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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.

5 May 2017, Prague

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Abstract

In our time of multiculturalism the knowledge of foreign languages is considered of vital importance. It is therefore necessary to understand how to make the process of learning a foreign language more efficient, and what personality traits have positive effects on it. This paper aims at enquiring upon how individual differences of students as being extraverts or introverts could affect the language learning process. The object of study in this paper serves the learners of a foreign language in their twenties (evidence from student group learning English language). The subject of the research is the impact of personality traits on the way people learn 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, empirical part, and conclusion. The study is expected to give explanation on differentiation in behavior and attitude in L2 classroom on grounds of the level of extraversion.

Keywords: second language learning, 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

1. 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.

Being a student not only of the Faculty of Arts, but also of the Educational Faculty, my personal interest of this research lays in discovering whether individual personality characteristics really can affect SLL process and if yes, in which way it can be evident. The result and the process of the research will play an important role in my future teaching sphere because better understanding of the role of personality in SLL will be highly beneficial and will add to clarity of the teaching process.

In this paper the reader is going to find out about the way how personality is connected with second language learning (SLL). He will also get acquainted with a specific language learning situation which is a behavior in a L2 classroom.

Personality might be examined in many different ways, one of which is focusing on one of numerous personality traits. The purpose of the current paper is to explore one of the main personality traits, which is an Extraversion/Introversion personality trait. The reader will become familiar with the above-noted trait and its main characteristics; he will also see the role of this trait in SLL process.

In recent years, prominent linguists have been paying special attention to personality attribute extraversion-introversion. Based on their theories, the researchers might be divided into two categories. The first one claims that extraversion and introversion 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 learner's personality might encourage or inhibit second language learning (Cook, 1996). On the contrary, the second group reckons that this trait has little or no effect on the language learning process.

Furthermore, if we consider the first group in more detail, some language acquisition theories claim that extraverts are better language learners since they tend to be sociable, more likely to join groups and more inclined to engage in conversations both inside (Cook, 1991) and

outside the classroom (Swain, 1985), whilst others believe that well-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 the issue by reinvestigating the relationship between extraversion-introversion and language learning process.

After reviewing already existed literature on the topic there is going to be formulated a specific research question about the role of extraversion and introversion in L2 classroom behavior.

The purpose of this work is the analysis of the impact of personality characteristics on the way people learn second language. The main aims are to provide theoretical background for the investigated issue and to ask a specific question that could lead to better understanding of the issue.

As a part of thesis preparation there were reviewed the works of such authors as Cook, V., Swain, M., Dornyei Z., Dewaele J., Furnham A., L., Brown, K. and others. After a better understanding of the issue, there were constructed three techniques for the empirical research on the basis of widely used research methods in education and psychology sphere. The techniques were intended to be used in order to collect necessary data in order to answer the research question (for more details see the Empirical Part). After establishing the techniques for the research, the materials were prepared and controlled to be reliable and sufficient.

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 learn second language (L2). In the course of the 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 that based on the information provided by the research L2 teachers and advisers could better control their teaching processes due to understanding of learners' individual differences as being extraverts or introverts. Additionally, learning about the role of students' personality in SLL process, foreign language learners are getting a splendid opportunity to amend and improve their SLL techniques.

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

1.1 Thesis Overview

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

The Introduction invites the reader to the topic and explains the aims of the research and its general concepts. It also explains what the research question is going to be about and gives the context around thesis preparation. It contains two subchapters, Thesis Overview and Aims of the Thesis, which serve to make the structure and the aims of the thesis clear and understandable.

The second part is called Theoretical Part and gives a theoretical background of the topic, explains the main concepts, definitions, and key issues for the current study. This part contains 4 subchapters starting with the discussion of possible Factors Affecting Second Language Learning. The next subchapter focuses on the Personality and Behavior, defining the personality and its traits from the psychological point of view and leading to the introduction of one of the personality traits, Extraversion and Introversion, which represents the third subchapter. Finally, the fourth subchapter discusses possible relation between Extraversion Trait and Second Language Learning. The literature review eventually formulates the problem, which is further discussed in an Empirical Part.

The third part is Empirical and it puts the interest in the description of the empirical research in detail. It starts with the summary of Theoretical Part and then formulates the Research Question, which represent two separate subchapters. The third subchapter of the Empirical Part is Methodology, which gives detailed information about the Design of the study, Participants, Techniques, and Data Analysis Procedure. It explains the way the research is designed; who were the participants and why and how they were chosen; what techniques were used, why and how they were chosen; and how the data were analyzed. The next subchapter of the Empirical Part is Results, where the data are described and analyzed in detail in relation to each other. The last subchapter of the Empirical Part is Discussion and it aims at explaining and discussing the results, putting together and relating the results of the research and the knowledge gained from the literature review.

The last part of the thesis is Conclusion, which provides brief results and discussion summary, comments on the aims and their fulfillment, summarizes the theoretical background

with the relation to the results summary, concludes the strongest points of the thesis, and opens suggestions for future researches.

1.2. Aims of the Thesis

In the Introduction part the topic of the thesis and its main concepts were introduced. The motive, preparation process, and structure of the thesis were explained. There were set the aims, which are: 1) to provide a general review of the knowledge already existed about the role of personality in second language learning process; 2) following the problem formulated after theoretical review, to ask a specific question to find out whether personality trait Extraversion/Introversion influences SLL process.

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

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.

2. Theoretical Part

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

2.1. Factors Affecting Second Language Learning

Since the early days of its existence, the field of educational psychology has been studying the factors that may influence the process of learning, and second language learning is not an exception. These factors are demographic, social, emotional, psychological, and environmental. They include different variables, for example demographic are age and gender; social are social, cultural, and family background; emotional are mood, feelings and emotions; psychological are students' beliefs and experiences, motivation, intelligence, aptitude, individual differences and personality. In classroom context there exist some additional environmental variables affecting SLL such as level of preparedness, teacher's personality and didactic performance, affective factors, tiredness, learning strategies, school and classroom environment, schedule, study plan etc.

Since the sphere of interest of this study lies in the role of personality in the process of SLL, we need to consider all possible interfering variables and to focus exclusively on the variable of our interest. Admitting the fact that there is a number of interfering variables in the process of SLL listed above, during the research there should be considered the fact that the outcomes might be affected by other variables. The aim of the study is to narrow down the interest to only one of the variables and test whether the variable could work independently.

