RELATIONS BETWEEN PERSONALITY TRAITS, LANGUAGE LEARNING STYLES AND SUCCESS IN FOREIGN LANGUAGE ACHIEVEMENT

YABANCI DİL ÖĞRENİMİNDE KİŞİLİK ÖZELLİKLERİ, DİL ÖĞRENME STİLLERİ VE BAŞARI ARASINDAKİ BAĞLANTI

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ABSTRACT: The purpose of this paper is to show that the reflections of different personality types can be observed in students' developing different learning styles for themselves. It is hypothesized that personality may be a dominant factor in achieving the educational goals through several learning styles in foreign language achievement. To clarify this relationship; Maudsley's 'Personality' and Barsch's 'Learning Styles' inventories were distributed to Bilkent University Freshman students studying at the Faculty of Engineering, Science, Economics, Fine Arts, and Humanities & Letters, who received the English 101 course in their first year at the university. The results were evaluated statistically and the findings showed that there is not a statistically strong, but a low relationship between the personality traits of the learner, the way he/she establishes the learning styles and reflects these characteristics into success while learning a foreign language.

Keywords: personality, introvert, extrovert, learning styles.

ÖZET: Bu çalışmanın amacı, öğrencilerin değişik kişilik özelliklerinin farklı öğrenme stilleri geliştirmelerine yardımcı olduğunu ortaya çıkarmaktır. Bu tez, kişiliğin, yabancı dil öğrenirken, eğitim – öğretim stillerinin seçilmesinde belirleyici bir faktör olduğunu ortaya koymayı amaçlamıştır. Bu bağlantıyı ortaya çıkarabilmek için, Bilkent Üniversitesi, birinci sınıfların aldığı Akademik İngilizce Programında, İngilizce 101 dersini tamamlamış, Mühendislik, Fen, İşletme, Güzel Sanatlar, İnsani Bilimler ve Edebiyat Fakültelerinde okuyan öğrencilere, Maudsley'in Kişilik Testi ve Barsch'ın Öğrenme Stilleri anketleri dağıtılmış ve sonuçlar istatistiksel olarak değerlendirilmiştir. Çalışma sonuçları, yabancı dil öğrenen bir öğrencinin kişilik özelliklerine bağlı olarak farklı öğrenme stilleri geliştirdiğini ve buna bağlı olarak başarının da farklılık gösterdiğini, ancak, bunların arasında istatistiksel olarak güçlü degil, sanılanın aksine zayıf bir bağlantı olduğunu ortaya koymuştur.

Anahtar Sözcükler: kişilik, içedönük, dışadönük, öğrenme stilleri.

1. INTRODUCTION

One of the primary objectives in foreign language learning and teaching today is certainly learning more about the students and increasing the awareness in personal differences in the language classroom. In the history of language teaching, there used to be a hot debate about which methods the teachers need to apply to the teaching-learning process. However, in modern language teaching today, relating individually with the students on academic basis and trying to learn more about the student profile provides further advantages for the language learner and the teacher to meet the program goals and objectives. Here, the personality of the student appears to be in the core of the issue. According to Cook (1993) "there are three reasons for being interested in personality. They are; first, to gain scientific understanding, second, to access people and next, to change people" (p.3). For Cook, the first one is theoretical while the second and the third ones are applicable.

In order to develop strategies for learning and teaching purposes, personality should be studied by the language teachers to provide a more fruitful learning and teaching environment both for himself and the learners, because there is a close connection between the personality of the student, the style and the strategy that the student develops in order to learn and the success (academic performance) achieved from a particular course at the end of the semester. Since 1990s, there has been a growing interest on how personality correlates to the academic performance. An individual's personality can have an effect on to what extent he is able to achieve information (Murray and Mount, 1996).

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Moreover, Chamorro-Premuzic & Furnham (2003) conducted a study to investigate the relationship between personality traits and academic performance in three longitudinal studies of two British university samples. Additionally, indicators such as attendance, tutorials, etc. were also studied in relation with the personality traits. The results showed that personality is significantly related to the academic performance.

