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The Role of Extraversion and Introversion

in Second Language Classroom Behavior

among Young Adult Learners

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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.

6 January 2017, Prague   ….....................................

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Acknowledgements

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 extroverts or introverts could affect the language acquisition process. The object of study in this paper serves the learners of a foreign language in their twenties (evidence from student group learning English language). The subject of the research is the impact of personality traits on the way people acquire second language (L2). This paper is a descriptive explorative study based on the test of personality assessment, short prepared questionnaire, and structured observation. The thesis includes introduction, theoretical part, methodology, interpretation, and conclusion. The study is expected to give explanation on differentiation in activities and behavior in L2 classroom on grounds of the level of extraversion and give recommendations on improvement of L2 learning techniques.

Keywords: second language acquisition, personality, extraversion, introversion, classroom behavior

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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

Introduction

Every person has different personality and personal characteristics. Therefore, in studying a foreign language people manifest themselves in diverse ways. There exist numerous ways of learning languages 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 get familiar with the way how personality traits affect language learning process.

Since 1990s, there has been a growing interest on how personality correlates to the academic performance (Oxford & Nyikos, 1989).

In recent years, prominent linguists have been paying special attention to personality attribute extraversion-introversion. Some researchers reckon that this trait has little or no effect on language learning process.

However, a number of theories hold that personality factors significantly influence the degree of success that individuals achieve in acquiring a second language (Gass & Selinker, 1994) based on the assumption that some features of the leaner's personality might encourage or inhibit second language learning (Cook,1996).

Moreover, some language acquisition theories claim that extroverts 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 other believe that well-organized and serious introverts are seen better learners as far as the systematic study is concerned (Swain and Burnaby, 1976).

Against the background of these contradictory results, this study aims to help to add evidence to one side or the other by reinvestigating the relationship between extraversion-introversion and language learning process.

In order to improve SLA efficiency there should be paid attention to the issue of extraversion-introversion trait and improvement of SLL techniques.

The purpose of this work is the analysis of the impact of personality characteristics on the way people acquire second language.

In this work we dwell in detail on the relationship between learners' individual differences as being extroverts or introverts and classroom behavior along with their learning activities preferences.

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

The practical significance of this work is determined by the fact that based on the information provided by the results of the research it is going to be concluded that due to understanding of learners' individual differences as being extraverts or introverts language advisers and teachers could better control their teaching processes. Additionally, taking the role of students' personality in SLL process into consideration, foreign language learners get splendid opportunity to amend and improve their L2 techniques. Furthermore, this study might serve as a basis for further research papers addressing personality factors in regard with second language acquisition and second language learning.

Finally, not only does this work systematize personality traits in respect with second language acquisition, but also helps to find and adjust the most effective ways to improve learning techniques.

The theoretical basis of this work was composed by the studies of such scholars as Cook, V., Swain, M., Dewaele J., Furnham A., L., Brown, K. and others.

Research Question and Aims

This research paper is intended to discuss certain points related to the relationship between personality and the process of second language acquisition.

In the course of this work there were set the following tasks:

- To consider the concept of personality and focus on extraversion-introversion trait;

- To ascertain that students' personalities differ in the level of extraversion;

- To consider whether these differences could affect students' classroom activity while acquiring a second language;

- To examine the process of second language learning and its main types of classroom behavior and activities;

This current study attempts to address the following research question:

How do students differentiate in second language classroom behavior and attitude to learning activities if we consider extraversion and introversion?

Background of the Study

In second language learning people prefer different learning styles and approaches. One of the main reasons for this is varying personality types of the learners. These personality characteristics are likely to affect second language learning. Rod Ellis (1986) states that in general psychology personality has been studied in terms of a number of personal traits, which are said to constitute the personality of an individual. Several researchers have measured personality styles using a series of dichotomies, seen as poles on continua. For instance, Cattell, Eber, &Tatsuoka (1970) measured personality on a continuum which places cool, shy, and not assertive on one pole, and warm, adventurous, and dominant on the other. Eysenck (1964) also identifies two general traits that are represented as dichotomies: extravert/introvert and neurotic/stable. It has been argued that extraversion/introversion as a personality attribute affects the process of language learning. An extroverted person is identified as being outgoing, adventurous, and a risk-taker, while 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). Krashen (1981) argues that an outgoing personality may benefit the learner by allowing him to get more practice in using the second language. The emphasis of this paper will be on second language learning inside the classroom in relation to the personality attribute extraversion-introversion.

Research Method and Design

The study is a descriptive explorative one which used library research: scholarly works of linguists and academicians on the topic under investigation. This paper is a study based on the test of personality assessment, short prepared questionnaire, and structured observation. Fifteen students enrolled in a Bachelor program of a reputable Charles university in Prague participated in the study. They completed a test on the personality factors identified above and responded to a structured- disguised questionnaire with closed ended questions with potential answers as a Likert scale about their preferences and attitudes in SLL focused on process of learning.

<center>**Literature Review**</center>

In this part the literature on personality characteristics, extraversion-introversion, and its relationship to second language learning process will be reviewed. In the first section, the literature on learning strategies and attitudes will be reviewed. In this section the definition of learner behavior inside the classroom will be discussed and various classroom activities will be focused on. In the second section, definition of personality traits and their assessment will be discussed. In the third section, extraversion-introversion trait will be defined. Finally, in the fourth section the link between personality characteristic extraversion/introversion and second language learning process will be discussed.

Learning Strategies and Attitudes

Studying a language is much related to the attitudes to the languages (Starks & Paltridge, 1996). 'Language attitudes' are defined in the Longman Dictionary of Applied Linguistics (1992) in the following way:

> The attitude which speakers of different languages or language varieties have towards each others' languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.

There exist numerous researches on attitudes towards wide range of languages (Malallah 2000, Marley 2004, Villa 2002, Balcazar 2003), different types of English and other languages (Birnie 1998, Gibb 1999, Cooper and Fishman 1977, Starkes & Paltridge 1994, Shaw 1981), on learners' prejudices about L2 learning (Sakui and Gaies 1999). Divers issues of language attitudes were studied as well, such as the relationship between attitudes and motivation (Williams et al. 2002), the relationship between attitudes and learning strategies (Gan 2004).

As far as learning strategies are considered, according to Gan (2004), based on the learners' attitudes towards different language learning aspects, they include classroom behavior and activity, which are manifested during the class. As some researchers point out, there is a relationship between personality type and learner behavior.

In his work, Aiken (1999) suggests a general conclusion about personality–behavior relations:

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"Despite the large number of hypotheses concerning personality that have been generated over the years, on one test of their validity—the ability to make accurate behavioral predictions—they have not fared very well" (p. 169).

