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Extroversion - Introversion in the Context of Foreign Language Learning

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Abstract

An understanding of personality type can help teachers explain why students approach tasks differently: Some are successful, while some fail to participate in class activities (Oxford & Ehrman, 1990); Wilz, 2000, (as cited in Marefat, 2006, p.116). Many research studies, accordingly, have been done so far in an attempt to measure the level of success in language learning between outgoing students and their reserved counterparts. The results of these studies often turned out to be inconsistent, some showing a clear correlation between extroversion and success in learning a language, and others failing to demonstrate that there is a positive correlation between being extrovert and foreign language proficiency. The current study aimed at discovering the relationship, if any, between learner personality types and their successes in foreign language learning. The researchers administered the Myers-Briggs Type Indicator (MBTI) as a reliable instrument to determine the personality type for each subject. Thirty-two male and sixty-eight female intermediate level prep students studying in a middle size university in the north of Turkey participated in this study with, selected on a purposive sampling methodology. The average of each learner's scores on reading, writing, speaking and listening courses served as an index of their success in language learning. The participants were also asked to fill out the MBTI questionnaire with two options for each item. Individuals were classified on the basis of their self-reported preferences. Analysis of data indicated that there is not a statistically significant relationship between learner personality type and success in language learning.

Keywords: Foreign language learning, extroversion, introversion, Myers-Briggs Type Indicator (MBTI)

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1. INTRODUCTION

Today, it is still a common view that active and outgoing students are more successful in language learning compared to anti-social or introverted ones. Kezwer (1987) argues that the misbelief is caused by the fact that the extrovert people feel more confident to join or start new conversations in a target language; thus, they tend to learn faster or improve their language skills positively. Therefore, the focus of the study is extrovert and introvert personalities of EFL learners. Second Language Acquisition is defined as the learning and adopting of a language that is not one's own language (Gass, 2008). Considering all individuals have different personalities, behaviours, ideas and abilities, they all may have different attitudes towards learning a foreign language. This process is a complex one and it is influenced by many factors, one of the most important of which is the personality. Sharp (2003) defines personality as a feature of individual differences which enters almost every area of life. It is a complicated aspect which is affected by different factors such as ethnic background, culture, environment, etc. Wilz (2000, p.29; as cited in Marefat, 2006), on the other hand, emphasises the necessity of the awareness about the students' personalities by the language teachers:

An awareness of student personality types allows teachers to have a better understanding of the classroom dynamics and to be better able to determine what kinds of classroom activities and strategies would be most effective with a majority of students in the class (p. 29).

Personality is one of the most important factors that have an influence on foreign language learning and extroversion and introversion are the two out of four pairs of personality types which have a prior importance in language learning studies. Different personality types can be observed in students' developing different learning styles for themselves, which indicate the fact that there is a close connection between the personality of students, the style and the strategy that they develop in order to learn and to success (Erton, 2010). In this case, foreign language teachers should learn more about the students and increase awareness regarding the personal differences in language classrooms. This will help them understand and appreciate the fact that not a personality type is more beneficial than the other and that providing a successful instruction is only possible through identifying and understanding their students' individual differences.

Keefe (1979) defines the learning style as the composite of characteristic cognitive, affective, and physiological factors which help the learner to perceive, interact and respond so that learning style is about how the learner prefers to learn instead of what they learn. Furthermore, Krashen (1997, p. 39) states the insubstantial characteristics of EFL (English as Foreign Language), comparing to ESL (English as Second Language), in three points: (1) there are few opportunities for using target language outside the classroom; (2) teachers are often non-native speakers of the target language; (3) there is little time for foreign language instruction.