There are also other studies to indicate the relationship between personality traits, learning styles and success. Biggs, in his two studies in 1987 and 1993, put forward six learning styles and grouped them in three different approaches in studying as; surface, deep and achieving. Each approach of Biggs included a motivational effect and a related study strategy for the individual. The results of his study showed that identification of the learning approaches is useful for identifying the learning styles of the individual in particular learning environments such as; the classrooms, labs, virtual environments, field trips, etc. Perhaps, the classroom is the most common setting which makes practices, observations and experiments available and the results more accurate for students, teachers and researchers. As Widdowson (1990) further states:

> "The classroom provides the context for the enactment of these roles: but the classroom should not just be perceived as physical surroundings but also conceived as social space. The difference is important and can be marked by a terminological distinction: setting for the physical context, scene for socio-psychological one" (p.182).

As Widdowson mentioned, the language classroom should not only be considered in its physical concept, but with its social value as well. On the other hand, considering the personality traits parallel with the number of students there will be many different learning styles since the instructor does not have one student or more students sharing the same characteristic features in a language classroom. On the other hand, the teaching methods may also vary. Some teachers lecture, some are authoritative, others demonstrate or discuss, but it is obvious that a student's ability to learn in the classroom depends not only on his prior preparation but more on his characteristic approach to learning. As Felder and Henriques (1995) state, "Students learn in many ways, by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorising and visualising" (p.21). When Felder's statement is carefully studied it is possible to group learning styles. These groups can also be named as patterns that give way to language learning behaviour. In other words, learning styles are the general approaches to learning a particular item. The message is; no learner can be the same because of different individual characteristics. Therefore, "Learning styles are the mental processes and instrumental settings a student uses most effectively while learning." (More, 1993)

Briefly put, there are several reasons for the language teachers to understand the logic of studying the learning styles. "Everyone has a learning style. Our style of learning, if accommodated, can result in improved attitudes toward learning and an increase in productivity, academic achievement, and creativity" (Griggs, 1991). As an addition to Griggs' ideas, the teachers should develop their own teaching styles and strategies in a way to meet the various needs of the learners. This also gives the language teacher a chance to better understand his strengths and weaknesses in the teaching profession. ". . . in order to provide effective, sensitive instruction, teachers of L2 need to learn to identify and understand their students' significant individual differences" (Carrell, 1996). Premuzic, Furnham and Lewis (2006) studied the correlation between peroality traits and learning approaches of 221 British medical students who completed the NEO-FFI personality inventory. The results showed that personality and learning approaches are distinct but related and can account for students' teaching preferences, as teaching affect the way the students learn and their academic performance. Naturally, developing strategies in relation with approaches to learning styles and adapting teaching styles to learners' interests can result in the development of a more humanistic approach to teaching for the language teacher. In this respect, the teacher himself should be a model for the student by consciously choosing methods and assignments that encourage and support individual learning styles. All in all, the teacher has to be aware of the fact that much learning occurs during student-student or with the teacher.

1.1. Statement of the Problem

The purpose of this research is to investigate the relationship between students' personality traits (introversion-extroversion) and how students having different personality traits use different learning styles for foreign language achievement at the university level. Simply put, the introverts are the people who are motivated by their inner worlds. Their achievement is based on a quiet learning environment where they would have the chance to think and work alone. Yet, an extrovert is a person who has a tendency to focus on the outer world of people and events. They are social and outgoing (Wenden and Rubin, 1967). This research aims to present which learning styles these two personality traits use in for foreign language achievement and to show whether there is a meaningful relationship between the personality traits and the learning styles in foreign language achievement for the students studying English at the university at freshman level.

1.2. Purpose of the Study

This study primarily concentrates on establishing the relationship between personality (introversion-extroversion) and foreign language learning. This study aims to show that the reflections of different personality types can be observed in students' developing appropriate learning styles for themselves. Thus, personality seems to be a dominant factor in achieving the educational goals for the students learning a foreign language. That is to say, these traced personality characteristics can also be an indication of which learning styles these learners can improve and to what extent they can provide success in foreign language achievement. To scientifically and statistically clarify this, first of all Eysenck's Personality inventory was distributed to students who completed their First Year English 101 course in Fall semester at Bilkent University, Faculty Academic English Program (known as the Freshman Unit). The same students also answered Barsch's Learning Style Inventory. Depending on the results of these questionnaires, the success of the students in relation to their English 101 course was taken into account.

1.3. Research Questions

In this study the following hypothesised issues are going to be investigated:
1. Are there relations between personality and foreign language achievement in non-native students of the English language?
2. To what extent personality of the individual and foreign language achievement are related to each other?
3. Is there a statistically significant relationship between introversion/extroversion and foreign language achievement?
4. Are there specific learning styles used by introverts/extroverts in learning a foreign language?
5. Is there a statistically meaningful relationship between the learning styles styles employed by introverts/extroverts in foreign language education?

