

**A STUDY ON PERSONALITY AS A VARIABLE IN  
ENGLISH LANGUAGE CLASSROOM**

**A Thesis Submitted to the Department of English Education in  
partial fulfillment for the Master of Education in English**

**Submitted by  
Guru Prasad Poudel  
Faculty of Education, Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2010**

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2010**

**T.U. Regd. No.: 9-1-48-1632-2001  
Second Year Exam Roll No.: 280312**

**Date of Approval of  
Proposal : 2066/09/08  
Date of Submission: 2067/02/05**

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This is to certify that **Mr. Guru Prasad Poudel** has prepared this thesis entitled “**A Study on Personality as a Variable in English Language Classroom**” under my guidance and supervision.

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original and no part of it was earlier submitted for the candidature of the research degree to any university.

Date: 2067-02-06

.....  
**Guru Prasad Poudel**

## **DEDICATION**

Dedicated to

My parents whose selfless and everlasting love, patience

and support to me ....

My uncle – Late Rudra Prasad Poudel who inspired me

to be a student from the early step of my life.

## ACKNOWLEDGEMENTS

On completion of the final exam and teaching practicum of Master's in Education second part, I have been worried about the theses work. Every friend that I used to meet at the time I engaged them on this study. Except from this, while I was in the Department of English Education, my respected Gurus and Gurumas also were disturbed by my tiny queries about thesis work. Thesis, thesis, thesis, this sort of creative and insightful burden comes in the ending phase with this report. Doing this research work has been a rewarding experience for me as I have been obliged to collect the materials required, to receive the ideas needed and have had rewarding and supportive suggestions from the individuals to whom I am to owe my enormous debt. So, from the very beginning I would have been incapable of writing it without the encouragement, engagement and constructive comments of the many people whom I now wish to acknowledge with very real appreciation and gratitude.

At first, I would like to express my most sincere appreciation to my supervisor and the Head of the Department of English Education **Prof. Dr. Chandreshwar Mishra** who has guided and supported me through out my academic journey at Tribhuvan University. Not only has he provided most generously his valuable time and professional guidance as an academic supervisor for my research, he had also offord me the most loving support. Without him, I would not have been where I am today.

My heartfelt gratitude lies to **Dr. Jai Raj Awasthi**, Professor of the Department of English Education and Chairperson of English and Other Foreign Languages Education Subject Committee for his worth support and feedback. Without his time, his expertise and feedback for my classroom study and this work, I would not have been able to complete my work.



I would not forget my respected **Guruma Dr. Anjana Bhattarai**, who was a member of my Research Guidance Committee, from whom I got valuable suggestions and inspiration to achieve the goal.

I owe a great debt of gratitude and appreciation to my respected Gurus and Gurumas **Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Mr. Vishnu Singh Rai, Dr. Anju Giri, Mrs. Tapasi Bhattacharya, Dr. L.B. Maharjan, Dr. Bal Mukunda Bhandari, Mr. Prem B. Phyak, Mrs. Saraswoti Dawadi, Mr. Bhesh Raj Pokhrel Mrs. Madhu Neupane and Mrs. Hima Rawal** for their great efforts in teaching me concepts of language education and their invaluable help, guidance, advice and encouragement. I am also grateful to **Mrs. Madhavi Khanal**, Librarian, Department of English Education for her kind co-operation from the beginning.

Of course, I am deeply grateful to my ever memorable Gurus who have been teaching at Prithivi Narayan Campus, Pokhara, **Mr. Nava Raj Neupane, Mr. Pitamber Gautam, Dr. Tara Datta Bhatta and Mr. Tirtha Aryal** for their invaluable and untiring guidance, encouragement and constructive suggestions from the very beginning of my college journey. I do not know how I should acknowledge my first English subject Gurus **Mr. Khagendra Prakash Khanal** and **Mr. Mani Ratna Poudel** for their initial seed of the English language to me.

Special thanks go to **Mr. Dhurba Raj Sigdel**, the Head Master of Shree Krishna Higher Secondary School, Tahahun, where I have been teaching and all the sampled schools for their kind hospitality, patience and support while collecting data for this study.

My thanks go to **all my classmates and friends** who made my studies and my life colourful, enjoyable and full of rich experiences and unforgettable memories.

I am deeply indebted and thankful to my friends and brothers who shared my sad and happy moments and whose existence has made a huge difference in my life, **Khem Raj Joshi, Dilip Kumar Sharma, Durga Prasad Lamichhane, Durga Kumar Shrestha, Rishi Ram Subedi, Surya Prasad Devkota, Toya Nath Subedi, Jham Bdr. Thapa, Pawan Poudel** and **Gobinda Poudel**.

At last but not the least, my deepest gratitude go to all the family members particularly to my two elder sisters: **Anjana** and **Shanta**, who used to dream of me to be a good person and have been doing a lot for me.

**May, 2010**

**Guru Prasad Poudel**

## **ABSTRACT**

The current research is “A Study on Personality as a Variable in English Language Classroom”. As the importance of the English language classroom can hardly be exaggerated, this work attempts to find out personality traits of the students and personality as a variable in English language classroom from the teacher’s view point. For these purposes, a sample of 60 students and 4 teachers was selected from two higher secondary schools. Analyzing the data collected through personality traits survey questionnaire and the interview sheet; it has been found that most of the learners had extrovert personality and they enjoyed learning English through the active interaction and enjoyed to ask questions in class. Furthermore, almost all the teachers opined that they cared about different learning styles of their students and personality is a significant related variable in students’ achievement.

This study is divided into four main chapters. The first chapter encompasses introduction of the study. It incorporated general background, first and second language, English as a second language classroom, individual differences, personality, approaches of studying personality, theories of studying personality, personality assessment, extroversion/introversion, review of the related literature, objectives of the study and significance of the study sequentially. The second chapter deals with the methodology used for the study described in terms of the sources of data collection, tools used for collecting data, procedures of data collection, limitations of the study and procedures of data analysis. The third chapter is the presentation of the analysis and interpretation of the data. The data were analyzed and interpreted by using simple statistical tool of percentage and average. Moreover, the analysis of the learner responses and the teachers’ views has been done under different significant and inclusive themes. The fourth chapter includes the findings and recommendations of the study. Furthermore, this chapter includes some of the suggestions to extrovert learners, introvert learners and language teachers too.

Finally, but foremost it presents some guidelines for further researchers who want to carryout study on this very topic. The concluding chapter is followed by the references and appendices that are used in the thesis.

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## ABBREVIATIONS AND SYMBOLS

T.U.	–	Tribhuvan University
M.Ed.	–	Master in Education
Prof.	–	Professor
Dr.	–	Doctor
p.	–	Page
pp.	–	pages
i.e.	–	id.est/that is
e.g.	–	(example gratia) for example
et. al.	–	and the other people
etc.	–	Etcetera
Extra	–	Extrovert
G	–	Group
Intro	–	Introvert
SLA	–	Second Language Acquisition
ESL	–	English as a Second Language
EFL	–	English as a Foreign Language
ELT	–	English Language Teaching
L <sub>1</sub>	–	First language
L <sub>2</sub>	–	Second language
LOTE	–	Languages Other Than English

TL	–	Target Language
FL	–	First Language
SL	–	Second Language
T	–	Total
%	–	Percentage
&	–	Ampersand
CUP	–	Cambridge University Press
Ed.	–	Edition
NELTA	–	Nepal English Language Teachers' Association
No.	–	Number
OALD	–	Oxford Advanced Learner's Dictionary
OUP	–	Oxford University Press
S.N.	–	Serial Number
Vol.	–	Volume
I <sub>1</sub>	–	Interviewer
I <sub>2</sub>	–	Interviewee
BBC	–	British Broadcasting Corporation
TESOL	–	Teaching English
App	–	Appendix
Fre	–	Frequency
Pre	–	Percentage

## **CHAPTER – ONE**

### **INTRODUCTION**

This study is on the "A Study on Personality as a Variable in English Language Classroom". This introduction consists of general background of personality, types and traits of personality, extrovert and introvert personality, literature review, hypothesis of the study. Objectives of the study and significance of the study.

#### **1.1 General Background**

Though the language is a daily used means of communication, it is difficult to define. It is species specific that means it is only possessed by human beings. There are different means of communication among them language is the most commonly used means of communication and the property of only human beings. This is what that puts human beings different from all the other animals. Language is a conventional, traditional or social institution. It is something that is established in the society and it is handed over from generation to generation. So, it is a social institution.

Human beings use language in order to express their emotions, feelings, thoughts, ideas and experiences. Moreover, they use language to communicate with each other. Language is conservative by nature, it means that it is not changed rapidly. There are different scholars who have explained their viewed on the language. According to Sthapit (2000), "language is a voluntary vocal system of human communication: Language is a vehicle of human thoughts or ideas and feelings. Similarly, Whitney (1987 p.3) defines:

Language is a race characteristics, and as characteristics and as such, inherited from one ancestry, along with colour, physical constitution, traits of character and the like; and that it is independently produced by each individual, in the natural forms of his bodily and mental growth.

There are many languages in the world. None of them is superior or inferior. This era is the era of glocalization and globalization. So, there should be at least a common (internationally common) language to set the world up to date with the current information. For this English is made internationally common and it, no doubt, has gained the international lingua-franca's status. Moreover, English is one of the five official languages of the UNO. This may also be the supporting factor for English to be an international language. For this, Voltaire (as cited in Broughter et al., 1978, p. 14) said "The first among languages is that which possess the largest number of excellent works."

Due to all these reasons, the knowledge of English becomes inevitable for human beings of this world. However, standing in our context, it is taken as one of the important foreign languages in most of the government affiliated educational institutions and it has been taught in the classroom as a foreign or second language.

### **1.1.1 First Language and Second Language**

The present world is going to be multilingual because of the importance of the learning other languages. So, a man goes on learning language as he/she needs. The language of the learners' family which he/she acquires first without any effort and without formal instruction is the first language or the mother tongue for the learner. The language without first language of the language learner which he/she learns through formal instruction in formal situation is second language. In this context, English in Nepal is a second language rather than first language since Nepali or other vernacular languages are the first language for Nepali people.

### **1.1.2 English as a Second or Foreign Language**

The global spread of English has been acknowledged and responded on different aspects of language teaching and learning purposes. The traditional classification of the role of English in language, language teaching and learning

makes distinction between English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL) Kirkpatrick (2007, p. 34) specially for classroom purpose. According to Gass and Selinker (2008, p. 7):

The second language is commonly referred to as the L2. As with the phrase “second language”, L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth or fifth language. By this term, we mean both the acquisition of second language in a classroom situation, as well as in more “natural” exposure situations. On the other hand, “foreign language” is generally differentiated from second language in that the former refers to the non native language in the environment of one’s native language (e.g., French speakers learning English in France or Spanish speakers learning French in Spain, Argentina, or Mexico).