Extroversion and introversion are two of the most examined dimensions of personality that have an influence on language learning. Carlyn (1977) notes that the Extroversion-Introversion (E-I) index was designed to measure the person's preferred orientation to life. Generally, an extrovert is defined as a person who is sociable which makes him take full advantage of language use opportunities (Zafar, 2011). This makes most to believe that extroverts are more advantageous in language learning. An introvert, on the other hand, is defined as a person who is restricted to his own thoughts and feelings (Zafar, 2011). Their behaviour is associated with shyness, though this is only because of the fact that most are not knowledgeable about the characteristics of this type. There are a number of studies about this issue that argue that students with extrovert personality are better at learning a foreign language while the others defend the opposite view in that there is no clear correlation between personality and success in learning a second or foreign language.

Table 1. Characteristic Behaviours of Extroverts and Introverts (Eysenck, 1965)

	Extroversion	Introversion
Sociability/Interaction	Like parties; need to have people to talk to	Reserved and distant except to intimate friends
Excitement	Crave excitement; act on the spur of the moment	Do not like excitement; distrust the impulse of the moment
Expenditure of energies	Carefree, easy-going, optimistic; like to 'laugh and be merry'; altogether their feelings are not kept under tight control	Reliable, take matters of everyday life with proper seriousness; pessimistic; quiet, retiring sort of person
Risk-taking/planning	Take chances; generally like change	Plan ahead; 'look before they leap'; like a well-ordered mode of life
Interest in external events	Do not like reading or studying alone	Fond of books rather than people

Skehan (1989) draws attention to the complex nature of second language acquisition process and further asserts that it is not possible to make a comparison between extroversion and introversion in terms of acquisition since they both have positive features. There seems to be need for this reason for language teachers to be more aware and knowledgeable about this reality and instead of relying on such intuitive feelings, they should provide introvert students with plenty of comprehensible input as well as with chances to practice expressing themselves in the new language. In this way only, it is possible that they can come to the understanding and appreciation that there is not an advantageous group in language learning, instead, the methods and the strategies the teachers employed in the classroom make one group superior to others.

2. METHODOLOGY

As stated above, many foreign language teachers believe that the students with the extrovert personality are more advantageous in language learning since they are capable of creating more situations for themselves to engage in conversation in the target language. This enrichment of opportunities to speak the new language, they think, will positively affect the development of the student's proficiency in it. Although correct to some extent, it is not more than an intuitive feeling and this constitutes the aim of this study to make it clear that there is not an advantageous student group in language learning. It is possible that when the equal chances are provided through teaching methods and so on, all the students will perform almost equally. With the aim of finding out the relationships between the personality traits (Extroversion-Introversion dimension is the concern of this study) and Foreign Language Learning, the following procedure was employed.

The study was done in the English Department of a middle size university in the north-eastern part of Turkey. The participants in this study were 100 intermediate level prep students (32 males and 68 females) aged between 18 and 20 from different regions of Turkey, selected according to purposive sampling methodology. The students were studying four skills in their English language classes; listening, speaking, reading and writing, as separate classes at the time of study.

In order to answer the below research questions, Myers-Briggs Type Indicator (MBTI) questionnaire was conducted in this study. The MBTI was used to describe different personality types and the different ways individuals with these traits approach a task. It can be used as an aid in counselling, communication, motivation, management and so on. Four bipolar scales are used: Extroversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving (Sharp, 2003). Furthermore, as cited in (Hauser, 2005), (Myers, 1998, p. 173) note:

"The internal consistency of the four MBTI scales is quite high in all samples available to date, whether computed using logical split-half, consecutive item split-half, or coefficient alpha... [Additionally] test-re-test reliabilities of the MBTI show consistency over time, with levels of agreement much greater than by chance. When subjects report a change in type, it is most likely to occur in only one preference and in scales where the original preference clarity was low" (p. 173).

The quantitative data which were obtained through the MBTI questionnaire were processed into the computer software, SPSS 16.0, in order to perform the statistical procedures. The questionnaire data were analysed using descriptive statistical techniques such as frequencies and percentages. For further analysis, a descriptive technique known as the Chi-Square test was used.