2. METHOD

2.1. Participants

The study was conducted among 102 freshman students studying Engineering, Fine arts, Business Administration, Economics, Education and Humanities and Letters at Bilkent University where the medium of instruction is English. The students' range of age is between 18 to 23. All the subjects received a one-year intensive EFL Program (at Prepatory School) before starting their first year in their departments. The students also received English 101 in Fall semester and English 102 in Spring.

2.2. The EFL Program

The students at Bilkent University receive Eng.101 and Eng.102 from the First Year English Program which is a unit within Bilkent University, School of English Language. The First Year English Program at Bilkent University provides foreign language achievement in Content Based Instruction (CBI)

2.3. Instruments

In order to collect data regarding the purpose of this study, the following inventories were used:

2.3.1. Maudsley Personality Inventory

The Maudsley Personality inventory was originally created by Eysenck. It is widely used for such scientific studies to measure extroversion and introversion. The validity and credibility of this inventory was firstly supported by Topçu (1976) in a scientific research and applied to a recent research by Sarıçoban in his PhD dissertation in 1994. The Mudsley personality inventory was originally developed by Eysenck. The Inventory was translated into Turkish by Topçu in 1992. The inventory was tested on 1092 subjects. 566 of them were males and 526 were females. As a result, the internal consistency reliability (the alpha coefficient) was found as 0.96. The items on the inventory were listed in a Yes/No form. A 'Yes' was counted as '1' and a 'No' as '0'. The highest score was counted as 16. The subjects who scored between 10 -16 were counted as extrovert, the subjects who scored between 1 and 6 were counted as introvert and the remaining 7 - 9 were accepted as middle (ambivert).

2.3.2. Jeffrey Barsch Learning Styles Inventory

The Barsch Learning Style Inventory aims to find out whether the individual is a visual, auditory, or kinaesthetic. The validity and credibility of this inventory was tested by Doyran (2000) in a scientific research and was applied to a recent research in his Ph.D. dissertation. Before Doyran tested the instrument, he had received the students' feedback in its Turkish version. Next, he distributed the instrument to his 5 classes having 89 students. The overall coefficient of this inventorty was found to be 0.44. The researcher distributed the questionnaire in the last week of classes. He thought that the students might not take this activity seriously and decided to reapply the same inventory with his other questionnaires to 27 classes having 341 students. This time, the overall alpha internal consistency of this inventory was founded as 0.65. The Barsch scoring procedure is; on the inventory, the questions 2,3,7,10,14,16,20,22 test the visual preference, the questions, 1,5,8,11,13,18,21,24 test the auditory preference, and the questions 4,6,9,12,15,17,19,23 test the kinaesthetic preference of the language learner. According to the learner's choice the value of each question is scored as; Almost Always 4 pts., Usually 3 pts., Sometimes 2 pts., Seldom 1 pt., and Almost Never 0 points.

2.4. Definition of Variables

The variables used in this study are as follows:

Faculty (Group): Economics Group, Engineering Group, Fine Arts Group, Humanities and Letters Group, Science Group.
Success: (the success of the students were classified in three groups) Unsuccessful (D+, D, D-, F), Successful (A, A-, B+, B), Satisfactory (B-, C+, C, C-).
Personality: Extrovert Personality (between the values: 14-24), Both Introvert & Extrovert (Ambivert) (between the values: 12-13), Introvert Personality (between the values: 0-11).

Language Learning Styles: Visual Learning Style, Auditory Learning Style, Tactile Learning Style, Both Visual and Auditory Learning Styles (equal proportion), Both Visual and Tactile Learning Styles (equal proportion), Visual, Auditory and Tactile Learning Styles (equal proportion).