In the ESL context, English is used for a range of functions within the country and is usually one of the official languages. Japan, China, Korea, and Nepal are the examples of these countries. In these countries, English is usually the major foreign language and is taught and learnt in schools and colleges. However, the ESL/EFL dichotomy automatically excludes the speakers of these countries from the English speech community and a strict distinction confuses social and educational issues.

In Nepal, English has the status of a foreign language. For years it has been used mostly for academic purposes and it will remain so for years to come. There is no particular speech community as such that uses English for oral day to day communication. So the use of English is confined to formal situations only in Nepal.

### **1.1.3 Factors Affecting SLA**

Second Language acquisition is a highly challenging job, in the process of which one should overcome many influencing factors. The same influencing

factors that hinder the acquiring of second language are here termed as factors affecting second language acquisition. Ellis (1994, p. 17) has mentioned four major influencing factors of SLA. The four areas are; characteristics of learner language, Learner-external factors, learner-internal mechanisms, and the language learner. The table below can show the detail description of all the related factors or the influential areas.

**Table No. 1**  
**Characteristics of learner language**

<b>Focus on Learning</b>		<b>Focus on Learner</b>	
<b>Description</b>	<b>Explanation</b>		
<b>Area1</b>	<b>Area 2</b>	<b>Area 3</b>	<b>Area 4</b>
Characteristics of learner language	Learners external factors	Learner-internal mechanisms	The language learner
Errors			
Acquisition orders and developmental sequences variability fragmatic features	Social context input and interaction	L <sub>1</sub> – transfer leaving processes	General factors e.g. motivation
		communication strategies	Learner strategies.
		knowledge of linguistic universals	

( Ellis, 1994, p.18)

### **1.1.3.1 Individual Differences**

One of the most significant characteristics of human beings is that each person has a unique combination of feelings, mentality, concepts, aims and reactions.

This list can be extended to hundreds of terms if coverage of all the complexities of personality is sought. These combinations create reasons for negotiations, arguments and discussions and lead to the development of humanity as a whole. Knowledge of the backgrounds lying behind these differences enhance the flexibility and the understanding of the different individuals. It is assumed that having more awareness of theories of individual differences and an ability to incorporate them in the teaching process should enable teachers to help their learners enjoy their learning and get more out of it.

The individuals in any group of organisms have both similarities and diversities. No two individuals even in the same species are ever exactly alike. No matter how small the unit of population, there is variation among its members. It is true that the children who are born of the same parents have not similar personality or behaviour in every aspect, even with the twins. Each individual is different from each other not only because he started with a unique combination of genes and chromosomes but also because of his 'Gestalt' total of perceived experiences, unique to him, as he relates with people, things, and ideas in a life time; the individual's physical and psychological development is a major concern as his educational development.

Individual differences have received their importance in teaching from studies which state that people learn in different ways. No two brains learn the same way. "Any two human beings even identical twins may respond quite differently to the same stimulus." (Hampson and Colman, 1994, p. ix).

Different studies and research have found that learners acquire and learn their second language in different ways. Our differences in each of these differences such as personality, learning styles, motivation, intelligence, autonomy, learning strategies, gender, age, anxiety, language, aptitude are likely to affect our general learning and our language learning. "Individual differences produce variation in the rate of learning and the ultimate level of second language attainment" (Ellis, 1994 p. 523).

In a nutshell, it will be better to mention what Hollis and Hollis (1969, p. 63) presented to make the topic further clear as:

the individual is an emerging, becoming physical and psychological being different from any other and always in a state of flux. He lives in a world composed of people, affected by economic condition and influenced by societal evolution. He seeks his own identity, strived for self actualization, searches for person with whom he can share life, and ventures for opportunities of self-expression. Information about himself and the existing and possible social environment becomes essential for an individual to approach fulfillment of his potential or to expand his horizon.

### **1.1.3.2 Personality**

The term personality is often used interchangeably with learning style, although the former refers to a stable trait of an individual whereas the latter is undoubtedly more variable. So, some researchers refer personality as a learning style. Others refer it to as a part of personality. Unfortunately, there has not been much effort to separate these.

Personality is considered a very important category of individual difference since the individuals are often judged depending on their personality.

"Personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same time, from the basis of our prediction, concerning his future behaviour" (Wright et al., 1970, p. 54, cited in Shackleton & Fletcher 1984, p. 46). It is also regarded as referring to stable internal factors or traits which underlie consistent individual differences in behaviour. These internal factors, according to Eysenck, are called traits. He says that it is assumed that individuals, differ in terms of the extent to which they possess any given trait (Eysenck, 1994 p. 38). Another definition that captures much of what psychologists mean by personality is what child's description personality characteristics as more or less stable,



internal factors that make one person's behaviour consistent from one time to another, and also from one situation to another and different from the behaviour and reaction other people would manifest in comparable situations (1968, p. 83, quoted in Eysenck, 1994, p. 38). Therefore, it is expected that any given individual will behave in a reasonably consistent manner on different occasions. Those who study human personality are often interested in individual differences. They assume that there are considerable individual differences in personality and that these differences will be revealed by difference of behaving and reaction in a given situation (Eysenck, 1994, p. 38). That is why one feature common to the majority of personality theories is the emphasis on the individual.

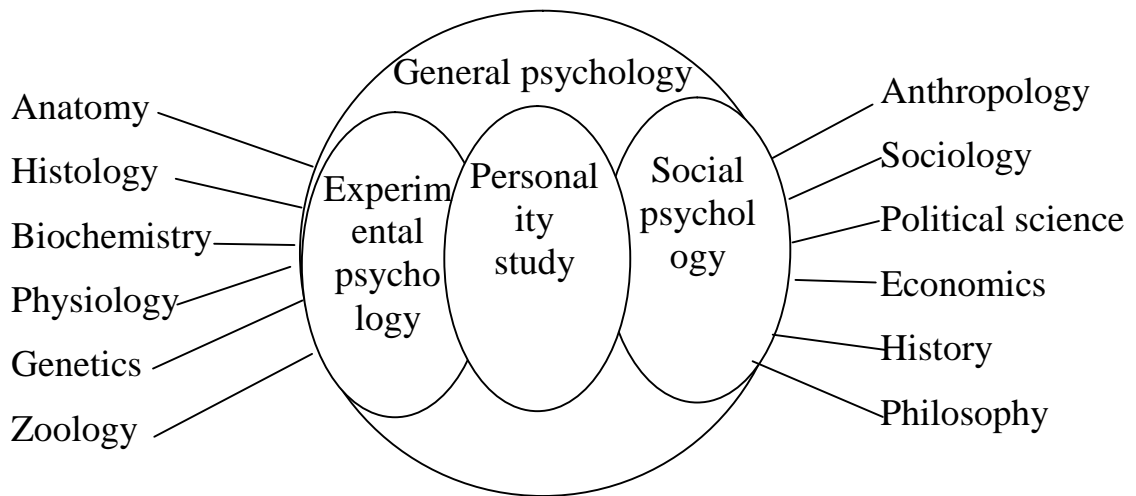
So, the concept of personality refers to the consistency of behaviour. The consistency allows not only to recognize an individual by behaviour but also to help to predict what he or she will do in a given situation. We see personality as extremely through appearance and behaviour, as inner awareness of self, and as unique patterns of measurable and fairly permanent traits. In short personality is something that involves the whole person. According to Ryan and West (1956, pp. 1-3) "interest in human personality goes hand in hand interest in character development." Personality has a quality of uniqueness; no one person is quite like. The study of the individual in the totality of his attributes is the study of personality. De Cecco and Crawford (1977, p. 54) , defined personality from two point of views that are 'primary and secondary'. Primary is the person's or individual behaviour as he does as how he behaves and the secondary is the individual's needs, such as need for acquisition, achievement, dominance or autonomy.

In any science, convenient and useful units of study must be specified. In the psychology of personality we concentrate on the individual human being as a natural unit. Other disciplines, such as anatomy, may take smaller parts of man for study, whereas social studies may concentrate on group phenomena and

ignore the behaviour of individuals. Clearly, circumstances determine the unit of study.

Personality bridges the two basic branches of psychology we can see in the diagram; experimental and social.

**Diagram No. 1**  
**Personality Bridge**



(Source: Schloger and Baughman 1962, p.16)

There are many different organized theories about the nature, structure and development of personality. These different views are based on a variety of ideas, methods, and assumptions. Our main guideline principle here, however, is this basic fact: Every individual is a unique person. Not quite like anyone else. Personality is the concept or construct that describes this uniqueness and totality of an individual as a social being.

Close study of those interpretation leads to the conclusion that personality has more than one attribute. To make the conclusion more clear, we have to take what Klausmeir and Richards (1969, p. 554) presented as

The principle attribute of personality is the organization of the psychological system within the individual. These systems include the knowledge and skills of the individual, his values and his motives. Other

corollary attributes include the individuals reactions to others, other reactions to him, and his methods of adjusting to his environment.

#### **1.1.4 Approaches of Studying Personality**

We know that the significance of individual difference is now recognized as one of the basic principle in personality study. Psychologists who proposed that the study of individual differences must center around variables and general traits follow the nomothetic approach. In contrast, those who agree that people and their unique traits represent the proper study of personality carry the idiographic banner. It will be better to present the both approaches separately for the further classification.

##### **i. The Nomothetic Approach**

The nomothetic approach in personality assumes that there is a basic structure to personality. Its adherents measure a set of traits in a large group of individuals. They correlate the scores of each person on each trait with other criterion performance scores derived from behavioural observation or tests (Eysenck, 1994, p. 15).

##### **ii. The Idiographic Approach**

Allport was the pioneer of the ideographic approach to personality. To quote him, the study of personality meant discovering those traits that both characterize and are relevant to an individual from the person's own perspective. For Allport, the method by which to uncover the uniqueness of personality was the ideographic approach: an intensive, long term analysis of individual cases that relied on the persons own phenomenological view.

