

EXTRAVERSION-INTROVERSION PERSONALITY FACTOR AND FOREIGN LANGUAGE LEARNING

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SUMMARY

This is the third part of a series of studies dealing with individual learning styles such as attitude-motivation, field dependence-independence, extraversion-introversion and their implications for foreign language learning.

The first of these studies examined the influence of attitude-motivation on foreign language learning (footnote 1). It was found that integrative motivation and anxiety in the English Classroom were related to success in a foreign language.

The second study investigated the relationship between the cognitive style construct of field dependence-independence (footnote 2) and three components of language proficiency: linguistic competence, communicative competence and pragmatic competence. A relationship was found between this cognitive style and the three areas of language proficiency.

This last study will explore the relationship between the personality factor of extraversion-introversion and foreign language learning.

KEY-WORDS: EXTRAVERSION - INTROVERSION - LEARNING - FOREIGN LANGUAGE.

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1- EXTRAVERSION-INTROVERSION PERSONALITY FACTOR

Among the forty personality factors or traits which have been isolated and assessed in individuals (Cattell and Butcher, 1970), the extraversion-introversion dichotomy made popular by Jung seems to be the most significant of the personality factors that could influence second or foreign language learning. Jung's extremely complex system involves four functions "arranged in contrasting pairs" all of which can be extraverted or introverted and compensate each other in a complex manner. In such a system, men are categorized according to the direction of the libido in relation to the outside world. These inborn temperamental differences lead either to subjective functioning (introversion) or to objective functioning (extraversion). The difference between extraversion-introversion is seen in the person's preferences for the inner world of subjectivity (that is introversion) or the outer world of objective events (extraversion). Jung claims that both extraversion-introversion tendencies are necessary and healthy. A balance would be achieved if both tendencies are developed simultaneously. But in each individual, one tendency is more salient than the other which is important for the understanding of that individual life style.

2- EXTRAVERSION-INTROVERSION AND FOREIGN LANGUAGE LEARNING

A relationship between extraversion-introversion and proficiency in foreign language learning was found in several studies. Princharde (1952), in a study carried out in Great-Britain, found that extraversion correlated positively with capacity to speak fluently in French. Rossier (1975) found that Oral English and extraversion were related among, 50, 12th grade Spanish students of English.

However, Naiman et al. (1978) did not find any significant relationship between this variable and linguistic competence. The conflicting nature of the results concerning the relationship of ex-

traversion-introversion to foreign language learning may be due to the fact that in all the studies mentioned above, extraversion as opposed to introversion was always considered to be a better predictor of success in language proficiency. This may be because extraverted individuals may create more opportunities to practice the language than their introverted counterparts.

In this study, both extraversion and introversion are viewed as important individual characteristics which can enhance success in a foreign language but in different ways. The former may be involved in promoting communicative abilities and the latter may be involved in promoting linguistic abilities.

3- METHOD

3.1- SUBJECTS

Students learning English as a foreign language (Advance level, Niveau Terminal) at the lycée Ahmed Bey in Constantine formed the sample group for this investigation. The total was 117 students, 34 male and 83 female, who belonged to four different classes: two Science Classes and two Arts Classes. These students (aged 16-20) were assumed to constitute a representative sample of students at the secondary level in Algeria. Moreover, since these students have all been learning English for 5 years and they are all fluent speakers of dialectal Arabic, they represent a fairly homogeneous sample. Due to occasional absentees during test administration, the sample size for various tests and the subsequent data analysis varied slightly.

3.2- INSTRUMENTS AND PROCEDURE

The personality measure used to distinguish between extraverted and introverted learners is the Eysenck Personality Inventory (E.P.I.), Eysenck (1968).

The E.P.I. was administrated and scored according to the instructions which are printed on the front sheet of the booklet:

here are some questions regarding the way you behave, feel and act. After each question is a space for answering 'yes' or 'no'. The whole questionnaire should not take more than a few minutes. Be sure not to omit any question. The testing session for each group lasted about ten minutes.

