbazi, 2007; Callahan, 2000). This is likely connected to introverts' preferences to reflect on their inner world while extraverts are more interested in the external world and environment (Callahan, 2000). This fact leads to the conclusion that introverts are more concentrated and organized than extraverts in individual or self-oriented types of tasks. When they are on their own, they can achieve better results and hence, prefer individual tasks to tasks involving collaborative activities in SLL context unlike their extraverted peers.

In their pilot study, Dewaele and Furnham (2000) examined the effect of the extraversion trait on spontaneous speech production and found that extraverts are more fluent than introverts in L2 oral production, especially in interpersonal stressful situations.

In the stressful situation of being tested and evaluated, introverts proved to be unable to automate their speech production: they hesitated more, the speed of their speech as well as the length of their utterances decreased, and their L2 error amount increased. In contrast, extraverts proved to have better capabilities to cope with interpersonal stress and automated their oral production.

Generally, in a standard informal situation introverts were found to prefer implicit speech style. Extraverts, on the other hand, tended to prefer explicit speech style. In a formal situation, referred as an interpersonal stressful situation, the pattern repeated with a stronger effect.

The difference between introverts' and extraverts' to a stressful situation is explained in the study from a cognitive and physiological perspective in the following way: extraverts, having superior short-term memory and better resistance to stress, are more fluent and stable in L2 speech production than introverts. This means that in a SLL context introverts by their nature behave in a more reserved and timid way determined by slower speech, shorter utterances, and producing more L2 errors. Meanwhile, extraverts behave in an opposite way being more confident in their L2 oral production determined by fluency and unconscious automation of L2 speech.

Another research conducted by Dewaele and Furnham (1999) reviewed previous studies for the matter of difference in extraverts' and introverts' social behaviour. The overview provided "clear evidence of a link between physiological characteristics of introverts and extraverts and differences in social behaviour". Since extraverts have better short-term memory and resistance to stress, as well as lower social and language anxiety, they behave in a more confident and fluent way than their introverted peers in terms of L2 speech production. A number of studies mentioned in the review (Dewaele, 1995a, 1995b, 1996a, 1996b, 1998) outlined systematic links between extraversion and L2 fluency, formality, and complexity. In his studies (1996b, 1998), Dewaele found that extraverted

learners had less pauses in formal situations, and their speech rate was higher in formal and informal situations.

The authors concluded that extraverts, being less anxious to communicate in the target language and to voluntarily join L2 discussions, in general tend to be more fluent in L2. However, their accuracy in L2 oral production tends to be lower than that of introverts, who have “greater cautiousness and fear of punishment”, which likely causes them to slow down and carefully think through their speech accuracy.

The research of Ehrman and Oxford (1990) differentiated in more detail extraverts’ and introverts’ preferred way of learning. The study indicated extraverts’ difficulty to study in a solitary or concentrated way. They preferred a variety of L2 learning activities in a general learning process and were also seeking opportunities to practice outside the classroom. Their behaviour was cooperative, which helped them to cope with stress better than introverts. Also, they reported organizing their learning (especially extracurricular aspects and study location) and also dealing with the environment more than with themselves. These behaviours and preferences were named by the authors as externalising and environment-shaping, which exemplifies one of the main characteristics of extraverts to get energy from outside sources (Dewaele & Furnham, 1999). In addition, extraverts reported the need to be active both verbally and physically in the context of L2 learning.

They were found to be opposite to their introverted peers regarding the use of social strategies: they used such strategies consistently and easily, while introverts rejected such strategies using them only in rare cases with significant effort.

In the course of the research introverts preferred to learn a foreign language alone avoiding social contact. As observed by the authors, introverted learners preferred reading and writing learning activities to speaking and listening since they are more easily done alone. They also reported low conversational risk-taking behaviour and inhibition. It was concluded that well-planned self-work would facilitate L2 learning for introverts due to their better ability to process material alone or at home. This is related to the fact that they need time to prepare for the activity and process the material mentally before acting or speaking.

While it is not clear whether the extraversion/introversion trait plays a significant role in L2 proficiency since the studies of this topic have shown contradictory results, it is evident that there is a specific link between the E/I trait and SLL behaviour. As the classroom behaviour is explained as the degree of engagement, willingness to communicate, and preference of learning strategies (Markee, 2001), it may be concluded that extraverts differ from introverts in their L2 classroom behaviour.

According to the existing research, in the frame of classroom behaviour, extraverted students like interactions in target language, such as role-plays and other communicative and interpersonal activities. Conversely, introverted students in their language learning process are influenced by their inner world of feelings and ideas. They have lower ties with other learners than their fellow extraverted students. They also tend to work either individually or in pairs with people they know well and try to avoid group work.

In summary, in a L2 classroom, extraverts tend to long for social interactions, excitement, courage, and active physical and verbal behaviour. Meanwhile, introverts are usually reserved, unsociable, goal-oriented, and prefer individual work and organised learning. Their SLL behaviour is marked by conversational risk-taking, coordinating and organizing their learning to meet their objective, and being more conscientious and determined.

Since the personalities of extraverts and introverts are different, it ought to be admitted that in a L2 classroom, the teachers should either assign tasks suitable for both types or treat the groups in different ways concentrating on their individualities.

3. Empirical Part

In this chapter, the Summary of the Theoretical Part will be provided, leading to the posing of the research question. The following section Methodology includes four subsections: Design, Participants, Techniques, and Procedure. After describing the background of the research, the results of the research will be presented and analysed in the Results subchapter and discussed and interpreted in the Discussion subchapter.

3.1. Summary of Theoretical Part and Research Question Formulation

In the literature review, we have presented personality characteristics, specifically that of the extraversion-introversion trait, and its relationship to the second language learning process.

Firstly, different factors that may affect SLL were covered, limiting the focus to the personality variable, which is in the scope of interest of this thesis.

Next, the concept of personality and its traits were defined with their influence on human behaviour from the consistent psychological point of view by such authors as Allport, Peterson, Eysenck, Brown and others. In the next part, special attention was paid to the extraversion-introversion trait, which is generally described as a part of a continuum, where extraverts are social and impulsive getting their energy from the external world, while introverts are introspective, well-organised, and more engaged with their inner world.

After that, we explored the role of extraversion/introversion in second language learning. In an attempt to find an explicit answer, the outcomes of studies on the role of the extraversion dimension in SLL proficiency were first presented. It was found that the outcomes of the studies were inexplicit because of their contradictory results: some researchers didn't find significant relationship between extraversion/introversion and SLL proficiency (e.g. Scovel, 1978; Strong, 1983; Chapelle and Roberts, 1986), others found that extraversion correlates with SLL proficiency (e.g. Swain, 1985; Brown, 1987; Hassan, 2001; Dewaele and Furnham, 1999), while yet others claim that introversion correlates with SLL proficiency (e.g. Busch, 1982; Swain and Burnaby, 1976).

Hence, it was highlighted by some authors that due to the differences in the nature of E/I types, different criteria should be set in measuring their level of L2 proficiency. In an attempt to differentiate these two types of personalities, the researchers divided their L2 production into several SLL skills. Consequently, it was found that while extraverts tend to show better results in their L2 verbal

production and, in some cases, reading skills, introverts prevail in their academic and cognitive language ability, including skills such as writing, listening, and, in some cases, reading.

The factors leading to certain levels of proficiency in variable L2 skills were examined. These factors are feelings, inner dispositions and preferences towards certain types of L2 activities, and the activities themselves. What plays a large role in constructing a way towards L2 advancement, is the amount of communicative practice, risk-taking, and social cooperation for extraverts, and well-planned self-work, individual L2 tasks, and organised learning for introverts.

As such, it was reported that the E/I personality factor plays a vital role in the way L2 learners behave in the process of SLL. Extraversion and introversion shape the way people respond to their learning environment and strive for specific behaviour patterns. For example, extraverts are identified as being outgoing, adventurous, and risk-taking, while introverts are often seen as inhibited and reluctant in terms of risk-taking and seeking opportunity for language practice inside and outside the classroom. A number of researchers supported the notion that there is a relationship between SLL behaviour and extraversion/introversion stating that introverts are more cautious about their L2 production being anxious about others' judgement, while extraverts are generally associated with greater persistence in the face of failure and resistance to stress in the context of L2 situation.

