

CHAPTER – ONE

INTRODUCTION

The present study on "Teachers' Extrovert Nature and Students' Motivation in English Language Learning" consists of background of the study, statement of the problem, delimitation of the study, operational definition key terms, objectives of the study, research questions and significance of the study.

1.1 Background of the Study

Language is a means of communication through which we can exchange our ideas, thoughts and feeling. Language is species specific which is only possessed by human beings. It means human beings are gifted with the power of speech which other lacks it. Each speech community have their own language. Language gives us our identity too. We, human beings are gifted with power of speech because of which human civilization has developed so much; human being is distinguished from all other living creatures because of its possession of language. Among the different types of signals and symbols that can convey meaning, verbal signs known as 'words' are the basic means of human communication. The language use is often called identical, referential or propositional. Language is found in any form spoken or written. We all human beings use language to maintain social relationship. Language simply gives outlet to our emotions and express support and identity with others.

Language is something that is established in a society. Language is handed over generation to generation. So, it is social institution. Language is conservative by nature, means that is not changed rapidly. It is also regarded as a vehicle of human thoughts, ideas and feelings. The major function of language is to communicate; it is closely tied to men's feeling and religion, culture, society and individual. In this regard we can say, language is a means of social contact. Languages can be defined as a system of human communication. It means language helps us to share the human feelings and ideas. It is language that has made human beings the superior creatures

on this earth. There are varieties of language. As we all know that there are more than 3000 languages spoken in the world. Language is used differently by different people and in different places. We can find the difference between the language used by officer and the language used by driver. In the same way, there is difference between the languages used by educated child and street child.

Not only in the use of language, there is difference between the way of learning and teaching of each individual. That is known as individual difference. Mainly there are two types of personality, they are extrovert and introvert. Extroverts are dynamic. They can control the situation easily. Not only is that, extroverts are also forward and outstanding than any other. If the teacher is extrovert, the students become clever and talent. Extroverts are the character that can be seen by others. Not only in teaching but other fields also the extroverts are faster. They are social also. Extrovert is a person's possession or behavior that may be obtained by birth. It is genetically and can be developed after interacting with environment.

1.2 Statement of the Problem

English has got the global recognition in the recent days. It has been commonly practiced as a lingua franca by the world community. Due to this, teaching English language has been a core curriculum by the different countries in the world. Nepal also has included English language teaching as a compulsory as well as mandatory. However, while teaching English as a second language in Nepal various complications have been encountered. The concept referring to the personality of the teacher comes to the front in ELT. Personality is very important thing in the life of human beings. By seeing the personality we can know the status of any person. It is universally perceived that personality matters in teaching and learning languages. Teaching language depends on the personality of teacher what he or she possessed. Therefore, some teachers are accredited with the successful teaching other not. So, in my research I would like to state the following problems belonging to the personality in teaching ELT.

-) Whether the teachers should be introvert or extrovert
-) The kind of intimacy he/she must maintain.
-) As a second language instructor what sort of methodology does he/she have to apply?
-) Medium of expression

1.3 Objectives of the Study

This study had the following objectives:

- i. To find out the teachers' awareness about their extrovert quality
- ii. To find out the students' motivation in terms of teachers' extrovert nature at higher secondary level.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The quality of teacher depends much on his her personality. But the subject of personality does have no easy conclusion. Some teachers listen to the students much and speak less and vice versa. Both the qualities can't be fruitful for the student. Therefore, a teacher should be contextual. To examine the role of the teachers' personality in teaching English language the study will address the following research questions:

-) What are the qualities of English teachers?
-) How does teacher's extrovert personality affect in teaching English?
-) What is the importance of teachers' extrovert nature in language teaching and learning?
-) What are the students' views on their motivation in extrovert teachers' classroom?

1.5 Significance of the Study

Each and every research study is important for the institutions, scholars, professors, students and the researcher who are interested in the particular areas. This study reveals the qualities of teachers and the effect of teachers' extrovert nature in students' motivation. Similarly, it also displays the importance of extrovert nature in teachers for language teaching and learning. Since, the personality plays a significant role in teaching; a teacher should have the sound knowledge and the mastery over the subject matter to be successful in his or her profession. In Nepal, several studies have been done on the personality of teacher. There are two types of teachers either extrovert or introvert. It is hoped that, it contributes to all English language teachers and other persons directly or indirectly involved in the profession of teaching. It has great significance in the context. It is not only important for the professionals, novice teachers, researchers of this field, and the students of language classes In Nepal, English is taught as compulsory subject in all most all levels where the qualities of the teachers are always consulted. So, it will be the stimulus for the language teachers and people who are associated with the teaching field for their further research and professional development. It will throw the light on what the essential qualities of the teachers in language classes and their extrovert nature and its effects in learners' motivation. All in all, the significance of this study cannot be underestimated instead it will be beneficial for the professors, teachers, researchers and students who are related to English language teaching and learning.

1.6 Delimitations of the Study

The study was confined within the following limitations:

- i) The study was limited in 40 students studying in higher secondary level and 20 English language teachers teaching at same level selected from 20 schools of Kathmandu valley.
- ii) It was limited only to the personality factor of the teachers.

- iii) Under various personalities, only extrovert nature was focused. Such as talkative, confidence, feel joy being with other persons, like community activities, outgoing.
- iv) It was limited to the data elicited only through the questionnaire.

1.7 Operational Definitions of the Key Terms

Personality: Personality is a term often used in second language learning. It includes a number of personal traits like cool, warm, shy, frank, stable. Here personality mainly concerns with extrovert character of teachers.

Variable: Variables are obvious features which commonly produce different version of particular construction in learning. The variable in this study are teachers' extrovert nature and students' motivation in English language learning.

Extroversion: Extroversion is a personality division of a person which reflects the outspoken, frank and co-operative traits.

Introversion: Introversion is a kind of personality which denotes private, shy and auto directed persons.

Extrovert learner: Someone who seems happier with people than with book.

Introvert learner: Someone who is much happier with a book than with other people.

Field dependence: Field dependent individuals are typically extroverted, intrinsically motivated and influenced by peer groups and authority figures.

Learning style: It is the way of learning that the learners adopt in learning.

Field independence: Field independence individuals typically possess less effective social skills, are introverted, and intrinsically motivated.

These terms mainly concern on completing this research work regarding introvert personality of teachers and students' motivation in English language learning. Both

introversion and extroversion are significant personality traits of the teachers which play direct role in language teaching and learning. In comparison to the introvert learners, extrovert learners are field dependent which come under the discussion of this thesis.

CHAPTER – TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK OF RELATED LITERATURE

It includes review of the related theoretical literature, review of the empirical literature, implication of the review of the literature and conceptual framework.

2.1 Review of Related Theoretical Literature

In this section, I try to describe different topics such as individual difference, personality, extrovert, impact of extrovert nature in language teaching, use of different methods in teaching.

2.1.1 Individual Differences

As, we know that, two persons do not learn in the same way. Each and every person in this world is different. If there is no any similarity between two people than that is known as individual difference. Though the children are grown up in same environment, given same food, education, love and care, there's difference between them. There are different factors which play a vital role to determine individual difference. Different researchers have found that learners acquire and learn language in different way. Not only are these, but also the twins also different. There may be difference in their color, height, behaviour, learning style, memory power etc. in this world we can find none of the person same. There is some difference between them which is known as individual difference and is affected by heredity and environment. People have different personality, character and have so many aspects that cannot be similar in each and every aspect. It is said that, the persons with similar heredity reared in different environment are obviously different and behave differently.

According to Shahi (2007, p.5) “Children from different social classes learn different forms of personality with regard to family relationship, aggression and work and

acquired different codes of rights and wrong”. The trait of extroversion and introvert is a central measure of human personality.

2.1.2 Personality

The term personality is derived from Latin word ‘personal’ which means a mask worn by actors during a theatrical play. We can say that the mask indicates different roles in drama.

“Personality refers to that relatively stable and enduring aspect of the individual which distinguishes him from the other people and at the same time, from the basis of our prediction, concerning his future behavior.” Shahi (2007, p. 9)

Poudel (2010, p. 7) views, “The concept of personality refers to the consistency of behaviours. The consistency allows not only to recognize an individual by behavior but also to help to predict what he/she will do in a given situation”. Personality refers to a trait of an individual. It can be defined in terms of number of personal quality like extrovert/introvert, risk taking, empathy, shy/frank, cool/warm, neurotic/stable, inhibition, self-esteem, field dependence and field independence and so on.

According to Oxford Advance Learners’ Dictionary “Personality means the various aspects of person’s character that combines to make them different from other person”. There are many kinds of personality, overall the two fold distinctions are extrovert and introvert, which are considered as an important dichotomy.

Every individual is a unique person. Personality is the concept or construct that describes this uniqueness and totality of an individual as a social being.

King (2009, p.6) defines “Personality is the combination of emotions, attitudes, and behavioural patterns of an individual”.

Personality is made up of the characteristics pattern of thoughts, feelings and behavior which make each and every person different and unique from other. Personality arises from within the individual and remains throughout the life.

2.1.3 Extroversion

Generally, the term extrovert refers to the people who are quite talkative, outgoing, lively, and confident and feel joy being with other persons. They are faster to achieve as well as to give the language skills because of their interest of working in groups. Here, the learners and teachers find easier to make contact with others and will obtain more input. They participate freely in the classroom discussion, they don't feel hesitate; they are open to all while teaching also the teachers are able to give the knowledge to the students. They can convince the students towards learning. They are better in face to face interaction or eye contact with the students. In case of both the teachers and learners extrovert don't afraid of making mistakes. So to be successful language learner/teacher, extroversion is an important element. They tend to be gregarious. Their activities are seen by all directed towards the external world.

Extrovert is a quality that might be obtained by birth and after birth as we can develop it by interacting with environment. Generally, the child born from the higher cast, power, prestige, economy is found to be extrovert.

King (2009, p. 7) defines "Extrovert tends to be manifested in outgoing talkative and energetic behaviour. It is an attitude type characterized by concentration of interest on the external object". Extroverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive and gregarious. They enjoy the outside world like parties, community activities, and public demonstrations, political groups etc. Extrovert persons spent most of their time with people or in mass. They are more prone to borders when they are by themselves.

Similarly Oxford R. L (2003, p.5) states that "Extroverts gains their greatest energy from the external world. They want interaction with people and many friendships some deep and some not".

In a study by Busch (1982) and Strong (1983) using Eysence's personality found that extrovert learners are socialable, lively and active. Strong found that extrovert child learned faster. According to Eysenck 1965 (as cited in Skehan 1989, p.101)

“Extroverts build up reactive inhibition to learning more quickly, a suggestion backed up by some laboratory experiments on learning”.

Similarly, Ghos, (2013, p. 7) found that “Extroverts are most likely to associate the rush of a feel-good brain chemical with environment they are in at the time”.

Similarly, Skehan (1989, p. 101) “The extroverts would benefit both inside and outside classroom by having the appropriate personality trait for language learning since, such learning is best accomplished according to most theorists by actual using language”.

2.1.4 Introversion

According to Oxford Advanced Learner’s Dictionary “Introvert means a quiet person, who is more interested in their own thoughts and feelings than in spending time with other people”.

Introvert persons are found to be more reserved and less outspoken in groups. They spend their time sitting alone and find less reward to spend their time with group of people. They prefer to concentrate on a single activity and think before they participate. They are to be private.

Ghos (2013, p.9) “Introvert tends to be overwhelmed by too much stimulation and pay more attention to detail which is reflected in increased brain activity when processing visual information”.

2.1.5 Impact of Extroversion in Language Teaching

Impact of extrovert in teaching English language means how the personality of teacher helps or creates a good environment in teaching. According to Advance Learners' Dictionary impact means "The powerful effect that something has on something or somebody". It means the impression made by somebody or something.

Extrovert is a type of personality that human beings bear. A person is either extrovert or introvert. Extrovert persons are talkative; they speak a lot which is beneficial in teaching. While speaking, the students can learn the pronunciation of any words. In comparisons to introvert persons extroverts can learn and teach faster.

There is a great role of personality (extroversion/introversion) in teaching English language. Teaching English language is very difficult because it is not our mother tongue. While teaching, the teacher has to focus on all four aspects of language learning like speaking, listening, reading and writing. A person's personality whether he/she may be extrovert or introvert is formed as the result of environment around him/her. Personality is a prime factor in English language. Teacher's personality indicates which learning style learner can adopt and to what extent teacher can get success in ELT.

Extroverts are found to be fluent than introverts. Many researchers have been carried out in the field of extroversion and introversion. And many of the researches claim that extroverts are better language learners and teachers because of their greatest desire to communicate. Many of the teachers, who are extroverts, are seen to be more successful in comparison to introverts.

Ellis (1994) cited in international journal) "Extroverts learners do better in acquiring basic interpersonal communication skills and introvert learners do better at developing cognitive academic language ability".

Introvert teachers are successful to teach the prescribed courses but extroverts are found to be all-round. Introverts are quick to listen and slow to speak. They know

much but speak less. That is why they are not better to teach English language. They feel comfort when they are alone rather than in mass. So, in teaching English language between the two personality traits extroversion and introversion, extroversion has the great impact in teaching English than introversion.

2.1.6 Characteristics of Extrovert Nature Teachers

Some of the characteristics of extrovert, according to Skehan (1998, p.100) are as follows:

-) The extrovert persons are social.
-) They like parties
-) The extrovert persons have many friends
-) They need to have people to talk to.
-) The extrovert persons do not like studying by themselves.
-) They like to take chances.
-) They always have a ready answer.
-) They generally like change.

2.2 Review of the Related Empirical Literature

Various research works have been carried out in the Department of English Education in personality. Some of the researches carried out in the Department and out of the Department are reviewed as below:

Davis (1997, p.159) conducted a research on “Learning Style and Personality type: Reference of Community Development Extension Educators”. The main objective of the research was to find out the proficiency of the students according to their learning style and personality. The data were collected through questionnaire. He found extrovert learners who are able to put on self in the position of another person in order to understand him/her better were not necessarily proficient learners in ESL/EFL classroom.

Skehan (1989) carried out the study on “Effectiveness of introvert/extrovert personality on ESL/EFL classroom” aiming at finding out the influence of introvert/extrovert personality on TSL/EFL classroom. Questionnaire and interview were used to collect the required data. Intelligence, the ability to take risks, and the tendency to be extrovert or extrovert were considered to the three crucial factors of second language. It was found out that the two dimensions of personality: introvert/extrovert had an effective influence on TSL/EFL classroom.

Dahal (2006) carried out a research on “The Factors Affecting Second Language Acquisition”. The main objective of the study was to find out the role of personality in learning English as second or foreign language. Another objective of the study was to find out the effectiveness of extrovert/introvert personality in EFL/ESL classroom. Observation was used as a tool for data collection and students and teachers were subjects of the study. He found out that personality factor was significant while analyzing the different results of students. Extrovert students had better performance than the introvert in ESL/EFL classroom.

Shahi (2007) carried out a research entitled “Impact of Introversion and Extroversion in Learning Productive Skills of Language”. The main objective of the study was to find out the impact of extrovert and introvert learners in learning the productive skills of language and to compare both types of learners’ achievement. Observation, interview and test items were the major tools for data collection and found that the introvert groups were slightly better than that of extrovert group while composing the impact on the productive skills of language as a whole.

Paudel (2010) conducted a research entitled “A Study on Personality as a Variable in English Language Classroom”. The main objective of the study was to find out the personality as a variable in English language classroom from the teachers’ view point. The major tools of data collection were set of questionnaire and interview. He found that the introvert learners have knowledge of course than external where as extrovert are outspoken. So, he emphasized on extrovert personality in effective English language classroom.

Jha (2010) carried out a research entitled “A Study on Personality Factors Determining Speaking Ability”. The aim of the study was to find out how different types of personality determine speaking ability. The tools he used were questionnaires and a structured interview schedule. He found that extroverts were better than introverts and emphasized on extrovert personality.

Despite the fact that several studies have been done on personality traits of students in learning English language, no researches have been carried out about the impact of extrovert nature as a personality traits of a teacher in teaching English language. Therefore, I hope this research on “Teachers’ Extrovert Nature and Students’ Motivation in English Language Learning” will be a milestone in teaching English as a second language.

