



The Unloved Variable of Extraversion and Academic Achievement in SLA

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ABSTRACT

This study is based on extraversion vs. introversion and their relation with academic achievements. It is conducted to find effects of these two personality types in SLA. It is a qualitative type of research and descriptive method is used for this research. Eysenck's theory of personality is used as a theoretical framework. Data is collected through interviews from twenty students studying at a public sector university. After analyzing the data, this research supports the claim of applied linguists who believe that extraversion has the advantage in second language learning and extroverts obtained higher marks. This research is beneficial for those future researchers who want to conduct research on personality types and achievement in Pakistan and elsewhere in the world.

Keywords: *Extraversion; Introversion; Applied Linguistics; Social Psychology.*



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1: INTRODUCTION

Kiany [1] says that when we talk about extroverts and language learning there is a contradiction between psychologists and applied linguists (Dewaele&Furnha) [2]. Psychologists are of the opinion that extraversion has no advantage in language learning while applied linguists believe that it can have positive effects on foreign language learning. They claim that extraversion is an advantage. Extroverts have benefits while learning a second or foreign language. The assumption which supports their claim is that extravert produces more output with least input. There is contradiction between these two schools of thoughts. This research will investigate that extraversion personality plays a role in academic achievements or there is no any effect of it. The study will focus on the application of Eysenck's theory of personality to understand the difference between extraversion and introversion personalities.

Qureshi [3] says that our education system support cramming. Higher attention is given to obtain good marks and intellectual powers are neglected. In Pakistan, marks are used to judge the personally. It is used as a tool to know the intellectual levels of the learners. If we see teacher's remarks about introvert and extravert personalities, teachers support the extravert language learners. Extrovert students are often considered good by the language teachers to achieve their goals. Teachers support these students because they give more output with least input and many researches support this claim that teachers like extraversion students. According to language teachers, extraverts are more successful. They are more proficient. They create more opportunities to learn the proficiency level and this make them good language learner (Kezwer) [4].

This study is important in the sense because it will investigate the effects of extraversion personality in their academic achievements. This study will also be unique because it will be conducted in Pakistani context where examination system of the country also supports to obtain good marks. In this way, this study will reveal that whether extraversion personality has any role in getting higher marks and supports the aims of the second language teachers.

Keeping in view the above discussion, following are the research questions / objectives of this research project:

2. RESEARCH OBJECTIVES

The current study intends to investigate the role of extraversion personality in ESL/EFL learners in Pakistan. The research also focuses on the difference between their academic achievements. This research project is intended to analyze the Eysenck theory of personality to differentiate between extraversion and introversion and personality differences in routine activities will also be taken in consideration.

3. RESEARCH QUESTIONS

Q1: What is the role of extraversion/introversion personality in SLA for Pakistani ESL/EFL learners?

Q2: What are the differences in extrovert and introvert students in their academic achievement?

4. LITERATURE REVIEW

Gan[5] describes that extraversion is an advantage in SLA. Extroverts are more fluent and can speak with high accuracy if they are compared to their counterparts. They are very active and participate in tasks which are assigned to them. This study was carried out with the purpose to check the oral performance of the extraverts. It was limited to one personality dimension which is oral proficiency. Eysenck's theory was used as a theoretical framework and Eysenck's Personality Questionnaire was used as a scale. It was carried out in Hong Kong but present study will be held to investigate the effects of extraversion personalities on their academic achievements in Pakistan. Because Pakistan educational system only focuses on obtaining good grades and good marks are used as an important tool to judge the personality of the students. Only those students are considered intellectual who have obtained good GPA in their academic career. According to Eysenck [6] personality is above one kind of characters which are used to define characterization. It means many traits participate to shape a personality. Collective traits can be called personality. Tarrier et al. [7] argue that this personality difference can be at cross-cultural level. There are debates between the researchers of two schools of thought to support or deny.