Extraverts, being sociable and energetic, are expected to prefer communicative and interpersonal activities with the involvement of other people, regardless of how accurate they are in the target language. On the other hand, introverts, being introspective and reserved, are expected to prefer individual work, avoid social interactions, group work, and are more sensitive about being accurate in their L2 production.

Based on the literature reviewed in the Theoretical Part, we can identify the problem of the studies as not being clear on the results. Although there is a relationship of personality and SLL, and the extraversion/introversion trait matters in most cases to the extent of prediction of learners' stress resistance, preference of collaborative or individual learning activities, and risk taking, the authors do not specify how exactly these predictors may be manifested in real-world SLL situations. Within the studies there might be some patterns in extraversion/introversion behaviour, which was researched and described in some way. However, the results of those studies reported in the Theoretical Part are not clear on how specifically the E/I trait matters in SLL behaviour. In the current study, we sought to shed light on these unclarities and gaps in the literature. Thus, the research question of this thesis attempts to explore the following:

How do extraverted and introverted students behave in real L2 classroom settings?

Here, by “behave”, we understand most common specific classroom actions, which can be united under two categories – extravert-like and introvert-like. This division will be described in more detail in the subchapter 3.2.3. Techniques. We would like to explore whether these behaviours could be clearly assigned to extraverts and introverts and whether there are clear signals of extraverted and introverted students in L2 classroom. Not only does the interest lie in what E and I students do during L2 class, but also how much they enjoy it, since their enjoyment and preferences refer to personal characteristics.

3.2. Methodology

3.2.1. Design

Based on the problem identified from the reviewed literature on the relationship between the personality attribute extraversion-introversion and the second language learning process, the specific real-world SLL setting of a L2 classroom has been chosen for observation. As per Brooks (1993), “the formal classroom setting is, in many cases, the only place where any kind of social interaction in the foreign language is made available”. Hence, in a classroom environment it is more probable to gain accurate information needed for the purpose of the research due to good availability and attainability. During a L2 class, the learning process is systematised and structured, which helps to avoid different research hindrances.

The design of this thesis is considered as a descriptive explorative study using library research: review of scholarly works of linguists and academicians on the topic under investigation. For the research implementation, a standardised personality test (Eysenck Personality Questionnaire), planned structured observations, and a short prepared questionnaire on classroom activities were the techniques used in order to obtain the data necessary for the analyses and potential exploration of the topic of interest of this thesis. The current study adopted such methods to explore the role of students’ personalities in their second language learning processes.

3.2.2. Participants

This study was conducted at Charles University in Prague, Faculty of Humanities, Department of Liberal Arts and Humanities, Communicative Module, in November – December 2016. Fifteen young adult students enrolled in a Bachelor program of Charles University participated in this study.

At the Faculty of Humanities, the students generally study for three academic years and then they receive their bachelor's degree. In the Department of Liberal Arts and Humanities, students take different courses as they progress through their program. Students choose English courses in accordance to their level of target language. At these courses, students are being taught writing, reading, speaking, grammar and vocabulary, and listening skills of the language. Students participate in class activities, discussions, homework preparations, paper writing, and other language-related activities.

In order to explore the issues of the thesis aims and research question, a class where the students were learning English as a second language was chosen. This class was diverse in classroom activities and manifestation of language skills comprised in each session. The participants were specific people who gave the information needed for the research. This information was given in a form of natural behaviour observed during the class and answers to the questions of the surveys (explained in detail below in Techniques).

I went to a certain learning group according to the direct criteria: all participating students were the students of the same institution and same class, they were available within one group, one time, the same place, and the same lecture.

The class included fifteen students, six of whom were male and nine of whom were female. Gender differentiation is not considered as division into different groups in this work, as it is known from various researches that in the aspect of my subject of interest (second language learning behaviour), gender influence is inessential (Ożańska-Ponikwia, 2015, MacIntyre et al., 2002; Matsuda and Gobel, 2004, Bacon, 1992, Bembenuddy, 2007, Psaltou-Joycey, 2008, Rahimi, Riazi, & Saif, 2008, Tang & Neber 2008).

The age group is the same for all participants— the students are young adults aged between 18 and 22 enrolled in a Bachelor program.

The students are from the same faculty and field of study, but from different years of study (first year to third year). Based on the information given by the students, their level of English is between intermediate and pre-advanced. At these upper-levels, they are equally able to communicate and understand spoken interaction in English (ACTFL, 1999; Magnan, 1986), and hence, equally participate in the course of the L2 class, which is the level of interest of the present study.

Due to this being their first semester studying together, they have poor cooperation during the class except for personal interactions in couples or small groups.

Having introduced a specific identifier, which is the level of extraversion, the students were divided into two research groups (Introverts and Extraverts) per the results of their answers to an adapted EPQ personality test (Appendix B; D) – a data collection technique used to provide information on students’ level (more detailed description is in the following subchapter Techniques). The table below indicates the division of the students into groups. According to the Lie score based on specific questions included in the test among other questions (detection of response distortion), none of the students had Lie score higher than 5, which, based on the test key to EPQ personality test, indicates that all participants’ answers in the personality test are sincere. The following table presents the division of the group of participants into Extravert and Introvert research subgroups.

Table 1: Division into Extravert and Introvert subgroups

| | Introvert | Extravert |
|----------|-----------|-----------|
| <i>N</i> | 7 | 8 |

N=number of students

In the whole group, there are 15 participants, whose lie score results in the EPQ test showed that the answers of all participants were sincere. In the extravert subgroup, there are 8 students and in the introvert subgroup there are 7 students.

3.2.3. Techniques

In this study, three techniques were used to collect the intended data within the thesis aims and research question *How do extraverted and introverted students behave in real L2 classroom settings?* For this reason, the techniques were carefully selected with the aim to: 1) provide information on students’ extraversion level; 2) provide information on students’ attitude towards learning activities; 3) provide information on students’ L2 classroom behaviour.

The first data collection technique was used in order to provide information on students’ extraversion level. The technique is a personality test: a test of an extraversion scale, which assesses the degree of extraversion-introversion, based on the Eysenck Personality Questionnaire (EPQ).

Personality characteristics can be assessed by means of questionnaire data. The widely-used personality indicator questionnaire is the one established by Hans Eysenck (1981) known as Eysenck Personality Questionnaire (EPQ). This personality type indicator is used to assess extraversion, neuroticism, and psychoticism. The Eysenck Personality Questionnaire is mostly used to assess influences of, or correlations between extraversion-introversion and second language learning.

Eysenck initially conceptualised personality as two biologically-based independent dimensions of temperament, E(Extraversion/Introversion) and N(Neuroticism/Stability), measured on a continuum, but then extending this to include a third, P (Psychoticism/ Socialisation).

A fourth dimension, the L - Lie scale, was introduced later “in an attempt to measure to what extent subjects were deliberately attempting to control their scores”.²

In this thesis, EPQ excluded Neuroticism/Stability and Psychoticism/ Socialisation dimensions, focusing specifically on the Extraversion/Introversion dimension.

The adapted version includes 33 “Yes-No” items with no repetition. The falsification scale served for the detection of response distortion. The trait measured is Extraversion-Introversion. When the students fill out the test they receive two scores:

- The ‘lie score’ is out of 9. It measures how socially desirable they are trying to be in their answers. If the participant scores 5 or more on this scale, he is probably trying to make himself look good and is not being totally honest in his responses.
- The ‘E score’ is out of 24 and measures how much of an extravert the participants are.

The students get 1 point for each answer, which coincides with the key (see Appendix B). After that the scores are summed for each of two scales separately and the result on the level of extraversion (Introvert or Extravert) is found.

The second data collection technique is a questionnaire on classroom activities, which was created with the specific aim of serving the current study, as standardised surveys focused on the specific interest of the present thesis (Extravert- vs. Introvert-like preferences in L2 classroom activities) were not available. The questionnaire will be used to analyse participants’ attitudes and preferences in SLL in the classroom context. It is focused on classroom learning activities that could imply either introvert-like or extravert-like preference in L2 classroom activities.

Having taken Joy Reid’s (1995) Perceptual Learning Style Preference Questionnaire as a model, a questionnaire on classroom learning activities was created with the purpose to measure participants’ attitudes and preferences in SLL. Reid’s Questionnaire uses 5-point Likert scale items from ‘strongly agree’ to ‘strongly disagree,’ directing attention to behavioural preferences. The user-friendly technique was adapted to the questionnaire on classroom activities created for current work.

