

**Západočeská univerzita v Plzni**

**Fakulta pedagogická**

**Katedra anglického jazyka**

**Diplomová práce**

**Vliv osobnosti: Introverze a extroverze v učení se anglickému  
jazyku**

**Jitka Dostálová**

**University of West Bohemia**

**Faculty of Education**

**Department of English**

**Thesis**

**PERSONALITY TRADES: INTROVERSION AND  
EXTROVERSION IN ENGLISH LANGUAGE LEARNING**

**Jitka Dostálová**

**Plzeň 2014**

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

*V Plzni dne 13. dubna 2014*

.....

Jitka Dostálová

## ACKNOWLEDGMENTS

I would like to express my thanks to my thesis supervisor Mgr. Gabriela Klečková, PhD. for helpfulness and valuable advice when working on the thesis.

## ABSTRACT

Dostálová, Jitka. University of West Bohemia. April, 2014. Personality Types: Introversion and Extroversion in English Language Learning. Supervisor: Mgr. Gabriela Klečková, PhD.

The thesis deals with the topic of influence of extraversion and introversion on the learning ability. The background part focuses on the typical characteristics of extraversion and introversion and also on the ways those aspects of personality can influence learning styles and abilities. The conducted research focuses on several topics. Firstly, it discovers to what extent the personal views and characteristics of the researched students agree with the theory. Secondly, the research reveals learning preferences and habits of the students. Thirdly, it analyzes the connection between the characteristics of each personality type and study results of the students. To a sample of high school students were given personality tests and personal questionnaires; also, their grades from English for the last three terms were purchased. Based on the results of the research, it is concluded the extraverts are more active in lessons, their results from oral exams are better than those from written exams and they prefer active and engaging teaching methods. Introverted students are less active in communication, their oral results are worse than written and they prefer calmer teaching methods provide them time for thinking over their answers. Overall results show introverted students are better learners in general.

## TABLE OF CONTENTS

I.	Introduction	1
II.	Theoretical Background	3
	Extraversion	3
	Basic characteristics of extraversion	3
	Education of extraverts, influence of learning ability	7
	Introversion	11
	Basic characteristics of introversion	11
	Education of introverts, influence of learning ability	15
III.	Methods	19
	Hypotheses	19
	Research	20
IV.	Results and Commentaries	22
	EPI	22
	Questionnaires	23
	Extraverts and their answers	23
	Introverts and their answers	33
	Ambiverts and their answers	43
	Grades	44
	Summary	45
V.	Implications	46
	Pedagogical implications	46
	Limitation of the research	47
	Suggestions for further research	48
VI.	Conclusion	50

## LIST OF GRAPHS

Graph 1: Eysenck Personality Inventory	23
Graph 2: Presenting opinions in lessons (extraverts)	26
Graph 3: Activity in class (extraverts)	27
Graph 4: Learning environment (extraverts)	29
Graph 5: Feelings when presenting themselves in a group of people (extraverts)	30
Graph 6: Popularity of teaching methods (extraverts)	31
Graph 7: Presenting opinions in lessons (introverts)	36
Graph 8: Activity in class (introverts)	37
Graph 9: Learning environment (introverts)	39
Graph 10: Feelings when presenting themselves in a group of people (introverts)	40
Graph 11: Popularity of teaching methods (introverts)	41

## I. INTRODUCTION

Our personality is an important factor influencing almost every aspect of our lives. This thesis tries to show whether one personality trait – extraversion or introversion – can have impact on our learning ability. Extraverted people are known as the centres of attention, communicative individuals who are usually very popular in a collective. On the other hand, we sometimes baselessly view introverts as lonely sad people who hate company and are somewhat strange. Some of these characteristics might be true, however, extraversion and introversion have so many aspects that can differ in the personality of each individual it would be unwise to make such conclusions at the beginning.

I decided to research this topic, because as an ambivert (person who possesses characteristics from both introversion and extraversion in a balanced amount) and a teacher, I have experience from different sides of this problem and I would like to have deeper insight into it. Extraverted people's enthusiasm can be sometimes suppressed by teachers who want to have silence in their classes; on the other hand, introverted students can be in disadvantage for their lower assertiveness in classes where teachers require expressing opinions and being active speakers. I would like to find out to what extent does the theory really match the personalities of extraverts and introverts and also to find some middle course suggestions for English teachers to comfort both groups of students.

Therefore, the hypotheses for the theses are:

1. Extraverts are more active in lessons than introverts.
2. Extraverted people prefer engaging teaching methods and introverted people prefer passive teaching methods or methods letting them to focus on one problem deeply on their own.
3. Extraverted people have better results in oral performance than in written tasks and vice versa for introverts, although introverts have better results in general.

To find the answers it is important to familiarize ourselves with the exact meaning of being an extravert or an introvert. These theoretical facts are included in the thesis previously to the research itself. The overview of theoretical knowledge on this topic follows a description of the research methods and the expected results. Then the results of the research are depicted in detail and my comments and possible explanations for unpredicted results are offered. The second to last chapter brings implications for teachers



and also the limitations of the research. There I also suggest several research studies addressing research questions related to this research. At the end of the thesis, the findings are summarized.

## II. THEORETICAL BACKGROUND

This section of the thesis is devoted to summarizing of the theoretical knowledge necessary for the following research. Because the topic of the research is the influence of extraversion and introversion on learning English, deep knowledge of the two personality types is essential. We also need to know possible ways of how do the personalities types influence the ability to learn successfully. Therefore, 'Theoretical Background' is divided into several parts dealing with the basic characteristics of extraversion, its possible influences on learning ability, and the same survey made about introversion.

### **Extraversion**

The aim of this chapter is to describe the personality type called extraversion from various points of view and also tries to explore possible influences of this personality dimension on a general ability to learn. The basic aspects of extraversion are for better orientation divided into seven categories. Although they are highly interconnected, each of them brings a new perspective of this personality type. Further in the chapter is a specification of things influencing learning ability of extraverted people. Those influences might come from inside as well as from outside the students themselves and all of them are somehow connected to the aspects of extraversion.

**Basic characteristics of extraversion.** Extraversion is one pole of the most important personality dimension – extraversion-introversion. The dimension was first introduced to the psychological theory by Carl Gustav Jung and was developed and further researched by Raymond Cattell, Hans Eysenck and other considerable authors. This dimension is a complex characteristic defined by three basic aspects – activity ratio resulting from temperament, openness to the environment connected with the need for stimulation and orientation towards positive emotional tune of the personality (Vágnerová, 2010, p.92). There are a number of definitions of extraversion and they are usually quite similar but it is necessary to bear in mind that those characteristics are describing an extreme personality of this type and those attributes occur in different proportions among people. All attributes of the extraverted personality mentioned in the various definitions

can be subsumed into one of several categories. Those categories according to Vágnerová (2010) are the bearing to the world, social contact, way of reacting, way of thinking, basic emotional tune, adaptability and basic self regulation and they are interconnected (p.92).

The first two categories – bearing to the world and social contact – are closely associated with each other. Typical extroverts' attention is “directed toward other people and the outside world” (Encyclopaedia Britannica) and Vágnerová (2010) assumes they are more sensitive to positive social feedback (p.104). It means such people are upfront, social and usually have no major difficulties with communication. Extraverted people are usually very friendly and interested in other people and they tend to seek company. Zafar and Meenakshi (2011) even call this type of personality “gregarious” (p.34). They keep relationships with many people but those relationships are usually more broad than deep. These relationships bring them the feeling of happiness because they need support, reassurance and ego enhancement from other people (Brown, 2000, p.154).

The next category describes the way extroverts react. Extroverts are active people who tend to be impulsive and energetic and they like to live in a fast pace. They are also talkative and expressive. Extraverted people also usually use assertiveness in communication which means they can maintain their opinions and defend their position. However, extroverts are also dominant, overbearing and combined with instability, extroverts can become aggressive or at least brittle (Vágnerová, 2010, p.103). They can be easily influenced by other people or objects and their behaviour can be under control of that (Jung, 2000, p.265). Another attribute that could be enlisted into this category is risk-taking. Extroverts often like to quest out adventure or excitement and they do not hesitate to search for it by risk taking (Říčan, 2007, p.66). Generally, their reactions are fast, assertive, and full of energy and influenced by objective circumstances, although some of them might lose control over the amount of energy and this might lead into aggression.

The fourth category can be further divided into perception of themselves and perception of the outside world and is crucial to understanding of how this type of personality works. Extroverts lack reflection which is the main characteristic of how they perceive themselves – they usually do not see their personality in the real dimension (van Van Daele et al., 2006, p.214). On the other hand, their perception of the world is very realistic because although they are credulous, extraverted people prefer facts to dreams and they attach great importance to objectivity and practicality (Hally, 2009). Due to this emphasis on objectivity, extraverts are willing to accept opinions of the others. They also

do not lack the ability of dividing their attention but they are not distracted easily by intrusive effects (Vágnerová, 2010, p.92) and it is easier for them to fit into community, because they only desire to obtain what is possible and acceptable under given circumstances. However, extraverts' focus on the objective world may cause harm to themselves – extraverted people are oriented towards the 'real' and they overlook their own problems to certain extent because those are subjective (Jung, 2000, p.268). Jung (2000) also points out extraverts' obsession by objectivity affects their feelings in a significant manner, because they can find themselves in the boundary of traditional or generally valid values and therefore they declare things which they personally do not feel but those which are socially suitable (p.296). It means that although extraverts tend to be equitable, base their opinions on facts and their "objective sense of reality is extraordinarily advanced" (Jung, 2000, 306), this excessive directionality towards being objective might in contrast lead them to a certain type of unilateralism. Extraverted people might also encounter difficulties when distinguishing the true facts from the irrelevant ones and they are not able to judge their own personality and personalities of the others entirely correctly.

The next category is another very important piece of knowledge of the psychology of extraverted personalities although it is necessary to know the other categories well to understand it. Extraverts are usually optimistic and positively humoured people, which fact has been empirically approved by number of researches (e.g. Hamadah and Abdullatif, 1998). In addition to it, there are some researches claiming extraverted people are happier than the introverted ones, although some scientists argue it is caused by the way of how these qualities are tested. The feeling of amenity is very important for extraverts and they have a tendency to experience things positively. Their requirement of pleasant occurrences is also reflected by the selectivity of their memories – they incline to remember enjoyable moments and to displace or at least to restrain the unpleasant ones. It relates with extroverts' orientation towards almost any kind of reward, which can be represented by almost anything pleasant including relationships or a new adventure. The need of positive social feedback has been already mentioned and is closely related to this topic, because it is one of the most common types of the referenced rewards and it brings extraverts the development of social skills (Vágnerová, 2010, p.103). Their feeling of contentment logically leads to their even greater helpfulness, sociability and better coping with various demands. In conclusion it is possible to say extraverted people are enclosed in a circle,

because they are happy as long as they receive positive response from the other people and therefore they seek those situations and relations and suppress the negative ones in their brains; the happier they are the more positive responses they are likely to obtain.

The desire of extraverted people for adventures as mentioned above brings us to the next category which is adaptability. Extraverts are very adaptable not only because of this particular feature but they are open to new experiences, they like changes and their relations to norms are vague to a certain extent (Vágnerová, 2010, p.92). Another characteristic contributory to the great adaptability of extraversion oriented people is the readiness with which they communicate with people and their permanent endeavour to be accepted by the society. Extroverts are very active people and they are usually interested in circumjacent course of events which could appear to be very helpful in adapting; this quality provides the extroverted people “bigger agreeableness and preparedness to various activities and to contact with people” (Vágnerová, translated by myself, 2010, p.178). It is possible to say extraverted people usually become accepted very well in any new environment or society and because of their carelessness and partial disregard of their own feelings they rarely experience distress when a change occurs.

The basic self control is the last dimension of the personality and for extraverted people it cannot be characterised by reliability. Extraverts are so full of energy and still in motion they tend to lose their temper sometimes. As already mentioned, they can become aggressive and their mood can change easily. Extraverted people are also not very patient, they do not control their feelings very well and it is not always rewarded to place confidence in them (Říčan, 2007, p.66). Some authors digest those attributes under word ‘temperament’, but it is obvious extraverts can be enigmatic regarding their turns of mind and changes of humour and they have difficulties with keeping their engagements, promises and duties.

In conclusion it is obvious extraverted people have both good and bad traits of character. Although it is improbable to encounter a person fulfilling all the mentioned attributes, because they are given for an extreme person of this type, every extraverted person possesses a unique mix of at least some of these characteristics and it is possible to find a lot of similarities among people with this personality types. The most general characterization of extraverted people is that they are oriented towards objectivity, facts and the surrounding world, which makes them friendly, open, interested in other people, social and warm. They do not mind changes and they like to live in a fast pace. On the

other side their relations are more broad than deep, they are impulsive, not very reliable and they usually lack self control and control of their emotions. All of those dimensions can influence the ability to learn.

**Education of extraverts, influence of learning ability.** The ability to learn is certainly influenced by plenty of factors and personality is with no doubt one of them. Extraversion has an influence on surprisingly many dimensions of learning and according to Brown (1973) can be one of three keys to understanding to the nature of learning (p.231). The fact whether the students are extraverted or introverted influences not only the education, preferred career and their assertion but there are also different approaches to studying or various strategies of problems and stress coping. Other thing the students' personality influences is motivation. On the other hand, learning ability can be affected by teachers' beliefs about extraverted students, their approach to students with this type of personality and teaching techniques.

There is nothing like a universal pattern of extraverts' career proceeding but the general characteristics could imply certain direction of it. Mikšík (2007) states an empirically validated opinion that extraverted people do not gain university education as often as introverted people and that their quitting of the studies is most frequently caused by academic or theoretical reasons (p.184). When we consider the attributes of an outgoing personality, the mentioned educational behaviour seems to be caused by the carelessness and adventurousness. Extraverts constantly search for arousal and long studies can get boring for them. There can be also a certain role of their approach to risk-taking, which will be discussed further in this chapter. The personality type also influences our choice of profession and it seems only natural that extraverted people prefer jobs requiring communication and social contact, jobs oriented towards working with people (Mikšík, 2007, p.184). It is given by the fact extraverts are energized by being around other people. This need for socializing and conversation can help outgoing people in their assertion because it can give them an advantage during job interviews. It is not difficult for them to hide minor deficiencies behind their engaging manners. In general the extraverted people more easily give up but their communication skills and talkativeness can help them in certain situations connected both to studying and searching for job.