Wen and Zhang [8] state that in SLA, the factors affect language learning are at two levels. First is superficial level with factors like apparent customs and gender while at deeper level; there can be the motivation, the learning styles and aptitude etc. According to this research, extraverts are also motivated in language learning. When they participate in classroom discussions and receive good response from teachers then their motivation level increases and they make efforts to obtain good marks and to fulfill the expectations.

According to Eysenck and Eysenck[9] there are some typical characteristics of highly introversion and extraversion personalities.

Extravert is a person who enjoys the company of people and is social person. He believes 'to laugh and be merry'. He likes practical jokes and is optimistic person. He cannot control his feelings. He always wants to change and reacts at the moment. He likes group discussions while studying. He has aggressive attitude, cannot control his temper and losses it easily.

Introvert is a person who likes to improve knowledge through books and does not like group discussions. He does not like to have friendships and keep distance from the people. He plans the things, follow them and his



feelings are under his control. He becomes aggressive in seldom situations and controls his temper. He is pessimistic and somehow a reliable person.

Matthews and Gillil[10] explain that "Eysenck uses multiple arousal systems as the central explanatory constructs". Extravert has less cortical arousal. That's the reason that extravert seeks more excitement and likes to become a social person. There is a study related to the ability of the learners about introvert and extrovert.

This concept is based on biological division as Eysenck says in his theory of personality, extraverts have less cortical arousal. They can be easily harmed inhibited. They have limited memory span in contrast with introvert who have long term memory. This biological division is the cause of difference in personalities. Eysenck gave his view that introvert was superior in language learning and showed great results in academic achievements.

Introvert has the advantage in language learning if we compare them with extrovert personality. The learner who is intuitive and logical can be a good language learner. There are different personality categories and any one can motivate to become a good language learner. He can be an introvert or extravert without considering his personality (Ehrman).[11]. These findings have contradictions with that literature which is a vast collection on its disadvantage.

Research from Yuncai[12] provides the conclusion related to Chinese context for English learners. It investigates the factors related to second language acquisition. This study is at tertiary level and concluded; aptitude is related to second language acquisition. This aptitude is a stable stage at this level. It is possible that aptitude can affect while acquisition of second language as independently and there is also possibility while working with gender. Xuemei [13] used 70 English learners to conclude that regarding comprehension skills, there is a little impact of personality. While regarding specific skills there is difference between introvert and extravert. Extraverts have advantage in listening and writing skills while introverts have advantage in reading and vocabulary. All these skills follow a linear correlation except speaking.

Livingston [14] writes in his thesis about his own personal experience of being an introvert person and he talks the disadvantages of being an introvert person. He says when he was in his advisory classes; the realization came to him that he is an introvert personality. All his friends were extrovert except him and he was very conscious about this. His family was supportive and his mother came to know his problem. She started to help him. He worked a lot to come out from this condition. He explains that when he gave his presentation, he was very happy when teacher praised his way of presenting and his eye contact. He was countered with many other teachers who advised him to come out from this shell before going into graduation. In his college experience, he was head of hockey team but when any critical situation happened then he became inward. His captain always instructed him to leave this shell. When he had experiences in hostel with his extravert friends, at that time he took risks. He explored many aspects about his personality. In this research he told the experiences when he was an introvert personality and he was suffering mentally as well as in his academic career. But when he moved his personality from introvert to extravert then he enjoyed all things.

Some scholars also conducted studies about extraversion and introversion on disable children and it is conducted in the classrooms of third, fourth and fifth level. In all these classes there is at least one disable child. Analysis is done while comparing disabled children whether they are social and how much social interactions they have. There are variables such as sex, and race. The study concludes that disabled children are less attractive towards their studies and more serious case was with female and white students (Bryan) [15].