² See Eysenck, Eysenk& Barrett(1985), especially pages 21-29, for further details on a revised version of the psychoticism scale.

Each question was created to define preferences of students during the class, which might show the relation to their type of personality. Based on the level of understanding of the extravert and introvert features from the Theoretical Part, every question implicates preference between an introvert-like and extravert-like approach in the L2 classroom. This measure is expected to find a possible relation between the extraversion trait and extravert-like classroom activity preferences and introversion trait and introvert-like classroom activity preferences. The questionnaire is 'extravert-oriented', i.e. it uses the statements requiring a more extraverted social-oriented approach in L2 classroom on the 'strongly agree' side and more introverted individual approach on the 'strongly disagree' side.

The majority of the questions are connected with oral production as this segment of L2 learning tends to display a special relation with personal characteristics as many researchers have found that extraversion-introversion has a relationship with second language learners' oral performance (e.g. Zafar et al., 2017; Dewaele and Furnham, 1999; Oz, 2014; Kayaoglu, 2013). Six of the questions are focused on preference of social interaction in the context of L2 classroom activities, and the other four questions are focused on self-expression in the second language in the context of L2 classroom activities.

The system of measuring, which is a Likert scale, provides more options for students than limited "yes or no" questions and gives the opportunity to think more widely providing more accurate information and helping to design understanding of participating students' preferences in classroom activities considering extraversion and introversion. The questionnaire has ten items assessing SLL preferences in the classroom with a choice of 5-likert scale responses (5 = strongly agree to 1 = strongly disagree) (refer to Appendix C).

The third data collection technique is a planned classroom observation. Observation is the way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting. Marshall and Rossman (1989) define observation as "the systematic description of events, behaviours, and artifacts in the social setting chosen for study" (p.79). The classroom observation is an effective instrument for collection and further analysis of collected data in the research. The main aim behind observing researched group of people was exploring the amount of extravert-like and introvert-like activity in the learning process inside the classroom.

With the specific aim of this thesis to find the possible relation of the E/I dimension to L2 classroom behaviour, I created the procedure that divides behaviour into extraverted and introverted at the level of knowledge I understand extraverts and introverts according to the literature reviewed in the Theoretical Part. As an additional source of inspiration, a language learning strategy system

(Oxford, 1990) partially based on Oxford's taxonomy (1985), was used. In this system, social strategies (which can be associated with extraverted behaviour due to extraverts' social-oriented approach as presented in the Theoretical Part of this thesis) are defined as asking questions, cooperating with others, empathising with others (e.g. asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, asking for correction, cooperating with peers in the target language, seeking conversations with a proficient user of target language, developing cultural understanding, and exploring others' thoughts and feelings).

Thus, it was decided that in the planned structured classroom observation of this thesis, extravert-like activities will be indicated as the following specific actions:

- spontaneous utterances,
- raising hands,
- starting in-class discussions,

which, according to the reviewed literature, are more likely to be related to an extravert attribute of personality because of their impulsiveness, self-confidence, and sociability. Meanwhile, introvert-like classroom activities were indicated as:

- using electronic devices,
- discussions with the classmates in their native language on personal matters,
- active writing in their notebook,

which are more likely to be related to introverts, as such actions indicate reserved and shy characteristics of personality whilst among other people.

To summarise, the first data collection technique Personality Test is used purely for division of the students into two research subgroups – Introverts and Extraverts. Whereas the other two techniques (Questionnaire and Observation) are used for obtaining the data for further analysis of Introverts' and Extraverts' behaviour and attitudes.

Two last techniques chosen for the practical part of this thesis adjust the methods of gaining information from the students about their L2 classroom behaviour from two different perspectives. The technique "observation" gives an opportunity to mark the students' behaviour from the perspective of the observer. By this, we presume that the information gathered from this technique is based on students' actual behaviour in practice. On the other hand, it should be admitted that the observer might be affected by his own perception and expectations.

The other technique "questionnaire" gives additional important information on students' L2 classroom behaviour, which cannot be obtained by means of observation, meaning information on

students' preferences and attitudes to L2 learning activities in the classroom context. These attitudes are closely interrelated with the way students act and behave in L2 classroom, they describe how they would like to behave in SLL classroom and depend solely on students' own choice and judgement.

3.2.4. Procedure

Data collection procedure

After entering the class, the students were informed that they would be observed for a period of one month, receiving and signing an informed consent (Appendix A).

In one month's observational period, there took place four 1,5-hours lectures, during which the students were observed. The target group of students was observed for the matter of introvert-like and extravert-like activities (explained in detail in subchapter Techniques). The students were not aware what specific actions were being observed, therefore, it might be supposed that their classroom behaviour was natural and sincere.

At the end of the final observational session, two surveys (personality test and classroom activities questionnaire) were handed out to the 15 participants of the study. It took around 15 minutes for the students to fill out the forms.

Personality test (Appendix B) was distributed to the students to receive the information on their extraversion/introversion level. The test included the questions with the focus on the Extravert/Introvert scale, as well as the falsification scale, which provides for the detection of response distortion. The questionnaire included 33 items using a "yes/no questions" format. They were asked to answer the items based on their initial understanding of the questionnaire.

The questionnaire on their attitudes towards classroom activities (Appendix C) was distributed along with the personality test to receive the information on the students' preferences and attitudes to classroom behaviour and activities. The participants answered 10 questions using a 5-point Likert scale focused on extravert-oriented classroom learning activities on the "strongly agree" side, and introvert-oriented on the "strongly disagree" side.

After the survey forms were completed, the students returned them in a requested order.

Data analysis procedure

After all materials needed for the research had been gathered (i.e. the points from the observation, completed personality tests, and completed classroom activities questionnaires), they were transferred into Microsoft Excel tables in numerical values.

First, based on the key to the EPQ Personality test (Appendix B), the extraversion score and lie score (detection of response distortion) were calculated per student. The data was compiled and arranged in the tables to find the exact number of both extraverted and introverted students. According to the results of the personality test (refer to the Appendix D and Table 1: Division into Extravert and Introvert subgroups), the students were divided into two research groups – Extravert (E) and Introvert (I) groups.

Secondly, based on the notes that were made during the observation, the table on student activities during classroom observation was designed in order to measure the amount of classroom extravert-like and introvert-like actions of each student (refer to the Appendix E).

The gathered notes were coded into numbers indicating the amount of specific actions manifested per student (extravert-like activities: spontaneous utterances, raising hands, starting in-class discussions; introvert-like activities: using electronic devices, discussions with classmates in their native language on personal matters, active writing in their notebook); the indicators were further summed up for each group and provided in Table 2.

Table 2. Number of introvert-like and extravert-like actions of Extravert and Introvert subgroups over a period of four 1,5-hours lectures

| Subgroup | Introvert-like Behaviour¹ | Extravert-like Behaviour² |
|-----------------|---|---|
| Extravert | 49 | 139 |
| Introvert | 75 | 109 |

Note: ¹using electronic devices, discussions with classmates in their native language on personal matters, active writing in their notebook; ²spontaneous utterances, raising hands, starting in-class discussions

For the assessment of significance of difference between Introvert-like and Extravert-like behaviour of two small samples (7 Introverts and 8 Extraverts), a non-parametric test was used, since in such a small sample data is not expected to be normally distributed. All statistical analyses were performed with the SPSS software package. First, two types of behaviour were compared within each group separately in order to identify each group's behaviour pattern and find out what it could signify. Second, two subgroups were compared with each other for the matter of prevalence of one of the types of behaviour to attempt to answer the research question on the differentiation of Extraverts and Introverts in L2 classroom behaviour.

Third, to provide the output of the collected data of the classroom activities questionnaire, the responses of the students were coded into the indicators of Extravert-like Answers (i.e. Strongly agree and Agree modes) and Introvert-like Answers (Strongly disagree and Disagree modes) since the content of all questions relates to the same topic: measuring Extravert-like and Introvert-like preferences in L2 classroom activities. “Neutral” answers were excluded from the analysis since they do not specifically represent the behaviour of either of the research groups, which is the main interest of this paper.

