

**IMPACT OF EXTROVERSION AND INTROVERSION IN
LEARNING THE PRODUCTIVE SKILLS OF LANGUAGE**

**A Thesis Submitted to the Department of English education
University Campus, Kirtipur, Kathmandu
In Partial Fulfillment for the Master's Degree in
English Language Education
(Specialization on English Education)**

By

Tilak Bahadur Shahi

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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ABSTRACT

The title of this thesis is "**Impact of Extroversion and Introversion in Learning the Productive Skills of Language**". The aim of this study was to find out the impact of extrovert and introvert students in learning productive skills of English by the Grade IX students. Individual differences in language learning have a great impact. It is an immerging concept of the post- modern age in linguistic field. But many teachers of our country are mostly unaware of such concepts. Teaching language according to such concepts is a challenging job for not only untrained teachers but also for the trained teachers. So the researcher's aim was to how the concept of individual differences (personality) has a great impact in language learning process and particularly in Second language learning.

The researcher broadly categorized the personality into two groups that are extroversion and introversion using the tools of observation, interaction and interview. The researcher took thirty students of Shree Choore Higher Secondary School of Bardiya district as the population of the study. Pre-test was taken to test their proficiency in productive skill at the entry point. Both groups were taught together. The teaching lasted nearly for forty days. Both groups were taught four different activities (Appendix C-F) in each productive skill. Then the post-test was administered to the students of both groups. The result of pre-test and post-test of both groups was compared to find out the relative impact of the extroversion and introversion in learning the productive skills of language. The researcher also observed the regular classes of the learners.

Overall Findings of the research show that the introvert learners could have equal achievement as the extrovert learners, if they are provided with favorable environment.

This study is divided into four main chapters. The first chapter deals with introduction of the study. It includes general background, productive skill of language, individual differences, personality, approaches and theories to studying personality, approaches to personality assessment extroversion/introversion, review of the Related Literature, objectives of the study and significance of the Study.

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 and limitations of the Study.

The third chapter deals with analysis and interpretation of the collected data. The data were analyzed and interpreted by using simple statistical tool of percentage and average. The data were tabulated into two main headings: Activity-based comparison and Holistic Comparison.

The fourth chapter deals with the findings and recommendations of the study. The findings of the study are given from the three different perspectives as, from the learners performance, from the observation of the learners' behaviour during the experimental teaching and from the observation of the learners in their regular classes.

Lastly, the references and appendices form the concluding part of the thesis.

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ABBREVIATIONS

Ave.	-	Average
D	-	Different
D%	-	Different in percent
e.g.	-	(example gratia) for example.
et al.	-	and the other people (et al)
etc.	-	etcetera
Extra	-	Extrovert
G.	-	Group
Intro	-	Introvert
Sc.	-	Score
SLA	-	Second Language Acquisition
SLL	-	Second Language Learning
T.	-	Total