Even though personality factors do not necessarily determine the level of learners' academic success, without doubt do they shape the way individuals respond to their learning environment. It is in all probability that people who have different personality types strive for specific behavioral patterns that will have an influence on their participation in different learning concerns, from activities in the class to applied practices of intercultural communication. Therefore, personality traits may be shown as powerful changing variables to which extent they are alike to learning styles in their function.

Over recent years personality psychology has made a valuable progress in comprehension of the structural foundation of individual differences; moreover, there have been essential advances in the taxonomic efforts to chart the major and stable personality dimensions (cf. the Big Five model). As Cantor (1990) states in his work, such advances have cleared a path for focusing more attention on the questions about how these individual differences are transferred into behavioral characteristics, considering the "'doing' sides of personality" (p. 735). Consequently, in the past years self theorists have become more concerned about active dynamic principle of self-system. According to Markus and Ruvolo (1989), the primarily static concept of self-representations was substituted by progressive stages by a self-system that mediates and controls ongoing behavior and a number of mechanisms have been put forward to link the self with action. As a consequence, recent dynamic performances of the self-system placed the self just at the heart of motivation and action, creating a compelling boundary between personality and motivational psychology.

In Markee's study (2001) he states that learners' learning behaviors during the course include their willingness to communicate in second language, their engagement in learning tasks, and their use of certain learning/communication techniques and strategies. Thus, it can be concluded that learning behavior combines learners' engagement, learning strategies, and aspiration to use L2. All these features are expressed during a L2 class by different actions that are going to be discussed and divided into two groups later in the course of actual work.

If we consider various learning strategies and styles, it would be wholesome to view Joy Reid's (1995) Perceptual Learning Style Preference Questionnaire (PLSPQ; originally developed in 1984), which was the first learning style measure well recognized in the scope of second language acquisition. Despite the fact that the author's instrument was used with L2 learners, it is

actual practice not L2-specific because the items do not mention any subject matter. In the questionnaire there are 30 randomly ordered statements for six learning style preferences: visual, auditory, kinesthetic, tactile, group learning, and individual learning. It uses 5-point Likert scale items from 'strongly agree' to 'strongly disagree,' directing attention to behavioral preferences (e.g., "I learn more by reading textbooks than by listening to others"). The tool is very convenient to use and goes along with self-scoring sheet and also gives practical suggestions to the participants.

Language learning strategies are normally included in the classification of individual differences. Yet if we look closer it becomes clear that they might not be individual characteristics at all. Furthermore, language learning strategies rather compile an element of the learning process than are learner attributes tribute. Cohen's (1998) defines learning strategies as "learning processes which are consciously selected by the learner" (p. 4), and it is also reflected in practically all other definitions of the notion which matches learning strategies with the learners' actions/behaviors and thoughts forwarding to assisting learning.

Oxford (1999, p. 518) proposed a contemporaneous and comprehensive definition of learning strategies offered, according to which the concept refers to specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can assist storage, internalization, derivation, or use of the new language.

According to a outwardly direct functional definition of language learning strategies offered by Oxford (1989), "behaviors or actions which learners use to make language learning more successful, self-directed, and enjoyable" (p. 235). However, while describing the subject of these strategies in her widely known taxonomy (Oxford, 1990), there was also included cognitive and affective strategies that implicated mental processes rather than 'behaviors or actions.' In order to solve this ambiguity, the 1990 volume instead of the phrase 'behaviors and actions used by the learner' used the more general 'steps taken by the learner,' to which is possible to adjust both behavioral and mental steps.

O'Malley and Chamot (1990) proposed a disjunctive definition of language learning strategies, according to which they involve "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p. 1). The definition has a difference with Oxford's functional definition in a way that it placed greater emphasis on the cognitive aspects of strategy use. In spite of the fact that the prudent wording of the definition in fact did allow learning strategies to be 'behaviors,' the addition of 'thoughts' was an important

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adjustment, as was the limitation of the intention of strategy use to comprehending, learning, and retaining new information. The above mentioned highlighted the fact that O'Malley and Chamot intended to ground learning strategy research in general cognitive psychological theory by Anderson (1983, 1985). Yet when the authors named concrete examples of learning strategies, it can be seen that an inventory is not at all dissimilar to Oxford's (1990). Finally, to exclude the area of concern of the interrelationship between 'behaviors and thoughts' in their definition, O'Malley and Chamot (1994) followed in the steps of Oxford (1990) and replaced these words with more general 'methods and techniques that individuals use'.

In his research Baumeister (1999) asserted that introverts and extraverts behave in different ways in the context of L2 learning. His main effort was to examine how introverts differed from extraverts and how this difference was reflected in their behavior and learning. He stated that although introverts want success and approval, they are often skeptical about their chances of achieving it. At the same time extraverts are generally associated with greater persistence in the face of failure.

Taking into account what has been discussed in this chapter, it can be summarized that learning strategies and attitudes to L2 aspects are affected by individual characteristics. Thus, learners behave and act in the process of second language learning in diverse ways in accordance to their differences in personalities.

Segments of Second Language Learning

In second language learning the main Language Components are Vocabulary, Grammar, and Pronunciation. From these components there originate four skills activities:

- Reading (comprehensionskill)
- Listening (comprehensionskill)
- Speaking (productionskill)
- Writing (productionskill)

In the following chapter there are going to be explained the ways how these four skills are used in the language classroom on the basis of O. Bilash's (2009) theory of tree linking and practice.

In L2 classroom students get the chance to be provided with opportunities to develop each skill: they listen (to the teacher using the target language, to the songs, to one another in pair

activities), speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), read (instructions, written grammar drills, cards for playing games, flashcards) and write (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

Written Comprehension in L2 classroom

Reading is one of the branches of L2 learning and is something, therefore, that students must learn. It is usually referred to as written comprehension. This key skill is crucial in language development. One might think that reading is not as useful as speaking;however, these skills are equally important. It is of particular importancefor teachers to know how to promote the development of reading skills as there are many advantages to developing them.

Oral Comprehension in L2 classroom

Communication implies interacting with other people, which not only involves speaking, but also listening. That is why listening, or oral comprehension, is thought to be one of the main branches of L2 learning. Since the L2 learners are limited to hear a foreign language only inside the classroom, this may cause a problem in the learning process. And thus there should be paid special attention to this skill activity by the teachers.

Oral Production in L2 classroom

In studying a foreign language one of the most important aspects of the learning process is spoken language. In fact, speaking is acknowledged as the most important skill activity for the learners as it actively develops language competence and implies numerous vital aspects of L2 learning such as pronunciation, cognitive abilities etc. It is labeled oral production and is one of the skills students start to acquire from the very beginning of their study. The ability to converse is highly valued by students, but this skill is often thought to be one of the most difficult to develop. Students among different age and level brackets find speaking the moststressful and difficult part of learning. In this work there will be further discussed the importance of developing oral skills and how teachers can succeed in facilitating this development.