Nussbaum [16] examined different degrees of introversion/ extraversion and how students take part in small group discussions? Two different studies were conducted and respondents gave their arguments on the topic. In first study, eight students were selected from six grades as a sample of study. Four were extreme introverts and another four were extreme extravert students. Study concluded that while giving arguments, extraverts were greatly contradicting with other extroverts. Their discussion was showing contradiction among them. Introvert students were working with each other with great collaboration for the purpose of creative solutions. Second study was conducted upon pre-service teachers and the results were in line with the previous study.

Kezwar[4] did a study and concluded that there are many factors which are affecting behaviors in second language. Extroversion has a bearing effect on SLA. He also suggested that there is need to be carried out more research on this to explore the exact impact of these two personality types on achieving goals in a target language. Heidbreder[17] conducted study in Minnesota University using Freyd's list. It was conducted to justify that there is no difference between introvert and extroversion. They are not distinct types but they are extreme of one type. 900 university students were sample of the study and they were selected randomly. Present research will investigate their personality difference whether they have different personalities or they are of one type.

Kiany [1] studied introversion and extraversion in their academic achievements and their proficiency in second language. This study was conducted upon forty Iranian respondents. These respondents were PhDs and non-English. Eysenck's personality Questionnaire was used. TOEFL, IELTS and other tests were used to check the proficiency of the learners in second language and their academic achievements were also judged. This research concluded that extraversion has no advantage in their scores and introvert has the advantage in writing skills.

There are different points of views by different scholars. Some prefer extravert and say it is an advantage in language learning. Some other researchers have shown that introvert has the advantage in second language learning. This study will be unique in the sense that it will be carried out in Pakistani context where English is also learned as a second language. The all system of examination is set up to pass L2. This study will be significant to investigate the role of extravert personality to achieve marks.



5. THEORITICAL FRAMEWORK

The Eynsenck's theory of personality will provide a theoretical foundation to the study. It will be helpful to analyze the phenomenon of extraversion. After collecting data the personality type was analyzed according to this theory.

6. RESEARCH METHODOLOGY

Before the beginning of research, the description of its nature must be given because it will help to choose research methodology. This research will be qualitative in nature and because of its nature it will describe the effects of introversion and extraversion personality on their academic achievements in Pakistan. Eysenck model of personality will support as a theoretical framework in which they argue that there are three dimensions of personality. These three dimensions are psychotics, in which person is ego centric, he is always an achievement oriented and he is expressive only in his close relations. Second is Extraversion, in which a person is social, irresponsible and always takes risks. Third is neuroticism, a person is depressive and feels guilty. Eynsenck's 'PEN' will be instrument of this study.

To check the degree of intro-extraversion, questions will be asked from the students in interview who have spent seventeen years of academic career learning English as a second language. Respondents were from both genders and only their recent marks were used for the purposes of this study. Twenty students were selected randomly from a public sector university as a sample of study. These students belonged to different departments e.g. Psychology, Sociology, English, Mass- communication, Physics and Mathematics. All the courses of these students are in English language. Interviews ranged from ten to fifteen minutes. Collected data were analyzed and interpreted to get factual results.

7. RESULTS AND DISCUSSION

Interview is based on twelve questions on which respondents have to show their degree of personality. Response of these respondents in interview is discussed in this section

Interviewee one articulates that she likes to go in social gatherings of any type. She participates in co-curriculum activities like badminton, hand ball, long and short races. She gets knowledge through discussions with all friends' teachers and class fellows. She prefers to be a good speaker. She wants to change many things in her department. She also tells that she never borrows anything from anyone.

Interviewee two states that he has participated in cricket many times. He always prefers that knowledge which is learned through discussions. He participates in classroom discussions. He wants to change some authorities from the department because department is not dealing well to him in his thesis. He never feels guilty upon unnecessary things. He is satisfied from his marks and wants to become a great political leader in future. But he also gave this point of view that he remains silent before others and he is shy in expressing his feelings.

Interviewee three expresses that he never participates in co-curriculum activities. Sometimes he takes part in classroom discussions but he is not a dominant person. He expresses his feelings just to his closerelations (family members and close friends). He prefers to become a good listener in the class. He remains patient instead of reacting at the spot. Sometimes he borrows things but only from his close friends.