2.1. Research Questions

This study attempts to find answers to two main research questions:

1. Are there any relationships between personality and foreign language achievement in non-native students of English language?
2. Is there a more beneficial personality type in foreign language learning?

3. RESULTS AND DISCUSSION

The results which were obtained from the analysis of the data collected in this study were presented on the Chi-Square test table below with its the discussions with the aim of finding out whether there is a significant relationship between the students' grades and their extrovert/introvert tendencies.

Table 2. The Results of Chi-Square Test of Each Item

Questionnaire Item	Value	df	Asymp. Sig. (2-sided)	Answer Choice A (%)	Answer Choice B (%)
Item 1	8,890	5	,114	16	84
Item 2	1,336	5	,931	58	42
Item 3	8,512	5	,130	57	43
Item 4	2,806	5	,730	23	77
Item 5	3,329	5	,649	54	46
Item 6	6,406	5	,269	78	22
Item 7	8,751	5	,119	63	37
Item 8	6,508	5	,260	85	15
Item 9	4,481	5	,482	41	59
Item 10	3,818	5	,576	18	82
Item 11	2,411	5	,790	64	36
Item 12	5,444	5	,364	62	38
Item 13	1,707	5	,888	76	24
Item 14	1,908	5	,862	58	42
Item 15	7,137	5	,211	53	47
Item 16	8,724	5	,121	30	70
Item 17	3,347	5	,647	51	49
Item 18	4,004	5	,549	42	58
Item 19	2,806	5	,730	77	23
Item 20	3,133	5	,679	79	21
Item 21	2,902	5	,715	20	80
Item 22	6,682	5	,245	40	60
Item 23	5,462	5	,362	83	17
Item 24	3,295	5	,655	75	25
Item 25	2,917	5	,713	64	36
Item 26	6,736	5	,241	48	52
Item 27	3,520	5	,620	78	22
Item 28	1,602	5	,901	44	56
Item 29	4,019	5	,547	50	50
Item 30	7,255	5	,202	69	31
Item 31	14,277	5	,014	47	53

Item 32	4,702	5	,453	61	39
Item 33	9,386	5	,095	50	50
Item 34	1,900	5	,863	29	71
Item 35	2,107	5	,834	74	26
Item 36	2,751	5	,738	74	26
Item 37	3,330	5	,649	66	34
Item 38	4,681	5	,456	62	38
Item 39	9,635	5	,086	51	49
Item 40	2,829	5	,726	70	30

A typical extrovert is the one who takes chances and creates situations for himself to engage in conversation in the target language. An introvert, on the other hand, needs to be provoked to speak by the teacher. The first question asks the students what their attitudes towards the classroom discussions are; whether they create chance to speak or wait the teacher to ask them a question. 16% of the students stated that they are willing to speak almost all the time while the rest 84% stated that they do not prefer to speak till it is really necessary.

Item 1: *In classroom discussions;*

A) *It is me who speaks most of the time.* (16%)

B) *I speak only when necessary.* (84%)

The second question is related to the preferences of the students toward the types of interactions in a classroom environment. As it is known, a student with an extrovert personality does not like studying alone while the opposite is true for a student with an introvert personality. 58 out of 100 students stated that they prefer to do a project with their classmates through discussing their opinions, while the rest 42 preferred to do it on their own. This finding indicates that 58% of the students showed an extroverted tendency and 42% showed an introverted tendency which is almost equal to each other.

The third question asks the students if they are keen on initiating a conversation with the people they see for the first time or they prefer to wait until others speak to them. 57% of the students stated that it does not matter for them to speak first and the other 43% stated that they wait others to speak to them. Extrovert students can take risks and answer the questions without much thinking. Introvert students, however, need some time to be sure about the answer to the question. Only 23% of the students stated they prefer quick answers, while 77% of them do not answer a question unless they are not sure.

The fifth question asks the students what they prefer to do when they are not in their moods. They want to spend time with others (this can be a close friend or a family member and so on.) or prefer to be alone. It seems that the answer rates of the students are very close to each other.