Written Production in L2 classroom

In second language learning writing is labeled written production and it is one of the most crucial skills that students must develop. When expressing oneself in foreign language, this is done either in oral or written form. For most learners, writing is a less stressful activity then

speaking as in speaking the audience seizes of mistakes of any kind; still, written work is more specific and is therefore open to closer examination and correction. In language teaching teachers should develop the students' sense of self-reliance related to their writing skills.

Personality Traits

Personality is an extremely interesting aspect of human being; it exists in different manifestations and brings broad diversity. In human psychology one of the focal issues is personality study for more than one hundred years. Such prominent psychologists as Freud, Rogers and Rotterwere were concerned in most of their works about personality. In second language acquisition there is paid a special attention to the relationship between personality and L2 learning by scholars like Krashen (1985), Brown (2000) etc.

Ehrman (1996) proposes that there is a transparent relationship between second language learning and personality because personality identifies what individuals feel comfortable with. Consequently, people tend to decide on and eventually do what they feel comfortable with and obtain higher at the given skills (p.101). Therefore, a L2 learner can build decisions of methods and skills in line with bent of their personality.

Personality is also 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 contribute to consistency in their thoughts, feelings and behavior." Brown (2000) admits that an attentive, systematic study of the role compete by personality in SLA has contributed to a way improved understanding of the acquisition process and improved pedagogy styles. 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." Individual qualities could also be viewed with a continuum of a five-point scale: from very low to very high (with low, average and high in between). Such eminent linguists as Brown (2007) and Burt, Dulay and Krashen (1982), among others regard the subsequent8 specific personality factors in human behavior which are closely associated with second language acquisition: self-esteem, willingness to communicate, inhibition, risk-taking, anxiety, empathy, extroversion/introversion and motivation.

Hans Eysenck (1981) grounded a bipolar personality trait that incorporates3 super factors, namely, extraversion, neuroticism, and psychoticism. Each of these traits has their opposites. As an example, extraversion is opposite to introversion. In a like manner, neuroticism is in contrast to stability, and psychoticism is opposite to super ego trait. Furthermore, 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 than 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. On the opposite, introverts are marked by a better level of arousal and having lower sensory thresholds, that is why they expertise larger reactions to sensory stimulation. Moreover, Feist (1990) went on 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, bungee jumping, and different competitive sports. On the other hand, extraverted people are more likely to be curious about 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 favorable level of stimulation.

Definition of Extraversion and Introversion

According to Oxford (1990) definition, extraverted people are those who like interaction with others and evolve many friendships. Extroverts retrieve most of their energy from the external world, whereas introverts from the internal world tending to enter only a few friendships as a general rule with more close ties than extraverts have. One can presume that extroverted types of people are eager to communicate with other people a lot regardless accuracy of their speech. Introverts, on the other hand, are more careful about using their language, which may not necessarily mean accurate language use. Although the personalities of extraverts and introverts are different, it must be admitted that in L2 classrooms the teachers can either assign tasks suitable for the both types or treat the groups in different ways concentrating on their individuality. As Ellis (1986) states, studies have not arrived to an ultimate conclusion which of these personality types is more disposed for second language acquisition. Each of the personality types strengths ought to be used by the teachers. It is important that in L2 classes teachers pay attention and adjust to the introverted students. It is also necessary not to limit them in oral

participation in class activities as usually it is the extroverted students who gain the most teachers' attention during the class.

If we consider Dawaele and Furnham's (1999) notion, extroversion and introversion are a part of a continuum. Extroverts are thought to be sociable, energetic, and impulsive; they also appear to disfavor being by themselves and like taking risks. Meanwhile, it is affirmed that introverts are "introspective, quiet, retiring and reserved" (Dawaele & Furnham). Same as Oxford, they believe that an extrovert 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 involvement of other people. The link between L2 learning and extroversion/introversion trait was initially studied by Hans Jurgen Eysenck who proposed the notion that extroversion was not positively correlated with L2 learning because of some neuro-chemical phenomena in the human brain. Consequently, he deduced that not an extrovert but an introvert can be a better language learner. However, a number of language theorists tend to deny Eysenck's conclusion. It is traditionally argued that extroverts are better suited to language learning. The literature on L2 acquisition pronounces that the more extraverted a language learner is, the more he/she enhances the amount of input (Krashen, 1985), prefers group activities and communicative methods (McDonough, 1986). Thus, extraverts increase their communication in the target language, which enriches their language output (Swain, 1985) and subsequently has better production in target language learning. Nevertheless, not all researches that were conducted on this issue support the given conclusion. Some studies have found that learners' success in L2 learning is related to extroversion because of the typical features of this personality type such as assertiveness and adventurousness. On the other hand, some other studies claim that quite a lot of successful language learners do not have a high score on measures of extroversion.

Extraversion is a vital dimension of personality trait in the frame of classroom management. In ESL class extraverted students like interactions in English, role-plays and other communicative and interactive activities; at the same time introverted students in their language learning process are influenced by their inner world of feelings and ideas. They have lower ties with their mates than their fellow extraverted students. They also tend to work either individually or in a pair with people they know well. They try to avoid group work. In summary, in L2 classroom extraverts tend to long for social interactions, excitement, courage, and active impulsive behavior. Meanwhile, introverts are usually reserved, unsociable, and shy.

In an attempt to determine extraversion and introversion, Depue and Collins (1999) provided definition of this personality style to point the cognitive and psychological side of view on different aspects of extraversion and introversion. They used the following definition: Extraversion is composed of two major dimensions termed interpersonal engagement and impulsivity. Interpersonal engagement refers to being receptive to the company of others and agency means seeking social dominance and leadership roles, and being motivated to achieve goals. In addition, impulsivity refers to need for excitement and change for risk-taking, courageousness and sensation seeking (p. 13). This definition only refers to the dimension of extraverts and does not define introverts. To understand the cognitive definition of introverts and extraverts, introversion should be considered the opposite of extraversion definition. Cognitive definition of extraversion was given similarly by Brown (1993, p. 146) 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". Extraversion and introversion have also been determined in terms of psychological tendencies and behavior. Nevertheless, extraversion was defined without defining introversion. Thereby, in order to understand the differences between introversion and extraversion, Eysenck (1964) provided description of the behavior of 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). Hypothesis meant that these behaviors of extraverts and introverts could be also correlated with second language learning. As typical extravert differs from a typical introvert in behaviors, such behaviors could be correlated in different ways with second language learning.

