



THE IMPACT OF EXTROVERSION AND INTROVERSION PERSONALITY TYPES ON WRITING SKILL

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Abstract

It cannot be denied that every learner has unique characteristics, choices, attitudes, and motivations that grow out of their personality. Being aware of them, scientists started investigations to have a deeper insight into individual differences in SLA, namely mastering the writing skill. Success in second language acquisition depends on the influence of various factors. Personality factors such as introversion and extroversion are considered pivotal to understanding success in second language learning. Some studies have shown a positive correlation between outgoingness and language attainment, and viable linkages between extroversion/introversion and academic achievement. Despite the significant impact of extroversion and introversion on second language acquisition, this area remains a poorly investigated one. This paper aims to study the role of extroversion and introversion in learning writing skills and how this role changed or was supported by other scientists over the years.

Keywords: Second language acquisition, personality types, individual differences, introversion, extroversion, writing skill, writing processes, pre-writing, post writing and whilst writing.

ВЛИЯНИЕ ЭКСТРАВЕРТНОГО И ИНТРОВЕРТНОГО ТИПОВ ЛИЧНОСТИ НА НАВЫКИ ПИСЬМА

Аннотация

Нельзя отрицать, что у каждого учащегося есть уникальные характеристики, выбор, отношения и мотивы, которые вырастают из их личности. Осознавая их, ученые начали исследования, чтобы глубже понять индивидуальные различия в SLA, а именно в овладении навыком письма. Успех в овладении вторым языком зависит от влияния различных факторов. Такие личностные факторы, как интроверсия и экстраверсия, считаются ключевыми для понимания успеха в изучении второго языка. Некоторые исследования показали положительную





корреляцию между общительностью и владением языком, а также устойчивую связь между экстраверсией/интроверсией и успеваемостью. Несмотря на значительное влияние экстраверсии и интроверсии на овладение вторым языком, эта область остается малоизученной. Эта статья направлена на изучение роли экстраверсии и интроверсии в обучении навыкам письма и того, как эта роль менялась или поддерживалась другими учеными на протяжении многих лет.

Ключевые слова: овладение вторым языком, типы личности, индивидуальные различия, интроверсия, экстраверсия, навыки письма, процессы письма.

EKSTRAVERT VA INTROVERT SHAXS TURLARINING YOZISH KO'NIKMASIGA TA'SIRI

Annotatsiya

Ma'lumki, til o'rganishda har bir o'quvchining o'ziga xos xususiyatlari mavjud. Shuni anglagan holda, olimlar SLAdagi individual farqlarni, ya'ni yozish mahoratiga nisbatan ta'sirini chuqurroq o'rganish uchun tadqiqotlarni o'tkazishgan. Ikkinchi tilni o'zlashtirishdagi muvaffaqiyat turli omillar ta'siriga bog'liq. Introversiya va ekstroversiya kabi individual omillari ikkinchi tilni o'rganishda muvaffaqiyatga erishish uchun hal qiluvchi omil hisoblanadi. Ba'zi tadqiqotlar tashqi ko'rinish va tilni egallash o'rtasidagi ijobiy bog'liqlikni va ekstroversiya/introversiya va akademik yutuqlar o'rtasidagi hayotiy bog'liqlikni ko'rsatdi. Ekstroversiya va introversiyaning ikkinchi tilni o'zlashtirishga sezilarli ta'siriga qaramay, bu soha hali ham yaxshi o'rganilmagan. Ushbu maqola yozish ko'nikmalarini o'rganishda ekstroversiya va introversiyaning rolini va bu rol yillar davomida qanday o'zgargani yoki boshqa olimlar tomonidan qay darajada qo'llab-quvvatlanganligini o'rganishga qaratilgan.

Kalit so'zlar: Ikkinchi tilni o'zlashtirish, shaxs turlari, individual farqlar, introversiya, ekstroversiya, yozish mahorati, yozish jarayonlari.

Introduction

Writing, as one of the ways of communication, allows people to express their feelings, thoughts, opinions, and histories through converting them into symbols and signs. More often writing is compared with the art and craft at the same time it is an essential productive skill, which must be learned by second language learners. It is true that





learning writing in English sometimes can pose some challenges for the learners, as it requires more focus, cognition, and diligence. (Dhanya & Alamelu, 2019). Students as well for a time find it difficult to convey their ideas into text. (Bilal et al. 2013). Writing in English involves such writing components as organization, vocabulary, grammar, and mechanics, which make the learning process more difficult for language learners. As Faisal et al. (2016) point out these problems are not only related to external factors but also students' internal factors like personality. The learning process of writing is also influenced by individuals' different personality traits, as each student has a different type of personality that is not the same between students each other so that it is often as an obstacle because it takes different learning results as between students. (Dewaele, 2005).