#### **1.1.5 Theories of Personality**

There are many theories to study the personality and they are conveniently reduced to four major ones: The 'types' and 'traits' theories, humanistic theories, psychodynamic theories and social learning theories. Adopted from Eysenck

(1994, pp. 39-40) and Zimbardo (1979, pp. 298-316), they are briefly described as follows:

### **i. The 'Types' and 'Traits' Theories of Personality**

Personality type refers to the characteristic way in which an individual approaches life's experiences (Jung, 1976, p. 23). Likewise, Eysenck (1994, pp. 39-40), talks about two approaches to personality: the 'types' approach and the 'traits' approach. His discussion endorses the Greek theory of types of personality. Personality theorists of the past often used to identify personality types rather than traits. Traditions of establishing dichotomies of types have generally been developed from Greek thinking. In essence, type theorists assume that all individuals can be allocated to one of a relatively small number of types of categories such as:

- a) Melancholic i.e. pessimistic non risk taker
- b) Sanguine which means thoughtful and clinical
- i.e. Sensible and balanced in an optimistic way
- c) Choleric i.e. impulsive
- d) Phlegmatic which means slow and lazy.

These types were identified by ancient Greeks. They are quite deep and constant and there are not many of them so we are not likely to change them. Eysenck (1994) does not agree as well, because he considers that these four types are not enough to explain personality.

The another approach, personality theorists have argued that personality consists of a number of traits, which have been defined as "broad, enduring, relatively stable characteristics used to assess and explain behaviour" (Hirschberg, 1978, p. 45, quoted in Eysenck, 1994, p. 39). Another definition is given by Mischel: a "trait is a relatively stable and long-lasting attribute of personality (1968, quoted in Eysenck, 1994, p. 53). Traits are more shifting, more specific, more changeable and more learnable in that they are more accessible to learning. Therefore, this approach looks more reasonable since it

provides a number of traits that account for the diversity of human personality in a more variable but specific way.

The most obvious difference between the type and trait approaches, as Eysenck states, is that "possession of type is regarded as all or none, whereas individuals can possess a trait such as sociability in varying degrees" (1994, p. 40). More specifically, most theorists have assumed that traits are normally distributed in the population. According to Sullivan (1953, p. 15), "the individuals can not exist apart from his or her relation to others, the study of personality is the study of interpersonal behaviour (as cited in Hampson, 1997, p. 73).

## **ii) Factor Theories of Personality**

"The most important issues that personality theorists have to consider are the number and nature of the traits which together form human personality" (Eysenck, 1994, p. 50). Several factor theories of personality have been proposed. However, Eysenck (1994, p. 50) says that the two best known and most influential are those of Raymond et al. and H.J. Eysenck (1987).

## **iii) Psychodynamic Theory**

Freud's psychodynamic theory embraced concepts of psychological determinism, genetic origins, biosocial, instincts, unconscious processes and goal-directed motivational dynamics. He holds that no behaviour was accidental and that the origining of mental disorders and irrational behaviour was accidental and that the origining of mental disorders and national behaviour could be uncovered through rational analysis of the patient's life history.

## **iv) Humanistic Theories**

Humanistic theories of personality are concerned with the individual's personal view of the world, his self-concept, and his push toward growth or self-actualization. According to Rogers (as quoted in Richard and Alkinson, 1976,

p. 397) "Congruence between the self and reality as well as between the self and ideal self is the most important aspect of personality."

Humanistic approaches to understanding personality are characterized by their:

- ) reliance upon a field theory orientation,
- ) insistence on a holistic view of personality
- ) concern for the integrity of the individual's personal, private experience.
- ) emphasis on growth motivation, and stress on the importance of self actualization.

#### **iv. Social Learning Theories**

In social learning theories of personality, Skinner (1977) approach ignores what is 'in' the person and outright denies that the inside approach has any psychological validity. For Skinner and other behaviourists, behaviour and personality are shaped by the outside environment. Personality, in such a view, is the sum total of covert and overt response systems. Social learning theories highlight the interaction of selected personal variables with specific situational variables.

Despite some differences in the approaches, they share in common the following beliefs.

- ) Traits are the basic unit of personality organization.
- ) Traits are inferred from behavioural indicators.
- ) By integrating behaviour and stimulus events, traits give personality continuity and consistency.
- ) The task of personality assessment is to distinguish superficial from basic traits and to identify the smallest number of these basic units of personality that will explain the greatest amount of the variability in human behaviour (Adopted from Zimbardo 1979,p. 301).

None of the personality theories presented is completely satisfactory.

Psychoanalytic and humanistic theories are not very amenable to scientific

validation. Traits and social learning theories, while employing rigorous research methods do not provide a complete portrait of the individual.

### **1.1.6 Personality Assessment**

The systematic effort to study and measure personality traits in a quantitative fashion (using test) is called the psychometric trait approach. Psychometrics is the general term for the branch of psychology that deals with assessment.

There are five general approaches to measuring the aspects of personality functioning: human judges, situational behaviour sampling, self inventories, projective tests and personality scales (Zimbardo, 1979, p. 327). These are briefly described as follows:

#### **i. Use of Human Judges**

For this kind of evaluation, people who know the individual well may be used to assess his or her various attributes. Psychologists, parents, friends, teachers, counselors, co-workers and other can be asked to make these judgment by taking the interview.

#### **ii. Projective Tests**

In this test, the subject is presented with a standardized set of ambiguous or neutral stimuli inkblots or pictures that have no definite meaning but can be interpreted in various ways and is encouraged to interpret freely what is 'seen' in them. Thus, subject can project onto each neutral stimulus with some special private meaning.

#### **iii. Behaviour Sampling**

Personality variables are also inferred from observations of people in particular situations. There are two ways of observation, overt and covert. An overt person is aware of being observed; whereas in the covert, the behaviour samples are collected covertly. Scores from this technique have most validity.

#### **iv. Self-inventories**

Standard self-inventories require subject to give information about themselves. They may be asked to tell what they like or dislike, what emotional reactions they tend to have in certain situations, self-inventory is valuable in that it goes below the surface appearance to top the individual's own personal experience and feeling.

#### **v. Personality Scale**

People differ in the extent to which they tend to perceive that the controlling influences on their behaviour come from within themselves or are imposed on them from without. Knowledge of these individual differences improve our prediction of how a person will interpret the role of his or her efforts in achieving a particular goal. Field dependent individuals are typically extroverted, extrinsically motivated and influenced by peer groups and authority figures. Field independent individuals typically possess less effective social skills, are introverted, intrinsically motivated, prefer competition, choice of activities and ability to design studies and work structure.

The introversion and extroversion is found in the Eysenck's personality scale. The outgoing, impulsive, and extrovert needs people interact with while they reserved, cautions, introvert relies less on other people for stimulation and more on books or non-social sources. These personality types present other constrict as well.

The internal external personality types are esteems on the continuum of beliefs about locus of control; that is internal or external. 'Internal' people perceive that reward is contingent on their own behaviour and their personal personalities. 'External' people perceive that rewards occurs independently of their actions and controlled by external forces. While other approaches to internal-external personality types have emphasized the origins of an individual's goals, values, and motives.



We cannot decide the inherent characteristics of oneself from looking at him/her. There is difference between person's appearance and personality.

Sheldon (1977) theory of body types and temperament. He proposed a theory that particular body types or somatotypes are associated with particular personality characteristics. He named these basic units endomorphy, mesomorphy and ectomorphy. He drew a triangular diagram on which he plotted the different extremes of body types.

The classification of body types was not Sheldon's ultimate goal. He wanted to resolve the age old question of whether our body type is connected with the way people behave. In short, he wanted to explore the link between body and temper amount.

Temperament refers to personality and emotional makeup – the way people eat and sleep, laugh and cry, speak and walk, he did in-depth interviews of several hundred people to find traits that he could use to describe the basic elements of behaviour. Sheldon's system was based on a checklist of sixty, characteristics.

As his terminology implies, Sheldon found a strong correspondence between the ectomorphic body type and the ectotonic temperament. They are active, introverted, combative, quiet, courageous, relaxes, good-humored, sensitive, tolerant.

Psychologists have developed different approaches to typology or personality typing.

Carl Jung (1976) presents his deep, holistic philosophy about psychology and people. He viewed the ultimate psychological task as the process of individuation, based on the strengths and limitations of one's psychological type. Underlying on Jung's typology, there are four personality traits or functions:

(a) Extroversion – Introversion (recharge the energy via external contact and activity (extroversion) or by spending time in your inner space (introversion))

### **1.1.7 Extroversion/Introversion**

Our main aim is to find out the personality as a variable in the English language classroom. So, we have to pay due attention under personality and its two major genre extroversion and introversion scales of personality. For that we should be explicit about the extrovert-introvert and their measurement or judgment.

The stereotype of an introvert is someone who is much happier with a book than with other people. The stereotype of the extrovert is the opposite: Someone happier with people than with a book. These stereotypes have implications for second language classroom success, but the implications are some what contradictory. We might expect the introvert to do better in school. This has been borne out in the research. For instance, Skehan (1989, p.7) cited studies of British Undergraduates showing a correlation of 0.25 between introversion and academic success. Nonetheless the gregariousness associated with extroverts would suggest that they would engage in more talking and social activity in a second language and would thus learn the language better. Hence, there are good reasons to think that both extroversion and introversion lead to success in second language classroom learning, although in different ways.

Ellis (1994) and Skehan (1989) have studied personality as an aspect of individual differences and have tried to relate the personality dimensions to language learning in general and ESL/EFL classroom in specific. Skehan has borrowed a few conclusions in which he prefers to relate the dimensions of extroversion-introversion and risk taking to the issue in ESL/EFL classroom (1989, pp. 100-199). Ellis has found that only extroversion-introversion dimension of personality is closely related to ESL/EFL classroom and has therefore concentrated on this (1994, pp. 519-520).

Ellis reviews six types of personality; the extroversion/introversion, risk taking, tolerance of ambiguity, empathy, self-esteem and inhibition. He focuses in particular on extroversion/introversion, since he considers that this variable relates to a well established theory while the others are based only very loosely on constructs in general psychology. In a study by Busch (1982) and Strong (1983) using Eysenck's personality Inventory (EPI), they found that extrovert learners are sociable, lively and active, and introvert learners are quiet and prefer non-social-activities. Strong found that extrovert children learned faster.

Ellis says "the instruments which have been used to measure the personality variables are varied and, in some cases, of doubtful validity and reliability" (1994, pp. 517-519). These worries appear to have led Ellis to exclude most of these variables from his studies of their relation to language learning. Ellis found that the dimensions of extroversion/introversion is of clearer relevance to ESL/EFL classroom. Therefore, he limited his discussion of the effects of personality variables on language learning to the dimension of extroversion / introversion. He says that "by choosing to investigate the extroversion/introversion distinction, we are investigating only one aspect of learner's personality" (1994 p. 20).