The Importance of the Level of Extraversion for Learning Strategies and Attitudes

Recently psychologists in the field of personality styles have been showing a renewed interest in SLL with regard to learners' psychological traits. Learner psychological traits were investigated in relation to L2studying, in an attempt to find the correlations of personality types with effectiveness of learning of second language. The problem of personality types and their influence on second language leaning broadened the field of research on personality and second language leaning, because of the controversial results gained after researching in the long run period. Some of the results show that personality does not have correlation with SLL, and others found that personality correlates with SLL. Extraversion/introversion is one of the psychological dimensions that was broadly investigated in terms of its impact on foreign language learners' verbal performance, and other language skills. It is argued that extraversion is connected to the process of second language learning, but does not lead to it. Alternatively said, extraverts get an advantage from being communicative and opened, which gives them opportunity for more L2 practice that is why they are more successful in verbal performance. However, introverts do not behave as extraverts, and they are more reserved. It could be the reason behind the introverts' weak second language oral performance. At the same time some results show that extraversion is significantly connected with second language oral proficiency, introversion is also significant in L2 oral performance. As a result of this controversy, the problem is continuously investigated, and there is an agreement that extraverts are good at learning language. At the same time many researchers reported negative results on extraversion with morphological and pronunciation accuracy. It is increasing difficulty to deny personality characteristics in L2 learning. In the past twenty yearsamount of researchers have examined how personality affects SLL. Dewaele and Furnham (1999) mentioned that a significant amount of studies on extraversion role in SLA performed by linguists have main focus on the influence of extraversion on SLL. In their studies they made measurements and compared the performance from learning of language by developmental perspective. Results were interpreted by normative using good and bad as terms for L2 learners. In another study conducted by Ellis (1994), extraversion and introversion are mentioned as two great positions. The first one is shown as "extraverted learners will do better in acquiring basic interpersonal communication skills" (p. 520). The second one defines that "introverted learners will do better at developing cognitive academic language ability" (p. 520). Another study by Daele (2005), agrees with its results. There was stated that as 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, because of their higher

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reticulocortical arousal that gives an active memory trace with longer duration. As result that makes them the first candidates for successful learning. On the other hand extraverts have less effective long term-memory or working memory. They could be worse at accurate academic learning, but they could perform more than introverts on communicative verbal skills. One explanation could be that extraverts' immediate recall as they have more limited long-term memory.

For testing the notion that for learners, who initiate language communication, achieve higher results in SLL, Seliger (1977) made an effort to define levels of extraversion-introversion based on classroom observations. He designed experiment where six students were observed in a classroom environment. He realized that input with high generators scored incredibly higher than input with low generators, that means that students who are passive in language communication situations. He summarized that input with high generators is tended to learn a L2faster, because they contact more often by second language outside the classroom and use effectively opportunities to communicate. Hereby, extraverts could be considered as people with high input generators, as they have a dominative role in language interactions. On the other hand, introverts could be with input of low generators because of their passive role in language communication situations. In another try to examine the notion that extraverts are more proficient in SLL, Busch (1982) found the relationship between extraversion trait of Japanese students and their proficiency in English as a second language. In hypothesis was mentioned that in an EFL situation, extraverted students are willing to achieve a higher proficiency in English, as they use any opportunity to receive input in the language. There were 80 junior college English students as participants and 105 adults as school English students. They had a standardized English test, form and they completed a personality questionnaire. On the top, 45 of the junior college students took a part in English oral interviews which then were evaluated for proficiency by two people. The hypothesis that extraverts have higher proficiency in English was not relevant. Statistical analysis showed that extraversion connected significantly negatively with pronunciation, part of the verbal interview test. On the other side, introverts had better results on the reading and grammar of the standardized English test. Dewaele and Furnham (1999) found that extraversion results are hardly ever connected with written language data, but more significantly correlated between extraversion and oral linguistic data. Authors stated that people who analyze the link between extraversion and learning of language expect that extraverts would be better in learning of language, because they are more active in communication outside of the classroom than the introverts; it is increasing the amount of input and comprehensible result of language output. It allows them to have test for greater number of hypotheses about language of

target and therefore obtain the language faster than introverts. Extraverts are usually expected to be as good learners of language. However, Daele (2005) stated that the research findings of the bounded number of studies that dives deep at the effect of extraversion on different dimensions of proficiency of second language remain unsure and cannot be generalized. The same way, Roger Griffiths (1991) mentioned that variables of personality are currently corresponded a little of importance in research opinions. This is because of the fact that studies where the role of personality variables was investigated in correlation to learning of language failed to explore consistently significant findings.

Several studies have tried to identify the personality correlation to academic achievement (Premuzic & Furnham, 2003; Lounsbury, Sundstrom, Loveland, & Gibson, 2003).

On the other side extraversion has negative correlation with academic success because of the introverts' better ability to accumulate learning, lower distractibility, and better habits for study.

Several studies were conducted to find out what impact the personality of the learner can have on his success in learning of second language. According to Wright and Taylor (1970), personality is connected to aspects of person what differs him from other people and from the basis in our predictions regarding his future behavior. Another definition is that psychologists mean by personality is Child's (1968) description of personality characteristics. That means that the more or less stable internal factors it make behavior of one person consistent from another and from one situation to different one. As Peterson (1992) says, personality has features below:

  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.

Moreover, studies that explore personality dimensions are based on the suppositions that learners are bringing to the classroom other factors which influence the way they gain the knowledge of the language, not only their cognitive abilities. Brown (2000) lists inhabitation, self-esteem, risk-taking, compassion and extroversion as factors of personality. Many theories related to acquisition of language claim that extroverts are the better at learning of language as they are more sociable, there is higher opportunity for them to join groups and more oblique to

engage in conversations both inside (Cook, 1994) and outside the classroom (Swain, 1985). As well, Naiman, Frohlick, Stern and Todesco (1978) think, sociable and open extroverts are more successful in learning of languages than introverts. Swain and Burnaby (1976) though, believe that well-organized introverts are better in learning as far as they use systematic study.

Based on the reviewed literature on the relationship between personality attribute extraversion-introversion and second language acquisition process in the following empirical part we will closely examine the role of extraversion trait in SLL. In this part we will focus specifically on the way how extraversion level influences L2 classroom behavior and preferences in learning activities of ESL learners.

Methodology

When conducting the research and starting to collect data, a survey (Eysenck Personality Questionnaire), planned structured observations and short prepared questionnaire on classroom activities preferences was the technique for doing that. The study is a descriptive explorative one which used library research: scholarly works of linguists and academicians on the topic under investigation. The current study adopted such methods to identify the role of students' personalities and the relationship with their second language acquisition process.

