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**TEACHER'S PERCEPTION TOWARDS THE  
IMPORTANCE OF EXTROVERSION IN  
IMPROVING EFL LEARNER'S INTERLANGUAGE**

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fulfillment of the Requirements for the Degree Master**

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## ***Dedication***

*This dissertation is dedicated to those who supported us enough to complete this work, parents, siblings, friends, family and our supervisor, to everyone who left a mark to our lives*

## **Acknowledgment**

*In every conceivable way, without Allah none of this would ever be accomplished, for*

*That we thank Allah.*

*An eternal gratitude goes to our supervisor Dr. Mourad TOUATI, the fountain of*

*Guidance and advice, without him this work would never be brought to light.*

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*research would not have been achieved*

## **Abstract**

Though extraversion is one of the most required personality traits in language learning and teaching area, it is still a relative aspect among EFL learners based on their learning styles . The present conduct investigates teachers' perspectives on the significance and importance of extraversion in improving EFL learner's interlanguage. To conduct this study, the qualitative approach was adopted. To support this approach,an interview was used to collect data. The analysis of data demonstrates that teachers have positive attitudes towards the importance of extraversion in second language learning. In addition to EFL learners' interlanguage improvement, extraversion helps them to develop critical thinking and autonomy. Moreover, the findings reveal that extraverts are easy to engage with and easily immerse themselves within second language context. The fulfillment of the study was hoped to collect teachers' teacher's views on the significance of extraversion and its effectiveness for a better second language learning improvement.

**Key words:** extraversion, interlanguage teacher's views, second language learning and teaching, EFL learners

## **List of acronyms**

**EFL:** English as foreign language

**IL:** Interlanguage

**SLA:** Second language acquisition

**FL:** Foreign language

**TL:** Target language

**MT:** Mother tongue

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## **eneral introduction**

Language learning is believed to vary depending on individual characteristics ( Skehan, 1989). The learners' individual differences that include personality have become essential features within language learning. However, studies in learners' individual differences have failed to produce a consistent research results ( Lalonde& Gardner 1984 ; Skehan 1989).

One of the undeniable facts is that all learners have different personalities. In conjunction to this fact and within language context, many personality traits have been proposed to affect learners' interlanguage development and their second language learning ( Lightbrown&Spada, 2006). Personality is defined as those features of an individual that account for consistent patterns of feeling, thinking and behaving " ( Pervin& John, 2001, p. 4 ). It is generally conceived of as composed of a series of traits such as extraversion/introversion and neuroticism/stability ( Ellis, 2008 ).

Personality makes a difference in how people learn and what they learn (McCaulley& Natter, 1980). Hence, it becomes an important construct in language learning together with linguistic, affective, motivational, and demographic factors (Carrell et al., 1996). As with many constructs, there is a two-way relationship between personality and language learning which means that personality can influence second language learning and second language learning can also influence personality development (Ellis, 1985).

## **Statement of the problem**

At a time when no systematic research was being conducted on second language acquisition, Selinker proposed that a linguistic system (interlanguage, or IL) underlies the

learners' produced language when they attempt meaningful communication using a language they are in the process of learning (target language).

He called for research to compare the structure of that learner language with the structure of the learner's native language and the target language, and to identify the psycholinguistic processes that shape interlanguage over time. This call initiated a flood of research studies and the establishment of the field of second language acquisition (SLA) (Elaine Tarone, 2018). Moreover,

When dealing with personality traits and factors involved in language learning it is seemd that there have been very few number of studies conducted to find the relationships between personality traits and language learning, in addition to this, there have been also a few second language studies based on the Big Five model (Ellis, 2008, p. 676) which is expected to renew interest in the study of the role of personality factors in language learning (MacIntyre & Charos, 1996). Furthermore, up to now, far too little attention has been paid to teachers perception towards the importance of extroversion in improving EFL learners interlanguage, therefore this study set out to investigate their perceptions towards extroversion and EFL learners interlanguage

### **Aim of the study**

The main objectives of this research is to

- investigate the relationship between extroversion and interlanguage
- to find out how extroversion enhance interlanguage
- to shed light on teachers perceptions in general in former studies

### **Research questions:**

- Does extroversion impact EFL learners interlanguage ?
- How can extraversion impact EFL learner's interlanguage?

- What are teachers' perceptions towards the importance of extraversion in improving EFL learners interlanguage?.

