



The Impact of personality traits on language learning and language Necessity: A Comparative study of Extrovert and Introvert Learners?

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Abstract

This study aims to explore the key characteristics of extroversion and introversion style and their influence on second language acquisition, as well as students' attitudes toward the necessity of language learning. The research involved using the Eysenck Personality Questionnaire to determine the participants' personality style and Tadini (2006) scale to measure their attitudes towards language learning. The study includes 168 primary high school students from Ilam, Iran, who completed both questionnaires. The findings indicated no significant differences between the two groups in terms of the degree of importance given to and attitudes toward language learning. This contradictory finding indicates that introverts and extroverts do not necessarily present different views in all aspects of education. It, therefore, implies and recommends research for finding more similarities between these styles.

Keywords: Introvert Learner, Extrovert Learner, The Necessity of Learning Language, Comparative Study, Language Learning, Personality Traits



1. Introduction

Although many factors affect language learning success, the most crucial factor that cannot be isolated from language learning is personality traits, as it is ignored that the relationship between personality patterns will affect teaching and learning (Shehni and Khezrab, 2020). Behavior is the foundation of learning a second language, and second language learners need to understand and address behavior to achieve success through learning strategies (Tharani, 2023).

Personality determines the relationship between thoughts, feelings, and behaviors; hence, behavioral patterns are consistent, and personal attributes such as the environment can influence people's behavior (Shehni and Khezrab, 2020). Ellis, (2008) contended that empirical investigation revealed variations in the achievement or aptitude in second language acquisition, regardless of the similarity in the circumstances under which individuals acquired the language.

When teachers begin to understand the behavior of students with different personalities, they can adjust classroom structures and procedures to increase student achievement. The change in teachers' attitudes towards black students is significant because of the "lack of standards" of teachers for black children, where cultural difference is seen as a problem to overcome, rather than being different, having a significant impact. (Lipman, 1998).

Since its early days, psychology has sought to achieve two distinct and mutually exclusive goals: understanding the big picture of the mind and identifying individual differences (IDs) in the mind. The latter gives rise to a different perspective in psychology, initially called difference psychology, now known as the study of individual differences (ID) (Dornyei, 2005). Introverted and extroverted individuals represent two distinct personality types. Introversion-extraversion is a clear psychological concept that shows the relationship between biological and social conditions and helps explain their connection (Wilson, 1977, as cited in Cook, 2002).



Brown (2000) provided a delineation of introverts and extroverts, whereby extroversion is characterized as the extent to which an individual of an inherent disposition ought to acquire ego amplification, self-worth, and a perception of wholeness from others, as opposed to obtaining such validation from within oneself. However, Introverts have enough internal motivation to not need extra support, and their energy is directed to the inner world (Myers, 2003). Simply put, extroverts choose a path in life and figure it out; However, introverts need to know this first (Myers, 2003).

Numerous studies have investigated the effects of introversion and extroversion on different viewpoints of language learning, such as speaking skills, vocabulary acquisition, and language anxiety (Alagić & Mirela, 2022; Site & Mujahidin, 2022; Sumaira et al., 2019; Syaet al., 2022; Khan et al., 2018). However, certain studies, such as (Biljana & Radic-Bojanic, 2021), provide valuable insights into the different learning strategies employed by introverts and extroverts and how they may influence their language proficiency. The breadth of published literature in this field signifies the significant interest that researchers have in understanding the impact of personality on language learning.

Since long ago, various types of research have been conducted on the totality of personal contrasts in language learning (Nordin et al., 2020; Wahyuni, 2022; Seyal et al., 2019), but none of these investigations have been able to require a profound see of the state of mind of extroverts and introverts on the significance of language learning in Ilam schools.

According to what was mentioned above, this study intended to discover the answers of following questions from introverted and extrovert high school learners' viewpoints:

How does personality traits impact learning English in high school for introverted and extrovert learners?

To what extent do introvert and extrovert learners consider learning English language necessary?

The authors were hopeful regarding the potential of these research discoveries to facilitate teachers' understanding of students' differences, as well as identify an



appropriate pedagogical approach and strategies to augment students' educational advancement, notwithstanding their dissimilarities.

