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THE EFFECT OF AUDIO- VISUAL AIDS ON EXTROVERT AND INTROVERT LEARNERS' SPEAKING ABILITY

Mohammad Reza Khodareza and *Marzie Taheri

Department of English, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

**Author for Correspondence*

ABSTRACT

This study explored the relationship between the use of audio-visual aids to improve the speaking ability in EFL students and their personality type: here specifically introversion/extroversion. This research was conducted to male adult intermediate learners of English language at the Iran language institute (ILI). In order to have homogeneous subjects, the researcher conducted a placement test to 180 students through which 120 students were considered to be more homogenous. Having found the homogeneous subjects the researcher gave the Eysenck Personality Inventory (EPI) to the participants, through which 60 introverts and 60 extroverts were selected as the main subjects. The selected subjects were interviewed and rated by three native like speaker raters and after the treatment the same raters evaluated the interviewees. The obtained results through two way Anova assessment showed that there is a slight amount of different between extroverts and introverts in being benefitted from audio-visual aids but the different isn't that prominent and therefore can't be recommended as an independent means of pedagogy. The research also showed that the extroverts are generally better at speaking than introverts, but there again the difference isn't noteworthy.

Keywords: *Audio-visual Aids- Extrovert Learner- Introvert Learner*

INTRODUCTION

Speaking ability has been the topic of many language learning researches in recent years. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact.

Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication. Most people who learn a foreign language (here specifically English) in Iran, seem to learn, if ever, only the written form of it and always have problems with the spoken form of language. When they first start talking, negative transfer of Farsi into English can be seen very clearly.

To help with the aforementioned problem it seems that using audiovisual aids can be a great help. Media and technology can play an important role in the language arts program. Students live in an information age filled with a variety of technology and multimedia learning tools. In addition to books, newspapers, radio, and television, students have access to a range of media and communication technologies (e.g., voice mail, electronic mail, fax, Internet, CD-ROM, laptop computers, camcorders). These texts and tools are useful for achieving the English language arts oracy and literacy objectives and offer opportunities for critical viewing and representing. Regardless of the text form, students must identify their purposes by determining what they need, where to find it, and how to access it. They must select reliable and relevant information and sources and, using an appropriate format, communicate the results. As with other tools, the value of any technology depends upon how effectively students are able to use it. Students need to determine not only what they want to communicate but how they can do it most effectively.

With appropriate teacher support and guidance, students can learn to take responsibility for their learning and to access and use the required information. In addition to print resources, students can use audio visual aids such as computers, different kinds of multimedia software, etc.

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Audio visual aids will expose the learners to a native like situation and create a more challenging learning method. Many students still do not speak in language classrooms. Many consider the teacher, the type of lesson, or the student responsible for this situation. Although the way in which a lesson is structured and presented can have an enormous impact upon a student's participation, the initiative to speak must come from the students themselves. The use of audiovisual aids can be a blessing to help both teachers and students to do a better job but it seems that it is highly related to their personality type too.

Stern (1983) suggests that there are three kinds of learner factors. 1: the age question. 2: language learning aptitude and other cognitive characteristics, and 3: affective and personality factors.

Personality is one of the individual differences, which has a strong effect on SLA in general and language proficiency in particular. Stern (1983) claimed that studies on personality and child training suggest that the attitudes toward languages and the motives for language learning should be considered against the background of more deep-seated generalized attitudes of personality factors. He added that classroom observations support the view that there are certain personality characteristics which are helpful or detrimental to successful language learning. Another group of personality characteristics relates to the social and Communicative nature of language. In general it can be said that personality factors include : authoritarianism, anxiety, dependent - independent personality, dogmatism (being an open or closed minded person), internal - external control of reinforcement, masculinity, femininity, motivation for achievement, need for social approval, self-esteem and introversion/ extroversion. It is sometimes said that outgoing students with histrionic talents are more successful language learners than more inhibited or introverted students.

Oxford Advanced Learners' Dictionary (2002) presents the following definitions for the two terms:

Introvert: A person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others.

Extrovert: A person who is more interested in what is happening around him than in his own thoughts and emotions.