Extroversion and introversion are terms used to gauge two styles. Extrovert characters tend to be gregarious, while the introverted tend to be private. The activity of the extrovert is usually seen as usually directed toward the external world and that of the introvert inward upon himself or herself (Infoplease, 2003). Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active (Eysenck, 1965, quoted in Skehan, 1989, p. 100). Eysenck (1994) suggests that extroverts will be easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. Conversely, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends

and usually avoid excitement. In other words, extroverts are motivated from "without" and their attention is directed outward. They are people who appear relaxed, confident, and have trouble understanding life until they have lived it (Johnston, 1999-2003). Introverts, on the other hand, are motivated from "Within" and they are oriented towards the inner realm of ideas, imagery, and reflection. They get their energy from within rather than from the outside world.

Ellis (1994, p. 520) points out that the relationship between extroversion/introversion and second language learning has been hypothesized in two different ways. The first suggests that "extroverted learners will do better in acquiring basic interpersonal communication skills". The second he states that : "introverted learners will do better at developing cognitive academic language ability", but with no clear empirical support. However, Ellis points out that other studies have given different results which fail to lend much support to the hypothesis that introversion aids the development of academic language learning (1994, p. 521).

Introversion - extroversion is thus a very broad and comprehensive way of describing personality, and includes many characteristics which are proposed by Woodworth and Marquis (1949, p. 92) are as follows:

**Table No. 2**

**Extroversion/ Introversion Distinction**

S.N.	Extrovert	Introvert
1	Easy going, genial, warm generous	Inflexible, cold, timid, hostile, shy
2	Intelligent, independent, reliable	Foolish, unreflective, frivolous
3	Emotionally stable, realistic, steady	Neurotic, evasive, emotionally changeable
4	Dominant, assertive, self-assertive	Submissive, self-effacing
5	Placid, cheerful, sociable, talkative	sorrowful, depressed, seclusive
6	Trained and cultured mind, aesthetic	Hand-boiled, poised, frank unemotional
7	Conscientious, responsible, painstaking	Borish, uncultured
8	Adventures, carefree, kind	Inhibited, reserved, cautious, withdrawn
9	Vigorous, energetic, persistent	Languid, slack, day dreaming
10	Emotionally hypersensitive high strong, excitable	Phlegmatic, tolerant
11	Friendly trustful	Suspicious, hostile

To sum up, the general meaning of this term extrovert refers to the person who is a lively, confident and eager to joy being with other people. From this sense we can generalize the extrovert learners are faster to achieve the second language efficiency because of their interest in working with group and from which their development of the confidence. In conclusion, extrovert learners are those who are outspoken, They do not hesitate to speak and they are not afraid of making mistakes. They like to work in group.

Likewise, the term introvert has been defined by Hornby (2005, p. 817) to "a quite person who is interested in their own thoughts and feelings than in spending time with other people". Introvert learners do not show the interest of working in pair and group, it means they like to work in alone. In conclusion, the introvert learners are shy, and do not speak as much and like to work alone.

However, much we may like the extroversion-introversion distinction, we should not allow ourselves to fall into the habit of classifying every body as either an extrovert or an introvert. Wherever any large sample of people has been examined by use of appropriate methods they have been found to feel mostly along in the middle between the extremes. A mixed type the ambivert, has been recognized and most individuals belong to this mixed type.

In describing an individual's characters, behaviour or personality, we compare him/her directly with others. If we do not think specifically of any other individuals at the moment, we compare him with general run of the people. To be a good judge of character, the person obviously needs experience. There are different methods of measuring the personality. They are as follows:

- i. The case study
- ii. Questionnaires
- iii. Interview

There are other methods or techniques to elicit the individual's behaviour or character personality. They are observation, taking help with the subjects friends, parents and teachers as well.

Introvert would prefer thought and planning and hesitate in reaching a final decision.

Introversion-extroversion is thus broad and comprehensive way of describing personality, and includes many characteristics which are shown as follows:

**Table No. 3****Characteristics of Personality**

1.	Fineness of Character	Vs	Moral defect, non persistence
a.	Integrity, altruism	Vs	Dishonesty, undependability
b.	Conscientious effort	Vs	Quitting, incoherence
2.	Realism, emotional integration	Vs	Neuroticism, evasion, infantilism
a.	Realism, reliability	Vs	Neuroticism, changeability
b.	Practicalness, determination	Vs	Daydreaming
c.	Neuroticism, self-deception	Vs	Opposite of this
d.	Infantile, demanding self-centeredness	Vs	Emotional maturity, frustration
3.	Balance, frankness, optimism	Vs	Melancholy, agitation
a.	Agitation, melancholy, obstinacy	Vs	Placidity, social interest
b.	Balance, frankness, sportsmanship	Vs	Pessimism, secretiveness
4.	Intelligence, disciplined mind,	Vs	Foolish, undependable, unreflectiveness
a.	Emotional maturity, clarity of mind	Vs	Infantilism, dependence
b.	Gentlemanly, disciplined thoughtfulness	Vs	Extraverted, foolish lack of will
c.	Creativity, self-determination	Vs	Narrowness of interest, fogginess
d.	General talent, penetration	Vs	Lack of general ability
5.	Egotism, assertion, stubbornness	Vs	Modesty, self-effacement.
6.	Boldness, independence, toughness	Vs	Timidly, inhibition, sensitivity
7.	Sociability	Vs	Hostility, gloominess
8.	General emotionality instability	Vs	Placidity, deliberateness,

			reserve
9.	Greatfullness, friendness, idealism	Vs	Sadism, slanderousness, suspiciousness
10.	Liveliness, instability, verbal expressiveness	Vs	Reserve, naturalness quiescence
11.	Imagination, intuition, curiosity, carelessness	Vs	Thrift inflexible habits, smugness
12.	Bohemian, disorderly	Vs	Perservering, pedantic
13.	Esthetic, thoughtfulness, constructiveness	Vs	Absence of these.
14.	Physical strength, endurance, courage	Vs	Physical inactivity, avoidance of danger
15.	Amorousness, playfulness	Vs	Priority
16.	Alcoholism, carelessness, rebelliousness	Vs	Piety, thrift
17.	Curiosity, wide interests	Vs	Limited interests
18.	Hypochondrical, taciturn, retroversoin	Vs	Eloquence, interest in future
19.	Asceticism, eccentricity	Vs	Comfort-loving conventionality
20.	Inflexibility, wondering	Vs	Adaptableness, case of stelling down.

(Source: Stanger, 1948, pp.149-150)

## 1.2 Review of the Related Literature

Woodworth and Marquis (1949, p. 92) have said that the extrovert would like action and would make decision quickly and easily while the introvert would prefer thought and planning and hesitate to reach in final.

West, et al. (1956, p. 54) have said that the writers about personality have taken diverse views in regard to character, sometimes personality and character are



regarded as synonymous, at other times character has been regarded as an important aspect of personality. Whatever view, we may take, the general trend is significant, interest in human personality goes hand in hand with interest in character development.

Johnson and Medinus (1965, p. 83) defined personality as the distinct and unique organization of traits in an individual as reflected in how he reacts to himself, and others, and in how they react to him and also in how he meets frustrations and conflicts that is how he adjusts to his environments.

Hollis and Hollis (1969) illustrated as "each individual is different from each other not only because he started with a unique combination of genes and chromosomes, but also because of his 'Gestalt' total of perceived experiences, unique to him, as he relates with people things and ideas in a life time".

DeCecco and Crawford (1977, p. 54) defined personality "from two points of views that are secondary and primary is the person's or individual behaves as he does as how he behaves and the secondary is the individual's needs, such as need for acquisition achievement and autonomy."

Zimbardo (1979, p. 327), stated that "a trait is a psychological construct or personality dimension on which individuals may be placed according to how much of the characteristics they possess."

Eysenck and Chan (1982, p.154) state "Personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same time, form the basis of our predictions concerning his future behaviour."

Skehan (1989, p. 101) considers three crucial factors of second language learning: intelligence, the ability to take risks, and the tendency to be extrovert or introvert and argues that the latter two dimensions of personality have an effective influence on ESL/EFL classroom.

Ellis (1994, pp. 517-523) observes that the personality variables are sometimes "Vague and overlap in ill defined ways" and he found that the dimension of extroversion/introversion is of clearer relevance to TESOL.

Davis (1997, p. 159) conducted a research on learning style and personality type references of community development extension educators and have found extrovert learners who are able to put oneself in the position of another person in order to understand him/her better are not necessarily proficient learners in ESL/EFL classroom.

Dahal (2006) has carried out a research on the factors affecting second language acquisition and find out that personality factor was found very significant while analyzing the different results of students. Extrovert students had better performance than the introverts in ESL/FEL classroom.

Shahi (2007) has conducted a research to find the impact of extroversion and introversion in learning the productive skills of language. The findings were that the average increment of the introvert group has been found to be slightly better than that of extrovert group while comparing the impact on the productive skills of language as a whole.

The above mentioned studies have been related on the personality study and its impact on language learning, however, no studies have been carried out as to see the personality as a variable in the English language classroom. So the researcher is interested to do the research on this topic since it is the most important aspect for the teaching of English in a second language classroom.

### **1.3 Objectives of the Study**

The objectives of the present study were:

- a. To investigate into the personality traits of the students.
- b. To find out the personality as a variable in the English language classroom from the teachers' view point.
- c. To suggest some pedagogical implications on the basis of the findings of the study.

## **1.4 Significance of the Study**

Generally, this study is fruitful to all those who are related in language teaching/learning and particularly, it is significant to the teachers, students, syllabus designers, textbook writers, as well. This is noticeable contribution to the area of teaching and learning in ESL/EFL classroom.

## **1.5 Definition of the Key Terms**

**Variables :** Variables are the obvious features which commonly produce different version of particular construction in learning.

**Personality :** Personality is a term often used in second language learning. It includes a number of personal traits like cool, warm, shy, frank, neurotic, stable, etc.

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

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

**Extrovert learner :** Someone who seem happier with people than with a book.

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

**Learning Style :** The ways of learning that the learners adopt in learning.

**Learning strategy :** It is the particular action or activity employed by learners to make their learning faster, easier, more effective and more enjoyable.

**Trait :** A trait is any distinguishable relatively enduring way in which one individual varies from another.

## **CHAPTER -TWO**

### **METHODOLOGY**

To fulfill the objectives of the study there should be a distinct methodology. The methodology adopted for the present research is described below:

#### **2.1 Sources of Data**

Both the primary as well as the secondary sources were used for data collection.