Since 1960s there has been widely researched the success in SLL in terms of the factors that influence its level, especially such individual differences as language aptitude and language learning motivation (for past reviews, see e.g., Breen, 2001; Cohen & Dörnyei, 2002; Cornwell & Robinson, 2000; Dörnyei & Skehan, 2003; Ehrman, 1996; Ellis, 2004; McGroarty, 2001;

Oxford, 1999; Oxford & Ehrman, 1993; Sawyer & Ranta, 2001; Segalowitz, 1997; Skehan, 1989, 1991, 1998). In 1970 the area of the interest of researches was expanded and it was concluded that besides language aptitude and motivation there are other learner factors that affect learners' participation in the learning process (Norton & Toohey, 2001).¹

Thus, the relationship of individual differences to SLL have been actively researched since 1960s developing the interest in the area and making it one of the most focal issues in psychological aspect of second language acquisition (SLA) studies. These studies in many cases have found individual differences to be consistent predictors of L2 learning behavior and success. One of the compounds of individual differences is personality, which is discussed deeper in the following subchapter.

2.2. Personality and Behaviour

In second language learning people have different preferences and learning behaviours. One of the main reasons for this might be varying personality types of the learners. Brown (2000) admits that an attentive, systematic study of the role compete by personality in SLA contributes to an improved understanding of the L2 acquisition process and improves pedagogy styles. For a start, we are going to deal with the concept of personality and its dimensions, which in psychology literature are typically called 'personality traits', and lead to an introduction of one of the traits, namely extraversion/introversion.

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

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

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

In order to show the influence of personality factors on behavior, we are going to consider several studies on that subject. According to Wright and Taylor (1970), personality is connected to aspects of person that differ him from other people and from the basis of our predictions regarding his future behavior. Another description of personality characteristics from the psychological point of view was given by Child (1968), by which he identifies personality with more or less stable internal factors that make behavior of one person different from another and from one situation to different one. In his work Peterson (1992) describes personality in relation to actions, which eventually compose behavior, in the following way:

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

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

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

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

There are lots of definitions of personality traits and it is hard to find among them one that would be more accurate than others. Still, the basic principles are agreed in almost all of them:

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

2) There are no equal people in terms of their personal characteristics. It is due to an infinite number of combinations and intensity of individual personality traits.

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

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

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

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

Using [factor](#) analysis Hans Eysenck (1981) grounded a bipolar personality trait that incorporates 3 super factors, namely, extraversion, neuroticism, and psychoticism. Each of these traits has its opposite. 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 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.

Within the two theories (The Big Five and EPQ), description of an extraversion scale agrees and its characterizations have the same features, as well as in other studies. These features and further explanation of extraversion/introversion trait are going to be provided in the subchapter below.

2.3. Extraversion and Introversion

Following Eysenck's theory about physiological differences between extraverts and introverts, 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.

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

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

extraversion, which is introversion, must be considered. In an attempt to differentiate between introversion and extraversion, Eysenck (1964) provided a 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).

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

2.4. Extraversion Trait and Second Language Learning

While observing the process of SLL in the classroom context, it may cause the impression that some learners with certain personality traits show good results systematically, while behaviors of the others hinder their effective learning. Both of these notions have been difficult to prove. Since twentieth century there has been conducted a number of studies concerned about the role of personality traits in second language learning success. However, the results of the research studies tend to show contradictory results. Furthermore, some of the studies didn't show any relationship at all (see Chapelle and Roberts, 1986; Strong, 1983; Scovel, 1978; Naiman, Frölich and Stern, 1978; Hamayan et al., 1977; Tucker et al., 1976; Guiora et al., 1975; Taylor et al., 1971; Smart et al., 1970).

Therefore, if we explore in more detail the history of the investigated topic, we can see that based on their opinions, the researchers can be divided into two camps: the first supports the notion that learners' success in L2 is related to extraversion because of the typical features of this personality type such as assertiveness and adventurousness, whereas the other one claims that there is no relationship between SLL achievements and Extraversion/Introversion because quite a lot of successful language learners do not have a high score on measures of extraversion.

The link between L2 learning and extraversion/introversion trait was initially studied by Hans Jurgen Eysenck who proposed the notion that extraversion was not positively correlated with L2 proficiency because of some neuro-chemical phenomena in the human brain. Consequently, he deduced that not an extravert but an introvert can be a better language learner. However, a number of language theorists tend to deny Eysenck's conclusion. They traditionally argue that extraverts are better suited to language learning. Some studies in the literature on L2 acquisition pronounce 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 have better production in target language learning. Furthermore, some studies have found that learners' success in L2 learning is related to extraversion because of the typical features of this personality trait 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 extraversion.

Van Daele (2005) stated that the research findings of many studies that investigated the effect of extraversion on different dimensions of proficiency of second language remain unsure and cannot be generalized. The same way, Roger Griffiths (1991) mentioned that variables of personality are currently corresponded a little of importance in research opinions 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. The reason for the inconsistent outcome of previous studies might be the fact that the researchers didn't distinguish properly between language skills activities related to the levels of extraversion scale.

Dewaele and Furnham (1999) suggested that the problem of controversial results of the research studies regarding extraversion variable in SLL context is uniting written and oral language criteria. The authors argue that considering verbal production, extraverts prove to be more fluent in their mother tongue and in the second language both in formal and stress situations. On the contrary, when introverts get into the situation which involves interpersonal

stress, they suffer from pressure because the arousal level becomes higher than their optimal level, which inhibits the automaticity of their speech production. They start to control their serial processing instead of automatic processing, and, consequently, their working memory overloads and they start hesitating, make more errors and slow down their speech. Later Dewaele (2004) also found that introverts try to avoid colloquial words, while extraverts use them freely.

Extraversion/introversion is one of the psychological dimensions that was not only broadly investigated in terms of its impact on foreign language learners' verbal performance, but also on 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 can be more successful in verbal performance. However, introverts behave in a different way being more reserved and introspective. It could be the reason behind the introverts' weak second language oral performance.

At the same time, many researchers reported negative results on extraversion with morphological and pronunciation accuracy. Additionally, extraversion has shown negative correlation with academic success because of the introverts' better ability to accumulate learning, lower distractibility, and better habits for study. In the past thirty years many researchers have examined how extraversion dimension affects SLL academic proficiency.