Interviewee four replies that he always likes social gatherings and participates in health making programs. He also gets this response many times from his teachers that he would be responsible about his studies. He is a good speaker in his class. He never shows patience on misbehaviors of his fellows. But he does not like to borrow things from his class fellows and he never borrowed the things.

Interviewee five responds that he participated in football tournaments. He is always a dominant person in discussions because of his right arguments. He wants to ensure discipline, merit and rule of law in his department. He reacts at the moment. He is a good speaker and he shares his ideas with others. Meanwhile, he feels hesitation to borrow ball point from his friends.

Interviewee six responses that there is much type of social gatherings but he just likes to attend Islamic meetings. He never participates in games because he thinks; he has not time for it. He always obeys his teachers and never finds teachers with negative remarks on his regularity. He never shares his feelings before anyone except his mother because he considers only his mother can understand his feelings very well. He says, I am an average student; neither a best listener nor a best speaker. He also wants to change teaching method from his department.

Interviewee seven gives his remarks that he likes to join fairs which are held in Punjab. In this year, he has participated in 400m race in sports gala held in the university. His teachers often tell him to become regular and punctual. Books and discussions both are important to gain knowledge but he prefers discussions. He would like to reform practical research work in his department. He is having both qualities of a good speaker and a good listener. He tries his best to be patient but he reacts at the moment. He feels hesitation to borrow things However; he partially discusses his feelings before his sister and one another friend.

Respondent eight enjoys in musical parties. He has participated in gymnastic. He has heard many times that he is an irresponsible person. He expresses his feelings with different people. His satisfactory level from his department is not very good and wants to change many things. He feels, all his class fellows like a real brothers and he never feels hesitation to borrow things from them. He wants to become an IT professional.



Interviewee nine gives his remarks that he never participates in classroom discussions. He participates in games to some extent. He considers books are better to obtain knowledge. He does not borrow stationary from his class fellows and expresses his feelings just before his wife.

Interviewee ten answers that she likes to participate just in exhibitions. She never hears about his irregularity. She just expresses herself before her family members. She is a good listener and thinks that listener is always a good student. She is pessimistic about her future and worried about her marks percentage.

Interviewee eleven expresses that he does not like discussions in classrooms because it's not a good way to deliver lecture. His teachers like him and they never give bad remarks about his regularity. He considers books are better source to get knowledge because authentic material is available only through books. His satisfactory level from his department is very good and he does not like to change things just for the sake of change.

Interviewee twelve says that he just likes those social gatherings which are for educational purposes. He rarely participates in discussions. He is not irregular person and does not want to change anything from current situations. He is not optimistic about his marks to obtain good average in future.

Interviewee thirteen remarks that he likes to join social gatherings and he has participated in cricket tournaments. He always listens about his irregular routine work. He expresses himself openly before his friend's teachers and family members. He prefers discussions with all who can gave any beneficial knowledge related to his studies.

Interviewee fourteen says that because of studying in government school, he is average in class room discussions and participations. He only expresses his feelings before his brother and he is a good listener instead of a good speaker. He does not want any change in his department and is completely satisfied. In all his life, there were many moments when it was difficult but he remained patient. He has studied in government school and now he is in university and completely satisfied.

Interviewee fifteen replies, she dominates in discussions in rare situations and her teachers keep telling her about her irregular routine. She is better listener and never expresses her feelings except before her few close friends. She says, her department is working very well and there is no need of improvement just for the sake of change.

Interviewee sixteen remarks that she avoids attending social gatherings and never wants to participate in co-curriculum activities. She does not take part in discussions even her friends force her to participate. She never expresses her feelings before anyone and prefers to remain silent. She is not satisfied from her academic career and feels hesitation in borrowing things.

Interviewee seventeen replies, She does not like overall social gatherings and just enjoy with the company of her close friends. Not always but sometimes participate in class room discussions. She is very disappointed from her teachers even her teachers are psychologist but they don't know the psychology of their own students.