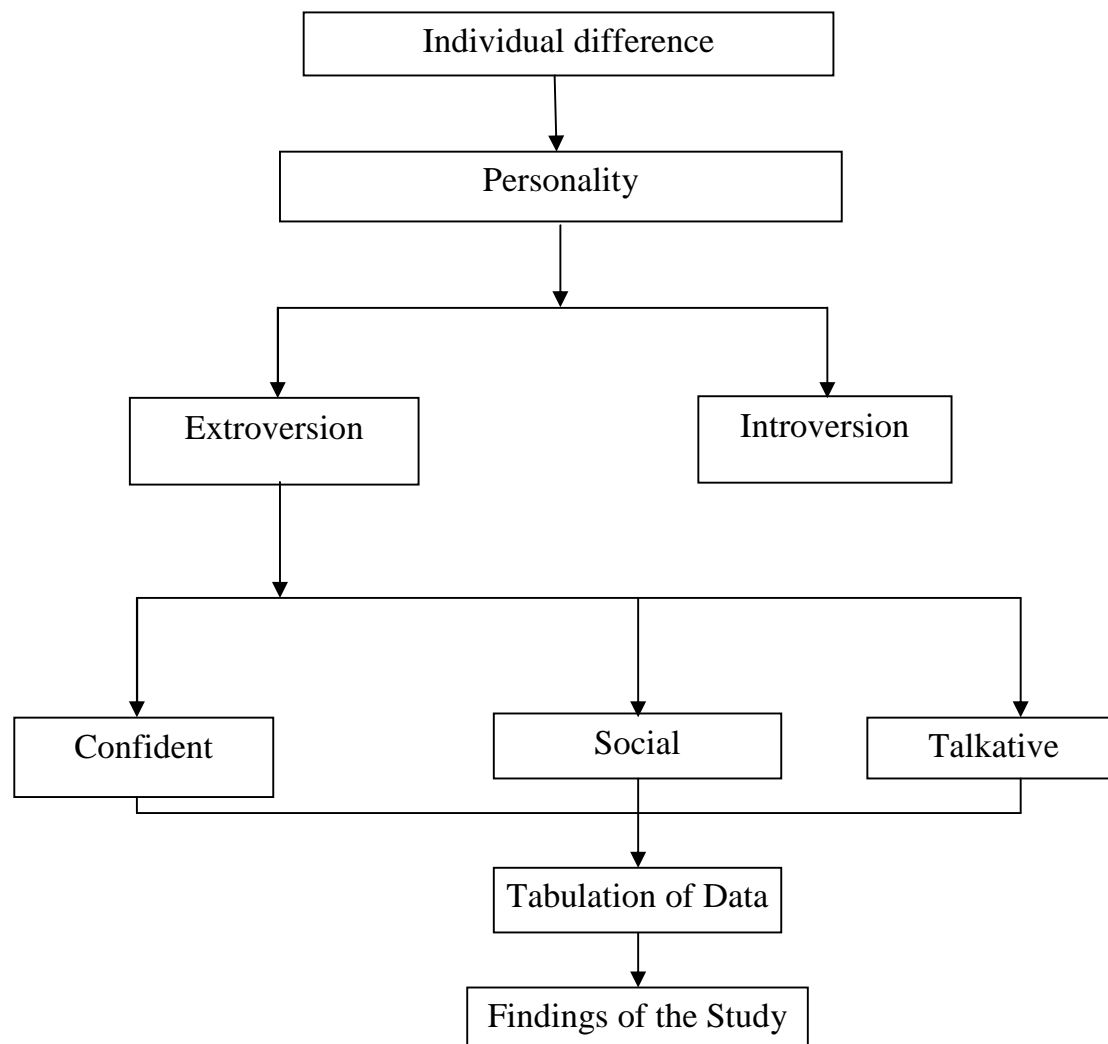
2.3 Implication for the Review of the Study

To review the related literature is very important or the central task in any research. After reviewing the literature, we come to know the multifarious views on personality of teachers and its significant role in English language teaching and learning. Moreover, it also gives an idea to the researchers about problems and their solutions as well.

I have reviewed many studies in order to carry out my research. These studies are to some extent related to my study i.e. teachers’ extrovert nature and students’ motivation in English language learning. These studies provided me a lot of ideas after reviewing them. Most of the researches have succeeded to address the burning issues concerning with the teacher’s personality and its effect in language learning. In order to conduct a research, they have used action research design but I have followed the survey research design. They have used observation and questionnaire as tools of data collection and I will also use questionnaire to collect the data. For it, I will use the responses of 20 teachers and 40 students who represent different public and private higher secondary schools of Kathmandu valley as the major base of analysis of my research.

2.4 Conceptual Framework

The study on Teacher's Extrovert Nature and Students' Motivation in English Language Learning will be based on following conceptual framework.



CHAPTER – THREE

METHODOLOGY

In order to fulfill the objectives of the study, I adopted the following methodology.

3.1 Design and Method of the Study

A research design is a plan that is followed by the researcher to find out the answer of the questions. According to Kerlinger a research design is a procedural plan that is

adopted by the researcher to answer the questions validly, objectively, accurately and economically (as cited Kumar, 2005, p. 84). This study was carried out using a survey research design to find out the teachers' and students' perceptions towards extrovert teachers and its effect in language learning.

3.1.1 Survey Research

Survey is a descriptive research. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics.

Survey is a descriptive research. It tries to find out the truth based on the information collected through description. Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared, or determining the relationships that exists between specific events. The purpose of a survey is generally to obtain a snap-shot of conditions, attitudes and /or events at a single point in time. Survey is always done in the natural setting.

As the other research design survey has also its central features. They are:

-) It should have wide and specific coverage.
-) Generally, triangulation is used to collect data using difference tools.
-) It is conducted at a specific point of time
-) Only one tool is used once in data collection

In survey research, interviews and questionnaires are highly used to collect data. The sampling procedure of survey research includes both probability and non-probability samples.

While talking about the process of carrying out survey research Nunan (1992) mentions the following steps as the important one:

Step one: Define objective

Step two: Identify target population

- Step three: Literature review
- Step four: Determine sample
- Step five: Identify survey instruments
- Step six: Design survey procedures
- Step seven: Identify analytical procedures
- Step eight: Determine reporting procedure.

I have also acknowledged these steps in the course of this research work.

3.2 Sample and Sampling Strategy

The populations of the study were the English language teachers teaching at higher secondary level in both private and public schools and their students of the Kathmandu Valley. The samples of this study were twenty teachers and 40 students of 20 schools of the Kathmandu Valley including Kathmandu, Lalitpur and Bhaktapur districts.

3.3 Study Area

I purposively selected the Kathmandu valley including three districts: Kathmandu, Lalitpur and Bhaktapur as the research area of the study. I selected 20 teachers and 40 students as the respondents from 20 different higher secondary schools and colleges in the valley. I used non-random judgmental sampling procedure to select the sample.

3.4 Tools and Techniques of Data Collection

The research design of the study was survey type. I used the questionnaire to elicit the required information for the study. The questionnaire was prepared for both teachers and students. The questionnaire to the teachers consisted of 5 open-ended and a set of rating scale including 20 items. Similarly, the questionnaire to the students comprised 3 open-ended questions and a set of rating scale including 20 items.

3.5 Procedures of Data Collection

I used the following step-wise methodological procedure to collect the required data:

-) I prepared the questionnaire including 5 open-ended and 20 close-ended questions
-) I collected the list of the higher secondary schools in the study districts from the respective District Education Offices.
-) I selected some private schools and some public schools from the list.
-) I visited the selected schools, consulted the administration, Head teachers, English teachers and the students in the schools/colleges.
-) I mentioned them about the purpose of the research and persuaded them for helping me in providing the required information for the study.
-) The questionnaires were distributed to them.
-) I thanked all of the teachers who provided me the required information and helped in my research study.

3.6 Data Analysis Procedure

The collected data was coded, analyzed, tabulated, interpreted and presented using charts, graphs, tables, figures and so on.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis, interpretation and discussion of the data obtained from the primary sources. The data were collected with the use of questionnaire (see appendix I) consisting of both close ended and open ended questions. I collected the data from 20 English language teachers teaching in different higher secondary schools of the Kathmandu valley and 40 students actively. The participant teachers were distributed a set of questionnaire including 5 open-ended and 20 close-ended questions and the students were provided with a set of checklist including 20 items along with 3 open-ended questions. The analysis of the collected data has been carried out both quantitatively and descriptively.

I have arranged the responses into two groups to meet the objectives of the study. First, I have analyzed, interpreted and discussed the facts and results regarding the qualities of teachers. Then I have centralized this thesis on the students' motivation due to the extrovert quality of teachers in learning English language.

4.1 Analysis of Teachers' Views

Teachers shape traits and feed the knowledge to the learners. Different teachers possess various characteristics which become significant in teaching. English language teaching is greatly influenced by the performance of teachers since they are the exposers and realia to the learners. The teachers transfer not only the knowledge but also the skills and behaviours. So, they are judged on the basis of how they are taught rather than what they are taught. This study makes rigorous study on the introvert and extrovert sorts of teachers and focuses on the significance of extrovert. The results have shown that the language learners are much more benefitted by extrovert quality whereas introvert quality maintains the distance between teachers and students. I tried to extract the awareness of the participant teachers about their quality in terms of extrovert and introvert.

Three open-ended questions were asked to identify the awareness of the teachers about their quality and 2 open-ended questions were asked to find out the perception of teachers on teachers' extrovert nature for students' motivation. So, this heading is also divided into two main subheadings to make the study more convenient. They are

- i. Teachers' awareness about their extrovert quality
- ii. Teachers' perception on teachers' extrovert nature for students' motivation

4.1.1 Teachers' Awareness about Their Extrovert Quality

Three questions were asked to the teachers in order to elicit their views regarding their awareness about extrovert quality. I have presented the responses provided by the teachers into three sub-headings below.

4.1.1.1 Defining Teachers' Extrovert and Introvert Quality

This section has dealt with the definition of teachers' extrovert and introvert quality, the teachers stated several views which are presented in table 1.

Table 1

Defining Teachers' Extrovert and Introvert Quality

S.N.	Responses	No.	%
1	Extrovert teachers are frank, open-hearted and student friendly whereas introvert teachers are mysterious and strange to the students. Students learn well and more by the extrovert teachers than from introvert.	4	20
2	Extrovert teachers are those teachers who behave friendly with the students and teach based on students-centred method however introvert teachers are those teachers who want to centre students and use teacher-centred method.	2	10

3	Extrovert teachers are frank whereas introvert teachers are reserved.	2	10
4	Extrovert teachers' personality is wider in comparing to introvert ones as they are linked every time with some kind of social affairs exploring them out.	2	10
5	Extrovert teachers' personality can be defined as outgoing personality which helps in mixing up with students easily; introvert teachers are mentally in warded which may create problem in interacting with large number of students.	2	10
6	Extrovert teachers feel free during teaching learning activities and are always ready to co-operate their students; so the personality of extrovert teacher is quite appreciated than that of introvert teachers.	2	10
7	Extrovert is the feature of an individual that can be understood easily whereas introvert is the feature within her/him.	2	10
8	We find both types of teachers either extrovert or introvert. The former refers to the quality in which the teacher-students rapport is easily created, the teachers role become as partners and facilitators but about the latter one subject matter centred and limited relationship between students and teachers.	2	10
9	Extrovert and introvert are important factors in effective language teaching and learning. Extrovert teachers express their views and opinions freely and openly and elaborate the subject matter to their students but introvert teachers speak less and keep the students in doubt.	2	10

(No = Number of teachers, % = Percentage)

The data in Table 3 show that 20 percent out of 20 teachers defined extrovert teachers as frank, open-hearted and student friendly whereas introvert teachers as mysterious and strange to the students. Students learn well and more by the extrovert teachers than from introvert. Ten percent among 20 teachers of the teachers viewed extrovert teachers are those teachers who behave friendly with the students and teach based on students-centred method however introvert teachers are those teachers who want to

centre students and use teacher-centred method. Other 10 % of the teachers stated, Extrovert teachers are frank whereas introvert teachers are reserved. Most of the teachers viewed that extrovert and introvert quality of the teachers are essential in teaching and learning language effectively.

4.1.1.2 Characteristics of Extrovert Teachers

The second open-ended question was "What are the characteristics of extrovert teachers?" So this section dealt with the characteristics of extrovert teacher. In response to this question, the teachers listed a number of characteristics of the extrovert teachers. The responses are presented in Table 2.

Table 2

Characteristics of Extrovert Teachers

S.N.	Characteristics
1	Pleasing
2	Student centred
3	Social
4	Simple
5	Feeling comfort in social setting and interaction
6	Confident in dealing with students anywhere in any time
7	Friendly and outgoing
8	Consulting other's affairs
9	Sharing personal experiences in necessity
10	Presenting responsive behaviours
11	Good listener along with good speaker with the students
12	Flexible
13	Smart
14	Enthusiastic
15	helpful
16	Problem solver

The majority of the teachers included the common features of extrovert teachers in their lists such as friendly, helpful, problem solver, listener to the students along with speaking, fond of interacting, flexible and out-going.

4.1.1.3 Difference between Extrovert and Introvert Teachers

This section dealt with the different qualities of extrovert and introvert teachers. The teachers were asked to list any two differences between extrovert and introvert teachers. In response to the question, all the teachers listed the differences in their own ways. All of their responses are summarized and presented in Table 3.

Table 3**Difference between Extrovert and Introvert Teachers**

S.N.	Responses		No.	%
	Extrovert Teachers	Introvert Teachers		
1	Outgoing	Fond of loneliness	7	35
2	Social	Isolated	6	30
3	Concern with students' problem	Do not consult with students' problem	5	25
4	Frank and gregarious	Serious and moody	4	20
5	Understand students' interests, needs and challenges.	Just behave according to their mood and intention.	4	20
6	Interaction is entertained	No interaction	4	20
7	Create lively environment in class	Completely passive environment	4	20
8	Create informal relationship with the students	Only formal relationship	3	15
9	Students can open their views and problems to such teachers	They are furious when students raise questions	3	15
10	They treat students individually as well as in group	No individual treatment is possible	3	15
11	As facilitator	As controller	3	15
12	Liked by many students	Liked by few students	3	15
13	They have Hearty relation with students	They maintain gap in their relationship	3	15
14	They share their experiences	They hide their experience and knowledge	3	15
15	They expose everything to the students	They present only selective knowledge	3	15
16	They accept the errors as	Errors are discouraged by such	3	15

	correctable and tolerable matter	teachers		
17	Learning is encouraged through co-ordination	Co-ordination is discouraged	3	15

(No=Number of teachers, %= Percentage)

The above data show that out of 20 teachers 35 percent viewed that extrovert teachers were outgoing whereas introvert teachers preferred loneliness. While contrasting extrovert teacher and introvert ones 30 percent out of 20 teachers found that the former were social whereas the latter ones were isolated. The next 25 percent out of 20 teachers contrasted that extrovert teachers concerned with students' problems whereas the introvert ones did not. About 20 percent of the teachers found that extrovert teachers were frank and gregarious but introvert teachers were serious and moody. Similarly, another 20 percent of the teachers viewed that extrovert teachers understood students' needs, interests and challenges but introvert behaved according to their mood and intention. Twenty percent of the teachers stated that extrovert teachers created lively environment in the classroom whereas introvert teachers kept their class passive. Fifteen percent teachers among 20 argued that extrovert teachers established informal relationship with the students but introvert teachers maintained distance only with formal relationship. The other teachers also stated a number of differences regarding extrovert and introvert teachers. With extrovert teachers the students could freely express their opinions, views, problems and constraints whereas students were afraid of and hesitated with introvert teachers while expressing their views. Likewise, the students were individually treated by the extrovert teachers but it was not so in case of introvert teachers. Extrovert teachers played their role as facilitator whereas introvert teachers as controller. Most of the students preferred the extrovert teachers to introvert ones. 15 percent out of 20 of teachers stated that extrovert teachers had hearty relation with students whereas introvert teachers maintained gap in their relationship with the students. Among 20 teachers five percent of the teachers viewed that extrovert teachers shared their experiences with the students frankly however, introvert teachers on the other hand, hide their experiences and knowledge. Another 5 percent of the teachers out of 20 mentioned that extrovert

teachers exposed everything to the students but introvert ones limited their exposure. Similarly, some of the teachers stated that students' mistakes and errors were matter of correction and improvement in learning but introvert teachers discouraged such errors and mistakes. Teaching and learning through co-ordination was encouraged by the extrovert teachers. However, introvert teachers discouraged co-ordination.

