

تقييم أثر الشخصيات الانطوائية والمنفتحة على قدرات المتعلمين البالغين بتعلم اللغة الانكليزية كلغة أجنبية

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2- دكتوراه في اللغة الإنكليزية و آدابها - كلية الاداب و العلوم الإنسانية - جامعة دمشق

تم تصميم هذا البحث للنظر بأثر موضوع بالغ بالأهمية بمجال تعليم اللغة الإنكليزية وهو كيفية تأثير شخصية الطلاب على عملية التدريس والتعلم في صفوف اللغة الأجنبية. كتبت العديد من الأبحاث حول آثار التحفيز واهتمامات الطلاب في التعلم وليس هناك شك في أن أنواع الشخصيات تؤثر على قدرة الطالب على اكتساب أو تعلم اللغة. عندما يتعلق الأمر بتحديد أنواع الشخصيات تطوع جميع المشاركين ليكونوا جزءا من الدراسة و تم أخذ مسح الشخصية بكل سهولة. كان اختبار الشخصية المختار لهذا البحث personalities16؛ اختبار عبر الإنترنت تم التحقق منه ويستند إلى نظرية مؤشر نوع (مايبر برغز) جنبا إلى جنب مع نظرية (كارل يونغ) للأنواع النفسية. تم جمع البيانات في هذا البحث من خلال نهج مختلط يضم كلا من المناهج الكمية والنوعية مقسمة إلى ثلاث أدوات رئيسية: 1-التحليل الإحصائي لعلامات الطلاب في جميع المهارات الأربعة لإظهار ما إذا كان هناك أي نسبة انحراف بين متوسط علامات الطلاب الانطوائين أو المنفتحين. 2-مراقبة الباحث للتحقق من صحة شخصيات الطلاب داخل الفصل والحصول على مزيد من التعليقات. 3-مقابلات مع المعلمين للتحقق من التصورات حول الطلاب في الصف. أجريت هذه الدراسة في مركز لتعليم اللغة والتدريب في مدينة دمشق ، سوريا. تتلخص نتائج هذه الدراسة أنه لا يوجد فرق إحصائي ملحوظ بين المتعلمين الانطوائيين والمنفتحين وفقا للتحليل المقارن الذي أجري باستخدام تحليل البيانات SPSS. حتى المقابلات والملاحظات التي ادلى بها المعلمين تدعم نفس النقطة ، وبالتالي يمكن القول بأن في الاطار التي تم البحث فيه لا يلعب نوع الشخصية دورا رئيسا بالتأثير على نتائج الطلاب عندما يتعلق الأمر بتعلم اللغة. ومع ذلك ، فمن المستحسن إجراء مزيد من الأبحاث في هذا المجال في نطاق أوسع أو البحث بمتغيرات اخرى ما قد يؤدي إلى نتائج غنية حول هذا الموضوع.

كلمات مفتاحية: الانطوائية، المنفتحة، المهارة اللغوية، تعليم اللغة كلغة اجنبية

Evaluating the Effect of Introversion and Extroversion on Adult EFL Learners' Language Learning Abilities

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This research was designed to trace a point of major significance in the ELT world which is mainly how students' personality affects the process of teaching and learning in foreign language classes. Many research papers were written about the effects of motivation and students' interests in learning, and there is no doubt that character types affect student's ability to acquire or learn a language. When it comes to pinpointing character types, all participants volunteered to be a part of the study and took the personality survey with full ease. The personality test chosen for this paper was 16personalities; an online test that is validated and based on Mayer Brigg's type indicator theory alongside with Carl Jung's theory of psychological types. In this research data was collected through out a mixed approach joining both quantitative and qualitative approaches divided into three main tools: 1– statistical analysis of students' marks in all four skills to show if there is any mean deviation ratio between the marks of introverted or extroverted students.2– Teacher's observation to validate the students' characters within class and get further feedback. 3– teacher's interviews to check perceptions about introverted and extroverted students in

class. To triangulate the methods and try to get a valuable result, this study was conducted in a private language and training center in the city of Damascus, Syria. The result of this study concludes that there is no significant statistical difference between introvert and extrovert learners according to the comparative analysis conducted using SPSS. Even the interviews and teacher observations support the same point, introversion and extroversion do not play a major role affecting students results when it comes to language learning. Yet further research in this area is highly advisable whether a change in the scope of the study or variants of the research would yield enriching results to the literature on this topic.