##### **2.1.1 Primary Sources of Data**

For this particular research, the students and language teachers of the Shree Krishna Higher Secondary School and Chandrawati Higher Secondary School of Tanahun district (+2 levels') were selected as the primary sources of data.

##### **2.1.2 Secondary Sources of Data**

Secondary sources were used to facilitate the collected data through primary sources. The secondary sources used for this study were the different books like: Ross (1948), Woodworth & Marquis (1949), Mschel (1968), Hollis & Hollis (1969), Ellis (1984), Hampson (1997), Best & Kahn (2004), Kumar (2006), Harmer (2008), theses, articles, journals, and various websites.

#### **2.2 Population of the Study**

The population of the study consisted of altogether sixty teenage students of grade eleven of Shree Krishna Higher Secondary School and Chandrawati Higher Secondary School (30 from each) and four language teachers (2 from each) of Tanahun district.

#### **2.3 Sampling Procedure**

The two higher secondary schools of Tanahun district were selected through purposive non-random sampling procedure. Likewise, 30 students from each

higher secondary school were selected following the similar methodology of sampling for questionnaire.

For interview, two English language teachers were selected by using same procedure.

## **2.4 Tools for Data Collection**

The main tools for the collection of data were a set of questionnaire and an interview schedule. Questionnaire in Appendix-A was used to find out the personality as a variable in English language classroom learning of different students as they have experienced. Similarly, the interview schedule in Appendix-B, was used to assess the personality as a variable in English language classroom from the teacher's view point.

## **2.5 Process of Data Collection**

Having prepared the sixty copies of questionnaire and structured interview schedule, the researcher visited the purposively selected schools with an official letter (Appendix-C) from the department. The researcher established rapport with the people concerned. He took permission from the school authority and briefly explained his aim of the study. He selected sixty students and distributed the questionnaire and explained what they were supposed to do. They were told to tick to the appropriate option. The researcher assisted the students when needed and collected the questionnaire from the students after they had finished. Then, the researcher requested to the language teachers of concerned schools and selected two English teachers teaching at higher secondary level. He requested the teachers for interview and collected information.

## **2.6 Limitations of the Study**

The study was confined with the following limitations:

1. This study was limited to the two schools of Tanahun district.

2. It was confined to the students of higher secondary level.
3. It was limited to the ELT classes.
4. Only the personality as a variable in English language classroom was evaluated.
5. The study was limited to the questionnaires given in Appendix A and B.
6. The study was limited to the result obtained from 60 students only and four language teachers.

## **2.7 Procedure of Data Analysis**

### **(a) Analysis of the Questionnaire**

While carrying out this research in order to analyze the collected data, weightage of 5, 4, 3, 2 and 1 was assigned to the responses 1, 2, 3, 4 and 5 respectively for the convenience of the researcher.

### **(b) Analysis of the Interview Data**

As stated earlier the interview type used in this study was structured. The seven open ended questions were used for this purpose.

Step I: The tape recorded data was transcribed.

Step II: Then, the main themes were identified. In other words content analysis was done as followed.

Step III: After that the responses were classified under the main themes. It was based on the content of the clarification questions used while taking the interview and the responses of the interview.

Step IV: The single interpretation process has been adopted i.e. the data has been presented descriptively.

As stated above there were five points in the scale. In the process of analysis the first two categories were merged together into a single category named 1+2. On the other hand, the last two point also were merged as 4+5 while the third was kept the same. The weighted mean of each items is compared to the average score 3. The mean above 3 implies high adoption of the personality. The mean below 3 implies low adoption of the personality whereas around three indicates the normal level.

## CHAPTER – THREE

### ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis and the interpretation of the data. Interpretation has been developed on the basis of different personality traits (i.e. personal characteristics) of the students. And a separate analysis is also done for the open-ended items of the interview sheet. The data, thus, collected were tabulated in a frequency basis. Then, the mean weighting of each item was calculated using the following formula:

$$\bar{X}_w = \frac{\sum wx}{\sum w}$$

Where,  $\bar{X}_w$  means weighted arithmetic mean and w means given weight to the numerical value of the items ranges from 1 to 5. The researcher further hypothesized that the weighted mean above 2.5 in the rating scale proves that the learners have different personality traits where as the weighted mean below 1.5 proves that they do not have any traits. Similarly, the weighted mean 1.5 to 2.5 shows that they may or not have it.

#### 3.1 The Personality Traits of the Students

There were 27 items in the questionnaire to find out the personality traits of the students. They were as follows:

1. Enjoyability of learning English.
2. Learner's comfortability while speaking in English.
3. Student's involvement in classroom talking.
4. Student's thinking of selves.
5. Group work and student's self placement.
6. Student's ways of solving the problems.



7. Student's perception according to situation.
8. View of student's towards asking questions.
9. Student's ways of self decision.
10. Student's thinking of their kindness.
11. Students' carefulness and planning for their study.
12. Students' frankness in expressing opinions.
13. Student's agreement and disagreement towards questions by the teachers.
14. Student's fearfulness in appearance in the class.
15. Students' gentleness in the class.
16. Students' use of monitor on grammar and vocabulary.
17. Student's friendliness and cooperativeness.
18. Students' unpleasantness while sitting in the class.
19. Findings of student's emotion.
20. Student's loneliness rather keeping themselves with others.
21. Shyness of students'.
22. Decisions and plans of student's future.
23. Student's tolerance of mistakes by others.
24. Students' fearfulness when they make mistake themselves.
25. Student's evaluation of self.
26. Students' appearance in the critical situations.
27. Students' interest in learning English in classes.

From the careful observation of responses given by respondents, the following frequencies, their percentage and weighted mean were found.

**Table No. 4****Distribution of Student's Response about Their Personality**

Rating Scale Item No.	Agree 1+2		No Opinion 3		Disagree 4+5		Weighted Mean
	Freq.	%	Freq.	%	Freq.	%	
1	48	80.00	8	13.33	4	6.66	4.3
2	42	70.00	6	10.00	12	20.00	3.63
3	46	76.66	8	13.33	6	10.00	4.07
4	42	73.00	10	16.67	8	13.33	4.1
5	22	36.67	10	16.67	28	46.67	2.9
6	38	63.33	14	23.33	8	13.33	3.87
7	44	73.33	4	6.67	12	20.00	3.73
8	10	16.66	10	16.67	40	66.67	2.13
9	40	66.67	4	6.66	16	26.67	3.8
10	46	76.67	10	16.67	4	6.66	4.17
11	46	76.00	10	16.67	4	6.66	4.3
12	36	60.00	8	13.33	16	26.67	3.43
13	22	36.67	10	16.67	28	46.67	2.57
14	16	26.67	10	16.67	34	56.67	2.5
15	34	56.67	6	10.00	20	33.33	3.3
16	44	73.33	6	10.00	10	16.67	4.03
17	44	73.33	10	16.67	6	10.00	4.3
18	10	16.66	20	33.33	26	43.33	2.57
19	30	50.00	14	23.33	16	26.67	3.37
20	18	30.00	10	16.67	32	53.33	2.5
21	15	25.00	10	16.67	35	58.33	2.33
22	44	73.33	10	16.67	10	16.67	3.93
23	30	50.00	8	13.33	22	36.67	3.37
24	44	73.33	6	10.00	10	16.67	3.87
25	6	10.00	18	30.00	36	60.00	2.1
26	16	26.67	16	26.68	28	46.67	2.5
27	16	26.67	6	10.00	38	63.33	2.3

\* Item No. = Item Serial Number, Freq = Number of Frequency,

% = Responses in percentage.

Hence, the responses of each items of the questionnaire delineated separately as follows:

The first item in the questionnaire included the learner's enjoyability of learning English. The table above shows that the majority i.e. 80% of the students enjoyed learning English. On the other hand, 13.33% could not decide it, while 6.66% disagreed. The weighted mean calculated for the item is 4.3 which implies the greater positive response of the students to the item.

Likewise, the second item was to measure the students' comfortability while speaking in English. A good majority i.e. 70% agreed the item; 10% chose 'No Opinion' while 20% of them disagreed. The average 3.63 shows that a good number of students felt comfortable while learning English.

Similarly, the third item was to find out the student's involvement in classroom taking. Most of the learners i.e. 76.66% agreed the item; 13.33% selected 'no opinion, whereas, 10% of them disagreed. The weighted mean yields 4.07 for the item shows that the highly positive response of the students' to the item.

The fourth item consisted the learners' thinking about selves. It gives the information that the majority i.e. 70% agreed the item. Besides, 16.67% could not decide of it, while 13.33 disagreed. The weighted mean computed for the item is 4.1 which indicates the greater positive response of the students to the item.

As like the above, the fifth item was to assess group work and student's self placement. A good majority i.e. 46.67 disagreed the item; 36.67 chose agreed and 16.68% of them could not decide of it. The weighted mean calculated for the item is 2.9 which shows their greater disagreement to the item.

Likely, the sixth item was to measure the students' ways of solving the problems. The above table shows that the most of the students i.e. 63.33% applied their ways of solving the problems. On the other hand, 23.33% could

not decide of it, while 13.33 disagreed. The weighted mean computed for the item is 3.87 which implies their agreement to the item.

The seventh item in the questionnaire inquired students' perception according to the situation. Out of the total respondents 73.33% agreed the item, 20% of the respondents opined that they disagreed the item whereas 6.67% opined that they had no opinion to the item. The overall mean weightage 3.73 implies that they perceived the item according to the situation positively.

The traits included in the eighth item was student's views towards asking questions. The computed mean weightage 2.13 reveals the fact that the student's disagreed towards asking questions. Majority of the students i.e. 66.67 opined that they didn't ask the questions more frequently while studying whereas 16.67% students opined that they often asked the questions and other 16.67% could not decide of it.

The ninth item given in questionnaire was student's ways of self decision. It was noticed that 66.67% of them agreed to the item, 26.67% of them disagreed to the item and 6.66% put forth their no opinion. Moreover, the overall weighted mean 3.8 suggests that the majority of the students decided the way of their learning themselves.

The tenth item comprised the student's thinking of their kindness. Majority of the students i.e. 76.67% responded that they think, they were the kind person. 16.67% of the sampled students responded no opinion whereas 6.66% of the students responded they were not the kind person. The yield average 4.17 proves that most of the students were kind.