The education is strongly influenced by learning abilities of the students and the learning abilities are from a great part given by personality type. The first dimension of learning abilities influenced by introversion/extraversion is approach to studying or learning strategies. This issue is discussed by Vágnerová (2010), who thinks extraverts have an important ability to divide and transfer their attention to many different stimuli and situations which means they gain more information (p.218). It often means that extraverted people have the same approach to cognition as they have to relationships - they prefer width to depth. The effectiveness of their achievement and strategy of problem solving are also motivated by personality. For extraverts it is as easy to get engaged in problem solving as it is to get distracted or uninterested. They prefer impulsive style of thinking and it leads to their fast reactions which are likely to be often erroneous. This impulsivity and not difficult distraction can cause the failure of extraverts when solving a long-lasting or a complex problem – they lose interest and surrender. Extraversion is usually connected with more liberal approach to learning and with sketchier way of thinking, which mirrors on the learning strategies used by outgoing people. According to Wakamoto (2009) extraverted people do not like reading or studying alone and enjoy taking chances (p.20). Both of the mentioned attributes have certain advantages but also some disadvantages for learning. Studying in a group of people means more information and larger probability of being corrected or helped. On the other hand, with the extraverts' inclination to conversation including small talk, learning in a group might become an opportunity to socialize and its primary function can be marginalized. The second attribute mentioned by Wakamoto is elaborated in Zafar and Meenakshi (2011) study on the relationship between personality traits and risk-taking. They define risk-taking as “an ability of being eager to try out new information intelligently regardless of embarrassment” (p.36) and they claim extraverts are more tolerant for it (p.35). As mentioned above, extraverted people are careless, impulsive, they tend to experience things positively and they restrain the unpleasant events. It is the probable cause of their toleration for taking chances and not being intimidated by possible embarrassment. It is important, because they engage in the lessons, they ask questions and they are not afraid to make mistakes and turn them into experiences, which is, according to Brown (1994), a peak performance strategy (p.151). However, this risk-taking together with insufficiently lasting focus can also conclude in studying and trying to pass exams by taking chance. It is very difficult for extraverted people to spend a long time learning or working on a problem and because they are light-headed and not afraid to fail, the

tendency to try to pass the studies without sufficient preparation might occur. From those facts we can conclude that people with an outgoing personality can be successful learners but they need a strong will and support not to get distracted from the goal.

Another thing influencing learning ability of the students is how they can manage stress situations. Education produces a number of difficult moments starting with the first day at school and finishing with the school leaving exams or the state final exams. If the learners are not able to deal with stress, they will almost certainly gain worse grades than they deserve because their performance in the stress situation will be unsure and strongly influenced by restlessness. Because extraverts are active, optimistic and positive, it is easier for them to accept negative reality and they usually do not incline to purposeless keeping stuck on the problem. Extraverted people often use various coping strategies and they can adjust their reaction to the type of the stressor and to the situation. Although extraverted people often resign when they are required to focus on an activity for a longer time, they do not surrender when they have to fight their problems, because they are energetic and active. Their optimism causes them to think about the stressful situation as a more acceptable one and to not succumb to feelings of helplessness. The thinking about the stressor can become so influenced by the personality that extraverts can start to consider it a challenge, not a problem (Vágnerová, 2010, pp.218, 365). The openness of extraverted people is very useful in difficult situations, because they do not keep the problems for themselves; they ask for support and they do not feel embarrassed or offended when they have to accept somebody's help or advice (Vágnerová, 2010. p. 365). To sum it up, extraverted people are not predisposed to stress and they can usually manage it very well. Their most widely used strategies of stress coping are use of social support, cognitive restructuring and problem solving respectively (Carver, Smith, 2010, p.689).

The next interesting factor influencing the learning ability is motivation. There are several types of motivation; it is usually divide to intrinsic and extrinsic motivation and to instrumental and integrative motivation. The latter is usually influenced more by circumstances than by the learners' personality, but the former is connected to extraversion/introversion and to the orientation toward rewards. As mentioned above, extraverted people are very sensitive to rewards (Carver, Smith, 2010, p.688) and according to Brown (2010); they are dependent on outside stimuli (p.155). It means extraverts are more influenced by extrinsic motivation, because they need external motivating factors and rewards. These rewards, no matter if it is money or a smile, provide



them pleasure and feeling of satisfaction that might not be achieved by successful solving of the task only. It does not mean extraverted people do not feel also intrinsic motivation, but it is sometimes not strong enough to keep them motivated also because they need a strong impulse to feel interested for a longer time. Overall, extraverted people can be motivated by a system of rewards and also by interesting and adventurous tasks.

Learning strategies, coping with stress and motivation are the most powerful internal factors influencing the learning ability of students. However, there are also certain external factors playing an important role in learning process. The first of them are teachers' beliefs and their approach to extraverted/introverted type of personality. The perspective has changed through years. In the Schmeck and Lockhart's article from 1983, extraverts are depicted as having a great disadvantage in lessons, because teachers, introverts themselves, reward the introverted students, because they work quietly and they are inhibited. On the other hand, current trend is opposite, because teachers often think about extraverts as active or even more intelligent. Extraverted people speak more, ask questions, enjoy presenting their own work to the teacher and to the rest of the class and even if their answer is not correct, they often act so naturally and self-confidently teachers sometimes do not even recognize the mistake. "The extrovert ideal is perpetuated throughout education," writes White (2012) in *The Guardian* and her words are supported by many new methodology handbooks for teachers, because the teaching methods preferred in them are usually not based on students working on their own. Although the learning environment used to be insufficiently stimulating for extraverted people in the past, the situation has been changing and outgoing learners are supported by current teachers and society.

Teaching methods are the second great outer influence of learning abilities. There are various teaching methods and it usually depends on the teachers only which one they want to use. Extraverted people like social interaction, talking, working in groups and they are active and full of ideas they want to realize. This implies the most suitable teaching methods for outgoing people are for example group work, co-operative learning, interview or discussion. Extraverts are very self-confident and they are predisposed to be leading and dominant, which can make also the method of explaining certain matter to each other very beneficial. Learners with extraverted personality would also appreciate and enjoy drama, practical methods, games or role-plays but it is necessary not to overuse these methods, because they are not always as effective. On the other hand, individual work or frontal

teaching are probably less interesting and beneficial for extraverts, because there is lack of arousal and there is only a small possibility of communication, expressing emotions and taking control over the matters.

In conclusion, there are many advantages but also certain disadvantages accompanying extraverts on their journey through education and getting job. It might be easier for them to get a job because of their engaging and self-confident manner; on the other hand, it is more difficult for them to achieve extensive education. They have the ability to obtain and process a significant amount of information, but their knowledge in individual fields is not very deep. Extraverted people react fast, but make mistakes more often; however, they know how to transfer their mistakes into beneficial experiences and it helps them with learning. They are not very sensitive to stress, because they can turn a problem into challenge and process it with their typical positive approach to life. On the other side, extraverts themselves are not the only ones responsible for their learning. There are number of factors influencing it and some of them can be dealt with by neither learners nor teachers. Nevertheless, there are two that can be adjusted for learners by teachers; teachers should provide extraverts an environment stimulating enough to keep them motivated and include teaching methods requiring interaction, risk-taking and energy in their lessons.

## **Introversion**

Similarly as the first chapter deals with diverse aspects or dimensions of extraversion, this chapter focuses on its counterpart, introversion. The basic character features of introverted people are for easy comparison divided into the same seven categories as were used in describing extraversion. The second part of the chapter again tries to define possible influences of introversion on the learning ability.

**Basic characteristics of introversion.** Introversion is the second type of personality opposed to extraversion. Although it is possible to find much more sources on extraversion, it is generally believed that introversion is the counterpart of extraversion and its aspects are antagonistic to those of extraversion. The basic attributes differentiating introversion from extraversion can be described and divided into the same categories in

which the extraversion is depicted above - bearing to the world, social contact, way of reacting, and way of thinking, basic emotional tune, adaptability and basic self regulation. The description is again valid only for the extreme cases of introversion and most of the people referred to as introverts do not always possess all of the mentioned personality aspects or qualities.

The introverted approach to the world is connected to misanthropy and tendency to not participate on social events. Unlike extraverts, introverted people do not need company to gain energy. Introverts are focused on their inside world, which seems to them more interesting than the outer affairs and according to Brown (2000), they have “tendency towards reclusiveness” (p.154). Generally, they are satisfied with their own thoughts and feelings than to people and the outer world.

Another aspect – social contact – is basically determined by the previous definition of the introverted bearing to the world. Introverts do not feel the need to communicate with other people and it might sometimes cause them certain difficulties. Contrary to the extraverted people who derive energy from social interaction, introverts are losing energy by it and they regain it by being alone with their own thoughts, preferably in silence. They also do not seek a discussion or small talk like extraverts do; introverts are reflective thinkers, they prefer to think before talking and they often decide not to talk at all. On the other hand, they are not lonely people with any friends. They only prefer the depth of the relationships to their width and they need more time before they open to a certain person. Introverted people are considered shy, quiet or sometimes even unsociable (Vágnerová, 2010, p.100). It does not necessarily mean they avoid company, they only do not quest it out at all costs such as extraverted people do and they need time to recharge their energy afterwards in solitude. In conclusion, people with this type of personality are rather unobtrusive, secluded and sometimes reluctant in contact with other people and they are more considered with their own thoughts than with other people’s opinions.

The introverted tendency to think before they speak is crucial for their way of reacting. Introverts’ brains react as fast as or even faster than extraverts’ but they hesitate longer before they perform an action, because they tend to analyze the stimuli more carefully and deeply (Whitbourne, 2013). This fact might often cause prejudice against introverts because their hesitation and longer time for thinking seem as lack of intelligence to many people, usually extraverted ones. Introverts are more calm and distant (Vágnerová, 2010, p.92) and they are also undemonstrative which cannot be said about extraverted

people. They do not push their opinions and they are not as competitive as extraverts. It is the effect caused by their independence on the outer world and it also influences their reactions – introverts do not overreact or become aggressive. To summarize, introverted personalities take their time before they react which makes their reactions more elaborate and calm. Introverts “carefully balance considerations before reaching decisions” (Britannica). They do not care about other people’s opinions and therefore they are usually submissive and they rarely get aggressive.

Another aspect of introversion is very important, because the way of thinking more or less influences everything else. We can again divide it into perception of themselves and perception of the outer world. Introverts tend to judge their own personality temperately and their self-evaluation is usually not so high (Vágnerová, 2010, p.331). It might be caused by the fact they perceive themselves more realistically than extraverted people. On the contrary, their perception of the world is influenced by their focus on the “inner realm of ideas, imagery and reflection” (Zafar, Meenakshi, 2011, p.34). The introverted thinking is derived from the subjective ideas and not from the facts (Jung, 2000, p.331); introverts prefer theories to facts. On the other hand, they are not as easily suggestible as extraverts, because they are not that trustful. It is caused by their fear of being under affection of other people (Jung, 2000, p.330). They are also not as distractible and they can focus on one task intensely and for longer time intervals. Generally, introverts are capable of reflection and they are oriented towards their inner world, therefore they can assess themselves realistically but they have problems with evaluating their environment. They are afraid of the influence of the outer world, but their focus on their interior helps them to centre their attraction on one task and keep trying to solve it.

Next aspect of the introverted personality is the basic emotional tune. Because introverted people lack the ability of extraverts to displace the unpleasant experiences and remember only the enjoyable one, they often tend to be pessimistic, especially in contact with other people (Vágnerová, 2010, p.103). As explained above, introverted people are concerned not to get under influence of somebody else and that is the reason why they are sceptical and suspicious. They also bethink everything which might allow them to find an unpleasant detail in every situation. Introverted people often receive negative reactions from the others because of the distant and pessimistic personality of introverts. Although they are not as dependent on the social acceptance as extraverts, this behaviour of the others might give the introverts even more reasons for their fear of social relationships and

closeness. However, introverted people are able to be happy and they can also be great companions, although they do not seek large community of people. Introverts remember both the good and the bad aspects of events and they feel unsure in society, on the other hand, once they begin to trust someone, they can become priceless associates, because they allow the person into their rich inner world.

The ability of adaptability in introverted people is so low that its expression is close to neuroticism (Vágnerová, 2010, pp.92-93). Introverts are non-adaptable, conservative, and rigid and they need certain order to be maintained. Unlike extraverts, introverted people are not impulsive and they need time to think everything over. Therefore everything new and unexpected causes them difficulties and they cannot cope with it. Generally, introverted people are not capable of radical changes without undergoing great stress and uneasiness.

The last dimension of introversion is the basic self-regulation. Because of their closeness, introverted people have a high self-control and they do not express their emotions publicly. Although introverts are very sensitive, they are self-regulated. They also do not seek the reaction of the other people and therefore they do not feel the necessity of showing their interior senses. This ability of holding their emotions inside helps them to stay distanced from the outer world and it is connected to their fear of getting influenced by somebody else. Another characteristics included in this aspect is responsibility. Introverted people are usually very responsible, because they believe in order and they themselves do not like changes and unexpected situations, which might be among other things also caused by somebody's irresponsibility. In conclusion, the approach to the world causes the introverts' closeness and therefore they seldom show how they feel. In addition, their relationship to rules and system makes them responsible and dependable.

To summarize, the main difference between extraversion and introversion is the fact that introverts are focused on their inner world of ideas and images and this approach influences almost all of the aspects. Introverts are distanced from the other people and to most of them they seem to be shy, quiet and unsure. However, when they get to know somebody deeply, they open to that person and invite him or her into their world. Although they are not often seen in large companies, it does not mean they do not like society, but unlike extraverts who derive energy from people, introverted people derive their energy from solitude, silence and their own thoughts. Additionally, introverted people like system and order which makes them non-adaptable. On the other hand, the same feature makes

them responsible. Introversion has its advantages and disadvantages and it certainly has some influence on learning ability as well as extraversion and it is impossible to accentuate one of the personality types over the other.

**Education of introverts, influence of learning ability.** As with extraversion, the aspects and characteristics of introversion influence the ability to learn and on the other hand, the behaviour caused by introversion can evoke arousal of certain influences of learning ability from outside. Introversion has an impact on achieved education and preferred employment as well as on learning and stress coping strategies, and motivation. Like with extraversion, teachers' beliefs about introverted learners, their approach to those students and the teaching techniques teachers use also affect learning ability of introverted students.

Introverted people can have all different kinds of education and career, but according to Mikšík (2007) and according to their general characteristics, we could presume certain preferences and probabilities. Mikšík (2007) states introverted people achieve higher degree of education and if they leave studies, it is more often for psychiatric reasons (p.184). They do not leave studies for academic problems like extraverted people do, because they like to think more deeply and focus on a certain problem. This leads us to a logical conclusion about the preferred employment of introverts – theoretical and academic work. The reason for this preference is not only in their ability to spend time solving a problem but it is also connected to the fact that introverted people like being alone with their thoughts. Academic work often creates a space for them to focus and not to get distracted and unloaded by dealing with people. In conclusion, reserved people do not surrender as easily as extraverts, they like to work on their own and they prefer to explore one subject deeply rather than more objects on surface.