In the work by Ellis (1994), from the examination of the extraversion trait there emerged the following conclusions: "extraverted learners will do better in acquiring basic interpersonal communication skills" and "introverted learners will do better at developing cognitive academic language ability" (p. 520). Another study by Van Daele (2005), agrees with these statements stating that because of the fact that introverts' short term memory is limited up to five minutes after input of information, they are able to remember new material with more effectiveness in long-term memory, because of their higher reticulo-cortical arousal that gives an active memory trace with longer duration. Consequently, it may be assumed that their natural capabilities make them the first candidates for successful learning. 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 learners, who often initiate language communication, achieve higher results in SLL, Busch (1982) attempted to find the relationship between extraversion trait of Japanese students and their proficiency in English as a second language. There were 80 junior

college English students and 105 adults as school English students as participants. As a part of the research, they had completed a standardized English test and a personality questionnaire. Eventually, 45 of the junior college students took part in English oral interviews which then were evaluated for proficiency. In his hypothesis Bush mentioned that in an ESL situation, extraverted students would achieve a higher level of proficiency in English, as they use more opportunity to receive input in the language, which proved to be irrelevant. Statistical analysis showed that extraversion was connected significantly negatively with pronunciation part of the verbal interview test. Moreover, introverts had better results in reading and grammar part of the standardized English test.

In another try to examine the notion that extraverts are more proficient in SLL due to their higher spoken language input, Seliger (1977) defined levels of extraversion-introversion based on classroom observations. He designed an experiment where six students were observed in a classroom environment. He realized that input with high generators (students who are active in language communication situations) scored incredibly higher than input with low generators (students who are passive in language communication situations). He summarized that input with high generators is tended to learn a L2 faster, because they contact more often in a foreign language outside the classroom and effectively use the opportunities to communicate. Hereby, extraverts could be considered as people with high input generators, as they have a dominative role in language interactions. In contrast, introverts could be with input of low generators because of their passive role in language communication situations.

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

Dewaele and Furnham (1999) found that extraversion results are hardly ever connected with written language data, but more significantly correlated with oral linguistic data. Authors stated that extraverts are expected to be better in the learning of language, because they are more active in communication outside the classroom than the introverts, which increases the amount of input and comprehensible result of language output. It allows them to be exposed to the target language more and therefore learn the language faster and more effectively than introverts.

According to the results emphasizing extraverts' dominative role in verbal production of the second language, they are generally expected to be good learners of a second language.

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

At this stage it becomes evident that on the basis of current literature written about the relation between extraversion and L2 proficiency, the outcome is not consistent or explicit and does not reveal clear-cut answers. Earlier studies in the topic have shown very contradictory results having produced rather equivocal or insignificant findings, which brings an additional reason to study the subject.

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, it is reasonable to examine SLL behavior in respect of personality traits, especially extraversion dimension.

According to the current literature, personality characteristics are likely to affect second language learning behavior. The SLL literature argues that extraversion trait is likely to affect the process of language learning. An extraverted person is identified as being outgoing, adventurous, and a risk-taker, whereas an introverted person is often seen as inhibited and reluctant in terms of risk-taking and seeking opportunity for language practice inside or outside the classroom (Lightbown and Spada, 1999). Krashen (1981) argues that an outgoing personality may benefit the learner by allowing him to get more practice in using the second language.

In the frame of classroom management, extraversion is a vital dimension of personality trait. In ESL class extraverted students like interactions in English, role-plays and other

communicative and interpersonal 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 pairs 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 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.

In Markee's study (2001) he states that learners' learning behaviors in the classroom 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 in the Empirical part of actual work.

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 the bent of their personality.

According to Oxford (1990) definition, extraverted people are those who like interaction with others and evolve many friendships. Extraverts retrieve most of their energy from the external world, whereas introverts 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 extraverted 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 both types or treat the groups in different ways concentrating on their individualities.

As Ellis (1986) states, studies have not arrived to an ultimate conclusion which of these personality types is more disposed for second language acquisition. Therefore, 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 extraverted students who gain the most teachers' attention during the class.

Therefore, it is important to be familiar with the nuances of manifestation of extraversion and introversion traits during second language learning processes, including second language classroom situation. Not only is it recommended to study the role of extraversion in SLL behavior for L2 teachers to adjust their didactic methods, but also for the students (and occasionally their parents) in order to increase awareness of the influence of their individual characteristics and eventually choose learning options better suited for their personality types.

3. Empirical part

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

3.1. Summary of Theoretical Part

In the literature review part we have presented personality characteristics, extraversion-introversion trait, and its relationship to second language learning process. Firstly, there were covered different factors that may affect SLL listing all possible variables influencing SLL, limiting the focus to the personality variable. We have come to the conclusion that in testing personality variable in the classroom context of second language learning, there should be considered numerous interfering variables such as motivation, level of preparedness, teacher's didactic performance etc. Therefore, while preparing the empirical research, the techniques were adjusted to the factors closely related to one particular personality dimension – extraversion trait. In the same manner as the extraversion trait itself, these factors may be put on a scale with pursuance of social interaction on one side, and of individual work on another.

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

After that we explored the role of extraversion/introversion in second language learning. In an attempt to find an explicit answer, the outcomes of researches and studies on the role of extraversion dimension in SLL proficiency were presented. It was found out that the outcomes of the studies were inconsistent and inexplicit because of their contradictory results: some researchers didn't find any correlation between extraversion/introversion and SLL proficiency (e.g. Gan, 2008; Scovel, 1978; Strong, 1983), others found that extraversion correlates with SLL

success (e.g. Seliger, 1977; Swain, 1985; Dewaele and Furnham, 1999), while yet others claim that introversion correlates with SLL success (e.g. Bush, 1982; Swain and Burnaby, 1976).

Nevertheless, it was found that personality factors play a vital role in the way L2 learners behave in the process of SLL. Extraversion and introversion shape the way people respond to their learning environment and strive for specific behavior patterns. For example, extraverts are identified as being outgoing, adventurous, and risk-takers, while introverts are often seen as inhibited and reluctant in terms of risk-taking and seeking opportunity for language practice inside and outside the classroom (Lightbown and Spada, 1999). Other researchers (Baumeister, 1999; Ehrman, 1996) supported the notion that there is a significant relationship between SLL behavior and extraversion/introversion stating that introverts are more skeptical about their chances of achieving success in SLL, while extraverts are generally associated with greater persistence in the face of failure. Extraverts, being sociable and energetic, are expected to prefer communicative and interpersonal activities with involvement of other people, regardless accuracy in L2. On the other hand, introverts, being introspective and reserved, are expected to prefer individual work, avoid social interactions, group or pair work, and are more sensitive about being accurate in L2.

Taking into account what has been discussed in theoretical part, it can be summarized that second language learning behavior is likely to be affected by individual characteristics. Thus, learners behave and act in the process of second language learning in diverse ways in accordance to their level of extraversion.

3.2. Research Question

Based on the reviewed literature on the relationship between personality attribute extraversion-introversion and second language acquisition process, we can assume that despite inconsistent outcomes of the literature on the effect of extraversion trait on SLL proficiency, the results of the research on the relationship between extraversion trait and SLL behavior could produce legitimate outcome, assisting further studies on the role of personality in SLA.