## **Hypothesis**

In the light of the questions mentioned above the following hypotheses are formulated

- Extroversion may impact EFL learners interlanguage
- Extroversion may improve EFL learners interlanguage psychologically and cognitively
- Teachers may find extroversion a valuable personal trait in improving EFL learner's interlanguage. They may also find value in encouraging EFL learners to be more extroverts in order to improve their interlanguage.

## **Research Methodology**

To reach the objectives set for this study, the descriptive method is adopted due to its effectiveness and appropriateness; qualitative and quantitative research designs were used for finding answers to the research questions and verifying the hypotheses, and the random sampling technique was selected in choosing participants.

## **Sample of the study**

The population of this study is EFL teachers at the English language department at the University of Mohamed Boudiaf- M'sila

## **Thesis structure**

The present study comprises of two chapters. The first chapter, as a theoretical framework of this investigation, an overview of extroversion and it's relation with second language learning .and a brief clarifications about the concepts of interlanguage and how does

extroversion affect EFL learners interlanguage .However, the second chapter is a detailed description of the methodological and practical façade of this research. It sets out the research method and provides a detailed analysis that will be obtained from data gathering tools are used.

### **Limitation of the study**

Readers should bear in mind that the authors are guided by the answers of specific number of respondents reporting teachers' opinions in precise settings; therefore, the results of the current conduct cannot be generalized to a broader national population of EFL teachers. Another potential problem was the corona virus pandemic. Due to the social distancing restrictions; the authors could not get in touch with the teachers to interview them.

**Chapter one:**

**Extroversion**

**and**

**Interlanguage**

## **Section one: Extraversion**

### **Introduction**

The concept of extraversion is very important in the understanding of second language learning, as claimed by many researchers. Extraverts have a tendency to seek out the company and stimulation of other people and enjoy engaging with the external world. These individuals thrive on excitement, and are enthusiastic, action-oriented people, in other words, they like to be the center of attention

#### **1. Definition**

Extraversion is often identified with energy and enthusiasm, it describes "an energetic approach to the social and material world" (John & Srivastava, 1999, p. 121). Nowadays, it is referred to as the tendency to experience positive emotions related to the expectation or enjoyment of reward (DeYoung et al., 2007). This trait is characterized by "a keen interest in other people and external events, and venturing forth with confidence into the unknown" (Ewen, 1998, p. 289), which describes it as an interpersonal dimension. A conceptual definition of the term implies an approach toward the outer world (social and material) of lively nature, including traits of friendliness, activity, confidence, and positive emotionality (John et al., 2008). It involves a focus on social interaction, pertaining to an energetic, passionate, and bold approach to life and to social relations (Digman, 1997). (EwaPiechurska-Kuciel, 2020. p 48)

Moreover, Eysenck describes extraversion as the degree to which a person is outgoing and interactive with other people, moreover, it is a personality feature consisting most of all in sociability with an element of impulsiveness. He designated extraversion as

one of three major traits in his P-E-N model of personality, which also includes psychoticism and neuroticism (Eysenck, 1950).

Also according to R.E. Lucas, E. Diener. Extraversion is a broad personality trait that encompasses a number of more specific characteristics such as sociability, assertiveness, high activity level, positive emotions, and impulsivity.

A definition of extroversion – introversion considering the affective and cognitive dimensions is done by Depue and Collins (1999). To them extroversion is composed of two major dimensions termed interpersonal engagement and impulsivity. Interpersonal engagement refers to being receptive to the company of others and agency means seeking social dominance and leadership roles, and being motivated to achieve goals. In addition, impulsivity refers to need for excitement and change for risk-taking, adventure sameness and sensation seeking.

While the definition of Depue and Collins (1999) has been used in psychology literature, Busch (1982) and Brown (1993) use slightly different definitions that have been used in SLA research. Brown (1993, p. 146) makes a cognitive definition of extroversion-introversion and states that extroversion is “the extent to which a person has a deep-seated need to receive ego enhancement, self- esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself”. In addition to Brown, Busch (1982), who conducted a study to explore the relationship between extroversion-introversion tendencies of students and their proficiency levels in English as a foreign language (EFL), provided definitions of extroversion-introversion. Busch (1982, p.111) defines states that “extroverts tend to seek stimulation from the environment to increase arousal level, while introverts attempt to seek a reduction of stimulation. The behavioral differences are such that extroverts seek out the presence of other persons, enjoy social activities and talking, tend to act aggressively and impulsively and crave excitement” ( FundaAbali, 2006 ).