Item 5: *When I am not in my mood;*

A) *I prefer to be together with my friends.* (54%)

B) *I prefer to be alone.* (46%)

The sixth question asks the students if they consider themselves a social person or a reserved person who likes to spend time on their own. 78% of the students stated that they are sociable while the 22% answered that they are a retiring sort of person. On the other hand, question 7 asks the students if they are good at expressing their feelings or they prefer to keep everything inside them. 63% answered that they tend to speak while the 37% stated they do not very much like speaking. Extrovert people naturally have more friends and they need to have people to talk to. Introverts are, on the other hand, introspective and fond of books rather than people.

Question 8 aims at figuring out what the students feel when they are with other people. 85% of them stated that they are happy with being around other people while only a small proportion (15%) claimed that they feel tired around others and want to be away from such environments. As it is stated in the

fourth question, an extrovert takes risks and he does not afraid of making mistakes which makes him use trial and error method effectively. An introvert, however, is prudent and takes his steps cautiously.

In question 9, 41% of the students stated that they can use trial and error method effectively and the 59% of them stated that understanding something comes first. As it is the case in the fourth and the ninth questions, extroverts are quick in answering the questions since they are not afraid of making mistakes. Introverts, however, need to be sure of the answers to not to make a mistake. For question 10, 18% of the students chose the first option, while most of them (82%) preferred to choose the second option "to answer a question or express their ideas".

Like the sixth and seventh questions, question 11 also aims to figure out the basic characteristics of extrovert/introvert personalities: being social/keen on speaking or being quiet and reserved. 64% of the students stated that they like talking while the rest 36% expressed that they prefer to be quiet. A typical extrovert craves excitement and something that proceeds slowly bores them. Introverts are, however, looks for calm to be able to concentrate on their work. Question 12 measures the characteristic features of these types. 62% of the students chose A while the other 38% chose B. This shows that the number of the students who have extroversion tendencies is twice as much as the number of the students who have introversion tendencies.

Item 12: *Which of the following comes closest to describing how you usually feel or act?*

A) *I seek for dynamism and diversity.* (62%)

B) *I seek for calm where I engross in my work.* (38%)

As social people, extroverts are, in almost all occasions, the initiator of the speeches. The introverts, however, wait others to tell them something thus a conversation will occur. Question 13 is included for this purpose. 76% of the students stated that it takes not much time to get to know them while the 24% stated vice-versa. As stated previously, the extroverts do not like studying by themselves; they require cooperating with others. The introverts, on the other hand, prefer to work on their own than in groups. 58% of the students stated that they like group interactions and the other 42% stated that they prefer to work on their own. There is a need for language teachers to consider these results with caution since the rates are quite close to each other, and they should provide all of the students with the activities that are appropriate to their personalities.

The extroverts tend to act on the spur of the moment, not spending time thinking or making plans. The introverts, however, like to plan ahead because they do not trust the impulse of the moment. It is clear that the rates for question 14 is also very close to each other (53%-A). One other characteristic of the people with an extrovert personality is the tendency towards speaking to somebody rather than writing to him. The opposite of this situation is true with introverts. Such a preference of both types is also valid for the tests applied in the schools, that is, a student with an extrovert personality prefers oral tests while a student with an introvert personality prefers written tests. For question 15, 30% of the students stated that they prefer oral tests, and the other 70% stated that they prefer written tests. The difference seems to be big in between and the language teachers should also consider this factor.

Item 15: *I consider myself;*

A) *to be more of a spontaneous person*

B) *to be more of an organized person*

Question 16 measures the same characteristic of the personality types with the previous question. What is different here is that the concern is not only the preferences of the students toward the exams, but also toward the classroom environment in general. The results show that the huge difference in the rates of question 15 seems to have decreased in this question to 51% level for students choosing A, and the rest 49% B in case of the preference of oral tests versus written tests. Another question (17) attempted to figure out the preferences of the students toward the kind of classroom interaction. 42% stated that they prefer studying in groups; while 58% answered that they like one teacher-one student classes.