Learning abilities and achieved education are of course highly interconnected and one of the things influencing learning ability of the introverted students from the inside is their learning strategies. As mentioned above, introverted people prefer wide to depth and it applies also to receiving information. They can concentrate better and they are able to be patient and persistent, which can be very beneficial for studying and although introverted learners usually spend more time solving a task, they make less mistakes, because they check their answers and take the time to think about them (Vágnerová, 2010, p.219), because they are rarely impulsive and they think reflectively. Introverted people have also

greater ability to surpass obstacles and it makes them capable of solving even more complicated tasks. On the other hand, introverts are not very resistant against stress. They like to plan ahead instead of take risks and follow certain order (Wakamoto, 2009, p.20) and they feel very uncomfortable or even stressed when this order gets violated. Another thing concerning learning strategies directly results from the primary source of introverts' energy – being alone. Introverted learners do not prefer learning in groups, because other people would be more harm than help. To summarize, introverted students focus better and they can be very successful learners, they need more time to solve the tasks though. They also need to know what is expected from them in advance, otherwise they might find themselves under pressure and withdraw.

As mentioned above, introverted people are not very good in coping with stress and problem solving. It might cause number of difficulties at school, because teachers and classmates could mistake their withdrawing and shyness for unconcern or even ignorance. Because introverted people are rather pessimistic, it is more difficult for them to accept and deal with uneasy situations; introverts often see only the negative side of the events and therefore they easily yield to persuasion of their incompetence (Vágnerová, 2010, p.365). Although introverts are relentless in solving problems and they are good in overcoming difficulties, stress is exceedingly large obstacle for them to solve. They also often hesitate to search for help in other people, because of their unsociability and demureness. Introverts do not use as large variety of coping strategies as extraverted people. The most widely used coping strategies in extroverts are expression of negative emotion and various disengagement responses, such as withdrawal, negation, wishful thinking or substance use (Carver, Smith, 2010, p.688). Those kinds of responses to stress are connected to the scepticism of introverts towards other people and to their rather passive and non-impulsive nature.

Motivation has a great impact on learning ability, too, and it is largely influenced by the personality type. It is understandable intrinsic motivation is much more important for introverted people than the extrinsic. It is caused by the fact they are not affected by other people's opinions and in addition, their inside is much more important to them than the outer world; Brown (2010) writes they are dependent on the inside stimuli (p.155). Introverted people can achieve satisfaction by successful solving the task itself and any additional rewards are unnecessary. In general, it is possible to say it is quite easy to keep

introverted people motivated; they stay motivated as long as they have problems to solve and the more complicated it is, the greater satisfaction brings its resolution.

In addition to the mentioned factors influencing learning ability from the inside, there are also certain aspects of learning that might have an impact on the students' learning ability from the outside. First of them is what do teachers think about introverted students how do they approach them. As mentioned above, the approach of teachers has changed over the years and nowadays it is rather disadvantageous towards introversion. Brown (1994) argues "it is a common belief among teachers in general, particularly in Western society, that introversion is an undesirable behaviour" (p.236). Because modern trend in teaching anticipates the learners to be active, talkative and impulsive, introverted people are in a great disadvantage. Their holding back and tendency to work alone rather than in groups might even lead to an assumption they are not as bright as their extraverted counterparts (Brown, 2010, p.155). Generally, teachers, sometimes even subconsciously, tend to think about introverts as the less intelligent or maybe lazy students, which might be often far from reality.

The next factor influencing learning ability from outside are teaching techniques and methods used by teachers. Because introverted people like solving complicated tasks, preferably on their own, and they do not like to express themselves in front of other people, the most suitable teaching methods for them might be for example autonomous working, writing essays, all of the monological methods (e.g. description, explanation, etc.), working with books and materials, or experiments and observation. On the other hand, cooperative teaching, dialogues, and discussions or for example role playing do not seem as methods comfortable for introverts. There might be the risk of the introverted learners not participating enough or getting under pressure which might lead to one of their stress reactions. The most appropriate teaching methods for introverts are those that allow the students to focus on the task only and do not require socializing, communication and performance in front of the class.

To summarize, introverted personality can be both helping and inexpedient in their life. It can help introverts gain higher education, focus on the problems into depth or make fewer mistakes. They are not easily distracted and their motivation is stronger and less difficult to find in themselves. On the other hand, introverted learners are not very resistant to stress and their reserved behaviour might raise the feeling they are less intelligent or unfriendly in many people. The response they arise in their environment might negatively



influence their approach toward learning and life in general. Also modern teaching methods or, the methods propagated recently are not always pleasant for introverts and teachers should have a respect to the fact.

### III. METHODS

The following chapter presents the research hypotheses and questions based on the theoretical background from the previous chapters of the thesis. This chapter also contains the description of the research including information about time, place and subject of the research as well used tools and the proceeding of the research itself.

**Hypotheses.** The theory in the previous chapters depicts the extroverted and introverted personalities and their typical behaviour on various fields. Although there is a very little probability there is a person fulfilling all of those characteristics and patterns, there are several things that could be assumed about a person with either personality type.

Firstly, one of the key components of learning and presenting their skills is the degree of communicativeness of people. Because extraverted people are more communicative and they care about what do others think about them, it is presumable extraverted people are more active in lessons and they like to present their opinions.

Secondly, based on what we know about the personality types and teaching methods, it is highly probable introverted people prefer the kind of teaching methods when they can be passive and work on their own or in very small groups. On the other hand, extraverted people are likely to prefer methods demanding active approach.

Thirdly, the fact extraverted people do not have problems with self-presentation and talking but their attention esp. when working on a longer exercise is volatile, it is presumable they are better in speaking tasks than in the written ones. This setting should be vice versa for introverted people, because they have the needed time and quite for assembly when working on a written task. They might experience nervousness causing impairment of the quality of their answers during an oral exam as well. However, it is probable introverted people are better learners than the extraverted ones, because they have more responsible approach towards education and they can focus on one problem and study it deeply unlike extraverts who split their attention between a number of topics which could cause inadequate knowledge of them.

In conclusion, the hypotheses for this research are:

4. Extraverts are more active in lessons than introverts.

5. Extraverted people prefer engaging teaching methods and introverted people prefer passive teaching methods or methods letting them to focus on one problem deeply on their own.
6. Extraverted people have better results in oral performance than in written tasks and vice versa for introverts, although introverts have better results in general.

**Research.** The research was carried out in March at High School of Business, Applied Arts and Design in Pilsen, Nerudova 33. The school was chosen because teach English there which made the students and some data easily available for me. I can also apply the results of the research on the students themselves immediately and improve my teaching.

Fifty students became subjects to this research. All of them were either in the second or in the third year of studies at the high school. Their level of English was usually between A2 and B1 and they had been learning English for minimum of six and maximum of eleven years. Before they agreed to participate, they were acquainted with the intent of the research and with the topic of the thesis the research was needed for. All of the chosen students approved to complete two of the three tools for the research. The third one was approached by me afterwards.

Firstly, the students had to undergo the Eysenck Personality Inventory (EPI). The aim of the test is to find out whether the student is introverted or extraverted. Normally, it is also possible to find out instability or stability of the person's emotions from this test but it is not the subject to this research. The test contains fifty-seven polar questions and the tested subject should answer them in the given order and quickly without long thinking. Therefore I decided to give them blank sheets of paper, the students were instructed to write their initials and numbers from one to fifty-seven and then I read them the questions of the test. Their task was to write only A for yes (Ano) and N for no (Ne). Some of them decided to use ticks for the former and crosses for the latter. Because there were no more than 15 of them in the class at the same time, there were no troubles with overheard or misheard questions. The test was later evaluated accordingly to a special sheet of results. Both the test and the sheet of results are included in Appendices.

Secondly, the students were given a personal questionnaire also included in the appendices. There were several targets to this questionnaire. One of them was to discover to what extent does the personality type as described in the theory really fit the given

person. I also wanted to know how the students perceive themselves. The third objective of the questionnaire was to uncover the learning habits and preferences of the students. The questionnaire contained 13 questions. Most of them were semi-open format questions to give the students an opportunity to make their answer as close to the reality as possible. There were also four closed format questions. Two of them were importance questions and two were rating scale questions. One of the rating scale questions differed from the rest of the questionnaire because it was a table containing different methods and the students were supposed to mark them from 1 to 5 according to their popularity (cf. Appendix). This questionnaire was distributed to the students right after they finished the personality test. I read the instructions aloud to avoid any misunderstandings and to be sure they will fill all the parts properly. When they were finished, they were asked to attach their questionnaire to their answer sheet from the EPIs and pass them to me. The students were later familiarized with their results.

The last tool used for the research was the marks of the fifty students. Because I work at the school and I teach English to most of the subjects of the research, it was possible to obtain the mark sheets of the students. There is only an electronic system for enlisting the school results and it is recommended to inscribe the type of each mark. This system distinguishes several types of marks such as short written exams, long written exams or oral exams and it also stores the marks from the last school year, therefore I was able to obtain all marks from English from the last three terms and divide them to written and oral exams.

The three tools were crucial part of the research. The EPIs were assessed to split the students into groups according to their personality types. The questionnaires were evaluated and compared to the theoretical knowledge about the two personality types and I also had to count the students' rates for the teaching methods. Last part was to count the marks from oral exams and written exams, find the average numbers both for introverted and extraverted students and compare them. It was also necessary to find any aberrances or unexpected results and find possible explanations for them. The results and the comments follow in the next chapter.

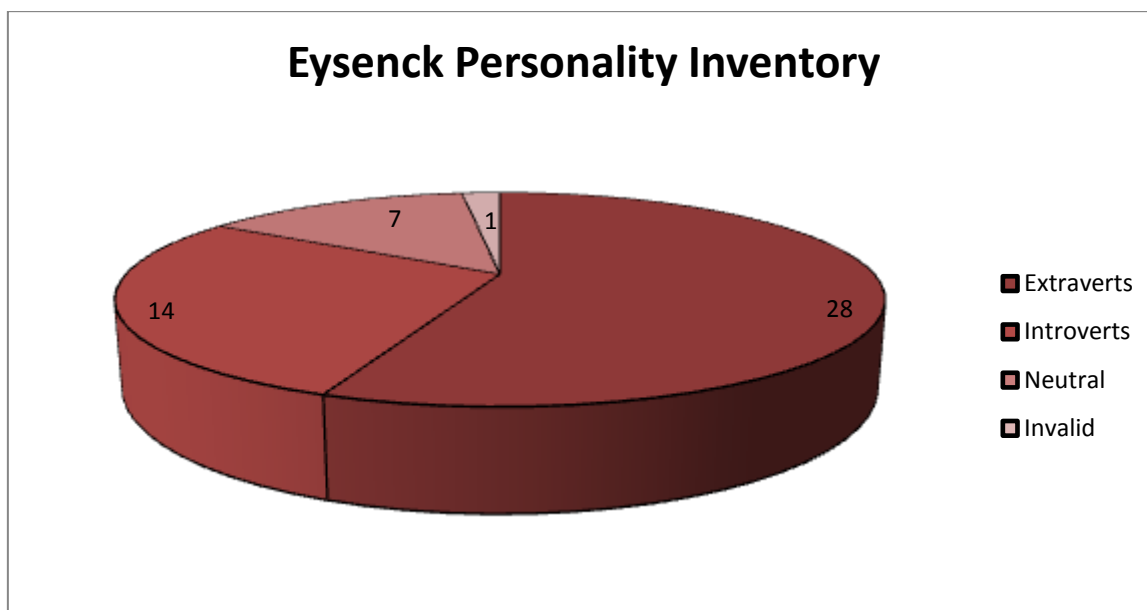
#### IV. RESULTS AND COMMENTARIES

The chapter ‘Results and Commentaries’ is probably the most important chapter in the thesis, because it describes the results of the whole research and compares them to the theoretical background summarized in the first half of the thesis. At the beginning, the results of the EPI are presented. With the aid of the fifty-seven questions, the students are divided into three groups – extraverts, introverts and neutral. Then there are the results of the questionnaires. Some of the questions show whether the extraversion or introversion is in reality so influencing in the lives of the students, other questions focus closely on their learning habits and also on their preferences. The third part contains the study results of the students and their comparison. A special attention is paid to the marks from oral examination versus the results of written performances. This part also tries to find any boundary between the personality type and the English language final grades of the students. There are also my commentaries and remarks in each part to help to understand and to explain the results.

##### **Eysenck Personality Inventory**

As mentioned above, the EPI is a basic tool important for deciding about the students’ extraversion or introversion. It is considered one of the most popular personality tests and is considered very reliable. It places the subjects on a scale from zero to twenty-four depending on the degree of their extraversion. Students with the medium value (twelve) are considered neutral (ambiverts) with approximately equal amount characteristics from both sides of the scale – extroversion and introversion (cf. Diagram 1).

The assessment of the tests showed twenty-eight extraverted people, fourteen introverted and seven neutral. The evaluation of the EPI involves also rating of a scale revealing possible unreliability in the tests. This rating exceeded the allowed limit in one of the tests which made the particular test invalid and therefore the subject was excluded from the research.



**Graph 1.** The results of the Eysenck Personality Inventory.

## Questionnaires

The following chapter is devoted to the results of the questionnaires given to each student. The aim of the questionnaires was to decide to what extent are the students influenced by their personality type. However, the main purpose of the questionnaires was to discover their real learning habits, preferences and their behaviour in lessons.

**Extraverts and their answers.** From the summary of what we know about extraverted people implies they should be active people who often try to present their opinions, have number of friends and like to spend their spare time with other people. It can be also assumed the opinion of the others is very important for them and they do not like to feel expelled from the crowd. Because we know extrinsic motivation is the one moving extraverted people, we could suppose outgoing students care about good grades and they learn for their parents' approval. Their favourite teaching methods should be the ones including active involvement of the students or those where the learners can be dominant.

The first finding about the extraverted students' questionnaires was the fact they were very often incompletely or improperly filled. There were ten out of twenty-eight questionnaires of extraverted people missing for example date or class. Although the

appeal for reading the questionnaire properly including the head was repeatedly accentuated, almost half of the extraverts missed a part of it. This fact strongly supports some of the characteristics of the extraverted people which are the lack of concentration and sketchy way of thinking. Because the focus of the outgoing people is distributed among more different stimuli, they can easily overlook certain things, especially those they do not consider very important. The students probably focused not only on the questionnaire but also on possible results of the EPI they had just finished and also thinking about their friends' answers. The head of the questionnaire might have been an unimportant thing for them.

The first, third, fourth, fifth, sixth and seventh questions were connected to the relationship between the extraverted people and other people and the outer world. The first question asked about their favourite company for spending their free time. Twenty-seven out of twenty-eight students chose the option claiming their favourite way of spending spare time is with friends and one of them chose family. This result affirms the theoretical presumption of the extraverts' sociability. They do not like to spend time alone or with one person only.

The third question tries to find out what does their inner world mean to the extraverts. The theory says extraverts are more directed towards the real worlds, towards facts. They also extract energy from meeting other people and not from closing themselves in their own world. Yet, the questionnaire shows something different. Fourteen students answered the inner world is *very important* or *important* for them and only three of the polled chose the option *not at all*. It might show the inner world is important for most of the people independently from their personality type. This result might be also explained by the fact most of the subjects are artists who usually incline towards relying on their inner world.