## **2. The functions and the Cognitive processes involved in extraversion**

### **Jung's typology (approach)**

Jung proposed two general psychological types (personality attitudes), called introverted and extraverted. They reflect the sources and direction of the flow of energy passing between the two worlds. Extraverted people are energized by interacting with their external surroundings, thereby orienting themselves to the world outside (Berens, 1999). On the other hand, introverts with their inward orientation get more energized by private, reflective activities. Additionally, aside from general orientation, he took into consideration the mental activities (also called functions, modes of orientation or cognitive processes) performed in these worlds. The functions were then split into dichotomous opposites. One of the mental activities was perception or "the process by which the brain organizes and interprets sensory information" (Wade & Tavris, 1993, p. 156).

For Jung, it was an irrational process beyond reason, divided into two opposites: Sensing and Intuition. The first one designated the process of becoming aware of tangible and concrete information by means of the physical sense organs (Sharp, 1987), while Intuition involved gathering conceptual, abstract and theoretical information. The other type of mental activity is judging, a rational process, a decision-making function involving the organization, evaluation and concluding of information (Berens, 1999). Again, it is divided into two opposing types applied in the two worlds: Thinking and Feeling. Thinking judgments involve objective criteria, while Feeling judgments (evaluations) are formed with values that are personal, interpersonal and universal. Jung speculated that the functions were not used equally, but one mode (judging or perceiving) dominated in an individual, while the other mode served an auxiliary function. In this way, he established the hierarchy of functions with

auxiliary processes providing "balance to the dominant processes" (Berens, 1999, p. 4) (EwaPiechurska-Kuciel, 2020, p. 13).

### **3. Types of extraversion**

Based on what has been mentioned before, Jung described four basic personality types, according to the predominance of one of the four functions (dichotomies), in reference to both worlds, which led to the establishment of eight types: four introverted types, and four extraverted ones with one function dominant. These would be: extraverted or introverted sensation, extraverted or introverted intuition, extraverted or introverted thinking, extraverted or introverted feeling.

For example, first, an extravert with the dominance of the function of thinking judgments (extraverted thinker) is primarily governed by reason and "objectively oriented intellectual formulae" (Jung, 1923/1949, p. 611), showing stable emotions and intelligence. Extraverted thinkers are the most structured and decisive extroverts. They aim to impose logical order on their external environment in as efficient a manner as possible. These extroverts are goal-oriented and aggressive – they see a clear path between where they are and where they want to be and they are perfectly comfortable navigating their environments in any means possible in order to get there.

They gain energy through working with others to achieve their goals and taking hold of those hard-earned achievements. They are not the warmest extroverts, but they do genuinely enjoy the company of others and they are primarily motivated by external achievements.

What extroverted thinkers enjoy about social gatherings are the networking opportunities they present, as well as the opportunity to gauge their own achievements and social status against others' (not necessarily in a petty way, but as a means of benchmarking their own progress). These types will often be found trying to 'charm' or entice others who can help them professionally, as they almost always have business on their mind.

Second Extraverted intuitive, extroverted intuitive are the least stereotypically extroverted extroverts. They gain energy primarily through exploring abstract ideas about the world and speculating over various possibilities for the future. They are extroverts primarily in that their thoughts are oriented externally, toward the world of experiences they could have. These extroverts feed off the mental energy of others in order to form new ideas and come to intellectual conclusions. They particularly enjoy engaging in friendly debates and bouncing ideas off others. If others are uninterested in engaging in such conversations, the extroverted intuitive is likely to go engage their plans and ideas alone, extroverted intuitive often enjoy speculating about how a social gathering might go more than they enjoy the actual social gathering itself, they are maximally energized by the feeling that 'Anything could happen.'

At a social gathering, you are likely to find extroverted intuitives excitedly discussing an idea in the corner of a room with someone who intrigues them. They may also spur friendly debates or intellectual conversations with a group, their Intuition (e.g., focus on objects) supports their rational decisions by allowing them to envision a wide spectrum of possibilities in a situation.