From the above presentation, it is concluded that there are several differences between extrovert and introvert teachers from the perspective of their habit, behavior, presentation of subject matter, treating and dealing the students, solving the problems and motivating the students in their lesson.

4.1.2 Teachers' Perceptions about Extrovert Personality

The third open-ended question was "write any five benefits of teachers' extrovert personality in language teaching and learning. In response to this question, the teacher listed mixed views. The benefits of extrovert teachers while motivating the students listed by the teachers are presented in table 4.

Table 4**Benefits of Teachers' Extrovert Personality in Language Teaching And Learning**

S.N.	Responses (Teachers' extrovert quality...)	No.	%
1	Helps students gain a large amount of exposure of the language they are learning.	12	60
2	Eases teaching learning process and it becomes sustainable	12	60
3	Students enjoy learning rather than taking it as compulsion.	11	55
4	Motivate learners to solve problems by co-ordinating with their teacher and friends.	11	55
5	Helps developing listening and speaking skills in target language effectively.	9	45
6	Helps to get knowledge of language used in different fields of life.	9	45
7	Works as a technique of gaining or being assimilated into others' language.	8	40
8	Provides the exposure to learn variety of word and sentence structures.	8	40
9	Helps students for critical interpretation.	8	40
10	Students get different experiences which help for communication in daily life.	7	35
11	Students feel free in learning process.	6	30
12	Students can get more knowledge from such teachers	6	30
13	Can have access with more sources and materials in teaching.	6	30
14	Such teachers encourage students with any mistakes.	6	30
15	Students can learn in friendly environment.	5	25
16	Creates sound environment in acquiring language.	5	25
17	Maintains the harmony between teacher and students.	4	20
18	Students can share their problems in a convenient way.	4	20

The Table No.4 shows that out of 20 teachers 60 percent of the teachers viewed, teachers' extrovert quality helps students gain a large amount of exposure of the

language they are learning. Similarly, among 20 teachers 55 percent teachers viewed that students enjoy learning rather than taking it as compulsion with extrovert teacher. And same percent (55) of the teachers out of 20 stated that it motivate learners to solve problems by co-ordinating with their teacher and friends. Forty five percent of the teachers stated that it helps developing listening and speaking skills in target language effectively. Forty percent of the teachers assumed that it works as a technique of gaining or being assimilated into others' language; provides the exposure to learn variety of word and sentence structures and helps students for critical interpretation. The above table shows that the teachers have varying and interrelated views about the benefits of teachers' extrovert quality in language teaching and learning.

4.2 Students' Motivation in Terms of Teachers' Extrovert Personality

Another major objective of the study was to find out the students' motivation in terms of teachers' extrovert personality at higher secondary level. For eliciting the required information to meet this objective, teachers, who called themselves as extrovert, were provided a set of closed-ended questions including 20 items and one open ended question to respond. The close-ended questions included statements related to the teachers' extrovert qualities. Similarly, the students were also provided a set of closed ended questions including 20 items. This set reflects the students' response to extrovert teachers' lesson. The presentation of the data collected from the teachers and, its analysis and interpretation have been described and presented in the following two sub-headings:

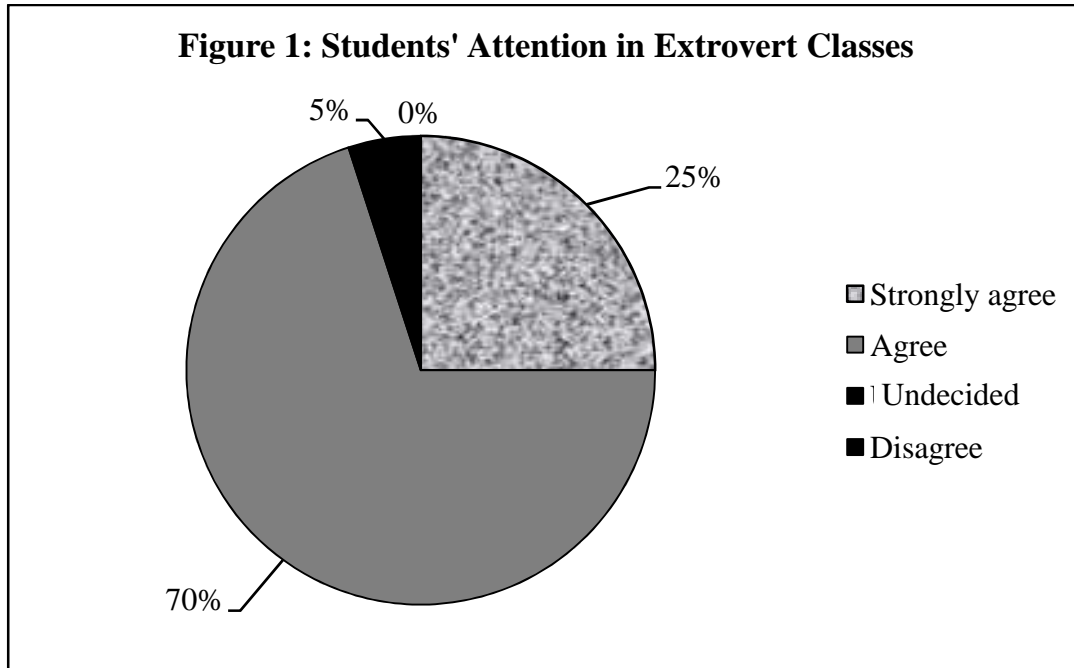
- i. Teachers' views on their extrovert qualities and students' motivation
- ii. Students' views on extrovert teachers and their motivation

4.2.1 Teachers' Views on Their Extrovert Qualities and Students' Motivation

In order to draw the information about the extrovert quality of the teachers and its effect to students' motivation, the teachers were provided a set of 20 questions to respond. The responses have been presented, discussed and analyzed below.

4.2.1.1 Students' Proper Attention in Extrovert Teacher's Lesson

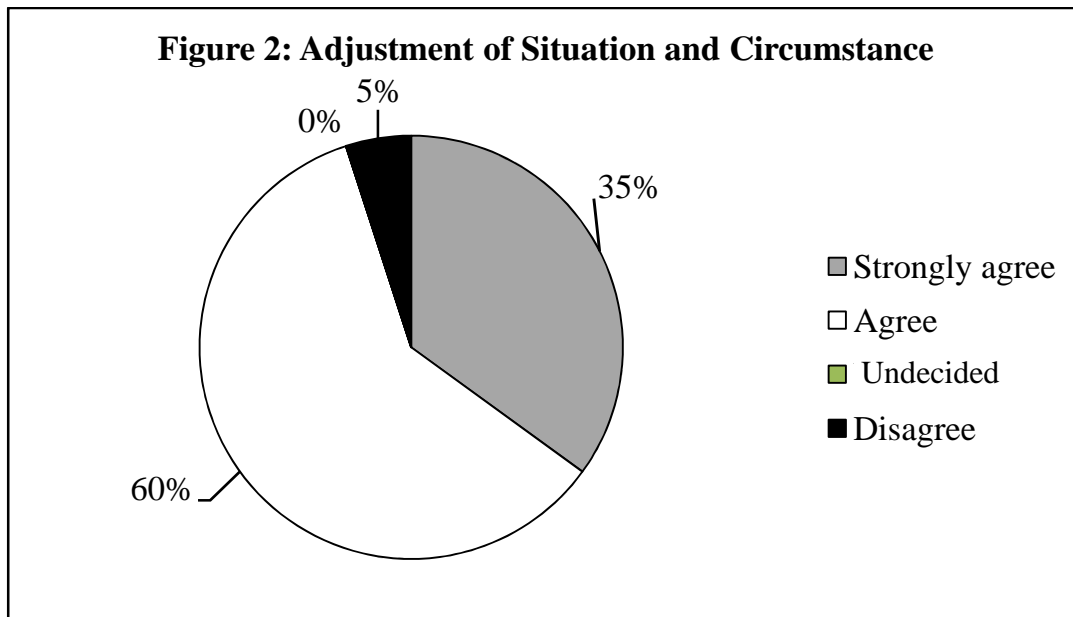
Motivation plays vital role in drawing the attention of the students towards the subject matter properly. How much attention the students pay is important to be cleared in extrovert teacher's lesson. The data have been presented in figure 1 on the basis of the responses provided by the teachers to this statement.



The above figure shows majority of the teachers (70%) out of 20 agreed that the students pay proper attention to their lessons whereas 25 percent of the teachers strongly agreed and other 5 percent of the teachers kept them undecided with the statement.

4.2.1.2 Teachers' Own Adjustment with the Prevailing Situation and Circumstances of the Class

Based on the responses provided by the teachers to the question regarding situation and circumstances in the classroom, the presentation and analysis has been done in figure 2.

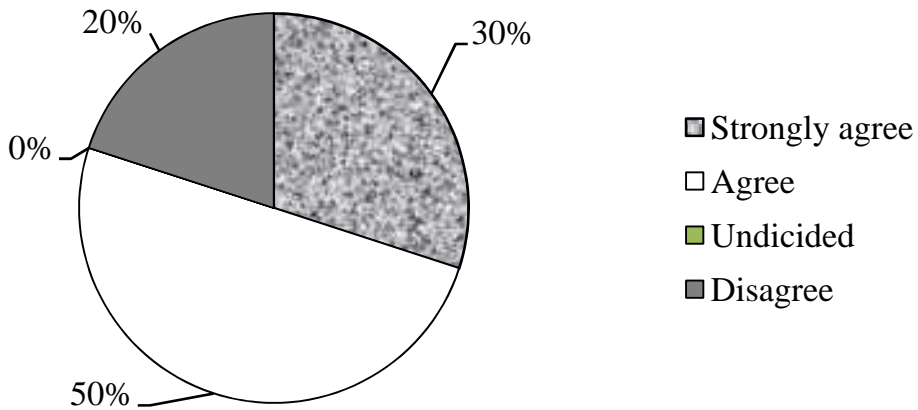


The above figure depicts that among 20 teachers 60 percent of the teachers agreed and 35 percent of them strongly agreed that they adjusted themselves with the prevailing situation and circumstances of the class. On the other hand, 5 percent of the teachers disagreed with the statement.

4.2.1.3 Students Frankness in Asking Questions

In order to derive the required information about students' motivation in extrovert classroom, the teachers were asked about the students' frankness in asking question to respond. Based on the responses provided by the teachers to this question, the data has been presented in figure 3.

Figure 3: Students' Frankness in Asking Questions

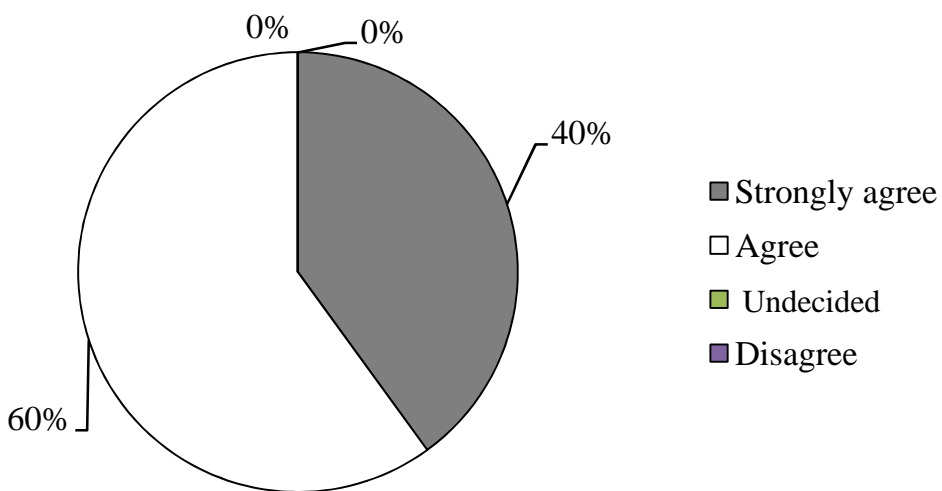


According to figure 3, a majority number of the teachers (80%) out of 20 agreed that the students asked questions frankly to them. But only 20 % of the teachers disagreed with the statement.

4.2.1.4 The Students' Satisfaction in Extrovert Teachers' Lesson

The data collected from the teachers' responses to students' satisfaction in extrovert lesson has been presented in figure 4.

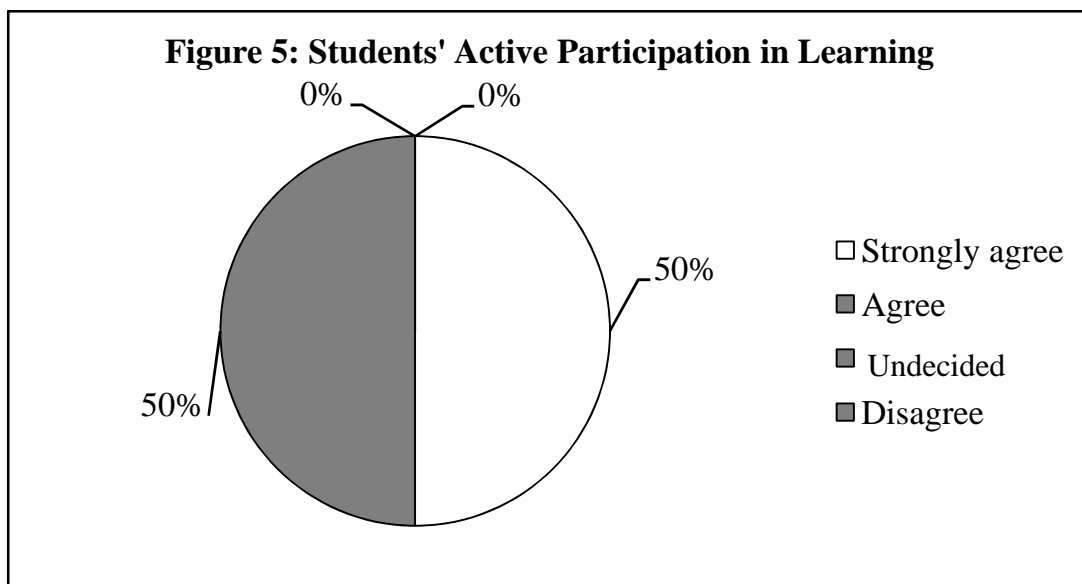
Figure 4: Students' Satisfaction



The data presented in figure 4 revealed that the 60 percent out of 20 teachers agreed and 40 percent of them strongly agreed with the statement-The students seem to be satisfied with their lesson.

4.2.1.5 The Students' Active Participation in Learning

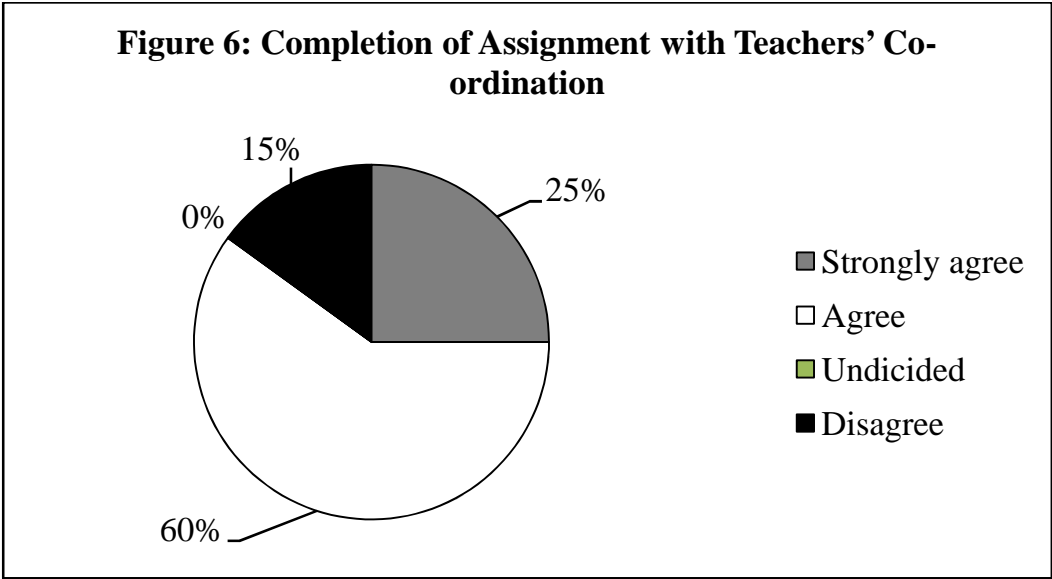
The data collected from the teachers' responses to the students' active participation in learning has been presented in figure5.



