

Introverts Vs Extroverts: Towards Developing Vocabulary

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Annotation: Numerous researchers have argued that students have a noticeable disparity in the speed of understanding and gaining an advancement in a language, despite in the resembling atmosphere with similar or identical background knowledge and experience. This study investigates the specific needs of two different learners and provides some solutions regarding to the issue.

Key words: extrovert, introvert, vocabulary, speaking skills.

Introduction

The impacts that are based on cognition, effectiveness, encouragement and personality, bring a complication on language learning. In different theoretical and experimental researches, the influence of extroversion and introversion that might be on language learning or developing vocabulary skills. I find essential to remember that defensible evidence based on experimental study has been given before drawing any conclusive results. In this research, the attention on the links of personality characteristics (extroversion and introversion), the language learners' individual differences are tested as aims of the study and I chose two IELTS learners of mine. *Schottenstein (2019)* explains "there might be a few misunderstandings related to the capability to acquire a second language or gain an advanced vocabulary. However, it is wrong that introverts are able to study in a more dynamic style than extroverts who are better to communicate, interact socially and can talk with strangers". She also adds that both introverts and extroverts can be master of the new language or reach a proficiency of the vocabulary, in spite of their characteristics.

Literature review

Cook (2008) suggests that sociable and outgoing people rather than people, who have timid and reserved personality, might acquire a second language better. He also adds that the affable division between the characteristics of extroverts and introverts has been investigated. The connection between extroversion and verbal fluency was discovered by Rossier (1975, as cited in Cook, 2008), while Dewaele and Frunham (1999, as cited in Cook, 2008) noticed that extrovert learners found more complex tasks effortless to do. For language teaching styles there would appear to be a clearly evident association. Academic teaching based on individual learning and gaining language are likely to adored by introvert learners, as opposed to extroverts who prefer to learn by listening and communicative teaching included group participation and being in front of society.

Lightbrown and Spada (2013) point out that most people feel that in language learning achievement or failure might be predicted by individual intrinsic disparities in the learner. Our own experience or some people we have known may bring such beliefs. For instance, myriad teachers as the most successful learners determine the extroverted learners, who have an ability to communicate without forbiddance and inquire capabilities to use language skills. In addition to open-minded identity, others who have various temperaments, frequently believed to foretell advancement in language learning are comprehension, talent, inspiration and the age that people start learning.

Zafar & Meenakashki (2012) say that from Dewaele and Furnham's perspective,(1999) extroversion and introversion are a feature of cline and extroverted people are estimated as sociable and hasty. They look like not being alone and take risks, whereas some felt that introverts are self-examining, shy, quiet and bashful. From outside resource the energy is taken by an extrovert, while an introvert is more expected to be dealt with activities that are organized lonely and is concerned with the inner world of beliefs. This feature does not only define whether a person has outgoing or timid personality, but also considers whether people adore to have a work lonely or sense exited with working in team. Then Zafar mentions that Eysenk first studied the link between extroversion and learning, then hypothesised that extroversion did not have positive correlation with learning because of neuro-chemical phenomena in the human brain. Hence, he gave conclusive opinion revealing that an introvert would be better while learning language, whereas the extroverts would not cope it.

According to Isazadeh (2016), a cline has two edges: extroversion and introversion which are postulated by McCrae and Costa (1987). Introverts are convinced as people who have bashful characteristics and adore activities done by individuals, despite extroverted people are looked like more confident and genial. In the favor of the former, they say that individual people are not either introverted or extroverted ones. In fact, it brings the equalization between the two figures of its modifying position to each individual. Parya also claims that Eysenk personality is commonly used for in order to learn which inclination might be more in an individual and substantive and permeating extent of personality, and Extroversion-

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Introversion and Neuroticism-Stability are measured by this test, which takes into account many of the discrepancies in personality.

Ahour and Haradasht (2014) explain that there is a robust prohibition in the characteristic of extroverted people, as opposed to introverts who have weak inhibition of trauma. Boeree (2006, as cited in Ahour & Haradasht, 2014) said that the brain of extroverts prevent itself which means that it brings insensibility led to be incapable in order to remember all that occurred, when had a condition conducted by a traumatic stimulation. Sharp (1987, as cited in Ahour & Haradasht, 2014) maintained that extroversion might be eliminated with a belief of having a considerable attention on the exterior objects, reactivity, as well as an agreement of external happenings without hesitation. He also mentioned that they have flexibility in a way of both having effect and being affected at the same time by events close to them. In addition, they have tolerance for having noise and crowd. By contrast, spending time with people is found as a draining process by introverts and therefore, they adore being alone in order to be more energetic (Paklik-Keienlen, 2007, as cited in Ahour & Haradasht).