In order to know whether the questions are sensitive enough to provide the data needed for the comparison of E and I attitude to classroom activities, I ran a check at the level of each question if they really measure what they say. If an introvert gave an introvert-like answer, which works within a presumption, it was coded into 1, if his answer was not introvert-like, it was coded into 0. The same applies for extraverts. If in total there were more than 47% of cases in contrast with presumption (meaning 7 and more participants out of 15 answer the question in contrast with presumption), the question was considered unreliable as it is more than 50% answers opposite to expectation. Hence, I did not use such questions and selected only those that worked. Questions 2, 6, and 9³ were excluded since, for some reason, 47% and more of people did not answer according to their personality type (Introvert/Extravert) to these questions, i.e. answered either neutrally or within the opposite scale. The following table provides an overview of I- and E-like answers of both groups with non-working questions excluded from the results.

Table 3. Number of introvert-like and extravert-like answers to Classroom activity questionnaire of Extravert and Introvert subgroups

| Subgroup | Introvert-like Answers | Extravert-like Answers |
|-----------------|-------------------------------|-------------------------------|
| Extravert | 5 | 40 |
| Introvert | 32 | 2 |

Similarly, with regards to the analysis of Observation results, a non-parametric test was used in order to assess significance of difference between I-like and E-like answers of two small samples to the Classroom activities questionnaire. Firstly, introvert-like and extravert-like answers were compared within each group separately in order to identify each group’s answering pattern. Secondly, two subgroups were compared with each other for the matter of prevalence of one of the types of answers, in an attempt to fulfill the aim of exploring the differentiation of Extraverts and Introverts in their attitude towards SLL activities.

³ Q2. I prefer doing oral tests more than written tests; Q6. When there is a group activity, I behave more like a participant than an observer; Q9. I prefer working in group more than individually.

Further, the data gained from both techniques used for obtaining the data for further analysis of Introverts' and Extraverts' behaviour and attitudes (questionnaire and observation) will be described and analysed in 3.3. Results, and discussed and interpreted in 3.4. Discussion subchapter in order to help to find a possible connection of the extraversion trait and SLL behaviour in a classroom context.

3.3. Results

In the attempt to answer the research question on how Introverts and Extraverts behave in real L2 classroom settings, the data gained from the Observation and Classroom Activity Questionnaire were used for the description and analysis. In this subchapter, first, the data gained will be described and analysed. Then, they will be elaborated upon to provide a more detailed understanding of the results.

Description and analysis of E/I behaviour and answers

Due to the fact that I have such a small sample (15 participants further divided into 2 subgroups), it is expected that data will not be normally distributed, hence, non-parametric tests were used for the analyses of data gained from both Observation and Questionnaire techniques.

In Table 4, the data gained from the Observation is provided – Introverted and Extraverted behaviour for the groups of participants (Extraverts and Introverts).

Table 4. Descriptive statistics: raw mean scores, standard deviations and medians for measures of Introverted and Extraverted Behaviour in both Introvert and Extravert subgroups

| Group | Introvert | Extravert |
|-----------------|------------------|------------------|
| | M(SD);Mdn | M(SD);Mdn |
| Intro Behaviour | 10.71(3.49);9 | 6.13(1.80); 6 |
| Extra Behaviour | 15.57(15.08);10 | 17.38(8.22);18 |

The ensuing analyses addresses two questions regarding E- and I-like behaviour in E and I groups. First, for insights into the nature of each group function, we investigate behavioural patterns of each group separately. Next, we compare the behaviour of E and I groups between each other.

To assess the differentiation of Extraverts and Introverts in their L2 classroom behaviour, the Wilcoxon signed-rank test was conducted to compare central tendency of behaviour of the groups.

In order to find behaviour patterns in the groups, we compare central tendency 1) for Type E (Extraverts) between their Intro- and Extra- behaviour and define on what level of statistical

significance is their difference and in favour of what; 2) for Type I (Introverts) between their Intro- and Extra- behaviour and define on what level of significance is their difference and in favour of what.

The analysis revealed that for group E (Extraverts), Extra- behaviour significantly prevails over Intro- behaviour with the level of statistical value $p=0,012$. For the group I (Introverts), Extra- behaviour also prevails over Intro- behaviour. However, this difference is not significant ($p=0,672$).

Further, to explore how extraverted and introverted students differentiate in L2 classroom behaviour within the aims of this thesis, we compare central tendency of 1) Intro- behaviour between Type I a Type E and define on what level of statistical significance their difference is and in favour of who; 2) Extra-behaviour between Type I a Type E and define on what level of significance their difference is and in favour of who. For our small sample, the Mann–Whitney U test was conducted for assessing Intro- behaviour according to the Type (E and I) and for Extra- Behaviour according to the Type (E and I).

The analysis revealed that Intro- behaviour of I group significantly differs from Intro- behaviour of E group ($p<0,007$). That is, Intro- behaviour of introverts is significantly higher than Intro- behaviour of extraverts. At the same time Extra- behaviour prevails for the group E (Extraverts), but the difference is not significant ($p<0,417$).

The results of the classroom observation show students’ behavioural patterns during the L2 classroom process observed by a specific person, while the results of the questionnaire show the preferences and attitudes of the students to SLL activities based purely on the student’s own judgements.

In Table 5 the data gained from the Questionnaire is provided – Introverted and Extraverted answers for the groups of participants (Extraverts and Introverts).

Table 5. Descriptive statistics: raw mean scores, standard deviations and medians for measures of Introverted and Extraverted Answers in Introvert and Extravert subgroups

| Group | Introvert M(SD);Mdn | Extravert M(SD);Mdn |
|---------------------|--------------------------------|--------------------------------|
| Introverted Answers | 4.57(1.90);5 | 0.29(0.48);0 |
| Extraverted Answers | 0.63(1.18);0 | 5.00(2.07);6 |

The ensuing analyses addresses two questions regarding E- and I-like answers in E and I groups. First, for insights into the nature of each group function, we investigate answering patterns of each group separately. Next, we compare the answers of E and I groups between each other.

To assess the differentiation of Extraverts and Introverts in their attitude to SLL activities the Wilcoxon signed-rank test was conducted to compare central tendency of answers to the questionnaire of the participants.

In order to identify each group's answering pattern, we compare central tendency 1) for Type E (Extravert) between their Intro- and Extra- Answers and define on what level of statistical significance their difference is and in favour of what; 2) for Type I (Introvert) between their Intro- and Extra- Answers and define on what level of significance their difference is and in favour of what.

The analysis revealed that for group I (Introverts) Intro- Answers significantly prevail over Extra- Answers ($p=0,018$); for group E (Extraverts), Extra- Answers significantly prevail over Intro- Answers ($p=0,027$).

Further, to explore how the students differentiate in their attitude to SLL activities within the aims of this thesis, we compare central tendency of 1) Intro-answers between Type I and Type E and define on what level of statistical significance is their difference and in favour of who; 2) Extra-answers between Type I and Type E and define on what level of significance is their difference and in favour of who.

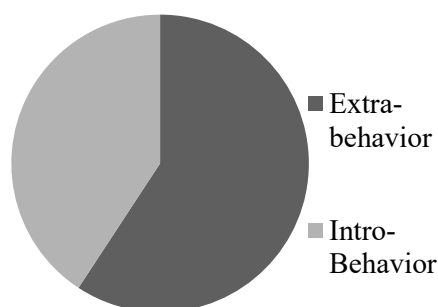
The Mann–Whitney U test revealed that Intro- Answers significantly prevail for Introverts ($p=0,003$); Extra- Answers significantly prevail for Extraverts ($p=0,001$).

Proportions of E/I behaviour and answers

Due to the fact that procedures are variable, the results should be summarised and clarified. All the following figures are composed of pie charts that show proportions of a whole.

The first analysis based on Observation technique (behaviour patterns of the groups) revealed that, as anticipated, in second language classroom context the Extraverted group of students behave in an extraverted manner (74%) significantly more than in introverted way (26%). In the group of introverted students, extraverted behaviour (59%) also prevailed over their introverted behaviour (41%), however, the difference was not statistically significant. For better illustration and comprehension, Figure 1 is presented indicating these proportions of both groups' extravert- and introvert- like behaviour in a L2 classroom.