As it is stated several times throughout the previous questions, extroverts are social people and they are good at initiating conversations. They are talkative, so, they need people to talk to. Introverts, on the other hand, are quiet people and they need to be provoked to speaking. When we consider this in terms of a classroom environment, a teacher should not ignore the quiet students assuming that they do not know the answer; instead they should provoke such students to take part actively in classroom activities.

Item 18: *Which of the following comes closest to describing how you usually feel or act?*

A) *I prefer group classes which include student interaction. (42%)*

B) *I prefer 1 teacher - 1 student classes. (58%)*

77% of the students chose A and the rest 23% B for question 19. Although the rate of those who stated that they need to be provoked to speaking is a small one, the teacher should do his best to help these students.

Item 19: *Which of the following comes closest to describing how you usually feel or act?*

A) *I often must restrain myself from speaking to let other people speak.*

B) *I need to be provoked to speaking.*

As it is stated before, it is easy to get to know extrovert people since they can easily share information about themselves with others in contrast to the introverts who do not speak no matter what the issue is. For question 20, 79% of the students stated that they can easily talk about themselves with others while the 21% of them stated vice-versa.

The extroverts like to act on the spur of the moment, as stated earlier; they do not plan things ahead; the introverts, however, plan ahead and want to know what they will be doing when the time comes. The awareness of this characteristic will help teachers in giving time to their students, because the time the students need differs from each other. One fifth of 100 students stated in question 21 that they prefer to know ahead of time what they will be doing in most days while 80% of them answered that they do not want to plan things ahead.

Question 22 aims to figure out resembles to that of the previous one. An extrovert craves excitement and often sticks his neck out; he likes last-minute events. An introvert, on the other hand, tends to take step within the compass of a plan. 40% of the students stated that they like emergency that makes them work against time. 60% of the students stated that they do not like working under pressure.

The typical extrovert is sociable; he likes parties and such occasions where he meets lots of people. The typical introvert, however, fond of books rather than people; he tends to be alone most of the time because this gives him energy. For question 23, 83% of the students stated that they like such environments, which shows that they feel happy around other people while the rest 17% stated that they give importance to privacy, that is, they do not feel comfortable around other people.

The extroverts are those who have good relationships with others; they are sociable and talkative, while the introverts are retiring sort of people; they do not like speaking if they are not provoked by others. Three fourths of the students chose A, and the other one fourths (25%) chose B for question 24.

Item 24: *Which of the following comes closest to describing how you usually feel or act?*

A) *I am usually a 'good mixer'*

B) *I am usually quiet and reserved.*

Question 25 shows one of the differences between introverts and extroverts in work styles. As stated in the question, an extrovert can concentrate not only on his work but also on what is going around. This is possibly because of the fact that a person with an extrovert personality cannot concentrate on something for a long time, instead he looks for diversity. An introvert, on the other hand does not pay attention to what is going on and concentrate on his work. 64% of the students stated that they can concentrate on both their work and what is going around them while 36% explained that the work itself matters much more for them.

In question 26, the concern is if the students are spontaneous or organized when they have something to do. 48% of the students stated that they do not like to make plans; rather they want to find out the necessities of that job as they go along. The remaining 52% answered that they prefer to organise their job before they start. Question 27 also measures the participants' preference toward socializing or being alone. 78% of the students stated that they like to be with other people while the remaining 22% stated vice-versa. As stated earlier, the extroverts find it difficult to concentrate on the same thing for a long time and it is easy for them to concentrate on both their work and what is going on. What the introverts need is a quiet environment. What is going around does not interest them. Contrary to other question that measures the same thing, here the rate of A has lower while the rate of B is higher. That is, 44% of the students stated that they look for inspiration outside themselves to be able to do a job while the other 56% stated that they do not pay attention to other things except for their work.