Learner's profile

The first subject that will be under scrutiny is a 17-year-old female, a student of mine who studies in a IELTS course. She studies English as a Foreign Language and she has taken an IELTS certificate with satisfied score. The subject's name is Rose (the name has been changed to keep privacy). She seems an extrovert learner as she adores to study in groups and even developing vocabulary is easy for her while practicing with pictures of mimics in class discussion. As it is mentioned that she has been studying over 5 years, therefore the first time she started her language activities, she was just 12-year-old girl. As well as initially she started at school, she had become an extrovert learner and even in learning vocabulary. She grew up in a bilingual family whose first language is Uzbek and Russian is the second one. Occasionally, she is not good at memorizing vocabulary so well. She said that she liked studying English at school and was grateful for receiving high marks and the parents' support. Especially, she had been active in games which they learned vocabulary. She admires devoting most of her free time to watching videos and various interviews in English with subtitles on the YouTube in order to enhance her vocabulary and sometimes she dubs some films in order to learn soft pronunciation of received vocabulary. Her other method of learning English is to learn new words from 5 to 15 daily. When she finds a new word, she tries to remember it as she asked in the interview. She thinks that it is useful to learn vocabulary at night, despite some argue that vocabulary must be learnt in the morning with the fresh mind. However, it is noted that she has already experienced this way that brought her a success to developing vocabulary, also she recommended this style language learners to use in the evenings before sleeping.

My next subject who is under our careful inspection is called Maria, a student of mine studying IELTS in my course. She is also 17-year-old female who was determined as an introvert learner who studies English as a foreign language. She is learning English not only with academic purpose, but also for satisfaction and for fun. She also grew up in a family, which speak in Uzbek. Why do I remember the girl as an introvert is because of her actions in lessons? Despite the fact that she is always silent, she knows the grammar and vocabulary perfectly more than the others. I see this merely when I examine the group members. In addition, it is also mentioned that she learns vocabulary from various books and visual materials or some mobile apps as a self-study.

It is interesting to note that both types of my students prefer to advantage different learning styles regarding their personality traits to enrich the vocabulary.

Research design

In this section, I decided to gain data about subjects' learning process and their methods of improving vocabulary. Firstly, I would to ask them the way they could develop their scope of their vocabulary. The question also developed to identify their background of improving vocabulary. This kind of question is supposed to know what kind of learners they are intrinsic or extrinsic, at the same time to share or learn new methods.

Secondly, I would like to interview them to write an essay on the topic about "How successful I am in assimilating vocabulary". This essay has to illustrate the difference between introverts and extroverts' vocabulary source and the way they could achieve success in acquiring vocabulary. The structure and organization ideas are free.

Conclusively, I would like to make a table which reveals various topics used by introverts and extroverts and the quantity of vocabulary depends on certain topic is also provided in the table.

Data collection

Data collection started from receiving answers for some special questions from participants in study, as the first part of the research. The given questions contain the past of two students, which shows their developmental phases of learning vocabulary, some troubles they faced and personal methods they found beneficial. It can be seen from the responses they gave is that the participants are intrinsic and extrinsic language learners who have various learning styles.

If we look at the first participant Maria's background, it brings an opinion about intrinsic personality she has that influences the language learning. It is true that introverts are people who adore solitude and staying away from society in order to be busy with their thoughts and feelings as my chosen student. However, lack of communicative skills cause some difficulties while making speech in front of audience or strangers, despite they have enough vocabulary or structurally perfect grammar as it is mentioned by Maria.

By contrast, Rose indicated that she always tries to improve her vocabulary skills by discovering new people to interact and working with groups as opposed to the introvert one. Extroverts like Rose are convinced as good speaker with sociable, outgoing and optimistic characteristics, in spite of misunderstandings they do while speaking. But they do not write texts or essays better than introverted people who are reserved and calm.

The second observation involved writing an essay on the topic "How successful I am in assimilating vocabulary". In Appendix II, two essays which were written by the participants are given.

It is clear from the essays written by Maria and Rose, is that both of them are successful in acquiring the language vocabulary, while they might have problems using the vocabulary in some cases. For instance, introverted people find difficult to produce it in speech events, whereas writing tasks require lots of energy from extroverts.

The third observation indicated the number of vocabulary they produced while talking about certain topics. Six different topics were given, after the quantity of words was also accounted.

It is evident from the figures we see, is that the extrinsic and intrinsic personalities select relevant topics to talk. As an example, extroverts talked a lot about travel, friendship and games that mean the result of communicative and lively characteristics, while these topics were not more interesting for introverted people. Interestingly, the number of words for the topics family and accommodation was approximately equal for both participants. By contrast, the introvert was talkative when it came to speak about reading that was boring for sociable people.

However, the key discrepancy is that their personal traits are mostly related to the environment. Rose prefers the public places that are possible to share ideas and enlarging vocabulary, as opposed to Maria who is keen on studying under silence to gain more.

Conclusion

Now we have looked at the entire data meticulously, one can infer that introverts are antisocial, unfriendly, shy or lonely, while being an introvert might be an asset. By contrast, extrovert people are lively and confident ones who being with other people.

It is found that the speech events like conversation, lecture or such things are received with gratefulness by extroverted people and they can do them better rather than introverts who face difficulties while producing vocabulary, even they reached vocabulary source, but give pleasure for the reader of their writings.

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