2. Literature Review

This section focuses on analyzing literature reviews to establish a theoretical definition and their application to this study. It also examines prior research on techniques of language learning employed by extroverted and introverted students in a classroom setting to learn English as a foreign language.

Some people may consider the word extroversion to be the same as sociability. Before, it was believed that individuals who have an extroverted identity learn English skills better. According to Kezwer (1987), this false belief stems from the fact that extroverts are more likely to make connections or initiate conversations without using language; therefore they will remember faster or improve their vocabulary.

According to İbrahimoglu et al. (2013), personality is a characteristic of the individual and the combination of behaviors that occur in many situations and features that distinguish a person from others. According to Schat, (2012), the extrovert/introvert distinction is based on a continuum that includes every single one of us.

Extroverts are generally outgoing, assertive, and energetic people who enjoy social interactions and the company of others (Roccas et al., 2002). "Extroversion is the extent to which a person has a deep-seated desire to receive ego enhancement, self-esteem and a sense of wholeness from other people as opposed to receiving that affirmation within oneself", (Brown, 1994, p. 147).

Introverts, on the other part, tend to be more uncommunicative and often prefer to spend time alone or in small groups (Yeung et al., 2012). This contrast in behavior raises an interesting question: how does this difference in personality modify language learning? In particular, can extroverts learn languages more quickly than introverts? Or do introverts have advantages when it comes to learning languages?

Research into the impact of personality traits on language learning has been conducted in recent years. A study conducted by Özbay, A. et al. (2017) examined how introversion and extraversion affected the language learning process. The



researchers surveyed 100 Turkish university students, to determine their levels of extraversion and introversion. The study did not find any relationship between learner characteristics and language learning success.

Hsin-Yi and Kelsen (2018) focused on how personality traits affected undergraduate students' speaking skills. They found that "extraversion is the only trait that is associated with presentation skills.

One study by Souzandehfar et al. (2014) found that extroverted students tend to excel in obtaining basic interpersonal communication skills, while introverted students are better at developing language skills (Rani et al., 2022). This suggests that extroverts may be more comfortable engaging in social interactions and conversations, while Introverts can focus more on the analysis and experience of language learning.

In terms of language learning behaviors, Kayaoğlu (2013) highlights that the connections between extraversion and introversion and language learning strategies have received rarely attention from researchers. However, Yusuf (2021) examined the language learning strategies used by introvert and extravert students and comprehension in English as a foreign language classes. Research has shown that extroverts tend to use more creative and social thinking and focus on meaning, while introverts focus more on forms such as writing, language, and speech (Yusuf, 2021). This suggests that extroverts may prioritize communication and fluency, while introverts may pay more attention to accuracy and precision in language learning.

Furthermore, in a different research, Öz (2014) investigated the relationship between the Five Positive Attitudes and satisfaction with communication (WTC) in foreign language learners. Extraversion, openness to experience, and introvert were positively associated with WTC, this indicating that individuals with these personality traits may be more agreeable to engaging in communication in a second or foreign language.

Additionally, Zainuddin (2016) investigated the effect of personality (extraversion and introversion) on grammatical ability in writing. The study suggested that introverts may have better long-term memory and concentration,



which could contribute to their ability to learn and memorize linguistic rules for a foreign language.

In terms of vocabulary learning, Khoshnood and Kafipour (2023) found that introverts use more language learning strategies than extroverts. This could be because introverts tend to be more reflective and focused, which may help them memorize and retain vocabulary.

Overall, the research suggests that extroverts and introverts have different preferences and strengths in language learning. Extroverts may excel in the social view of language learning, for instance, speaking and interacting with others, while introverts may have an advantage in the more analytical and reflective angle of language learning, such as vocabulary learning and writing. However, it is important to note that these preferences and strengths are not absolute and can vary among individuals.

According to Brown (2013), recent studies on the brain activity of introverted and extroverted individuals have exposed the verity that introverts possess a superior aptitude for making decisions, in comparison to their extroverted counterparts. This study holds great importance in understanding the ease and necessity of language learning among extroverts and introverts. Furthermore, the researcher exhibits a profound interest in the impact of extroversion and introversion personality traits, contending that educators can adapt their instructional approaches to foster individual achievements by comprehending the diverse personalities of their students.

