

Reciprocal Influence between Extroverted Students and Introverted Students

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I. Purpose of the Study

This paper examines the reciprocal influence between extroverted students with low grammatical ability and introverted students with high grammatical ability toward their common target of “becoming a fluent speaker of intelligible English” through their pair-work or group-work activities in the scope of the whole class. And it also shows how teachers can make good use of these two learners’ personality traits in the classroom context.

There have been many data on the experiments of the relation between personality and language acquisition. Busch (1982) denies the correlation between extroversion and speaking ability and claims that there is a negative correlation between extroversion and pronunciation. However, she admits the positive correlation between introverts and their attitude toward good pronunciation. She claims that introverted students take much time to produce good sounds.

On the other hand, Chastain (1975) supports the advantage extroverted students have in foreign language study. And Brown (1973) claims that extroverts are well evaluated in speaking English because outspokenness is generally thought highly of in Western culture.

With consideration of these data, this research will show how those two types of students (extroverted and introverted) influenced each other in order to improve their speaking ability and how the other students in the same class were affected by these two types.

II. Definition of Two Types of Students

1. Extroverted students with low grammatical ability

- Students who are talkative and outgoing, and try to speak out in English although their English grammar level is not so high.

2. Introverted students with high grammatical ability

- Students who are shy, quiet and reserved and hesitate to speak out though they usually get high scores in written grammar tests.

These two types of students became noticeably distinct as the researcher began to use English more in his 6-year teaching experience of the course "Drill in English" at college. And they constitute two extreme types among a variety of 30 students in the class. So there are other types as well as these two extreme types.

In order to find these two extreme types rather precisely out of 30 students in the class, the following categorizing systems were adopted.

1. Koshiki Kosei Kensa (Sakakibara's Scale for Extroversion and Introversion) by Sakakibara (1961).
2. Written Grammar Tests
3. Demonstration Speech (Show and Tell)

The two extreme types of students who were categorized through the ways listed above were especially focused on in classroom activities such as pair-work or group-work in the classroom situation and will be the main points of discussion in this paper.

III. Methods Used for "Drill in English"

Several methods were used for the whole class, and the two types of students could make good use of the pair-work or group-work activities as much as possible so that they might mutually attain skillful learners' strategies which they lack individually.

1. Written test for grammatical knowledge
2. Aural-oral work through English communication
 - 1) Greetings in English, Oral Introduction and Lab-work were mainly intended to have students get accustomed to English sounds.
 - 2) Reading aloud, Pair-work or Group-work using the textbook and "Two-minute self-talk" were used so that students might

speak out or be active in English.

- 3) Three-minute speech, Show and Tell were intended to have students face the audience or keep eye-contact when giving speeches.

IV. Results and Discussion (See Table 1 and Table 2)

The following points were obtained as the results:

1. Judging from the mean score of the Grammar Test in Table 1 (from 59.8 in the first test to 64.9 in the second test) and in the Speech Test (from 61.16 to 66.66), it appears that, on the whole, students in the class got more grammatical knowledge and became more talkative in Speech.
2. Each of the introverted students with high grammatical ability in Table 2 made progress in the speech test by getting higher scores compared with that in the first. Student 1 (S1) showed an improvement in the speech score (T-score) from 41 to 54. In the same way S2 (from 41 to 54). S3 (from 41 to 48) and S4 (from 41 to 54) improved, too. This result shows that these introverted students seem to be overcoming their weak points of speaking out without being embarrassed by the help of extroverted students in activities.
3. Each of the extroverted students with low grammatical ability in Table 2 improved in the grammar test. Student 5 (S5) improved in the grammar test (T-score) from 47 in the first test to 55 in the second test. And the other three students—S6 (from 46 to 51), S7 (from 48 to 55) and S8 (from 42 to 54) made progress, too. This fact shows that these extroverted students are grasping the basic grammatical knowledge which is necessary for intelligible English.
4. From the viewpoint of group scores on each test in Table 2, it may be possible to say that the two extreme types of students helped each other. In the grammar test, all of the extroverted students with low grammatical ability made progress by getting higher scores in the second test (mean difference is +8), while introverted students didn't show any improvement in their scores

as the score (-0.25) shows.

In the Speech Test, introverted students with high grammatical ability made much progress judging from the mean difference of +11.5, while extroverted students showed little progress as the score +2 indicates.

This fact tells us that these two types of students improved their weak points through their mutual help.

5. The change of the score of the standard deviation in Table 1 shows the influence of these two extreme types on other students. The standard deviation in the grammar test decreased from 12.33 to 9.63 and in the speech test it decreased from 7.60 to 6.87. This means that students were getting closer to the mean score, which already proved to be becoming better, by getting improved in their tests through the mutual help, especially from the good learners' help to the poor learners. It resulted in the fact that students' scores showed less deviation from the mean score.
6. There is another influence of these two extreme types of students on other students. There were five applicants for the speech contest. One belongs to the group of extroverted students, another one is in the group of introverted students and the other three are neutral in the scale of extroversion and introversion. This fact means that extroverted students and introverted students not only helped each other but also had a positive influence on the other students by their serious and ardent attitudes toward becoming "a good speaker of English."

V. Conclusion

Two conclusions can be drawn from this study. The first has to do with the role of teachers. In order to put the whole class into the atmosphere of an English-speaking class two things should be considered as follows:

- 1) Teachers should have students use English as much as possible by adopting practical methods such as pair-work, group-work, self-talk and "show and tell". Especially in self-talk and "show and tell",

it is helpful to have students repeat the final word or phrase or sentence if they cannot make a new sentence, so that students cannot keep a long silence without saying anything.

- 2) Teachers can make good use of two extreme types of students toward students' common target of "a good speaker of English."

The second point concerns the students (extroverted students with low grammatical ability and introverted students with high grammatical ability). Apart from the statement about whether personality factors (extroversion and introversion) are related to language proficiency, extroverted students with low grammatical ability and introverted students with high grammatical ability could help each other overcome their weak points through the advantage of being partners.

The serious attitude of these two types of students (extroverts and introverts) had a good influence on the other students –so called neutral students earlier mentioned– and motivated them to speak out in English in front of the audience. In other words, toward the target of "outspokenness" in English, these two types of students (extroverts and introverts) helped each other and all the students, as a whole, became more active and talkative than before.

Table 1

Grammar Test				Speech Test			
1st	N=30	M=59.8	S.D.=12.33	1st	N=30	M=61.16	S.D.=7.60
2nd	N=30	M=64.9	S.D.=9.63	2nd	N=30	M=66.66	S.D.=6.87

Table 2
(Speech Test)

Introverts					Extroverts				
	S1	S2	S3	S4		S5	S6	S7	S8
1st	41	41	41	41	1st	61	55	61	55
2nd	54	54	48	54	2nd	62	62	62	54
Difference	+13	+13	+7	+13	Difference	+1	+7	+1	-1
Mean Difference =	+11.5				Mean Difference =	+2			

(Grammar Test)									
Introverts					Extroverts				
	S1	S2	S3	S4		S5	S6	S7	S8
1st	58	62	67	58	1st	47	46	48	42
2nd	52	63	65	64	2nd	55	51	55	54
Difference	-6	+1	-2	+6	Difference	+8	+5	+7	+12
Mean Difference =	-0.25				Mean Difference =	+8			

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