2.5. Data Analysis

1. To relate the outcomes with foreign language achievement of the subjects, the Grade Breakdown and the letter grade the subjects received from English at the end of 2002-2003 Academic Year, Fall Semester, in accordance with the regulations of the detailed goals and criteria given in sections 2.3.1. and 2.3.2. are taken into account to determine the success of the students.
2. Microsoft Excel and SPSS v.11.5 were used for statistical calculations and graphical analysis of the data.
3. In this research, the Chi-square tests were not used since the alpha coefficient of each questionnaire has already been tested in different institutions to Turkish students by different researchers and their validity for research were tested through statistical methods. (see.2.3.1., 2.3.2)
4. In order to clarify whether there was a statistically significant relationship between the personality traits (introversion-extroversion) and success in foreign language achievement, T-tests were applied to extroverts and introverts in a contrastive manner to find out the statistical relationship between their personality traits and learning styles which would lead to success in foreign language education (success in their 101 course the students received in Fall semester.) T-test was not applied to ambiverts since this personality trait is a mixture of introversion and extroversion and would not give an accurate data. (It is also assumed that the behavioral changes in ambiverts are so frequent that their learning styles could vary under different circumstances. However, the percentage study for ambiverts was calculated to see their learning styles and success in foreign language learning.

3. RESULTS and DISCUSSION

3.1. Results According to Faculty

3.1.1. Results According to Personality Traits Variable

45% of the Art, Design & Architecture students were found Introvert. 28% Humanities and Letters, 21% Economics, 17% Engineering and 1% Science students are sharing the Introvert characteristics. Most extroverts were in the faculty of Science (50%), in Engineering (38%) and in Humanities (33%). Lastly ambiverts were found in higher proportions; 58% Economics, 45% Engineering, Humanities and Science 39% and 35% Faculty of Arts.

3.1.2. Results According to Learning Styles Variable

Visual students are higher in proportion when compared with the other learning styles. 66% Science, %46 Engineering, 45% Economics, 37% Arts and 33% Humanities students are Visual. Yet, 50% of Humanities, 37% Arts, 33% Engineering, 25% Economics and 6% Science share Auditory characteristics. The Tactile, Visual+Auditory, Visual+Tactile, Visual+Auditory+Tactile share lower percentages.

3.1.3. Results According to Success Variable

It was found that most of the students were successful and satisfactory. Not many students are unsuccessful. For instance; 83% of Science, 50% Engineering, 28% Humanities, 21% Economics and 10% Arts students are successful. Moreover, 52% of Arts, 50% Engineering, 46% Economics, 44% Humanities and 17% Science students were found satisfactory. Yet the most unsuccessful group was

Art, Design and Architecture (38%), Economics (33%) and Humanities (28%). No Engineering and Science students were unsuccessful at all.

3.2. Results According to Personality Traits

3.2.1. Results According to Faculty Variable

Most of the introverts in this research were found in Fine Arts (36%), Humanities and Letters Faculties (20%) and in Engineering (16%). Just a few are in Science Faculty. On the other hand, most of the extroverts are in Econ (30%) and in Engineering (23%) Faculties. The rest share similar percentages around 15%.

3.2.2. Results According to Learning Styles Variable

Of the Introvert students who participated in this research, most are first visual, next auditory learners. 41% of the extroverts is first visual, 28% is auditory and 19% is tactile. Almost 80% of the Ambiverts is shared between visual and auditory learners.

3.2.3. Results According to Success Variable

The extrovert, ambivert and introvert success rates are close to each other (40-45%). Just few of the 3 personality types are unsuccessful. *It is hard to say that extroverts or the introverts have superiority over the other.*

3.3. Results According to Learning Styles

3.3.1. Results According to Faculty Variable

In Econ, most of the learners are visual and auditory learners. In Engineering Faculty the spectrum is wider. 23% visual, 25% auditory, 22% tactile, but none can use the visual and auditory style at the same time. In Fine Arts, mostly the auditory style is used. It is interesting to note that just 17% of the Fine arts students use the visual style in learning 21% are tactile and 17% can use the visual and tactile style together. In the Faculty of Humanities and Letters, as expected - because of their text based courses - most are auditory, visual and visual+tactile. In Science Faculty, most are visual and tactile learners. 33% can also use both styles (visual+tactile) at the same time in their learning process.

3.3.2. Results According to Personality Traits

Most of the Introverts in this research are using the visual style. 19% of them are auditory, 14% are tactile and 17% can use the visual and the tactile style together. Hence, most of the extroverts are have a tendency to use visual+tactile styles (50%) in combination with each other and the next are auditory (40%). Most of the ambiverts can use the visual + tactile style (75%) together and 65% are also tactile learners.

3.3.3. Results According to Success Variable

The visual style students (46%) are more successful in the learning process, next the auditory style students (43%) come. In terms of success, a combination of visual + tactile students is a great majority (60%). The students using the tactile style are mostly the satisfactory learners. The unsuccessful students are found mostly in the group who use both visual + auditory styles together. The percentage of the unsuccessful students in the visual group is 19%, in the auditory group 16% and in the tactile group.