Second language acquisition is a very broad and general topic. It is connected with second language learning, however, they have a significant difference. SLA is the ability of the brain in its cognitive process to comprehend concepts, structures and semantics of a language, while SLL is a structured system with an effort to learn a language. Therefore, the learning process is more

structured and concise, especially in the context of L2 classroom learning. In a classroom environment it is more probable to gain the information needed for the purpose of the research.

Therefore, the topic was decided to be narrowed to the role of personality trait extraversion in L2 classroom behavior. During the L2 class the learning process is systematized and structured, which helps to avoid different research hindrances.

Thus, the research question of the current work reads as follows:

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

3.3. Methodology

3.3.1. Design

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

Fifteen students enrolled in a Bachelor program of a reputable Charles university in Prague participated in the study. They were observed during four classes and at the end of the observational period 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 the process of learning.

3.3.2. Participants

In order to answer the research question, there was chosen a class where diverse students were learning English as a second language. The participants were specific people who gave the information needed for the research. This information was given in a form of natural behavior

observed during the class and answers on the questions of the surveys (explained in detail below in Techniques).

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 at 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 these levels students are equally able to communicate and understand conversations led in English.

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.

The group of participants includes six male and nine female students, most of the students are Czech. There is also one Russian and one Ukrainian female student. The participants are in the 18-22 age range (see Appendix F for the table with the descriptive list of participants). The students are from the same faculty and field of study, but from different years of study. Based on the information given by the students, their level of English is between intermediate and pre-advanced. There are no extremes as pre-intermediate or advance and they are equally able to communicate and understand spoken interaction in English. They study together for the first semester and due to this they have poor cooperation during the class except for personal interactions in couples or small groups.

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).

3.3.3. Techniques

In this study, three techniques were used to collect the intended data to answer the research question: How do students differentiate in second language classroom behavior and

attitude to learning activities if we consider extraversion and introversion? For this reason the techniques were carefully selected with the aim to: 1) provide information on students' extraversion level; 2) provide information on students' attitude to learning activities; 3) provide information on students' L2 classroom behavior.

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

Personality characteristics can be assessed by means of questionnaire data. The widely used personality indicator questionnaire is the one established by Hans Eysenck (1981) known as 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.

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".²

The EPQ 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 falsification scale served 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. If the participant scores 5 or more on this scale, he is probably trying to make himself look good and is not being totally honest in his responses.

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

- The 'E score' is out of 24 and measures how much of an extravert the participants are. The students get 1 point for each answer, which coincides with the key (see Appendix B). After that the scores are summed for each of the two scales.

The second data collection technique is a questionnaire on classroom activities, which was created with the specific aim of serving current study. The questionnaire was used to analyze participants' attitudes and preferences in SLL in the classroom context; 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) 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 might show the connection 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 social-oriented classroom activity preferences. The questionnaire is 'extravert-oriented', i.e. it uses the statements requiring social-oriented approach in L2 classroom on the 'strongly agree' side and individual approach on the 'strongly disagree' side.

The majority of the questions are focused on oral production as this segment of L2 learning tends to display the main relation with personal characteristics as many researchers (refer to theoretical part) have found that extraversion-introversion has relationship with second language learners' oral performance (e.g. Lightbown and Spada, 1999, Skehan, 1989; Dewaele and Furnham, 1999).

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 of participating students' preferences in classroom activities if we consider extraversion and introversion. The questionnaire uses a 5-likert scale, has 10 items assessing SLL preferences in the classroom (please refer to Appendix C).

The third data collection technique is planned classroom observation. Observation is the 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 is an effective instrument for collection and further analysis of collected data in the research. The main aim behind observing researched group of people was exploring the amount of overt and covert activity in the learning process inside the classroom.

In the current work we divided classroom activities into two categories, overt and covert, for the aim of possible relation to extraversion and introversion. Overt activities were indicated as spontaneous utterances, raising hands, starting in-class discussions, which according to the literature reviewed in the theoretical part are more likely to be related to extravert attribute of personality because of their impulsiveness, self-confidence, and sociability. Meanwhile, 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 are specific features of introverted people.

3.3.4. Procedure

In order to receive the information on the students' extraversion level, the first technique, personality test, was applied in the way of distributing the 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 at the end of observational period. They were asked to answer the items based on their initial understanding of the questionnaire.

After the tests were completed, the students handed them in in a requested order. The data collected were compiled and arranged in the tables so that it would be easy to figure out the exact number of both extravert and introvert students and the possible effect of their personalities. According to the results of the personality test (refer to the Appendix D) the students were divided into two research groups – Extravert (E) and Introvert (I) groups.

The 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 in chapters below in detailed

explanation of the value of the questions. The participants answered 10 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 might be connected to their type of personality.

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.

In order to provide the output of the collected data of the questionnaire, by means of Microsoft Excel the answers were filled in and summarized in the numbers and percentages, after what the tables were added and explained to show language learning preferences of the participants. 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 disagree 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. After summarizing the results for each of 10 individual questions of the questionnaire, each of the modes was given a number (where 0 is ‘strongly disagree’ and 4 is ‘strongly agree’) in order to count the total number of responses to the questionnaire for each group. The responses were added up and the total score for the questionnaire for each group was calculated. After the mean questionnaire score was found for each group, the column chart was created in order to show the difference between the tendency of extraverts’ and introverts’ responses to the ‘extravert-oriented’ statements connected with classroom activities.

The third technique for collecting the data was classroom observation, which lasted for a month. Target group of students was observed in four classes for the matter of covert and overt activities (explained above). Based on the notes which were made during the classes, the table on student activities during classroom observations was designed in order to measure the amount of classroom overt and covert actions of each student (refer to the Appendix E). The total amount was calculated by means of Microsoft Excel and divided into extravert and introvert groups with the calculation median activity of each group. During the class there might be other factors than students’ level of extraversion affecting students’ behavior like class environment, teacher’s

didactic performance, students' motivation etc. As in some cases the participants' results within the group differed, the median activity per participant of each group was decided to be the measure of the tendency of the groups in order to provide more accurate perception of the tendency in the students' behavior within the groups. The column chart was used to display the difference between extraverts and introverts in their overt and covert classroom behavior.

Finally, the data gained from the techniques were put together and analyzed in order to help to find possible connection of extraversion trait and SLL process.

3.4. Results

Firstly, having applied the first used technique for the purpose of receiving information on students' extraversion level, the students were divided into two research groups according to the results of their answers to EPQ personality test (see Appendix D). The table below indicates the division of the students into two groups: extraverts (E) and introverts (I). 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.