The data presented in figure 5 revealed that out of 20 teachers 50 percent of the teachers strongly agreed and 50 percent of them agreed with the statement-The students always participate in learning actively in extrovert classes.

4.2.1.6 Completion of Assignment with Teachers' Co-ordination

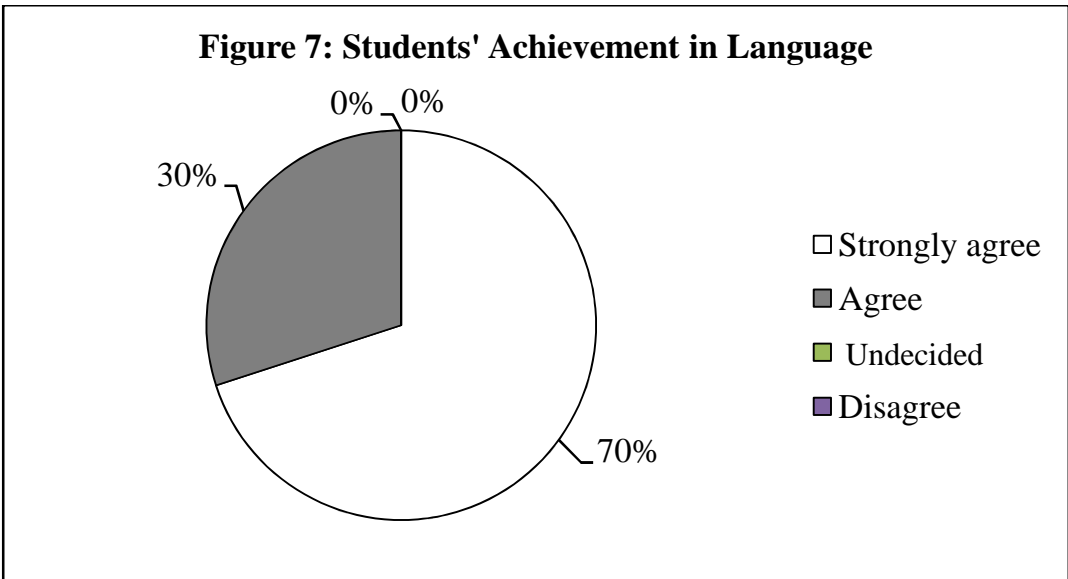
The data collected from the teachers' responses to completion of assignment with teachers' co-ordination has been presented below.



The data presented in figure6 revealed that 60 percent of the teachers agreed and 25 percent out of 20 strongly agreed with the statement-The students complete their assignment co-coordinating with the teachers. On the other hand, only 15 percent of the teachers disagreed with the statement. It shows that there is positive effect of extrovert personality in language learning.

4.2.1.7 Students' Achievement in Language

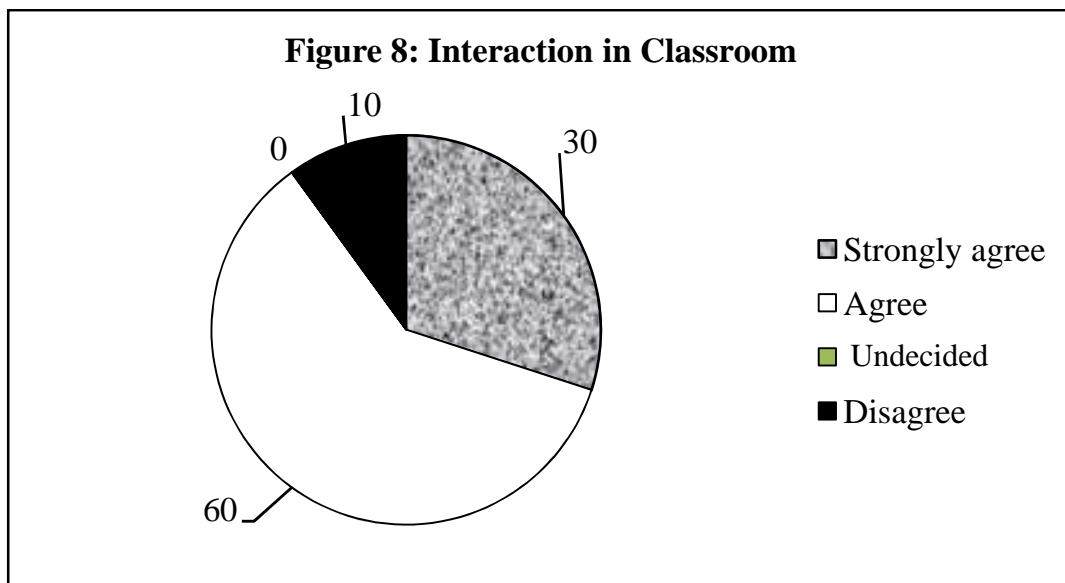
The data collected from the teachers' responses to students' achievement in language has been presented below.



The data presented in figure 7 revealed that the majority of the teachers (70%) strongly agreed and other 30 percent of them agreed with the statement-the average achievement of the students in English was above 50 percent. It shows that there is higher achievement in English in extrovert classes.

4.2.1.8 Interaction in Classroom

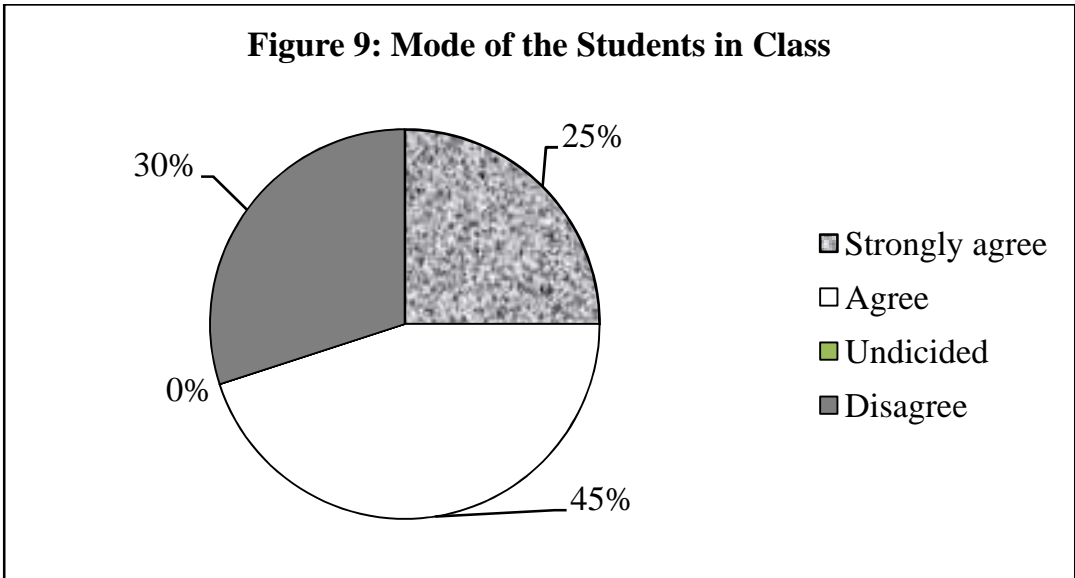
The data collected from the teachers' responses to interaction in classroom has been presented in figure8.



The data presented in this figure revealed that the majority of the teachers (60%) agreed and other 30 percent of them strongly agreed but 10 percent disagreed that the students participated in interaction with them and with their friends actively in their classes. It shows that there is highly favourable environment in extrovert classes.

4.2.1.9 Mode of the Students in Class

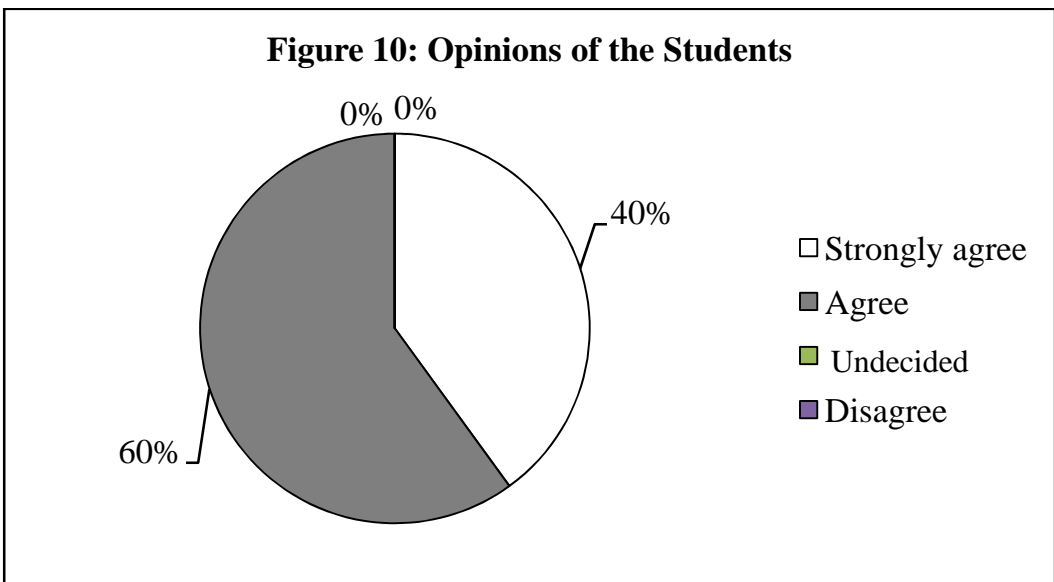
The data collected from the teachers' responses to mode of the students in class has been presented in figure 9.



The data presented in figure 9 revealed that the majority of the teachers (45%) agreed and other 25 percent of them strongly agreed that the students were not nervous in their classes. It shows that the students learn in their light mind in extrovert classes.

4.2.1.10 Opinions of the Students

The data collected from the teachers' responses to opinions of the students has been presented in figure 10.

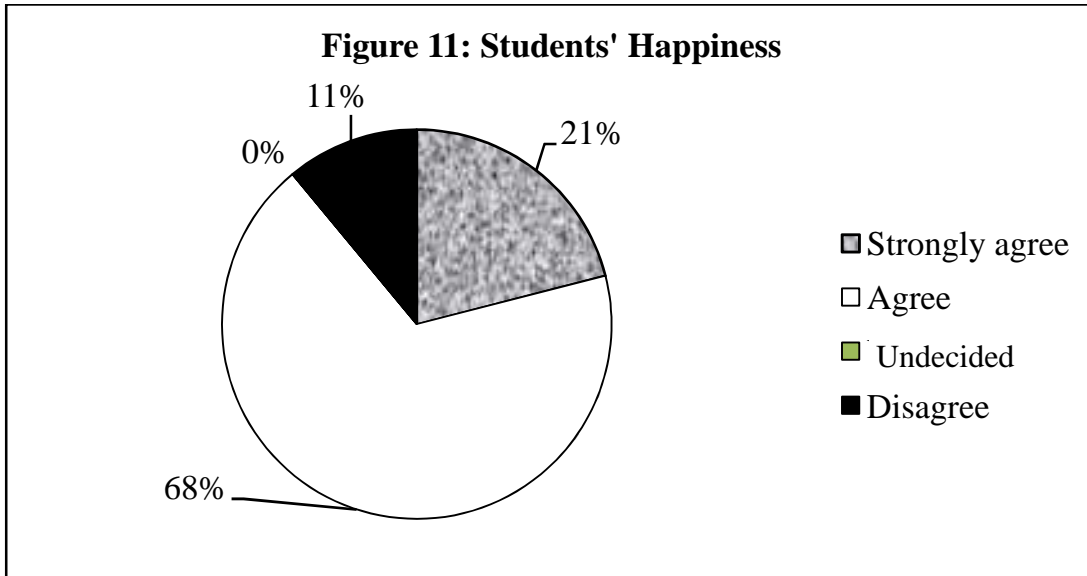


The data presented in this figure revealed that the majority of the teachers (60%) agreed and other 40 percent of them strongly agreed that the students expressed their

opinions and views openly. As a result there is chance of correction and feedback for language learning.

4.2.1.11 Students' Happiness

The data collected from the teachers' responses to students' happiness has been presented in figure 11.

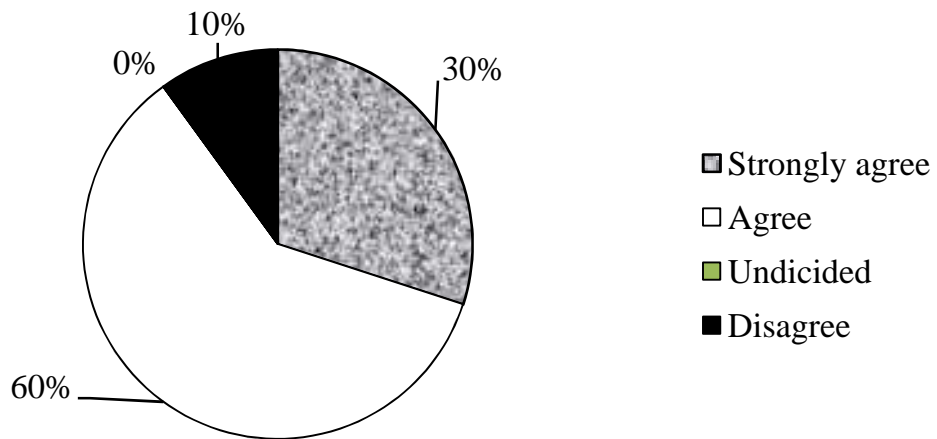


The data presented in figure above revealed that the majority of the teachers (68%) agreed and other 21 percent of them strongly agreed but 11 percent out of 20 disagreed that the students were happy as they showed interest and respect to all of them. It shows that students learn in happy and enjoyable environment in extrovert classes.

4.2.1.12 Students' Motivation in Learning

The data collected from the teachers' responses to students' motivation in learning has been presented in figure 12.

Figure 12: Students' Motivaton in Learning

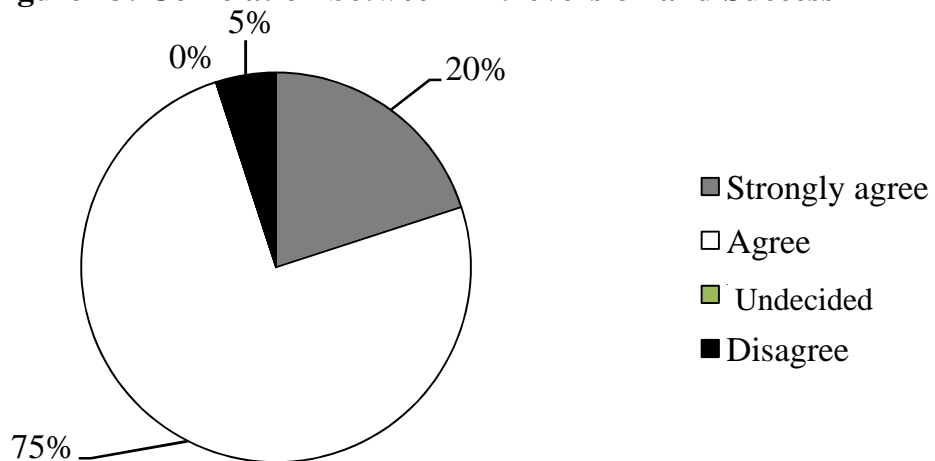


The data presented in the figure above revealed that the majority of the teachers (60%) agreed and other 30 percent of them strongly agreed but 10 percent disagreed that the students were well motivated in learning in extrovert classes. It shows that teacher's extrovert nature plays vital role in student's motivation.

4.2.1.13 Correlation between Extroversion and Success

The data collected from the teachers' responses to correlation between extroversion and success has been presented in figure 13.