There exist two personality types, namely Introversion and Extroversion, based on the Myers-Briggs type indicator test. Extrovert students tend to develop ideas best by talking about the topic, interviewing others, or presenting an impromptu report and introvert students tend to follow the fundamental writing process from the prewriting, whilst-writing, to post-writing order (Jesen & DiTeiberio, 1987; Callahan, 2000; Marefat, 2007; Hanjimohhamdi, 2011).

Originally, the terms of "extroversion" and "introversion" were used by Sigmund Freud's student Carl Jung at the beginning of the last century to describe different personality types that differ in such qualities as sociability, talkativeness, activity (extroversion), and reservedness (introversion). Introverts are taciturn and tend to be private. Extroverts, on the contrary, thrive in verbal communication. Introverts have an innate, more advanced cognitive ability that allows them to better understand a foreign language. At the same time, extroverts are much more active in the conversation as a whole, which, in turn, contributes to their better assimilation of foreign speech and improvement of speaking skills in a new language (cited in Ellis, 2008, p.586). Commonly most extroverted individuals are considered to be more successful second language learners than their introverted counterparts (Arnold & Brown, 1999, p. 11). Furthermore, Lightbown and Spada (2006, p. 53) argued that L2 teachers assume that gregarious and outgoing students tend to seek out opportunities where they create situations to engage in conversation in the target language. This creation of an L2 speaking environment increases the degree of success that learners achieve in second language learning classroom (Lightbown & Spada, 2006, p. 53).

The aims and objectives of the present article are:

- To analyze the impact of extroversion and introversion characters of the learners on developing writing abilities
- To investigate what aspects of writing need to focus more





▪ To approach each type of students with different teaching methods

More specifically, this study was addressed to answer the following research questions:

1. Who has the ability to write better introverts or extroverts?
2. To what extent do learners' personalities influence the writing?
3. What kind of teaching approaches is effective for two types of learners?

Many psychologists paid and still paying attention to the individuals' types, one of them was a prominent Swiss psychoanalytic Carl Jung. In his theory Psychological Types, Jung (1971) suggests that their particular type limits One's ability to process different information. Extroverts are directed towards the objective world, whereas Introverts are directed towards the subjective world. Further, his theory was developed and put into practice by a mother-daughter Myers in 1980. They accomplished their goal by developing a psychometric measurement instrument called the Myers-Briggs type indicator. (Ali Akbar Jafarpour Boroujeni et al. 2015). The relationship and difference between extrovert and introvert people were investigated, in various aspects of life including intellectual, vocational, emotional, social, physical, spiritual, and even environmental.

The impact of extrovert and introvert characteristics on writing abilities has been captured many researchers' attention in the field of SLA. The focuses of such researchers were placed on different aspects of writing and its styles. One illustration of this is the research conducted by professors Marwa and Thamrin in 2016. They claim that there was a positive correlation between the two personality traits in terms of writing argumentative essays. The same type of essays was researched earlier in 2011 by Layeghi. The results of the two studies were quite identical, both revealed outperforming of introverts over extroverts. However, Layeghi analyzed the argumentative essays through three main writing subsets, involving content, form, and organization. Moreover, Iranian scientists have also carried out research. They utilized the Michigan Test of English Language Proficiency (MTELP) as the instrument of the study. It was about 100 items dealing with three independent writing elements. The procedure of analyzing the learners' proficiency in writing consisted of three main steps. In the first stage, 40 multiple-choice questions were used, after it, 40 multiple-choice questions on vocabulary were asked, the last 20 items on reading comprehension. The participants were 50 undergraduate students of the faculty, English Translation, and English Teaching at Yasuj Universities. The collection of the data was run with a one-way MANOVA. Ali Akbar Jafarpour Borounjeni et al. (2015) concluded that recognizing extroverts' difficulty in generating





ideas in isolation, writing teachers should attempt to provide opportunities for them to discuss the topic before beginning to write.

In conclusion, the influence of introversion and extroversion in writing has been in-depth analyzed through different aspects of it. Most studies' data demonstrated the advantage of introvert learners over extroverts in terms of organizing and gathering ideas. However, employing suitable approaches like Discovery learning to the extroverts may enhance their writing ability. Furthermore, it is suggested that future researches on this matter take into account the other individual variables such as learning styles and strategies. Finally, all abovementioned studies serve to lay the foundation for further investigations as they mainly covered academic writing.

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