Participants	Amount	Lie score mean
Whole group	15	2,07
E	8	2,13
I	7	2,00

Table 1: Division into research groups

In the whole group there are 15 participants, whose mean lie score in the personality test is 2.07, which means that the answers of both groups were sincere. In the extravert group there are 8 students, whose mean lie score is 2.13 and introvert group has 7 participants with the mean lie score 2.00.

After dividing the class into E and I research groups, there was counted up the total number of the answers of each group to the classroom activities questionnaire in order to receive the information on students' attitudes to learning activities (second research technique).

Having applied this technique, the following tables are used to show language learning preferences of the participants of E and I groups. The results are firstly described for each of 10 statements of the questionnaire on classroom activities. The results are given in the Mode form with the amount of answers given by both groups (extravert and introvert).

Mode	E	I
Strongly agree	2	0
Agree	5	1
Neutral	1	3
Disagree	0	3
Strongly disagree	0	0

Table 2: The preference of group/individual classes

Table 2 shows the frequency of students' responses to the statement No.1: "I prefer being in group classes (which include students' interaction) more than 1 teacher- 1 student class". The table indicates that the majority of E group answered to the group classes preference positively (62.50% agreed and 25.0% strongly agreed with the statement), while the majority of I research group tend to answer within neutral and negative scale (42,86% responded neutrally and 42.86% disagreed with the statement).

Mode	E	I
Strongly agree	0	0
Agree	4	1
Neutral	1	2
Disagree	2	4
Strongly disagree	1	0

Table 3: The preference of oral/written tests

In the Table 3 there is shown the frequency of students' responses to the statement No. 2: "I prefer doing oral tests more than written tests". As Table 3 shows, to the statement about doing oral tests rather than written tests, the half of the participants from the E research group answered positively, and another half neutrally and negatively, while the majority of I group reacted either neutrally or negatively to the posed question. Thus, we can see that 50%, of the E group students reacted neutrally and negatively, while 85, 71% of I group preferred neutral and negative

answers. None of the participants from both groups strongly agreed, however, 50% of E group agreed, whereas only one participant from I group agreed with the statement.

Mode	E	I
Strongly agree	1	0
Agree	4	0
Neutral	2	2
Disagree	1	3
Strongly disagree	0	2

Table 4: The preference of reading aloud/individually

In the Table 4 there is shown the frequency of students' responses to the statement No. 3: "I would rather read aloud one by one than do a reading exercise individually". Table 4 gives information on students' attitudes to reading aloud being heard by all other people in the class rather than doing a reading exercise individually. From the table it is clear that the most considerable number of E group participants (62.50%) answer within positive scale; whereas I group have tendency to answer negatively (71.43%). The same number of the participants from both groups reacted neutrally to the statement.

Mode	E	I
Strongly agree	3	0
Agree	4	0
Neutral	1	4
Disagree	0	1
Strongly disagree	0	2

Table 5: The preference of individual tasks involving/not involving social interaction

Table 5 shows the frequency of students' responses to the statement No. 4: "I prefer individual tasks that involve social interaction more than individual tasks that don't involve any social interaction". Table 5 provides information on the amount of the 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 (87.50%). Meanwhile, vast majority of I group

decided to stay neutral (57, 14%), and the rest of the I group participants gave negative answers (42.86%).

Mode	E	I
Strongly agree	1	0
Agree	3	0
Neutral	3	0
Disagree	1	3
Strongly disagree	0	4

Table 6: Feeling comfortable/uncomfortable giving public presentations

In the table 6 there is shown the frequency of students' responses to the statement No. 5: "I feel comfortable while giving presentations in front of the class". Table 6 represents students' attitudes to giving presentations in front of the public among extravert and introvert groups. According to the table, the half of the E group gave positive answers which means feeling comfortable while giving presentations in front of the class, 37.50% stayed neutral and one participant disagreed with the statement. In contrast, 100% of the I group have negative attitude to the statement responding either strongly disagree or disagree.

Mode	E	I
Strongly agree	4	0
Agree	2	2
Neutral	1	4
Disagree	1	1
Strongly disagree	0	0

Table 7: The preference of being participant/observer in a group activity

Table 7 indicates the frequency of student's responses to the statement No. 6: "When there is a group activity, I behave more like a participant than an observer". The table gives the information on students' preferences in being a participant or an observer during group activities in the class. We can see that vast majority of E group gave their answers within positive scale (75%), where 25% agreed and 50 % strongly agreed to the posed statement; while the majority of I group remained neutral (57.14%).

Mode	E	I
Strongly agree	4	0
Agree	3	0
Neutral	0	3
Disagree	1	4
Strongly disagree	0	0

Table 8: The preference of spoken/written interaction with the teacher

In the table 8 there is shown the frequency of students' responses to the statement No. 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". Table 8 gives the information on students' attitudes to speaking orally to the teacher rather than in a written form in case of need. As shown in the table, most participants from E group reacted positively (87.50%). By comparison, 100% of the students from I group answered either in neutral or negative way (42% neutral and 57.14% disagree).

Mode	E	I
Strongly agree	0	0
Agree	3	0
Neutral	3	0
Disagree	2	4
Strongly disagree	0	3

Table 9: The preference of spoken/written presentation of the topic

Table 9 depicts the frequency of students' responses to the statement No. 8: "I would rather tell about how I spent my summer to my mates than write an essay on it". The table indicates students' attitude to oral presentation of the given topic to their mates rather than writing an essay on it. In the table it is visible that the majority of E group respond positively and neutrally (75%) to the statement No.8, where 35.50% agreed and 35.50% stayed neutral. In contrast, I group in all cases has answered negatively: 57.14% disagreed and 42,86% strongly disagreed with the statement. It is clearly seen that I group avoids giving oral presentation of the topic to the mates choosing another option of writing an essay, while E group mostly has either positive or neutral attitude to the narration of the given topic.

Mode	E	I
Strongly agree	1	0
Agree	4	1
Neutral	2	5
Disagree	1	0
Strongly disagree	0	1

Table 10: The preference of group/individual work

Table 10 shows the frequency of students' responses to the statement No. 9: "I prefer working in group more than individually". In the table there is information given on students' preference in working in group to an individual work. According to the table, extravert answers generally outweigh positive scale (62.50%) in contrast to the introvert group that shows tendency to respond neutrally to current statement (71.43%).

