

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is species specific that means it is only possessed by human beings. There are different means of communication among them language is the most widely used means of communication. Language is a conventional, traditional or social institution. It is something that is established in the society. Language is handed over from generation to generation, so it is a social institution. Language is conservative by nature, it means that it is not changed rapidly. There are different scholars who have given their own view on the language. According to Sthapit, (in his class lecture 2063/02/29) "language is a voluntary vocal system of human communication: Language is a vehicle of human thoughts or ideas and feelings. The major function of language is to communicate; it is closely tied to men's feeling and religion, culture, society and individual. In this regard language is a means of social contract".

Similarly, Whitney (1987:3) defines "language is a race characteristic, and as such inherited from one ancestry, along with colour, physical constitution, traits of character, and the like; and that it is independently produce by each individual, in the natural comes of his bodily and mental growth."

1.1.1 Language Skills

The four basic skills of language are: Listening, Speaking, Reading, Writing. These four language skills are also said micro skills which can be classified into two types on the basis of their functions. They are:

- Receptive skills
- Productive skills

Receptive skills of language are responsible for receiving the message and are also called the passive skills whereas productive skills are necessary for the production of language for conveying messages and are also called active or expressive skills. But the classification of micro skills of language on active and passive skills is not always true because it is done on the basis of activeness of the body or muscle but not on the basis of mental activeness. Speaking and writing are the most important skills in learning a new language. They are productive or active or expressive skills.

Speaking Skill

Speaking is one of the productive skills of language teaching/learning. Since language is a means of communication, speaking is a main process of communication particularly for human beings. Generally, the main purpose of learning a language is interaction. Interaction is possible mainly by speaking. So, teaching of speaking deserves considerable attention. Speaking is a very complex activity because of its difficulty to describe how utterances are processed and how they come out while speaking. This process is not limited to non-native speakers, as Harmer (1991, as quoted in Khaniya 2005:133) presents "... Native speakers constantly make mistake, when they are speaking. They hesitate and say the same thing in different ways and they often change the subject of what they are saying in mid-sentences."

Speaking ability is affected or influenced by so many factors like time pressure and reciprocity condition. Even the professors of English have ability to speak on an academic topic for hours to an audience but

while orally interacting with English speaking people they may have difficulty in coping with a situation.

According to Vygotsky (1976: 101) "speech for oneself originates through differentiation from speech for others . . . It does not merely accompany the child's activity; it serves mental orientation, conscious understanding; it helps in overcoming difficulties . . ."

It is also true that a speaker does not remain the same in the entire situation. It means his/her interacting ability varies from situation to situation and time to time. Human being have such ability to express their feeling thoughts or ideas differently in different situations. If there is minor change in the situation, it may lead them to appear different in the way they produce utterances. So, we have to be very careful to elicit the information from the learners. To elicit the information from the learner, the following two scholars have the following views:

Hughes (2003 as quoted in Khaniya 2005:141) suggests three formats: interviews, interaction and response to audio or video recording.

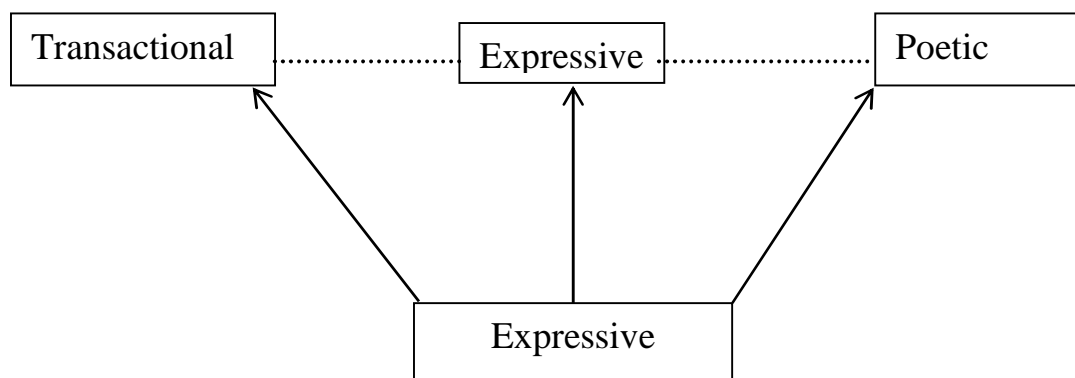
Like that Underhill (1987, as quoted in Randall and Barbara 2001:44) suggests the activities such as: discussion, conversation, oral presentation, role play, interview, question and answer using a picture, giving instruction, description, explanation reading aloud, interpretation, sentence completion, repetition.

Writing Skill

Writing is an activity by which human beings communicate with one another and transmit their accumulated cultures from one generation to another. Writing demands conscious intellectual efforts even in the

first language but speaking does not need conscious intellectual effort for the first language.

According to Bodmer (1955:48), "generally, there are two kinds of writing. One includes picture writing and the other sounds or phonetic writing. Picture writing has no direct connection with sounds we make Britton et al. (1975, as quoted in Wilkinson et al., 1980:11-16) team devised a scheme by which each piece of writing could be classified in terms of the predominant function it performed. One category is the expressive. This is utterance that stays close to the speaker and hence is fully comprehensible only to one who knows the speaker and shares his context. Examples of written expressive writing would be diary entries and personal letters. Another category is the transactional the language to get thing done. Examples would be reference books, political speeches, etc. And another category is poetic. Here language is used as an art medium. It exists for own sake, and not as a means of achieving something else. Examples are not only poems but play, novels, song, etc. The expressive is the shed-bed out of which other two can grow as:



(Source: Wilkinson, Barnstey and Hanna, 1980:11-16)

1.1.2 Individual Differences

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 from the same parents have not similar personality or behaviour in every aspect, even with the twins. The source of this variation lies in both heredity and environment and in their interaction. To support this, here we have to mention the view of Blair, Jones and Simpson (1995:13) as, "an individual at any stage of his/her development is the product of organic and environment factors working hand in hand. What he is; what he does; what he becomes; in short, how he reacts and behaves in all life situation, can be explained in terms of these two interacting forces..."

The individual difference or uniqueness starts from the conception as a result of the great differences in the chromosomes and genes available in each parent. There are the effects of environment on selection of chromosomes and genes plus the physical, mental, and emotional state of the mother who carries the child to be. Other factors include the nutrition available during the development period and after birth, the amount of stimulation available after birth, the type and kind of traumatic experiences that may occur, the other in the individuals' environment and type and kind of educational experiences available.

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 individuals' physical and psychological development is a major concern as his educational development. An individual is the composition of many variables, the combination of these variables make him unique because each variables is subject to change and often is changing, the person is becoming a different person, even unique to himself.

In conclusion, it will be better to mention what Hollis and Hollis (1969:63) 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 horizons."

1.1.3 Historical Background of Individual Differences

Through keen observation and logical techniques, the ancient Greek philosophers accumulated facts on human variation. Clear evidence of the early reorganization of such differences may be found in the Republic of Plato. He stated "No two persons are born exactly alike, but each differs from each in natural endowments, one being suited for one occupation and other for another." Plato believed every individual should perform those tasks for which he is best qualified by nature. Similarly, Aristotle, too, recognized that individual differences exist. Aristotle stressed the differential effects of education on individuals of varying abilities. He stated that the possibilities of change within a given person are limited (Encyclopedia of Psychology 1946:249).

Through the middle age, individual differences were largely ignored, since institutional Christianity placed its emphasis on spiritual quality. This almost complete neglect of human variations continued through the eighteenth and into the nineteenth century, until Rousseau,

Pestalozzi, Herbart and Froebel pleaded for reorganization of educational needs of the individual child. From the historical point of views, we have to notice that the individual differences have some relation with the religion. To make about clear, we have to mention Kierkegard and Sri Aurobindo's views. Kierkegard's typology represents Christian view of stage of development towards and ideal relationship, between the individual and divine. Likewise our Hindu thoughts stress the importance of recognizing the illusion of individuality and moving beyond it. Aurobindo (1970), a major Hindu spiritual leader of the twentieth century, has provided another description of types of individuals, successive levels of development. The highest level is seen in the gnostic individual, who is fully identified with the universal self rather than an individual ego. All of his actions are said to originate from and to obey the universal self, a spiritual ground common to all being (adopted from Encyclopedia of Psychology 1984: 25, Vol.3).

According to De. Cecco and Crawford (1977:52) "the psychology of individual difference is largely the study of group differences. This study classified individuals by age, traits, sex, race, social class and so on. And the measurement of intelligence is also an important segment of the study of individual differences. On the basis of individual and group IQS, teachers can make fairly reliable predictions of the general level of the academic success students will achieve. These predictions are a direct application of the knowledge of individual differences to education practice."

But we have to notice the individual differences in terms of the second language learning. Generally and clearly we can find the difference in second language learners from the following perspectives.

- i. personality

- ii. age
- iii. learning style
- iv. motivation
- v. aptitude

These given factors possessed by the people have relation with the SLA to some extent. There are different psychologists and scholars, who considered the nature of the relationship of these factors with SLA from two points of view. There are the impact of these factors in route and the next one is in the rate or ultimate success of SLA. However, the impact of the given factors on the route of SLA is far more controversial. Whereas, to claim that individuals vary in the rate at which they learn or level of the competence they eventually attain is not controversial.