3.3- DESCRIPTION OF THE INDEPENDENT VARIABLE

Extraversion-introversion is the independent variable used in this study. The E.P.I., used to measure this variable, is easy to administer and score. Scoring is accomplished by aligning the scoring keys furnished with the manual, counting one point for each underlined answer uncovered by the holes in the key. The 24 items that the E.P.I. contains place the students on a 24 points continuous scale with a score of 24 representing extreme extraversion. According to the original researchers Eysenck (1968), subjects who are relatively high on the E.P.I. are categorized as extraverted, those who score low, are categorized as introverted. We decided to use a median-split technique. Students who scored 12 or below were considered to be introverts, those who scored above 12 were considered as extraverts.

3.4- DESCRIPTION OF THE DEPENDENT VARIABLES

Foreign language proficiency is the dependent variable used in this study. Overall proficiency is analysed in terms of three components:

- Linguistic competence defined as the foreign language students developing knowledge of the rules and the structures of the language and their operations in concrete samples.
- Communicative competence defined as the ability of the foreign language student to convey and receive mutually comprehensible messages in the foreign language.
- Contextual competence defined as the combination of the linguistic and contextual proficiency of the foreign language stu-

student. It is the ability of the foreign language learner to comprehend written utterances in connected discourse.

Linguistic competence was assessed by students' performance on a 40 item standardized multiple-choice test adapted from the Royal Society of Arts Examination Board (1982).

Communicative competence was assessed by a standardized English test adapted from the Association for Recognised English Schools (ARELS 1982). The test describes six major skills of speaking ability that are tested in situations encountered in everyday life.

Contextual competence was assessed by students' performance on a 31 item close test, since it has been suggested (Oller 1976) that close technique is a useful measure of overall proficiency. In filling in blanks, the tests is required to use, as Hansen and Stanfield (1983) put it "the totality of interrelated skills that comprise a language: lexical, grammatical, contextual (p. 31). As such, a close test provides a good measure of both linguistic and contextual proficiency.

3.5- MODERATOR VARIABLE

The moderating factor of "stream" and gender are included for their possible influence on the foreign language process.

4- RESULTS AND DISCUSSION

Correlational procedures (PEARSON PRODUCT-MOMENT) were obtained between the independent and dependent variables in order to determine the relationship between students' extraversion-introversion and the three components of language proficiency. 't' test were also used in order to compare the means of males and females on extraversion-introversion.

4.1- LARGE SAMPLE; CORRELATIONAL FINDINGS; TABLE I

The three correlations are all nonsignificant:

- extraversion-introversion and linguistic competence: 0.08,
- extraversion-introversion and communicative competence: 0.05,
- extraversion-introversion and contextual competence: 0.09.

These nonsignificant links between the measures of extraversion and foreign language learning are in line with reports of nonsignificant relationships found in other studies. The study undertaken by Bush (1981) did not support the hypothesis of a relationship between extraversion and four measures of language proficiency. The results were negative but nonsignificant.

Naiman et al. (1978) also failed to show a relationship between extraversion and two measures of language proficiency: imitation test and test of French achievement.

Considering this lack of significant relationships between our measures of extraversion and foreign language learning; it would seem reasonable to assume that in situations where activities are teacher controlled, where there are fewer opportunities to get input outside the classroom (these are all typical of the Algerian situation), personality variables might not be an important factor in foreign language learning. Rubin (1982) claims that "formal classrooms environments do not, as a rule, offer strong motivation to communicate or the opportunity to observe the way language is used in real life". (p. 127). Moreover, in a country like Algeria where the attitude expected from the students in the classroom is that of respect for the teacher, even the more extraverted students would feel inhibited and refrain from participating activity in the classroom.

4.2- CORRELATIONAL FINDINGS FOR SCIENCE STUDENTS AND ARTS STUDENTS (TABLE II)

The result of the correlational analysis for both groups separately shows that there are two positive and significant correlations:

- extraversion-introversion and contextual competence: 0.43,
- extraversion-introversion and communicative competence: 0.30.

These two significant correlations are found among Arts students. We may thus attempt a tentative interpretation of the result and suggest that extraversion is related to better achievement for Arts students.

This result seems to be in line with Goodyear and Frank's (1977), reported in Morris (1979), findings that students in the Science field tend to be more introverted than students in the Arts and Social Sciences. Although such a result has to be confirmed by other studies in the field; we tend to think that Algerian students would choose subjects which match their personality. This result is quite surprising and contradicts our original hypothesis. Our expectations was that, because of the importance given to scientific subjects by the Algerian government, by students and their parents alike, Algerian students would choose scientific subjects whether they match personality or not.