Participants

This study was conducted at Charles University, Faculty of Humanities, Department of Liberal Arts and Humanities, Communicative Module, in November-December 2016. The participants were young adult university students studying in an English language class. This class was chosen because of the diversity of classroom activities and manifestation of language skills comprised in each session. The class included 15 male and female students whose level of English performance was expected to be between intermediate and pre-advanced.

At the Faculty of Humanities the students generally study for three academic years and then they receive their bachelors' 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.

Student	Gender	Age	Level of English	Nationality
Participant 1	F	19	Intermediate	Czech
Participant 2	M	21	Upper-Intermediate	Czech
Participant 3	F	22	Intermediate	Czech
Participant 4	F	20	Upper-Intermediate	Czech
Participant 5	M	19	Upper-Intermediate	Czech
Participant 6	F	18	Intermediate	Russian
Participant 7	M	20	Upper-Intermediate	Czech
Participant 8	M	20	Pre-Advanced	Czech
Participant 9	F	21	Intermediate	Czech
Participant 10	F	19	Pre-Advanced	Czech
Participant 11	F	18	Pre-Advanced	Ukranian
Participant 12	M	20	Intermediate	Czech
Participant 13	F	19	Upper-Intermediate	Czech
Participant 14	M	22	Pre-Advanced	Czech
Participant 15	F	21	Intermediate	Czech

Table 1: List of Participants

In the table above it is shown that there are six male and nine female students in this group, most of the students are Czech. There is also one Russian and one Ukrainian female student. There are in the range of age from 18 to 22. The students are from the same faculty and field of study, but from different years of study. Their level of English is between Intermediate and Pre-Advance. There are no extremes as Pre-Intermediate or Advance. They study together for the first semester and are. And due to this they have poor cooperation during the class except for personal interactions in couples or small groups.

Techniques

In this study, two techniques were used to collect the intended data to answer the research question previously mentioned in the Introduction part: How do students differentiate in second language classroom behavior and attitude to learning activities if we consider extraversion and introversion?

The first data collection technique is personality test based on Eysenck Personality Questionnaire (See Appendix B).

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 the (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. The EPQ is widely used to measure extraversion- introversion and second language learning.

In the current study the first measure of data collection was a test of an extraversion scale, which assesses the degree of extraversion-introversion, based on the Eysenck Personality Questionnaire (EPQ).

Eysenck initially conceptualized 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".[1]

The (EPI) was adapted to a yes/no format with an exclusion of Neuroticism/Stability and Psychoticism/Socialization Dimensions focusing specifically on Extraversion/Introversion Dimension.

Each form of the test 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 the students fill out the test they get two scores:

- The 'lie score' is out of 9. It measures how socially desirable they are trying to be in their 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 extrovert 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 the two scales.

The second data collection technique was used to analyze participants' attitudes and preferences in main L2 learning segments; it is focused on classroom learning activities that could imply either individual or social-oriented preference in L2 classroom, which are oral production, written comprehension, and written production. Having taken Joy Reid's (1995)

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

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 behavioral preferences. The user-friendly technique was adapted to the questionnaire on classroom activities created for current work. Every question was created to define preferences of students during the class, which could be connected to their type of personality. Every question implicates preference between individual and social-oriented approach in L2 classroom. This measure is expected to find possible relation between extraversion trait and individual classroom activity preferences.

The system of measuring, which is 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 every participating student's preferences in classroom activities if we consider extraversion and introversion. The questionnaire uses a 5-likert scale, has 10 items assessing language learning segments preferences (please refer to Appendix C).

The third data collection is planned classroom observation. Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). The classroom observation, which is as stated by Dudley Evans and St John (1998), is an effective instrument for collection and further analyzing collected data in the research. The main aim behind observing certain group of people was exploring the amount of overt and covert activity in the learning process inside the classroom.

Procedure

The class chosen for the present study was diverse in classroom activities and manifestation of language skills comprised in each session. The class included 15 students of English with the level between upper-intermediate and advanced. After entering the class, the students were informed about being observed for a period of one month receiving and signing an informed consent (see Appendix A).

The first technique was applied in the way of distributing the personality test to the 15 actual participants of the study at the end of the last session observed. The test was including the questions with the focus on Extravert/Introvert scale, as well as falsification scale, which provides for the detection of response distortion. The questionnaire included 33 items using a "yes/no questions" format. The participants were given the questionnaires while in class in the end of observational period. They were asked to answer the items based on their initial understanding of the questionnaire.

Second technique was applied as completion of the questionnaire on attitudes to classroom activities. Every question has its own meaning and by answering each question the participants give important piece of information, which is shown below in detailed explanation of value of each question. The participants answered 13 questions using 5–point Likert scale focused on classroom learning activities, namely oral production, written comprehension, and written production. Every question was related to one of the above mentioned sections, which defines preferences of students in L2 learning process inside the classroom, which could be connected to their type of personality. The questionnaire is expected to find possible relation between extraversion trait and individual preferences in language learning process.

Vast majority of the questions are focused on oral production because this segment of L2 learning displays the main relation with personal characteristics as many researchers have found that extraversion-introversion correlate significantly with second language learners' oral performance (e.g. Dewaele & Furnham, 2000; Vogel & Vogel, 1986).

The system of measuring provides a variety of options for students and gives the opportunity to think more widely providing more accurate information and helping to design understanding every participator's preferences of social and individual way of behavior in the classroom in order to elucidate possible relation with extraversion/introversion personality characteristic.

The third technique for collecting data was classroom observation, which lasted for a month, Chosen group of students was observed in four classes for the matter of covert and overt activities. In the current work we divided classroom activities into two categories, overt and covert, for the aim of relating them to the extraversion attribute of personality. Overt activities were indicated as spontaneous utterances, raising hands, starting in-class discussions, which are more likely to be related to extravert attribute of personality, while covert classroom actions such as using electronic devices, discussions with the mates in their native language on personal matters, active writing in their notebook, are likely to be related to introverts as such actions

indicate reserved and shy characteristics of personality among other people, which is a specific attribute for introverts. Based on the notes which were made during the classes (refer to the Appendix E), the table on student activities during classroom observations was designed in order to measure the amount of classroom actions of each student.

Results

  The data collected were compiled and arranged in the tables so that it would be easy to figure out the exact number of both extrovert and introvert students and the effect of their personalities. According to the results of the personality test (refer to the appendix B) the students were divided into two research groups – Extrovert (E) and Introvert (I) groups. Bar and table charts were used to provide the output of the collected data in percentage. Table of student activities during classroom observations (Appendix E) was used to reckon how many times each participator manifested overt and covert actions. Bar chart was used to show the findings in the link between three measures used in the research using Microsoft Excel.

