

Impact of Personality
on
Language Learning

by

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Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in English Language and Literature

at

East West University

Dhaka, Bangladesh

August 14, 2007

Recommendation

I, undersigned hereby certifies that he has read and recommends to the East
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Language Learning*" by Tahmina Anwar (Id. 2006-3-93-008) in partial
fulfillment of the requirements for the degree of Master of Arts.

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DECLARATION

I hereby declare and confirm that this research work entitled “ Impact of Personality on Language Learning” was undertaken by me in partial fulfillment of the requirements for M.A. degree in English to be offered by the East West University. I also declare that this dissertation is the result of my own investigation and has not previously been submitted by me for any other degree. The author reserves the right to publication of this thesis, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced by any individual or organization, except East West University for non-commercial purposes, without the author’s written permission.

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Dedication

parents, Prof. Ahmed Jamal Anwar and Shahana Parveen, whose
inspiration, love and care helped me to reach this stage

Acknowledgements

My foremost thanks go to the Almighty for granting me the strength and health to carry out this research. I would like to thank all those who have supported and encouraged me and have made this research possible. Firstly, I would like to express my profound gratitude to my supervisor, Professor Asit Roy Choudhury, for his stimulating influence and guidance throughout the preparation of this thesis, for reshaping my ideas and for unbending support in many ways. My deepest thanks also go to Dr. Muhammed Shahriar Haque for making all the necessary research facilities available.

I wish to express my special gratitude to the students and the teacher who provided the data for this study, and also to the Principal of the School for allowing me to make my surveys. Without their assistance, it would have been difficult for me to do my research properly.

I also thank my father Prof. Ahmed Jamal Anwar, University of Dhaka for his advice and encouragement. I thank especially my mother, my two sisters, Tarana, Farhana and my friends Jahangir Alam Mondal and Areana Rezwan for their moral support. I remember all my relatives and friends whose encouragement enabled me to accomplish a long-cherished dream.

Finally, I take responsibility for all the shortcomings of this paper.

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Abstract

is very important for language planners as well as for the teachers to know how introvert and extrovert students differ from each other in terms of their behavior and learning process. The attitude of the language learners towards the target language is very important as it determines how much learning will take place. One's personality is usually formed by one's own native culture. Learning a new language means adopting the culture of the new language as well. But it is difficult for most people to think or act beyond one's own cultural practice. However, research findings of various eminent scholars show that those who can easily mix with the new culture usually learn the target language much faster than those who are timid to adopt the target language culture. The type of personality of students can also determine how much learning will actually take place. For example, it is generally assumed that students who are extrovert in personality learn more quickly than the introverts. But many linguists have proved that such an assumption is not absolutely true. Language is primarily spoken. So, extroverts are considered to be better learners as they are not shy and can speak more confidently. But both introverts and extroverts have their own deficiencies that need to be identified by the teacher to the learners overcome their deficiencies and inabilities. Therefore, it is very important for the teacher to have a good knowledge of the personality type of the learners and an effective language learning syllabus in order to make the language learning process successful.

Chapter 1

Introduction

1.1 Background

This chapter presents the background of the study, the statement of the problem, the research questions, the purpose of the study and the identification of the key terms.

The internal pressure not to participate in certain situations can be very powerful when reinforced by personality traits and a lifetime of practice. Sometime extroverted learners will dominate a situation, not even realizing that others have differing ideas and opinions. Learners tend to get rewarded depending on their "contribution", but the learners with the loudest voices don't always have the best ideas. On the other hand, it is very satisfying to see ones own ideas discussed, accepted, and implemented. It can be difficult to act opposite ones personality tendencies and habits, but small steps can lead to larger ones. If the student's talks too little than it becomes difficult for the teacher to find out the problems they are having and cannot give them the right treatment. But extrovert students often talk too much and miss many things in

the class. So, it is necessary to bring some kind of combination in their personality type.

Each personality dynamic constitutes a whole way of functioning. Members of one personality dynamic differs distinctly from those of another personality dynamic in the way in which they process information, learn, communicate, problem- solve, function on teams and become stressed. Each personality dynamic has specific requirements for learning, maturing and functioning optimally. Each has characteristic gifts and affinities. And the path of development is different for each. To know someone's personality dynamic, therefore, is to know a great deal about that person. Each person constitutes a whole system. However, each personality dynamic is of equal value. Anyone of any personality dynamic may be more or less intelligent, compassionate, skilled or gifted. And every personality dynamic has an unbounded capacity for maturation. The way in which the members of each personality dynamic function is different. It is very important for the teacher to identify the personality type of his or her students in order to guide the learners to the right direction. The instructors must keep in mind that slow learners are not always bad learners. In fact, such learners are often found to be better learners, as they tend to be more perfect. The lack of recognition of these differences in human

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tioning has led to much misunderstanding, conflict, and waste of individual group potential in the classroom. The teacher often undermines the students to speak less in the class as the silence is taken as their ignorance. Such an attitude of the teacher towards the students might make the students personality shaker. Low confidence prohibits learning. So, it is the responsibility of the teacher to help the students in all possible ways to get rid of their deficiencies.