Keywords: Extroversion, Introversion, Language Proficiency, TEFL.

Introduction and Literature Review:

Many factors overlap when it comes to the process of language learning and teaching; it is sometimes plausible to divide the process into three factors: the teacher, learner, and the material to be taught. Despite the overgeneralization of the concept itself, one cannot deny the fact that learners play a vital role in this process. Learners' personalities might not directly affect the process of learning and teaching per se, but rather have a holistic effect over the whole situation in various aspects. It might relate to learners' willingness to participate, motivation; be it intrinsic or extrinsic, or even if a student does not feel well before a class or an exam it can highly hinder one's linguistic performance. The whole concept can thus be referred to according to Brown (2018) as student reliability. According to Brown (2000) and Carrell et al (1996), the success of second language learning does not only rely on cognitive factors but also on other factors like: affective factors, motivation, personality, and demographic factors of the learners. Among the aforementioned factors, personality is of paramount importance according to Carrell et al (1996). Ackerman and Heggstad (1997) suggested that individual difference factors like personality, intelligence, and other vocational interests can be used to explain both exam outcomes and academic differences.

Different researchers observed the term "learners' differences" in various ways, for example, Hussain (2017) noted a huge difference between learning styles, be it visual, auditory, kinesthetic, or mainly depending on reading. Many researchers pointed out to learners' differences "Students learn in many ways, by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorising and visualizing." (Felder and Henriques, 1995, p.21) Ehrman and Oxford (1990), suggested nine major dimensions of learning styles where personality types are mentioned as one of those dimensions most strongly related

to L2 learning. According to Ehrman and Oxford (1990) one's personality is of four components: 1-extroverted vs. introverted; 2- intuitive-random vs. sensing-sequential; 3-thinking vs. feeling; and 4- closure-oriented/judging vs. open/perceiving. The perception of personality type was long ago established by Sigmund Freud's student Carl Jung who highly elaborated on what is a personality type in his book *Psychological Type* published in (1921). Later onwards, and based on Jung's insights, Myer-Briggs type indicator became a prominent theory to determine personality type. The test used in this research is based on both of the aforementioned well-established, validated theories in psychology.

The literature on this subject is vast because different researchers aimed to study different personality variations when it comes to learners. For example, in 2012, a research conducted in China in the university of Lingnan in 2008, entitled "Personality and Second Language Learning" used the Mayers-Briggs Type Indicator (MBTI) on 100 undergraduate students, The instruments used were the MBTI for personality traits, the Strategy Inventory for Language Learning (S.I.L.L.) for learning strategies and a standardized test for language proficiency and the researcher concludes that there is no statistical relationships between personality and language learning proficiency. Other research, mainly Eysenck & Cookson (1969) noted a negative correlation between the trait of Extroversion and achievement around the ages of 13-14. Others believed that it is now generally accepted that Introverts have an advantage in learning and have better learning habits, Goh & Moore (1987) and Sanchez-Marín, et al. (2001). Psychological effects are not easily interpreted and studied, thus by examining a research like Kinay's (1998), one will note that very turbulent results can be found in the field of research when it comes to determining the effects of extroversion and introversion on learning 2nd language. In his study, Kinay

reviewed 9 studies: two of which supported extroversion, three supported Introversion, three others found no link between personality type and L2 success, and others believed that Extroverts seem to be more engaged and willing to participate which increases their ability to learn language.