Mode	E	I
Strongly agree	5	0
Agree	2	1
Neutral	1	3
Disagree	0	3
Strongly disagree	0	0

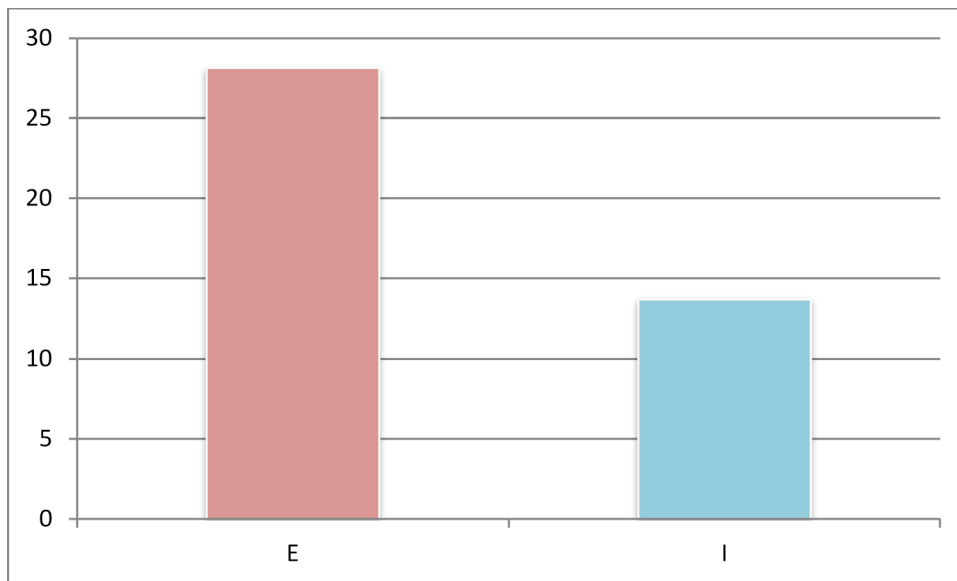
Table 11: The attitude to giving voluntarily oral answers regardless certainty

In the table 11 there is shown the frequency of students' responses to the statement No. 10: "I normally give voluntarily oral answers in the class no matter how certain I am about them". In the table there are presented the responses to the statement about giving voluntarily oral answers in the class regardless certainty in the correctness of the answer. From the table 11 it is evident that predominate number of extravert answers fall into positive scale (87.50%, where 62.50% answered 'strongly agree' and 25% 'agree'). Meanwhile, introverts tend to answer neutrally or negatively to the posed question (42.86% of neutral and 42.86% of disagree answers, which is 85.71% for neutral and disagree in total). 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.

After considering each statement of the questionnaire separately, there was created a column chart depicting mean results of the questionnaire of the two groups to show difference between the tendency of responses to the statements of extravert and introvert groups. In the

calculation of the result 0 indicated 'strongly disagree', 4 indicated 'strongly agree'. Thus, the highest possible result to score in the questionnaire for the participant is 40, the minimum result is 0.

Giving the points to each mode (where 0 is 'strongly disagree' and 4 is 'strongly agree'), the results of the questionnaire score were found. In the classroom activities questionnaire the total score of the class was 321, where extravert group scored 225 and introvert group scored 96. Mean score of the extravert group is 28.13 and mean score of the introvert group is 13.71.



Graph 1: Mean classroom activities questionnaire score of extravert and introvert groups

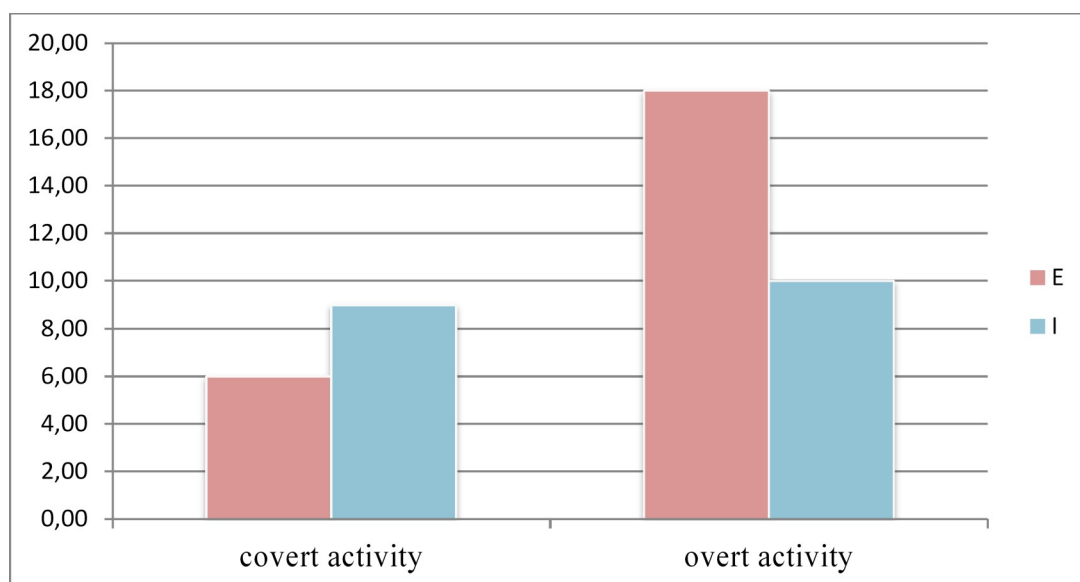
Graph 1 presents the mean result of the questionnaire score per one participant from extravert group and one participant from introvert group. In the graph it is seen that extraversion group scored more than twice higher in the questionnaire on classroom activities.

The results of the questionnaire show the preferences and attitudes of the students to SLL activities, while the results of the third technique, classroom observation, show students' actual behavioral patterns during L2 classroom process.

Based on the third technique, there was created a list of points from the observations of classroom activities with the amount of overt and covert activities per each student. The amount was summed up for each research group (i.e. extraverted and introverted students). Based on the calculation of the amount of class activity (see Appendix E), there was designed the column chart below to show the differentiation of the amount of classroom activity of Extraverts and Introverts. The column chart was created according to the median activity of extravert and

introvert groups in order to provide more accurate information in the view of the difference in the amount of the participants' activity within the groups.

Based on the list of points from the observation, 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 and 75 belong to introverts. The median covert activity of extravert group is 6, while median covert activity of introvert group is 9. Among total amount of overt activities 139 belong to extraverts and 109 belong to introverts. The median overt activity of extravert group is 18 and median overt activity of introvert group is 10.



Graph 2: Median classroom activity of extravert and introvert groups

In Graph 2 it is seen that in covert activity introverts have almost one third higher result than extraverts, whereas extraverts have almost twice higher result in manifesting overt activity than introverts. At the same time extraverts have three times higher result in their overt activity than in their covert activity, while introverts have one tenth higher result in their overt activity than in their covert activity.