3.4. Results According to Success

3.4.1. Results According to Faculty

The Science (35%), Engineering (11%) and Economics (27%) students are a lot more successful than Humanities and Fine Arts students (9%).

3.4.2. Results According to Personality Traits

The extrovert students (45%) in this research are more successful than the other two groups of learners. Next, are the ambiverts (31%), who share the features of both introvert and extrovert learners. Last are the introverts (24%). However, when the graphics are carefully considered, this gap is not big, but low in terms of success.

3.4.3. Results According to Learning Styles Variable

In terms of learning styles, the 'visual' learners (49%) are the most successful of all. Next are the 'auditory' learners (31%). The tactile learners (9%) may be included to this group. However, the students who use two or three strategies together are not successful at all or at least cannot use both strategies together. Again, the success does not show huge gaps when the graphics are taken into consideration.

3.5.   The Results of the Contrastive T-Test Analysis of Personality Traits (Introverts vs. Extroverts), Learning Styles and Success in Foreign Language Learning.

In this section of t-test analysis, the answer of whether there is a statistical strong relationship between learning styles and the success of the introvert and extrovert students in learning a foreign language will be examined through statistical methods.

3.5.1.   T-test for the Introvert and Extrovert Students Who Have the Visual Learning Styles

Table 1: 'T-test' to clarify whether there is a statistical significant difference between introvert vs. extrovert students in terms of success in foreign language learning who have the visual learning style

	t-test	significance
Equal Variances Assumed	*0,789*	*0,430*
Equal Variances not Assumed	*0,803*	*0,427*

When equal variances are assumed, the t-test value is 0,789 which is not significant at level. When it is assumed that the variances are not equal the test value gets 0,803 which is also not significant. These values show that the difference between the means of the two groups is not statistically significant, so there is no significant difference between the success of the introvert and extrovert students who have the visual learning style.

3.5.2.   T-test for the Introvert and Extrovert Students Who Have the Auditory Learning Style

Table 2: 'T-test' to clarify whether there is a statistical significant difference between introvert vs. extrovert students in terms of success in foreign language learning who have the auditory learning style

	t-test	significance
Equal Variances Assumed	*0,215*	*0,832*
Equal Variances not Assumed	*0,210*	*0,839*

When equal variances are assumed, the t-test value is 0,215 which is not significant at level. When it is assumed that the variances are not equal the test value gets 0,210 which is also not significant at level. These values show that the difference between the means of the two groups is not statistically significant, so there is no significant difference between the success of the introvert and extrovert students who have the auditory learning style.

3.5.3. T-Test for the Introvert and Extrovert Students Who Have the Tactile Learning Style

Table 3: 'T-test' to clarify whether there is a statistical significant difference between introvert vs. extrovert students in terms of success in foreign language learning who have the tactile learning style

	t-test	significance
Equal Variances Assumed	*-1,738*	*0,113*
Equal Variances not Assumed	*-2,143*	*0,177*

When equal variances are assumed, the t-test value is -1,738 which is not significant at level. When it is assumed that the variances are not equal the test value gets -2,143 which is also not significant at level. These values show that the difference between the means of the two groups is not statistically significant, so there is no significant difference between the success of the introvert and extrovert students who have the tactile learning style.

3.5.4. A Contrastive T-test for the Success of Introvert and Extrovert Students Who Have the Visual and Auditory Learning Styles

Table 4: A contrastive 'T-test' for the students who have the visual vs. auditory learning styles to clarify whether there is a statistical significant difference between introvert vs. extrovert students in terms of success in foreign language learning

	t-test	significance
Equal Variances Assumed	*0,810*	*0,421*
Equal Variances not Assumed	*0,844*	*0,402*

When equal variances are assumed, the t-test value is 0,810 which is not significant at level. When it is assumed that the variances are not equal the test value gets 0,844 which is also not significant at level. These values show that the difference between the means of the two groups is not statistically significant, so there is no significant difference between the success of the introvert and extrovert students who have the visual vs. auditory learning styles in terms of success in foreign language learning.