In conclusion, we can say that the factors personality, age, aptitude, motivation and learning style influence only in the rate or ultimate success of SLA, not the route. Likewise, the researchers aim is to elicit the impact of the individual differences (personality) not on the SLA but on the SLL in learning the productive skills of languages.

1.1.4 Personality

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 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.

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. According to Ryan and West (1873:1-3) "interest in human personality goes hand in hand interest in character development."

Here, Haller and Gilmer (1975 as quoted in Wilkinsion, Gillian and Peter, 1980:50) state that "the characteristic is an essential element that make up personality that includes physique, intellectual and other abilities, interests, aptitudes, beliefs, values and expressive styles." In all these things, we differ from one another there is no such things as an 'average' personality. Personality has a quality of uniqueness; no one person is quite like.

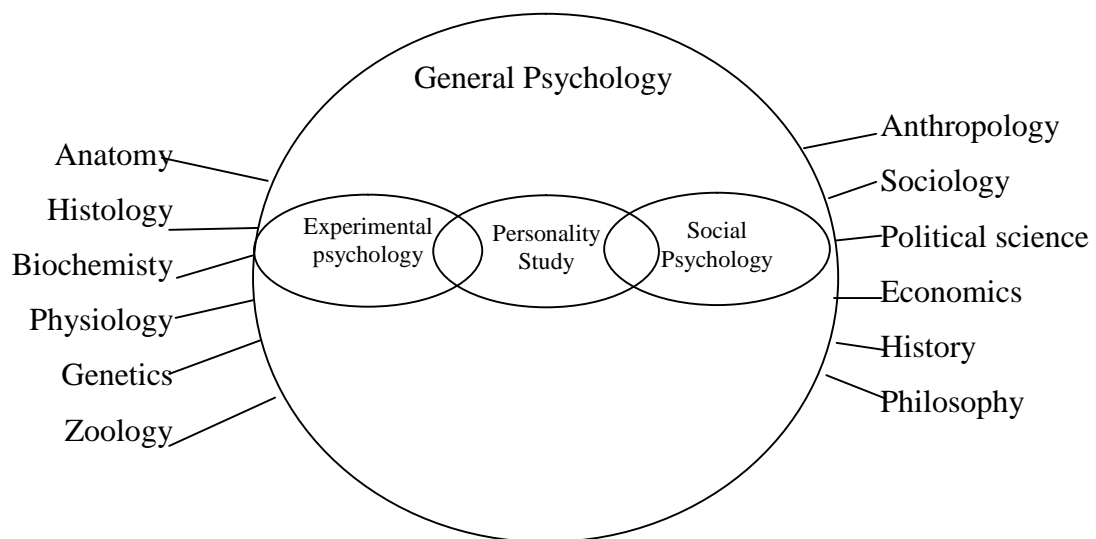
The study of the individual in the totality of his attributes is the study of personality. De. Cecco and Crawford (1977:54), defined personality from two point of views that are 'primary and secondary'. Primary is the person's or individual behaviour as he does as how he behaves and the secondary is the individual's needs, such as need for acquisition, achievement, dominance, or autonomy.

According to Baughman and Schloger (1962:16), "personality bridges the two basic branches of psychology-experimental psychology, which tends towards the biological sciences, and social psychology, which is closely allied to the social studies." From the experimental branch, we can pursue physical man down through all his bits and pieces until we end up with a whirling electron-one of the units convenient for modern physics. Similarly, from the social branch, we can follow man in units of ever increasing size-the family, neighborhood, town, country, state, hemisphere, earth, solar system, galaxy-until we end up with the outer limits of the cosmos'.

Eating, sleeping and dreaming on the biological side and voting, buying, and going to school on the social side are the kinds of behaviours that the personality psychologist finds most immediate to his area of investigation.

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:



Source: Schloger and Baughman (1962:16).

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 guidelines 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. According to, Horrock (1961 as quoted in Klausmerier and Richard 1969:553-54) "it is interesting to note that 'the word 'personality' is derived from the Latin word 'persona' which in ancient Rome referred to a mask worn by an actor or to the character being acted. From this comes the ideas of the individual as a socially perceived entity." 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.

On the view of Blair et al., (1995:17), "at one time it was a very common practice of psychologists and educators to explain much human behaviour or personality in terms of 'instincts'. Instincts were thought of as inborn tendencies to respond in certain definite and somewhat complicated ways without previous experience or training."

Zipf (1935:263) tries to make some ideas clear about personality as ". . . without the background of the speaker's heredity, physical organization, social groups and his world of feeling and perception, all of which are part and parcel of all his behaviour, many of the phenomena of his speech are not understandable . . ." Likewise, Nunan (1997 as quote in zipf 1935:263) also presents the impact of personality as ". . . the learners' potential for achieving different degrees depends on factors like their personality, their goals, and culture context."

Hornby (2005:1127) has defined the term 'personality' as "the various aspects of the person's character that combine to make them different from other people."

Close study of those definitions leads to the conclusion that personality has more than one attribute. To make the conclusion more

clear, we have to take what Klausmeir and Richard (1961: 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."

1.1.5 Approaches and Theories 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 clarification.

i. The Nomothetic Approach

The experimental research tradition adopts what is called the nomothetic approach. It tries to establish general functional relationships between behaviour and causal determinates assumed to be shared by all individuals (or identifiable subgroups of people).

Applied to the study of individual differences, the nomothetic approach assumes the underlying basic structure to personality, or universal trait dimensions are common to everyone. From this, we have to know one person is different from other person in the degree to which they possess those traits identified by the researcher. The researcher first measures a set of traits (such as 'honesty', ' helpfulness', persistence) in a large group of individuals. The numerical score of each person on each

traits are then correlated with other criterion performance scores derived from behavioural observation or tests.

To sum up, 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.

ii. The Idiographic Approach

Allport was the champion of the idiographic approach to personality. According to him the study of personality meant discovering those traits that both characterize and are relevant to an individual-from the persons own perspective. Traits can not be averaged across people to get composite scores or correlations without destroying their uniqueness. For Allport, then, the method by which to uncover the uniqueness of personality was the idiographic approach: an intensive, long-term analysis of individual cases that relied on the persons own phenomenological view.

B. Theories of Personality

There are many theories to study the personality and they are conveniently reduced to four major ones: psychodynamic theories, humanistic theories, social learning theories, and trait theories. Adopted from Zimbardo (1979:298-316), they are briefly described as follows:

i. Psychodynamic/Psychoanalytic Theory

Freud's psychodynamic theory embraced concepts of psychological determinism, genetic origins, biosocial instincts, unconscious processes and goal-directed motivational dynamics. It assumes that much of human

motivation is unconscious and must be inferred indirectly from behaviour. Personality is composed of three systems, the 'id', 'ego' and 'superego' that are interacting and are sometimes in conflict. The 'id' is irrational and impulsive, seeking immediate gratification through such primary process thinking as wish fulfilment. The 'ego' is realistic and logical postponing gratification until it can be achieved in socially acceptable ways; the 'superego' (conscience and ego ideal) imposes a moral code.

Freud's emphasis on genetic origins suggested that person's adaptive experiences, especially in childhood, had profound influences on many aspects of adult personality. He also viewed sexuality and aggression as instincts centrally important to the normal personality.

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

ii. 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 Atkinson, 1976:397) "congruence between the self and reality as well as between the self and ideal self is the most important aspect of personality." Humanistic psychologists see self-actualization, the realization of inherent potentials, as the most basic drive among humans. Within humanistic theory of personality, we can find the two

scholar's view: Carl Roger and Abraham Maslow's. Abram Maslow, too, placed self actualization in a central position in their human potential. He believed that the individuals inborn needs were arranged on hierarchy of priority. As those on one level were satisfied, those on the next level would take precedence.

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.

Thus, when the psychological needs such as hunger and thirst are satisfied, the needs on the next level - safety needs-press for satisfaction. After these come, in order, needs for belongingness and love, needs for esteem, and needs for self - actualization. At the top of the needs hierarchy is the sixth stage of 'transcendence'. Maslow added this highest level to represent the ultimate human need which goes beyond self - actualization the quest for identity, even beyond individual humanness.

iii. Social Learning Theories/Learning Theory

In social learning theories of personality, here it is necessary to describe Skinner's, view briefly.

Skinner's approach ignores what is 'in' the person and outright denies that the inside approach has any psychology validity. For him 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. Individual differences in response to a specific environmental input may be due to any or all of the following variables or (processes):

- competencies what you know, what you can do, and your ability to generate certain cognitive and behavioural outcomes.
- Encoding strategies: The way you process incoming information, relatively attending, categorizing, and making associations to it.
- Expectancies, your anticipation of likely outcomes for given actions in particular situations.
- Personal values: The importance you attach to stimuli, events, people, and activities.
- Self-regulatory systems and plans. The rules you have developed to guide your performance, to set goals, and evaluate your effectiveness.

Skinner and other behaviourists have ignored internal psychological events and attempted to explain personality and behaviour solely from environmental factors. Social learning theory assumed that personality differences result from variations in learning experiences. Responses may be learned through observation without reinforcement, but reinforcement is important in determining whether the learned responses will be performed. They said the behaviour varies as environmental conditions change and concluded by demonstrating external variables that alter responding.

Bandura and Mischel have taken a social learning approach to understanding personality. This approach proposes that the unique characteristics of an individual are determined by social stimuli, social and personal reinforcements and past learning history, suggesting that much of human behaviour results from imitating influential models.