The third applied technique, classroom observations, has shown a differentiation of students' behavior during L2 class in a way that extraverted learners tend to be much more active in overt activities than introverted learners, whereas introverts are more active in covert activities than extraverts during the class.

As far as overt activity is considered, the questionnaire on classroom activities was mainly focused on the ‘overt-oriented’ approach in L2 classroom. In the questionnaire the results showed that extraverted learners tend to prefer overt learning activities, including social interaction and have more positive attitude to using L2 to speak in public regardless certainty in their accuracy. In contrast, introverted learners tend to prefer covert learning activities, individual work, and try to avoid social interaction in L2 as well as situations where they are not certain of their accuracy.

The distinctive attitudes among extraverts and introverts towards overt and covert classroom activities match with the tendency in manifestation of classroom activity. Having considered the outcome of the applied techniques, it could be concluded that there is a certain distinctive tendency in behavioral patterns of extraverts and introverts in the context of second language classroom.

3.5. 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(2-11) based on the classroom activities questionnaire, there is a tendency among extravert research group participants to respond positively in contrast to introvert research group participants who tend to answer either neutrally or negatively to the statements connected with social-oriented preferences in L2 learning process.

The tables providing the results of the questions focused on preference of social interaction in the context of L2 classroom activities (2, 3, 5, 7, 8, and 10) showed that the majority of extravert group have positive attitude to class tasks involving social interaction directly with other students and with the teacher. At the same time in responding to these statements, introverts mostly have either neutral or negative attitude to classroom activities involving social interaction. The introverts’ tendency of giving neutral answers might be explained by the fact that neutral way of answering is more typical for introverts as more passive or uncertain, which is one of the defining features of introvert type of personality.

Some distinguished tables here ought to be mentioned. The table 3 depicts the responses to the statement “I prefer doing oral tests more than written tests.” The responses to the statement of the extravert group were ambiguous as 50% of the group reacted positively, and 50% neutrally and negatively. Such considerable part of the group has chosen neutral or negative reaction as the question comprises not mere attitude to learning activities as the questions in other cases do, but also the attitude to the test, which is likely to arouse negative reaction among the students. Moreover, the test may presume other factors like level of preparation, interest, etc. Still, this doesn't affect the research as there is a clear difference between the tendency of extraverts' and introverts' answers, where extraverts in 50% of the cases agreed with the posed statement, which means that they do not feel so uncomfortable performing in L2 under stressful condition, as opposed to introvert group where only one participant agreed with the statement.

The table 8 depicts the results of the responses to the statement “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.” The attitude to this statement shows the difference between the two groups in a way they perceive interaction with the teacher. Vast majority of extravert group prefer oral communication with their teacher in case of any problem or question, while introverted students tends to prefer written way of communication as it suits their quiet and reserved personality with tendencies toward reclusiveness.

The rest of the tables (4, 6, 9, and 11) present the results of the responses to the statements focused more on self-expression in second language than on social interaction in the context of L2 classroom activities. The results have shown that the majority of extravert group react positively to expressing themselves in L2 in public, while introvert group react neutrally and negatively, especially in cases of table 6 and 9 where their reaction was strongly negative(100% of negative responses).

In the table 4 there are presented the responses to the statement “I would rather read aloud one by one than do a reading exercise individually.” The majority of the extravert group preferred reading aloud to reading individually. On the contrary, the majority of the introvert group preferred an individual reading task. By the results it is seen that there is a tendency of introverts to prefer individual work more than overt work involving self-expression in L2. At the same time, extraverts do not feel uncomfortable reading aloud in the L2 being heard by the public.

Table 6 presents the statement “I feel comfortable while giving presentations in front of the class.” The statement was critical and was included in the questionnaire on classroom

activities deliberately with the purpose of evidencing the difference between extravert and introvert attitude to giving presentations in front of the class. Introverts are reckoned to feel nervous and embarrassed while speaking in public as an introverted person is often seen as inhibited and reluctant in terms of risk-taking. According to many scholars reviewed in the theoretical part, introverts are likely to have public speaking anxiety. As explained earlier by Feist (1990), introverts have low sensory threshold and therefore need to avoid anything that could cause an excessive amount of excitement so as to keep a definite level of stimulation. Thus, introverts tend to avoid public performance. The results from the questionnaire did show that there is a relationship between extravert 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. 100% of introverted students reacted negatively to stating that they feel comfortable giving presentations in front of the class. The majority of extraverts, on the other hand, answered within positive and neutral scale, which means that they do not feel discomfort while giving oral presentations in public.

In the table 9 there is shown a frequency of the responses to the statement “I would rather tell about how I spent my summer to my mates than write an essay on it.” The majority of the extravert group reacted positively and neutrally, which does not show any strong discomfort while giving longer public speeches, whereas 100% of the introvert group expressed negative attitude to giving a speech in the public. Thus, the results show that introvert type is more likely to choose writing to speaking if we consider language learning skills.

Table 11 presents the statement “I normally give voluntarily oral answers in the class no matter how certain I am about them.” According to the table, vast majority of the extravert group reacted positively to the statement, while the majority of the introvert group responded either negatively or neutrally. The results emphasize the fact that extraverts are not as worried about their accuracy in L2 as their introverted mates are. Same as stated by the scholars reviewed in the theoretical part, extravert type of personality do not feel stressful while speaking in L2 and are not very concerned about accuracy of their output.

Graph 1 presents the mean result of the questionnaire of extravert and introvert groups. In the graph it is seen that extravert group scored more than twice higher than introvert group in the questionnaire on classroom activities with the emphasis on overt-oriented approach in SLL. This means that in the attitude to different learning activities extraverted learners tend to prefer overt approach, including social interaction and confidence in self-expression in L2. Meanwhile,

introverted learners tend to prefer covert approach, including individual work and avoid public performance as well as situations where they are not certain of their accuracy.

Similarly, according to the results of the observation shown in Graph 2, E type demonstrated more overt activity than I type. Moreover, E type manifested less covert activity during ESL class than I type. In Graph 2 it is clearly seen that in covert activity introverts have almost one third higher result than extraverts, whereas extraverts have almost twice higher result in manifesting overt activity than introverts. This means that extraverts tend to be more active in overt activities and less active in covert activities than introverts during L2 class, which matches with their attitudes to different learning activities, where extraverts tend to prefer overt approach with more social-oriented work and introverts tend to prefer covert approach with more individual work.