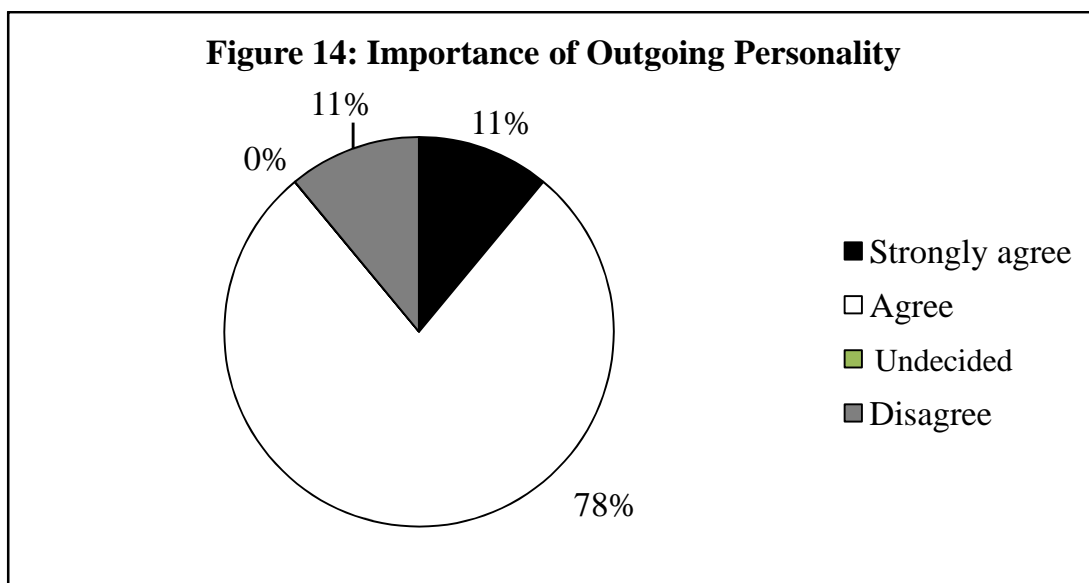
Figure 13: Correlation between Extroversion and Success



The data presented in figure 13 revealed that the most of the teachers (75%) agreed and other 20 percent of them strongly agreed but 5 percent disagreed that there was clear and strong correlation between extroversion and success in acquiring a second language.

4.2.1.14 Importance of Outgoing Personality

The data collected from the teachers' responses to importance of outgoing personality has been presented in figure 14.

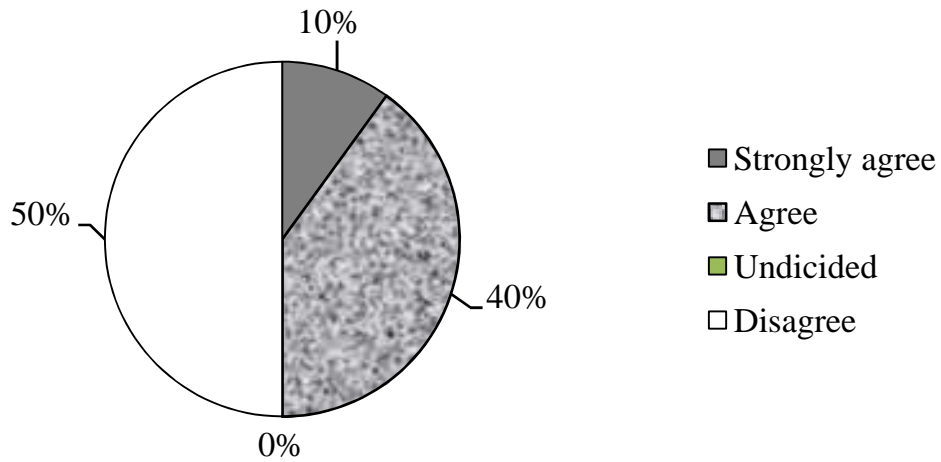


The data presented in figure 14 revealed that the largest number of the teachers (78%) agreed and other 11 percent of them strongly agreed and 11 percent disagreed that an outgoing personality seemed to be more important for the students to learn effectively. It shows that the students can learn the best when they have teachers with outgoing personality.

4.2.1.15 Talkative Teachers and Opportunity of Learning

The data collected from the teachers' responses to talkative teacher and opportunity of learning has been presented in figure 15.

Figure 15: Talkative Teachers and Opportunity of Learning

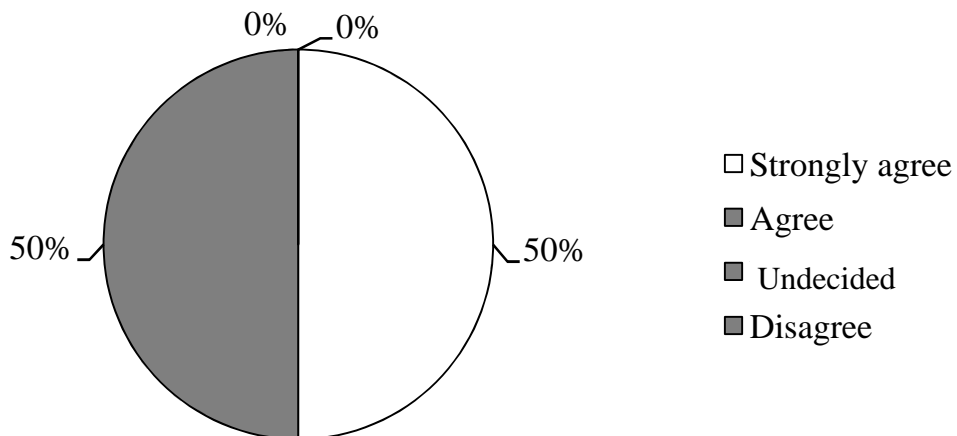


The data presented in figure 15 revealed that the half of the teachers (50%) disagreed whereas other 40 percent out of 20 agreed and 10 percent strongly agreed that students had high opportunity to learn with talkative teachers. It shows that there was not positive relationship between talkative teacher and opportunity of learning.

4.2.1.16 Students' Confidence in Learning

The data collected from the teachers' responses to students' confidence in learning has been presented in figure 16.

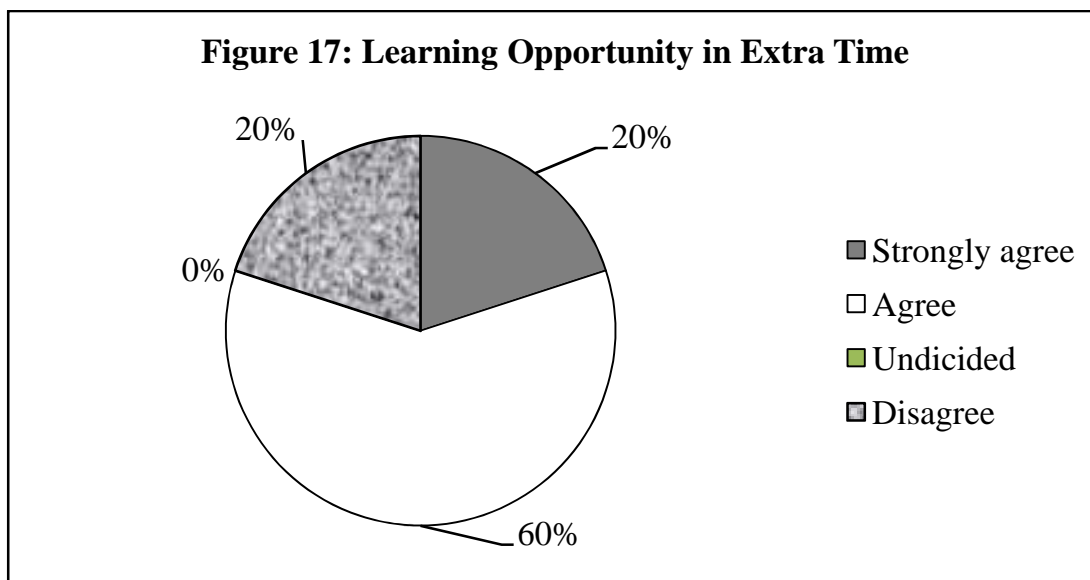
Figure 16: Students' Confidence in Learning



The data presented in figure 16 revealed that the 50 percent of the teachers strongly agreed and other half of them agreed that the students were confident in their learning when the teachers presented their responsive behavior. From this data we can say that the teacher's continuous responses to the students' queries increase confidence in students.

4.2.1.17 Learning Opportunity in Extra Time

The data collected from the teachers' responses to learning opportunity out of school has been presented in figure 17.

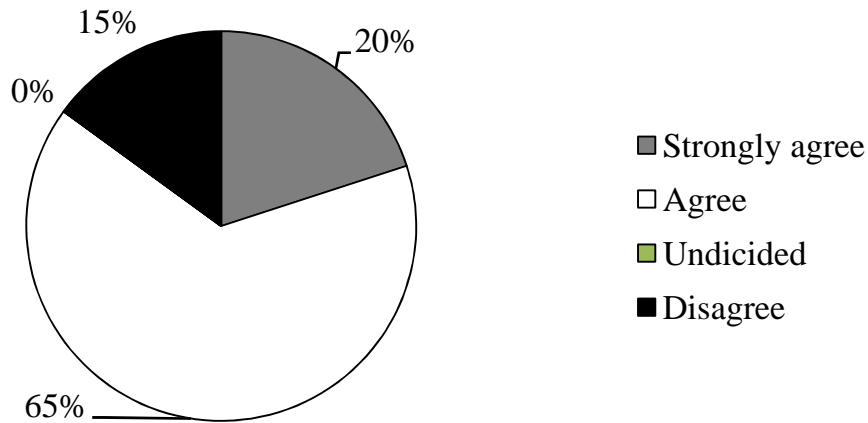


The data presented in figure 17 revealed that the majority of the teachers (60%) agreed, other 20 percent of them strongly agreed and 20 percent disagreed that the students quenched their thirst of learning even in extra time with teachers. Form the above data it was found that the students have the opportunity of learning even in off time with the extrovert teachers who do not feel bored in such situation to deal with students' problems.

4.2.1.18 Teacher-Student and Parents Relationship

The data collected from the teachers' responses to teacher-student-parents relationship has been presented in figure 18.

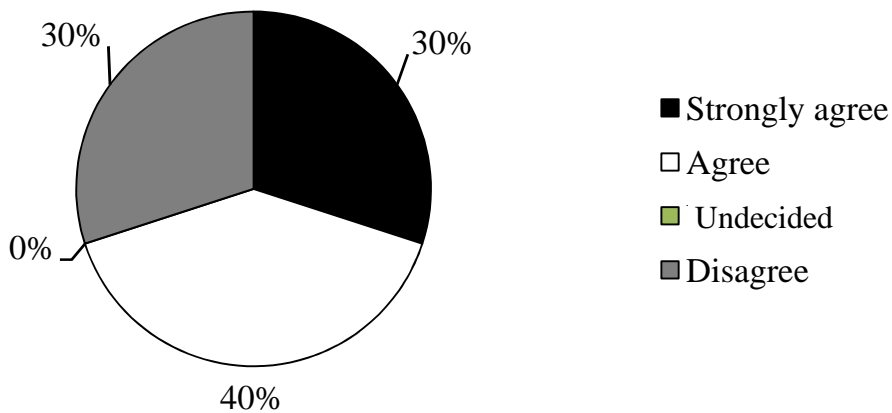
Figure 18: Teacher-Student-Parents Relationship



The data presented in figure 18 revealed that the 65 percent of the teachers agreed and other 20 percent of them strongly agreed but 15 percent of them disagreed that there was high possibility of teacher-student-parents relationship if the teachers had the extrovert quality. We can say when there is close and mutual relationship among teacher-student- parents then the students have higher chances of motivation in learning.

4.2.1.19 Students' Achievement in the Subject of Extrovert Teachers

Figure 19: Students' Achievement in the Subject of Extrovert Teacher



The data collected from the teachers' responses to students' achievement in the subject of extrovert teachers has been presented in figure 19.

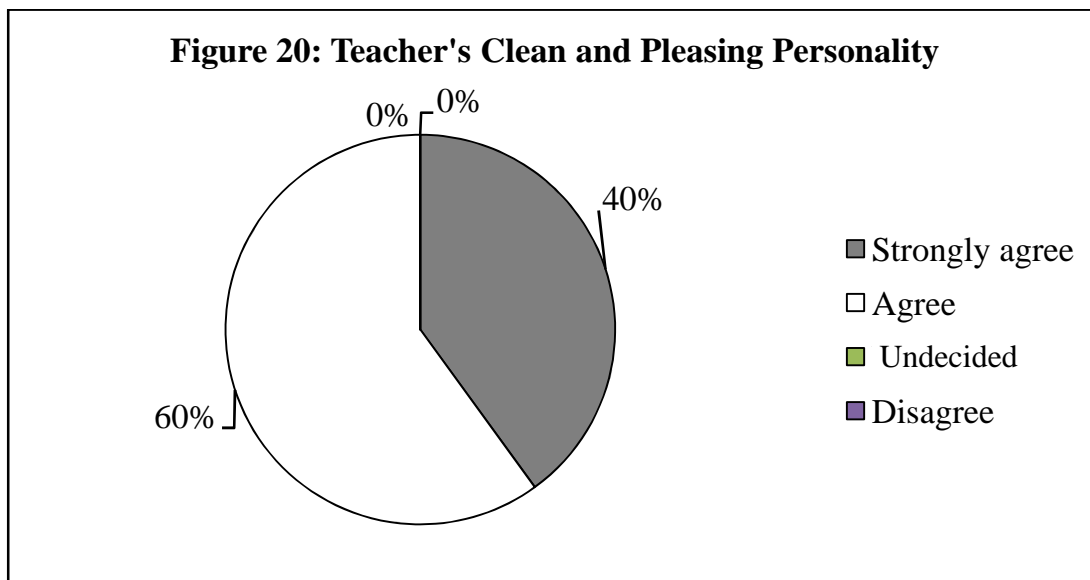
The data presented in figure 19 revealed that the 40 percent of the teachers agreed and other 30 percent of them strongly agreed that the students had higher achievement in the subject of extrovert teachers than that of the introvert ones. On the other hand, 30 percent of the teachers disagreed with the statement.

4.2.2 Students' Views on Extrovert Teachers and Their Motivation

The second major category of students' motivation and teacher's extrovert nature is drawn from the students' views. The students were provided with a set of questionnaire including 20 items to respond in order to get the information on students' views. The data regarding these concerns have been presented and analyzed in different sub-topics below.

4.2.2.1 Teacher's Clean and Pleasing Personality

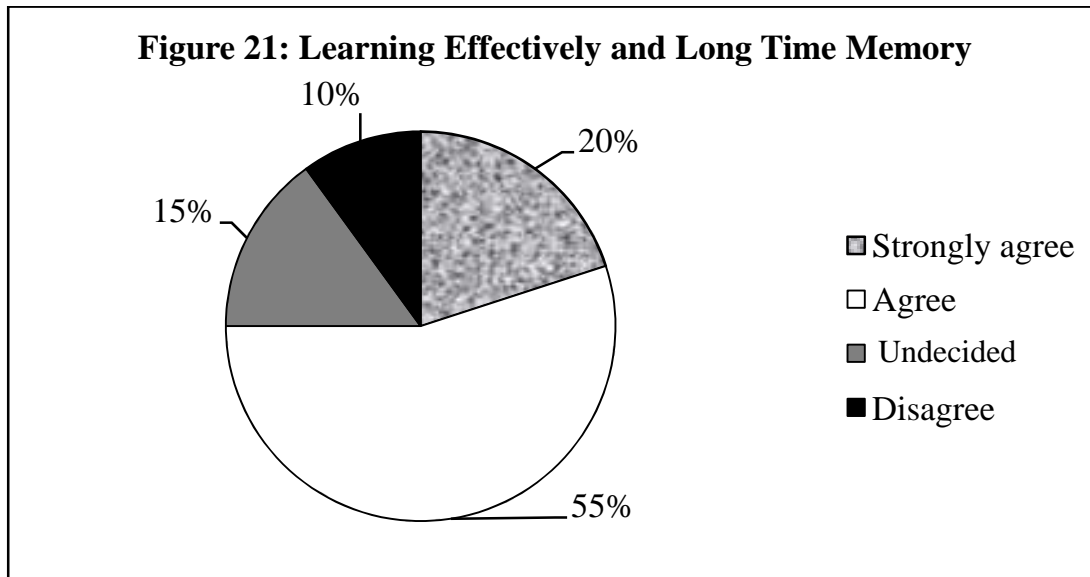
On the basis of the responses provided by the students to this issue the data has been presented in figure 20.



The figure 20 shows that a majority of the students (60%) out of 40 agreed and 40 percent of them strongly agreed that they were fond of clean and pleasing teachers.

4.2.2.2 Learning Effectively and Long Time Memory

Responses provided by the students to the item learning effectively and longtime memory have been presented in the figure.