  Based on the results from the first used technique, which is personality test, table below indicates the division of students into two groups: extraverts and introverts. According to the Lie score, none of the students have results higher than 5, which indicates that all answers in the personality test are sincere.

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

Table 2: Results of the Personality Test

Having applied second research technique, the following tables are used to show language learning preferences of the participants. The results are given in percentages as well as in Mode form. The answers were divided into positive and negative scale, where strongly agree and agree are indicated as positive and tended to belong to extravert answers, and eventually disagree and strongly agree are indicated as negative and tended to belong to the introvert answers. Neutral represents neutral and tended to be more distinctive for introverts as passive way of answering for this type of group.

Mode	E	I
Strongly agree	25,00%	0,00%
Agree	62,50%	14,29%
Neutral	12,50%	42,86%
Disagree	0,00%	42,86%
Strongly disagree	0,00%	0,00%

Table 3: Frequency of student's responds to the statement No.1

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

Table 3 indicated that the majority of E group answered positively, while I research group didn't have any strongly-pronounced preferences; still introvert research group of students tend to disagree with the statement. In this question there was applied a preconception that extroverts are more likely than introverts to join group activities. [2]

Mode	E	I
Strongly agree	0,00%	0,00%
Agree	50,00%	14,29%
Neutral	12,50%	28,57%
Disagree	25,00%	57,14%
Strongly disagree	12,50%	0,00%

Table 4: Frequency of student's responds to the statement No. 2

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

As Table 4 shows, the half of the participants from the E research group answered positively, and the half neutrally and negatively, while the majority of I group reacted either neutrally or negatively to the posed question. Thus, we can see that a considerable part, which is

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[2]See McDonough, Psychology in foreign language teaching, 1986 for further information on relationship between extraversion and willingness to participate in group activities.

50%, of the E group students reacted neutral and negative, while 85, 71% of I group preferred neutral and negative answers. Such considerable part of the students from both groups has chosen neutral or negative reaction as the question presumes many other factors like level of preparation, interest, etc. that may determine the choice.

Mode	E	I
Strongly agree	12,50%	0,00%
Agree	50,00%	0,00%
Neutral	25,00%	28,57%
Disagree	12,50%	42,86%
Strongly disagree	0,00%	28,57%

Table 5: Frequency of student's responds to the statement No. 3

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

Table 5 gives information on reading preferences, where it is clear that the most considerable number of E group participants answer within positive scale; whereas I group have tendency to answer negatively.

Mode	E	I
Strongly agree	37,50%	0,00%
Agree	50,00%	0,00%
Neutral	12,50%	57,14%
Disagree	0,00%	14,29%
Strongly disagree	0,00%	28,57%

Table 6: Frequency of student's responds to the statement No. 4

Statement 4: I prefer individual tasks that involve social interaction more than individual tasks that don't involve any social interaction.

Table 6 provides information on percentage of students who prefer individual tasks being in social interaction more than working solely by themselves. According to the table which is based on students' answers from the questionnaire, vast majority of E group reflected positively to the posed statement. Meanwhile, vast majority of I group decided to stay neutral (57, 14%), and the rest of the I group participants gave negative answers.

Mode	E	I
Strongly agree	12,50%	0,00%
Agree	37,50%	0,00%
Neutral	37,50%	0,00%
Disagree	12,50%	42,86%
Strongly disagree	0,00%	57,14%

Table 7: Frequency of student's responds to the statement No. 5

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

Statement number 5 was included in the questionnaire on classroom activities deliberately with the purpose of evidencing the most considerable difference between extrovert and introvert attitude to giving presentations in front of the class. It is presupposed that introverts feel nervous and embarrassed while speaking in public. For example, in a study by Peter D. MacIntyre & Kimly A. Thivierge (2009) the results showed that the global trait of extroversion was significantly correlated with public speaking anxiety. The results from the questionnaire did show that there is a relationship between extrovert and introvert personality type and feeling comfortable while speaking in public, or more precisely, in the context of classroom activities, giving presentations in front of the class.

Mode	E	I
Strongly agree	50,00%	0,00%
Agree	25,00%	28,57%
Neutral	12,50%	57,14%
Disagree	12,50%	14,29%
Strongly disagree	0,00%	0,00%

Table 8: Frequency of student's responds to the statement No. 6

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

In Table 8 we can see that vast majority of E group gave their answers within positive scale, while the most answers from I group were neutral. This question is focused on group activity and was expected to show positive results considering extroverts and neutral or negative results considering introverts.3

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[3]Ibid.

Mode	E	I
Strongly agree	50,00%	0,00%
Agree	37,50%	0,00%
Neutral	0,00%	42,86%
Disagree	12,50%	57,14%
Strongly disagree	0,00%	0,00%

Table 9: Frequency of student's responds to the statement No. 7

Statement 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.

As shown in Table 9, most participants from E group reacted positively. By comparison, students from I group answered in neutral and negative way. This shows the difference between the two groups in a way they perceive social interaction. Extrovert type prefers oral communication in contrast to introvert type that tends to prefer written way of communication as it suits their quiet and reserved personality with tendencies toward reclusiveness.

Mode	E	I
Strongly agree	0,00%	0,00%
Agree	37,50%	0,00%
Neutral	37,50%	0,00%
Disagree	25,00%	57,14%
Strongly disagree	0,00%	42,86%

Table 10: Frequency of student's responds to the statement No. 8

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

In Table 10 it is shown that the majority of E group respond positively to this statement, whereas I group in all cases has answered negatively, which shows that introvert type is more likely to choose writing to speaking if we consider language learning skills.4

Mode	E	I
Strongly agree	12,50%	0,00%
Agree	50,00%	14,29%
Neutral	25,00%	71,43%
Disagree	12,50%	0,00%
Strongly disagree	0,00%	14,29%

Table 11: Frequency of student's responds to the statement No. 9

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4 See studies by Busch, D. (1982) and Wakamoto, N. (2009) for further information on relationship between extraversion/introversion and preferences in learning skills.

Statement 9: I prefer working in group more than individually.

According to Table 11, extravert answers outweigh positive scale in contrast to introvert answers that show tendency to answer neutral to current question. As mentioned before, neutral way of answering is more typical for introverts as more uncertain, which is one of the defining features of introvert type of personality.

Mode	E	I
Strongly agree	62,50%	0,00%
Agree	25,00%	14,29%
Neutral	12,50%	42,86%
Disagree	0,00%	42,86%
Strongly disagree	0,00%	0,00%

Table 12: Frequency of student's responds to the statement No. 10

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

From the Table 12 it is evident that predominate number of extravert answers fall into positive scale, while introverts tend to answer neutrally or negatively to the posed question. This exposes the fact that extravert type of personality tend to have no or less anxiety or uncertainty in giving voluntary answers in L2 classroom context.