Extroverts are motivated from "without" and their attention is outward. They are people who are sociable, friendly, self-confident, and outgoing .They appear relaxed and confident. But as mentioned above, this apparent relaxed temper is not what really an extrovert person is having. According to many researchers, these people will go to extremes to make other people like them and disapproval from any one can put them under a lot of pressure and stress. Extroverts have trouble understanding life until they have lived it. When extroverts are feeling bad, low in energy, or stressed, they are likely to look outside themselves for relief. They are energized from without, and they look for meaning outside themselves. Extroverts make up about 75% of the American population.

Introverts are motivated from "within" and they are oriented towards the inner world of ideas, imagery, and reflection. Introverts get their energy from within rather than from the outside world. An introvert values quiet time alone for thinking while an extrovert wants time with others from action. Introverts believe that they cannot live life until they have understood it. They are seen as reserved, quiet, shy, aloof, and distant. When an introvert is tired, stressed or feels bad, he is likely to withdraw to a quiet place and engage in reflective activity. Introverts look to the inner world of energy and meaning. Approximately 20% of the American population is introverted (cited in Keirsey 1998).

The distinction between introversion and extroversion which was introduced by Jung and has been measured by Eysenck (1979), refers, on the one hand, to the tendency to withdraw from social interaction and on the other hand, to the tendency to being outgoing and interested in people and things in the environment (extroversion) . He adds that if we emphasize the interpersonal aspects of language learning, extroversion would be an asset, but introversion might well be regarded as advantageous to the systematic study of a language. To be sociable and outgoing is not only a popular stereotype of the good language learner, but also it has some support from a few studies (for example, Pritchard 1952; Pimsleur *et al.*, 1966) . To be outgoing and inhibited is often also recommended as an appropriate strategy to be adopted by learners particularly in the development of communicative skills (for example Rubin, 1975; Naiman *et al.*, 1978) (cited in Stern, 1983).

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Jung (1923) believed that every individual has tendencies in both directions, although one direction generally predominates. Likewise Myers & Briggs (2000) adds that every person is sometimes introverted and sometimes extroverted, but it is apparent that some individuals have a preference for one more than the other.

Review of the Related Literature

Jung's theory of psychological type is one of the most comprehensive theories to explain human personality. He categorized and explained individual differences in terms of function and attitude. He believed that individuals, who mean to function well, must have a way to perceive the stimulus and to make a proper respond i.e. making a decision or judgment through thinking or feeling. He added that the two attitude types introversion and extroversion, describe how an individual prefers to engage the environment and to use the four basic mental functions such as sensing, intuition, thinking, and feeling (Wicklein & Rojewski, 1999). Although the Jungian concept of INT & EXT is clearly identified in each of the sixteen MBTI personality types, the other models do not include this dimension (cited in Myers & Briggs, 2000).

Eysenck (1975) arranges a research about the relationship between extroversion and language learning. He concludes that there is "negative relation between two personality traits" (cited in Kiany, 1997). Gray *et al.*, (1974) "measures the personality traits of a sample of university students taking part in French program" and they conclude that "introverts outperform extroverts on their grade point average of French courses" (cited in Kiany, 1997). Guiora *et al.*, (1972) conducts a research about "the relationship between learner personality and achievement under the condition of some instructional treatments". Kelly names "six out of seven groups of this criterion measures", introvert-stable, they have "highest mean among the groups in EPI". He names "the second highest set of group means". The introvert-neurotics (cited in Asadi, 1997). Guiora *et al.*, (1972) conduct an experiment about emphatic individuals. They conduct that "emphatic person may more success in second or foreign language learning" and there is "an interrelation between empathy and good pronunciation" (cited in Asadi, 1997). Chastain (1975) concludes that there is "strongly significant negative correlation between final course grade and anxiety test in a French language class" (p. 159). Chastain (1975) investigates "the relationship between some affective variables including extroversion –introversion and language learning of university students learning French, Spanish, and German". She concludes that there is "a positive relationship between extroversion and final grades of Spanish and German learners", and there is "no relationship between extroversion –introversion and the final grades of French learners" (cited in Kiany, 1997).