This research included many different aspects out of previous studies alongside with a mixed method approach, making use of both quantitative and qualitative research methods. The tools that were used to conduct the research are: questionnaires, tests results, semi-structured interviews, and teacher observations. The sample included is 30 students; (divided into two groups based on personality type) of the same language competency level. The study was in a two-month time span, and the results indicated that there are no statistical differences between extrovert and introvert students.¹

Research Importance and Research Limitations:

- This research might contribute into pinpointing what variables are at play when it comes to learning English as a second language in an EFL context.
- The topic of choice is scarcely researched in the context of the study therefore it might derive its importance from the geographic location.

The following points could be noted as limitations for this research:

- The narrow scope of the study limits the possibility of making generalizations out of any of the research results.

¹ : The differences in statistical analysis were not of significant values to be taken as concrete evidence that there is any difference in academic achievement between the two groups.

Research Hypothesis:

H0: There is no significant statistical difference between the grades of introvert and extrovert students.

H1: There is a significant statistical difference between the grades of introvert and extrovert students.

Research Methodology:

This research followed a mixed method approach, making use of both quantitative and qualitative research methods. The tools used are: questionnaires, tests results, semi-structured interviews, and teacher observations.

Procedures:

The consent of all the participants be it learners, the language center's management and the interviewees was taken before proceeding with the research. Then the personality test was administered to a group of 50 students, out of which 30 learners were randomly chosen and were divided into two groups of 15, depending on character type indicator being studied; mainly Extroversion and Introversion. The participants took the personality questionnaire online on 16personalities.com and the results of the questionnaire were recorded instantly by the researcher. The segment chosen was level B1 according to CEFR; (Common European Framework of Reference for Languages), to make sure learners' have acceptable language fluency and that choices about communicating or not are not based on lack of linguistic competence. The learners' level was determined through a two-stage placement test (written & oral

interview). The placement test was conducted prior to the study, and all the tests and interviews were assessed by the same rater to achieve consistency. In order to address the issue of reliability, all classes were taught by the same teacher using the same teaching material, tools, methodology, and time frame. The assessment procedures included both formative and summative assessment in order to pin down results more accurately; the formative aspect was mainly the student's ability to communicate and use English to ask, answer, discuss ideas with the teacher or other peers within the class. Speaking in class had the weight of 10 points in the assessment, homework and attendance grades with 5 points each. The aforementioned factors reflect how active students were whether in attending the class or following up at home. All these were tracked, noted and graded by the course instructor himself. When it comes to summative assessment, two structured interviews were conducted with each learner; one in the middle of the course, and the second one is at the end of the course to assess the fluency and the accuracy of the learner's speaking skills. The questions of those interviews were included within the Interchange assessment system and aimed to achieve specific CEFR standards in the B1 level. The first one was scored out of 10 points while the second was given higher weight of 25 for being more extensive and inclusive. The second method used to test students' oral fluency was a presentation that students had to prepare and give in front of their class. This was graded on the basis of both fluency and accuracy with a total weight of 10 points. 4 writing exams were conducted; each included 2 units to get a total of 8 units. The exams' questions were also pre-determined by Interchange's written assessment and each of these tests included listening, grammar and reading sections. Each of the written exams was given the weight of 25 points which were summed up, and an average mark of the result was taken for every student. Not to miss out on any skill, a separate writing exam was

administered where students had to write a ten-line paragraph about a topic to test students' writing fluency and accuracy with the weight of 10 points. The next step was to run a comparative analysis between the results of the introverts and extroverts using Statistical Package for Social Sciences (SPSS) software. Class observations were mainly included to note down if the personality test reflects students' behavior in class, learners' willingness to participate, or their interaction with others. The semi-structured interviews were conducted with 10 teachers who have taught EFL for at least a year to check teacher's perspectives on the subject matter.