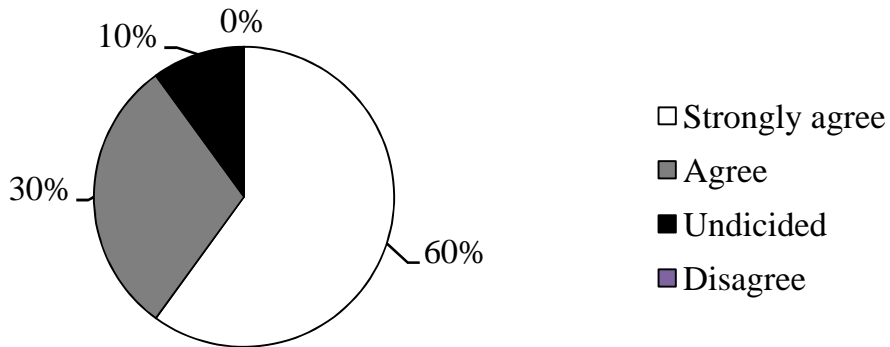


The figure 21 reveals that 55 percent of the students out of 40 agreed and 20 percent of them strongly agreed that they learnt effectively and memorized for long time when the teachers created interaction in the classroom. On the other hand, 15 percent of them did not decide and 10 percent of them disagreed with the statement.

4.2.2.3 Face to Face Interaction and Active Participation in Learning

Face to face interaction and its effect in active participation of the learners in learning was also asked to the students to respond. Based on this item, the responses provided by the students have been presented in figure 22.

Figure 22: Face to Face Interaction and Active Participation in Learning

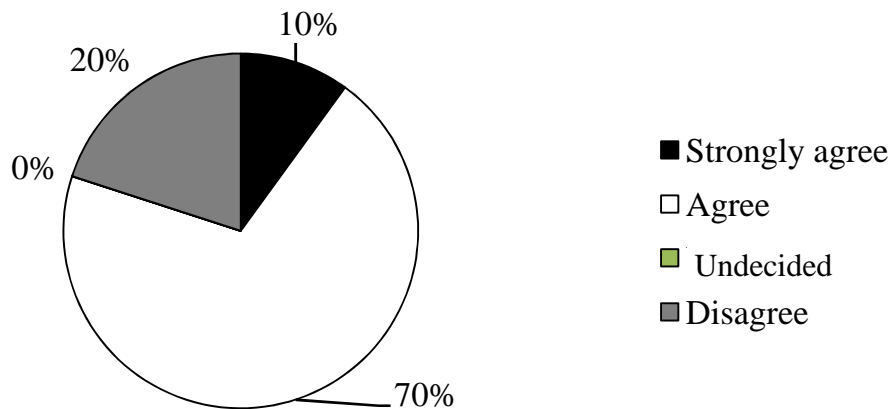


According to figure 22, a majority number of the students (60%) out of 40 strongly agreed and 30 percent of them agreed that they actively participated in learning when there was face to face interaction. But only 10 percent of the students could not decide about the statement.

4.2.2.4 Talkative Teachers and Students' Participation in Learning

Based on the responses provided by the students to this item, the data has been presented in figure 23.

Figure 23: Talkative Teachers and Students' Participation in Learning

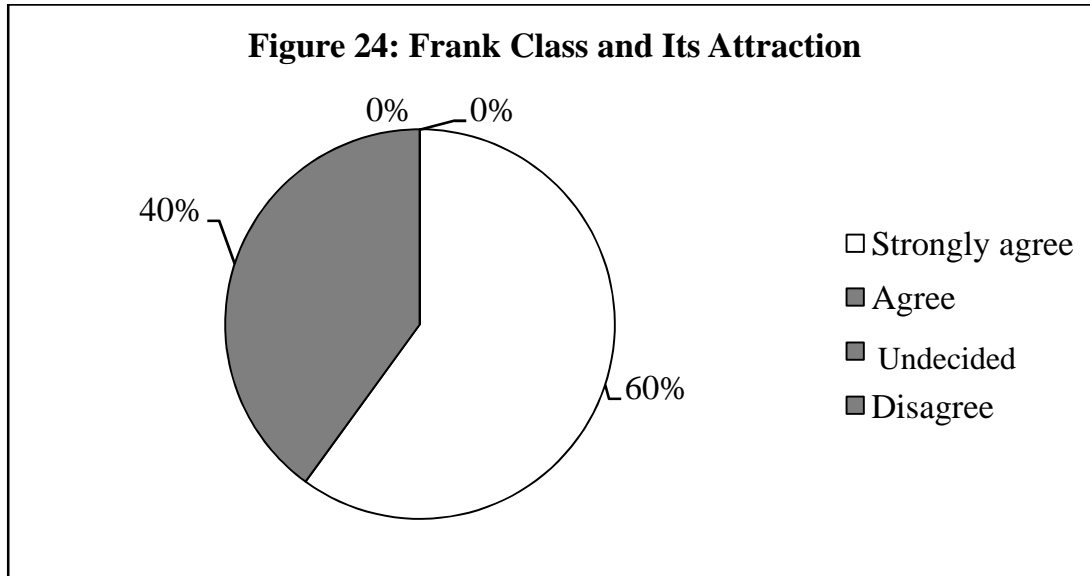


The most of the students (70%) agreed and 10 percent of them strongly agreed that they participated in language learning actively with the teachers who talked a lot in the

classroom with the students. On the other hand, only 20% of the students disagreed with the statement.

4.2.2.5 Frank Class and its Attraction

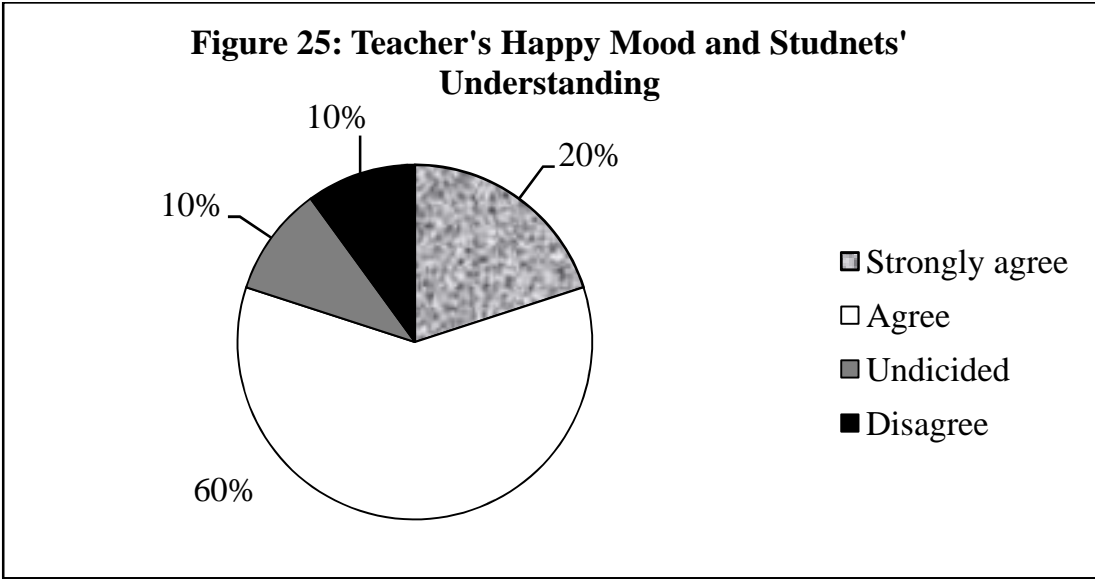
Data has been presented in the figure 24 on the basis of the responses provided by the students to this statement.



The figure 24 demonstrates that 60 percent of the students strongly agreed and other 40 percent of them agreed that the class in which the teachers frankly explained the ideas were very much attractive to them.

4.2.2.6 Teacher's Happy Mood and Student's Understanding

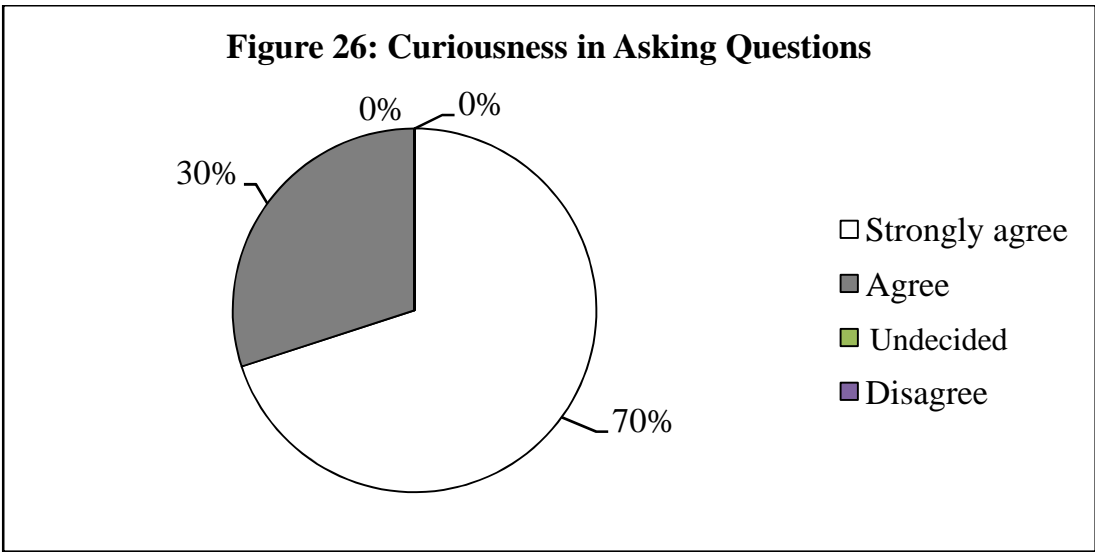
The students were asked how their understanding is while teacher entered in happy mood in the classroom. Based on the responses, the data has been presented in figure 25.



The figure 25 shows that 60 percent of the students out of 40 agreed and 20 percent of them strongly agreed that they easily got to the point with the teachers who come in class with happy mood. On the other hand 10 percent of the students disagreed and other 10 percent kept them undecided with the statement.

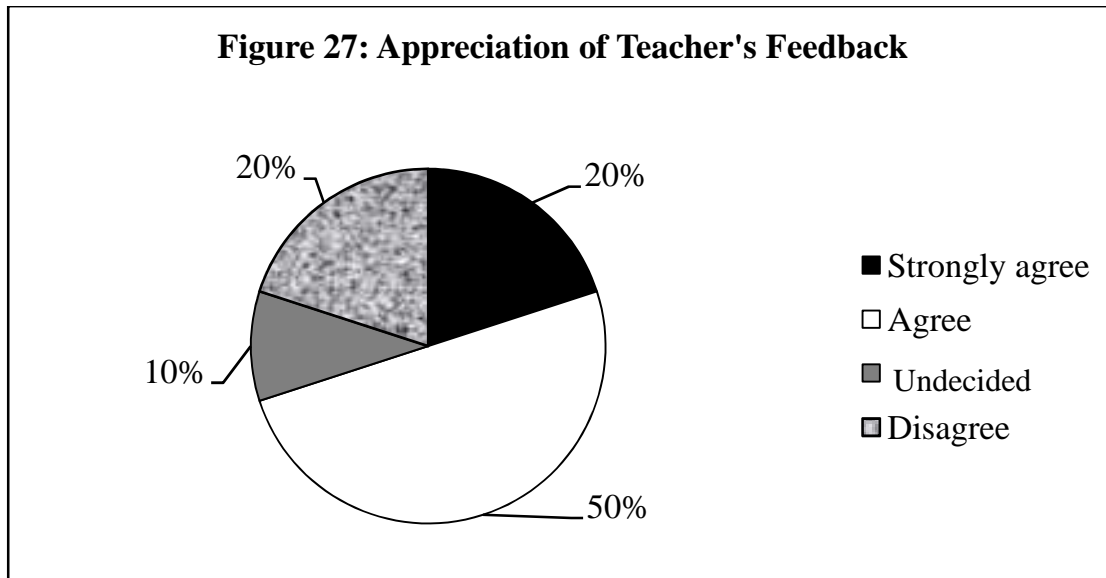
4.2.2.7 Curiousness in Asking Questions

There is great chance to the students for asking questions to the extrovert teacher. The data related to the concept has been presented in figure 26 on the basis of the responses provided by the students to this issue.



The figure 26 shows that the most of students (70%) strongly agreed and other 30% of them agreed that they were curious to ask questions to the teachers and being asked. There were no any responses against the statement.

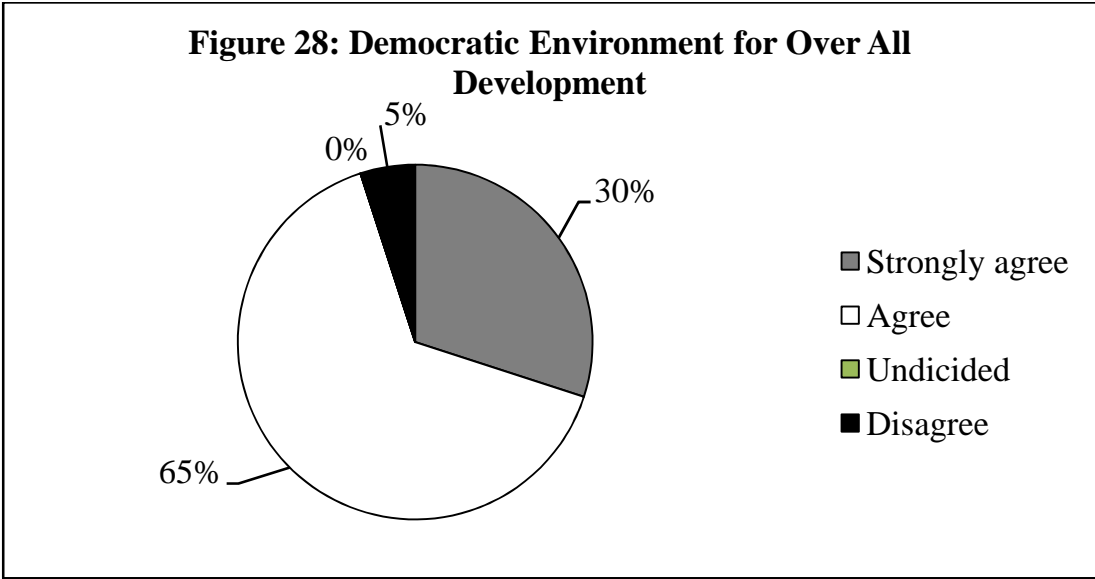
4.2.2.8 Appreciation of Teacher’s Feedback



Some of the teachers always provide feedback where as some other do not. Concerning with the teacher’s feedback and students’ appreciation the students were provided with the statement related to response. Based on the responses provided by the students, the data has presented in the figure 27. According to the figure 27, 50 percent of the students agreed and 20 percent of them strongly agreed that they appreciated the teacher who gave feed back to them with constructive criticism. However, 20% of the students disagreed and 10% of them kept undecided with the statement.

4.2.2.9 Democratic Environment for Over All Development

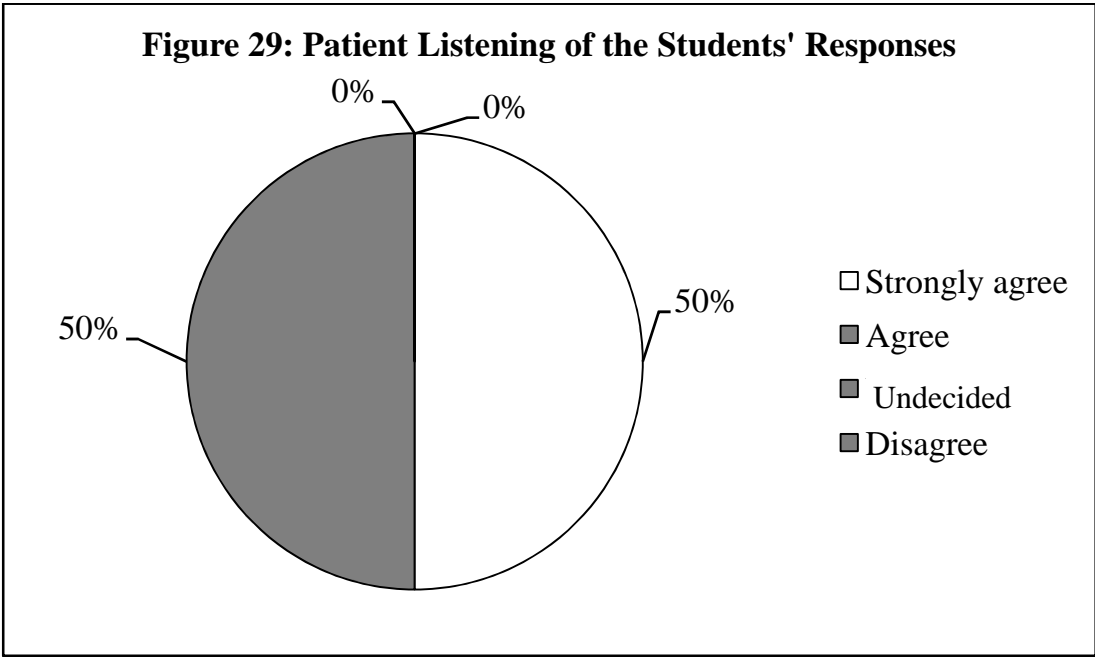
Among various constraints related to literature itself, its syntactic deviation and use of figurative language makes language learning some difficult and challenging. On the basis of the responses provided by the teachers, the data has been presented in figure 28.