Gray (1970, 1972, 1974) discusses that "introverts are more likely to experience anxiety than extroverts". He mentions that "since anxiety always decreases processing effectiveness, it follows that introverts must exert additional effort in order to perform the main learning task under non-distracting conditions as efficient as extroverts". He concludes that "it doesn't mean that the achievement of the introverts is less than extroverts" (cited in Asadi, 1997).

Swain (1984) investigates "the influence of extroversion, sociability and talkativeness on French performance of sample of kindergarteners enrolled in a French immersion program".

He concludes that there was "no impact of the predictive variables on both comprehension and production tests of French" (cited in Kiany, 1997).

Using audiovisual stimuli brings sight, hearing, and kinesthetic participation into interplay, which gets students across the gulf of imagination into the "real experience" in the first place. Meanwhile, the task-oriented activities give students a purpose to talk. Ideally, the flexibility and adaptability of these activities are essential if the communicative needs of learners are to be met. With the limited time available in class, it is necessary to follow open language experiences with more intensive structured situations, dialogues, and role-playing activities. These will give students both the chance and confidence actually to use the language.

In conclusion, speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking

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effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities will gradually help learners speak English fluently and appropriately.

MATERIALS AND METHODS

Methodology

In order to have homogeneous subjects a standard validated TOEFL test was administered to 150 intermediate English language learners. By computing the mean and standard deviation of the TOEFL test the learners with one standard deviation above and below the mean were selected to take the EPI. The EPI consists of ninety Yes / No questions which should be read once and be answered quickly with a pen so that they cannot change their answers.

Then the answer sheets were corrected according to the (E) scoring key. Based on the EPI scores, 30 extroverts and 30 introverts were selected. It has to be mentioned that the number of Extrovert people is at least three times more than Introvert ones, and that caused a lot of problems in getting adequate samples. Fortunately as a teacher at the ILI, the researcher had the chance to teach all Intermediate classes for one term and make for this shortage easily. The two terms of Introvert and Extrovert seemed to me to be completely separable groups which can be defined very easily. When the researcher gave the Eysenk test, she found out that this is sometimes only a little difference in personality. This can affect the results to fluctuate to the degree of being Extrovert or Introvert.

Sometime later the selected subjects were interviewed and their answers or explanations were recorded to be rated by three people.

The subjects were taught some speaking materials in two different methods: The two control groups (one Extrovert and the other one Introvert) were given the texts and taught according the usual method practiced at the ILI (Iran Language Institute) (Audio-lingual). The two experimental (Extrovert and introvert) groups were taught by the use of audio-visual aids (film) for some fifteen sessions and then interviewed and tested again.

The recorded interviews were given to the raters to be rated again. Each subject's performance was compared to his first interview to find out how much progress they have made. The researcher also made a comparison between the four groups considering their grammar and writing ability which has to be excluded from this research paper. Sometimes the interviewees were asked to use specific reasons and details to support their answers", directly thinking in English as far as possible. As they were intermediate students and during the four previous terms they had lots of practices in speaking (giving summary and asking and answering questions and dramatizing the dialogs) they were able to do that habitually. Although some of them may have used mind translation on and off, the raters tried to consider all these points and apply them in their ratings. In order to get a better result their teacher announced that their scores on these compositions will be regarded as their class activity scores, so that the subjects take the matter seriously.

Three raters made assessments of the interviews. They were all experienced English language teachers. All of them had MA degrees and had been teaching more than 15 years. As they were the researcher's previous colleagues, they were eager to help. The raters had no information about the subjects' background in order to decrease the halo effect. The raters were asked to follow the norms they follow in levelizing students who register for the first time at the ILI.

Next the average of the three scores was computed to reveal each subject's score.

Finally, the scores of each personality group i.e. INT & EXT and the scores related to their speaking ability were analyzed through applying correlational procedures.

RESULTS AND DISCUSSION

Results

In order to test the null hypotheses of the study, a two-way Anova was carried out whose results are displayed (Tables 4.7) and discussed as below.