Social learning theorists assess personality by discovering the kinds of situations in which specific behaviour occur and noting the stimulus conditions that appear to covary with the behaviour. By changing the stimulus conditions they attempt to modify behaviour.

iv. Trait Theories

It assumes that a personality can be described by its position on a number of continuous dimensions or scales. The method of factor analysis has been used to discover the basic traits. A trait is a psychological construct or personality dimension on which individual may be placed according to how much of the characteristic they possess. Guilford (1959 as quoted in Zimbardo 1979:300) has said, 'A trait is any distinguishable, relatively enduring way in which one individual varies from another'.

Allport (1966 as quoted in Zimbardo, 1979:300) was the most influential of the trait theorists. In his view, traits are the building blocks of personality, the guideposts for action, the source of uniqueness of the individual. Traits are defined as inferred predisposition that direct the behaviour of an individual in consistent and characteristic ways. Furthermore, traits produce consistencies in behaviours because they are enduring attributes and they are general or broad in their scope. That is, they stand between and unify a variety of specific stimuli and response. For example.

Stimulus Situation	Trait	Response
Giving a speech	Shyness	Audience
Going to a party		Anxiety
Meeting strangers		Self-deprecation
Estimate encounters		Awkward reactions
Returning a defective product		Blushing
		Isolation

Source: Zimbardo (1979:300).

Traits may act as intervening variables, relating groups of stimuli and responses that might seem at first glance to have little to do with each other.

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.
- Traits may be either surface traits (clusters of overt responses that are interrelated) or source traits (underlying processes that determine the surface manifestations).
- 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 1979:301).

None of the personality theories presented is completely satisfactory. Psychoanalytic and humanistic theories are not very amenable to scientific validation. Trait and social learning theories, while

employing rigorous research methods do not provide a complete portrait of the individual. Further personality theories will probably pay more attention to cognitive processes and social role factors in the description of personality.

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.

In their effort to measure personality by tests, psychometricians have developed instruments to assess traits, aptitudes, skills, achievement, temperament, needs, values, attitudes, interests conflicts, and more. Here we will outline five general approaches to measuring the aspects of personality functioning: human judges, situational behaviour sampling, self inventories, projective tests, and personality scales. Adopted from Zimbardo (1979:327) 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 others can be asked to make these judgments. For this approach, the interview has long been a central technique used by clinical psychologists and psychiatrists in their attempts to study and treat personality disorders. It has also been used extensively by employers in selecting new workers.

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 on to each neutral stimulus some special private meaning. Psychologists have suggested that such projections reflect the differing needs and emotional adjustments of individuals and thus help reveal their underlying personality patterns.

Projective tests are difficult to take because there are no obviously right or wrong answers; they have the future advantage of tapping deeper levels of needs and fears than other measurement methods. They are not, however, entirely satisfactory. One major limitation is that the psychologists must rely to a large extent on their own subjective judgment in scoring the subjects responses. So, to reduce the subjective judgment, training is necessary for using projective tests as a diagnostic tool.

iii. Behaviour Sampling

Personality variables are also inferred from observations of people in particular situations. The situation may vary in how structured they are, how natural or contrived they are, and how comparable they are to the criterion situation. There are two ways of observation; overt and covert. In overt person is aware of being observed; whereas in the covert, the behaviour samples are collected covertly, it means without knowing by the person (by informers, hidden cameras or microphones). Scores from this techniques have most validity when the person perceives the test and the criterion situation as psychologically comparable and his or her behaviour is under similar contingencies in both sittings.

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 tap the individual's own personal experience and feeling. The first self-inventories were developed for the purpose of classifying individuals in terms of either occupational interest or psychopathology. It has both advantage and disadvantage. Its chief advantage is that it does not require the services of skilled raters or interviewer. Likewise, the chief disadvantage is that the individuals tested do not altogether understand themselves and therefore cannot always give an accurate report.

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 improves our prediction of how a person will interpret the role of his or her efforts in achieving a particular goal. The external-internal metaphor is popular in many approaches to personality. In part, the interest has been due to the underlying dynamic conception of the individual (internal) in combat with the forces of society (external). As social problems become more complex and social pressures more intense, people everywhere began to feel more overwhelmed and powerless.

The next, introversion and extraversion is found in the Eysenck personality scale. The outgoing, impulsive, extrovert needs people to interact with, while the reserved, cautious, introvert relies less on other people for stimulation and more on books or non social sources. These personality types present other constrict as well. Introverts are more unchangeable, passive, careful, pessimistic, peaceful, controlled, reliable,

and anxious. Extroverts tend towards being changeable, active, impulsive, optimistic, aggressive, excitable, and carefree. There are related measured differences in introversion-extroversion to social, intellectual and learning behaviors.

In the United States the internal-external personality metaphor has been developed in the social learning theory. The internal-external personality types are extremes on the continuum of beliefs about locus of control; that is internal or external. 'Internal' people perceive that reward is contingent on their own behavior and their personal personalities. 'Externals' 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. There is evidence that internals are more resistant to social influence, less conforming, and more independent than are externals. 'People with internal locus of control see themselves as being in command of their circumstances. Hence they are more likely to work actively at improving their surroundings than are externals, who believe that things, just happen' to them. However, broadly and clearly there is two fold distinction in overall personality: extroversion/introversion. They are discussed below:

1.1.7 Extroversion-Introversion Scales of Personality

Here our main aim is to find out the impact of the extrovert-introvert learners in the productive skill of language. So we have to pay due attention under these scales of personality. For that we should be more clear about the extrovert-introvert and on their measurement or judgement.

The words extroversion and introversion have been in use for several centuries. Considered etymologically, they may be constructed respectively as an 'outward turning' and 'inward turning'. They have long been used, in fact, with essentially these meanings, both in a physical and psychological sense. The psychological usage can be found in writings dating as far back as the seventeenth century, where extroversion referred to the turning of thoughts toward outer objects, and introversion to the turning of thoughts, inward to one's own mind or soul or the spiritual realm.

The work of Jung, particularly his book *Psychological types*, is largely responsible for directing the attention of psychologists to these concepts. Jung defines extroversion as an outward turning of libido or psychic energy. This is equivalent to saying that extroversion means a directing of interest toward objects (other people or things) in the environment and functioning in relation to those objects. In an extroverted state, one perceives, thinks, feels, and acts in relation to the objects. We might also say that action and experience are determined directly by the object. Introversion, Jung defined, as an inward turning of libido.' This implies a directing of interest away from the object toward the subject toward the individual's own conscious experience. In an introverted state perception, thinking, feeling, and action are determined more directly by subjective factors than by the object. The extrovert- the individual habitually in an extroverted state-tends to respond immediately and directly to stimuli from without. Habitually in an introverted state, the introvert tends to withhold immediate responses and act on the basis of subjective considerations that follow the external stimulus. (Encyclopedia of Psychology 1946:542)

There are variety of interpretation in the dimension of extroversion versus introversion. Upon learning Jung's use of these terms, Sigmund Freud concluded that the extroversion was the healthy condition, while introversion constituted a predisposition to psychopathology. To Freud, an 'inward turning of libido' implied narcissism, while an 'outward turning of libido' implied the possibility of forming a true object cathexis, hence the achievement of the genital level of development. This perspective of Freud, impacted in the society, particularly in the United States, where the most of the people or scholars favor the extroversion over introversion. There was a tendency among American Psychologists, educators, and scholars to view extroversion as preferable and to interprets the dimension in terms of social behaviour. They viewed the extroversion as sociability, while introversion has been regarded as a tendency to withdraw from social contacts.

From the different psychologists, the extroversion consists primary interest directed towards the external worlds and findings the values of life in the external worlds; while introversion consists in finding interest and values primarily in one's own thoughts, feelings, and ideas. The two interests are present in every normal person, and everyone shifts from one to the other. Jung and other Psychologists worked out many ways in which introverts and extroverts could be distinguished. The extrovert would live in the present and value his possessions and social success, while the introvert would dream or plan for the future and value his own standards and sentiments. The extrovert would be interested in the visible, tangible world, while the introvert was interested in the underlying, invisible, forces and laws of the nature. The extrovert would be practical, the introvert intuitive and imaginative. Woodworth and Marquis (1949:92) try to make clear distinction between them as "the extrovert would like action and would make decision quickly and easily, while the

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

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

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, foggiess
d.	General talent, penetration.	Vs	Lack of general ability
5.	Egotism, assertion, stubbornness	Vs	Modesty, self-effacement,
6.	boldness, independence, toughness	Vs	Timidly, inhabitation, sensitivity
7.	Sociability	Vs	hostility, gloominess
8	General emotionality instability	Vs	Placidity, deliberateness, reserve
9	Greatfulness, friendliness, 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	Persevering, pedantic
13	Esthetic, thoughtfulness, constructiveness	Vs	Absence of these.
14	Physical strength, endurance, courage	Vs	Physical inactivity, avoidance of danger
15	Amorousness, playfulness	Vs	Propriety
16	Alcoholism, carelessness, rebelliousness	Vs	piety, thrift
17	Curiosity, wide interests	Vs	Limited interests
18	Hypochondrical, taciturn, retroversion	Vs	Eloquence, interest in future
19	Asceticism, eccentricity	Vs	Comfort-loving conventionality
20	Inflexibility, wondering	Vs	Adaptableness, ease of stelling down.