Second language acquisition is defined as the learning and adopting of a language that is not one's native language. Second language acquisition may be more difficult for some people due to certain social factors. One highly studied social factor impeding language development is the issue of extroverts versus introverts. Studies have shown that extroverts acquire a second language better than introverts. One particular study done by Naiman reflected this point. The subjects were 72 Canadian high school students from grades 8, 10 and 12 who were studying French as a second language. He gave them all questionnaires to establish their psychological profiles, which also included a French listening and imitation test. He found that approximately 70% of the students with higher grades would consider themselves extroverts.

Extroverts will be willing to try to communicate even if they are not sure they will succeed. Two scientists, Kinginger and Farrell, conducted interviews with U.S students after their study abroad program in France in 2003. They found that many of the students would avoid interaction with the native speakers at all costs, while others jumped at the opportunity to speak the language. Those who avoided interactions were typically quiet, reserved people, (or introverts). Logically, fear will cause students not to try and advance their skills, especially when they feel they are under pressure. Just the lack of practice will make introverts less likely to fully acquire the second language.

Everybody should be active sometimes and they should also be reflective at some other time. One should not be defined only as an introvert or an extrovert. A balance of the two is desirable. If one always act before reflecting one can jump into things prematurely and get into trouble. And if a learner spend too much time reflecting she/he might get anything done.

It is commonly believed that extrovert students are quicker language learners than the introverts. But one cannot rely on such narrow assumptions while carrying out a research where the researchers need to remain neutral to come up with an unbiased result. Even if we assume that the extroverts are better

language learners than the introverts, then we should also find out in what ways the introverts are inferior to the extroverts and how can they be improved.

2 Statement of the Problem

A huge volume of works has been done on the personality traits of students and such works reveal that the introvert learners are no less intelligent than the extroverts. In fact, in some cases introverts are even better than the extroverts, for example, in case of competence introverts are better whereas the performance level of the extroverts are at a higher level. However, there has not been any extensive study on the personality types of learners and its effect on learning a new language in Bangladeshi context. It is quite difficult for the Bangladeshis to learn a new language, as they are more shy and passive. Well the reasons behind such behaviors are many. We are expected to be shy, silent, passive and humble from our parents, educational or other official institutions, seniors and also from the members of the society. So, it our society and culture that determines our way of behavior or type of personality. Girls are asked to behave more politely than the boys do and this very training starts from the house and it goes on and on for further refinement. At one time girls realize that they have nothing to say at any walks of life. They grow up as empty vessels. They are always molding their character according to the wishes of their parents

first, then to that of their husbands. Therefore, they naturally adopt the characteristics of the introverts and thus grow up as introverts.

1.3 Research Questions

1. Who are better learners, introverts or extroverts?
2. How do introverts differ from the extroverts in terms of personality traits and learning style?

1.4 Purpose Statement

Knowing the personal traits of the students is extremely important as the success of language depends on the learner and how the teacher gives instruction. This is particularly more important for the teachers and learners of our country like Bangladesh as ours is a monolingual country where we all can do with one single language at all situations and places. So, basically our social circumstances do not demand us to learn a second language like in our neighboring country India. As a result, our country-men do not feel the urge to learn the language from heart. But it is extremely important to have a good command over an international language like English as we now live in a global village where we need to keep in touch with people from various cultures using various languages. A good language learning syllabus can be equally helpful for

the policymakers, as it will help them add or delete many items from the syllabus according to the needs. And to make this learning process successful the teacher has to find out an effective teaching/ learning method for the class. Once the teacher knows the difference between the introverts and the extroverts in terms of their behavior and learning process they can use their findings to design a language syllabus and make it effective.

1.5 Delimitation

This paper focuses on the general differences on the personality type between introvert and extrovert learner. Another interesting area related to this topic could be to find out whether male or female learners are more introverts. But the researchers have limited the scope of the research due to time constraints and for the difficulties of gathering information for a more neutral result. Personality type varies from person to person as well as from place to place. Girls in the cities are comparatively more prompt and extroverts than village girls who are socially and culturally expected to remain quiet, polite and thus become very introvert in nature. But in the urban places girls are leading the boys in many areas, including educational field. The researchers will work with learners of urban higher secondary schools, as it will be even more difficult to work with learners from rural schools.

The researcher has also kept the age limit of the students between 16-18 in order to avoid further complexities. The researcher dealt with the higher secondary level students, as they are mature and easier to handle than that of the little ones. It is also very difficult to deal with the more adult ones, as they are very difficult to mold.