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Table 1: The SPSS output for two –way ANOVA

Between-Subjects Factors		Value Label	N
Treatment	1.00	Experimental	60
	2.00	Control	60
Extroversion/introversion	1.00	Extrovert	60
	2.00	Introvert	60

Table 2: Tests of Between-Subjects Effects

Tests of Dependent Variable: VAR00002	of Type III Squares	Sum of Df	Mean Square	Between-Subjects Fs	Effects Sig.
Corrected Model	406.800(a)	3	135.600	1.500	.218
Intercept	762888.533	1	762888.533	8438.818	.000
TREAT	182.533	1	182.533	2.019	.158
Learning Style	112.133	1	112.133	1.240	.268
TREAT * Learning style	112.133	1	112.133	1.240	.268
Error	10486.667	116	90.402		
Total	773782.000	120			
Corrected Total	10893.467	119			

a R Squared = .037 (Adjusted R Squared = .012)

To test the null hypotheses of the present study, the researcher compared the performance of the extroverted and introverted students taught in audiovisual and non-audiovisual classes. Two-way Anova was run in spss to compare the performance of the following four groups.

	Experimental	Control
Extroverted	30 students	30 students
Introverted	30 students	30 students

The sig. values for all the three types of comparison, as shown in Table 4.8 were greater than the cut-off .05. Therefore, it was concluded that neither the treatment (using audiovisual materials) nor the students' learning style (extroversion versus introversion), nor the interaction between the treatment and learning style significantly influenced the subjects' performance.

Results of the Comparison of Treatment Styles

The above table shows the difference between the two groups on speaking skill after the treatment was applied. This can show that "Audio-visual" groups are generally more proficient than the "Non audio-visual" groups.

Although the difference is not very great, (.158) it is noteworthy. The difference between the lowest score and the highest score is much more than the difference between the lowest and highest score in the extrovert group. The scores among the extrovert learners have more affinity, but the means of the two groups show that the difference cannot be taken into consideration and therefore the hypothesis is

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rejected. Naturally the null hypothesis as: “There is no relationship between introversion / extroversion and the ability in developing fluency in speaking using audio-visual aids”, has to be accepted.

Results of the Comparison of Personality Types

The above analysis also shows a comparison of the two introvert groups and two extrovert groups and their speaking ability progress after the treatment application. The first point is the ignorable positive effect of audio-visual aids on extroverts’ speaking ability. In both introvert and extrovert groups that received the treatment through audio-visual aids the students did a better job and made more progress. But the sig. values for all the three types of comparison, as shown in Table 4.8 is greater than the cut-off .05, which statistically cannot be taken into consideration while the difference in the extrovert groups is .268. This can show there is a difference between extrovert and introvert students, regarding being affected by audio-visual aids, but there again the difference isn’t noteworthy. The other feature which of course isn’t reflected here is the apparent attention span of the two experiment groups. During the time the film was being played the extroverts, despite their apparent ignorance, paid attention to the film and whenever I gave a pause to the film and asked them a question they could answer it. The other group-introverts-were more quiet, when asking a question revealed that they didn’t pay full attention to the film and got distracted more than the extroverts.

Concerning the interaction between the treatment style and personality type, the analysis run in SPSS shows that a sig is .268 which less than the cutoff point. Therefore the researcher came to conclusion that the interaction between the above mentioned factors is not noteworthy and can’t be taken as a decisive factor of learning into consideration. Considering the three foregoing analyses the three null hypothesis are all accepted and the research hypothesis is rejected.

Discussion

Having conducted the experiment, the researcher used a two-way ANOVA for the computation of the data. Testing the null hypothesis involved the computation of the effect of audio-visual aids on introversion /extroversion personality type speaking. The result of the hypothesis suggested that there is a significant correlation between extroversion. In other words, the stronger a student's preference toward extroversion, the better performance on speaking.

Other results in this study represent an insignificant relationship between introversion and speaking and in contrast an insignificant relationship between extroversion and speaking. The results of this study cast doubts on the idea that students who are more apparent active participants in second language learning environment acquire more proficiency in all aspects of the language than those who are less actively involved. Instead, the mental procedure effective in learning a foreign language must be more paid attention to.

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