Third, Extraverted Sensors, extroverted sensors are energized and inspired by the physical world that surrounds them. They are keenly in tune with every sight, sound, smell, taste and touch that enters their awareness – they gain energy by engaging in each new sensory experience. These extroverts may be particularly interested in athletics and other physically intense experiences. They take in people the way they take in everything else – by noticing how people look, smell, and sound and hold themselves. Their preferred method of socializing is one in which they are sharing experiences with other people – they'd rather bond over doing something fun together than over a long conversation, what extroverted sensors love about social gatherings is the intense stimulation of being introduced to new people whom they haven't 'taken in' before. These extroverts particularly enjoy the sensory stimulation that clubs, raves and other such entertainment venues provide – they can almost physically feel the energy that is present in such environments. Extraverted sensors, with the assistance of sensation (e.g., pleasures), aid their outwardly determined reason, with its concern with practicalities, and attention paid to details. Fourth and last, Extroverted Feelers, they are the most stereotypically extroverted extroverts in that they gain energy primarily through interacting with people. They enjoy listening to, learning about and sharing experiences with others in just about any fashion – be it a long, in-depth conversation or a simple exchange of small talk. Others' joy and pain is their joy and pain. Though they certainly require alone time every once in a while (all extroverts do), extroverted feelers require the least amount of alone time out of all extroverted types. People are their main joy and inspiration in life and it doesn't matter how or in what capacity they're interacting with others – as long as there's a plethora of people present whose energy they can feed off, what extroverted feelers love about social gatherings is the chance to interact with various people, learn about the lives of those people and form new interpersonal connections. They also enjoy

the validation they receive from others in social situations and they feed off the positive social energy that abounds. At a social gathering, you will usually find them chatting with many different people and making sure everyone feels comfortable and happy, their Feeling mode (likes, dislikes, moods, etc.) remains suppressed, with virtually no interest in subjective and personal values.

It is important to note that Jung believed everyone embodied both extroverted and introverted traits. Therefore, an extroverted thinker may also be an introverted intuitive. Or, an extroverted sensor may also be an introverted feeler, in fact, Jung believed that we all possess two extroverted cognitive functions and two introverted cognitive functions. Therefore, an extroverted intuitive may also be an extroverted thinker, to a lesser degree. However, some of these functions are mutually exclusive (For example, an extroverted sensor cannot also be an extroverted intuitive – though the two have traits that overlap). For an in-depth explanation of the Jungian cognitive functions

#### **4. Features of extraversion**

Eysenck was one of the first to try to describe the core features of the extraversion and developed scales to assess personality, the Maudsley Personality Questionnaire, MPQ, (H. J. Eysenck, 1959), the Eysenck Personality Inventory, EPI, (H. J. Eysenck & Eysenck, 1968), the Eysenck Personality Questionnaire, EPQ, (S. B. Eysenck & Eysenck, 1975), and the Eysenck Personality Profiler, EPP, (H. J. Eysenck & Wilson, 1991) Some of the items for the MPQ and EPI were adapted from Guilford which led to an interesting debate as to the proper structure of extraversion. The instrument Guilford developed to measure personality, the Guilford Zimmerman Temperament Survey, GZTS, (Guilford & Zimmerman, 1949), identifies a higher order factor called introversion-extraversion, which reflects a dimension similar to Jung's in that introversion is described by reflective behavior.

However, the extraversion pole of this scale is similar to extraversion as measured by Eysenck's EPI, as extraverts are described as lacking restraint and exhibiting impulsive behavior. Another higher order factor identified by the GZTS is called social activity, which contains aspects similar to the sociability part of Eysenck's extraversion. Subsequent analyses of the structure of the EPI and the EPQ showed that the biggest difference is that extraversion in the EPI contains an roughly equivalent amount of sociability and impulsivity items, whereas the EPQ contains many more sociability than impulsivity items (Rocklin & Revelle, 1981). (Joshua Wilt & William Revelle, 2008)

Five factor Model. Costa and McCrae's (Costa & McCrae, 1992a; McCrae & Costa, 1997) five factor model of personality (FFM) is composed of personality dimensions similar to the Big 5 and also defines extraversion as a primary factor. The FFM assumes a hierarchical structure with each higher order factor seen as the result of six lower order facets. In the case of extraversion the facets are Warmth, Gregariousness, Assertiveness, Activity, Excitement Seeking, and Positive Emotion. The FFM is primarily associated with the NEO-PI-R (Costa & McCrae, 1992a) and the NEO-FFI (Costa & McCrae, 1992a). The core feature of extraversion in the FFM is thought to be the disposition to engage in social behavior. (Joshua Wilt & William Revelle, 2008)

## **5. Facets of extraversion**

According to Costa and McCrae, extraversion is represented by three interpersonal facets and three temperamental facets.