6 Limitation

The researcher had a difficult time preparing the paper, as there was not enough research paper on this issue in the context of Bangladesh. Moreover, the library of the university (East West University) was not resourceful enough for the research. So, the researcher had to visit other libraries and resources for relevant materials.

The researcher has also generalized the term “extroverts” and “show-off” for avoiding further complexities and used them for synonymous. In addition, there has not been found any extensive work to distinguish between those two concepts in Bangladeshi context.

1.7 Operational Definitions

The important key terms of the paper are defined below, as it is necessary to know their context meaning for a good understanding of the research paper.

Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognition, motivation and behavior in various situations. The word personality originates from the Greek *persona*, which means mask. Significantly, in the theatre of the ancient Latin speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character.

Personality type refers to the psychological classification of different types of people. Personality types are distinguished from personality traits, which come at different levels or degrees. According to type theories, for example, there are two types of people, introverts and extroverts. According to those theories, introversion and extroversion are part of a continuous dimension, with many people in the middle.

1.7.1 Extroverts

Extroverts are those who are very social, prompt and always take part in classroom activities. The extroverts are with the loudest voice in the class and always expect their ideas to be accepted by everybody in the class. Extroverts are usually very excellent speakers and can easily convince others. (See literature review)

1.7.2 Introverts

Introverts are those who are very shy and find it very difficult to get along with the classroom activities. They want to avoid relationships with both teachers as well as with friends. As a result, it is very hard for the teacher to know about the learners' problems with the studies and give appropriate feedback. (See literature review)

Chapter 2

Literature Review

1 Introduction

This chapter briefly describes the ideas of very eminent language researchers on various personality types and their effect on language learning that are closely related to our research paper.

2 Views of Various Scholars

Briggs believes that introverts and extroverts differ from each other to a great extent and describes those two terms as "Extroverts are usually energized by being with people and interacting with them, and can often think best if they can talk over their ideas with other people. Introverts, on the other hand, think best by themselves by processing ideas in their own minds." (Briggs, 2000: 12).

Most research findings show that extroverts are better language learners as they are more social than the introverts. However researchers like Naimen believes that personality type has nothing to do with language learning and therefore Naimen admits " there is no significant relationship between extroversion/

introversion and proficiency” (Naimen, 1978: 64). On the other hand, Vygotsky focuses on the qualities of the extroverts for better language learning and says “By working with friends, classmates and same age students they can share and exchange their knowledge and in this way they may learn many unknown thing. By following those qualities of extroverts the introverts can acquire more knowledge” (Vygotsky, 1998: 157).

Spada (2000) points out that successful language learning is dependent on high motivation and positive attitude towards the new language and coins two terms, such as integrative motivation which is required for socializing and the other is the instrumental motivation which is needed for achieving higher practical goals. Ellis says “ Personality variables may be a major factor in the acquisition of conversational skills, but not related to learn other types of skill” (Ellis, 2005: 68).

Balley describes introverts and extroverts in his own terms based on his research findings “ Extroverts are seen as big-hearted, vibrant, warm, empathic. “People Person” is a compliment. Introverts are described with words like “guarded”, “loner”, “reserved”, taciturn”, Self-contained”, “private” – narrow, ungenerous words, words that suggest emotional parsimony and smallness of

personality. Camey (2004) sees introverts and extroverts as distinctively different from each other and says that the extroverted learner learn more effectively through concrete experiences, contacts with the outside world, and relationship with others. They value group interaction class-work done together with other students. They are willing to take conversational risks, but are dependent on outside simulation and interaction. The introverted learner learns more effectively in individual, independent situations that are more involved with ideas and concepts. Their strengths are their ability to concentrate on the task in hands as well as their self- sufficiency; however, they need to process ideas before speaking which sometimes leads to avoidance of linguistic risk-taking in conversation.

Spada (2000) points out that it is necessary to bring some kind of combination in the personality type in order to help the learners learn the language quickly. Neither of the two extremes is good for learning as none are flawless and both need to be aided by the other. For example, the extroverts are so talkative that they often miss many important discussions of the class and thus fall behind. On the other hand, the introverts speaks so less that it becomes very difficult for the instructor to understand the learners lacking and give appropriate feedback.

It was Thomson (2000) who pointed out the importance of personality trait on language learning. Apparently it seems that the extroverts enjoy an advantage over the introverts but it might even prove wrong at times. For example, the strong social needs of the extroverts may cause him/her to avoid relationships with monolingual speakers of the new language. However, he gives much importance to personality tests to increase the level of self-awareness to monitor one's own reactions to various aspects of the language learning situations.