Source: Ross Stanger, (1948:149-150)

Likewise, Woodworth and Marquis (1949:92) have proposed more comprehensive traits only in twelve number that are as follows:

	Extrovert	Introvert
1	Easygoing, genial, warm, generous	Inflexible, cold, timid, hostile, shy
2	Intelligent, independent, reliable	Foolish, unreflective, frivolous.
3	Emotionally stable, realistic, steadfast	Neurotic, evasive, emotionally changeable.
4	Dominant, as cendant, selfassertive	Submissive, self-effacing.
5	Placid, cheerful, sociable, talkative	Sorrowful, depressed, seclusive, agitated.
6	Sensitive, tender-hearted, sympathetic	Hanrd-boiled, poised, frank unemotional.
7	Trained and cultured mind, aesthetic	Borish, uncultured
8	Conscientious, responsible, painstaking	Emotionally dependent, impulsive
9	Adventurous, carefree, kind	Inhibited, reserved, cautious, withdrawn
10	Vigorous, energetic, persistent quick.	Languid, stack, daydreaming
11	Emotionally hypersensitive, highstrung, excitable	Phlegmatic, tolerant
12	Friendly trustful	Suspicious, hostile

From Eysenck's view, personality of the people identified along the trait dimension of extroversion-introversion. Extroverts are sociable, outgoing, active, impulsive, tough-minded' people. Introverts are their psychological opposites; they are 'tender minded' individuals, noted for being withdrawn, inner directed, passive, cautious and reflective.

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 persons/people. From this sense we can generalize the extrovert learners are faster to achieve the language skills because of their interest in working with group and from which their development of the confident. Extrovert learners are not afraid of making mistakes. It is also said that the extrovert learners are more talkative and obtained the more input. So, to be successful language learners, extrovert is an important element as Victor's (1992) views believed that "to be successful language learners,

they had to be extrovert, intelligent and have started learning the language as a child."

Extrovert is a person's possession behaviour that may be obtained by birth, it means genetically and can be developed after birth interacting with environment. Because of the environment, child can be extrovert or introvert. From the very beginning the child who gets the inspiration from their adult and teacher as well, and a child who borns in the upper classes family in terms of economy, caste, power and prestige may be extrovert learners. They are the general phenomena that have relation to the person's personality to some extent.

In conclusion extrovert learners are those who are out spoken. They don't hesitate to speak and they are not afraid of making mistakes. Similarly, they like to work in group. Generally, extrovert learners will find it easier to make contact with other users of the language and therefore will obtain more input. It is also noted that extrovert learners may benefit by getting more practice in writing the language.

Likewise, the term introvert has been defined by Hornby (2005:817) to "a quite person who is interested in their own thoughts and feelings than in spending time with other people." To know the nature of the introvert learners more clearly, we have to contrast it with the extrovert learners. We have already mentioned that the extrovert learners do not hesitate to speak and are not afraid of risk-taking, in contrast the introvert learners are shy or do not speak so much and are afraid of risk-taking. They hesitate to commit mistakes. In other words, the introvert learners do not like to learn by Thorndike's 'Trail and error process of learning.' Introvert learners do not show the interest of working in pair and group, it means they like to work on alone. Introvert people do not

like to expose them. Such type of learners often can hide their knowledge in lieu of exposing them. They may have great capacity to deal the any matters but due to lack of their confident, afraid of making mistake and having the habit of speaking less than needed, they may not expose that ability appropriately.

There are different factors that make the learners introvert. Among them, I have taken some terms as, the little gap between the children in their birth, and if they have domination rather than inspiration by their adults and teachers from very beginning. Likewise the children who are born in low class family, in terms of economy, prestige, power and caste may be introverted. Culture is also an important factors that makes the person introvert and extrovert.

In conclusion, the introvert learners are shy, do not like to expose themselves, are afraid of making mistake, and do not speak as much and like to work alone.

Wysen and Chan (1982 as quoted in Rai 2000:106) try to clearly distinguish the extrovert and introvert as follows:

Extroverts are sociable like parties, have many friends and need excitement. They are sensation-seekers, and risk-takers, like practical jokes and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement.

However, much we may like the extroversion-introversion distinction, we should not allow ourselves to fall into the habit of clarifying everybody as either an extrovert or an introvert. Whenever 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.

So, the traits approach can be used to assess personality from this way. The following characteristics are arranged so that they state opposite dimension of behaviour. Indicate where the informant place himself mentally by putting check marks on each line between the two extremes. For example, if informant thinks, he is rather reserved but not totally shut off from others, he might check column 2, if he thinks he is totally outgoing, he might check column 5. For example:

	1	2	3	4	5	
Reserved						Outgoing
emotional						smart
cautious						bold
a loner						a joiner
careless						careful
worrying						confident
modest						self-assured
suspicious						trusting
tense						relaxed
unconcerned						concerned
insensitive						sensitive

When the researcher has completed this marking, summarizes himself appraised by writing a paragraph on how he has described himself. This then is his own personal description of what are according to this set of listed traits.

1.1.8 Methods of Measuring the Personality (Extroversion/Introversion)

In describing or measuring an individual's characters, behaviour or personality, we compare him/her directly or indirectly 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. The person must know the particular person to be judged and other persons to compare him with, and the judge needs experience in checking first impressions against later acquaintance, and in viewing people objectively, not as friends or enemies but as persons in their own right, with their own problems and their own sources and handicaps.

i. The Case Study

The person becomes a 'case' and examines his interests, hopes, and prospects, viewed in the light of his history, with emphasis on formative influences in family, neighborhood, and school, and the satisfactions and frustration of his life so far. Person's parents or other early associates and especially the subject himself are interviewed for the purpose of reconstructing his personal history. His academic and occupational history are scrutinized. He comes under the eye of several specialists who observe him from their respective points of view and bring their findings together in staff meeting. His abilities are tested. His desires, hopes and plans, his goals and the means he tends to adopt for securing his goals, all are measured or tested.

ii. Questionnaires

In general a questionnaire is a list of questions to be answered in writing or by checking 'Yes' or 'No' It may be intended to obtain information on any matter. There should be especially psychological type of questionnaire that lead an individual to reveal where he stands along a given dimension of personality. The appropriate questionnaire lists a large number of troubles for which judge separates the persons from each other, extraversion-introversion.

The possible troubles are as follow:

Poor general health	Shyness
Physical inferiority	Lack of self-confidence
Poor appetite	Mind-wandering
Insomania	Foolish fears
disagreeable dreams	Remorse
Mysterious aches and pains	Being criticized
Spell of dizziness	Being humiliated
Nervousness	Being misunderstanding
Persistent headache	Bad Luck
Persistent worry	Unfair treatment
Persistent irritability	constant failure
Loneliness	The insecurity of life.
Ennui	The futility of life
Lack of true friends	The wickedness of people

Source: Woodworth and Marquis (1949:102)

iii. Interview

It has been said that to know a personality the researcher or judge must live with the individual for three months, preferably seeing him in a

variety of situations. The good interviewer has a genuine interest in people and still maintains the objective attitude. Since he interviews many individuals, his real task is that of comparing one with another. From the information given by the subject and from his behaviour, the interviewer is able to form some judgement regarding his premature characteristics. The good interviewer avoids present judgement. Knowing that first impressions are often misleading he maintains the attitude of suspended judgement till the subject has a good chance to reveal himself. Even the best interviewer makes some mistakes, if only because the same visible behaviour does not always spring from the same cause. It is also said that a good interviewing is a fine art.

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

The researcher has mentioned some methods or techniques briefly and others are just their name, to put the individual in the dimension of extroversion and introversion. Here the researcher is going to illustrate some questions that are important in the interview and questionnaire as well to elicit the person's personality. They are:

- i. Do you like to talk before a group of people ?
- ii. Do you always try to make other agree with you ?
- iii. Do you make friend easily ?
- iv. Are you at home among stranger ?
- v. Do you like to take the lead in a social gathering ?
- vi. Do you worry ever what people think of you ?
- vii. Are you somewhat suspicious of the people's motives ?
- viii. Do you suffer from a felling of inferiority ?
- ix. Are you easily embarrassed ?
- x. Do you feel easily hurt ?

According to Woodworth and Marquis (1949:73), the 'yes' answer to the first five of these questions is supposed to be characteristics of the extrovert, to the last five, of the introvert. These questions refer to what might be called social introversion-extroversion.

The last five of these questions are also concerned with emotional stability and integration. Here are drawn three dimensions from the different psychologists views, in which introversion combines and confuses. They are liking for thoughts as against action, liking for solitude as against society, and possesses to find trouble in life.

Here our main concern is to find out the impact of the extrovert and introvert students in productive skills of language. Scholars believed, such as Victor (1992 as quoted in Gardner and Lindsay 1999:21) to be successful language learners, they had to be extrovert, intelligent and have started learning the language as a child.

We have clear idea about introvert and extrovert personality in the above mentioned topics. So I think these terms are not necessary to be illustrated separately furthermore. However, from researcher's point of view, he has mentioned only five characters of the extrovert and introvert learners. They are as follows:

Extrovert Learners

- a. Are talkative
- b. Are cooperative
- c. Work in group
- d. Don't hesitate to speak
- e. Are not afraid of making mistake

Introvert Learners

- a. Are silent
- b. Are uncooperative
- c. Work alone
- d. Hesitate to speak
- e. Are afraid of making mistake.

These given terms are closely related to the extroversion and introversion personality of the person, remained under these characters the researcher selected or grouped the students in extroversion and introversion.