3. Method

The present study was designed as a quantitative survey to understand certain aspects of undergraduate students due to its capability to produce statistically valid results and its precision in providing a broad view of the research subject. It also allowed for in-depth data analysis using the Statistical Package for the Social Sciences (SPSS).

The primary instrument utilized in this research was a survey, composed of two distinct questionnaires: the first Eysenck Personality Questionnaire (EPQ), translated by Moghimi et al. (2011), and the second Questionnaire of students'



attitude towards learning English, Tadini (2006), adopted to categorize the participant's personality traits along 2 broad dimensions, namely: Introversion and extraversion as well as representing their attitudes.

Data for Section 1 were collected using the Eysenck Personality Questionnaire (EPQ), which is broadly used to measure extraversion and introversion. This questionnaire assesses a person's level of outgoingness and interaction with others, based on differences in brain physiology. The EPQ consists of 57 items and uses two-choice questions. Scores on the EPQ can range from 1 to 10. The reliability index of this scale as computed with Cronbach's alpha is above 70%.

The second part of the Research instrument (questionnaire) had 21 items on a 5-point scale. The scale ranged from strongly disagree (=1), disagree (=2), neutral (=3), agree (=4), and strongly agree (=5). Its reliability was above 80% based on Cronbach's alpha. These 2 questionnaires were used to measure the participant's level of agreement or disagreement with English language learning. These types of questionnaires were selected due to their proven reliability, ease of use, and ability to generate quantifiable data suitable for statistical analysis.

The data were gathered through the questionnaires using a random sampling methodology. The use of a quantitative survey allowed for a structured and systematic collection of data, and the random sampling methodology facilitated the selection of a representative sample from a larger population.

The participants in this study were 168 undergraduate students from a private and a public school. The students were chosen to use a random sampling technique to ensure a representative sample of the larger student population. This method of selection is assumed to reduce bias and increase the external validity of the results. The number of participants was determined to be sufficient for statistical reliability and to allow for potential dropouts or incomplete responses. The students were not given any specifications or restrictions regarding the research, promoting an unbiased and authentic response to the questionnaires.

The procedure for data collection involved administering the questionnaires to the selected participants. The students were provided with the Eysenck Personality Questionnaire (EPQ) translated by Moghimi et al. (2011) and a second Questionnaire on students' attitudes toward learning English Tadini (2006) for completion. The questionnaires required the students to indicate their choice



of response from a predetermined set of answer options, which were then collected and processed for analysis. Upon the completion of data collection, Responses were analyzed quantitatively using the Statistical Package for Social Sciences (SPSS). SPSS version 25 was employed to conduct data analysis. The data was subjected to both descriptive and inferential statistical analyses.

4. Results

The purpose of this study was to examine introverts and extroverts, and their abilities to acquire language skills. A total of 168 high school students were surveyed, and statistical analysis was performed employing SPSS version 25.

4.1. Descriptive statistics

In this study, data about the responses of 168 participants, comprising second-year high school students, was collected concerning their interrelationship. 62 students, as shown in Table 1 were in the 10th grade, 64 were in the 11th grade, and 42 were studying for the twelfth grade.

Table 1, Frequency Distribution of Students' Academic Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10 th Grade	62	36.9	36.9	36.9
11 th Grade	64	38.1	38.1	75.0
12 th Grade	42	25.0	25.0	100.0
Total	168	100.0	100.0	

Table 2, Frequency Distribution of Kinds of Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Public	77	45.8	45.8	45.8



Private	91	54.2	54.2	100.0
Total	168	100.0	100.0	

According to Table 2, 77 students study in private schools and 91 students study in public schools.

Descriptive statistics were used to describe the research variables. The mean, standard deviation, maximum, minimum, skewness, and kurtosis were calculated. The Table3, presents the descriptive measures for the language learning variable:

Table 3, Descriptive Measures for the Language Learning Variable

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Language Learning	168	2.37	5.98	4.5435	.69262	-.517	.187	.314	.373
Valid N (list wise)	168								

4.2. Inferential Statistics

4.2.1 Normality Test

The normality of the data was verified using the Kolmogorov-Smirnov test. As depicted in Table 4, the significance level of 0.200 was greater than the conventional alpha level of 0.05, hence, the null hypothesis was accepted implying that the language learning variable follows a normal distribution.