Ellis (1985) administered a questionnaire that has been carried out by many researchers to identify the personality type and learning style of different language learners. Spada (2000) points out that "risk-takers" are better language learners as they are not afraid of opening their mouth even when the road to the end sentence is not clear. Spada (2000) also states that successful language learning is dependent on high motivation and positive attitude towards the new language and coins two terms, such as integrative motivation that is required for socializing and instrumental motivation for achieving practical goals.

Personality characteristics are extremely difficult to study, and it is difficult to prove their specific effects on language learning. For example, the personality

trait of extroversion would intuitively seem to be advantageous to a language learner through the research evidence on this is not at all decisive. According to Brown, if an extroverted person is one who needs a lot of involvement with other people in order to be happy, then it would seem that s/he would have an advantage over a recluse who feels a need to avoid people as much as possible. After all, conventional ability can only develop if the learner participates in conversations. If it is only possible to meet one's need for socializing by using the new language, because no one can speak English (or any other language that you already know), then being a socially oriented person will probably be an asset. Unfortunately, it is also possible that these strong social needs will work against the extroverted language learner. For example, it is possible to meet this need for involvement with people most readily by using English (or another language one already knows). Then the strong social needs of the extrovert may cause him or her to avoid relationships with monolingual speakers of the new language. In the worst case it might to limit social contacts largely to fellow English speaking foreigners.

The role of individual differences is beautifully illustrated by a small group of children studied by Wong-Fillmore (1979). In selecting children to observe, Wong-Fillmore chose a group who appeared to be similarly outgoing and of

normal intellectual ability. All of them spoke Spanish and came to school needing to learn English. But there were remarkable differences in their rates of progress. The two extreme cases were Nora, age five, and Juan, age seven. Nora developed more English language ability in three months than Juan did in the entire year of observation. Juan was clearly making an effort to learn English, but he avoided relationships with English speaking children. Nora by contrast structured her social life in such a way that people would think of her as an English speaker and would give her lots of exposure to English and lots of help with her English. Nora's primary interest was in relating and participating, not in learning English per se. At the end of the year Nora was catching up with native English speaking children. Juan had not yet taken off.

Another study involving only two children revealed that very different paths can lead to the same ultimate destination. Willett (1987) observed two children learning English in a day care centre, one from Korea and the other from Brazil. Consistent with cultural values, the Korean mainly sought to learn from the teacher. For example, she would express an idea by using a single word she knew, counting on the teacher to expand it into a sentence. The Brazilian, consistent with cultural values, mainly sought to learn English from other children at play. Initially, the Korean made more rapid progress in the

acquisition of grammar and vocabulary. The Brazilian initially made better progress in acquiring the social-interactional rules of English and in pronunciation. In the long run, however, they both became normal speakers of English.

According to Dr. B. Dendrinis, one of the main concerns of the teacher as a director and manager is to create a warm, stimulating atmosphere in which the students will feel secure and confident. He also points out that apart from assisting in creating the right atmosphere, the teacher should also make decisions on the materials to be used. The teacher should also choose the activities and games which will best accord with the learners' needs and abilities, or interests and motivation, it is incumbent on the teacher to choose a wide variety materials and capacities. To this end, the teacher is supposed to organize the class, deciding whether a specific role-play or game will be stimulated in pairs or in-groups. Bearing all this in mind, the teacher may help develop a learner-centered approach to foreign language learning, as s/he takes into account the learners' preferences, tailoring the materials and strategies to their needs.

The difference between the results of the Canadian and the Asian students found by Gardner, is explained by the differences in the language learning contexts. The Canadian studies were conducted in bilingual and bicultural setting where both the communities live side by side where the need for co-operation on a daily basis was manifest. Moreover, the learners had considerable exposure to the target language community and its culture. It was quite natural for them to be integratively motivated towards the target language and for its culture. But in the case of Asian students were learning the target language only as a course requirement in their native land surrounded to the target language community and its culture. Moreover the status of the target language in those communities should be taken into consideration. English does not have the same status in these countries as English or French has in Canada.

In Canada English is a language of the speech community while in Asia it is an interactional language. But in the wider world English at present is the only language which functions as the lingua franca between different nations since it is the most widely understood language, it may not be learning with a view to satisfying its native speakers or identifying with them. Furthermore, because of the position English had attained among the languages of the world, it should as far as possible, be considered as a language, which is culturally neutral. It is

perhaps natural for the Asian subjects to be more instrumentally motivated since for them English is typically either a course requirement or a means of career advancement.

The Asian studies have made a substantial contribution to broadening our understanding of the role of motivation in second/ foreign language in developing countries. However, none of the studies has considered the role of parents and teachers in second/ foreign language learning. No attention seems to have been paid to determining the role of sex which has been considered an important variable by some of the researchers in developed countries. Only one study (Karkia,1979) seems to have studied the academic major as an important variable in second/ foreign language study.