The eleventh item in the questionnaire consisted student's care fullness and planning for the their study. While responding to it, majority of the students, i.e. 76% were found that they would careful and make plan for their study. 16.67% students were found that they would have no opinion whereas 6.66%

students were found that they would not careful and make a plan for their study. The computed average is 4.3, the uniformity in the responses proves that the students were careful and they made their plan for the study.

Item number 12, included in the questionnaire inquired students frankness in expressing opinions. Majority of the students, i.e. 60% responded their frankness in expressing opinions, 26.67% of the sampled students responded their disagreement in expressing opinions whereas 13.33% of the students were found with no opinion to the item. The overall mean weightage 3.43 signifies that the majority of them were frank in expressing their opinions.

The another probable personality trait included in the questionnaire was students' agreement and disagreement towards questions asked by the teachers. Since, the total mean weightage is 2.57, the most of the students disagreed to the item. Moreover, majority of the students, i.e. 46.67 responded that they disagreed towards the questions by the teachers, 36.67 responded that they had no opinion towards questions by the teachers.

The fourteenth item incorporated in the questionnaire encompassed the student's fearfulness in appearance in the class. Majority of the students, i.e. 56.67% responded that they did not afraid while talking with others in class, 26.67% of the students agreed to the item and 16.67% put forth their no opinion about it. The weighted mean 2.5 proves that they strongly disagreed their fearfulness while talking with others in class.

Similarly, personality trait of students' gentleness in the class was incorporated in the item number fifteenth of the questionnaire. The students agreed that they found themselves a gentle one not a talkative person with the weighted mean 3.3. The majority of the informants i.e. 56.67 were found in favor of this trait. 33.33% of them disagreed to the item whereas 10% of them were could not decide of it.

Likewise, the sixteenth item was to find out the students use of monitor on grammar and vocabulary. A good majority i.e. 73.33% agreed the item, 10% chose 'no opinion', while 16.67% disagreed. The average 4.03 proves the most of the students used to their monitor on grammar and vocabulary.

The next item comprised the trait of students' friendliness and cooperativeness in the class. The overall mean weightage 4.03 clearly shows that they are friendly and co-operative. In the same way, majority of the informants i.e. 73.33 responded that they agreed to the item. 16.67% of the informants responded 'no opinion' whereas 10% of the informants responded their disagreement towards friendliness and cooperativeness.

Item number eighteenth in the questionnaire was to measure student's unpleasantness while sitting in the class. It was vividly seen that they were not felt bored while sitting in the class since the overall calculated mean weightage is 2.57. Majority of the students i.e. 43.33 opined their disagreement whereas 33.33% students responded that they selected 'no opinion' and 16.66% of them felt their unpleasantness while sitting in the class.

Item number nineteenth was incorporated in the questionnaire to ensure their emotion. Half of the learners i.e. 50% agreed the item. Besides, 26.67% of them disagreed the item while other 23.33% chose 'no opinion'. The computed average for the item is 3.37 which proves that they find themselves much emotional.

Similarly, the next item in the questionnaire was to find out the student's loneliness rather than keeping themselves with others. Majority of the students i.e. 53.33% responded that they more frequently did not like staying alone whereas 30% students responded that they like to stay alone and 16.67% of them responded no opinion. So, the overall mean weightage 2.5 reveals the fact that a good number of students disliked staying alone rather than keeping themselves with others.

The twenty-first item included in the questionnaire incorporated the personality trait shyness of students. It was identified that the majority of the informants i.e. 58.33% disagreed the item. On the other hand, 25% informants agreed as they find themselves as a shy one while other 16.67 presented themselves without any opinion. The calculated average 2.33 shows that most of the students were not found as a shy person.

Likely, the twenty second item in the questionnaire was to elucidate decision and plans of students' future. Since the computed mean weightage is 3.93, a good number of students make their future plans but they seem very ambitious. Majority of students i.e. 73.33% agreed to the item whereas 16.67% of the students responded 'no opinion' and the same percent of the students disagreed the item.

The next item was incorporated in the questionnaire was to find out student's tolerance of mistakes by others. Majority of the students i.e. 50% could not tolerate mistakes by others whereas 36.67% students were found that they tolerate the mistakes of others and 13.33% students were found without any opinion. The computed average 3.37 shows that the majority of students cannot tolerate the mistakes by others.

In the same way, the twenty-fourth item in the questionnaire was to ensure student's fearfulness when they make mistake themselves. A good number of informants i.e. 73.33 responded that they are frightened when they make mistakes themselves. Rest of others 16.67% of the informants disagreed the item and 10% of them put forth their 'no opinion'. The overall mean weightage of 3.87 vividly reveals that most of the students are frightened themselves while making mistakes.

Item number twenty fifth in the questionnaire was meant to inquire about student's self evaluation. It was clearly seen that most of the students were not found themselves as sad and hopeless person since the overall computed

average is 2.1. Majority of the students i.e. 60% disagreed the item whereas 13.33% of them could not decide of it. Furthermore, out of the total informants 10% responded that they present themselves as sad and hopeless person.

Likewise, item number twenty-sixth was included in the questionnaire to elicit information about student's appearance in the critical situations. A good majority i.e. 46.67% disagreed the item, 26.68% chose 'no opinion' whereas 26.67% of the total informants opined that they present themselves as an aggressive and violent person in the critical situations. The computed average 2.5 shows that the students' disagreement towards the item.

The last item incorporated in the questionnaire was to measure students' interest in learning English in classes. The mean weightage 2.3 proves that the students disagreed the item i.e. they are not much interested in learning English while they are in classes. Majority of the informants i.e. 63.33% responded that they more frequently interested in learning English whereas 26.67% of the total informants responded that they often not interested in learning English in classes and 10% of the total informants selected 'no opinion' to the item.

The findings and recommendations related to this section will be presented in the unit four.

### **3.2 Analysis of the Open Ended Items of the Interview Sheet**

To make the finding valid and reliable, a prepared sheet of interview was administered to the language teachers teaching English in higher secondary level. In addition, the reason why the teachers from the respective schools were taken interview is to find out the personality as a variable in the English language classroom from the teachers' view point.

The analysis and interpretation have been done under the following headings:



### **3.2.1 Teacher's Carefulness of Students' Learning Styles**

While analyzing and interpreting the teachers' carefulness of students' learning styles, all of the teachers usually do care about learner's learning styles. They responded that some students are active and some are passive. Moreover, students came from different societies having their different styles. Further, they added that some have interactive styles and some have not such styles. This can be clear from the following exchange of the interview.

I<sub>1</sub> : Well, do you care about different learning styles of your students?.

I<sub>2</sub> : Yeah, obviously I care about this while teaching because students are from different societies and having their different styles. So we do care.

### **3.2.2 Teachers' Views to Introvert and Extrovert Learners**

Regarding introvert and extrovert learners, all the teachers put forward that the extrovert learners are better than the introvert on their performance. They responded that introvert have the knowledge of course than the extrovert but the extrovert are outspoken. In part of their experience it seemed in the classroom that extrovert interact with them and give answers whereas the introvert concentrated with some issues. They emphasized a bit more to extrovert. To justify this, I have quoted an example of the interview:

I<sub>1</sub> : How do you view introvert and extrovert learners?

I<sub>2</sub> : Introvert learner are more interested in their own thoughts and feeling than in spending time with other people whereas extrovert are lively and confident people who enjoy being with other people. Really, they have different characteristics which distinct them as introvert and extrovert.

### 3.2.3 Learners' Differences

Concerning to the question as what differences do you find between such learners?. Most of the teachers found the following differences between extrovert and introvert learners.

Z Introvert learners are quiet, private, subjective and idealistic whereas extrovert are expressive social, objective and realism.

Z Introvert learners are rather appreciative whereas extrovert learners are critics.

Z Extrovert learners try to close with teachers, try to interact a lot in the class. On the other hand, introvert learners they don't have some kind of detail knowledge about extra topics, introvert try to expose themselves in the class.

Z Introvert and extrovert have got different traits like frank, shy talkative, situational, etc. Extrovert are frank and co-operative in group work but introvert do not pay so much attention towards other. The following excerpt show it:

I<sub>1</sub> : Yeah, during your teaching course, what differences do you find between such introvert and extrovert learners? What characteristics have you been observed?

I<sub>2</sub> : Umm..., the extrovert generally, they are very frank, you know, they interact with us, ask many questions and the co-operative in group work, they very actively involved in the class but introvert generally don't do these sorts of activities.

### 3.2.4 Personality and Student's Achievement

The fourth item was asked to investigate whether personality is related to students achievement or not. The total of the responses were on that the

personality is obviously related to the student's achievement. Analyzing their opinions, the students who are shy and frank have better achievement but it does not necessarily mean that introvert are not good. The following is a sample interaction from the interview.

I<sub>1</sub> : The another question is ... do you think personality is related to student's achievement?

I<sub>2</sub> : Yes, I think. It undoubtedly affects the students learning achievement. But it is not a single term.

### **3.2.5 Differences Between Introvert and Extrovert Learners in the Exam**

In the fifth item of interview, the teachers were asked what differences they have observed between introvert and extrovert learners regarding their achievement in exam. Analyzing the idea of the data achieved through interview it has been found that introvert learners have got good marks in the text based questions whereas the extrovert learners have obtained good marks in the creative type questions. In comparison, extrovert have got the wide range of knowledge, and they perform better than introvert. Here is an excerpt of interview to verify it:

I<sub>1</sub> : Well, so, then what differences have you observed between introvert and extrovert learners regarding their achievement in exam, especially in final exam?

I<sub>2</sub> : Ok, so far it is concerned to my teaching, these days exams like theoretical one. So, I would like to say even they are introvert, they can do better however, comparatively, what people say extrovert do their best, being a teacher, I agreed with this.

### **3.2.6 Who the Better Learners are**

Teachers also were asked as to whether they agree that the extrovert learners do better. Most of responses included extrovert learners are better learners that

they have logical power, expressive ability and wide area of knowledge. The following exchange of sample clarifies it:

I<sub>1</sub> : Well, that's right, then, do you agree that extrovert learners do better?

I<sub>2</sub> : Yeah ... I agree that extrovert are better learners because they use multiple ways of learning like doing, playing, interacting etc.

### **3.2.7 Teacher's Preference of Learners**

The another question in the item no. 7, was put to find out whether they prefer much extrovert or introvert learners in their class. Almost all of the responses preferred extrovert learners and what they urged is that it is better to be an extrovert rather than introvert. The following excerpt shows it:

I<sub>1</sub> : Ok, then, do you prefer much extrovert or introvert learners in your class?