Interviewee eighteen says that participating in discussions depends upon his mood. He arranges the things so very well that he never hears this word of irregularity about his personality. Classroom discussions and books both are good sources to obtain information but he prefers to discuss just with close friends.

Interviewee eighteen replies that he does not like to participate in social gatherings and feel hesitation. He never has any negative remarks about his regularity. He also feels hesitation in social gatherings.

Interviewee nineteen says that she has participated in speech competition and won second prize in the university. She takes part in discussions of every type and her friends also discuss their matter with her. She has the view that discussion is important to clear a concept. She listen other ideas and then takes part and expresses her own remarks. She considers her department as a perfect and she does not consider very important to minor issues.

Interviewee twenty says that he is a dominant person in discussions. He always hesitates in gatherings and he has never participated in co-curriculum activities. He expresses his feelings but just before his family members. He says it's better to be patient if someone attacks on your personal matters

According to the response of these questions, motivation, feelings and attitude (which play an important role in personality judgment) which respondents have responded in their interview, the researchers divided them into two categories i.e. introversion and extroversion personalities.

**Table 1: Grouping of Participants based on Interviews**

Interviewee	Extraversion Personality	Introversion Personality
1	✓	✗
2	✓	✗
3	✗	✓
4	✓	✗
5	✓	✓
6	✗	✓
7	✓	✗
8	✓	✗
9	✗	✓
10	✗	✓
11	✗	✓
12	✗	✓
13	✓	✗
14	✗	✓
15	✗	✓
16	✗	✓
17	✗	✓
18	✗	✓
19	✓	✗
20	✗	✓
Total	8	12

After getting number of introversion and extraversion the researcher gave an order to their recent obtained GPA (Grade Point Average) which was accessed from university website through their respective departments.

Table 2: Comparison of GPA for Extravert and Introvert Participants

ExtraversionGPA	Introversion GPA
I1 = 3.40	I3= 2.90
I2 = 3.30	I6= 2.30
I4 = 3.20	I9= 3.27
I5 = 3.08	I10= 3.00
I7= 3.09	I11= 2.31
I8= 2.39	I12= 2.87
I13= 3.00	I14= 2.30
I19=3.07	I15=2.02
	I16=2.00
	I17=2.03
	I18= 2.33
	I20=2.30
Average: 3.07	Average: 2.47

I=Interviewee



Among these twenty students Introvert are great in number. There are eight extraversion and twelve introversion students. There are two introvert students who obtained three or more than three GPA. In another case, there is one extravert student who obtained less than three GPA in English language class.

The results clearly demonstrate that extraverts perform much better compared to their counterparts. There is a big difference in the achievements of extraversion and introversion personalities. The GPA for extraverts (3.07/4.00) can be considered a really good score in the Pakistani context whereas GPA for Introverts (2.47/4.00) is slightly higher than the passing score of 2 GPA. Although, two introverted students performed better and got good grades, the overall performance of these participants in EFL examination remains below average. These students have failed to develop the real understanding of the target language. On the other hand, studying in the same setting and with similar facilities, extraverts have displayed a better understanding of the target language.

8. CONCLUSION

This research discussed the introversion and extraversion personalities and impact of personality type on foreign language learning. It reviewed many research works where some results were supporting the claim of extraversion and other was contradicting this. This research highlighted that extraversion is a great advantage in second language learning. Extraverts have also the advantage in their academic achievements. The findings of this research supports the claim of Applied linguists that extraversion is a great advantage. It denies the psychologists point of view that extraversion has no benefit in the domain of second language learning. This research was an effort at a small level and other researchers should focus on different areas and at a large scale. The effects of extraversion and introversion can be measured in other domains of learning, not necessarily in second language learning. This research only implied very basic interview guide and we suggest that mixed method studies should be conducted to develop a better understanding of this phenomenon in various settings.

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