1.2 Literature Review

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."

West, et al. (1873:54) have said "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 took, the general trend is significant. Interest in human personality goes hand in hand with interest in character development."

Johnson and Medinus (1965:83) defined personality as "the distinct and unique organization of traits in a 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'.

De. Cecco and Crawford (1977:54) 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."

Blair, Jones, and Simpson, (1995:17) mentioned as "an individual at any stage of his development is the product of organic and environment factors working hand in hand. What he is; what he does, what he becomes; in short, how he reacts and behaves in all life situation can be explained in terms of these two interaction forces"

Klausmeier and Richard (1961:54) presented as "the principle attribute of personality is the organization of the psychological system within the individual. These systems includes 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."

Zimbardo (1979:300), 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 posses."

Hilgard, Atkinson and Richard (1976) commented on humanistic theories as personality are concerned with the individuals personal view of the world, his self-concept, and his push toward growth or self actualization.

Woodworth and Marquis (1949:92) have said "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."

Rimal (2004) has carried out the research to find the effectiveness of group work on learning writing skill in English and find out that group work activity is relatively better than the teaching technique used traditionally in learning writing skill.

The above mentioned studies have been related on the personality study and effectiveness of group work on learning writing skill, however, no studies have been carried out as to see the impact of the extrovert and introvert personality in learning productive skills of language in SLL. So the researcher interested to do the research was on the this topic since it is the most important aspect for the teaching learning activities in SLL.

1.3 Objectives

The research had the following objectives.

- i. To find out the impact of extrovert and introvert learners in learning the productive skills of language.
- ii. To compare the both types of learners' rate of achievement in learning productive skills of language.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

Generally, the study will be fruitful to all those who are related in language teaching/learning and particularly, it will be significant to the teachers, students, syllabus designers, textbook writers, as well. This will be noticeable contribution to the area of teaching and learning productive skills of language.

CHAPTER TWO

METHODOLOGY

2.1 Sources of Data

Both primary and secondary sources of data were used in order to carry out this research.

2.1.1 Primary Source of Data

The primary sources of data were thirty students of grade nine and the teachers teaching at least three years at the same grade in Shree Choore Higher Secondary School.

2.1.2 Secondary Source of Data

In case of secondary sources of data, the researcher used books articles, journals, theses and other related materials.

2.2 Sample Population of the Study

Thirty teenage students of grade nine of Shree Choore Higher Secondary School in Bardiya district was the sample population of the study.

2.3 Sampling Procedure

The researcher selected Shree Chore Higher Secondary School of Boardiya district by using non-random purposive sampling procedure. The researcher spent at least 9 years in the school in his school life, so that researcher got good support from the teachers and students as well of that school. Likewise, the researcher used the same sampling procedure while selecting the Grade nine students. Thirty students were selected from the 240 students and divided them into two groups: extrovert and

introvert by observing their behaviour, consulting with their teacher, interacting with them and interviewing them. Mainly, there were two approaches, use of human judgement and behaviour sampling of personality assessment, used for selecting and dividing the students into extroversion and introversion. Likewise the researcher used only one method 'interview' for that propose. While dividing the thirty students into two groups, the researcher paid more attention in their proficiency level to make them equal.

2.4 Tools Used for Data Collection

The main tool for the collection of data were tests items. These were prepared before the actual classroom teaching. The test items were purposively selected from speaking and writing exercise of Grade IX. Observation and interviews were used for the purpose of dividing the students into two groups: introvert and extrovert.

The slightly different test items were used in the pre-test and post - test (Appendix C - F). Lesson plans and teaching aids were other supporting tools. The pre-test of the both groups was taken in two consecutive days. Before each test started the teacher gave clear instructions as to what students had to do in each test. He also provided one illustrative example for each test before commencing the actual test.

2.5 Procedures of Data Collection

The process of data collection was as follows:

- i. The test items were developed to measure speaking and writing proficiency of the students before and after teaching. Teaching materials, classroom techniques and extracurricular activities were developed for teaching the selected teaching items.

- ii. There were nearly 240 students including both sections A and B of grade nine. From them, the researcher selected nearly 85 students who were possibly possessors of the needed characters of the personality. To select 85 students the researcher used observation, and interaction as the tools or methods. Then, after one week the researcher selected 30 students among 85. While selecting 30 students, the researcher used the observation, interview and interaction tools.
- iii. To determine speaking and writing proficiency of the students at the entry point a pre-test was taken. The full marks of the test was one hundred of each test.

For the observation, the researcher was concerned some traits of personality of the learners in general (Appendix J). Likewise, the researcher used pre-structured questions in interview to divide the students into extroversion and introversion (Appendix J).

While interacting with the related teachers, the researcher presented the five traits each of personality that are in Appendix I. Remained under those traits, the teacher helped researcher very kindly.

- iv. After that they were taught (putting them into one group) using the same method, technique, content or subject matters. They were taught six days a week. One period a day and each period lasted forty five minutes. It took 40 lessons (20 speaking, 20 writing) to finish teaching all the selected items.
- v. At the end of the classroom teaching, post-tests were given. The slightly different test items were used in the pre-test and post-test. The tests were administered in two shifts, speaking test was administered one day and writing test was administered next day. Then the results of the two groups were compared to determine the impact of the both groups in productive skills of language.

- vi. The researcher observed and noted on the spot, the general behaviour and learning strategy which are shown by the selected learners, extrovert and introvert while performing to activities in learning process.
- vii. The researcher also observed the four of different regular classes of the students as well. The main aim of to observing the regular classes of students was to find out the progress of the learners in learning the productive skills and other extra curricular activities which was generally known through the observation in every teaching learning activities.
- viii. to observe the regular classes of the students the researcher, generally paid more attention on the following perspectives.
 - a. Environment of the class (crowded, noisy and clam)
 - b. Management of the class (bench, desk, blackboard)
 - c. Proper use of the teaching materials and
 - d. Teaching method

2.6 Limitations of the Study

The basic limitations of the study were as follows:

- i. This research was confined within one school.
- ii. Only the productive skills of language were measured
- iii. The study incorporated purposive sampling procedure
- iv. The researcher used only two behaviour sampling of the personality assessment and interview to measure the personality of the learners.
- v. The study was limited to the result obtained from 30 students only.

CHAPTER THREE

ANALYSIS AND INTERPRETATIONS

This chapter deals with the analysis and interpretation of the students performances. The main concern of this research was to determine and compare the impact of the extrovert and introvert learners in learning productive skills of language. The score of the students were analyzed and interpreted descriptively using simple statistical tools like mean the (average marks) and percentage. The data were analyzed and interpreted on the basis of following variables.

- a. Holistic comparison analysis.
- b. Item-wise analysis

A. Holistic Comparison

The Holistic comparison in average score of the extrovert and Introvert learners in productive skills of Language.

Table 1
Holistic Comparison in Average

Group	Speaking skill				Writing skill			
	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert learners	45.66	91.13	45.47	99.58	62	81.8	13.8	31.93
Introvert Learners	37.26	90.46	53.2	142.78	52.33	78.26	25.93	49.55
Difference between both groups	8.40	0.67	7.73	43.20	9.67	3.54	6.13	17.55

Extrovert learners got 45.66 average score in pre-test of speaking skill as a whole and 91.13 in the post-test. The increased average score was 45.47 and 99.58 in percentage in the whole test item.

Like-wise, introvert learners got 37.26 average score in pre-test and 90.46 in the post test. The difference between pre and post tests was 53.2 score in average and 142.78 in percentage.

While comparing both groups in speaking skill, in average scores the difference between them was 8.40 in pre-test and in post-test, there was just 0.67. The increase averaged score was higher through the 7.73 of the introvert group than the extrovert group and in percentage 43.20 score more than the extrovert group as well.

In writing skill, the extrovert learners got 62 average mark and the introvert group got just 52.33 in the pre-test in the whole test items. Their difference was 9.67 in average score in the pre-test. Whereas in the post-test, the extrovert group got 81.8 average score and 78.26 average score had got by the introvert group. Their difference was just 3.54 in the post test.

Although the increased score was 25.93 of the introvert group and that the extrovert group had just 19.8. Likewise in percentage, the introvert group got 17.55 more than the extrovert group.

From this analysis of the data we would generalize the extrovert learners flourish initially whereas introvert learners perform poor initially. But, after the experiment of the both groups, the introvert learners also show the equal capacity to tackle in learning the productive skills of language if we minimized the external variables that may effect in teaching learning activities, by developing an emotionally secure environment, by providing practice in meeting conflict, situation, etc.

B. Item-wise Analysis and Interpretation

It mainly deals with the analysis and interpretation of the performance of extro and Intro groups on the basis of test item.

3.1 Speaking Skill

3.1.1 Oral interview Activity

In this activity students were asked five questions and they had to answer them with appropriately and confidently as well.

Table 2

Average Score in oral Interview Activity

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert	8.46	9.06	0.6	7.09
Introvert	8.4	9.06	0.66	7.85

The average score of extrovert learners was 8.46 in the pre-test and 9.06 in the post test. The increased score was 0.6. The percentage was 7.09.

Likewise, the average score of introvert learners was 8.4 in the pre-test and 9.06 in the post - test. The score increased by 0.66. The increased percentage was 7.85.

The comparison of the above table shows the extrovert learners performed better in the pre-test than the introvert learners although in the post -test the performance of the both groups was equal as 9.06. Whereas the development rate of the performance of the introvert group is slightly higher, that was 0.66. So that the increased percentage of the introvert group was 7.85. From the data both groups performance was nearly equal in this activity.