Behavior of Introvert Group



Behavior of Extravert Group

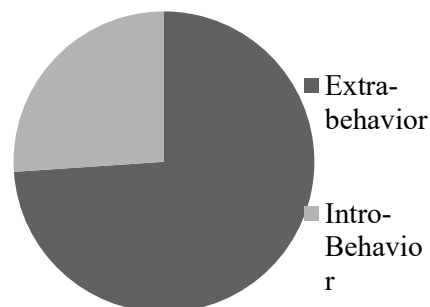
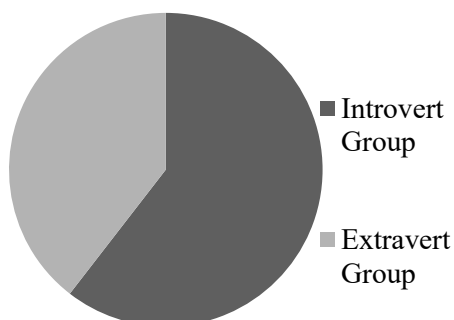


Figure 1. Pie charts with proportion of Extraverted and Introverted L2 classroom behaviour in Introvert and Extravert groups

The Observation analysis (focused on the difference between extravert and introvert groups in L2 classroom behaviour) revealed that introverts (60%) behaved in an introverted manner significantly more than extraverts did (40%), which agrees with original expectations. As for extraverted behaviour, as expected, extraverts (56%) manifested more extraverted actions than introverts did (44%) however, the difference was not found to be significant. Figure 2 presents these proportions of Introvert and Extravert groups' L2 classroom behaviour per I and E types of L2 classroom behaviour.

Intro- Behavior



Extra- behavior

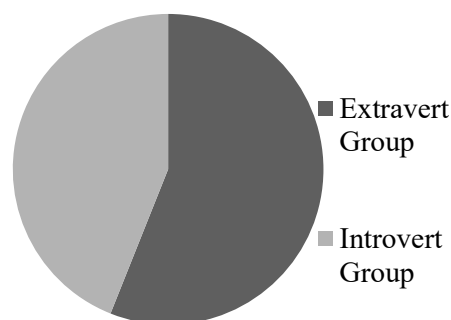


Figure 2. Pie charts with proportion of Introvert and Extravert groups' L2 classroom behaviour per Introverted and Extraverted types of behaviour

As far as the Classroom activities questionnaire is concerned, the analysis of each group's answering pattern revealed that introverted students answer in an introverted way (94%) to the questions about attitudes to L2 classroom activities significantly more than in an extraverted way (6%). Meanwhile, extraverts tended to answer the same questionnaire in an extraverted way (89%)

significantly more than in an introverted way (11%). Figure 3 presents these proportions of both groups' extravert- and introvert- like answers the Classroom activities questionnaire.

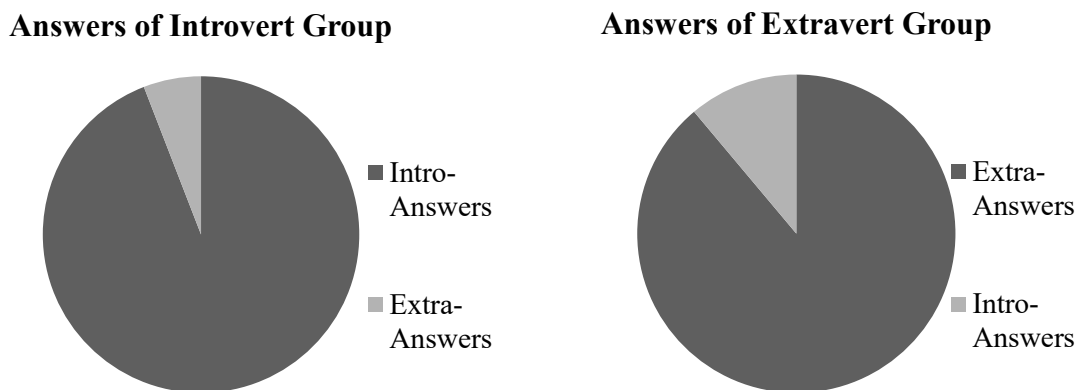


Figure 3. Pie charts with proportion of Extravert-like and Introvert-like answers to the classroom activities questionnaire in Introvert and Extravert groups

The second analysis of the Classroom activities questionnaire (focused on the difference between extravert and introvert groups in their attitude towards extravert- and introvert-like SLL activities) revealed that introverted L2 learners answered the questions in an introverted manner (86%) significantly more than extraverted learners (14%). With regards to extraverted answers to the questionnaire, extraverts (95%) significantly prevailed over introverts (5%). Figure 4 presents these proportions of Introvert and Extravert groups' answers to I and E-like questions the Classroom activity questionnaire.

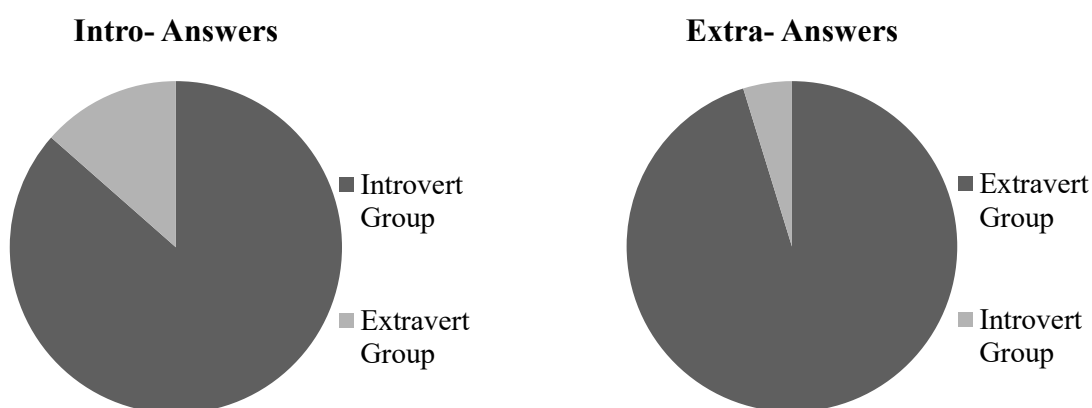


Figure 4. Pie charts with proportion of Introvert and Extravert groups' answers to Introverted and Extraverted-like questions the Classroom activity questionnaire

To conclude, when we consider L2 classroom behaviour outcome, introverts, compared to their extraverted peers, behaved in a significantly more introverted manner defined by the following behavioural indicators: use of electronic devices, discussions with classmates in their native language on personal matters, and active writing in their notebook. On the other hand, extraverted students behaved in the L2 classroom context in an extraverted manner (indicated by spontaneous utterances, raising hands, and starting in-class discussions) slightly more than introverts, but as the analysis revealed, the difference is not considered to be significant.

This outcome is reflected in the proportion of introverted and extraverted behaviour within the introverted group. Whilst the extravert group affirmed the expectations by manifesting significantly more extraverted behaviour than introverted behaviour, the introvert group challenged the expectations by the prevalence of extraverted behaviour.

As for the outcome of the answers the Classroom activities questionnaire (focused on attitudes towards extravert- and introvert-like SLL activities), introverts answered in an introverted manner significantly more than extraverts did and extraverts significantly prevailed over introverts in their number of extravert-like answers, which confirmed the presumptions raised.

Likewise, there was not disclosed any unusual behaviour in the groups' answering pattern: the proportion of extravert- and introvert-like answers of the extraverted group showed the extraverts' tendency to answer in an extraverted manner and the introverts' tendency to answer in an introverted manner. This means that extraverts tend to prefer extraverted L2 classroom activities and to have positive attitudes to such activities, while introverts tend to prefer introverted SLL activities much more than extraverted activities.

3.4. Discussion

In this subchapter, the discussion and interpretation will exclude the results of the data collection technique "personality test", since it was used solely in order to divide the students into two participant groups Extraverts and Introverts.

In view of the research question and the aims of this thesis about the differences in L2 classroom behaviour and attitudes towards learning activities among Extraverts and Introverts, the results of two research techniques (questionnaire and observation) have been illustrated in the Results subchapter and are further discussed in this subchapter in an attempt to help the reader understand the results of the empirical part with regards to the existing research.

First, we will consider Questionnaire results. In the course of the results analysis, there has been found a tendency among the extravert research group to respond in an extraverted way (89%) significantly more than in an introverted manner (11%), which shows their positive attitude to extraverted SLL classroom behaviour (i.e. being in group classes including students' interaction, reading aloud in the class instead of doing reading exercises individually, feeling comfortable while giving presentations in front of the class, verbal communication instead of written communication via email etc., giving oral presentations instead of completing written tasks, giving voluntary answers regardless of certainty). In contrast, the introvert research group tended to answer in an introverted manner (94%) to the questions about attitudes towards L2 classroom activities significantly more than in an extraverted manner (6%). This signals that introverts prefer introverted L2 classroom activities much more than extraverted types of activities and try to avoid such SLL behaviour as described above. They prefer individual tasks, written communicative methods, written rather than oral tasks, and hesitate to initiate discussions and give presentations in front of the class.