The figure 28 shows that the majority of the students (65%) agreed and 30% strongly agreed that the teacher created democratic environment for over all developments of them. But 5% of them disagreed with the statement.

4.2.2.10 Patient Listening of the Students’ Responses

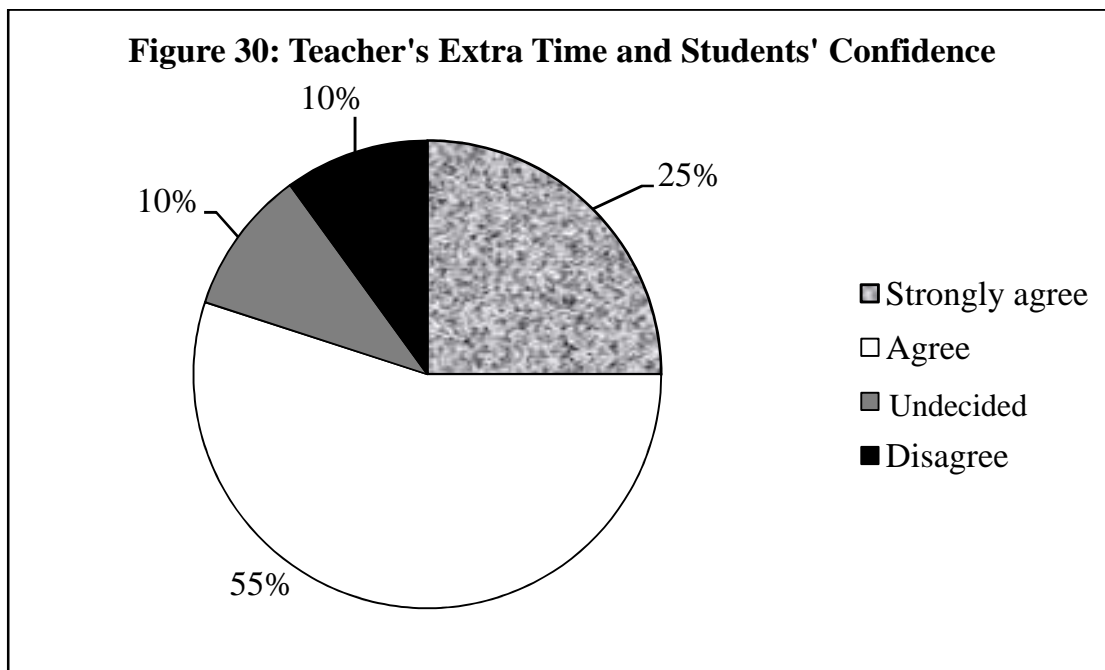
In response to the statement- teacher’s patient listening of the students’ responses, the students have positive responses. The data has been presented in figure 29 and analyzed below.



According to the figure 29, half of the students out of 40 strongly agreed and other half of them agreed that they were interested in the class where the responses of them were listened patiently. It shows that the students liked the teacher who listened them patiently.

4.2.2.11 Teacher's Extra Time and Students' Confidence

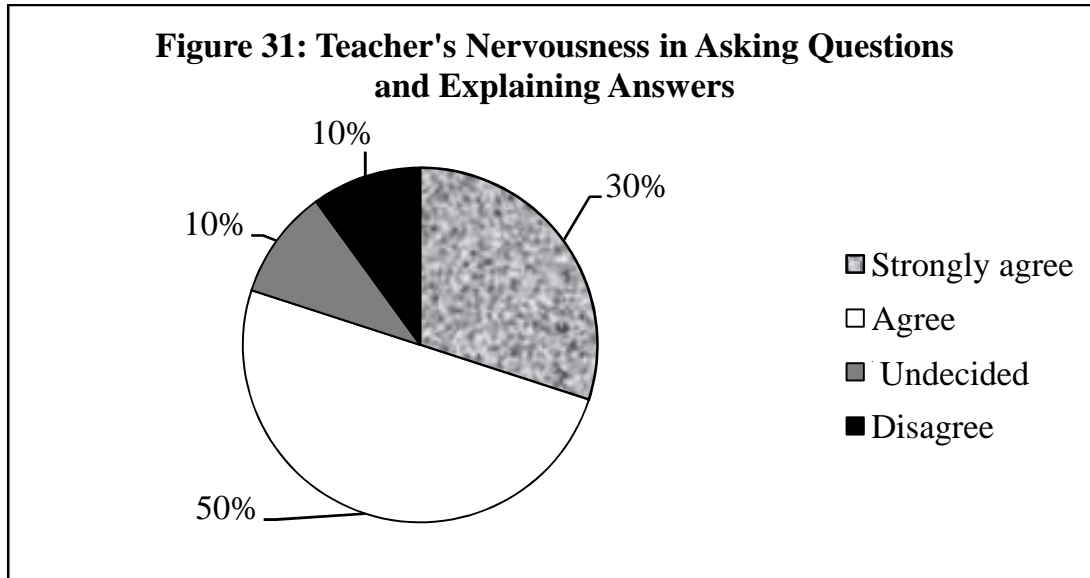
There are a number of teachers who provide extra time to the students for learning but some of the teachers do not like dealing with the students in extra time. Based on the responses provided by the students about their confidence with the teachers who provide them extra time for learning, the data has been presented in figure 30.



The figure 30 depicts that 55 percent of the students among 40 agreed and 25 percent of them strongly agreed that they became clear and confident with the teachers who took extra time to explain difficult points. However, 10% of them disagreed and other 10% kept undecided with the statement. From the above presentation, it can be concluded that the teacher needs to provide extra time for solving students' difficult points for making them clear and confident.

4.2.2.12 Teacher's Nervousness in Asking Questions and Explaining Answers

Not all of the teachers are frank and talkative but some of them are too nervous and silence during teaching. In such situations how the students respond is the most significant issue. The responses provided by the students have been presented and analyzed below.

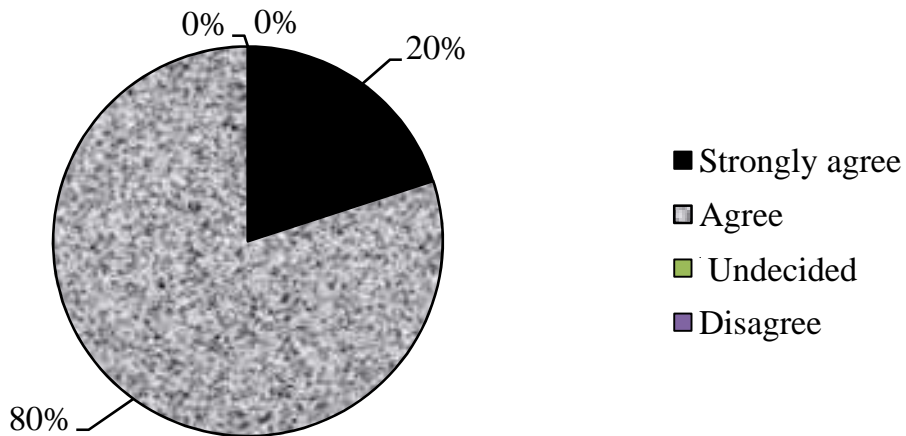


The figure 31 shows that 50 percent of the students agreed and 30 percent of them strongly agreed that they did not like the lesson of the teachers who became nervous on asking question and explaining during teaching. On the other hand, 10% of them disagreed with the statement. Other 10 percent of them could not decide on the statement. It was found from the above discussion that the students have low motivation in nervous teacher's lesson.

4.2.2.13 Teacher's Appreciation to the Students

Learning is based on the reward as well. The students are highly motivated when they are provided with reward and reinforcement. So concerning with the issue the students were asked to express their view about teacher's appreciation in their correct response. The responses have been presented and analyzed below.

Figure 32: Teacher's Appreciation to the Students

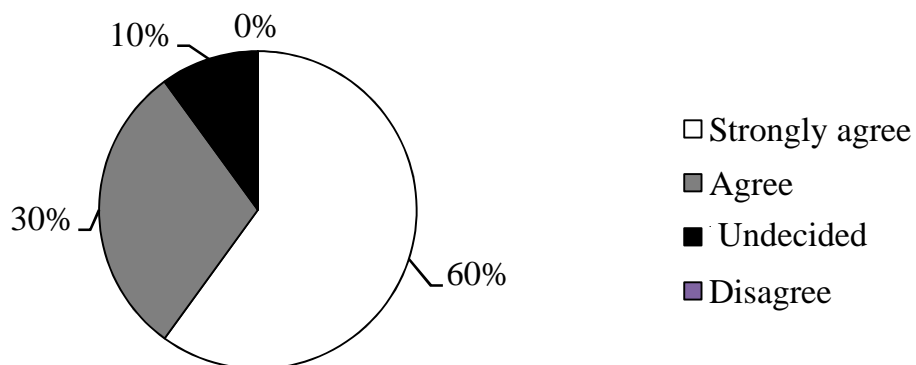


The above figure shows that all most all the students agreed (80%) among the 40 and strongly agreed (20%) that they liked the teachers who appreciated them with good words, when they performed well in the class. So, teacher's praise to the students' good and correct response plays vital role for motivating them.

4.2.2.14 Students' Trust to Friendly and Mutual Teacher

Students' motivation is also based on their trust to the teacher. What types of teachers are well trusted is an issue to solve. So concerning with the issue the students were asked to express their view about their trust. The responses have been presented and analyzed below.

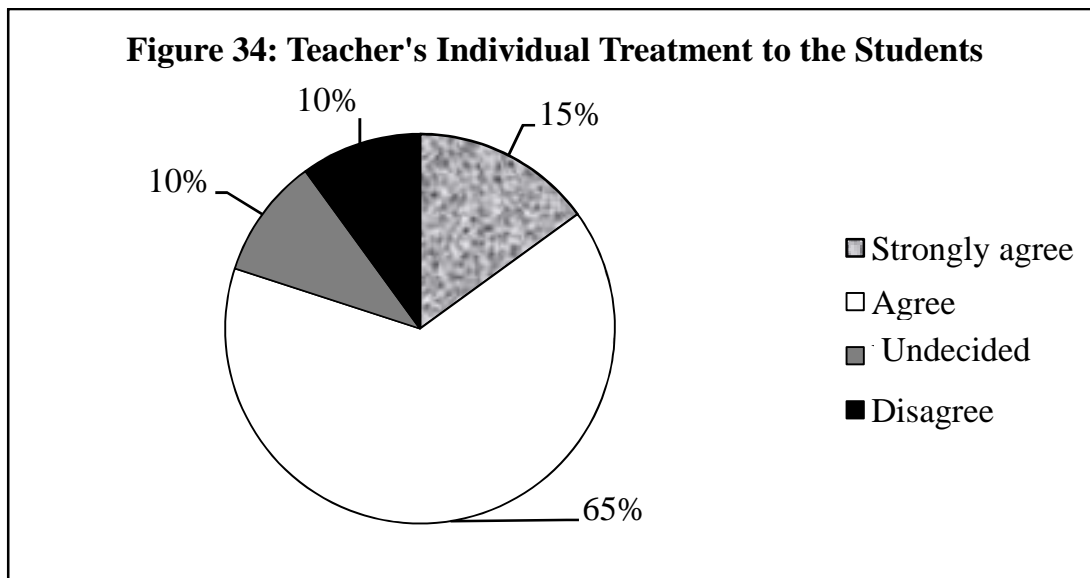
Figure 33: Students' Trust to Friendly and Mutual Teacher



The above figure shows that the majority of the students (60%) strongly agreed and 30 percent of them agreed that they enjoyed and trusted with friendly and mutual teacher. So, friendly and mutual behavior of the teachers is essential for motivating the students.

4.2.2.15 Teacher's Individual Treatment to the Students

Concerning with the issue the students were asked to express their view about teacher's individual treatment to them in their problems. The responses have been presented and analyzed below.

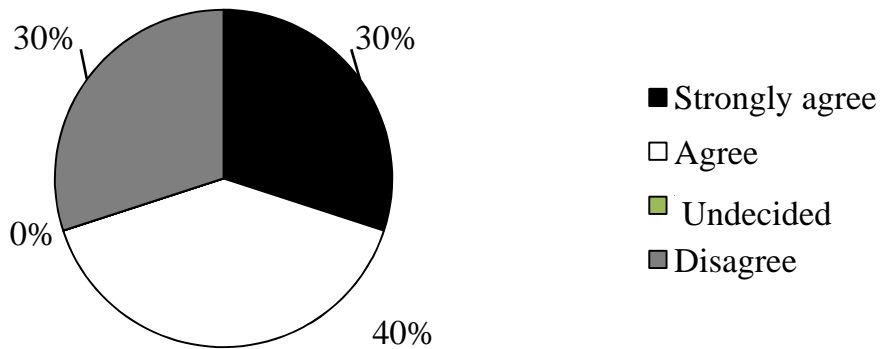


The above figure shows that all most all the students (65%) agreed, 15% strongly agreed ,10% disagreed and 10% were undecided about the teachers who appreciated them with good words, when they performed well in the class. So, teacher's praise to the students' good and correct response plays vital role for motivating them.

4.2.2.16 Teacher's Personal Experience

Teachers in their professional life face a number of experiences related to teaching and learning. What effect would be to the students if the teachers share their experience in classroom? Relating with the issue the responses provided by the students have been presented and analyzed below.

Figure No. 35: Teacher's Personal Experience

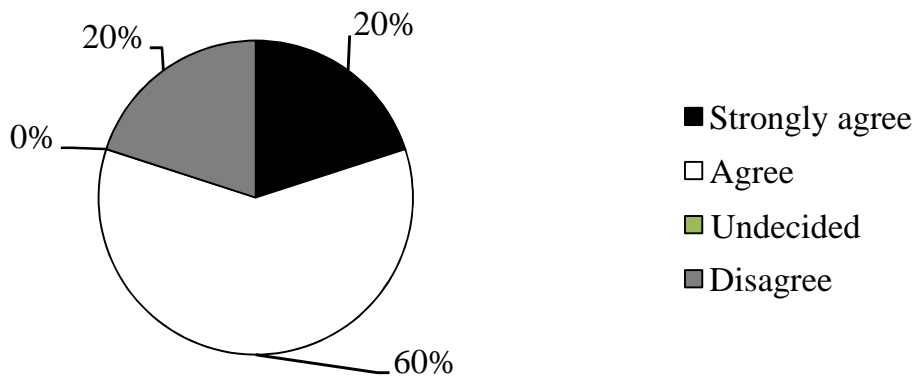


The above figure shows that 40 percent of the students among 40 agreed and 30% of them strongly agreed that their teachers shared their personal experience with them. On the other hand, 30% of the students did not agree with the statement.

4.2.2.17 Appropriate and Planned Initiation and Completion of the Lesson

The initiation of the lesson in appropriate manner and ending it in planned way also has certain effect in students' motivation. The students' responses have been presented and analyzed below.