3.1.2 Reading Aloud the Given Passage

In this activity, the students were given a passage to read aloud.

Table 3

Average Score in Reading Passage Aloud

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert	11.6	17.4	5.8	50
Introvert	9.66	17.26	7.6	78.67

The average score of extrovert group was 11.6 in pre-test and 17.4 in the post-test. The score increased by 5.8 in average. The increased percentage was 50.

Likewise, the average score of introvert group in the pre-test was 9.66 and 17.26 in the post test. The difference in score was 7.6 in average between the two tests. The increased percentage was 78.67.

The comparison presented in the above table shows that .

Extrovert learners scored higher than introvert learners in both tests although the increased score of the extrovert was low than that of the introvert learners. The increased percentage of the introvert learners was 28.67. So, the introvert learners' performance rate was better than that of the extrovert learners.

3.1.3 Describing Person/Place/Thing/Object Activity

Students were given a situation or things/places to describe.

Table 4

Average Score in Describing Person/Place/Thing/Object Activity

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert	12	27.2	15.2	126.66
Introvert	8.33	25.93	17.6	211.28

The average score of extrovert learners was 12 in the pre-test and 27.2 in the post-test. The increased score was 15.2. The increased percentage was 126.66.

Likewise, the average score of introvert learners was 8.33 in the pre-test and 25.93 in the post-test. The score was increased by 17.6 in average. The increased percentage was 211.28.

The comparison presented in the above table shows that the extrovert learners performed better in the both tests although the increased scores was low than that of the introvert learners. The increased percentage of the introvert learners was more by the 84.62 in comparison to the score of the extrovert learners. So the introvert learners achievement rate was better than that of the extrovert learners.

3.1.4 Conversation between the Friends

A situation (according to their performance level) was given, in which two students communicated.

Table 5
Average Score in Conversation Activity

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert learners	13.8	37.33	23.53	170.50
Introvert Learners	11.06	37.6	26.54	239.96

The average score of extrovert learners in pre-test was 13.8 and it was 37.33 in the post test, the score increase by 23.53 in average. The increased percentage was 170.50. Likewise, the average score of introvert learners in the pre test was 11.06 and 37.6 in the post test. The score increased by 26.54 in average and 239.93 in percentage

Introvert learners scored 69.46 more percent than extrovert learners. It shows the achievement rate of the introvert learners in this activity was better than that of the extrovert learners.

3.2 Writing Skill

3.2.1 Fill in the Blank Activity

In this activity a composition was given, in which some words were drawn and students were asked to fill the blank spaces.

Table 6

Average Score in Fill in the Blank Activity

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert learners	7.2	7.53	0.33	4.58
Introvert Learners	7.4	7.53	0.13	1.75

In this activity table shows the average score of extrovert group in pre-test was 7.2 and in post test 7.53, and the increased score was 0.33 in average and 4.58 in percentage.

Likewise, the average score of introvert group was 7.4 in pre-test and 7.53 in post test. The increased score in average was 0.13 and 1.75 in percentage.

This table shows the performance of extrovert group in this activity was better than that of introvert group. The difference between the two groups was 2.83 in percentage.

3.2.2 Letter Witting Activity

Students were asked to write the letter to their pen-friend describing their school, villages, festivals.

Table 7
Average Score in Letter Writing Activity

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert learners	16.26	17.06	0.8	4.92
Introvert Learners	16.13	16.93	0.8	4.95

This table shows the higher average score of the extrovert group in pre-test (16.26) and in post test (17.06) The increase score was 0.8 in average and 4.92 in percentage.

Likewise, introvert learners got 16.13 in per-test and 16.93 in the post-test. Their increased score was 0.8 in average and 4.95 in percent. In this activity, the both groups' performance was almost equal.

3.2.3 Re-write the Given Story

Students were given a story and asked to re-write the similar story.

Table 8
Average Score in Re-Writing Story Activity

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert learners	21.8	26.93	5.13	23.53
Introvert Learners	19.53	25.2	5.67	29.03

The average score of extrovert groups was 21.8 in the pre-test and 26.93 in the post-test. The score increased by 5.13 in average. The increased percentage was 23.53.

Likewise, the average score of introvert group was 19.53 in the pre-test and 25.2 in the post-test. The different score was 5.67 between the two tests. The increased percentage was 29.03.

The increased score of the introvert group was more by 5.50 in percentage than that of the extrovert group. So, in this activity the introvert learners' achievement rate was found to be better than that of the extrovert learners.

3.2.4 Give Own Opinion in Village or Student Life

It was free-writing activity in which students were asked to write their own feeling or view on given topic.

Table 9

Average Score in Free Writing Activity

Group	Av.Sc. in Pre-test	Av. Sc. in Post test	D	D%
Extrovert learners	16.73	30.26	13.53	80.87
Introvert Learners	9.26	28.2	18.94	204.53

Table shows the average scores, in both pre and post tests, were higher of the extrovert learners that were 16.73 and 30.26 than that of the introvert learners that were 9.26 and 28.2 respectively. Whereas the increased score of the introvert learners was higher, that was 18.94 than the 13.53 of the extrovert learners. So, in this activity the introvert learners could have more impact as well.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the completion of analysis and interpretation, this research study has drawn that following findings.

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 average increment score of introvert group is 53.2 whereas that of extrovert group is 45.47 in speaking skill. Likewise, the average increment score of introvert group is 25.93 whereas that of extrovert group is 13.8 in writing skills.

The outcome of average increment shows that introvert group scored better than extrovert group as whole. Thus, we can not really asset the impact of extroversion personality over introversion personality as Victor's (1992:21) view 'to be successful language learners, they had to be extrovert ...' and Freud's Concept as 'the extrovert is the healthy condition ...' in learning the productive skills of language from the result of this study.

The Researcher presented the findings through the three different perspectives. The first finding is, through the score obtained by the both groups, the second is through the observation of both groups' activities in the experiment teaching, and third is, through the observation of the students' regular class room teaching learning activities.

From the scores learners obtained in both tests, the findings are as follows:

- i. In productive skills of language, both groups of learners have equal proficiency in the post test. In post-test of speaking, there was just 0.67 score difference in average in their achievement whereas in the pre-test there was vast difference such as 8.40 in average, as a whole.

Likewise, in writing, there was 9.67 more score secured by extrovert groups in pre-test, whereas in post test the extrovert group secured just 3.54 more score in average as a whole. So,

- a. Extrovert learners flourish initially.
 - b. Introvert learners performed poor initially.
- ii. In teaching learning, because of the inspiration, consolation and the great consolidation the introvert learners became able to get nearly equal proficiency in the post test.
 - iii. In the increment percentage, the introvert group has got more marks than extrovert. For instance, the increment percentage of introvert group was 142.72 and the increment percentage of extro-group was 99.58 in speaking. Likewise, in writing, the increment percentage of introvert group was 49.55 and the increment percentage of extrovert group was just 31.93.
 - iv. In this study introvert learners secured higher increment percentage in four items out of four in speaking test, so the total impact of the intro-groups in speaking skill in activity based comparison was 100 percentage. Likewise, in writing test the introvert group secure higher increment percent in three items out of four. So, the total impact of introvert group in writing test was 90 percentage.

In the holistic comparison, the average increment of introvert group was 53.2 in speaking and 25.93 in writing test. Likewise, the average increment of extrovert was 45.47 in speaking and 13.8 in writing test. The introvert group secured the 7.73 in speaking and 6.13 in writing test, marks more than that of the extrovert group.

The finding of this study showed that both groups students performance in post-test, was highly appreciative. Both groups got benefited. But it showed the introvert group comparatively performed better in their achievement than extrovert group.

- v. The introvert learners would have great capacity to achieve and perform the activities of productive skills of language, if we provided practice in meeting conflict situation, encourage them self-understanding and self-acceptance and developing emotionally secure environment.
- v. The researcher found from number i and iii, the introvert learners could have capacity as much as extrovert learners have, to tackle the difficulties in learning the productive skills of language.

The researcher found the other activities of both groups through the observation in the experiment (teaching learning process) which are as follows:

- i. Introvert learners became more humiliated while their friends made the comment on their mistakes whereas extrovert learners took the comments as suggestions.
- ii. Introvert learners are affected mostly from the extraneous variables in teaching learning process whereas extrovert learners are less affected from such variables.

- iii. Introvert learners were often hampered by the psychological curtain than the extrovert learners.
- iv. In teaching learning process, particularly, in extracurricular activities the introvert learners did not like to participate.
- v. Introvert learners felt more secure to express their own feelings and interests through writing than speaking. For instance, after the end of the experiment or post-tests, the researcher took the further two days, in which he simply explained the both terms extrovert and introvert. In the day the researcher raised a question to the students as, Are you satisfied with your study ? Yes or No, give reason (through the speaking or writing whatever you like).

In such question he found most of the introvert learners (11 in number) gave the answer in writing although all extrovert learners tried to give the answer through speaking.

From the students' actual classroom teaching learning activities the researcher found as follows:

- i. Crowded and noisy classroom because of the large number of the students.
- ii. Class was unsystematic.
- iii. Having the large number of students and big classroom, teachers voice and written letters on the blackboard hardly understood from the last bench.
- iv. In the name of teaching materials, there was just chalk, duster and blackboard. Even in the whole school there was not any audio visual material.