Thus, both groups indicated that their inner characteristics answer the way they generally prefer to behave in the context of SLL classroom: extraverts like to behave in extraverted way, while introverts prefer to behave in introverted way. After it has been indicated that both groups worked well in regard to the answers within the group, they were compared to each other for the matter of difference in their L2 classroom attitudes to extravert- and introvert-like SLL activities.

This research has found a tendency among the introverted L2 learners to answer the questions in an introverted manner (86%) significantly more than extraverted learners (14%). That is, introverts prefer introverted L2 classroom activities significantly more than extraverts. In contrast, extraverts (95%) significantly prevailed over introverts (5%) in the number of extravert-like answers, which represented their positive attitude towards and preference for extraverted-like SLL activities. This means that in real a L2 classroom setting, extraverts significantly differ from introverts both in the way they perceive their learning environment and the degree in which they like extravert- and introvert-like SLL activities. While E-learners strive for such extraverted learning activities as group work, social interaction, and verbal production, I-learners long for such introverted learning activities as individual work, written tasks, and 1-to-1 communication with the teacher.

From the other research technique Observation, we found the tendency of students' L2 classroom behaviour from the observer's point of view. The research has reported a tendency among the extravert research group to behave in an extraverted manner (74%) significantly more than in an introverted manner (26%). That is, in L2 classroom, extraverts behave in extraverted way much more than in introverted way. Since such actions as spontaneous utterances, raising hands, and starting in-

class discussions prevail for the extravert group, this signals the fact that extraverts behave initiatively and proactively during L2 class. As far as introvert group is considered, extraverted behaviour (59%) also prevailed over their introverted behaviour (41%), however, insignificantly.

Even though one of the groups (introvert group) defied the presumption and did not show the link of introversion characteristics to introvert-like L2 classroom behaviour, the research groups were further compared to each other for the matter of I- and E-like behaviour in order to explore how these two personality types differ from each other.

The analysis revealed that introverts (60%) behaved in an introverted manner (using electronic devices, communicating with classmates in their native language on personal matters, active writing in the notebook) significantly more than extraverts (40%), and extraverts (56%) manifested more extraverted actions than introverts did (44%). However, the difference was not found to be significant due to an unexpectedly high amount of extraverted actions within the introverted group.

Since the introverted group has shown the unexpected tendency to behave extravert-like more than introvert-like in L2 classroom, the possible reasons for this defiance shall be discussed. One of the possible explanations could be that the behaviour was inaccurately divided into E- and I-like and hence, the measures I used did not work the way they should. It is possible that they do not measure E-like and I-like behaviour, but measure something else. Hence, for the further researches in this field it is highly recommended to rely on standardised measures or pay special attention to testing the reliability and sufficiency of the measures. It is also possible that situation that created the data interfered with the outcome. Since the observation is done from the observer's point of view, the observer's perspective might have affected the interpretation of the students' behaviour. Another possible reason is that E-like behaviour might be forced by a teacher. That is, the teacher might support and enforce E-like behaviour among both types of students.

Nevertheless, the comparison of extravert and introvert groups did reveal the difference between their L2 classroom behaviour and attitudes towards L2 activities. Introverts behaved in the L2 classroom and answered the questionnaire about their attitudes towards L2 classroom activities in an introverted manner significantly more than extraverts. By comparison, extraverts manifested more extraverted L2 classroom behaviour and significantly prevailed over introverts in the number of extravert-like answers. Even though the difference in extraverted behaviour between extraverts and introverts was not statistically significant, it should still be taken into consideration that there is indeed a difference in favor of extraverts.

It is acknowledged that the data from the conducted research are not overwhelmingly clear, and therefore, it can be problematic to interpret the results due to their ambiguity. Nevertheless, to the level of my understanding, the results have shown patterns in the differentiation of extraverts' and introverts' classroom activities and their degree of enjoying these activities.

In the reviewed literature, the results appear in variations. The results of the conducted research in the present thesis gives more support to literature findings about the peculiar feature of extraverts to feel the need to be proactive and initiative, to manifest themselves in a communicative way, and to be more self-confident in target language production; and about the distinctive characteristic of introverts to be self-oriented, to feel uncomfortable in target language production, and to prefer individual tasks.

However, it should be acknowledged that in view of the small size of the sample, our results may not be universal. These interpretations are preliminary and must be inspected among different samples and in different settings. They can best be viewed as a motive to research the area of the E/I trait in SLL behaviour with larger groups of various backgrounds and in different settings.

Since the research tools were constructed with the specific aim to serve this thesis, they may not be considered as precise and completely reliable. The Observation technique is seen as problematic in view of the measures created to define E-like and I-like behaviour. It possible that the measures were not accurately selected and do not specifically measure what they should. What added to this thinking, were the results, which indicated introverts' excessive amount of "E-like" behaviour. Hence, it is advised to re-check the measures of E-like and I-like behaviour in view of their reliability. Another limitation is the nature of the tool itself – it should be admitted that the data might be affected by the observer's thinking and prejudices.

With regards to the Questionnaire technique, its results provided the anticipated outcome. Yet, even though the Questionnaire had been validated at the level of each question, further confirmation is needed. There were three questions that were excluded, since, for some reason, they did not work well for my sample: 47% and more of the students did not answer according to their personality type (Introvert/Extravert), i.e. answered either neutrally or within the opposite scale. There is no clear connection between these questions as they relate to different learning situations: taking oral or written tests; behaving as a participant or observer in a group activity; and working in group or individually. The possible reason for the students' difficulty in answering these questions might have been that they were composed vaguely or insufficiently. However, it is difficult to arrive at specific conclusions since the technique has been implemented among the small sample and non-recurrently. More clear patterns might evolve if the technique was used more times and, ideally, for larger samples.

In conclusion, to avoid the uncertainty in overall technique reliability, it is recommended to use standardised surveys that suit the aims of the research, and if not existing, to rely on standardised measures that were previously tested and proved reliable.

Finally, my hope is that the findings of this thesis will provide a resource for other SLL researches that may be interested in investigating the role of extraversion/introversion in second language learning in similar or different circumstances.

4. Conclusions

The aims of this thesis were to provide a general review of the knowledge already existed about the role of personality in second language learning process and to explore whether the personality trait Extraversion/Introversion influences the SLL process.

In the Theoretical Part, possible factors affecting SLL were outlined as an introduction leading to the topic of interest, which is the role of personal characteristics in SLL. After that, the concept of personality and different ways to measure it were overviewed. Since the Extraversion/Introversion trait was deliberately chosen as a way to describe personality, its general characteristics were presented and explained. Next, the existing knowledge on the relationship of E/I trait to SLL was reviewed, compared, and contrasted. Hence, the aim to provide a general review of the existing knowledge about the role of personality (measured by E/I trait) in the SLL process was covered in the Theoretical Part. Also, the aim to explore whether the personality trait Extraversion/Introversion influences the SLL process was partially covered in the Theoretical Part, since it reviewed and compared the works of the researchers on the role of this trait in SLL. It was further explored in the Empirical Part by applying the techniques directed for the retrieval of the data necessary for answering the research question *How do extraverted and introverted students behave in real L2 classroom settings?*

After a careful and comprehensive review of the literature based on scholarly works of the linguists and academicians on the topic about the role of extraversion and introversion in the second language learning process, several conclusions were made. First, it was remarked that the outcome of the studies on the relationship between extraversion/introversion and SLL proficiency were contradictory and have not revealed unequivocal and clear answers. Consequently, it was pointed out by some authors that due to the difference of the nature of E/I types, the criteria of measuring their level of L2 proficiency should be different. Eventually, the authors explored the factors that lead to certain levels of proficiency in variable L2 skills, which are learners' feelings, preferences of types of L2 activities, and the activities themselves. It was mentioned that in order to achieve better results in L2, extraverts and introverts usually choose different paths: what matters for extraverts, is communicative practice, risk-taking, and social cooperation, while for introverts, it is well-planned self-work, individual L2 tasks, and organised learning. It was summarized that since introverts are described as introspective and reserved, they usually avoid social interactions, group work, and are more sensitive about being accurate in their L2 production. Extraverts, on the other hand, are described as sociable and energetic and tend to prefer communicative and interpersonal activities with the involvement of other people, paying little attention to their accuracy.