3.5.5. A Contrastive T-test for the Success of Introvert and Extrovert Students Who Have the Visual and Tactile Learning Styles

Table 5: A contrastive 'T-test' for the students who have the visual vs. tactile learning styles to clarify whether there is a statistical significant difference between introvert vs. extrovert students in terms of success in foreign language learning

	t-test	significance
Equal Variances Assumed	*-0,039*	*0,969*
Equal Variances not Assumed	*-0,047*	*0,963*

When equal variances are assumed, the t-test value is -0,039 which is not significant at level. When it is assumed that the variances are not equal the test value gets -0,047 which is also not significant at level. These values show that the difference between the means of the two groups is not statistically significant, so there is no significant difference between the success of the introvert and extrovert students who have the visual vs. tactile learning styles in terms of success in foreign language learning.

3.5.6. A Contrastive T-test for the Success of Introvert and Extrovert Students Who Have the Auditory and Tactile Learning Styles

Table 6: **A contrastive 'T-test' for the students who have the auditory vs. tactile learning styles to clarify whether there is a statistical significant difference between introvert vs. extrovert students in terms of success in foreign language learning**

	t-test	significance
Equal Variances Assumed	*-0,734*	*0,468*
Equal Variances not Assumed	*-0,781*	*0,442*

When equal variances are assumed, the t-test value is -0,734 which is not significant at level. When it is assumed that the variances are not equal the test value gets -0,781 which is also not significant at level. These values show that the difference between the means of the two groups is not statistically significant, so there is no significant difference between the success of the introvert and extrovert students who have the auditory vs. tactile learning styles in terms of success in foreign language learning.

3.5.7. Descriptive Statistics and Correlation Matrix to Clarify the Relationship Between Students' Personality Traits (Introversion–Extroversion) and Success in Foreign Language Learning

Table 7: Descriptive statistics for the students' success scores in English 101 course

	Number	Minimum	Maximum	Mean	Std. Deviation
Success Grades	72	1,00	12,00	7,9306	2,5747
Valid N (listwise)	72				

Table 8: The correlation matrix to test the relationship between students' personality (Introversion-Extroversion) and success in foreign language learning

		Mean	Std. Deviation	Number
Ext.-Int		2,958	5,665	72
Success Grades		7,930	2,5747	72
Correlations			***Ext-Int***	***Success Grades***
Ext-Int	*Pearson Correlation*	1,000	0,061
	Sig.(1-tailed)	,	0,306
Success Grades	*Pearson Correlation*	0,061	1,000
	Sig.(1-tailed)	0,306	,
R		0,061
R^2		0,004

In the tables above, descriptive statistics and under the title 'correlation' the matrix for students' personality types and success is given. It can be seen that there is a 0.061 relationship between the personality types (introversion-extroversion) and the students' success. When the end limits of this relation is considered as –1 and +1, it is clear to say that this relationship is almost close to 0 value and there is not a significant strong relationship. Also the value of R square is 0.04. Thus it can be said that the success of the student is almost independent of the personality type he/she (introvert-extrovert) has.

Table 9: 'T-test' for successful students to clarify the significant statistical difference between their personality traits in terms of introversion and extroversion.

	t-test	significance
Equal Variances Assumed	*1,357*	*0,185*
Equal Variances not Assumed	*1,423*	*0,168*

There are 72 introvert and extrovert students. 25 of them are introverts and 47 of them are extroverts. Of those students 32 of them are 'successful'. Among these successful students, 11 of them are introverts and 21 of them are extroverts. The results are as follows when the t-test was applies to two groups of successful students.

When equal variances assumed, the t-test value is 1,357 which is not significant at level. When it is assumed that the variances are not equal the test value gets 1,423 which is also not significant at level. These values show that the difference between the means of the two groups is not statistically significant so it can be said that there is no significant difference between the personality traits of the introvert and extrovert students who are successful.

4. CONCLUSION

The research conducted among five faculties at Bilkent University First Year Students showed that there is not a significant statistical relationship between the personality traits (introversion-extroversion) of the learners and in their foreign language achievement (English 101 course). To achieve success in foreign language education, the introverts and the extroverts have a tendency to employ different learning styles. When the statistical data in this research is considered carefully, it is possible to say that, considering the university first year students participated in this research, there is not a strong, but low statistical relationship between the personality traits; introversion-extroversion (ambiversion) and the learning styles that they employ in foreign language education. It is also proved that each personality group has different learning styles. However, though the tendencies are different, the success of these students did not show significant differences. Therefore, this study approves that learning styles of introverts and extroverts (ambiverts) do not make much difference to achieve success in foreign language education. Perhaps, the analysis according to Faculty, Personality traits, learning styles and success would provide language instructors valuable information about what the tendencies the students in each faculty has towards learning a foreign language, how they prefer to learn and the success rates reflecting their preferences.