### **5.1 Interpersonal facets:**

#### **5.1.1 Warmth «friendliness»:**

Refers to a friendly, cordial, intimately involved style of personal interaction; by contrast, cold individuals are more likely to be formal and impersonal, with weak attachments to most other people. (Costa & McCrae, 2005). Furthermore, it refers to the process of making friends and forming close intimate relationships. If someone scores high on friendliness facet, it means they make friends quickly and have an easy time forming relationships; also they tend to be perceived by others as friendly which makes sense based on the facet name of friendliness. In contrast to this, if someone who scores low on friendliness facet, this means they tend to be viewed as cold and distant as they remain reserved and tend not to reach out to initiate a friendship (Todd Grande, 2018).

#### **5.1.2 Gregariousness:**

It means speaking to someone in relating to a number of people in the same time, in other words, it refers to the quality of associating and enjoying the company of others, gregarious people like crowds; they seem to relish sheer quantity of social stimulation. (Costa & McCrae, 2005). Also gregarious people tend to be social and like to interact with others within social gatherings (Todd Grande, 2018).

Generally speaking, Friendliness and Gregariousness (or the desire to be with other people) together make up what is sometimes called sociability, and like all the facets of any personality trait, they tend to be correlated and move together.

#### **5.1.3 Assertiveness:**

Assertive people are natural leaders, easily taking charge, making up their own minds, and readily expressing their feelings and desires, they speak out and take control of activities in groups (Costa & McCrae, 2005)

### **5.2 Temperamental facets:**

The three temperamental facets of Extraversion are activity, Excitement Seeking, and Positive Emotions. Extraverts like to keep busy, acting vigorously and talking rapidly; they

are energetic and forceful. They also prefer environments that stimulate them, often going in search of excitement. Fast cars, flashy clothes, risky undertakings hold an attraction for them. The active and exciting life of extraverts is reflected emotionally in the experience of positive emotions. Joy, delight, zest, and jocularity are part of the package of traits in the domain of Extraversion

Once again, all these dispositions are synergistic, working together to form a personality syndrome. Activity leads to excitement and excitement to happiness; The happy person finds others easier to get along with, and congeniality easily turns to leadership (Costa & McCrae, 2005). In addition to this, Todd Grande defines temperamental facets as the following:

#### **5.2.1 Activity:**

Active people have busy lives and also are energetic and always trying to stay moving, individuals who score low on activity level usually prefer life at a slower pace.

#### **5.2.2 Excitement-seeking:**

People seeking excitement are easily bored; they look for high levels of stimulations (bright lights, music) and take chances. People who score low on excitement-seeking level tend to be overwhelmed by a lot of stimulations and try to avoid them.

#### **5.2.3 Positive emotion**

It refers to people's mood and positive feelings, individuals with high level of cheerfulness have a lot of positive feelings including happiness, joy, and optimism.

### **6. Measurement of extraversion**

When it comes to measuring individuals personality traits, there have been two ways of measuring the degree of an individual's personality tendency. While, some researchers prefer to conduct personality inventory tests to be informed about their subjects' personalities, others make observations while defining their subjects' social or personal tendencies.

However, conducting an observation requires a very systematic and regular focus on the subject in a long period of time, which is not convenient for some studies.

Accordingly, most researchers both in psychology and SLA prefer to employ personality tests, since they are considered to be more reliable. Thus, personality tests, which identify the personality inclination of the subjects, have great importance for studies, which focus on the probable relationship between personality and language learning. The success of the studies depend on the validity and reliability of these tests. Eysenck and Eysenck (1985), who has done many studies on theory of personality, has developed different versions of personality test considering the main dimensions of personality. One of these personality test is the Personality Inventory Test (1985), which has been used in most of the studies (Rossier, 1976; Busch, 1982; Dawaele and Furnham, 2000).

Eysenck's scales for the measurement of personality among adults have been developed and refined over a period of nearly fifty years. One of the consequences of this process has been a progressive increase in their length. The early Maudsley Medical Questionnaire (MMQ) contains forty items (Eysenck, 1952), the Maudsley Personality Inventory (MPI) contains forty-eight items (Eysenck, 1959), the Eysenck Personality Inventory (EPI) contains fifty-seven items (Eysenck & Eysenck, 1964), the Eysenck Personality Questionnaire (EPQ) contains ninety items (Eysenck & Eysenck, 1975) and the Revised Eysenck Personality Questionnaire (EPQR) contains one hundred items (Eysenck, Eysenck & Barrett, 1985). This increase in length can be accounted for by the introduction of an additional dimension of personality within Eysenck's scheme (Eysenck & Eysenck, 1976) and by the psychometric principle that greater length enhances reliability.