- v. All teachers used the teacher dominated methods such as lecture and explanation (more explanation).
- vi. No teacher asked the questions orally to the students, likewise students did not raise any question even they were having confusion.
- vii. Extracurricular activities were seen neglected.

4.2 Recommendations

On the basis of the findings some recommendations have listed below as follows:

- i. Broadly, the person is either extrovert or introvert. 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. From the great consolidation, by exposing more input, by providing more practice involving in group work, pair work, role play, the introvert learners could achieve as extrovert learner in the post-test. So students should get more practice by involving themselves in above activities and providing them more input of the subject matter.
- iii. 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 teaching learning activities.

- iv. Students, mistakes should not be exposed directly that may humiliate them.
- v. Students' number should not be more than 40, where all the students could get equal opportunity to practice every activities of teaching learning.
- vi. Classroom should be peaceful and well managed.
- vii. Learners should be encouraged in every teaching learning process for that it will be better to avoid the use of teacher dominated methods. In a large number of the students, the question answer methods is somehow suitable.
- viii. The school should manage teaching materials and teacher should use the materials such as, flash cards, sentence cards, flannel-board etc.
- ix. Students should be involved in the pair work, group work, role play, individual work as much as possible.

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APPENDIX-A

1. Extrovert learner's Individual Result from the each test Item of the Pre-test (Speaking Skill)

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Aashis Shah	2+2+2+2+1	14	15	17	55
Jaya Chaudhary	2+2+2+1+2	14	14	17	54
Madan Sharma	2+2+2+1+2	12	15	16	52
Bodendra Khanal	2+2+2+1+2	13	15	15	52
Ganesh Acharya	2+2+2+1+2	14	13	16	52
Kushal Malla	1+1+2+1+2	11	11	16	45
Birendra Budhathoki	2+2+2+2+2	10	6	11	47
Rajendra Chaudhary	2+1+2+1+2	12	12	14	45
Sunita Shrestha	1+2+1+2+2	11	10	13	52
Predeep Kumar Shrestha	1+2+2+2+2	10	12	12	43
Chandra Maya Shrestha	1+2+1+2+1	11	12	10	40
Mina Khanal	2+2+2+2+1	7	10	9	35
Jamuna Rijal	1+2+2+1+2	11	12	10	44
Ramkumar Shrestha	1+2+2+2+2	11	9	14	42
Deepak Shahi	1+2+2+2+2	13	14	14	50
Total	127	174	180	207	685
Average	8.46	11.6	12	13.8	45.66

2. Introvert learner's Individual Result from the each test item of the pre-test (speaking skill)

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Ranjig rijal	2+2+2+1+2	12	10	14	45
Nilkantha Neupane	2+2+2+1+2	13	12	15	49
Parbati Saud	2+2+2+1+2	9	8	10	35
Dammara Neupane	2+2+2+1+2	10	11	9	39
Bishal Sharma	2+2+2+1+2	11	10	10	39
Sukaiya tharu	1+2+2+2+2	8	8	7	32
Upendra Acharya	1+1+2+2+2	13	14	15	50
Bidur K.C.	2+2+2+1+2	14	13	15	51
Shanti Bhattarai	1+2+2+1+2	9	8	12	38
Parbati Shrestha		7	9	11	35
Mansara Neupane	2+2+2+1+2	8	6	9	32
Himal Khanal	1+1+2+1+2	6	5	11	29
Surendra Chaudhary	1+2+2+2+2	9	3	10	31
Dipendra Tharu	1+1+2+1+2	7	2	8	24
Ajaya Kumar Tharu	1+2+2+1+2	9	3	10	30
Total	126	145	122	166	559
Average	8.4	9.66	8.13	11.06	37.26

**3. Extrovert Learners Individual Result from the each test Item
of the Post-Test (Speaking Skill)**

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Aashis Shah	2+1+2+2+2	19	29	39	96
Jaya Chaudhary	2+2+2+2+2	19	29	39	97
Madan Sharma	2+1+2+2+2	19	29	39	96
Bodendra Khanal	2+1+2+2+2	18	29	38	94
Ganesh Acharya	2+2+2+2+2	19	29	38	96
Kushal Malla	2+1+2+2+1	17	27	36	88
Birendra Budhathoki	2+2+2+2+2	16	26	36	88
Rajendra Chaudhary	2+2+2+2+2	19	29	38	96
Sunita Shrestha	1+2+2+2+2	16	28	37	90
Predeep Kumar Shrestha	1+2+2+2+1	17	25	37	87
Chandra Maya Shrestha	1+2+2+2+2	18	27	37	91
Mina Khanal	1+2+2+2+1	14	23	36	81
Jamuna Rijal	1+2+2+2+2	17	26	37	98
Ramkumar Shrestha	1+2+2+2+2	16	26	37	88
Deepak Shahi	2+2+2+2+2	17	26	37	90
Total	136	261	408	560	1367
Average	9.06	17.4	27.2	37.33	91.13

4. Introvert learner's Individual Result from the each test item in the post-test (speaking skill)

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Ranjig Rijal	2+2+2+1+2	17	27	37	91
Nilkantha Neupane	2+2+2+2+2	19	29	39	97
Parbati Saud	1+2+2+2+2	19	27	38	93
Dammara Neupane	2+2+2+2+2	17	26	37	90
Bishal Sharma	1+2+2+2+2	18	27	37	91
Sukaiya Tharu	2+2+2+2+1	16	25	35	85
Upendra Acharya	1+2+2+2+2	18	28	38	83
Bidur K.C.	1+2+2+2+2	18	28	39	94
Shanti Bhattarai	2+2+2+1+2	17	27	38	91
Parbati Shrestha	1+2+1+2+2	15	25	38	86
Mansara Neupane	1+2+2+1+1	15	26	37	85
Himal Khanal	1+2+2+2+1	17	25	35	85
Surendra Chaudhary	2+2+2+2+2	18	27	39	94
Dipendra Tharu	1+2+2+2+2	17	26	39	91
Ajaya Kumar Tharu	2+2+2+2+2	18	25	38	91
Total	136	259	389	564	1357
Average	9.06	17.26	25.93	37.6	90.46

APPENDIX-B

1. Introvert Learner's Individual Result from the each test Item in the pre test (Writing Skill)

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Ranjig Rijal	10	17	19	5	51
Nilkantha Neupane	9	17	24	25	75
Parbati Saud	7	17	27	2	53
Dammara Neupane	6	16	18	5	45
Bishal Sharma	10	17	22	15	64
Sukaiya tharu	3	15	17	10	45
Upendra Acharya	10	17	25	22	74
Bidur K.C.	10	18	27	30	85
Shanti Bhattarai	7	15	18	5	45
Parbati Shrestha	8	17	18	2	45
Mansara Neupane	6	14	15	5	40
Himal Khanal	7	15	15	2	39
Surendra Chaudhary	8	18	20	4	50
Dipendra Tharu	7	14	10	2	33
Ajaya Kumar Tharu	3	15	18	5	41
Total	111	242	293	139	785
Average	7.4	16.13	19.53	9.26	52.33

2. Introvert Learners individual Result from each test item in the post test (Writing Skill)

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Ranjig Rijal	8	17	25	28	78
Nilkantha Neupane	8	17	19	31	75
Parbati Saud	8	19	29	29	85
Dammara Neupane	6	17	29	29	81
Bishal Sharma	7	18	27	28	80
Sukaiya tharu	8	17	15	18	58
Upendra Acharya	8	18	29	35	90
Bidur K.C.	8	18	28	38	92
Shanti Bhattarai	8	16	29	28	81
Parbati Shrestha	7	17	28	29	81
Mansara Neupane	7	16	26	28	77
Himal Khanal	8	15	24	29	76
Surendra Chaudhary	7	16	22	28	73
Dipendra Tharu	7	17	23	25	72
Ajaya Kumar Tharu	8	16	25	20	69
Total	117	254	378	423	1174
Average	7.53	16.93	25.2	28.2	78.26

3. Extrovert learner's Individual Result from the each test item in the pre-test (writing skill)

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Aashis Shah	10	18	27	29	84
Jaya Chaudhary	7	17	28	26	78
Madan Sharma	9	19	27	30	85
Bodendra Khanal	8	16	25	28	77
Ganesh Acharya	1	15	26	28	70
Kushal Malla	5	15	20	17	57
Birendra Budhathoki	9	18	16	8	51
Rajendra Chaudhary	6	15	21	10	52
Sunita Shrestha	10	16	22	2	50
Predeep Kumar Shrestha	7	15	19	17	58
Chandra Maya Shrestha	10	17	20	16	63
Mina Khanal	7	14	10	5	36
Jamuna Rijal	9	17	22	15	63
Ramkumar Shrestha	2	15	25	8	50
Deepak Shahi	8	17	19	12	56
Total	108	244	327	251	830
Average	7.2	16.26	21.8	16.73	62

4. Extrovert learner's Individual Result from the each test item in the post -test (writing skill)

St. Name	Test I FM: 10	Test II FM: 20	Test III FM: 30	Test IV FM: 40	Total Score Obtained
Aashis Shah	10	17	28	35	87
Jaya Chaudhary	7	18	29	36	92
Madan Sharma	9	18	28	38	92
Bodendra Khanal	8	16	27	30	80
Ganesh Acharya	7	18	28	35	89
Kushal Malla	8	18	25	30	81
Birendra Budhathoki	8	15	25	20	68
Rajendra Chaudhary	7	17	27	21	82
Sunita Shrestha	8	18	28	28	82
Predeep Kumar Shrestha	8	15	24	27	74
Chandra Maya Shrestha	8	17	24	33	82
Mina Khanal	8	17	27	22	74
Jamuna Rijal	8	18	28	32	86
Ramkumar Shrestha	5	17	28	30	80
Deepak Shahi	6	17	28	27	78
Total	113	256	404	454	1227
Average	7.53	17.06	26.93	30.26	81.8

APPENDIX -C

Sample of Question Sheet

Pre-test

English Language Test "Speaking" For Grade 9 Extrovert
and Introvert Students.

