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**WHO IS BETTER AT LEARNING FOREIGN LANGUAGES –**

**EXTRAVERTS OR INTROVERTS?**

 **Annotation.** The research consists of a review of the literature on connection between types of personality and learning process, summarizing the main findings from international performance surveys on differences in performance of extraverted and introverted students. That is why the research analyzes outcomes in this area, paying attention to the difference in comprehending information by extraverts and introverts. As a result, it shows different levels of performance in four main class activities during learning foreign languages process. In conclusion, besides a summary of the main idea of interconnection between type of personality and student’s performance, factors that matter in studying process are considered.

**Key words*:*** comprehension, types of personality, extraverts and introverts, learning foreign languages process, difficulties in learning foreign languages, students’ performance.

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**ХТО МАЄ БІЛЬШУ СХИЛЬНІСТЬ ДО ВИВЧЕННЯ ІНОЗЕМНИХ МОВ – ЕКСТРАВЕРТИ ЧИ ІНТРОВЕРТИ?**

**Анотація.** Дослідження містить огляд наукової літератури дослідження зв’язку між типом особистості і навчальним процесом, підсумовуючи основні результати міжнародних досліджень про відмінності успішності навчання студентів, які є екстравертами та інтровертами. Саме тому у статті розглядаються основні дослідження цієї галузі, зокрема досліджуються відмінності у сприйнятті інформації екстравертами та інтровертами. Як результат, стаття висвітлює рівень успішності студентів у чотирьох основних видах мовленнєвої діяльності. Окрім головної ідеї взаємозв’язку типу особистості та успішністю студента у вивченні іноземної мови у висновку зазначаються фактори, які впливають на процес навчання.

**Ключові слова:** сприйняття, типи особистості, екстраверти та інтроверти, процес вивчення іноземної мови, труднощі у вивченні іноземних мов, успішність студентів.

 **PROBLEM STATING.** Nowadays there are various methods, techniques and styles of learning a foreign language, mostly due to superb advance in technology and a great number of published results of research in the field of pedagogics. To understand the importance of choosing a learning style Felder and Henriques state that "Students learn in many ways, by seeing and hearing, reflecting and acting, reasoning logically and intuitively, memorising and visualising" [4, p.118]. Furthermore, it is not a surprise for anyone that learning language is a complex process, which is often influenced not only by linguistic but also by non-linguistic factors. The role of personality traits is among the last ones and, in my opinion, is one of the most important to be considered as a key point in overcoming difficulties in learning languages.

Since 1990s, there has been an increasing interest on studying how personality affects students’ learning abilities and what connection between personality types and academic performance exists. Earlier in 1980s, several researches have been done, dedicated to the role of temperament in education. In particular, academic achievement was among the first variables to be examined. Subsequently, the results of studies have documented connection between temperament and academic achievement [1, p.52].

Today, one of the dominant objectives in foreign language learning settings is to raise awareness about students’ personal differences and their potential effects on the learning process and on learning outcomes [4, p.116]. So far, it is impossible to determine the one ultimate way of learning a foreign language for everyone, but understanding differences of students’ personalities can help to choose the most efficient method to overcome some difficulties in learning foreign languages.

**THE ANALYSIS OF RECENT RESEARCHES AND PUBLICATIONS.** The analysis of research results and publications made by pioneers in the topic of connection between temperament and differences in comprehension information and by well-known scientists in the sphere of pedagogics revealed some arguments in advantage to the statement.

The concept of type emerged in the work of Swiss psychologist Carl Jung, who found that the seemingly unpredictable behavior could be anticipated through understanding mental functions and attitudes people preferred. In 1921, Jung’s theory of personality was published in a book called Psychological Types, claiming “individuals have mental or psychological preferences for performing certain tasks, just as they have physical preferences such as a dominant hand” [2, p.213].

But only after Eysenck proposed his theory of temperament, researchers in different fields of science have started implementing his theory in their fields of study. Many studies have tried to investigate the impact of different personality types on different aspects of life including: vocation, education, sports, business, and psychology, etc. Regarding education, much works have been done on the relationship between personality types and language learning [2, p.213].

That is why scientist from around the world began to investigate the probable role of extraversion and introversion in language acquisition, learning process and achievement. In 1980s, Stern noticed that extroverts are dominant in possessing communication skills so they can achieve more in speaking activities while introverts are better language learners because of their analytic and systematic orientation [1, p.39].

Accordingly, Ackerman’s PPKI theory (intelligence as processes, personality, knowledge and interests), makes a conceptual framework for understanding the connection between non-cognitive and cognitive individual differences. The theory claims that personality features play a significant role in the direction of an individual choice and level of persistence to engage in different activities [4, p.117]. Other studies have also shown that “non-intellectual” factors such as personality traits and learning styles are involved in academic performance.

The other scientist Hence proved that learning styles are the mental processes and instrumental settings, which a student uses most effectively while learning. He also mentioned about individual learners who, based on preferences for different learning styles, comprehend in different styles [4, p.117].

In 2000s, Ehrman emphasizes on the influence of personality variables on learning styles. He claims that each individual uses a series of learning strategies and styles that are grounded in his/her personality to cope with linguistic tasks. Knowing that learning styles and strategies of individual students work together and the learner consciously chooses strategies that fit his or her learning style [4, p.118].

Moving on, in 2008 Yan Zhang, a Chinese scientist from Qingdao University of Science and Technology, summarized the relationship between personality and second language acquisition. To be more precise, he revealed the difference in learning process by extraverts and introverts [5, p.58]

In 2012 scientists Mansouri Nejad, Bijami, and Ahmadi studied the extent to which extrovert and introvert types of personality predict academic performance, claimimg that each type has advantages in performing some tasks [2, p.213].