The fourth question aims on discovering whether the opinion of the others is important for the outgoing people. According to the theory, the other people's judgement should be very important for the extraverts, because they need a lot of friends and they love company. The answers on this question verify this theory, because nineteen of the students answered *yes* or *rather yes*. The rest of them chose options *rather no* or *no*, which might have been caused by them not wanting somebody else to know they actually care. Some of them also probably really do not care about the others' opinions, because as

mentioned before, not all characteristics of either personality type correspond with everybody.

The focus of the fifth question laid on the polarity of pessimism and optimism. The typical extravert should be rather optimistic and cheerful person and it is also what the research confirmed. Although most of the students consider themselves to be realistic, from the rest of them there are more optimists (nine) than pessimists (four).

Question number six asked the students about changes in their lives, because extraverted people should be active and flexible. They should not only accept changes well, they should be excited about them. The results showed almost two thirds of them (eighteen) bear well at least minor changes and the rest of them, except one person, can reconcile themselves to changes, although they do not like them. Some of the students asked what kind of changes are meant in the question; I replied those were any changes they could think of. They might have answered differently if there was an example of a particular change, such as moving to a different place or changing a school.

The seventh question asks how many friends the students have, in other words how popular they think they are. The prediction based on the theoretical background was the extraverted people should have many friends and be very popular. However, the questionnaire does not validate this assumption, because only three of the subjects circled the possibility claiming they are very popular and have lots of friends. Most of them (fifteen) said they are *quite popular*, nine people had only several friends but they are happy with it and there was also one answer saying the person has only a few friends. These results were quite surprising. The possible explanation might be the students did not dare to say they were *very* popular.

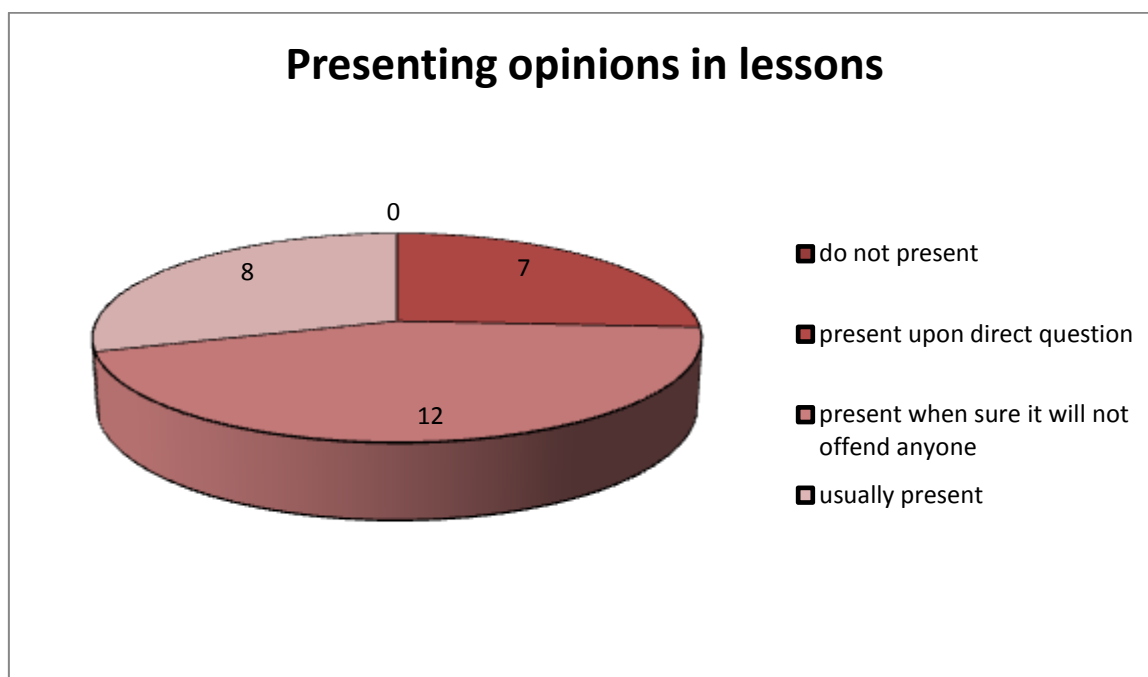
The answers we got from the students on the five questions above show the extraverted students seek after company and the estimation of people surrounding them is very important for them. However, they do not feel very popular and they also do not think they have too many friends. It could be assumed they are happy in a society, although they do not need to have a multitude of companions. They regard themselves realistic or optimistic and they do not mind changes in their lives.

The rest of the questions are more connected to the students' work at school. Based on the theory, extraverts should be more noticeable in the class; they should frequently present their opinions and participate. Extraverts should not have problems with speaking to a crowd and teaching methods such as experiments, games and discussion should be



among the more popular for them. On the other hand, they are easily distracted and sometimes they might be too assertive and their energetic behaviour might seem as bad manners. The outgoing people also might have difficulties performing their duties, which is another factor which might contribute to worsening of the teachers' opinions. Because these topics are very important for the research, most of the rest of the questions will be accompanied by graphs.

As mentioned above, the extraverted people are expected to be active in lessons and present their opinions and they rarely keep their estimation for themselves. They should not wait for being asked directly or contemplate whether their contribution to the discussion might be embarrassing. However, the answers of the sample of students are not as unambiguous.

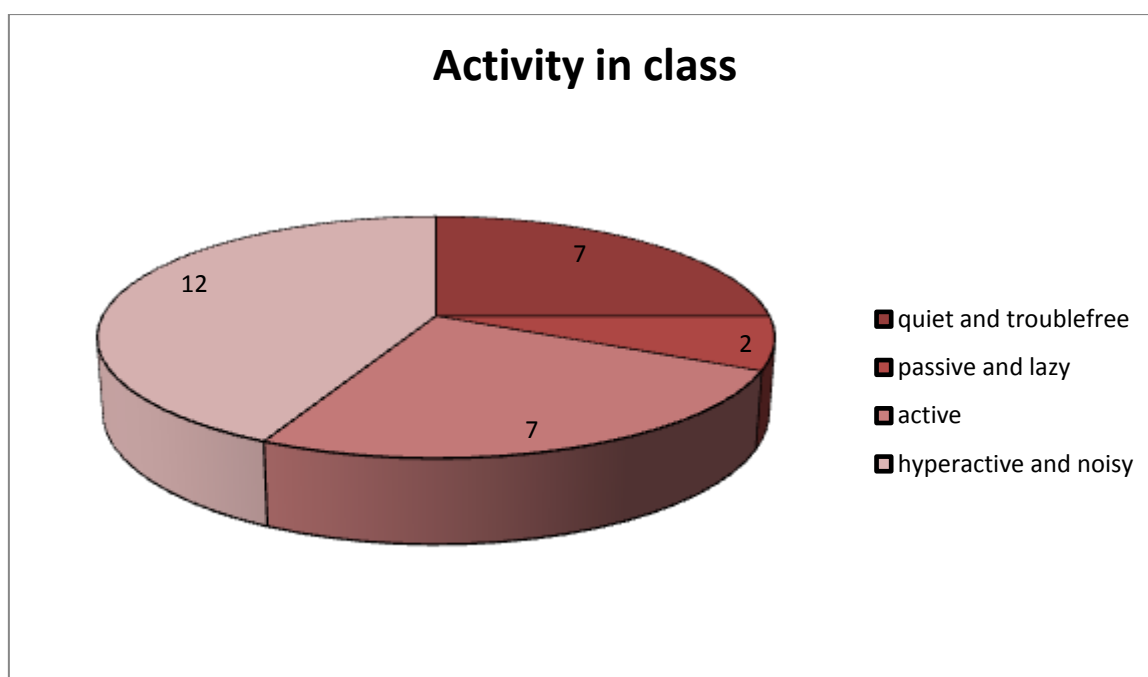


**Graph 2.** The answers of the extraverted students on the question whether and under what circumstances they are active during discussions in lessons.

Although nobody claimed they kept their opinions only for themselves which would be in favour of the theory, the rest of the possible answers were almost equally distributed among the students and only eight of them chose the most extraverted option – usual presentation of their opinions. Seven students said they present their opinion only when asked to. The largest amount of the students (twelve) answered they express themselves only when they are sure their contribution will not be embarrassing or offensive. This distribution of the results could be connected to the importance of

the feelings other people have about them. Because of their need of friends, extraverted students might be afraid to present some of their opinions; they do not want to be laughed at.

Another task for the students was to think about how they are perceived by their teachers; the students usually know very well what kind of relationship the teachers have towards them. The premise was extraverts should have been seen as active or even hyperactive or noisy students. Although some of them were regarded quiet or lazy and passive, most of the answers conform to the initial expectation.



**Graph 3.** How do extraverted students think they are perceived by their teachers.

As obvious from the Graph 3, most of the students (nineteen) actually thought they were perceived by their teachers as either active learners or hyperactive and noisy. The rest of them thought they were perceived either as quiet or even passive students (seven and two respectively). According to the theory, the view of the ideal learner has changed over the years and the change came a little bit later in the Czech Republic, therefore some learners might sense the activity in classes unwanted; especially in classes lead according to the older rules. Also, their assertiveness may be reversed for arrogance in some cases. This may give the feeling they are hyperactive and noisy even to those who are healthily energetic and trying to present themselves in a natural way. It might be a possible cause of such a high number of students who felt teachers saw them as disturbers in the class. On the other hand, there were seven answers claiming the students thought teachers perceived

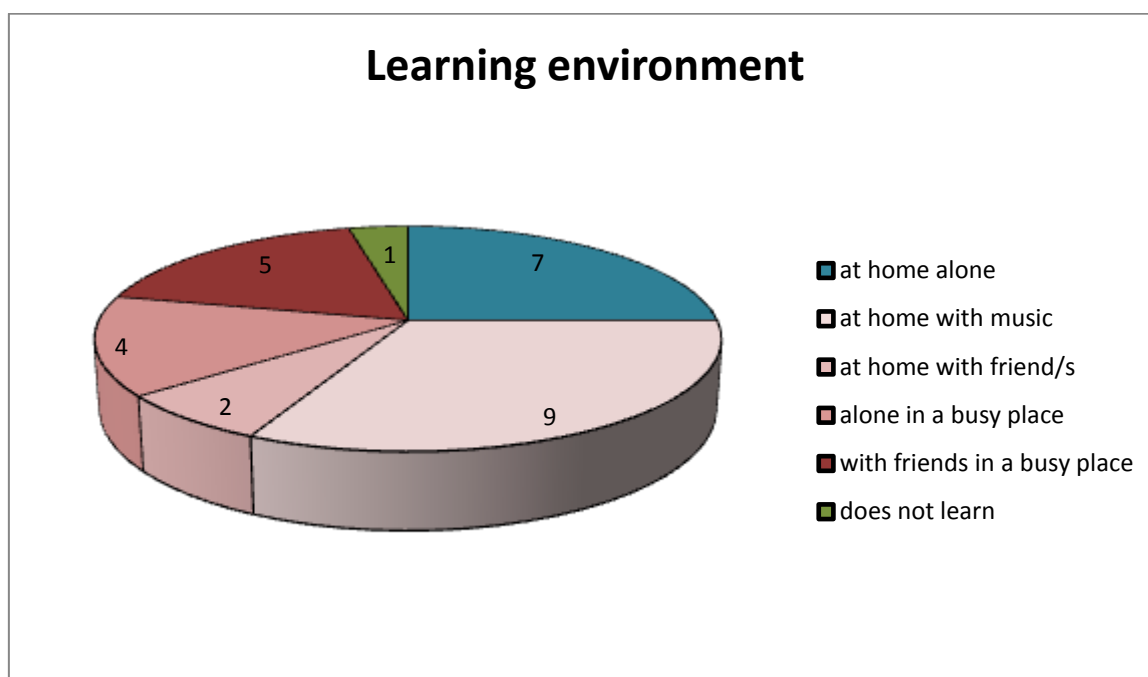
them as quiet and carefree learners. The reason for this fact could be also rooted in the way some of the teachers see the highly active and at any cost participating students; if they do not want to be punished, they remain quiet. It is still an often practice at our schools and therefore it might be a possible factor influencing the behaviour of the students in the lessons and the relationship between the students and their teachers.

The next question focuses on the extraverts' ability of fulfilling their vows and commitments. The theory states extraverted people can have difficulties with it. However, the questionnaire does not contribute to this statement. Twenty-two students, it means more than three thirds of them answered they tried to keep their promises, although they sometimes failed. The rest of them answered they always fulfilled their duties and there were no answers admitting not accomplishing what they promised. This is an interesting result, because it is the first answer completely disagreeing with the expectations. The possible explanation might be the students were ashamed to admit they have troubles with keeping promises. Also, the theory does not mention what exactly causes the troubles with fulfilling vows, therefore, it cannot be excluded they feel they do their best for accomplishing the duty but they fail anyway; from the objective point of view it might seem as not being able to fulfil the promise.

Another aspect important for learning is motivation. The theory says extraverted people should incline towards extrinsic motivation such as good grades or their parents' approval. There was a possibility to choose more than one answer but in such case students were asked to mark the hierarchy of importance. The questionnaire revealed the truth lays somewhere in between. Twelve learners chose good grades on the first place and the same amount of pupils chose on the first place the inner satisfaction. There were also four students who picked the good grades possibility on the second place and two on the third. The inner satisfaction did not get any third place, only five second places. The average rank of the inner satisfaction is slightly higher than the one of the good grades. There were also students who chose the parents approval (five) or the feeling of learning something new (four). The overall result is that the intrinsic motivation (inner satisfaction and feeling of getting new knowledge) slightly prevails the extrinsic (good grades and parents' approval). The average ranking is higher and the two items of intrinsic motivation were chosen by more students. The difference in this case is very low; however, it disagrees with the original assumption. This result could denote a surprising maturity of the students. The good grades and internal satisfaction can also be interconnected; the students have a

good grade, therefore they will be praised by their teachers and parents and it makes them feel satisfied and happy.

Question number eleven asks about the favourite environment for learning. As mentioned in the theoretical part, the expectation is extraverted students like learning in a busy atmosphere, often with some other person or people. Diagram 4 shows the subjects' answers.