Another question (29) emphasizes the talkativeness of an extrovert person versus reserved attitude of an introvert person. The result an interesting one: 50% of the students chose A stating that they usually introduce other when the time comes, while another 50% stated that they prefer to be introduced by others. The typical extroverts are talkative and they usually show their energy or enthusiasm when they communicate with others. The typical introverts are, on the other hand, retiring sort of people and can usually not show their energy or enthusiasm if they speak to someone whom they do not know well. For question 30, 69% of the students stated that they can easily communicate and also show their energies while communicating. The remaining 31% stated that only when they speak to someone whom they know well can they show their energy.

This question is about the decision-making process of both types; the extroverts like open discussions and they prefer to talk the issue with others when they have a decision to make. The introverts, however, are more to the point if they think the decision through on their own. 47% of the students stated that in the process of decision making, they prefer to talk it over with others while the remaining 53% answered that they prefer to make a decision on their own. As a result of the test, this is the only question that shows a relationship between the students' personalities and their language learning success ($p=0.014$, ' $p> 0.05$ ').

Item 31: *When I have a decision to make;*

A) *I like to talk it over with other people. (47%)*

B) *I like to think it through on my own. (53%)*

Because the extroverts are full of energy and enthusiasm especially when they are with other people, to speak lots of people at the same time is a source of happiness and energy for them. The introverts, however, prefer to talk to one person at a time since they do not like being in the centre of attention. 61% of the students stated in question 32 that it does not matter for them to speak either one or many people. 39% of the students, however, stated that they feel more comfortable in case they speak only one person at a time. The typical extroverts enjoy emergency that makes them work against time. The typical introverts, on the other hand, need time and space to complete the tasks; they get stressed when they have to work under pressure. Again an interesting result occurs here in question 33: 50% of the students chose A by stating that they prefer their work to proceed quickly while the other 50% declared that they need enough time and space to complete a task, otherwise they feel disturbed.

The people with extrovert personality do not spend time thinking before they speak; instead, they speak and think. The introvert people, however, think carefully before speaking since they are quite cautious in speaking as well as all the other cases. For question 34, 29% of the students stated that they first speak and think while the remaining 71% stated vice-versa. This question also aims at measuring the distinction between sociability and reservedness of the participants. 74% of the students stated in question 35 that other people think of them as lively and outgoing while the remaining 26% declared that they are seen as calm and reserved. The extroverts do not like making mistakes and this makes them try different methods to solve the problems. The introverts, on the other hand, need a relaxed atmosphere to concentrate and thus solving the problems. For question 36, 74% of the students stated that they need different methods to solve tasks while the remaining 26% stated that what they need to solve tasks is a relaxed atmosphere to be able to calm to concentrate. Extroverts tend to cooperate with

others, discussing their ideas with other people, help them by coming up with creative ideas. Introverts, however, prefer to be alone to come up with different ideas and solutions because they need a relaxed environment to calm and think. For question 37, 66% of the students stated that group discussion appeals to them while the remaining 34% stated that they need to be alone to be able to come up with ideas.

As stated throughout the previous questions, extroverts like the things that make them work against time; they crave excitement and tend to act on the spur of the moment. Introverts, on the other hand, are organised people; they tend to plan things ahead thus they won't work under pressure. 62% of the students chose A for question 38 by stating that they like last-minute events while the rest 38% stated that they prefer to act according to their plans. Since extroverts are not afraid of making mistakes they do not spend time thinking before making a judgment. Introverts, however, need to be sure before making a judgment or expressing an opinion and so on. The results of question 39 are quite close to each other. 51% of the students chose A while the other 49% chose B. As stated earlier, extroverts are social people and they get energised around other people, so they do not miss such occasions. Introverts, on the other hand, find the energy inside themselves and prefer to be alone; to be away from such environments. Finally, for question 40, 70% of the students stated that they enjoy social gatherings where they can meet lots of people while the remaining 30% of them answered that they prefer to have time to themselves.