Table 4, Normality Test for the Language Learning Variable



Tests of Normality

Kolmogorov-Smirnov			
	Statistic	Df	Sig.
Language Learning	.053	168	.200*

An independent sample t test was conducted to investigate differences between language learning introversion/extroversion scores (Table 5). The null hypothesis states that there is no significant difference in language learning between these two types of student. Levene's test confirmed that the number of differences (variances) between the two groups was equal ($p > 0.05$). The significance of the independent samples t-test is 0.600, which is greater than 0.05, making it considered null (Tables 5 and 6).

Table 5, Independent Samples t-test

Independent sample Test

Levene's Test for Equality of Variances

t-test for Equality of Means

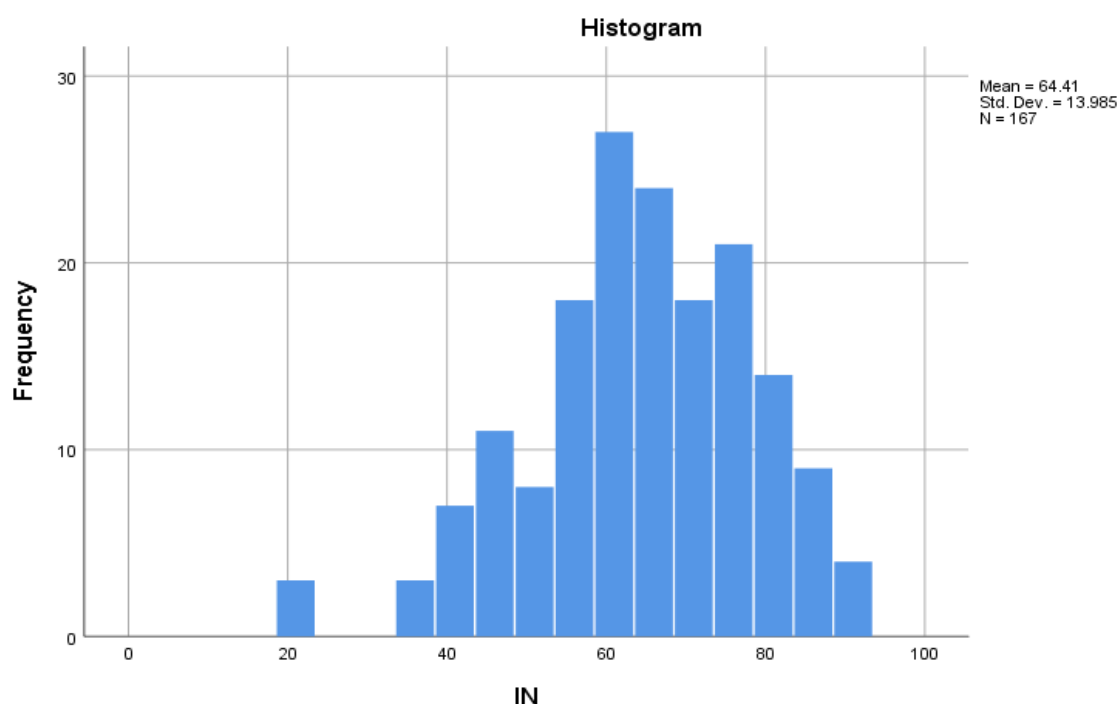
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Language learning	Equal variances assumed	.331	.566	-.062	166	.951	-.00668	.10757	-.21906	.20570
	Equal variances not assumed			-.062	160.412	.951	-.00668	.10773	-.21944	.20608

Table 6, Independent Samples t-test

	Levene's test	P Value	T- Test	Degrees of Freedom	P Value
Equal Variances	0.145	0.704	-0.496	166	0.620
Not equal Variances	—	—	-0.530	25.518	0.600



As shown in Table 5, statistical analysis failed to show significant differences in the language learning scores of introverts and extroverts. Both groups achieved similar mean language learning scores. As such, the study found no evidence to suggest that personality type (introversion or extroversion) has a significant effect on language learning abilities.