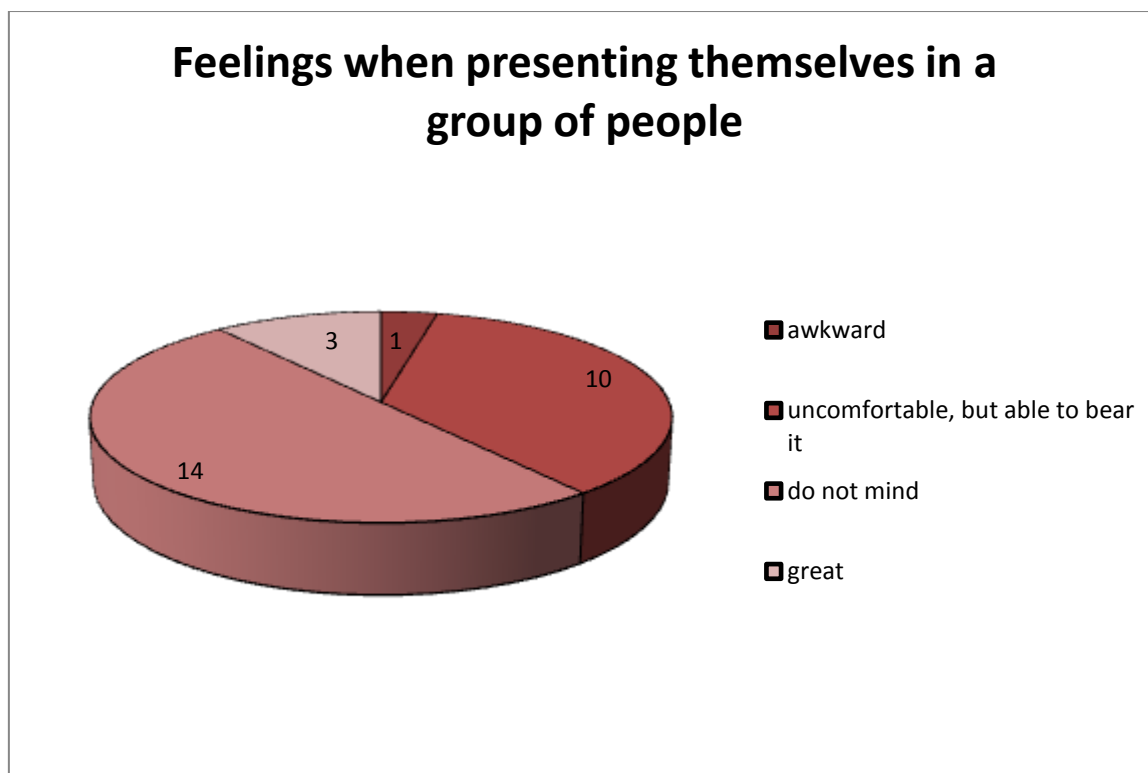


**Graph 4.** Extraverted students' favourite learning environment. The shades of red label some kind of busier environment.

Eleven students answered they learn in a kind of busier environment. They either learn with friends at home (two), in a public place, e.g. a café or a park (four), or they learn alone in a busy place. One person answered he or she does not learn at all, which is also a typically extraverted answer and is connected to risk taking. Nine of the students answered they learn at home alone while listening to music and the rest of them stated they learn at home in a complete silence. There should be a further questioning necessary to be sure whether to subsume the students listening to music to the group learning in a busy environment or the one learning in calmness. The further decision would depend on the kind of music they listen to and also on the loudness of it.

The next question focused on the feelings of the extraverted students during presentations in front of an unspecified group of people. In this case should again occur the

outgoingness and sociability of the extraverted people; it means the assumed answer on the question would be they feel great or at least they do not mind making a presentation e.g. in a class.

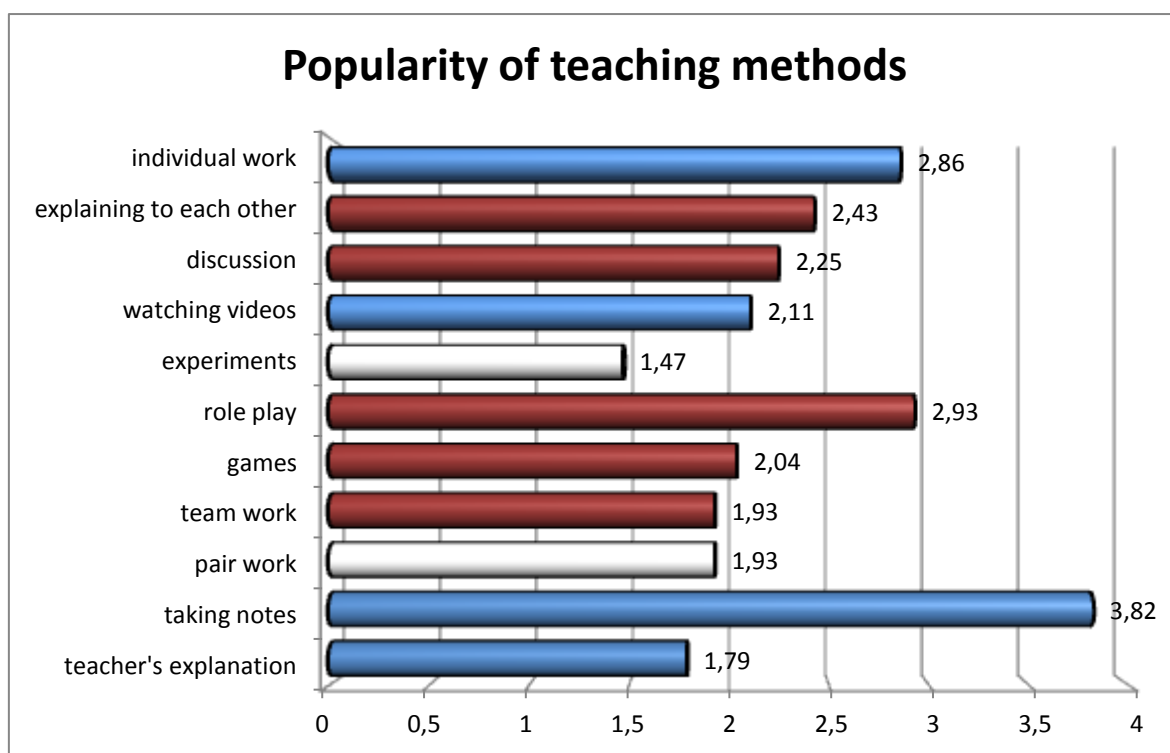


**Graph 5.** Extraverted students' feelings when they have to present themselves in front of a group of people, e.g. a class.

Graph 5 shows half of the students answered they do not encounter any difficulties while expressing themselves in front of a crowd. Three of them even admitted they feel great and they enjoy speaking to other people. On the other hand, quite a lot of students feel uncomfortable during their own presentations, although they can compose themselves. One of the students even said he or she does feel awkward, embarrassed and might even have a reaction in the form of blushing or stuttering. This reaction is not extraverted at all, but as written above, exceptions are not surprising in the personal characteristics. The ten people claiming they feel uncomfortable when expressing themselves could have chosen this answer because the example of group of people mentioned in the question is a class. The students might not feel comfortable with speaking to the people in a class because it is very often connected to presenting a certain knowledge and getting a grade afterwards. It might cause pressure. Also the topic of their speech or presentation is often given to the students

by their teachers and it sometimes might not be interesting enough for the presenter. Both of these factors contribute to the uncomfortable feeling.

The last question is very important for the practice of teaching, because its aim is to discover which teaching methods do extraverted students prefer and which of them are considered boring. The students were supposed to assess the given teaching methods in the same manner they are assessed in school – 1 means they like the method very much and 5 meant they do not like it at all and they think this method is not good for anything. The numbers were subsequently summarized and the average mark was found. As written above, extraverted people are expected to prefer methods during which they can actively participate, express themselves and/or lead the others. It could be for example team work, games, role plays, discussions or explaining the given matter to somebody else. On the other hand, the outgoing people should feel bored during teaching methods such as teachers' explanation, taking notes from textbooks or individual work. Pair work or making experiments could be both extraverted and introverted; it depends on the topic, environment, task, co-workers etc.



**Graph 6.** Extraverted students' assessment of different teaching methods. Lower numbers mean the students like the methods more. Red ones are more extraverted, blue ones more introverted, white ones can be both.

Graph 6 shows the results of the last question and they confirm the original assumptions only partially. Experiments got the first place in popularity, team work and pair work together were third and games also ended among the first five. On the other hand, Discussions and explaining the given matter to each other do not seem very popular among the extraverted students. Role playing, acting dialogues or short dramatizations which offer the widest field for expressing surprisingly got the second to last position. From the methods that could be considered passive extraverted students like the teachers' explanation of the subject matter (second place). Watching videos or presentations placed above discussions and explaining things to the others. Individual work and taking notes from textbooks fell into the end of the chart. There might be several causes for ranking of each of the teaching methods, but the most interesting might be the reasons for the most surprising of rankings.

The first unexpected result is that teachers' explanation was second favourite method of the students. The two most probable explanations are they either like it because it is so passive they can focus on something else which is more interesting or important for the students (e.g. surfing on the internet) or their teachers' commentaries on the given topics are so consuming the learners really enjoy them. It probably depends both on the teacher and the student. More surprises were the rankings of discussion and explaining the subject matter to each other. There is one possible cause suggesting itself; the students might not be interested enough to participate on a discussion or to enjoy explaining something to the others. Another reason could be the one already mentioned in question two – they do not want to offend anyone or be embarrassed. Probably the most surprising was the ranking of role plays, dramatizations and dialogues. These should be the most creative things providing enough space for the sense of fulfilment. However, this group of methods was chosen as one of the worst. The only logical cause might with the previous method – embarrassment or fear from offending someone. It is very important especially at the age of thirteen to eighteen to not feel embarrassed; especially in front of a peer group therefore it might be a strong motive for hating performances in the class.

To summarize the answers of the extraverted students, some of the assumptions based on the theory were confirmed and some of them were not. It is probably true extraverted people feel the need of social contact and they tend to have greater amount of friends. These characteristics might even lead them to suppress their communicativeness and not to express their opinion at any price, because it is important for them how the

others perceive them. The outgoing students might be seen as active or even noisy and inadvertently energetic in the lessons; it probably depends on their self-control and also on the teachers' view of an ideal lesson. Although extraverts should be more directed towards rewards, the questionnaire reveals the extraverted students rely on a good feeling from learning, too, which was rather surprising and it might have been caused by interconnection of the extrinsic and intrinsic motivation. The extraverted students like to learn in a busier environment and they do not mind speaking to a crowd. They prefer active and engaging teaching methods, although there are some exceptions caused probably by abashment they might feel in front of their peers especially in the particular age.

**Introverts and their answers.** Introverted students might be often confused with shy people, but it is not true. On the other hand, according to theory, they are less energetic; they think their actions more through and do not always feel the need for socializing. The basic assumption is introverted people focus more on a narrower topic but more deeply; their concentration is not easily distracted. They also should not feel very well when expressing themselves publicly and among their favourite teaching methods should be the methods requiring focusing on a certain problem and working either alone or in a small group; these methods could be for example pair work, individual work, watching a video or a presentation, performing experiments or taking notes from textbooks. On the other hand, methods requiring some kind of public performance should be, according to the theory, not very pleasant for the introverted learners – role plays, discussions or explanation of the given matter to the others. The questions are divided into two sets same as in the chapter 'Extraverts and their answers'.

As opposed to the extraverts, it was obvious from the questionnaires the introverted students read them more carefully and put more thought into their answers. There are nine questions containing the option *other* with a space for a different comment than the ones given. Only one out of twenty-eight extraverts chose to answer differently, maybe because it was faster and easier to choose one from the prescribed options. However, there were six students out of fourteen introverted subjects who did not comfort with the given answers at least at one question. The questionnaires of the introverted students were also generally neater; the extraverts changed their original answers much more often, therefore there was crossing out, arrows and explanations what was the final answer.



When thinking about whom introverts spend their free time with, we have several possibilities. Although it is a very common opinion, introversion does not equal misanthropy; therefore it is not possible to assume introverted people spend their free time on their own. On the other hand, as we know, introverts do not gain energy from company but from solitude. It most probably means they do not search for company as much as extraverted people, although they do not completely avoid it. It might be a little surprising that ten out of fourteen students answered they like to spend their free time with friends. Three people claimed they spend their free time with their partner, one chose family and only one person decided to answer he or she spends his or her free time alone. It is expectable introverted people spend their free time either alone or in a small company of somebody really close to them – a partner, family. However, the ten people saying they usually spend their spare time with friends do not necessarily mean a large company. They might have meant only one or two close friends. Another option fitting into the theory would be they like spending time with their friends and it is their favourite company, they have to rest in silence and solitude to recharge energy afterwards though. A very important fact is, that more than a third of the introverted respondents chose another option than friends while among the extroverted students it was only one who did not mark the option *with friends*; it supports the theory that introverted people do not have as strong need of socializing as the extraverted ones.

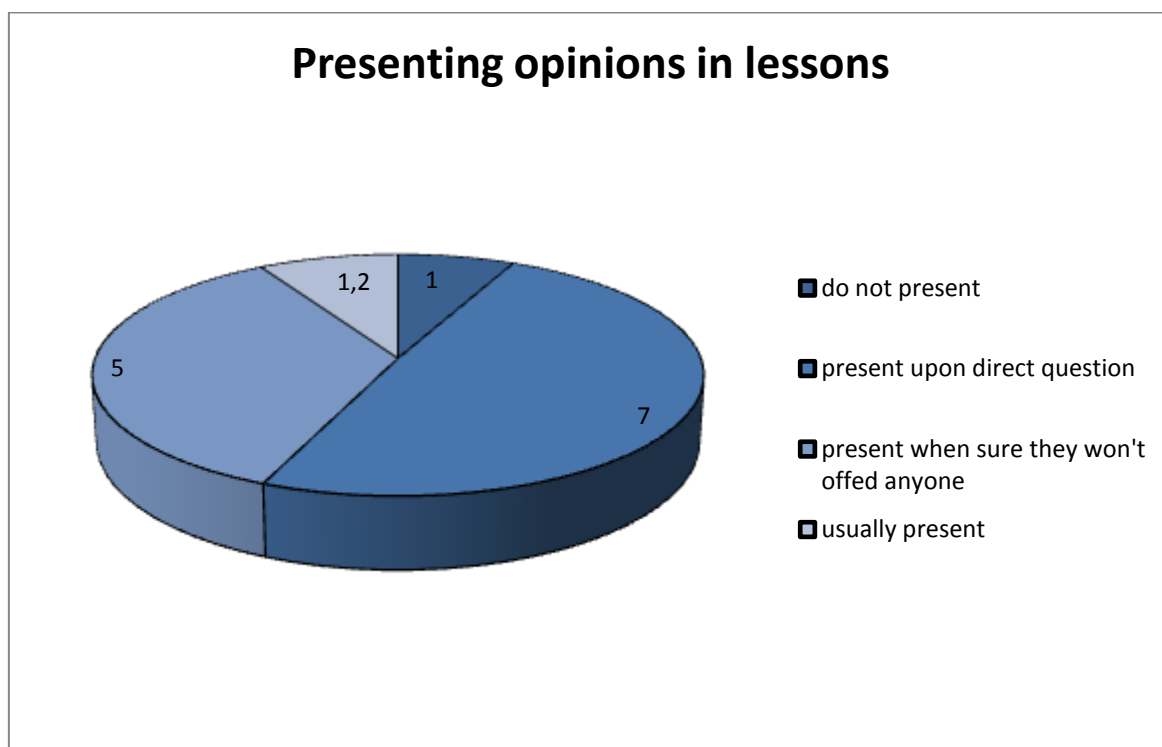
This assumption should also serve as the basic one in assessing the seventh question asking about the peers' reception of the introverted students. According to what is written above, introverts should be happy with having fewer friends but with stronger relationships towards them; as stated in the theory, introverts aim deeper than wider. Half of the students indeed said they only have several friends but the true ones. Six of the rest chose the option they are quite popular and one was convinced he or she is very popular. The possible explanation why only half of the students' answers confirmed the presupposition might be the fact they have been in one class for three years, therefore they know each other very well. Introverted people might not consider everybody in the class a friend, yet they can still be popular after some time. Initially, the most popular ones are usually extraverted students, because they are communicative and very lively. However, after some time introverts also become familiar and they might become very influential and popular without any intention.