In the Empirical Part, the procedures and tools for assessing personal differences at the level of extraversion and introversion in a L2 classroom setting were explored. The research techniques chosen were a structured and prepared observation and two surveys: the EPQ personality test assessing the level of extraversion and introversion and the Classroom activities questionnaire created with specific aim of serving the interest of this thesis. EPQ test is a standardised well-acknowledged test, which assisted the research of the present study to divide the participants into two research groups. However, as for the other two techniques, there were admittedly some limitations to the use of observation and the questionnaire with regards to their level of reliability. Hence, it was recommended to use standardised surveys that suit the aims of the research and/or to rely on standardised measures that were previously tested and proved reliable in order to avoid the uncertainty in overall technique reliability.

Based on the result of the conducted research presented in the Empirical Part, the research showed a tendency in the L2 learners' responses to their learning environments. A difference was found between Extravert and Introvert groups in their L2 activities and the degree of enjoying these activities. Extraverts behaved in an extraverted manner more than introverts as they manifested higher amounts of such extraverted behaviour as spontaneous utterances, raising hands, and starting in-class discussions, which signals that extraverts behave initiatively and proactively during a L2 class. Similarly, they liked such extraverted learning activities as group work, social interaction, and L2 verbal production much more than the introverts.

At the same time, compared to extraverts, introverts behaved in an introverted manner much more than extraverts as they manifested significantly higher amounts of introvert-like activities such as using electronic devices, discussions with classmates in their native language on personal matters, and active writing in their notebook, which signals their self-orientation and hesitation to be proactive in target language verbal production. Similarly, they liked such introverted L2 activities as individual work, written tasks, and 1-to-1 communication with the teacher much more than the extraverts.

It may be summarised, per the empirical research outcome, that in a real L2 classroom setting, extraverts significantly differ from introverts in the way they perceive their learning environment and the degree they enjoy extravert- and introvert-like SLL activities. That is, in L2 classroom, extraverts like group work, social interaction, and verbal production, while introverts like introverted learning activities as individual work, written tasks, and 1-to-1 communication with the teacher. However, the results concerning the actual behaviour should be considered with caution due to the following factor: the difference between extraverts' and introverts' E-like activity was not significant due to an

unexpectedly high amount of extraverted actions within introverted group, which, though insignificantly, prevailed over their introverted actions.

As suggested in the Discussion subchapter, this might be due to an insufficiently composed procedure that divides behaviour into extraverted and introverted. Other possible reasons for this defiance of expectations are that the data is affected by the observer's thinking and prejudices in their observation of the students' behaviour, or that E-like behaviour was forced by a teacher who deliberately enforces such behaviour among all students.

As for the general quality of the prepared and implemented research, it should be acknowledged that there is a number of limitations linked to the choice of research techniques and the size of the sample. Hence, further exploration is needed in this entrancing research area, with larger samples and better elaborated and tested techniques.

To summarise, from the combination of the research performed and the review of the literature, it may be concluded that extraverted learners in view of their openness, sociability, and impulsiveness, get energy from outside sources and prefer communicative SLL activities as well as working with other people, and also feel comfortable to use L2 in public regardless of certainty in their accuracy. In contrast, introverts being introspective, quiet, and reserved, are more engaged with their inner world of ideas, preferring individual learning activities and try to avoid verbal communication in the target language as well as in, where they are not certain of their accuracy.

According to the outcomes of the study, foreign language teachers' didactic methods should be adapted to the individual differences of students' personalities to enhance the learning progress due to the fact that different learners respond in different ways to the same input because of how their personalities affect their perception and interpretation of the environment. Not only is it recommended to become with the role of extraversion and introversion in SLL behaviour for L2 teachers to adjust their didactic methods, but also for the students in order to increase awareness of the influence of their individual characteristics on the SLL process and to get an opportunity to eventually choose learning options better suited for their personality types.

If we consider the broad topic of the impact of the extraversion-introversion trait on SLL, the potential outcome of classroom behaviour might include the speed of learning, rapidity of habit-formation, and success in L2 proficiency. Therefore, it is suggested for future studies in the field of SLL to pay special attention to the aforementioned topics, which were not addressed in this work.

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THESIS APPENDICES

Appendix A

Plea for participation in the research study for the thesis on the role of personality in second language classroom

Student of FHS UK: **Iryna Rozinko**

Supervisor: **PhDr. Gabriela SeidlováMálková, Ph.D.**

Tel.: 777 166 605

Faculty of Humanities

Faculty of Arts and Humanities at

Charles University in Prague

E -mail: akchori.14@mail.ru

Charles University in Prague

U Kříže 8, 150 00 Praha 5

Tel.: 251 080 396, 775 114 335

E-mail: gabriela.malkova@fhs.cuni.cz

Dear students,

My name is Iryna Rozinko and I study at the Faculty Humanities at Charles University in Prague. I would like to **ask you to approve the participation in the research**, which I will implement under the expert guidance of Dr. Gabriela Seidlová Málková for the needs of the Bachelor thesis on **the role of personality in second language classroom**. Data obtained in this research will assist in enquiring upon how individual differences of students as being extraverts or introverts could affect the language acquisition process.

The research will be done in an observational form and will last from 15. 11. 2016 till 15. 12. 2016. You will also receive a short questionnaire and personality test at the end of the observation i.e. in the last class I will be present.

By signing this document you confirm your agreement with my presence and observation in the class.

A signed informed consent will be stored in a safe place at the Faculty of Humanities. The results of my observation will become the basis for creating the mentioned thesis.

Any further details on the procedure of data collection in the study or to its implementation, as well as any requested feedback, I can provide by e-mail akchori.14@mail.ru. You can also contact the supervisor of the research, Dr. Seidlová Málková (gabriela.malkova@fhs.cuni.cz).

Thank you heartily in advance for your courtesy and cooperation.

Student of FHS UK

Iryna Rozinko

Supervisor of the research

PhDr. Gabriela Seidlová Málková, Ph.D.

INFORMED CONSENT

Please tick the box

I agree to participate in research The role of extroversion and introversion in second language classroom in November 2016.

Name:

Date of Birth:

Contact email (for possible feedback on research results):

.....

SignatureDate

Eysenck's Personality Questionnaire (EPQ). Focus on: Extraversion and Introversion.

Instructions

Here are some questions regarding the way you behave, feel and act. After each question there is a space for answering YES or NO. Try to decide whether YES or NO represents your usual way of acting or feeling. Then put a tick in the box under the column headed YES or NO. Work quickly, and don't spend too much time over any question, we want your first reaction, not a long drawn-out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any questions. Start now, work quickly and remember to answer every question. There are no right or wrong answers, and this isn't a test of intelligence or ability, but simply a measure of the way you behave.

YES NO

1. Do you often long for excitement?
2. Are you usually carefree?
3. Do you stop and think things over before doing anything?
4. If you say you will do something do you always keep your promise, no matter how inconvenient it might be to do so?
5. Do you generally do and say things quickly without stopping to think?
6. Would you do almost anything for a dare?
7. Once in a while do you lose your temper and get angry?
8. Do you often do things on the spur of the moment?
9. Generally do you prefer reading to meeting people?
10. Do you like going out a lot?
11. Do you occasionally have thoughts and ideas that you would not like other people to know about?
12. Do you prefer to have few but special friends?
13. When people shout at you do you shout back?
14. Are all your habits good and desirable ones?
15. Can you usually let yourself go and enjoy yourself a lot at a lively party?

16. Do other people think of you as being very lively?
17. Are you mostly quiet when you are with other people?
18. Do you sometimes gossip?
19. If there is something you want to know about, would you rather look it up in a book than talk to someone about it?
20. Do you like the kind of work that you need to pay close attention to?
21. Would you always declare everything at customs, even if you knew you could never be found out?
22. Do you hate being with a crowd who play jokes on one another?
23. Do you like doing things in which you have to act quickly?
24. Are you slow and unhurried in the way you move?
25. Have you ever been late for an appointment or work?
26. Do you like talking to people so much that you never miss a chance of talking to a stranger?
27. Would you be very unhappy if you could not see lots of people most of the time?
28. Of all the people you know, are there some whom you definitely do not like?
29. Would you say that you were fairly self-confident?
30. Do you find it hard to really enjoy yourself at a lively party?
31. Can you easily get some life into a dull party?
32. Do you sometimes talk about things you know nothing about?
33. Do you like playing pranks on others?