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GENİŞLETİLMİŞ ÖZET

Günümüzde yabancı dil eğitimi ve öğretiminin en temel amaçlarından biri, öğrenciler hakkında daha fazla bilgiye sahip olmak ve öğrencilerin kişisel farklılıkların öğrenme sürecine doğrudan etki ettiği gerçeğinin farkında olmaktır. Dil öğretiminin tarihsel geçmişi göz önüne alındığında, belirli dil öğretim yöntemleri ile bir dili öğretmenin en temel amaç olduğu görülmektedir. Literatürde, hangi dil öğretim yönteminin sınıf içi uygulamalarda daha etkili olduğunu ortaya koymak amacı ile yapılmış sayısız bilimsel araştırma bulmak mümkündür. Ancak, günümüz modern dil öğretiminde, öğrencilerle akademik anlamda birebir ilgilenmek ve onların ilgi alanlarını belirlemek eğitim amaç ve hedeflerine ulaşmada eğitmenlere birçok avantaj sağlamaktadır. Bu bağlamda, öğrencinin kişilik yapısı, eğitimdeki kişi odaklı sorunlarının temelinde yer almaktadır. Bu nedenle, ileriye dönük eğitim ve öğretim amaçlı stratejiler geliştirilmek isteniyorsa, öğrencilerin kişilik özellikleri, dil öğretmenleri tarafından dikkatle ele alınmalıdır. Bir dil sınıfında öğrenci sayısının yaklaşık on beş-yirmi arasında olduğu varsayılacak olunursa, bireysel farklılıkların göz önünde bulundurulması, hem eğitmen için hem de daha etkin bir eğitim öğretim ortamı oluşturulması için daha verimli olacaktır.

Bu çalışma, öncelikle yabancı dil öğrenme ve kişilik ilişkisi (içe dönüklük-dışa dönüklük) arasındaki bağlantıyı irdelemeyi amaçlamaktadır. Çalışmanın bir diğer amacı da, farklı kişilik özelliklerinin öğrencilerde farklı öğrenme stilleri oluşturmada rol oynayıp oynamadığını ortaya koymaktır. Bir diğer deyişle, kişilik, öğrenme stilleri ve yabancı dil öğrenme başarısı arasında bir bağlantı olduğu öngörülmektedir. Ancak, bu bağlantının öğrencinin yabancı dil öğrenme başarısı üzerinde önemli bir rol oynayacak kadar etkin olup olmadığı bu araştırmanın belirlemek istediği bir diğer amaçtır.

Bu savı bilimsel ve istatistiksel olarak ortaya koyabilmek amacıyla, Eysenck'in Kişilik Envanteri, Bilkent Üniversitesi Güz yarıyılında İngilizce 101 dersini, İngiliz Dili Meslek Yüksekokulu, Fakülte Akademik İngilizce Geliştirme Birimi'nden alan (Birçok üniversitede İngilizce Servis Dersleri Bölümü / Birimi olarak da bilinir) toplam 102 öğrenciden oluşan bir profile dağıtılmıştır. Maudsley Kişilik envanteri ilk defa Eysenck tarafından geliştirilmiştir. Bu anket şu ana kadar birçok bilimsel çalışmada içe dönüklük ve dışa dönüklük özelliklerini belirlemek için kullanılmıştır. Bu envanterin güvenilirliği öncelikle S. Topçu tarafından 1976 yılında bilimsel bir araştırmada test edilmiş, daha sonra Arif Sarıçoban tarafından 1994 yılında doktora tezine uygulanmıştır. Envanter, Türkçeye Topçu tarafından 1992 yılında çevrilmiştir. Bu çalışmada envanter, 1092 denek üzerinde test edilmiştir. 566 denek erkek, 526 denek kadındır. Sonuç olarak, r=0,96 olarak bulunmuştur. Envanter öğeleri Evet / Hayır şeklinde listelenmiştir. Bir 'Evet' '1 olarak' sayılır ve bir' Hayır "0" olarak hesaplanır. En yüksek puan 16 olarak hesaplanmıştır. 10 -16 arasında alınan puanlar dışa dönük , 1-6 arasında hesaplanan puanlar içe dönük ve 7-9 arası ise hem içe dönük hem dışa dönük olarak kabul edilmiştir.