Based on the third technique, which is list of points from the observations in classroom activities, there was designed Table 13: Results from the observations of classroom activities.

Student	Gender	Type	Covert activity	Overt activity
Participant 1	F	I	7	15
Participant 2	M	I	9	39
Participant 3	F	E	7	27
Participant 4	F	E	8	9
Participant 5	M	E	5	30
Participant 6	F	I	8	0
Participant 7	M	E	6	19
Participant 8	M	I	11	5
Participant 9	F	E	4	18
Participant 10	F	I	9	34
Participant 11	F	E	4	7
Participant 12	M	I	16	6
Participant 13	F	I	15	10
Participant 14	M	E	9	11
Participant 15	F	E	6	18

Table 13: Results from the observations of classroom activities

Based on the results from the table above total amount of activities manifested by both research groups during the class are 372, where 188 belong to 8 extraverted students and 184 to 7 introverted students. Among total amount of covert activities 49 belong to extraverts, which is 6, 13 average per extravert student and 75 belong to introverts, which is 10,71 average per introvert student. Among total amount of overt activities 139 belong to extraverts, which is 17,38 average per extravert student and 109 belong to introverts, which is 15,57 average per introvert student.

One exceptional student ought to be mentioned from this table. Participant 2 from the table above as being an introvert has extremely high amount of overt activity (39), which is exceptionally indistinctive for this particular personality characteristic. But it is explained by the student from personal information due to big sympathy to the subject.

According to the questionnaire on classroom activities, as well as performed overt and covert actions during L2 class, the figure below represents average for overt activity, covert activity, and questionnaire results per one extraverted student and per one introverted student. It is clearly visible that average of covert activities per introverted student is almost twice higher than per extraverted student. At the same time the average of overt activity per both groups is almost the same. In questionnaire on classroom activity preferences average score per an extraverted student is twice higher than per introverted student.
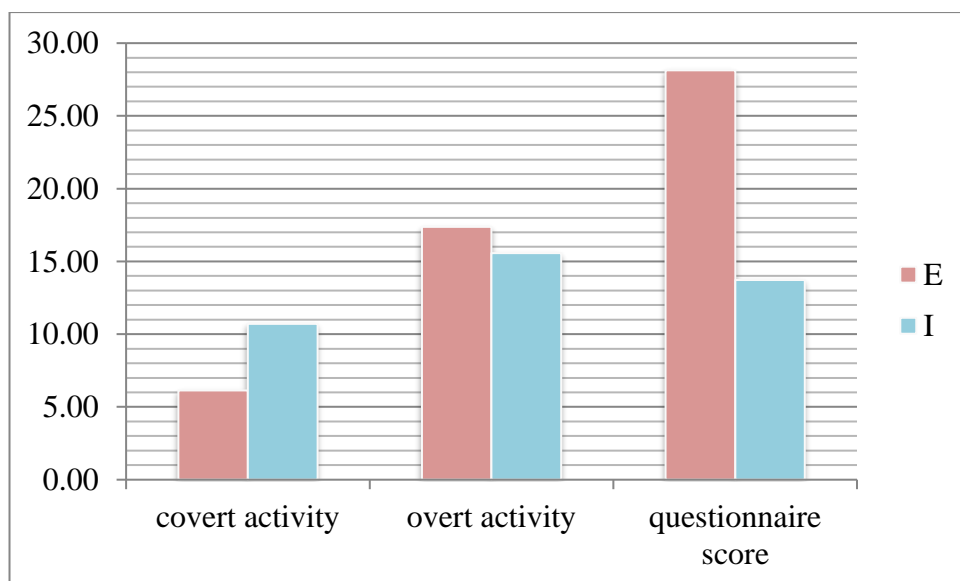
Graph 1: Average results of the questionnaire and the observation per extravert and per introvert participant

Interpretation and Discussion

All the characteristics described above illustrate that students in ESL classroom behave in different ways and have different preferences and attitudes to social- and individual-oriented way of learning.

According to what has been indicated in previous tables(3-13) based on the classroom activities questionnaire, there is a tendency among extravert research group participants to answer positively in contrast to introvert research group participants who tend to answer either neutrally or negatively to the questions connected with social-oriented preferences in L2 learning process.

According to the graph shown above, extravert attribute of personality gained higher score in the questionnaire on classroom activities than introvert type. Similarly, E type demonstrated more overt activity than I type. Moreover, E type manifested less covert activity during ESL class than I type. However, the difference in the amount of manifested classroom activity between extrovert and introvert type is not as significant as the questionnaire has displayed. The reason for that might be the fact that in spite of type of personality there exist several other factors that can affect the way students manifest their classroom activity (such as engagement or involvement in the subject, mood, tiredness, teacher and structure of the class, level of preparedness and awareness of the topic etc.).

As far as classroom observation is concerned, it can be said that extroverts and introverts behave in a similar way in ESL classroom. Still, there is some insignificant difference in the result as extraverts are more active in overt activities and less active in covert activities in contrast to introverts. In total, average proportion is almost the same. As mentioned before, this result is probable to be affected by a number of other different factors excluding personality type like engagement or involvement in the subject, teacher and structure of the class, level of preparedness and awareness of the topic etc.

According to the findings of the current work, personality attributes, or more precisely extroversion and introversion, influence to a certain degree second language acquisition process. From the research it becomes clear that extroverted learners use L2 to interact without inhibition, prefer working in groups and excel during classes with a little, but still higher level of overt activity and show less covert activity. What was interesting in the research was critical question and exceptions among students' personality type and their connection with classroom behavior. As an example of an exception, one of the students, whose personality type was introvert, had

the biggest amount of overt activity of all students. This phenomenon can be explained by a variety of factors affecting classroom activity mentioned above. As far as the critical question is considered, one of the questions was on feeling comfortable while giving presentations in front of the class, which was decisive in the way participants responded to this statement. It is believed that introverts feel nervous and stressed while speaking in the public (Peter D. MacIntyre & Kimly A. Thivierge, 2009). At the same time extroverted students communicate without stress in L2 despite the possibility that they might not produce absolutely accurate output. On the other hand, introverts tend to like to work independently or individually with no involvement of social interaction. They tend to be more passive in their answers and choose to be neutral rather than be certain in their preferences and attitudes.