The second assumption we wanted to test is the commonplace observation that in their educational choices men strongly favour scientific subjects women tend to favour Arts subjects. In our case, this assumption was not confirmed: 59 % of our students in the Arts stream were female, but they also represented 75 % of the students in the science stream.

4.3- RESULT OF THE 't' TEST (TABLE III)

The result of the 't' test comparing the means of males and females on extraversion-introversion, shows that males tend to be more extraverted than females on this measure of personality ($t = -3.02 p > .5$). This finding is in line with the results of other studies which compared males and females on extraversion-introversion. MC Ewen (1976), although, not dealing specifically with extraversion-introversion found that male students generally talked more in class than did female students, both totally and in response to questions. Bush (1981) claims that for Japanese people "extraverted behaviour may not be a salient feature for women in learning to speak a foreign language because of culturally determined roles in Japan" (p. 130). Role behaviour in Algeria too,

may explain the extraverted tendencies of males as opposed to females, since role/behaviour is also culturally determined in Algeria with men being more dominant and women confined in the structure of the female role.

These findings seem to be quite contradictory. On the one hand there is no evidence to support the claim that sex-role stereotypes play an important role in the educational field, on the other hand, there seems to be evidence to support the opposite claim. A simple answer might be that although in the educational field men and women have been given equal opportunities without any discrimination, this is shown by the high percentage of women in the science field, there are still in our society, deeply rooted sex-role behaviour which will take time to change.

CONCLUSION

Although the hypothesis put forward in this study predicted that both extraversion and introversion will enhance success in a foreign language depending on the language task called forth, the result of this study shows that, none of the predictions made were confirmed for the large group. However, when "stream" was included as a moderator variable, extraversion as opposed to introversion was found to be related to achievement for Arts students. Considering the importance of English for Arts students, we suggest that teaching materials should emphasize the communicative approach to language learning/teaching which will give the extraverted students opportunities to speak the language. Moreover, these students should also be encouraged to get input outside the English classroom.

**TABLE I CORRELATION MATRIX
FOR THE WHOLE SAMPLE**

Variable 1	Linguistic competence	Comminicative competence	Contextual competence
Extraversion/ introversion	0.08 (n=109)	0.05 (n=64)	0.17 (n=95)

1. A higher positive score on the E.P.I. indicates a relative-greater degree of extraversion.

**TABLE II CORRELATION MATRIX
FOR SCIENCES AND ARTS STUDENTS**

Variable	Linguistic competence	Comminicative competence	Contextual competence
Extraversion/ introversion			
Sci-students	0.06 (n=70)	-0.14 (n=57)	-0.02 (n=-66)
ARTS students	-0.04 (n=39)	0.30 * (n=34)	0.43 ** (n=29)

* p. < .05 one tailed test

** p. < .01

TABLE III 't' TEST BETWEEN MALE AND FEMALE

Variable	n° of cases	Mean	SD	F value	P	T value	P
extraversion/ introversion							

Male	31	10.64	2.40	1.04	> .05	-3.02	<.05 *
Female	67	9.13	2.34	1.04	> .05	-3.02	<.05 *

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Footnotes

- 1- NOUAR, Y. (1990):** The relationship of attitude-motivation to foreign language learning. *Revue de l'Université de Constantine*, n°1, Sciences Humaines.
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عوامل الشخصية (الإنبساط و الإنطواء)

ملخص

الهدف من هذه الدراسة هو تناول العلاقة الممكنة التوقع بين العامل النفسي - هنا الإنبساط و الإنطواء - وثلاث كفاءات لغوية:

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يبدو أن هناك فعلا علاقة بين الإنبساط و القدرة اللغوية فيما يتعلق بطلبة شعبة الآداب. أما عندما نعتبر الطلبة ككل - أي بغض النظر عن تخصصاتهم - فإن النتائج لا تظهر علاقة ذات دلالة إحصائية بين الإنبساط و القدرة اللغوية.

الكلمات الأساسية: الإنبساط - الإنطواء - التعلم - اللغة الأجنبية.