Aynı öğrenciler ayrıca Barsch Öğrenme Stilleri Envanterini yanıtlamışlardır. Barsch Öğrenme Stilleri Envanteri öğrencinin, işitsel, görsel ya da devinduyumsal olup olmadığını belirlemektedir. Bu envanterin güvenilirliği Feyza Doyran tarafından 2000 yılı Temmuz ayında bir bilimsel araştırmada kullanılmış ve daha sonra doktora tezinde kullanılmak üzere adapte edilmiştir. Doyran, bu anketin Türkçe sürümünü öğrencilere uygulamıştır. Uygulama, 5 sınıfta toplam 89 öğrenciyi kapsamıştır. Bu çalışma sonucunda r=0,44 olarak bulunmuştur. Araştırmacı, sınıfların son haftasında bu anketi dağıttığı için öğrencilerin bu faaliyeti dönem sonu itibariyle gerektiği gibi değerlendiremeyeceğini göz önüne alarak anketi daha sonra tekrar 27 sınıfta toplam 341 öğrenciye yeniden uygulamıştır. Bu sefer, r=0,65 olarak bulunmuştur. Barsch puanlama yönteminde 2., 3., 7., 10., 14., 16., 20., 22., sorular görsel tercihi; 1., 5., 8., 11., 13., 18., 21., 24., sorular işitsel tercihi ve 4., 6., 9., 12., 15., 17., 19., 23., sorular ise devinduyumsal tercihi belirlemek üzere planlanmıştır. Öğrenci seçimine göre her sorunun değeri şöyle hesaplanmıştır:

Neredeyse her zaman: 4 puan

Genellikle: 3 puan

Bazen: 2 puan

Nadiren: 1 puan

Neredeyse hiç: 0 puan

Bu anket sonuçlarına bağlı olarak, öğrencilerin İngilizce 101 dersindeki dönem sonu başarısı dikkate alınmıştır. Bilkent Üniversitesi öğrencileri İngilizce (Eng.) 101 ve İngilizce (Eng.) 102 derslerini, İngiliz Dili Meslek Yüksekokulu bünyesinde bulunan Fakülte Akademik İngilizce Geliştirme Biriminden, birinci sınıf Güz döneminde İngilizce 101 ve Bahar döneminde İngilizce 102 almaktadırlar. Bilkent Üniversitesi, Fakülte Akademik İngilizce Geliştirme Birimi, yabancı dil eğitimi ve öğretiminde, İçerik Odaklı Öğretim (CBI) modelini benimsemiştir.

Bilkent Üniversitesi bünyesinde beş ayrı fakültede okuyan toplam 102 öğrenci üzerinde gerçekleştirilen bu araştırma, öğrencilerin kişilik özellikleri (içe dönüklük-dışa dönüklük) ve yabancı dil başarısı (İngilizce 101 dersi için) arasında istatistiksel olarak anlamlı bir ilişki bulunmadığını ortaya koymuştur. Yabancı dil öğreniminde başarı elde etmek için, içe dönük ve dışa dönük öğrenciler farklı öğrenme stilleri geliştirmişlerdir. Bu araştırma sonucunda istatistiksel veriler dikkatle incelendiğinde, kişilik özellikleri (içe dönüklük - dışa dönüklük), yabancı dil öğrenme stilleri ve başarı arasında istatistiksel anlamda sanılanın aksine kuvvetli değil, zayıf bir bağlantı bulunduğu gerçeği ortaya çıkmıştır. Çalışma ayrıca her kişilik grubunun farklı öğrenme stilleri geliştirdiğini ortaya koymuştur. Her ne kadar bu eğilimler farklı olsa da, öğrenciler arasındaki başarı çok farklı çıkmamıştır. Bu nedenle, bu çalışma içe dönük ve dışa dönük kişilik özelliklerine sahip öğrencilerin geliştirdiği öğrenme stilleri ile yabancı dil öğreniminde gösterdikleri başarı arasında belirgin ve güçlü bir istatistiksel bağlantının olmadığını, sanılanın aksine zayıf bir bağlantının olduğunu ortaya çıkarmıştır. Sonuç olarak denebilir ki, öğrencilerin kişilik özelliklerine bağlı olarak geliştirdikleri öğrenme stilleri, yabancı dil öğrenimindeki başarı üzerinde belirleyici bir rol oynamamaktadır.