I<sub>2</sub> : Obviously, you know being a teacher we prefer much to the extrovert learners because they are frank and they do not hide anything about them. So, in that case we prefer them most.

### **3.2.8 Teachers' Suggestions to the Learners with Different Styles**

Finally, the teachers were asked for their suggestions to both introvert and extrovert learners. The suggestions are presented in the following headings including all the notions received from the interviews.

#### **a. Suggestions to the Introvert Learners**

Z They should try to expose them with environment what looks like.

Z They should be extrovert.

Z They should be outspoken.

Z They should interact with teacher.

- Z They should talk much in the class.
- Z They need to participate on extra activities.
- Z They should keep them involved in every classroom discussion.

**b. Suggestions to Extrovert Learners**

- Z They should expose the shy and less frank friends and make them extrovert.
- Z Being extrovert has a more advantageous, so, they should keep on.
- Z They should be more and more extrovert than they are.
- Z They should be more conscious towards learning rather than other activities.
- Z They should extend new ideas and share them with introvert.

Thus, the above mentioned points are the suggestions given by the teachers to the introversion and extroversion learners. Undoubtedly, when taken into consideration, these suggestions may be useful for them to step the better way of learning.

The findings from the both questionnaire data and interview data will be illustrated under the next chapter with some recommendations.

## CHAPTER – FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter deals with the main findings of this study. The principle aim of the present study was to investigate into the personality traits of the students who studied in the higher secondary level. Further, the study aimed to find out the personality as a variable in the English language classroom from the teachers' view point. Taking these things in consideration, the data were collected from 60 students of purposively selected different schools. The data were carefully presented in table and analyzed and interpreted to accomplish the objectives, using simple statistical tools like percentage and weighted arithmetic mean.

#### 4.1 Findings

After analyzing and interpreting the data collected through the questionnaire and interview (see Appendix A and Appendix B respectively); this study has come up with the following findings:

- a. Most of the learners were found to be extrovert learners i.e. 60% of them presented themselves as an extrovert.
- b. The students enjoyed learning English through the active interaction i.e. 70% of the students actively participated in classroom interaction.
- c. More than 80% of the learners decided their ways of learning themselves.
- d. Around 70% of the learners were found to be cool and co-operatives.
- e. More than 64% of the learners enjoyed the questions in the class.
- f. In average, most of them i.e. 65% were found social and expressive.

- g. Majority of them i.e. 70% of the learners kept themselves with the others in most of the times in classroom.
- h. The great number of learners i.e. more than 60% were found happy and hopeful person.
- i. Around 80% of the learners used monitor in grammar and vocabulary.
- j. The number of learners (i.e. 70%) were found to be kind, frank, friendly, co-operative, and planned.
- k. Among all, more than 64% of the learners evaluated themselves as the tolerable, shy and fearful with mistakes.

Findings about personality traits and learning styles of students through teachers' view point:

In the eyes of many language teachers, the personality traits of their students constitutes a major variable contributing to achieve great or less success in language learning. Learners also consider personality traits to be important. The issues of personality variable and learning styles, like any issue, are going to be more fruitful if there is a commitment among researchers to do further research. The following findings have been drawn after the completion of analysis and interpretation of interview questions.

- a. For all of the teachers, they frequently do care about different learning styles of their students.
- b. They viewed the introvert learners have the knowledge of a course than the extrovert whereas extrovert are outspoken and interactive. So almost all the teachers i.e. 100% emphasized to extrovert learners.
- c. Regarding the information explored from the data, most of the teachers think personality is related to students' achievement to a great extent.

- d. All teachers (100%), not only think but also find as the part of their experiences extrovert learners have obtained good marks in the creative type of questions and introvert have got good marks in text based questions.
- e. Frank, shy, interactive, conscious, talkative, social, quiet, private, expressive, critics, co-operative, and situational were found as the differences between introvert and extrovert learners.
- f. Almost all the teachers, i.e. more than 80% agreed that extrovert learners do better and they used to prefer a bit more to extrovert rather than introvert.
- g. Regarding the teachers' suggestions, they suggested the extrovert to be conscious with curricular and extracurricular activities and introvert to be extrovert as far as practicable.

In a nutshell, the students were found highly extrovert and the teachers also do care about personality of learning styles of their students.

## **4.2 Recommendations**

After analyzing the finding of the study as well as the researcher's own intuitions, the investigator made the following recommendations:

- (i) Broadly, a person is either extrovert or introvert according to the personality traits. In teaching learning activities introvert learners are not interested or they do not like to expose their ability. So, extrovert learners often dominate in every activities. Therefore, the teachers have great responsibility to give equal opportunity to every student in learning activities. So, the teacher should provide the emotionally secure environment where every student gets equal opportunity to perform the activities.



- (ii) Students should be encouraged to participate in the learning activities for that, inspiration and consolation is necessary. So, the teacher should inspire the learners in order to make them able to take part in every curricular and extracurricular activities.
- (iii) Personality and learning styles should be considered in the English language classroom.
- (iv) Students should be involved in the pair works, group works, role plays, individual works as much as possible.
- (v) The teachers should treat students' individual differences in the classroom while teaching.
- (vi) Teachers should prefer both introvert and extrovert learners equally.

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## Appendix – A

### Questionnaire (Only for students)

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_

College / School: \_\_\_\_\_

Level: \_\_\_\_\_

### Personality Traits Survey Questionnaire

Here are some of the terms that refer to the different personality traits (i.e. your personal characteristics). Kindly, give the true information of your traits by putting a tick (✓) to the appropriate one.

1 = Strongly agree

2 = Agree

3 = No opinion

4 = Disagree

5 = Strong disagree

S.N.	Personality traits	1	2	3	4	5
1	I enjoy learning English.					
2	I am comfortable while speaking in English.					
3	I talk to my teachers and friends in class.					
4	I think I am social and expressive.					
5	In a study group working on difficult materials, I am likely to sit back and listen.					
6	I solve the problems on my own.					
7	I remember best from what I see and listen.					
8	Asking questions in class is just a matter of disturbance.					

9	I decide the way of my learning myself.						
10	I think I am a kind person.						
11	I am careful about my study and make a plan of study.						
12	I am frank in expressing my opinions.						
13	I don't like to be asked questions by the teachers.						
14	I am afraid while I talk with others in class.						
15	I find myself a gentle one not a talkative person.						
16	I monitor my use of grammar and vocabulary.						
17	I am friendly and co-operative.						
18	I feel bored while sitting in the class.						
19	I find myself much emotional.						
20	I like staying alone rather than keeping myself with others.						
21	I find myself a shy person.						
22	I make my future plans but they seem very ambitious.						
23	I can not tolerate mistakes by others.						
24	I am afraid when I make mistakes myself.						
25	I find myself as a sad and hopeless person.						
26	I present myself as an aggressive and violent person in critical situations.						
27	I am not much interested in learning English while I am in classes.						

**Appendix - B**  
**Interview Questions**  
**(For teachers only)**

1. Do you care about different leaning styles of your students ?
2. How do you view introvert and extrovert learners ?
3. What differences do you find between such learners ?
4. Do you think personality is related to students' achievement ?
5. What differences have you observed between introvert and extrovert learners regarding their achievement in exam ?
6. Do you agree that extrovert learners do better ?
7. Do you prefer much extrovert or introvert learners in your class ?
8. What would you like to suggest the learners with such different styles ?



## APPENDIX – E

### Summary of Likert Scale Responses

Item No.	Frequency				
	5	4	3	2	1
1	36	12	8	2	2
2	16	26	6	4	8
3	26	20	8	4	2
4	32	10	10	8	-
5	10	12	10	18	10
6	24	14	14	6	2
7	18	26	4	6	6
8	2	8	10	16	24
9	30	10	4	10	6
10	28	18	10	4	-
11	36	10	10	4	-
12	12	24	8	10	6
13	6	16	10	2	26
14	10	6	10	12	22
15	16	18	6	8	12
16	32	12	6	6	4

17	42	2	10	4	2
18	4	10	20	8	18
19	14	16	14	10	6
20	6	12	10	10	22
21	5	10	10	10	25
22	18	22	10	6	4
23	18	12	8	18	4
24	16	28	6	-	10
25	2	4	18	8	28
26	2	14	16	8	20
27	6	10	6	12	26

## Appendix- D

### Codification of Interview Questions

#### Interview – 1 (with J.B. Thapa)

- I<sub>1</sub> : Well, actually this is my theses proposal on personality as a variable in English language classroom: A case of +2 level students. So, I am hereby going to collect teacher's opinion regarding the topic. So please,
- I<sub>2</sub> : Yes, ... any more?
- I<sub>1</sub> : Would you please, as a language teacher of +2 level give me some valuable opinions on my questions?
- I<sub>2</sub> : Off course, go on.
- I<sub>1</sub> : OK, do you care about different learning styles of your students?
- I<sub>2</sub> : Yes ..., I do care. The students have different learning styles. Some students are active and talented and some are not talented and passive towards their study.
- I<sub>1</sub> : SO, how do you view introvert and extrovert learners? Are the learners really introvert or extrovert?
- I<sub>2</sub> : Umm ... Introvert learners are more interested in their own thoughts and feeling than in spending time with other people whereas extrovert learners are likely and confident people who enjoy being with other people. Really, they have different characteristics which distinct them as an introvert and extrovert.
- I<sub>1</sub> : Well .. then what differences do you find between such learners?
- I<sub>2</sub> : Yeh, ... I've found several differences between introvert learners and extrovert learners.

- I<sub>1</sub> : Then, could you please, some of them ...?
- I<sub>2</sub> : Introvert learners are quiet, private, subjective and idealistic whereas extrovert are expressive, social, objective and realism. Except these, introvert are rather appreciative whereas extrovert learners are criticism.
- I<sub>1</sub> : Oh, if so, do you think personality is related to student's achievement?
- I<sub>2</sub> : Yes, I think. It undoubtedly affects the students learning achievement. But its not single term.
- I<sub>1</sub> : Well, in your experience what differences have you observed between introvert and extrovert learners regarding their achievement in exam?
- I<sub>2</sub> : Yes, I've observed so far between the learners with different characteristics regarding their achievement in exam. Introvert learners have got good marks in the text based questions whereas the extrovert learners have secured good marks in the creative type questions. Actually extroverted learners can get better marks than the introvert learners on their overall performance.
- I<sub>1</sub> : Nice, ... then, do you agree that extrovert learners do better?
- I<sub>2</sub> : Yes, I agree that extrovert learners do better in the exam because they have logical power and expressive ability.
- I<sub>1</sub> : In what extend do you think so?
- I<sub>2</sub> : Oh, it's not a matter of extent, generally it happens.
- I<sub>1</sub> : So, then, ... do you prefer much extrovert or introvert learners in your class?
- I<sub>2</sub> : Yes, I prefer much to extrovert learners in my class because they can decide their objective of the lesson and can learn quickly what I taught them how I explain them.