From the findings of the current work it becomes clear that extraverted learners use L2 to interact without inhibition, prefer working in groups and excel during classes with higher level of overt activity and show less covert activity. That means that there is a difference in second language classroom behavior and attitudes to learning activities among extraverts and introverts.

According to the results, there is a certain relationship between extraverts and overt classroom behavior and overt learning activities as well as the relationship between introverts and covert classroom behavior and covert learning activities, which corresponds to the findings of the reviewed literature by such scholars as Dewaele and Furnham (1999), McDonough (1986), Seliger (1977), Skehan (1989), Depue and Collins (1999), Cook (1991). In their works the authors agree in their positions 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 empirical part of the current study. Having summarized and discussed the results of the research, it becomes evident that extraverted 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.

4. Conclusions

The aim of this thesis was to discuss certain points related to the relationship between personality and the process of second language learning, which was fulfilled in the course of this

work. The main focus of the work was the effect of extraversion trait on second language learning process in the classroom context. In the theoretical part the concept of personality with the focus on extraversion-introversion trait was considered. The studies on the relationship of extraversion/introversion and SLL were reviewed, compared and contrasted. In the empirical part there was found the difference between the students' personalities in the level of extraversion; there was tested whether these differences could affect students' classroom activity while acquiring a second language; and the process of second language learning with its main types of classroom behavior and activities was examined.

After careful and comprehensive review of the literature based on scholarly works of the linguists and academicians on the topic about the role of extraversion in second language acquisition process, there were made some conclusions. First of all, even though the outcome of the studies on the relationship between extraversion/introversion and SLL proficiency have not revealed unequivocal clear answers, there is a certain tendency in the L2 learners' responses to their learning environments. In terms of an extraversion trait, extraverts are generally expected to prefer group work and long for activities involving social interaction regardless accuracy of their output. On the other hand, introverts are expected to prefer individual work and to be more careful about their accuracy. As the issue has not yet been studied comprehensively enough, the aim of the empirical part of this work was to add to the evidence of more specific aspect of the topic, the role of extraversion trait in L2 classroom behavior and attitude to classroom activities.

In the results part of the paper, the outcome of the techniques used in the research (personality test, classroom activities questionnaire, and classroom observations) has shown a certain pattern, which was discussed in the discussion part. Having divided the students into two research groups, extraverts and introverts, their certain overt and covert classroom actions were calculated and summarized as well as their answers to the classroom activities questionnaire focused on overt-oriented approach in L2 learning activities. According to the outcome of the questionnaire, the majority of extravert group have tendency to prefer such classroom activities that involve spoken interaction both with the teacher and with the mates; they do not hesitate to express themselves in target language and feel comfortable enough to use it in the public regardless certainty in their L2 accuracy. In contrast, the majority of introvert group tends to prefer more individual learning tasks, tries to avoid public performance and is sensitive to their L2 accuracy. Furthermore, they tend to be more passive in their answers and choose to stay neutral rather than be certain in their preferences and attitudes.

As far as the critical questions are 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. At the same time extraverted students communicate without stress in L2 despite the possibility that they might not produce absolutely accurate output. Another critical question was on the narration of the topic ('how I spent my summer') instead of writing an essay, where the tendency of the introvert group to avoid spoken self-expression in L2 recurred.

In general, the outcome of the questionnaire relates to the outcome of the observation, which has shown the tendency of the extravert group to manifest more overt and less covert activity than introvert group.

On the whole, the results of the techniques applied in this research has shown 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. From the combination of the research performed and the review of the literature it is clear that extraverted 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.

In the line with its research question "How do students differentiate in second language classroom behavior and attitude to learning activities if we consider extraversion and introversion?" the focus of this study is specifically on the role of the extraversion trait in L2 classroom behavior and attitudes to L2 classroom activities. If we consider the broad topic of the impact of extraversion trait on SLL, the potential outcome of classroom behavior might include speed of learning; rapidity of habit-formation; success in L2 proficiency. Therefore, it is suggested for the future studies in the field of SLL to pay special attention to the mentioned topics, which were not addressed in this work. Moreover, in future studies the techniques should be constructed in a more suitable way of exploring specifically extraversion attribute in SLL with the exclusion of the interference of other variables.

According to the outcomes of the study, foreign language teachers' didactic methods should be adapted to the individual differences of students' personalities to enhance the learning progress due to the fact that different learners respond in different ways to the same input because of the ways their personalities affect their perception and interpretation of the

environment. As far as L2 learners are considered, being aware of the effect of their individual differences on the SLL process, they get an opportunity to enhance their learning techniques. It is recommended for them to analyze and assess their learning behavior and choose the best suited options for their learning strategies in view of their level of extraversion.

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THESIS APPENDICES

Appendix A

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

Student of FHS UK: **Iryna Rozinko**

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

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Dear students,

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

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

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

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

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

Thank you heartily in advance for your courtesy and cooperation.

Student of FHS UK

Iryna Rozinko

Supervisor of the research

PhDr. Gabriela Seidlová Málková, Ph.D.

INFORMED CONSENT

Please tick the box

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

Name:

Date of Birth:

Contact email (for possible feedback on research results):

.....

SignatureDate

Eysenck's Personality Questionnaire(EPQ).

Focus on: Extraversion and Introversion.

Instructions

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

YES NO

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

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

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

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

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

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

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

The key to the questionnaire

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

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

Interpretation of the results

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

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

Resource:

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

Questionnaire on classroom activities

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

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



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



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



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



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



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



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



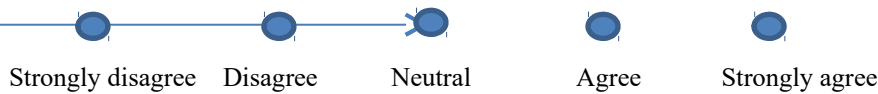
8. I would rather tell about how I spent my summer to my mates than write an essay on it.



9. I prefer working in group more than individually.



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



THANK YOU FOR YOUR PARTICIPATION: IT IS GREATLY APPRECIATED

Appendix D
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	7	4	I	sincere
12	16	3	E	sincere
13	7	2	I	sincere
14	17	3	E	sincere
15	14	2	E	sincere

Appendix E

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	6		0			0			0	16			0		
12	7		0			0			0	2			2		
13	4		2			4			0	7			8		
14	6		3			2			2	2			5		
15	7		8			3			3	3			0		
Amount	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11				

of class activity	I	I	E	E	E	I	E	I	E	I	I				
Overt	15	39	27	9	30	0	19	5	18	34	6	7	10	11	18
Covert	7	9	7	8	5	8	6	11	4	9	16	4	15	9	6

Appendix F

List of Participants

Student	Gender	Age	Level of English	Natonality
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