*This part was not handed out to the participants, but used for personal reference

Eysenck's Personality Questionnaire (EPQ) (Extraversion/Introversion)

The questions of the personality test are taken from the Eysenck Personality Questionnaire (EPQ), which measures two pervasive, independent dimensions of personality, Extraversion-Introversion and Neuroticism-Stability, which account for most of the variance in the personality domain.

Each form contains 33 "Yes-No" items with no repetition of items. The inclusion of a falsification scale provides for the detection of response distortion. The trait measured is Extraversion-Introversion. When you fill out the test you get two scores.

- The 'lie score' is out of 9. It measures how **socially desirable** you are trying to be in your answers. Those who score 5 or more on this scale are probably trying to make themselves look good and are not being totally honest in their responses.
- The 'E score' is out of 24 and measures how much of an **extravert** you are.

You get 1 point for each answer, which coincides with the key. Sum the scores for each of the two scales.

The key to the questionnaire

The 'E score': 1+,2+,3-,5+,6+,8+,9-,10+,12-,13+,15+,16+,17-,19-,20+,22-, 23+,24-,26+,27+,29+,30-,31+, 33+.

The 'lie score': 4+, 7-, 11-, 14+, 18-, 21+, 25-, 28-, 32-.

Interpretation of the results

If you scored 12 or more points on the first scale, you are an extravert (12-18 points - moderate extraversion, 19-24 – momentous extraversion); if you have less than 12 points, then you are an introvert (1-7 - momentous introversion, 8 -11 – moderate introversion).

If you scored more than 5 points on the second scale, your answers were not always sincere and show a tendency to orient on the good impression of yourself.

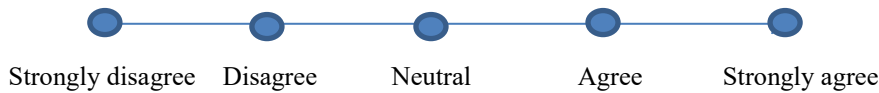
Resource:

<http://www.liaf-onlus.org/test/eysencks-personality-inventory-epi-extroversionintroversion/>

Questionnaire on Classroom Activities

Instructions: Please read the statements below and mark X on the line showing how intense you agree or disagree with each statement.

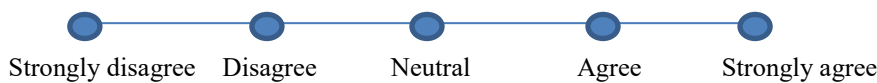
1. I prefer being in group classes (which include students' interaction) more than 1 teacher- 1 student class.



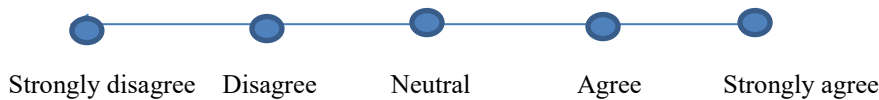
2. I prefer doing oral tests more than written tests.



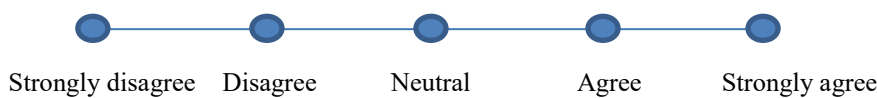
3. I would rather read aloud one by one than do a reading exercise individually.



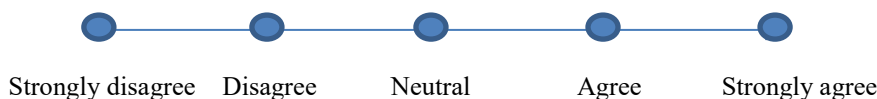
4. I prefer being in social interaction more than working by myself.



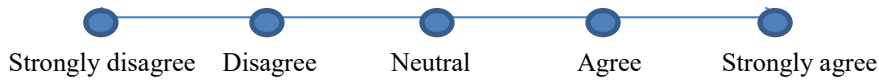
5. I feel comfortable while giving presentations in front of the class.



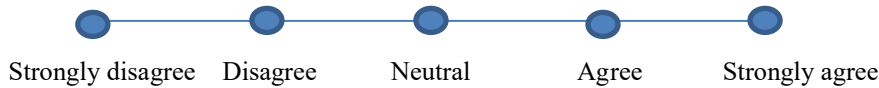
6. When there is a group activity, I behave more like a participant than an observer.



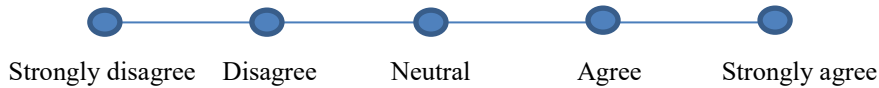
7. When I have any problem or question, I would rather talk to my English teacher in person than write an e-mail to him/her.



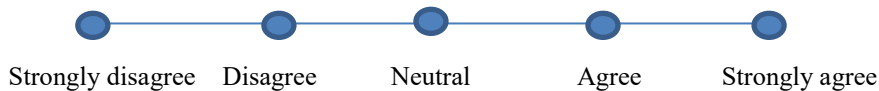
8. I would rather tell about how I spent my summer to my mates than write an essay on it.



9. I prefer working in group more than individually.



10. I normally give voluntarily oral answers in the class no matter how certain I am about them.



THANK YOU FOR YOUR PARTICIPATION: IT IS GREATLY APPRECIATED

Appendix D
Scores of the Personality Test

| Student number | E score | Lie score | E scale result | Lie scale result |
|----------------|---------|-----------|----------------|------------------|
| 1 | 10 | 3 | I | sincere |
| 2 | 3 | 0 | I | sincere |
| 3 | 19 | 2 | E | sincere |
| 4 | 15 | 2 | E | sincere |
| 5 | 12 | 1 | E | sincere |
| 6 | 10 | 2 | I | sincere |
| 7 | 18 | 2 | E | sincere |
| 8 | 4 | 1 | I | sincere |
| 9 | 15 | 2 | E | sincere |
| 10 | 11 | 2 | I | sincere |
| 11 | 7 | 4 | I | sincere |
| 12 | 16 | 3 | E | sincere |
| 13 | 7 | 2 | I | sincere |
| 14 | 17 | 3 | E | sincere |
| 15 | 14 | 2 | E | sincere |

Appendix E

Number of Student Activities during Classroom Observations

| Student number | E-like actions | | | I-like actions | | |
|----------------|------------------------|------------------------------------|---------------|--------------------------|--|--------------------------------|
| | spontaneous utterances | participating in class discussions | raising hands | using electronic devices | discussions with classmates in their native language on personal matters | active writing in the notebook |
| 1 | 6 | 1 | 8 | 3 | 2 | 2 |
| 2 | 28 | 4 | 7 | 1 | 2 | 6 |
| 3 | 16 | 5 | 6 | 4 | 1 | 2 |
| 4 | 8 | 0 | 1 | 0 | 6 | 2 |
| 5 | 16 | 10 | 4 | 2 | 1 | 2 |
| 6 | 0 | 0 | 0 | 0 | 2 | 6 |
| 7 | 11 | 3 | 5 | 1 | 4 | 1 |
| 8 | 5 | 0 | 0 | 2 | 5 | 4 |
| 9 | 8 | 6 | 4 | 0 | 2 | 2 |
| 10 | 27 | 7 | 0 | 3 | 5 | 1 |
| 11 | 6 | 0 | 0 | 0 | 16 | 0 |
| 12 | 7 | 0 | 0 | 0 | 2 | 2 |
| 13 | 4 | 2 | 4 | 0 | 7 | 8 |
| 14 | 6 | 3 | 2 | 2 | 2 | 5 |
| 15 | 7 | 8 | 3 | 3 | 3 | 0 |

| Amount of class activity | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | S12 | S13 | S14 | S15 |
|--------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|
| | I | I | E | E | E | I | E | I | E | I | I | E | I | E | E |
| E-like | 15 | 39 | 27 | 9 | 30 | 0 | 19 | 5 | 18 | 34 | 6 | 7 | 10 | 11 | 18 |
| I-like | 7 | 9 | 7 | 8 | 5 | 8 | 6 | 11 | 4 | 9 | 16 | 4 | 15 | 9 | 6 |