The last from the first set of questions which had an unexpected outcome was the fourth one. The introverted people should be more focused on their inner world and they should not care much about opinions they others have about them. However, only two out of the fourteen introverted students answered *rather no* on a question whether the others' opinion is important for them. The rest of the students answered *yes* or *rather yes* (four and eight respectively). The most probable explanation for this phenomenon is the age of the students. During puberty is peers' opinion one of the strongest forming factors and its importance decreases with the commencement of adulthood.

The rest of the questions from the first set did not reveal any surprise opposing the theory. Answers on question number three confirmed introverts rely upon their inner world and their inside is very important for them; only two students answered it is *rather unimportant* for them, the rest of the students chose either it is *very important* or *important* (three and nine respectively). The results of the answers on question number five asking about their view of the world showed most of the subjects consider themselves either pessimistic (three) or realistic (eight). Only three of them decided to denote themselves as optimistic. Question number six affirms that introverted people are not very flexible and they do not assimilate themselves very easily. More than a half of the students (eight) replied they do not think they comfort to changes very well, although they can deal with them. Two of them said they do not mind even larger changes and the rest of them claimed they can assimilate themselves but they do not feel comfortable with large changes.

The second set of questions is again more important for the research and therefore will be some of the questions accompanied by graphs to illustrate the distribution of the answers. This group of questions deals with learning, motivation and teaching methods. According to the theoretical background, introverted learners should be quieter in the lessons, they shouldn't be expressing themselves very much or even causing troubles and they might be perceived as passive sometimes. Intrinsic motivation should be more important for them than extrinsic because they focus more on the inner world than on their surroundings and their favourite learning environment should be some comfortable quiet place where they can focus on the given problem. The introverted students should feel rather uncomfortable when presenting themselves in front of the class and their favourite teaching methods should be the ones mentioned in the introduction to this chapter – pair work, individual work, watching a video or a presentation, performing experiments or taking notes from textbooks.

The activity of the introverted students in lessons is assumed to be decreased in comparison with the extraverted ones. It does not mean they do not work but they do not like to express their opinion so much. According to theory, they should rather keep their opinions for themselves or express it only when asked. The results of the question number two do not show any large surprise.

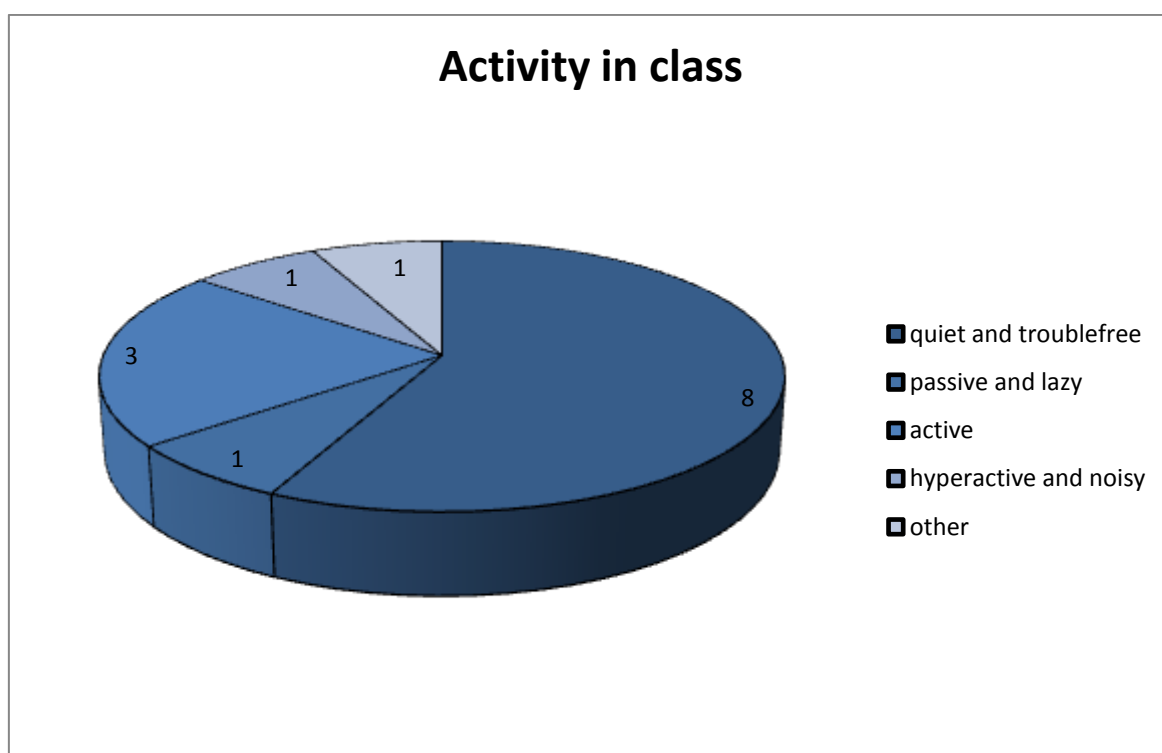


**Graph 7.** The answers of the introverted students on the question whether and under what circumstances they are active during discussions in lessons.

Graph 7 shows that most of the introverted students confirm the theory by answering they either keep their opinions for themselves (one), express themselves only after being directly challenged to (seven) or they contribute to the discussion only when they are sure they will not offend anyone or embarrass themselves (five). Only one person claimed he or she usually presents his or her opinion. The students who chose the option they participate on a discussion only when it is safe might do not act strictly introvert, because they are trying to express themselves; they are only shy in front of their peers. It is difficult to say based upon the questionnaire only whether they would react openly in a kind of atmosphere where they would feel less risk of being laughed at. If yes, this option does not belong to the typical answers of an introvert. Anyway, there were still more than a half of

the students who prefer keeping their opinion for themselves at least until being asked; it means the assumption is confirmed.

The question number eight is connected to the previous one and asks about how the introverted students are perceived by their teachers. In the past, introverts were usually seen as trouble free children. However, nowadays some of the teachers can perceive them as lazy and passive because of their smaller communicativeness, although it might not be true.



**Graph 8.** How do introverted students think they are perceived by their teachers.

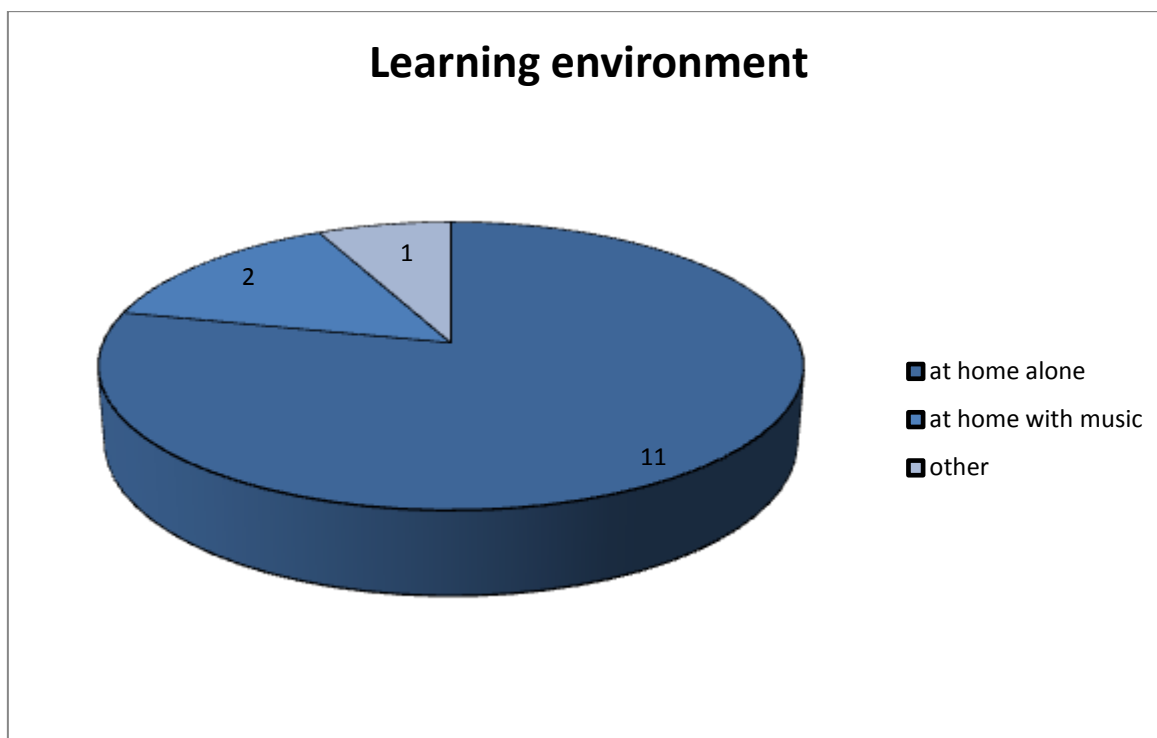
As obvious from Graph 8, students validate this supposition as well. Eight of them think they are perceived by their teachers as quiet and nice students and one of them is considered passive and lazy. This passiveness and laziness might either real or caused by the teachers view of the quiet students. However, because there is only one student who chose this option, it is probable he or she actually belong to this category. Three students think they are considered active and one of the introverts thinks he or she is even noisy and hyperactive. This is rather extraordinary for an introverted character however, as mentioned several times, nobody is strictly introverted or extraverted and exceptions might occur. One student chose to answer *other* and explained teachers do not know how to

perceive him or her. It might be also caused by the introverted personality; the person does not express himself or herself which causes the teachers to fumble.

The next question deals with keeping promises. Introverted people are supposed to try to honour promises, therefore the students were not expected to answer something else than they always fulfil their commitments or they at least try. No surprise occurred among the answers, three of the students claimed they always keep their promises and eleven of them chose they try but they do not always succeed. It is possible those eleven were trying to be realistic, because it is almost impossible to fulfil all promises and duties we have.

The question number ten follows the motivation of the introverted students. As written above, introverted people are more focused toward the internal world and they should be more influenced by intrinsic motivation. However, the results were very close similarly to the extroverts' results. Only four out of the fourteen introverted students chose only inner satisfaction as their motivation. Most of them chose both inner satisfaction and good grades; three of them also voted parents' approval. One student decided to use the option *other* and expressed his or her motivation by the benefit coming from the learned subject matter in reality, i.e. practical usability of the knowledge. Because the students were directed to write the order of importance of the answers, it was possible to find out the inner satisfaction was more important for them although it got the same amount of votes as good grades (ten). The possible explanation corresponding with the theory about introverted personality for such a high occurrence of claiming good grades are very important could be they are already thinking of the university or future career and the good grades are connected to their dream. Another fact is that the society emphasizes good grades as the only outcome of the education which might be confusing. Also, as mentioned above, the two types of motivation can be interconnected or even confused.

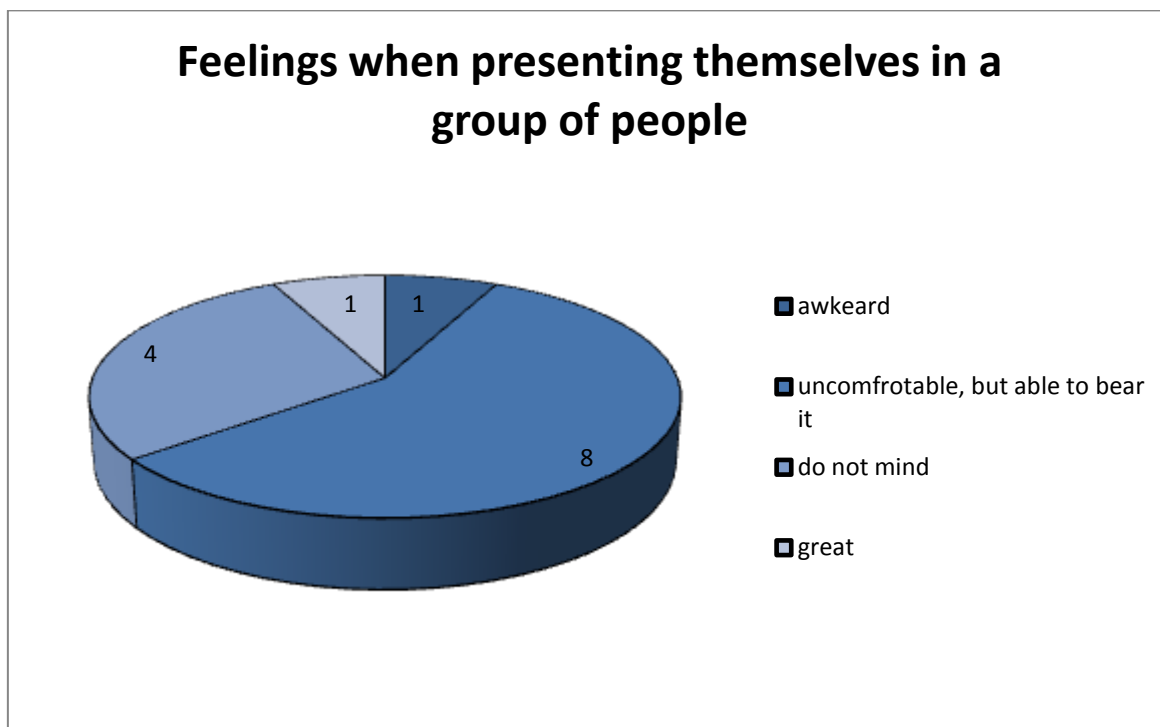
Learning environment is another important thing for study success. Introverted people should feel comfortable in a quiet familiar place without many distracters where they can focus well on the subject matter. The introverted students are not expected to seek busy environment or some other people for learning. Graph 9 (see below) shows the results of the questionnaire do not disagree with the presumption.



**Graph 9.** Favourite learning environment of the introverted students.

Eleven students out of fourteen denoted as their favourite learning environment their home where they learn in complete silence; two students chose home but with listening to music and one of the introverted students chose to answer he or she usually learns with his or her partner. The variety *home with listening to music* can be consider both extroverted or introverted, as explained above, because it depends on the kind of music and whether it is used only as a non-distracting background or not. The person who chose he or she learns with partner was the same person who chose partner as favourite company for spare time. Therefore it might be assumed their relationship could be very strong or just commencing and they spend a lot of time together. It would quadrate with the fact introverted people experience deeper emotions.