Clement, Gardner and Smythe (1977) to assess the motivational characteristics of Francophones learning English as a second language conducted another study. The subjects were 153 male and female tenth grade students and 151 grade eleven male and female students.

The result of the study showed that an individual's motivation to learn a second language was dependent upon favorable attitudes towards the second language

community. However, while the individual's intention to continue studying English was related to an integrative motive, his/her actual competence in the second language seemed to be more closely related to a dimension of motivation which was best described as self-confidence derived from prior experience with the language.

Attitudes and motivation have also been investigated among Montreal Jewish students learning Hebrew as a second language. Anisfield and Lambert (1961) administered achievement, general intelligence, language aptitude and attitude measures to Jewish 8th and 9th grades learning Hebrew in seven Jewish Parochial schools in Montreal, Canada. The main purpose of the study was to test the findings of Gardner and Lambert (1959) and Gardner (1960) that integratively motivated students were better learners of a second language than instrumentally motivated students were.

The researcher found that the result of this study showed that integrative motivation did not co-relate with achievement but rather that instrumental motivation was related to achievement in learning to Hebrew as a second language. Anisfield and Lambert, however conducted that in the case of Jewish culture, an instrumental motivation actually indicated a desire to integrate into

the culture. Wanting to get a job requiring the knowledge of Hebrew, means becoming a rabbi, a Hebrew teacher or some other Hebrew professional with greater involvement in the Jewish culture and the community. The researchers considered this to be a situation different from the previous studies in Montreal where many jobs required knowledge of French Canadian cultural community.

Research has been conducted into the relationship between attitudes and motivation was involved in the learning of the second language. In order to investigate the role of the integrative motive on students' participation in the French classroom. Glikzman, Gardner and Smythe (1982) study found that students classified as integratively motivated volunteered more than students classified as non-integratively motivated.

Such results offer clear evidence that integratively motivated students were active participants in the French classroom. They tended to volunteer more answers in the language classroom, where more correct in their responses, were more satisfied and rewarded for their participation and also attracted more input and thus learn more. These differences, furthermore, were evident throughout the duration of the course, indicating that the effects were long term.

Chapter 3

Methodology

This chapter gives an account of the methodology of the study and also discusses the nature of the research design, sampling and setting, data collection instruments, method of data collection and data analysis procedure.

3.1 Research Design

This paper is an exploratory, non-experimental and descriptive study to identify the differences between the introvert and extrovert learners in terms of their behavior and learning process. The research is done with the limited available materials in Bangladeshi context. The research is a blend of quantitative and qualitative design.

In the theoretical framework the important quotations of various eminent scholars that are directly related to my research papers topic have been described in details. Many researchers have stated that the extroverts quicker language learners if not perfectionist and the introverts are comparatively slower in learning a new language.

The study sample is made up of 12th grade students of B.A.F. Shaheen College. The students are selected randomly. The findings of the questionnaire and interview are then compared with the academic profiles of the students to justify the validity of the research techniques and findings. A copy of the interview of the academic profile of the subjects is taken from the class teacher and the questionnaire filled out by the subjects is handed to the raters for validity and reliability test of the research instruments.

The rules and regulations of the interview and the questionnaire are specified to the subjects beforehand. The subjects are mentioned earlier that their opinions and names would be kept secret.

3.2 Raters/ Co-raters

The researcher also needs raters in order to prove that the materials taken from various sources or the research findings have not been manipulated or hampered. First, the research findings are matched with the academic profile of the students by the researcher and then the materials are handed to the raters for the justification of reliability. This means, the interview records and questionnaire used to determine the personality type of students is shown to the raters' (2) to justify the reliability of the research. Then for further clarification

the raters are given the academic profile of students to match it with the research findings.

3.3 Setting

The setting of the study is more or less an informal one as the interview of the students is conducted outside the class. But the questionnaire to find out the personality traits is given inside the class towards the end fifteen minutes of the one-hour class. Even though this questionnaire part is like a formal one but still it did not affect the responses of the subjects as they were told beforehand that their identity would be kept secret. The subjects are students of grade 12 of a reputed higher secondary school (for example, B.A.F. Shaheen College).

3.4 Sampling

The study sample consists of higher secondary level students of B.A.F. Shaheen College. The sample size for the interview recordings is 30 (18 female and 12 male) and for the questionnaire is 30 (18 female and 12 male).

The reason for choosing the 12th grade students is that they are more mature than the primary level students. Moreover, the subjects are more familiar with interviews as they have laboratory examinations and are also familiar with

questionnaire as they have Multiple Choice Questions in their school courses. So, they can handle such activities with more confidence and less difficulty. The subjects (female and male) were selected randomly for a fair and neutral result.