4. CONCLUSION

Due to the common belief among the practitioners that an understanding of personality type can help teachers explain why students approach tasks differently; some are successful while some fail to participate in classroom activities, the main objective of this study was to investigate the relationship, if any, between learner personality type and his success in language learning. It was also aimed at this study to discover the relationship between the students' successes and their personality type: extroversion vs. introversion. 40-item questionnaire was conducted with 100 intermediate level prep students studying at Karadeniz Technical University. The questionnaire that was applied to participants was Myers-Briggs Type Indicator, a reliable inventory in identifying personality types. In fact, the questionnaire includes 93 items; however, only 40 questions were included in the questionnaire for this study, since the main focus was on the extroversion/introversion dimension of personality. The quantitative data which were obtained through questionnaires were entered into the computer and SPSS 16.0 package was used to perform statistical procedures. The questionnaire data were analysed using descriptive statistical techniques such as frequencies and percentages. For further analysis, a descriptive technique known as the Chi-Square test was used.

This study intended to investigate the relationship, if any, between the learner personality type and his success in foreign language learning. Personality is one of the most important factors that have an influence on foreign language learning. Extroversion and introversion are two out of four pairs of personality types which have a prior importance in language learning studies. There are differences between these types in terms of the activities they enjoy, the teaching methods they require and so on. In this case, it can be claimed that not all skills appeal on the same level to both extroverts and introverts at the same time, that is, the skills at which the extroverts are better at are not same as the ones the introverts are.

As to the answers to the research questions, the findings reported in the previous section indicate that there is not a statistically significant relationship between non-native students' personalities and their foreign language achievement; accordingly, it seems that both of the personality types have their own benefits to some extent so that it is not possible to make a comparison by considering the general language proficiency of the EFL learners. Instead, language skills should be examined separately as in the previous studies.

It can be argued that one limitation with such studies may be that the students' cumulative scores they got from the four skills; reading, writing, speaking and listening are taken as an index of their success in learning a foreign language. As it is stated earlier in the study, the students with an extrovert personality are good at speaking and listening while the students are with an introvert personality are

more successful in writing and reading. To use the cumulative scores of these four skills as an indicator of success in language learning did not work because the scores equalised each other. For example; speaking and listening grades of an extrovert student pushed up his reading and writing grades. The vice-versa was also experienced in the introvert students' grades. To prevent such equalisation, the writer should have used independent variables such as writing course grades or speaking course grades which are the courses in which the introverts and extroverts are more successful respectively. Finally, they should not be contented with only one type of data collection instruments instead they should use a variety of instruments that investigate the personality from different dimensions.

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APPENDIX

Myers-Briggs Type Indicator (MBTI) questionnaire:

	A	B
<p>1. In classroom discussions; A. It is me who speaks most of the time. B. I speak only when necessary. Other:</p>		
<p>2. When we are to do a project as a homework; A. I do it better with a group through discussing my opinions. B. I do it better on my own. Other:</p>		
<p>3. At the beginning of the school term; A. I tend to speak first with others. B. I wait till someone speaks to me. Other:</p>		
<p>4. When the teacher asks a question; A. I want to answer it quickly. B. I want to answer it when I know it for certain. Other:</p>		
<p>5. When I am not in my mood; A. I prefer to be together with my friends. B. I prefer to be alone. Other:</p>		
<p>6. Which of the following does correspond you best? A. I am a social person. B. I am a retiring sort of person. Other:</p>		
<p>7. Which of the following does correspond you best? A. I am an expressive person. B. I am a reserved person. Other:</p>		
<p>8. Which of the following does correspond you best? A. I feel lively and energetic around other people. B. Since I feel tired around other people, I prefer to be away from such an environment. Other:</p>		
<p>9. Which of the following does correspond you best? A. I use trial and error method effectively. B. Before trying anything, I prefer to understand it thoroughly. Other:</p>		
<p>10. Which of the following does correspond you best? A. I make up my mind quickly and answer the questions. B. I think broadly before answering the questions or expressing an opinion. Other:</p>		
<p>11. Which of the following does correspond you best? A. I am usually a talkative person. B. I am usually a quiet person. Other:</p>		
<p>12. Which of the following does correspond you best? A. I seek for dynamism and diversity. B. I seek for calm where I engross in my work Other:</p>		
<p>13. People think that; A. I am easy to get to know. B. I am hard to get to know. Other:</p>		