The question number twelve asked about feelings during presentations in front of their peers. As already mentioned, introverted personality is not as outgoing as the extraverted one. Therefore, introverted students should not like presentations very much, because it means they have to express themselves and be the cynosure, which is usually more extraverted domain. The following graph (Graph 10) presents the distribution of answers on the question how do the students feel when presenting themselves in front of a larger group of people.

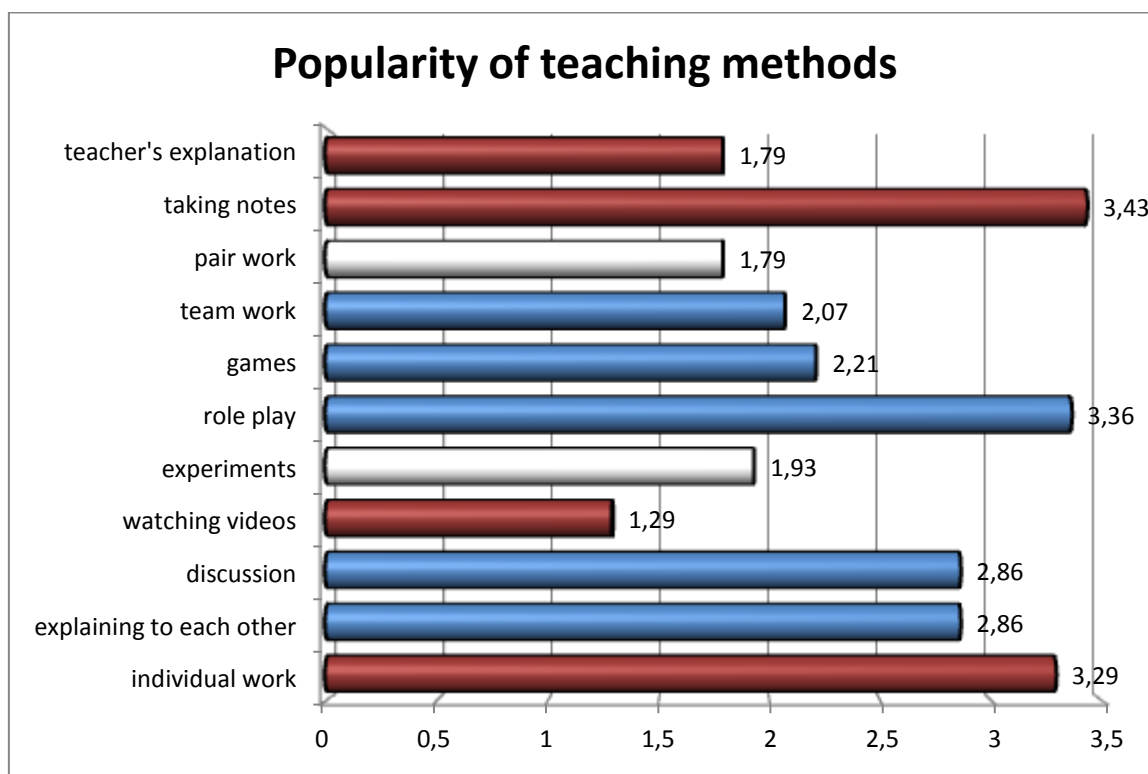


**Graph 10.** Introverted students' feelings when they have to present themselves in front of a group of people, e.g. a class.

From the graph is obvious the students' answers contributed to the theory; nine of them chose one of the two answers saying they do not enjoy expressing themselves in a group of people – eight of them feel uncomfortable, although they can contain themselves and one admits he or she perceives such presentations as embarrassing. On the other hand, there are inconsiderable numbers of students who apparently do not mind performing in front of the others (four) and one subject even enjoys it. This result might be given by the fact introverted people usually like to research certain matter deeply; it makes them experts on a certain topic and through this they might gain the confidence necessary for making a presentation in front of their peers. They might want to share the knowledge they gained. It usually does not happen with the extraverted learners because their focus is wider than deeper, therefore they might be confident in discussions but not in presentations expecting a deeper knowledge of the problem.

The last question deals with the popularity of certain teaching methods. As written above, due to their lower communicativeness and expressivity and also because they need calmer learning environment, it can be expected the introverted students like teaching methods exigent of less performing and communication. On the other hand, introverted

students should like methods during which they can be absorbed by a certain research or creation of a given piece of work. Therefore, the assumption is pair work, individual work, watching a video or a presentation, performing experiments or taking notes from textbooks should rank among the more popular and role plays, discussions or explanation of the given matter to the others should end up in the other half of the imagined chart.



**Graph 11.** Introverted students' assessment of different teaching methods. Lower numbers mean the students like the methods more. Red ones are more introverted, blue ones more extraverted, white ones can be both.

As we can see, the introverted students placed watching videos on the first place. Watching certain presentation on the subject matter is rather passive method carrying lots of information, which might be the reason the introverted students like it. Teachers' explanation of the subject matter also ranked very high among the introverts, probably for a similar reason as watching videos or presentations. Pair work was assessed with the same number as teachers' explanation, which was expected. Pair work might be seen as a compromise between working alone and cooperating with a larger amount of peers. Performing an experiment can be both introverted and extraverted, which depends on the type of an experiment. Experiments can be exciting and visually attractive; sometimes they might require a certain dose of communicativeness and exhibitionism. On the other hand,



some of the experiments allow the students to immerse themselves into the problem which is the introverted way of getting new knowledge; that is probably the reason why it ranked third. The fourth place might be a little bit surprising, because it is the place of group work. The popularity of the group work might rely on several facts – which tasks do they usually work on in groups or for example who do they work with. Even group work might be suitable for introverts under certain circumstances, because in some groups the introverted might be given a subtopic to work on and they can again immerse themselves into it and work on their own. Games also ranked in the first half, which might be easily understood; although games are usually perceived as typically extraverted activity in class, there are also plenty of games suitable for introverts. Solving riddles, puzzles or playing board games is not what people usually imagine under the notion games in school, however, those games are used also very often. The definite explaining of the ranking of games would require further research; the mentioned reason is the most probable though. There are only two unexpected rankings among the second half of the teaching methods. First of them is individual work ranked eighth. It might spring from the often praxis that teachers use this method only for working on different exercises from the textbooks and workbooks. There is still lack of really quality textbooks in the Czech schools; therefore lots of these exercises might be boring for the students. If the introverted students connect individual work to working on those exercises only, it might be a possible reason for such a low ranking of this method. Second surprise was the fact taking notes from the textbooks ranked last. It is a similar method as teachers' explanation or watching a presentation – plenty of information, yet not requiring any self expressing. However, this method lacks the visual support and there might be also the factor of quality of the books. Because was assessed as the worst one both by extraverted and introverted students, it is safe to consider the method unamusing and its usage is worth reconsidering in classes.

In conclusion, the questionnaires revealed the introverted students are not shy neither misanthropes. They spend their free time with friends, they are happy with the way they are perceived by their peers and although their inner world is important for them, they also rely upon their peers' opinions. The introverted students are as expected rather quiet in lessons and they learn in a calm environment. Although the introverts are expected to be driven more by intrinsic motivation, the questionnaire showed the extrinsic motivation is almost as important as the intrinsic one. The favourite teaching methods of the introverted students are the passive ones bringing them larger amounts of information – teachers'

explanation, watching videos and presentation. On the other hand, the least popular methods are individual work and taking notes from the textbooks, which might be caused by the quality of the books and the character of the individual work.

**Ambiverts and their answers.** Among ambiverts belong the students whose score from the EPI was twelve, which is the centre value. Ambiverts are people whose tendency towards introversion and extraversion is approximately balanced. However, it is impossible to predict which characteristics do they have from the introverted personality and which of them origin in the extraverted part. This fact makes any predictions about the questionnaire answers of ambiverts almost impossible. There are only several answers that could be assumed upon the similar answers of extraverted and introverted students.

Both introverts and extraverts spend their free time usually with friends, therefore it is probable ambiverts will also choose this possibility. Also, most of them should denote their inner world as *important* or *rather important*. The similarity in answers of the extraverts and introverts also leads us to prediction ambiverts should claim they try to keep their promises and there should be also approximate balance between extrinsic and intrinsic motivation. Among the teaching methods, experiments and teachers' explanation should rank very high and role play and taking notes from the books very low. All of those suppositions were affirmed, because the ambiverts' answers do not essentially differ from the answer of their extraverted or introverted peers. The rest of their answers are usually equally distributed between extraverted and introverted options, so it is not possible to decide on one of them. Only two of the questions have clear answers given by ambiverts and those answers are rather introverted – all of the seven ambiverts claim they are perceived by teachers either as quiet and trouble free students or as lazy and passive ones and all of them also admit they do not feel comfortable when presenting themselves in front of a group of their peers. The facts revealed by the questionnaire might lead to a conclusion ambiverts tend to be more introverted, however, such a conclusion cannot be based on answers of seven people only, who agreed only on two questions out of thirteen.

The questionnaires show how the students perceive themselves and lessons and how do they think they are perceived by their peers and teachers. The conclusion is their

inner thoughts and evaluations in most cases agree with their personality according to EPI. Extraverted students are more outgoing, communicative and assertive, they gain energy from being in a company and they are usually quite popular among their peers. On the other hand, they might be considered noisy and too active and they like to learn in a busy environment which might have certain disadvantages and impacts on their results.

Introverted students are quieter; they keep their opinions for themselves and do not like performing in front of a group of people. However, they like to be in a company of their friends, whose opinions are important for the introverts. The most popular teaching methods among extraverts are for example experiments and group work; among introverts those are watching a video or teachers' explanation. Generally, the best methods according to the students are performing experiments and teachers' explanation of subject matter. The worst methods are dramatization and taking notes from the books.

## **Grades**

Grades are the third part of the research. The results from oral exams, written exams and the overall results gained by the students during the last three terms were available; they were averaged and compared. The extraverted students have the potency to have better results from oral exams because of their communicativeness, risk taking and outgoingness. They usually do not need long time to think about their answer and although their vocabulary or grammar might not be always on a very high level, they could seem to be better speakers because of their volubility. On the other hands, introverted students should be better in written exams, because they are provided the needed silence and time for thinking their answers over. Generally better results should have introverts, because they have the potency to be slightly better learners – they do not make as many mistakes as extraverts do and they also do not take risks so often; it means they should come to school better prepared than extraverts.

Firstly, there is a comparison of the written and oral exams results of extraverts. Their average grade from oral exams was 2,125 and the average grade from written exams was 2, 47. It is clear there is a difference and the extraverted students really have better results in performing speaking abilities than in writing tests on grammar items and factual information.

Secondly, the average results of the introverted learners were compared. The middle value from oral exams was 2, 07 and the middle value of the written ones was 1, 84. We can see the difference is slightly smaller than the one between oral and written performances of the extraverted students. However, there is a clearly stated distinction in the mark and the assumption is again affirmed.

Thirdly, there are the overall results of the learners. Those were gained by averaging the grades the students had on their reports. The average final grade of the extraverted students was 2, 44 while the average grade gotten by the introverted students was 1, 9. It shows the introverted students are probably better learners of English in general.

To summarize this chapter, the grades of the introverted and extraverted students do not differ by big numbers, however, they differ significantly enough to see the extraverted students are better speakers than test fillers, introverted students are better in grammar and learning factual information than speaking without preparation and they are probably also better learners in general, at least according to the current standards and habits in teaching English in the Czech Republic.

## **Summary**

As obvious from the Eysenck Personality Inventory, there are more extraverted students than the introverted ones, yet the group of introverts is large enough not to be ignored. The theoretical characteristics of extraverts and introverts usually meet the actual characteristics of the students, which means the first hypotheses was confirmed – extraverted students tend to be more active in lessons than the introverted ones. Extraverts are also better in oral performances than in the written ones, however, introverts are better learners in general, which affirms the third hypotheses. There are certain exceptions in the second hypothesis; extraverted students like more engaging and active teaching methods in general. However, introverted students like some of them, too; on the other hand, both of the groups reject one or two methods they should like according to the theory.

## V. IMPLICATIONS

The aim of this part of the thesis is to make a connection between the theory, research and reality. It includes some suggestions for teachers coming from the results of the research. There are also possible weaknesses and limitations of the research which might restrain its general validity. The last part of this section focuses on proposals for improvement of this research or for other research studies connected to this one.

### **Pedagogical Implications**

The research showed certain things which might be important for making the lessons effective for most of the students. We revealed the number of introverted, extraverted and ambiverted students in the research, their preferences both in their private life and in lessons. We also discovered their abilities in oral and written exams. These preferences and limitations can be help to develop lessons successfully.

The Eysenck Personality Inventory showed both personality types are distributed in the classes, although not entirely equally. It means the lesson plans and the activities in the lessons should not be intended for one group or the other. As mentioned in the theory, current trend especially in English teaching is focusing towards communication. It is true communication is very important in language learning, however, it can be gained not only by forcing students to express themselves in front of the whole group of peers; the introverted students might be in a disadvantage in such a situation. There is a possibility of pair work or group work which showed to be acceptable for both personality types. The research also showed it would be easier to make the introverts participate on discussions by making the atmosphere in classes safer; almost third of them and also more than a third of the extraverts claimed they express their opinions only when they are sure they will not offend anyone or embarrass themselves. It is important to give them the feeling there are no wrong answers and therefore they should not feel embarrassed for their opinions.

Another thing showed by the research was the popularity of the most widely used teaching methods. The most important implication for teaching English comes from the fact role plays, dramatizations and dialogue, and also individual work ranked almost last in all three groups of the students. Individual work is often used in teaching English for

completing exercises and practising certain subject matter. However, the students usually tend to work with their classmates anyways and it only leads to admonitions from the teacher. The students feel more confident when working in pairs because they ensure each other about the correct answers. Therefore, pair work or group work might be an efficient substitute for this teaching method again. If we are afraid there will be one strong and one weak student in the pair which would lead to less work from the side of the weaker individual, it is possible to set approximately equal pairs; of course, it is necessary to know the students to be able to do it. On the other hand, role plays and dramatizations do not lack contact with each other, yet it is hated by both personality types. Although this method is very popular in English teaching and it seems to be irreplaceable, no method is efficient enough when students have an aversion against it. As mentioned above, the distaste towards this method can be again connected to fright of embarrassment; therefore, creating of safe atmosphere might help. We can also try to make the topics more interesting and also more realistic, because some of the topics for dialogues in the student's books are far from reality and some of the suggested role plays might be uncomfortable for the students. Also, this aversion can be connected to the usual outcome of this activity, when the students have to perform for example their dialogue in front of the whole class. It might cause stress and maybe it would help to perform the dialogues etc. again only in smaller groups.