Graph 1 Student's Interest and Necessity for Language Learning

According to our students' attitude towards learning English questionnaire, individuals who scored between 21 and 42 exhibited a weak inclination toward language acquisition. Similarly, respondents who scored between 42 and 63 demonstrated an average level of interest in language learning. On the other side, individuals who achieved a score higher than 63 demonstrated a strong inclination toward acquiring linguistic proficiency.

Based on Graph 1, the students obtained a mean score of 64, and both groups exhibited an equivalent level of enthusiasm for acquiring English language skills and recognizing the importance of doing so. Furthermore, both groups acknowledge the necessity of learning English and possess a desire to enhance their proficiency in the language.



5. Discussion

The findings provide insight into the link between personality traits, particularly introversion and extraversion, and language learning. Our finding shows that there is no significant differences in language learning between introvert and extrovert learners. Similarly, Both extroverts and introverts consider learning language necessary and their attitude toward necessity of learning language is same.

In the present research, extroverted and introverted learners were found to almost in the same way.. This is coherent with the findings of Yan, Chen et al. (2015), Caitlin, Skellett, (2017), and Qanwal & Ghani, (2019), They found that there was no significant differences between extroverted and introverted students in language learning.

Some studies claim that introvert learners are better able to improve their language skills, as suggested by Rani et al. (2022) and Yusuf (2021). This is not aligned with our findings. The present results show no better performance among introverted learners.

Data collected regarding the necessity of language learning showed that both introverted and extroverted learners accept the necessity of language learning and there is no meaningful difference between them. Although we could not find any alignment in the literature, it shows that both groups try to learn language skills and that extroverted and introverted learners understand the necessity of language learning. Perhaps it is so serious and obvious that different personality styles have acknowledged its importance.

6. Conclusion

In conclusion, this research contributes to the ongoing academic discourse surrounding the impact of personality traits on language learning. The study's finding challenges certain assumptions portrayed in the literature, indicating that introverted and extroverted students may not differ in terms of their language learning abilities. The results also suggest that both introverted and extroverted



learners are equally capable of language acquisition, reinforcing the idea that personality traits, while influencing the approach to learning, do not necessarily determine language learning outcomes.

Despite the prevailing view that introverted learners may have an advantage in developing cognitive academic language ability, the research found no evidence to support this theory. In contextual infulencess term it can be justified that the unique context in which the research was conducted played a crucial role in shaping the outcomes, as the pressing need for English proficiency in the research context may override the influence of personality traits such as introversion or extroversion on language learning. Also some Socio-Political Factors might contribute to the results. for example the sanctions imposed on Iran, may heighten a sense of urgency among students to learn English, which could diminish the impact of individual personality differences on the process of language acquisition. Also the findings suggest that in environments similar to the socio-political climate of Iran where external pressures and motivations are strong, , the need and desire to learn English can supersede the natural tendencies associated with introversion. The urgency to learn English in sanctioned countries may lead to an intensive learning approach that does not align with the slower, more reflective pace often associated with introverted learners, thus neutralizing the anticipated advantages.

Additionally, it was clear that learners, regardless of their personality type, understood the importance of language learning. The findings also suggest that the ease of language learning may be influenced by the learner's personality type and their preferred learning strategies. While extroverted learners may benefit from social interactions and conversations, introverted learners may thrive in environments that emphasize more analytical and cognitive aspects of learning. These complexities highlight the need for more research in this area, particularly focusing on the intersection between personality types and language learning strategies.

Furthermore The contradictory of finding indicades that introverts and extroverts do not necessarily present different views in all aspects of education. It, therefore, implies and recommend research for finding more similarities between these styles.



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Attachments

First Questionnaire:

پرسشنامه استاندارد شخصیتی آیزنگ، سی و آیزنگ

در این پرسشنامه ۵۷ سوال درباره رفتارها و احساسات مختلف داده شده است. پس از خواندن هر سوال اگر محتوای آن درباره شما درست است، به آن پاسخ «بلی» و اگر محتوای سوال در مورد شما صدق نمی کند، به آن پاسخ «خیر» بدهید. هیچ سوالی را بدون پاسخ نگذارید. به تمام سوالات پاسخ دهید و وقت خود را روی سوال بخصوصی تلف نکنید. در این پرسشنامه پاسخ صحیح یا غلط وجود ندارد، بلکه پاسخ شما به هر سوال باید نماینده اولین عکس العمل شما در برابر سوال باشد.