The results of the research show that there is a positive relationship between extraversion and overt learning behavior and preferences, which corresponds to the findings of the reviewed literature by such scholars as Dawaele and Furnham (1999), McDonough (1986), Depue and Collins (1999), Cook (1994), Naiman, Frohlick, Stern and Todesco (1978). In their works the authors state that extraverted learners of the second language tend to use particular learning strategies directed to self-expression or explicit activities and prefer group activities and activities that involve social interaction, which was confirmed in the current research. Having summarized and discussed the results of the research, it becomes evident that students learning the second language have tendency to prefer overt learning activities and activities that involve group or pair work in contrast to their introverted mates.

Recommendations and Conclusions

After careful and considered review of the literature based on scholarly works of linguists and academicians on the topic about the role of extraversion in second language acquisition process there were made a number of conclusions. In this chapter the main aspects and results of this work are going to be summarized and recommendations on improvement of L2 learning techniques are going to be made.

The results of the three techniques applied in this research show that extraversion and introversion characteristics of second language learners' personalities affect their preferences in language learning activities and the way they behave in L2 classroom, which was initially expected and confirmed by a number of researches and investigations described in the literature review part. From the research performed it is clear that extroverted learners in view of their openness, sociability, and impulsiveness get energy from outside sources and prefer overt activities and working with involvement of other people. On the other hand, introverts being introspective, quiet, and reserved, are more engaged with their inner world of ideas and rather prefer individual activities and covert learning style.

Since many studies have proved that extroverts or unreserved and outgoing people learn a second language better than introverts or shy people, it also seems important for the learners to develop personality. Alternatively speaking, it is recommended for them to use best endeavors to activate and apply their social skills as much as possible in order to acquire the foreign language effectively.

Based on what has been mentioned, foreign language teachers' teaching techniques should be adapted to the individual differences in students' personality to enhance the progress for the learners. This is due to the fact that different learners respond in different ways to the same input because a function of the ways their personality influences their perception and interpretation of the environment. On conditions that people make efforts to control their learning behavior and strategies, they choose the options best suited for their learning style preferences.

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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**

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E -mail: akchori.14@mail.ru

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

Faculty of Humanities

Charles University in Prague

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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 extroverts 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. SeidlováMálková (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): ....

....

Signature ....Date ....

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

Instructions

Here are some questions regarding the way you behave, feel and act. After each question there is a space foranswering YES or NO.Try to decide whether YES or NO represents your usual way of acting or feeling. Then put a tick in thebox under the column headed YES or NO. Work quickly, and don't spend too much time over anyquestion, we want your first reaction, not a long drawn-out thought process. The whole questionnaireshouldn'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?

Eysenck's Personality Questionnaire (EPQ) (Extroversion/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 **extrovert** 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 extrovert (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.
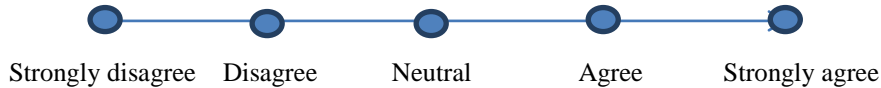
Resource:

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.
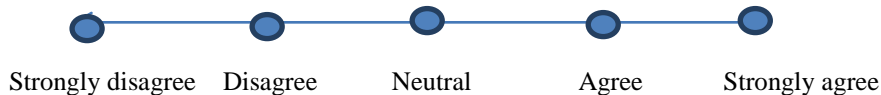
Strongly disagree   Disagree   Neutral   Agree   Strongly agree

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

Strongly disagree   Disagree   Neutral   Agree   Strongly agree

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

Strongly disagree   Disagree   Neutral   Agree   Strongly agree

4. I prefer being in social interaction more than working by myself.
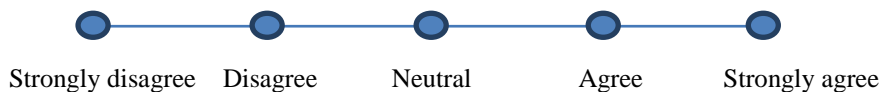
Strongly disagree   Disagree   Neutral   Agree   Strongly agree

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

Strongly disagree   Disagree   Neutral   Agree   Strongly agree

6. When there is a group activity, I behave more like a participant than an observer.
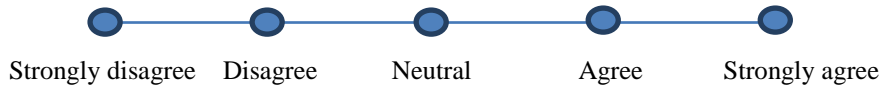
Strongly disagree   Disagree   Neutral   Agree   Strongly agree

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.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree

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

Strongly disagree   Disagree   Neutral   Agree   Strongly agree

9. I prefer working in group more than individually.

Strongly disagree   Disagree   Neutral   Agree   Strongly agree

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

Strongly disagree   Disagree   Neutral   Agree   Strongly agree
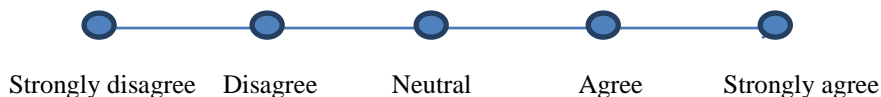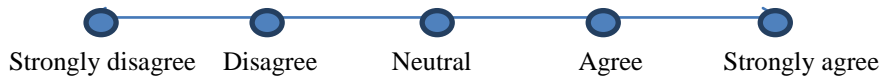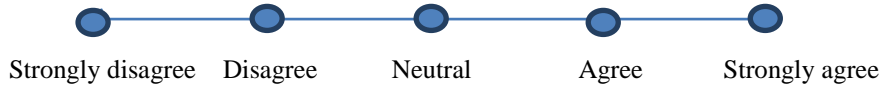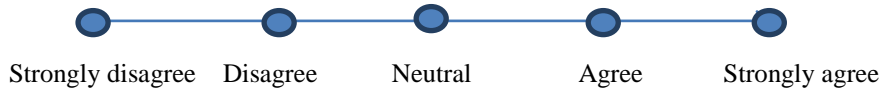
THANK YOU FOR YOUR PARTICIPATION: IT IS GREATLY APPRECIATED

Appendix D

Results of 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	17	4	E	sincere
12	16	3	E	sincere
13	7	2	I	sincere
14	17	3	E	sincere
15	14	2	E	sincere

Student Activities during Classroom Observations

Student number	Overt actions			Covert actions		
	spontaneous utterances	participating in class discussions	raising hands	using electronic devices	discussions with the mates 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	7	0	0	0	2	2
12	6	0	0	0	16	0
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
Overt	15	39	27	9	30	0	19	5	18	34	7	6	10	11	18
Covert	7	9	7	8	5	8	6	11	4	9	4	16	15	9	6