<p>14. In classroom environment; A. I prefer group interaction. B. I prefer working by myself. Other:</p>		
<p>15. I consider myself; A. to be more of a spontaneous person B. to be more of an organized person Other:</p>		
<p>16. Which of the following does correspond you best? A. I prefer oral tests. B. I prefer written tests. Other:</p>		
<p>17. In classroom environment; A. I prefer speaking to writing to somebody. B. I prefer writing to somebody to speaking. Other:</p>		
<p>18. Which of the following does correspond you best? A. I prefer group classes which include student interaction. B. I prefer 1 teacher - 1 student classes. Other:</p>		
<p>19. Which of the following does correspond you best? A. I often must restrain myself from speaking to let other people speak. B. I need to be provoked to speaking. Other:</p>		
<p>20 Which of the following does correspond you best? A. I easily share information about myself with others. B. I do not like sharing information about myself with others. Other:</p>		
<p>21. In planning a trip; A. I want to do whatever I feel like that day. B. I want to know ahead of time what I'll be doing most days. Other:</p>		
<p>22. In my daily work; A. I rather enjoy an emergency that makes me work against time. B. I usually plan my work so I won't need to work under pressure. Other:</p>		
<p>23. At parties (or any other gatherings); A. I always have fun. B. I sometimes get bored. Other:</p>		
<p>24. Which of the following does correspond you best? A. I am usually a 'good mixer' B. I am usually rather quiet and reserved Other:</p>		
<p>25. Which of the following does correspond you best? A. I can concentrate on both my work and what is going on around me. B. I concentrate more on the work itself than on the world around. Other:</p>		
<p>26. When I have a special job to do; A. I like to find out what is necessary as I go along. B. I like to organize it carefully before I start. Other:</p>		
<p>27. Which of the following does correspond you best? A.I usually prefer to mingle with people. B.I usually prefer to be alone.</p>		

Other:		
28. Which of the following does correspond you best? A. I look for inspiration outside myself. B. I engross in my work and I do not pay attention to other things. Other:		
29. In a large group; A.I more often introduce others. B.I more often get introduced. Other:		
30. When I communicate; A. I usually show my energy and enthusiasm. B. I usually do not show my energy unless I speak to somebody whom I know well. Other:		
31. When I have a decision to make; A. I like to talk it over with other people. B. I like to think it through on my own. Other:		
32. Which of the following does correspond you best? A. It is easy for me to talk to one person as well as to many people. B. I prefer to talk to one person. Other:		
33. Which of the following does correspond you best? A. I am bored when my work proceeds slowly and monotonous. B. I am irritated when I am disturbed and hurried. Other:		
34. Which of the following does correspond you best? A. I tend to speak before I think. B. I tend to think before I speak. Other:		
35. People view me; A. as lively and outgoing. B. as calm and reserved. Other:		
36. Which of the following does correspond you best? A. I seek for different methods to solve tasks. B. I seek for calm to concentrate. Other:		
37. Which of the following does correspond you best? A. I come up with different ideas during discussions. B. I come up with ideas while I am alone. Other:		
38. Which of the following does correspond you best? A. I prefer to do things on the spur of the moment. B. I prefer to do things according to my plans. Other:		
39. Which of the following does correspond you best? A. I usually make snap judgments B. I usually delay making judgements Other:		
40. Which of the following does correspond you best? A. I enjoy social gatherings where I can meet lots of new people. B. I enjoy being home alone and having time to myself. Other:		