3.5 Research Instruments

3.5.1 Recordings of the interview and class performance

The researcher took a copy of the academic profile of each student from the class teacher to match it with the findings of research questionnaire and interview. It is necessary to keep this record to know how confident the students were and how they behaved and it can also be used as evidence to prove the reliability of the research to the raters or co-raters.

3.5.2 Questionnaire

The format of the questionnaire is shown in Appendix. Thirty subjects were requested to fill out the questionnaire. Both open-ended and close-ended questions were used in the questionnaire to learn about the learners overall command over the language. The questionnaire was designed by the researcher based on the designs used by many other past researchers, such as by Ellis(1985), Thomson(2000) and Spada(2000) to investigate on similar issue.

The questionnaire was designed in a way that will provide necessary information about each and every student so that the researcher can identify him or her as introverts and extroverts.

3.6 Data collection procedure

For collecting data, the researcher took permission from the college authority that has been selected. And after that the researcher took permission from the class teacher. Later on, the researcher talked with the course instructor about the research objectives and the instructor helped on the research and gave the last 20 minutes of his class hour for conducting the research (total class duration is 55 minutes).

Then 30 students were randomly selected out of 50 for the research. Among them 18 are girls and 12 are boys. B.A.F Shaheen College has been selected as the researcher knows few teachers working there and moreover it is a good school located in a convenient place. After getting the permission, the researcher distributed the questionnaire (Appendix A) among the students. At first, she read out the questionnaire and explained it to students. When the students failed to understand any particular word or question, they had the opportunity to ask again before answering. But the students did not have much

difficulty about the questionnaire, as the instructions were specified in precise and clear terms. After that the questionnaire were collected by her from the students as soon as they finished filling out the questionnaire and took their leave by thanking them for their co-operation.

Finally, outside the classroom, during the Tiffin break, the researcher took an oral interview of the same 30 students about their friends, classmates and neighbors (Appendix B).

3.7 Data Analysis Procedure

The study

Participants

The following class was chosen as the subject in the research. The class description is given below:

Age range of students in class	16-18
Number of female students	18
Number of male students	12
Total number of students	30

After collecting the data, the researcher analyzed them. In data analysis procedure part, first, the questionnaire was checked. The questionnaire comprised of five questions and if a student scores less than three, she/he is identified as an introvert and if the subject gets three or more than three then she/he is considered as an extrovert (See Appendix-A). If a student puts most of the tick marks on 'a' then he/she is identified as an "Extrovert Learner." and a student is identified as an "Introvert Learner" if she/he puts most of the tick marks before answer 'b' (See Appendix-A).

According to Briggers (2005) "the more 'a' answers you checked off in questions 1-5, the more extrovert you are, and the more 'b' answers you checked off, the more introvert you are."

Most of the oral interview questions are understandable. If students want to answer just Yes or No to the question, they can (Appendix-B). Otherwise they could say more if they wished. For example:

Question 01. Do you feel comfortable to interact with your friends?

Student: Yes.

Question 02. Do you talk with your neighbors often?

Student: I do. Because, my neighbors are very nice and I can share my emotions and feelings with them.

If most of the answers of the students are 'Yes' in oral interview, the researcher identified them as "Extroverts" because these students possess characteristics of an "Extrovert" (See Literature Review to get the characteristics of an Extrovert). If most the answers are 'No' they will be identified as an 'Introvert'.

In the questionnaire (see appendix-A) the researcher asked five questions and the answers to those questions elicit the personality types of the learners as the options in the question answer are basically the characteristics of extrovert and introvert learners respectively. That means, all the (a) options are the qualities of extroverts such as taking part in group class, oral tests, group work, eating and gossiping and pair work. Extroverts often want to avoid written tests, as fluency does not always mean accuracy. On the other hand, the introverts are reluctant to talk, as they are shy and prefer writing.

3.8 Obstacles Encountered

It took 2 days to get the permission from the authority. In questionnaire part, 2 students forgot to answer 1 question and thus it turned a bit difficult for the

researcher to identify the subjects as introverts or extroverts. For the questionnaire part it took more time than the speculated time. During the interview, at first, students were not feeling free to share their thoughts and personal liking with the researcher. So, the researcher tried to begin the interview session with a warm up session to make them feel at ease. For example, to make the subjects feel secured and relaxed researcher assured them that their opinions regarding any topic will be kept secret and researcher behaved friendly with them.