### **Limitation of the Research**

There are several possible limitations of this research. The first one is that all of the subjects of the research study the same school. The general policy of teaching might differ school to school and teachers might be influenced by their colleagues. Therefore, one school might use different teaching methods or use the same teaching methods differently than other schools. Another limitation might be that half of the students have the same English teacher, because they are my students. The rest of them are taught English by different teachers, however, I teach them another subject and because it was me giving the questionnaires to them, they might have also answered according to what they know from my lessons. The third limitation of the research might be the number of the students included. Fifty students are a representative sample for one school but not for the whole

country. In conclusion, the research is definitely valid and precious for me and our school, but although it is probable the results on other schools would not differ too much, the research should not be too generalized.

### **Suggestions for Further Research**

There are two types of suggestions for further research; one type focuses on possible improvements of the present study to productively improve or expand it and the other type deals with other research studies addressing related research questions.

With respect to the limitations of the research, the possible improvements are obvious. The research would be more objective and general if students from other schools were included. It would eliminate the factor of the teachers' influence and also the fact the students come from the same school with certain priorities. It could also help to expand the size of the sample which would also help to generalize the research.

Some of the other research suggestions have been already mentioned in the thesis. There is for example the somewhat mysterious group of ambiverts and it should be very interesting to discover whether there is some kind of pattern in their characteristics. It would be also attractive and beneficial for some fields of psychology to discover more details about the introverted people, because they showed up not to reject company of other people; on the contrary, they even seek for it in their free time. Third very important and interesting research would be a comparison of the preferences, thoughts and learning styles of for example first grade pupils and the ones of older students. The students answering questionnaires in this research are almost adult; most of them are seventeen years old and their attitude towards school and learning has certainly changed; the direction of that change in introverted and extraverted mind would be interesting to track.

This research, as most of the researches has its weaknesses, but it also brought new suggestions. It is probable that safe atmosphere and wider usage of pair work and group work would make learning languages more comfortable for students with all personality types. It is also important to bring new and current topics and interesting ideas into the lessons to keep the students interested. On the other hand, the research shows the results of a small percentage of English learners in the Czech Republic; therefore, its results should

not be too generalized. There are many possibilities of improving the research or deepening one of the researched topics and it would require much more subjects and questions before the knowledge of extraverted and introverted learners would be complete.



## VI. CONCLUSION

The theory offers certain image of the characteristics of extraverted and introverted people. The extraverts should be outgoing optimistic people; they should seek for company and be very communicative. On the other hand, they should be easily distracted and they usually aim wider than deeper in different life spheres. On the contrary, introverts are considered more closed, thoughtful and relying upon their inner world. However, they might experience difficulties in larger groups of people, especially when they should become the centre of the others' attention. These characteristics lead us to a scale of preconceptions and also presuppositions.

The prejudice introverted people are misanthropes or, individuals who search for solitude and feel aversion towards other people was successfully disproved. The answers in the questionnaire unambiguously showed the introverts also like company, although maybe not as large as the extraverted individuals. They seek for solitude only when learning, which is understandable, because introverts need calm learning environment.

There were also three presuppositions, or hypotheses; the first of them expected the extraverted students to be more active in the lessons. This hypothesis was affirmed, because the extraverted students claimed they participate in discussions, they do not mind performing in front of a group of their peers and they are usually perceived as active or even hyperactive and noisy students by their teachers. They also appear to seek for busier places and company for learning.

The second hypothesis supposed the extraverted students to prefer teaching methods requiring communication, active participating and performance and sometimes offering the opportunity to lead a group. On the other hand, the introverted students were expected to like methods offering them time and silence for thinking, or the opportunity to concentrate on one particular problem and explore it into depth. The results were somewhat surprising, because although it was confirmed extraverts like active teaching methods and introverts like the less active ones, extraverted also ranked high some typically introverted teaching methods and vice versa. Surprisingly, teachers' explanation and experiments were among the most popular methods in both groups; on the other hand, role plays which seem as a quite popular teaching method ranked among the least popular ones.

The third hypothesis expected the extraverted students to have better results in oral exams than in the written ones and vice versa. It also anticipated the introverted students' overall result will be better than the extraverted students' grades. Both parts of this hypothesis were also confirmed by the research and showed introverted students might be better learners of English despite of their problems with public performing.

In conclusion, the results of the research might be very important and useful, although it is important not to generalize them too much because of the limitations mentioned in the previous chapter. Also, personality is not the only factor operating in teaching and learning foreign languages, therefore, we should pay attention to the other factors as well.

## REFERENCES

- Bernard, H.R. (2006). *Research Methods in Anthropology*. Retrieved from <http://www.antropocaos.com.ar/Russel-Research-Method-in-Anthropology.pdf>
- Brown, D.H. (1973). The Affective Variables in Second Language Acquisition. *A Journal of Research in Language Studies*. 23.2. 231-244. Retrieved from Primo Central (Ex Libris)
- Brown, D.H. (2000). *Principles of language learning and teaching*. New York: Pearson Education.
- Carver, C.S., Connor-Smith, J. (2010). Personality and Coping. *Annual Review of Psychology*. 61. 679-704. Retrieved from <http://www.annualreviews.org/doi/pdf/10.1146/annurev.psych.093008.100352>
- Eysenck, H.J., Eysenck, S.B.G. (1963). Eysenck Personality Inventory. Retrieved from <http://legacy.library.ucsf.edu/documentStore/p/f/d/pfd3aa00/Spfd3aa00.pdf>
- Gulová, L., Šíp, R. (2013). *Výzkumné metody v pedagogické praxi*. Praha, CZ: Grada.
- Hally, T. (2009). Personality and Creativity: Extroversion vs. Introversion. *Mensa International Journal*. (P. Psutka Trans.) Apr.-May 254. Retrieved from [http://casopis.mensa.cz/veda/osobnost\\_a\\_kreativita\\_extroverze\\_versus\\_introverze.html](http://casopis.mensa.cz/veda/osobnost_a_kreativita_extroverze_versus_introverze.html)
- Introvert and Extravert. (n.d.). In *Encyclopædia Britannica online*. Retrieved from <http://www.britannica.com/EBchecked/topic/292139/introvert-and-extravert>
- Jung, C.G. (2000). *Grundfragen zur Praxis*. (A. Bernášková et al. Trans.). Brno, CZ: Nakladatelství Tomáše Janečka. (1984).
- Maňák, J., Švec, V. (2003). *Výukové metody*. Brno, CZ: Paido.
- Meenakshi, K., Zafar, S. (2012). A Study on the Relationship between Extroversion-Introversion and Risk-taking in the Context of Second Language Acquisition. *International Journal of Research Studies in Language Learning*. 1.1. 33-40. Retrieved from <http://www.consortiacademia.org/index.php/ijrsll/article/view/42/38>
- Mikšík, O. (2007). *Psychologické teorie osobnosti*. Praha, CZ: Karolinum.
- Říčan, P. (2007). *Psychologie osobnosti: Obor v pohybu*. Praha, CZ: Grada Publishing, s.r.o.

- Schmeck, R.R., Lockhart, D. (1983). Introverts and extroverts require different learning environments. *Educational Leadership*. Febr. 54-55. Retrieved from [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_198302\\_schmeck.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198302_schmeck.pdf)
- Vágnerová, M. (2010). *Psychologie osobnosti*. Praha, CZ: Karolinum.
- Van Daele, S. et al. (2006). The Effect of Extraversion on Oral L2 Proficiency. *EUROSLA Yearbook*. 6. 213-236.
- Wakamoto, N. (2009). *Extroversion/Introversion in foreign language learning: Interactions with learner strategy in use*. Retrieved from <http://www.books.google.com>
- Whitbourne, S.K. (2013). An In-Depth Look at How Introverts Think. *Psychology Today*. Retrieved from <http://www.psychologytoday.com/blog/fulfillment-any-age/201307/in-depth-look-how-introverts-think>
- White, G. (2012). Seen but not heard: The introverts in our classroom. *The Guardian*. Retrieved from <http://www.theguardian.com/teacher-network/teacher-blog/2012/may/02/introverts-classrooms-education>

## APPENDIX I

### Eysenck Personality Inventory

1. Do you often long for excitement?
2. Do you often need understanding friends to cheer you up?
3. Are you usually carefree?
4. Do you find it very hard to take no for an answer?
5. Do you stop and think things over before doing anything?
6. If you say you will do something do you always keep your promise, no matter how inconvenient it might be to do so?
7. Does your mood often go up and down?
8. Do you generally do and say things quickly without stopping to think?
9. Do you ever feel "just miserable" for no good reason?
10. Would you do almost anything for a dare?
11. Do you suddenly feel shy when you want to talk to an attractive stranger?
12. Once in a while do you lose your temper and get angry?
13. Do you often do things on the spur of the moment?
14. Do you often worry about things you should not have done or said?
15. Generally, do you prefer reading to meeting people?
16. Are your feelings easily hurt?
17. Do you like going out a lot?
18. Do you occasionally have thoughts about and ideas that you would not like other people to know about?
19. Are you sometimes bubbling over with energy and sometimes very sluggish?
20. Do you prefer to have few but special friends?
21. Do you daydream a lot?
22. When people shout at you, do you shout back?
23. Are you often troubled about feelings of guilt?
24. Are all your habits good and desirable ones?
25. Can you usually let yourself go and enjoy yourself a lot at a gay party?
26. Would you call yourself tense or "highly-strung"?
27. Do other people think of you as being very lively?
28. After you have done something important, do you often come away feeling you could have done better?
29. Are you mostly quiet when you are with other people?
30. Do you sometimes gossip?
31. Do ideas run in your head so that you cannot sleep?
32. If there is something you want to know about would you rather look it up in a book than to talk to someone about it?
33. Do you get palpitations or thumping in your heart?
34. Do you like the kind of work that you need to pay close attention to?
35. Do you get attacks of shaking or trembling?
36. Would you always declare everything at the customs, even if you knew that you could never be found out?
37. Do you hate being with a crowd who play jokes on one another?
38. Are you an irritable person?
39. Do you like doing things in which you have to act quickly?
40. Do you worry about awful things that might happen?
41. Are you slow and unhurried in the way you move?
42. Have you ever been late for an appointment or work?
43. Do you have many nightmares?
44. Do you like talking to people so much that you would never miss a chance of talking to a stranger?
45. Are you troubled by aches and pains?
46. Would you be very unhappy if you could not see many people most of the time?
47. Would you call yourself a nervous person?
48. Of all the people you know are there some whom you definitely do not like?
49. Would you say you were fairly self-confident?
50. Are you easily hurt when people find fault with you or your work?
51. Do you find it hard to really enjoy yourself at a lively party?
52. Are you troubled with feelings of inferiority?
53. Can you easily get some life into a rather dull party?
54. Do you sometimes think about things you know nothing about?
55. Do you worry about your health?
56. Do you like playing pranks on others?
57. Do you suffer from sleeplessness?

## APPENDIX II

### Personal Questionnaire

Initials:

Class:

Date:

Age:

Level of English:

Years studying English:

1. Who do you like to spend your free time with?

- a. at home on my own
- b. with my family
- c. with my friends
- d. other: \_\_\_\_\_

2. How active are you in discussions in the class?

- a. I keep my opinion for myself
- b. I express my opinion only upon a direct question
- c. I express my opinion when I am sure it will not offend anyone or embarrass myself
- d. I usually try to express my opinion
- e. other: \_\_\_\_\_

3. How important is your inner world for you?

- a. very important
- b. important
- c. rather not important
- d. not important, I consider myself a practical person

4. Is the opinions of the others important for you?

- a. yes
- b. rather yes
- c. rather no
- d. no

5. What is your view of the world?

- a. rather pessimistic
- b. rather realistic
- c. rather optimistic
- d. other: \_\_\_\_\_

6. Do you easily adapt yourself to changes?

- a. yes, I do not mind even larger changes, e.g. moving
- b. rather yes but I do not bare larger changes well
- c. rather no, I can deal with changes but I do not seek for them
- d. no, I mind changes
- e. other: \_\_\_\_\_

7. How do you think your peers perceive you?

- a. I am very popular and have lots of friends
- b. I am rather popular
- c. I have only several friends but special
- d. I have only a few friends
- e. other: \_\_\_\_\_

8. How do you think your teachers perceive you?

- a. as a quiet and trouble free student
- b. as a passive and lazy student
- c. as an active student
- d. as a hyperactive and noisy students
- e. other: \_\_\_\_\_

9. Do you keep your promises and duties?

- a. always
- b. I try but I fail sometimes
- c. seldom
- d. usually not

10. What is important for you in learning?

- a. good grades
- b. parents' approval
- c. inner satisfaction
- d. feeling I have learned something new
- e. other: \_\_\_\_\_

11. What is your favourite learning environment?

- a. at home alone in a complete silence
- b. at home alone with listening to music
- c. at home with classmate/s
- d. alone in a busier place (e.g. park, café)
- e. with classmate/s in a busier place
- f. other: \_\_\_\_\_

12. How do you feel when you have to make express yourself in front of a larger group of people (e.g. a class)?

- a. awkward, i do not like to speak in front of people, I blush and stutter
- b. uncomfortable but I can control myself
- c. I do not mind it
- d. great, I like speaking in public
- e. other: \_\_\_\_\_

13. Assess the following teaching methods according to their popularity (1-5, 1=best, 5=worst):

Teachers' explanation	1	2	3	4	5
Taking notes from textbooks	1	2	3	4	5
Pair work	1	2	3	4	5
Team work (group work)	1	2	3	4	5
Games	1	2	3	4	5
Dramatizations/role play/dialogues	1	2	3	4	5
Experiments	1	2	3	4	5
Watching videos, presentations, etc.	1	2	3	4	5
Discussions	1	2	3	4	5
Explaining the subject matter to each other	1	2	3	4	5
Individual work	1	2	3	4	5

## SHRNUTÍ

Tématem této diplomové práce je vliv introverze a extroverze na schopnost učení se. Teoretická část se soustředí na typické vlastnosti extroverze a introverze a také na to, jakým způsobem mohou tyto vlastnosti ovlivnit studijní schopnosti a styly. Praktická část se soustředí na několik témat: jednak zjišťuje do jaké míry osobní názory a vlastnosti dotazovaných studentů odpovídají teorii, dále se výzkum zabývá studijními preferencemi a zvyklostmi studentů a za třetí analyzuje souvislost mezi osobními charakteristikami vyplývajícími z typu osobnosti a studijními úspěchy. Vzorku studentů střední školy byly rozdány testy osobnosti a dotazníky a také byly získány jejich známky z anglického jazyka za poslední tři pololetí. Z výsledků šetření bylo vyvozeno, že extroverti jsou v hodinách aktivnější, jejich výsledky ústních zkoušek jsou lepší než výsledky písemných a preferují aktivnější vyučovací metody. Introvertní studenti jsou méně aktivní v komunikaci, jejich výsledky ústních zkoušek jsou horší než výsledky písemných a preferují vyučovací metody, při kterých mají klid a čas na práci. Introverti jsou také celkově lepšími studenty než extroverti.