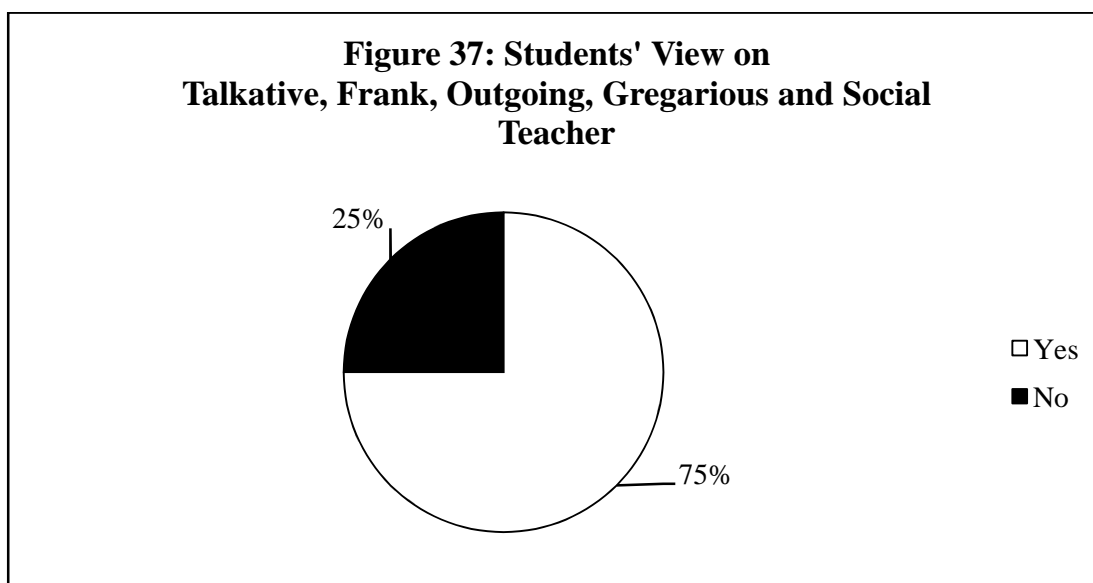
Figure 36: Appropriate Initiation and Completion of the Lesson



The above figure shows that the majority of the students agreed (60%) and other 20 percent of them strongly agreed that the teachers started the lesson in an appropriate

manner and finished it in a planned way. So, teacher's appropriate starting and ending had a positive effect in students' motivation for English language learning.

In order to retrieve further information about extrovert teachers and students' motivation in language learning, the students were asked if they liked talkative, frank, outgoing, gregarious, and social teacher. Who replied 'yes' were asked further to mention any five benefits they got from such teachers. Students stated different benefits that they got from such teachers. On the basis of the responses provided by the students, the data have been presented below.



The above figure shows that the most of the students agreed (75%) out of 40 viewed that they liked talkative, frank, outgoing, gregarious, and social teacher. However, 25 percent of them did not like such teachers. No doubt the features having like these are extrovert teachers. We can say that there was important role of extrovert teacher to motivate the students as they preferred the quality of such teachers. The students stated the following benefits that they got from extrovert teachers:

-) If the teacher is frank, talkative then the students could tell the problem about subject matter without hesitating.
-) They got clear ideas on subject matter from frank and gregarious teachers.
-) They got information from different perspective from extrovert teachers.

-) Such teachers were very much helpful to increase creativity.
-) They help to build up critical thinking in students.
-) They motivated the students for all round development.
-) Social teachers helped the students to adjust in the class easily along with subject matter.
-) Frank teachers easily identified the students' interests and mood, then treated them appropriately.
-) They taught the students with variety of methods according to the need of the students.
-) They established informal relationship with the students which helped for learning in fun and enjoyment.
-) The students could ask even the simple matter to the teachers.
-) Such teachers could provide a good guidance to the teachers in difficult, problematic and challenging situation.

To conclude it was found that both the teachers and students viewed there was significant role of extrovert teacher in students' higher motivation during teaching and learning English language.

4.3 Summary

On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized and presented below.

- A. The findings related to the first objective of the study are as follows:
 - i. Twenty percent of the teachers among 20 defined that Extrovert teachers are frank, open-hearted and student friendly whereas introvert teachers are mysterious and strange to the students.
 - ii. The majority of the teachers included the common features of extrovert teachers in their lists such as friendly, helpful, problem solver, listener to the students along with polite speaking, fond of interacting, flexible

,open hearted, frank, social, whereas introvert were isolated, serious, moody and preferred loneliness out-going.

- iii. The teachers viewed that extrovert teachers understood students' needs, interests and challenges but introvert behaved according to their mood and intention.
- iv. The teachers stated that extrovert teachers created lively environment in the classroom whereas introvert teachers kept their class passive.
- v. A majority of the teachers (60%) out of 20 viewed teachers' extrovert quality helps the students to gain a large amount of exposure of the language and fifty percent teachers viewed that students enjoy learning rather than taking it as compulsion with extrovert teacher.
- vi. Fifty five percent of the teachers among 20 stated that it motivates learners to solve problems by co-ordinating with their teachers and friends.
- vii. Most of the teachers (75%) out of 20 agreed that they were extrovert teachers.

B. The findings related to the second objective of the study are as follows:

The summary of the findings under this category is presented in different two subcategories:

- I. The findings of teachers' views on their extrovert nature and students' motivation in language teaching and learning.
 - i. The most of the teachers (70%) out of 20 teachers agreed that the students pay proper attention to their extrovert lessons therefore the average achievement of the students in English was above 50 percent.
 - ii. Sixty percent of the teachers among 20 agreed that they adjusted themselves with the prevailing situation and circumstances of the class. So, the students participated in interaction with them and with their friends actively in their classes

- iii. All most all the teachers strongly agreed and agreed with the statement- The students always participate in learning actively in extrovert classes and asked questions frankly to them.
- iv. The majority of the teachers agreed with the statement-The students complete their assignment co-coordinating with the teachers.
- v. Most of the teachers (60%) out of 20 agreed and other 40 percent of them strongly agreed that the students expressed their opinions and views openly.
- vi. The majority of the teachers (60%) among the 20 agreed and other 30 percent of them strongly agreed that the students were well motivated in learning in extrovert classes.
- vii. The most of the teachers (75%) agreed and other 20 percent of them strongly agreed that there was clear and strong correlation between extroversion and success in acquiring a second language.
- viii. All most all the teachers were in favor that students had high opportunity to learn with talkative teachers and the students quenched their thirst of learning even in extra time with teachers.

II. The findings of students' views on extrovert teachers and their motivation in learning English language are follows:-

- i. The majority of the students (60%) out of 40 agreed and 40 percent of them strongly agreed that they were fond of clean and pleasing teachers who created democratic environment for the overall development of learners.
- ii. The most of the students agreed and strongly agreed that they learnt effectively and memorized for long time when the teachers created interaction in the classroom.
- iii. The most of the students (70%) among the 40 agreed that they participated in language learning actively with the teachers who talked a lot in the classroom with the students, frank, social. However, 25 percent of them did not like such teachers.

- iv. Sixty percent of the students among the 40 strongly agreed and other 40 percent of them agreed that they actively participated in learning where there was face to face interaction and in which the teachers frankly explained the ideas.
- v. Most of the teachers agreed and strongly agreed that they easily got to the point with the teachers who come in class with happy mood.
- vi. The fifty five percent of the students agreed and 25 percent of them strongly agreed that they became clear and confident with the teachers who took extra time to explain difficult points.
- vii. All most all the students agreed (80%) out of 40 and strongly agreed (20%) that they liked the teachers who appreciated them with good words, when they performed well in the class.
- viii. The majority of the students agreed (60%) and other 20 percent of them strongly agreed that the teachers started the lesson in an appropriate manner and finished it in a planned way.

CHAPTER – FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter deals with conclusion. Similarly, it also deals with some recommendations made on the basis of the major findings of the study.

5.1 Conclusion

This study was mainly concerned with finding out the teachers' awareness towards extrovert quality of them and teachers' extrovert nature and its effects in motivating students in English language learning. The data has been collected through two sets of questionnaire from 20 teachers and 40 students from different colleges in the Kathmandu Valley. From the presentation, interpretation and discussion of the data it was found that most of the teachers were aware of their extrovert quality. They stated a number of features of extrovert teachers such as frank, friendly, social, gregarious, helpful, problem solver, listener to the students along with speaking, fond of interacting, flexible and out-going etc. Similarly, most of the teachers opined that there was strong positive relationship between teachers' extrovert nature and students' motivation. Likewise, most of the students were also found to be highly motivated in extrovert teachers' classroom during language learning. In comparison to introvert teachers, extrovert teachers were viewed to be significant in case of motivating students' effectively.

5.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study.

5.2.1 Policy Related

Comprehension pedagogical policy needs to be formed to incorporate the qualities of teachers which can enhance the deliverance of knowledge to the students. Due to the lack of specific policy any sort of persons are involved in teaching profession. It is obvious that introvert personality hampers the teaching learning activities of English language whereas extrovert personality facilitates. The following implications are made for policy level:

- i. Pedagogical strategies should be designed demanding the extrovert quality of the teachers which motivate the learners and succeeds the learning.
- ii. The concerning departments and organizations like department of education, NCED, NELTA etc. should organize such programs to develop extrovert quality in teachers for effective teaching.
- iii. The methods and ways of motivation like extrovert quality should be included in different types of Teachers' Professional Development (TPD) trainings for effective language pedagogy.
- iv. The proper utilization of extrovert quality of the teachers in higher secondary level should also be clearly mentioned.
- v. The language curriculum should fix the extroversion as the most important quality of all language teachers.

5.2.2 Practice Related

Teachers possess variety of characteristics regarding their personality. Mostly, extrovert and introvert qualities are discussed most in terms of language teaching. This study limits its study on effectiveness of extrovert nature in inspiring the second language learners. Language itself is a practical phenomenon. So, the implications made in practical level from the findings in section A and B are as follows:

- i. Most of the teachers are aware of extrovert and introvert quality. So, they should be trained for appropriate use in students' motivation.

- ii. Seminars and meetings should be organized among teachers for discussing on the teachers' extrovert and introvert quality and their effects in language learning.
- iii. The teachers should be provided with ample opportunities to participate in special training programs, workshops and seminars related to teachers' quality and students' motivation in language classes.
- iv. The teachers should develop their outgoing, gregarious and social behaviour.
- v. The teachers should create co-coordinative environment.
- vi. The teachers should behave the students as partners and friends.
- vii. The teachers should consult the students' problems, challenges, and difficulties.
- viii. The teachers need to be interested in pupils, eager to render help in difficulties, keen to encourage them in their enthusiasm and interests.

5.2.3 Further Research Related

This section discusses methods and areas in which to extend the current study. The study on teachers' extrovert nature has constructed manifolds of hypothesis for further research. This research concludes that there is in-depth relation between teaching English language and extrovert character of the teacher. It further advocates that the English teacher should be frank, gregarious, friendly, pleasing and so on to motivate the students to learn English language. This study examines and proves that higher level students are motivated by the outspoken personality of the teachers. It also experiments major features of extrovert teachers and their impacts on the students. Teachers are also found to be aware about the extrovert quality. But, it has not made study behind the causative factors to determine the personality of the teachers. So, it has raised numerous questions whether socio-economic factors affect performance of teachers or not. A teacher may be introvert due to the effect of culture. While talking in the context of Nepal, race and gender are also determinants in shaping the traits of the teachers. It seems very much necessary to make research on such other factors too. This study will also be applicable to study about numerous aspects belonging to the English language teachers which motivate the students to learn in an effective way.

Here, personality factors of the teachers are seriously studied but intellectual as well as knowledge on teaching content are less valued which can be taken into consideration by upcoming research. Nowadays, the role of teacher has been transformed into a coach and facilitator. So, the methods and ways of teaching are to be emphasized. Moreover, it is necessary to make further study whether extrovert personality can be more significant in teaching writing skills which needs more seriousness and concentration than frankness and frivolousness.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

Dear teachers,

This questionnaire is prepared as a research tool to collect information for my research entitled “**Teachers’ Extrovert Nature and Students’ Motivation in English Language Learning**” as a partial fulfillment of Master of Education in English under the supervision of Dr. Laxmi Bahadur Maharjan, Professor, Department of English Education, Faculty of Education TU, Kirtipur, Kathmandu. Your co-operation in completing the questionnaire will be of great value to me. I assure you that the response made by you will be exclusively used for the academic purpose.

Researcher

Ms. Sharmila Kunwar

Name: _____

Name of the College: _____ Qualification: _____

Department _____ Teaching Experience (years) _____

A. Answer the following questions:

1. How do you define extrovert and introvert teachers’ personality?

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2. What are the characteristics of an extrovert teacher?

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3. Please suggest how extrovert teachers can motivate their students for second language acquisition.

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4. List down the differences between extrovert and introvert personality of the teachers.

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5. Mention any five benefits of teachers' extrovert personality in language learning.

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B. Please () tick the most appropriate answer:

Note: 5 = strongly agree, 4= Agree, 3 = Undecided, 2 =Disagree

1 =strongly disagree

S.N.	Statement	5	4	3	2	1
1	The students pay proper attention to your lesson.					
2	You adjust yourself with the prevailing situation and circumstances of the class.					
3	You listen to the students with patience and tolerance and you guide them in their spare time.					
4	Students ask questions frankly to you.					
5	The students seem to be satisfied with your lesson.					
6	The students always participate in learning actively in your class.					
7	They complete their assignment co-ordinating with you					
8	The average achievement of your students' in English is above 50% .					
9	The students participate in interaction with you and with their friends actively.					
10	The students are not nervous in your class.					
11	The students express their opinions and views openly.					

12	All the students are happy as you show interest and respect to all of them.					
13	The students are well motivated in learning					
14	There is clear and strong correlation between extroversion and success in acquiring a second language.					
15	An outgoing personality seems to be more important for the students.					
16	Students have high opportunity to learn with talkative teachers.					
17	Students are confident in their learning when the teachers present their responsive behaviour.					
18	The students quench their thirst of learning even in extra time with teachers					
19	There is high possibility of teacher-student-parents relationship					
20	The students have higher achievement in the subjects of extrovert teachers' than the introvert ones'.					

Thank you for your kind co-operation.

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

Dear students,

This questionnaire is prepared as a research tool to collect information for my research entitled “**Teachers’ Extrovert Nature and Students’ Motivation in English Language Learning**” as a partial fulfillment of Master of Education in English under the supervision of Dr. Laxmi Bahadur Maharjan, Professor, Department of Education in English , Faculty of Education TU, Kirtipur, Kathmandu. Your co-operation in completing the questionnaire will be of great value to me. I assure you that the response made by you will be exclusively used for the academic purpose.

Researcher

Ms. Sharmila Kunwar

Name (Optional):

Name of College:

In which grade you are studying now:

Please () tick the most appropriate answer :(Note: 5 = Strongly agree, 4 = Agree, 3 = Undecided, 2 =Disagree and 1 = Strongly disagree)

S.N.	Statements	5	4	3	2	1
1	You are fond of clean and pleasing teachers.					
2	You learn effectively and memorize for long time when the teachers create interaction in the classroom.					

3	You actively participate in learning when there is face to face interaction.					
4	You feel the subject easier which are taught by the teachers who usually participate in social activities.					
5	You participate in language learning actively with the teachers who talk a lot in the classroom with the students.					
6	The class in which the teachers frankly explain the ideas are very much attractive to you.					
7	You easily get to the point with the teachers who come in class with happy mood.					
8	You are curious to be asked questions.					
9	You appreciate the teachers who give feed back to you with constructive criticism					
10	Your teachers create democratic environment for over all developments of students.					
11	You are interested in the class where the responses of the students are listened patiently.					
12	You become clear and confident with the teachers who take extra time to explain difficult points.					
13	You have higher achievement in the subjects which are taught by takative and frank teachers.					
14	You don't like the lesson of the teachers who become nervous on asking questions during teaching.					
15	You like the teachers who appreciate you with good					

	words, when you perform well in the class.					
16	You enjoy and trust with friendly and mutual teachers.					
17	You like the teacher who gives you individual attention in their spare time, and suggest something nice to you.					
18	Your teachers share their personal experience with you.					
19	Your teachers start the lesson in an appropriate manner and finish it in a planned way..					
20	Your teachers are friendly and approachable for you.					

21. Please suggest five most important qualities in the behaviour of a good teacher.

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22. Does your teacher like to mix up with you easily?

a) Yes d) No

If yes, what benefit do you get from him/her?

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23. Do you like talkative, over frank, outgoing, gregarious, and social teacher?

a) Yes b) No

If yes, mention any five benefits you get from such teachers.

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Thank you for your kind co-operation.