Chapter 4

Results and Discussion

4.1 Research Findings

From the personality test it was found that among the 30 selected students 8 were extrovert and the others were introverts. When I compared the grade of the First term written English with the students' personality types than I found out that those who were introverts got better grades than the extroverts. Among the twenty-two introvert students eleven of them got above seventy- percent marks whereas only two students among the eight extroverts got above seventy percent. So the calculation shows that in written exam the introverts did far better than the extroverts (double the introverts). So it would be wrong on our part to say that introverts are slow or inferior learners. Speaking skill is not the only element of language. Language has three other equally important skills (reading, writing and listening). And all these skills are interdependent. The students who are extrovert dominated the class most of the time and did relatively better in the first term spoken English test compared to the introverts. But it is seen that in the written test some introvert students did far better than the extrovert students. One of the reasons can be that as introvert student's listens more to the teachers and think more before they say anything and thus,

they can organize their answers in a better style. So, we can say that introvert students are in no way less intelligent than extroverts are but the only thing that they lack is confidence. So, those who lack confidence should be given extra coaching once in a week that can help them to overcome such problems and compete with other extrovert students in the class.

The teacher's response to the questionnaire elicits his conception of an ideal class, student and thereby reflects his own personality type. The teachers who teach English in our Bangla medium schools prefer the Grammar Translation Method, which requires the students to remain introvert. The teacher wants to see a quiet class where the teacher does most of the talking. The practice of such conventions makes the students introvert. The students who remain silent in the class and pay attention to the teacher are appreciated by our culture. So most of the students even those who are extrovert by nature are forced to act introvert both by their teachers and parents.

After selecting the class, she observed the class for two weeks. This helped her to identify the introvert and extrovert students in the class. At the end of the course the teacher was asked to fill out a questionnaire. The questionnaire comprised 3 closed questions and at the end of the questionnaire, a blank space

was provided where the teacher was asked to make comments about the learning process of the two groups. She then took interview of all the students individually and asked to make their comments about the course as well as give suggestions as to how the course could be more useful.

Name	Personality type	Score on Written Test
1. Sabrina Akter	Introvert	70%
2. Lina Malek	Introvert	70%
3. Mouli Dey	Introvert	Less
4. Pinky Shaha	Extrovert	Less
5. Faheen Tuli	Introvert	Less
6. Shoma Mollik	Extrovert	Less
7. Sherin Fatema	Introvert	Less
8. Samiha Mosharoff	Extrovert	70%
9. Ruhsafe Noor	Introvert	70%
10. Farhana Ahmed	Introvert	70%
11. Alice Ehsan	Introvert	70%
12. Koth Kamrul	Introvert	70%
13. Rina Asad	Introvert	Less
14. Tahiti Choudhury	Introvert	Less

15. Shareza Islam	Introvert	70%
16. Natasha Tabassum	Introvert	Less
17. Ikra Rafiq	Introvert	70%
18. Rothi Yesmin	Introvert	Less
19. Leo Sharmin	Introvert	Less
20. Adib Saleh	Extrovert	Less
21. Monir Choudhury	Extrovert	Less
22. Riasat Raihan	Introvert	Less
23. Oyshik Chatterjee	Extrovert	Less
24. Shaibal Ahmed	Introvert	Less
25. Md. Razin	Introvert	70%
26. Tonmoy Ehsan	Introvert	70%
27. Tazian Rezwana	Extrovert	70%
28. Shishir Roy	Introvert	Less
29. Toufiq Iqbal	Extrovert	Less
30. Azmain Sunny	Introvert	70%

4.2 Students' opinions on related issues

4.2.1 Students' Problems

When I asked students questioned about the problems they had before taking the course. They were also asked if they could overcome these problems after taking this course. In this respect, most of the students said they had different types of problems such as lack of confidence (80%), lack of vocabulary (50%), fluency(75%), accuracy(95%), lack of ideas(40%). At the end of the course it was found that about20% students of the class had lack of confidence, 10% had insufficient word stock, 30% still had problem with fluency, accuracy 75%, lack of ideas 5%.

4.2.2 Lack of Confidence

Most of the students had problem with confidence. One of the reasons for this is that usually the classes in our country are teacher dominated and students are never encouraged to interact with the teachers.

4.2.3 Accuracy and Fluency

Fluency is considered more important than accuracy by almost 70% of the students.

4.2.4 Overall Effectiveness of the Course

The teaching method that is now being used in our country for the secondary level students can be considered as an overall effective course. This method is based on Communicative Language Teaching Approach. Of the 30 students of the class, 97% of the students said that this course helped them to gain confidence and take part in class discussion with better confidence. Most of the students were greatly satisfied with the course and rest of the students found it quite satisfying.

4.3 Concluding Remarks

We can call a course an effective one if most of the students taking the course can gain confidence and are able to take part in discussion. But still there might be a few students who could not get rid of their shyness and attain fluency. So, there are still some places where we need to work on. Some more class activities should be carried out in the class, which will motivate the students to speak more. The learners should be motivated to make friends in the class as well as outside the class. ■ As introverts are quite shy, teachers as well as the extroverts should continually try to help the introverts become more social, more gregarious, more outgoing, and have more fun from the extrovert perspective. Most of the syllabuses are usually designed for the typical students.