تعریف عملیاتی متغیر پرسشنامه

در این پژوهش منظور پرسشنامه شخصیتی نمره ای است که کارکنان به سوالات 57 گویه ای پرسشنامه شخصیتی می دهند.

مولفه های پرسشنامه :

پرسشنامه تک مولفه ای می باشد

ردیف	سوالات
۱	شغلی را دوست دارید که در آن با اشخاص زیادی تماس و معاشرت داشته باشید؟
۲	بدون کمک و دلسوزی دوستان غالباً افسرده و غمگین هستید؟
۳	سرگرمی های دسته جمعی را به سرگرمی های انفرادی ترجیح می دهید؟
۴	فراموش کردن غصه ها و شکست های گذشته برای شما واقعا دشوار است؟
۵	کارهای خود را معمولاً از روی نقشه و مطالعه قبلی انجام می دهید؟
۶	تا به حال در زندگی در تمام موارد، به قول و وعده های خود عمل کرده اید؟
۷	خلق و خوی شما معمولاً متغیر و دمدمی است؟
۸	معمولاً بدون تفکر و مطالعه کافی چیزی می گوئید یا کاری را انجام می دهید؟
۹	گاهی بی آن که علتی در کار باشد ناگهان احساس غم و اندوه می کنید؟
۱۰	حاضرید به کارهای شانسی ولی جالب دست بزنید؟
۱۱	آدم کمروبی هستید؟



۱۲	ممکن است گاهی آرامش خود را از دست بدهید ؟	
۱۳	کارها را معمولاً از روی احساس آنی انجام می دهید ؟	
۱۴	معمولاً درباره گفته ها و کارهای گذشته خود احساس پشیمانی و نگرانی می کنید ؟	
۱۵	کارهایی مثل مطالعه کتاب و مجله را به معاشرت با مردم ترجیح می دهید ؟	
۱۶	آدم حساس و زود رنجی هستید ؟	
۱۷	علاقه زیادی به تفریح و گردش با دوستان دارید ؟	
۱۸	گاهی منافع خود را به منافع دوستان ترجیح می دهید ؟	
۱۹	گاهی ناگهان خود را سرشار از نیرو و نشاط و گاهی سست و خسته احساس می کنید ؟	
۲۰	ترجیح می دهید که به جای دوستان فراوان فقط چند دوست صمیمی داشته باشد ؟	
۲۱	زیاد خیالبافی می کنید ؟	
۲۲	اگر کسی سر شما داد بزند ، شما هم سر او داد می زنید ؟	
۲۳	احساس گناه و پشیمانی شما را رنج می دهد ؟	
۲۴	تمام عادت های شما مطلوب و پسندیده هستند ؟	
۲۵	از شرکت در میمانی ها و مجالس گرم و با نشاط واقعا لذت می برید ؟	
۲۶	در برابر مشکلات زندگی معمولاً زود مایوس می شوید ؟	
۲۷	آشنایانتان شما را شخصی زنده و بانشاطی می دانند ؟	
۲۸	پس از انجام کار مهمی معمولاً احساس می کنید که می توانستید آن را بهتر انجام دهید ؟	
۲۹	در معاشرت با دیگران معمولاً کم حرف و خاموشید ؟	
۳۰	گاهی پشت سر دیگران حرف می زنید ؟	
۳۱	شب ها افکار و خیالات مختلف مانع خواب شما می شود ؟	
۳۲	تنها کار کردن را به کارهای دستجمعی ترجیح می دهید ؟	
۳۳	گاهی دچار تپش قلب می شوید ؟	
۳۴	کارهایی را دوست دارید که در آن ها دقت فوق العاده لازم است ؟	
۳۵	گاهی چنان ناراحت می شوید که بدن شما می لرزد ؟	
۳۶	گاهی نسبت به دوستان خود احساس حسادت می کنید ؟	
۳۷	از معاشرت با اشخاصی که اهل شوخی هستند ، متنفرید ؟	
۳۸	معمولاً زود عصبانی می شوید ؟	
۳۹	کارهایی را دوست دارید که در آن ها سرعت عمل مهم است ؟	
۴۰	غالباً نگران هستید که حوادث شوم و ناگواری برای شما اتفاق بیفتد ؟	
۴۱	رفتار و حرکات شما معمولاً با عجله و شتاب همراه است	
۴۲	گاهی با دوستان خود قهر می کنید ؟	
۴۳	خواب های آشفته زیاد می بینید ؟	
۴۴	به قدری به معاشرت علاقه دارید که حتی با اشخاص ناشناس فوراً سر صحبت را باز می کنید ؟	
۴۵	اغلب اوقات دردهای مختلفی در بدن خود احساس می کنید ؟	
۴۶	اگر نتوانید اکثر اوقات با عده زیادی معاشرت کنید، واقعا ناراحت می شوید ؟	
۴۷	معمولاً آرامش و خونسردی خود را زود از دست می دهید ؟	
۴۸	ممکن است از میان آشنایان خود از یکی دو نفر واقعا متنفر باشید ؟	
۴۹	اعتماد به نفس کافی دارید ؟	