**OUTLINING OF EARLIER UNSOLVED PARTS OF THE MAIN CONCERN.** Despite existence of a great number of publications in the field, no review of all existing literature in the topic of interest has been conducted to make a clear understanding of the findings of existing research and the issues associated with them. That is why, the purpose of this article is to review the literature relating to the issue of impact of temperament in language learning process and to make own conclusions about the importance of distinguishing types of personality in order to overcome some difficulties during the foreign language learning process and, further, to make it more efficient.

**STATEMENT OF PAPER AIMS, WORDING OF INVESTIGATION TASKS.** Therefore, taking mentioned above researches into account, we can highlight the aims and goals of the paper, that are as follows: to define what comprehension is in learning process; to differentiate terms “extravert” and “introvert”; to consider four main activities in classroom separately; to link connection between type of temperament and students’ performance.

**MAIN FACTS OF THE SURVEY AVERMENT**. Before going on the topic, first of all, it should be mentioned that comprehension is a very complex process and yet it is one of the most important skills, especially in learning a foreign language [3]. That is why main activities aimed to fulfill the most of students’ potential in learning languages, consists of listening and reading comprehension as well as writing and speaking.

Second of all, it is important to define what terms “extravertism” and “introvertism” mean. Despite the fact that both notions are types of personality, they are two types of how a person relates to the outside world. Extrovert is a person who is more interested in what is happening around him rather than in his own thoughts and emotions. That is to say, the extrovert experiences the world more through contact with others and shared experience. If the problem were to come about for an extrovert, they would more than just likely find someone to help [5, p.58].

On the contrary, introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. In other words, an introvert tends to remain "in" oneself. If the same problem were to arise, that person might open a book or pace back and forth to come to a solution [5, p.58].

Nevertheless, motivation plays the most important role in the process of learning languages. As far as I am concerned, it is obvious that people can fulfill their whole potential only if they are motivated and willing to study and develop their skills. In such case, there is no difference if you’re extravert or introvert. Besides motivation, level of students’ achievement in learning language matters. For example, if a student has level B2 or C1 according to international assessment system, it means that he/she has already good results in all 4 language activities.

What is more, besides already mentioned in the analysis of recent researches and publications linkages between students’ performance and their temperaments, the results can also differ from type to type of personalities considering each activity (listening, reading, writing and speaking) separately. The brightest interconnection can be seen in speaking, which remains the most difficult skill to master for the majority of English learners.

For instance, students that are afraid of embarrassing themselves by making mistakes in speaking or by not being able to share their opinion on the topic may try to avoid opportunities that would otherwise improve their skills. At the same time extraverts are willing to try to communicate even if they are not sure they will succeed [5, p.58].

 In addition to this, a few studies found that some kinds of students avoid interaction with the native speakers at all costs, while others jumped at any opportunity to speak the language. Those who avoided interaction were typically quiet, reserved people (or introverts). Therefore, if teachers correct their mistakes too often and further embarrass shy students, it may isolate students even more [5, p.58].

Moreover, the fact that there is a relation between personality and reading comprehension has been shown in a few researches. Pfister studied the effect of personality type on English reading comprehension among college bilingual students in the United States. The results demonstrated that extroverted students outperformed introverted ones in reading tests. However, the results are not as comprehensive as they are supposed to be as one cannot conclude which type of personality contribute more to reading comprehension [4, p.120].

 Going on to the listening comprehension, one particular study done by Naiman reflected the point of our topic. Therefore, 72 Canadian high school who were studying French as a second language took part in his experiment. Naiman gave them all questionnaires to establish their psychological profiles and a French listening test. He found that approximately 70% of the students with the higher grades have features of character, usually possessed by extraverts [5, p.59]. In fact, extraverts are considered risk-takers and are more adaptable to changing environment, consequently, they can perceive unfamiliar information easier than introverts can while listening the same speech.

The final issue is writing. The advantage of either extraverts or introverts cannot be easily seen, assessing a writing task for both types of personality. However, the difference in the way of writing can be distinguished. On one hand, extraverts usually write long compositions, putting down as much of their thoughts as it is possible. At the same time, they tend to be make more mistakes than introverted people. On the other hand, introverts usually write well-constructed short stories with carefully checked content. Introverts outperformed their extrovert counterparts in most of writing subsets, such as content, language, mechanics, and vocabulary. [2].

**CONCLUSIONS.** To conclude I would like to emphasize one more time again that comprehension is a complicated process, especially in learning foreign languages, which requires different ways of learning styles, methods and techniques in order to fulfill potential of all students. On top of this, a lot of studies have shown the interconnection between perceiving information, consequently performance of students, and their types of temperament – either extravert’s or introvert’s features, which are particularly picked for this research. To make my research more accurate I took into consideration four main class activities (speaking, reading, listening and writing) with their connection to the types of students’ temperament.

With regard to all analyzed activities with their connections to temperament, it might feel that being an extravert while learning a foreign language has more advantages than being an introvert (in speaking, reading, listening and except writing). However, it does not mean that introverts should give up learning any foreign languages because type of personality is mostly a little kind of ingredient that can help to achieve more while studying. In my opinion, motivation is the most important factor that matters here.

All in all, though type of temperament is not a key point in results of student’s performance, research has shown the difficulties in learning a foreign language for different types of people who possess different types of personality and therefore different abilities to comprehend information. That is why, it is vital to use different styles, methods and techniques in order to succeed in learning a foreign language.

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