This means that many of the needs of the introvert students are missed and suggests that it needs to be modified. The teacher needs to act as their guide, not their judge. Teachers should try to reduce the anxiety load of the students. The teachers can use role-playing as much as possible in the class so that the students can get accustomed to taking on a role. The teacher should give positive feedback first and then constructive suggestions for improvement. The learners can be encouraged to take a course in speech or theatre. Grammar activities should be focused a little more to improve learners' accuracy. But the teacher should also keep in mind of his/her extrovert students who need proper guidance to overcome their deficiencies. So the course of study should also incorporate activities like journal writing, story writing,

The spoken English syllabus should be designed keeping in mind the drawbacks of the earlier methods and the suggestions and expectations of teacher-learner. The instructor should follow the principles of the Communicative Language Teaching in designing the course. The teacher should focus more on fluency rather than on accuracy of the learners. The materials to work with in the class should be neither too difficult nor too easy. These activities must require all the students in the class to take part in class discussion.

The teacher needs to begin the class with a little warm up where the teacher will motivate the students to share their ideas with everyone in the class. The purpose of the instructor should be to make the class as engaging and beneficial as possible for the learners. The teacher should make the students believe that they are not alone and their each successful small step or even unsuccessful ones will help give them the confidence to take the next. The students should be put in small groups and should be given a piece of reading text, such as, storybooks, magazines, etc. This will require the students to discuss the actions of the characters and their consequences, discuss alternative actions, and discuss feelings of the characters and those around them. It is much easier to talk about character in a book than about oneself, especially for introverts who are even less likely to share such private thoughts and feeling. It should be made sure that most of the students talked most of the time, especially those who were relatively quiet. The teacher should appreciate everyone's idea equally. The teacher should help them become comfortable in putting themselves and their ideas forward through some other activities like presentation, speaking on self-chosen topics, speaking impromptu on different topics and also some critical thinking/ writing.

The language learning course should include several interview test to see the developments in the learners.

The interview can be divided into two parts. In the first part the students can be made to interact only with the teacher and in the second part the student can be put in a group of four students. This might help the teacher to find out whether the introvert students can equally take part in both of the situations or not. Here in this method the teacher functions both as an instructor and an observer of her/his class. So, the teacher can successfully evaluate the learners overall progress. So, the teacher can function as an observer during the class and see whether all the students are taking part in the class or not and can also try to find out whether their participation brought any kind of change in their behavior and in their learning.

To make the course effective it is necessary to make the introvert students get rid of their difficulties and also help the extrovert, restless learners become more patient during the class. Learners should utilize both of the personal traits according to the needs of the situation. To get 100% benefit out of a course a learner needs to act as both introverts and extroverts. But usually it is seen that extrovert are better learners because they can easily tell their problems and get help immediately.

The syllabus seeks to incorporate such topics as are related to our own culture and are of moral and educative value. Inclusion of such topics will help learners acquire words and expressions that are from our culture instead of those from a foreign culture, which are unfamiliar to our students. The syllabus, however, assumes that familiarizing the students to some of the social and cultural customs of other lands through the medium of English will be interesting and useful.

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Appendix A—Questionnaire of the Research Study

QUESTIONNAIRE

Serial No :

Institution :

Name :

Age :

Gender :

Grade :

Answer the following questions. Give tick () mark that you prefer.

1. Do you prefer-
 - (a) Group classes (which include student interaction).
 - (b) Working individually.

2. Do you prefer-
 - (a) Oral tests.
 - (b) Written tests.

3. Do you prefer-
 - (a) Social interaction.
 - (b) Staying alone.

4. What do you do during Tiffin break?
 - (a) Eating and gossiping.
 - (b) Just Eating.

5. Do you prefer pair work in classroom?
 - (a) Yes.
 - (b) No.

Appendix B—Oral Interview.

(Outside of the Classroom)

QUESTIONNAIRE

Serial No :

Institution:

Name :

Age :

Gender :

Grade :

Definitions of –

Friend: with whom you not only interact but also share your personal feelings and emotions in classroom when it is a Tiffin hour or when you get free time.

Classmate: just know each other by face but not interact with them that much in classroom.

Neighbor: the people who live beside your residence.

01. How many friends you have in your class?
02. Do you feel comfortable to interact with your classmate?
03. Do you talk with your neighbors often? Do you like to visit their houses'?
04. Do you want to silent when teacher asks any question if you know the answer (it is a general question to all)?

Appendix-C

Questionnaire (for the teacher)

Name:

Answer the following questions. Give tick mark before the answer that you prefer the most.

1. What should be an ideal classroom scenario?
 - a) More teacher talk
 - b) More student talk

2. What sort of exams should be considered more important?
 - a) Written
 - c) Spoken

3. Who are better language learners?
 - a) Introverts
 - b) Extroverts

4. How can one become a good language learner? (give your own comments)