Results and Discussion:

This section will overview the results of each step in this research, starting with statistical differences:

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Oral_interview2	Equal variances assumed	.420	.522	1.106	28	.278	.800	.723	-.682	2.282
	Equal variances not assumed			1.106	26.725	.279	.800	.723	-.685	2.285
Oral_interview1	Equal variances assumed	.000	1.000	.935	28	.358	.333	.356	-.397	1.063
	Equal variances not assumed			.935	28.000	.358	.333	.356	-.397	1.063
Project	Equal variances assumed	.819	.373	-.861	28	.396	-.267	.310	-.901	.368
	Equal variances not assumed			-.861	26.572	.397	-.267	.310	-.902	.369
Speaking_in_class	Equal variances assumed	.170	.683	.000	28	1.000	.000	.348	-.713	.713
	Equal variances not assumed			.000	27.828	1.000	.000	.348	-.714	.714
Paragraph	Equal variances assumed	.098	.756	1.066	28	.296	.333	.313	-.307	.974
	Equal variances not assumed			1.066	27.882	.296	.333	.313	-.307	.974
Quiz_average	Equal variances assumed	2.335	.138	-.680	28	.502	-.350	.515	-1.405	.705
	Equal variances not assumed			-.680	25.403	.503	-.350	.515	-1.410	.710
Course_total	Equal variances assumed	.594	.447	.373	28	.712	.733	1.967	-3.295	4.762
	Equal variances not assumed			.373	27.417	.712	.733	1.967	-3.299	4.766

The table above displays the average marks of both groups in all different skills. Introverts scored a higher average in oral interviews, paragraph writing exam, and the final course average marks. But, they scored an equal average in speaking

English in class. Extroverts scored higher averages in presentations and writing quizzes. It is worth mentioning that none of the variables are $\text{sig} < .05$ which means H1 is rejected, and the null hypothesis H0 is to be supported; there is no significant statistical difference between introverts and extroverts when it comes to foreign language learning. When it comes to observations, the teacher noted that Introverts seemed to be more focused on what is going on in the class, but more reluctant to initiate in a conversation of any sort. However, they perform just as well when they are asked to participate, but when it comes to the quality of utterances and linguistic abilities, the teacher noted that there is no clear difference between both groups in class observations. In the semi-structured interviews, most of the teachers stated that they are usually “surprised” with the performance of introverts; especially when they are interviewed in an exam or making a presentation in front of the class. Most of the teachers could indicate what type their learners are on the basis of willingness to participate and how active the student is in a class. When it comes to academic results, most of the interviewees believed that high or lower grades probably relate to a set of other factors and, hence, they could not directly indicate character type as a variable in the process.

Summary and Conclusion:

This research aimed at evaluating the effect of introversion and extroversion on adult EFL learners’ language learning abilities. The study was conducted in a private language center in Damascus – Syria and included 30 learners divided into two groups depending on introversion and extroversion, 15 members in each group. The personality test used in this study is taken from 16personalities.com which has been validated and used in other studies. The research’s null hypothesis mainly suggests that there is no significant statistical difference between the grades of introvert and extrovert students. The research

question was investigated by using three research tools for the sake of data triangulation and a mixed approach that used: questionnaires, tests results, semi-structured interviews, and teacher observation. The results of the study suggest that character type; mainly introversion and extroversion, is not of a major significance nor is an important variable in the process of evaluating learners' ability to learn English. When it comes to future research and implications, the small sample of the students included in the research has already been mentioned above as a limitation of the study. It is advised that a larger scope study would be conducted to get a result that could be opt to generalizations. In this research the sample choice was B1 level students, further research on other proficiency levels might yield different results. It is also advisable that teachers approach learners with a neutral eye not keeping in mind learner's personality differences as a factor to be tackled but rather consider it as an enriching aspect of language classrooms. Further research on personality type indicators is also advisable since this study only discussed one aspect of type indicators out of many which would also widen the view of literature on this topic.

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