۵۰	وقتی دیگران از شما انتقاد می کنند زود ناراحت می شوید ؟
۵۱	اکثر میهمانی ها و دید و بازدید ها را ائتلاف وقت می دانید ؟
۵۲	آیا دچار احساس حقارت هستید ؟
۵۳	می توانید با شوخی و گفتن داستان های با مزه دوستان خود را شاد و سرگرم کنید ؟
۵۴	گاهی معایب خود را از دیگران مخفی می کنید ؟
۵۵	نگران سلامتی خود هستید ؟
۵۶	دوست دارید که سر به سر دیگران بگذارید ؟
۵۷	شب ها دچار بی خوابی می شوید ؟

Second Questionnaire:

● معرفی پرسشنامه

سنجش نگرش دانش آموزان به یادگیری درس زبان انگلیسی عنوان پرسشنامه ای است که شامل ۲۱ گویه و سؤال بوده و نظر دانش آموزان را در مورد درس زبان مورد سنجش و ارزیابی قرار می دهد. این پرسشنامه ۳ مولفه را دربر می گیرد و نمره گذاری آن براساس طیف لیکرت ۵ درجه ای و از خیلی کم تا خیلی زیاد است.

● مولفه های پرسشنامه

۱. علاقه و نیاز (سوالات ۸ تا ۱۸)
۲. زبان به عنوان ماده درسی (۹ تا ۱۴)
۳. مطالب کتاب زبان (۱۵ تا ۲۱)

خیلی زیاد	زیاد	متوسط	کم	خیلی کم	گویه ها
					۱. یادگیری زبان برای من خوشایند است
					۲. یادگیری زبان برای من آسان است
					۳. حوصله یادگیری زبان را ندارم
					۴. در صورت داشتن فرصت بیشتر به مطالعه کتابهای انگلیسی می پردازم
					۵. دوست دارم کتابهایی در رابطه با زبان بخرم



				۶. یادگیری زبان را برای زندگی روزمره مفید می‌دانم
				۷. دوست دارم با همکلاسی هایم انگلیسی صحبت کنم
				۸. علاقمند به ادامه تحصیل در رشته زبان هستم
				۹. آموزش درس زبان در مدرسه لازم است
				۱۰. زبان یک درس اجباری است که در برنامه درسی گنجانده شده است
				۱۱. دوست دارم زبان بیشتر از سایر دروس در مدرسه تدریس شود
				۱۲. بیشتر از هر امتحان دیگر در امتحان زبان ترس و نگرانی دارم
				۱۳. در یادگیری زبان نسبت به درسهای دیگر اضطراب بیشتری دارم
				۱۴. فقط برای گرفتن نمره قبولی زبان را می‌خوانم
				۱۵. مطالب کتاب زبان برای من قابل فهم است
				۱۶. مطالب کتاب زبان با زندگی واقعی من در ارتباط است
				۱۷. انجام تکالیف زبان برای من با اهمیت است
				۱۸. مطالب کتاب زبان در زندگی به درد من می‌خورد
				۱۹. محیط کلاس در ساعات زبان برای من جذابیت دارد
				۲۰. در ارتباط با کتاب زبان علاقمند به تحقیق هستم
				۲۱. در بحث های مطرح شده در کلاس زبان شرکت فعال دارم