I<sub>1</sub> : Well, extrovert are in your favour, Umm?

I<sub>2</sub> : You can so.

I<sub>1</sub> : Lastly, what would you like to suggest the learners with such different styles?

I<sub>2</sub> : Regarding suggestions, I would like to suggest the extrovert learners should conscious about their study and introvert learners, should frank, co-operative, active, interactive in the class.

## Interview – 2 (with D. K. Subedi)

- I<sub>1</sub> : Nice to meet you!
- I<sub>2</sub> : It's ok.
- I<sub>1</sub> : Umm, this is my M.Ed. theses proposal on 'Personality as a variable in ESL classroom, a case of +2 level student'. Being a language teacher, I would like to collect some opinions from your side. So would you please give me some ideal about this on my queries?
- I<sub>2</sub> : Okey ... go ahead.
- I<sub>1</sub> : Well, do you care about different learning styles of your students?
- I<sub>2</sub> : Yeh, obviously, I care about the different learning styles of the students while teaching because students are from different societies and having their different styles. So we do care.
- I<sub>1</sub> : Well, then how do you view introvert and extrovert learners/ Generally the learners' personality are of two types introversion and extroversion, then how do you view about them?
- I<sub>2</sub> : Obviously, if you say, superficially, we find extrovert learners are better than the introvert learners. On their performance, they have knowledge of course a little more than extrovert. They are like book worth whereas the introvert are outspoken and they based on performance rather than competence. So, that's why I've found.
- I<sub>1</sub> : During your teaching course what differences do you find between such learners? What characteristics have you been observed?
- I<sub>2</sub> : Yes, just being previously, I've mentioned like the extrovert learners try to close with teachers, they try to interact a lot in classroom, let's say try to perform their characteristics.

- I<sub>1</sub> : In case of introvert?
- I<sub>2</sub> : Introvert learners, they don't have some kind of, you know detail knowledge about extra topics. They try to expose themselves in the class and they think, it's beneficial for me, I can do this myself as like this. So, this kind of traits generally we found.
- I<sub>1</sub> : Well, then, some linguist said that personality is a foremost cause to bring variability in student's achievement so do you think personality is related to student's achievement.
- I<sub>2</sub> : Ye..ah, it is related to student's achievement. So, with their personality like, lets talk about the school if they have to teach extrovert personality in school and college where we select them (or different programmes we do select).
- I<sub>1</sub> : What differences have you observed between introvert and extrovert learners regarding their achievement in exam?
- I<sub>2</sub> : Well, while talking about the examination like these days exams like theoretical one. So, I would like to say even they are introvert, they can do better. However, superficially people say extrovert do their best in comparison with introvert learners.
- I<sub>1</sub> : Do you agree that extrovert learners do better, rather than introvert?
- I<sub>2</sub> : Obviously, in comparison they've got the wide range of knowledge, so they perform better, being a teacher as well.
- I<sub>1</sub> : Well, so, do you prefer much extrovert or introvert learners in your class? Have you prefer in your class also?
- I<sub>2</sub> : Obviously, you know being a teacher we prefer much to the extrovert learners because they are frank and they don't hide anything about them so in that case we prefer them must.

- I<sub>1</sub> : Ok then in classroom interaction, you prefer much.
- I<sub>2</sub> : Really, they actively participate in classroom interaction, so.
- I<sub>1</sub> : Well, ... what would you like to suggest the learners with such different styles?
- I<sub>2</sub> : Obviously you know, introvert learning style and extrovert learning style, they have their own different styles. If you find related to the course book introvert do better. Being extrovert has a more advantage than the introvert. So, I would like to suggest the introvert, they should try to expose them with environment what looks like, what it took place.
- I<sub>1</sub> : Well, at last what do you like to say about such learners in co-curricular activities also.
- I<sub>2</sub> : Fine, regarding extra curricular activities no doubt extrovert learners perform better than the introvert though they try.
- I<sub>1</sub> : Thanks for your kind accompany. Your valuable opinion would worth mentioned for my research.
- I<sub>2</sub> : Ok, it's my pleasure.



### **Interview – 3 (Yogendra Poudel)**

I<sub>1</sub> : At first nice to meet you.

I<sub>2</sub> : It's my pleasure to have with me.

I<sub>1</sub> : Yes sir, this is my theses work on personality as a variable in English language classroom. For this purpose, I would like to collect language teachers' opinion regarding the topic. So could you please after me;

I<sub>2</sub> : Ok, go on.

I<sub>1</sub> : Well, do you care about different learning styles of your students?

I<sub>2</sub> : Yes, I do care, when we become a teacher, we must do care, why not we care about this.

I<sub>1</sub> : Ok, so then, how do you view introvert and extrovert learners. It's saying that extrovert are far more better than introvert, how do you view?

I<sub>2</sub> : Yes, that's right, obviously right. Obviously extrovert learners are the better learner than the introvert learner. This is the part of my experience.

I<sub>1</sub> : Well then, during your teaching period, what differences do you find between such learners?

I<sub>2</sub> : Ok, as I said earlier, obviously extrovert learners are the better learner than introvert. There is no doubt between them. They have got different traits like frank, shy, talkative, situational etc.

I<sub>1</sub> : Yes, then ..., do you think personality is related to student's achievement or it is just rest on saying?

I<sub>2</sub> : Off course yes, it is related to their achievement. The students who are less shy and frank have better achievement in their examination as well as in class.

I<sub>1</sub> : If so, in what extent?

I<sub>2</sub> : Ok the extent, actually the extent is difficult to measure, but we look at their mark, we look at their performance. The extrovert learners are more interactive and they have got better achievement.

I<sub>1</sub> : Well, then, what differences have you observed between introvert and extrovert learners regarding their achievement in exam, specially, in final exam?

I<sub>2</sub> : Ok, so far, it is concerned to my teaching, I've found that the learners who are more interactive in the class, and less introvert, it means who are extrovert they have better achievement in their exam.

I<sub>1</sub> : Ok, if so, do you agree that extrovert learners do better.

I<sub>2</sub> : Off course, I agreed with very much.

I<sub>1</sub> : Then, do you prefer much extrovert or introvert learners in your class?

I<sub>2</sub> : Ok, this is not the matter of preference but it is better to be an extrovert rather than to introvert.

I<sub>1</sub> : Well, have you got any evidences to prove this matter?

I<sub>2</sub> : The evidences, so, evidence sure, their performance is the evidence.

I<sub>1</sub> : Yeh, what would you like to suggest the learners with such different styles?

I<sub>2</sub> : Ok, I suggest them, the introvert learners to be extrovert, they should interact with teacher they do talk much in the class and do participate in

extra activities. And, to the extrovert learners they should be more and more extrovert than they are.

I<sub>1</sub> : At last, do you think personality is a significant cause to the failure students?

I<sub>2</sub> : Umm, I don't think its only the major cause. But in a great extent, it is one of the causes.

I<sub>1</sub> : Ok, thanks. Pleased for your kind co-operation and consideration. Absolutely your opinion would highly valuable for me and my research.

I<sub>2</sub> : Ok that's all.

#### **Interview – 4 (Ram Bahadur Rana)**

- I<sub>1</sub> : Umm, for the purpose of my M.Ed. theses proposal would like to collect some language teacher's view on 'personality as a variable in ESL classroom, a case of +2 level students. So your kind opinion and consideration would be valuable for my theses. So please, may I ask some question to you.
- I<sub>2</sub> : Ok, right now, go on.
- I<sub>1</sub> : Well, do you care about different learning styles of your students?
- I<sub>2</sub> : Uh ... yes I do, and some students are very good and some are interacting without and their friends but some are not so interactive. They have different learning styles.
- I<sub>1</sub> : Yes, then, how do you view introvert and extrovert learners? It is a well known saying that extroverts are highly emphasized by the teacher rather than introvert. Then, how do you like to response?
- I<sub>2</sub> : Yeh ... um, it's seems the classroom, generally extrovert, you know interact with their friend and they give answers to me as a teachers and the introvert just remain silent, yeh, the think themselves and concentrated with some issues. So, extrovert are being emphasized a bit by the teachers.
- I<sub>1</sub> : Well, what differences do you find between such learners in the classroom and out of the classroom?
- I<sub>2</sub> : Yeh, the extrovert generally they are very frank, you know, they interact with us, ask many question and they co-operate in group work, they are very actively involved in the classroom.
- I<sub>1</sub> : Off course.

- I<sub>2</sub> : But introvert generally don't do these shorts of activities.
- I<sub>1</sub> : Yes, then, do you think personality is related to student's achievement and educational progress, what do you think?
- I<sub>2</sub> : Yeah ..., I think it does extrovert, they are better in the, you know, in the exam and it does not necessarily mean that introvert are not good, but generally it is related to students achievement.
- I<sub>1</sub> : Then, sir, what differences have you observed between introvert and extrovert learners regarding their achievement in exam? in what area of the learning?
- I<sub>2</sub> : Umm..., I had already said that in the exam also extrovert are better in comparison to introvert but some introvert learners have also good performance in the exam?
- I<sub>1</sub> : It means..., do you agree that extrovert learners do better?
- I<sub>2</sub> : Yeh ... in comparison to introvert, yes, they generally to better.
- I<sub>1</sub> : If so, do you prefer much extrovert or introvert learners in your class?
- I<sub>2</sub> : Off course, I prefer much to extrovert in class because they make classroom teaching live and funny, I also want such environment in the class, so ... so, a prefer them.
- I<sub>1</sub> : Do you find such kind of learners in your class.
- I<sub>2</sub> : Yes, certainly, in my call both kind of learners are there.
- I<sub>1</sub> : Well, what would you like to suggest the learners with such different styles?
- I<sub>2</sub> : Yeh, I generally, I ... you know ... I, the introvert learners I focused them to involve actively in the classroom interaction, I forced sometimes

them to participate on various activities, so they should active in every classroom discussion, I would like to suggest introvert.

I<sub>1</sub> : Yes, any more?

I<sub>2</sub> : Then, the extrovert should conscious towards their learning rather than other activities.

I<sub>1</sub> : Ok then, thanks for your genuine dealing with the matter. Your valuable opinion would highly communicable for me.

I<sub>2</sub> : Well, so.