Attempt all Questions:

1. Answer questions: Interview/activity: 10
 - i. Who is the writer of your English book ?
 - ii. How many teachers have you got in your school ?
 - iii. Is speaking strictly forbidden in your school ?
 - iv. Which game did you use to play when you were very young ?
 - v. Is kissing to a friend in public allowed in Nepalese culture ?
2. Read the given passage loudly. 20
(Page No. 36 of Grade 9)
3. Describe your friend. 30
4. Conversation: (Using Greeting and congratulation) 40

The situation is "Your friend past the SLC in first Division, you met him in a way".

APPENDIX -D

Sample of Question Sheet

Post-test

English Language Test "Speaking" For Grade 9 Extrovert and Introvert Students.

Attempt all Questions:

- | | | |
|----|--|----|
| 1. | Answer the following questions: | 10 |
| | i. Introduce yourself | |
| | ii. How many student are there in your class ? | |
| | iii. What is your favorite game ? | |
| | iv. Can you swim in the river ? | |
| | v. What is the aim of your life ? | |
| 2. | Read the given passage loudly | 20 |
| | (Page No. 36 of Grade 9) | |
| 3. | Describe your school. | 30 |
| 4. | Conversation (using Greeting, farewell, and congratulation). | 40 |

The situation is "Your friend past the SLC in first Division, you met him in a way".

APPENDIX-E

Sample of Question Sheet

Pre-test

English Language Test "Writing" For Grade 9 Extrovert and Introvert Students.

Attempt all Questions:

Full Marks: 100

Name:

Class:

Sex:

School:

Set A

1. Fill in the blanks choosing correct words or phrases 10

[Plan, Pebbles, die, saved, low, reach, despair, water, jug, thirsty]

A crow was once so that he thought he would he didn't find water. After sometimes he saw a jug of but, when he flew down to it, he found that the water was too in the jug for him, to be able to reach it. He was about to go away in when he thought of a fetching a few he dropped them one by one into the This made the water rise high enough for him to be able to it. Thus he his life by his cleverness.

Set B:

2. Write a letter to your pen friend describing your school. 20

.....

Set C:

3. Read this story and re-write a similar story. 30

There was a jungle where a pot of gold was found by three men. They were agreed to divide the gold in the jungle. They were very hungry as well, so they decided one goes to buy food. On the way, the man planned to put poison in the food to kill the other two men in order to get all the gold. On the other hand, the two men planned to murder him for the shake of more gold. And they killed him on his return and they also eat the poisonous food.

Set D

4. Give your opinion on the students life. 40

Ans.:

APPENDIX-F

Sample of Question Sheet

Post-test

English Language Test "Writing" For Grade 9 Extrovert and Introvert Students.

Attempt all Questions:

Full Mark: 100

Name:

Roll No.: Sec. Sex:

School:

1. Fill in the blanks choosing correct words or phrases from the box. 10

culling,	on,	of,	used to,	brought,
helped,	lived,	why,	while,	which

Long ago a woodcutter, Mohan in a village was far from the town. He was very poor but honesty. He collect fire wood and it to the town. One day his axe fell into the pond he was a tree. He began to cry. The water god came out the pond and asked he was crying He told his story. the god look pity him and give him a golden axe. Thus, Mohan was by the god.

2. Write a letter to your friend, describing five things that are allowed and five things that are not allowed in your school. 20

For example

- a. Students are allowed to ask something to the teacher.
b. Students are not allowed to make noise in the school compound.

.....

3. Read this story, re-write the similar story.

30

Once there was a boy called Ali, a poor fisherman's son. He was going home one evening, he saw an old man lying by the side of the road, seriously ill. the boy was very kind, and he helped the old man to the nearest hospital. The old man thanked the boy and asked him for his name and address. The boy was ashamed to admit that his father was poor fisherman, so he said, "My name is Mustafa and my father is a teacher. 'A few days later, the old man died in hospital, and left all his money to Mustafa, a local teacher's son who helped me in my hour of need'. Of course, because Ali had lied, he didn't receive any of the old man's money.

.....

4. Give your opinion on village life in 100 words.

40

Appendix G

Marks scheme for Language test' Speaking Skill'

1. Set A: Item No. 1 (Oral Interview)

Grammar	:	3
Pronunciation	:	2
Fluency	:	2
Accuracy	:	3

2. Set B: Item No. 2 (Reading the given Passage Loudly)

Grammar	:	4
Pronunciation	:	8
Fluency	:	5
Accuracy	:	3

3. Set C: Item No. 3 (Describing Place/Person/things)

Grammar	:	10
Pronunciation	:	5
Fluency	:	5
Accuracy	:	10

4. Set D: Item No. 4 (Conversation between friends)

Grammar	:	10
Pronunciation	:	10
Fluency	:	10
Accuracy	:	10

APPENDIX-H

Marks Scheme for Language Test 'Writing Skill'

1. Set A : Item No. 1 (Fill in the Blanks)

T: 10

Set B : Item No. 2 (Letter writing)

Lay out —————> Sender date and address - 1 marks
—————> Salutation - 1 mark
—————> Subscription - 1 mark

Subject matter —————> Coherence - 2 marks
—————> Unity - 2 marks
—————> Continuity - 2 marks

Spelling —————> 2 marks

Grammar —————> 2 marks

Punctuation mark —————> 2 marks

T: 20

3. Set C: Item No. 3 (Story Writing)

Subject matter —————> Coherence - 5
—————> Unity - 5
—————> Continuity - 5

Spelling —————> 5 marks

Grammar —————> 5 marks

Punctuation mark —————> 5 marks

T:30

4. Set D: Item No. 4 (Free Writing)

Subject matter —————> Coherence - 5
—————> Unity - 5
—————> Continuity - 5

Spelling —————> 10 marks

Grammar —————> 8 marks

Punctuation mark —————> 7 marks

T:40

APPENDIX-J

The Following Traits were Considered while Observing to select the Extrovert and Introvert Group

1. Undiscipline Vs discipline
2. Frankness Vs melancholy
3. Talkative Vs Silent
4. Independent Dependent
5. Don't hesitate to speak Vs hesitate to speak

The following questions were asked in Interview.

- i. Do you like to talk before a group of people ?
- ii. Do you always try to make others agree with you ?
- iii. Do you make friends easily ?
- iv. Are you at home among stranger ?
- v. Do you like to take the lead in a extracurricular activities or school activity ?
- vi. Do you worry over what people think of you ?
- vii. Do you suffer from feeling of inferiority ?
- viii. Are you feeling easily hurt.
- ix. Which game do you like to play ? In-door or out door.
- x. Do you like to take - part in debate, quiz competition ?

APPENDIX-K
MODEL LESSON PLAN
Shree Chore Higher Secondary School
Bardiya, Bagnahe-9

Grade : 9 **Subject : English** **Topic : Describing People**

Objective: On the completion of the lesson the students will be able to:
Describe the people (Physical features).

Teaching Materials : Cassette player, pictures, word cards etc.

Motivation : Teacher will ask the students to tell the name of their friends whose name come from 'B' and 'S' letter.

Presentation :

- i. First teacher play the cassette player on which students listen a young lady describing her late friend's physical features.
- ii. He will show the word cards on which they read loudly such words:
Height: tall, short,
Body size: fat, slim,
Type of the face: long, round, oval, etc.
- iii. Teacher will ask a students to stand and simply at normal speed, he describe the student.

Practice:

- i. Teacher will ask the students to describe their right side friend's physical feature using as much as more words.
- ii. He will show the picture of a person and ask the students to describe it.

Evaluation: Teacher will ask the students to describe the friend who is in front of you.

Homework:

MODEL LESSON PLAN
Shree Chore Higher Secondary School
Bardiya, Bagnahe-9

Grade : 9 **Subject : English** **Topic : Re-write the Story**

Objectives : On the completion of the lesson the students will be able to:
Change the number, gender, and noun given in the story.

Teaching materials : Paper, sentence cards

Motivation : Teacher will motivate the students asking them to write the female of the given words:

boy, man, lad.

Practice : Teacher will show the model exercise on the black board as;

MOHAN and HARI were going to SCHOOL. On the way, Hari got a PEN. Hari told Mohan about the pen. When they reached in the CLASSROOM, they saw, GITA was searching pen on her bag. They knew, it should be Gita's pen, and Hari gave the pen to Gita.

Practice: Teacher will divide the group into six groups and provide them similar story in the six paper, each story to each group. Then he will ask them to change number, gender, noun of the given story and he will ask them to rewrite the given story using these changing gender, noun, number in lieu of before gender, noun and number of the story.

Evaluation: Teacher will give a story to each students and ask them to rewrite the story.

Homework: Teacher will give a story to rewrite.