There are, however, some practical disadvantages in long tests. In particular, there are numerous occasions when a research project would benefit from including a

Personality measure, but an additional ninety or one hundred item would increase the overall questionnaire to an unacceptable length. Alongside the full questionnaires, there has been also a series of shorter instruments. Eysenck (1958) developed two short indices of extraversion and neuroticism, each containing only six items, based on the Maudsley Personality Inventory. Subsequently, Eysenck and Eysenck (1964) developed another pair of six-item scales to measure extraversion and neuroticism, based on the Eysenck Personality Inventory. Floderus (1974) developed slightly longer indices of extraversion and neuroticism, containing nine items each, from the Eysenck Personality Inventory. The major limitation with these early short forms is that they are based on Eysenck's original two-dimensional (psychoticism, extroversion) model of personality, rather than on the three-dimensional model (neuroticism, psychoticism, and extroversion) promoted by the Eysenck Personality Questionnaire. However, the personality test used in present study, Eysenck Personality Questionnaire Revised-Abbreviated (Karanci et al., 2006), which is also an abbreviated form of Eysenck Personality Inventory Questionnaire (1985), has been developed and abbreviated on three-dimensional model of personality (neuroticism, psychoticism and extroversion) which it was originated from. Furthermore, with its use in studies conducted by other researchers and psychologists, its validity and reliability have been substantiated in terms of both the content and its application to and validation within the Turkish setting ( FundaAbali, 2006 ).

## **7. Extraversion and second language acquisition**

How can extraversion enhance EFL learners interlanguage ?

The foreign language classroom, with its challenges and variety can be regarded as a dynamic social environment or “the extravert’s natural habitat” (Wilt & Revelle, 2017, p. 71). It thus appears that extraverts may have the upper hand in this specific context. Their apparent advantage may be attributed to several factors, as suggested from the contents of the information included in Chap. 2. First of all, their generally experienced positive affect allows

them to identify many positive experiences connected with their foreign language learning process. Aside from that, they may also have the ability to balance positive and negative emotions, pairing low levels of anxiety and depression with high levels of positive emotions and activity (Røysamb et al., 2018). Consequently, they may outweigh their negative emotions, such as language anxiety, with positive ones. Positive emotions allow for subjective feelings of control, bringing about sustained effort and a perceived significance of accomplishment (Piechurska-Kuciel, 2017), and play the role of valuable resources for controlling negative emotional experiences in daily life (Fredrickson, 2013).

One of such positive emotions related to the SLA process is foreign language enjoyment (FLE), viewed as “a state of being satisfied with, or pleased about, one’s participation in an activity connected with foreign language learning and use” (Piechurska-Kuciel, 2017), when one’s needs are exceeded due to the accomplishment of something new or even unpredicted (Dewaele & MacIntyre, 2016). Hence, positive emotions, like foreign language enjoyment, are crucial for general FL success, making the experience of enjoyment essential to the learning progress. For this reason, more successful and active learners clearly have higher levels of FLE (Dewaele & MacIntyre, 2014). It can be expected that FLE may help to regulate LA levels as both emotions are interdependent (Dewaele & MacIntyre, 2016). Also, the positive relationship of Extraversion and Emotional Intelligence levels appears to indicate extraverts’ ability to regulate emotions, allowing them to handle L2 learning, especially communicative, situations with greater ease. Extraverts’ sensitivity to pleasant rewarding stimuli, alongside motivation to obtain future rewards (DeYoung et al., 2014) may be viewed as one of the influential qualities of a good language learner who intends to develop their L2 skills—on condition that more pleasant than unpleasant experiences are identified in the foreign language learning process, alongside such rewards, like growing language proficiency or good grades. As extraverts are socially oriented, the

social aspects of SLA can have a significant value for them, bringing about excitement and inspiration, producing their more proactive behavior (Wang et al., 2019). This can be demonstrated by means of verbal activity, such as verbosity and eloquence (de Vries, Bakker-Pieper, Alting Siberg, et al., 2009), so it may turn out to be extremely valuable in this specific context. Social orientation may allow them to enjoy communicative activities, like debates or dialogue presentations, which is not only likely to trigger their language development, but may also allow them to be at the centre of events and to gain attention of their peers and the teacher. Extraverts may as well be able to identify more positive affect when cooperating with classmates in group or pair work, which can be attributed to their warmth and gregariousness. In language testing situations, they may also perform well, especially in cases of speed and fluency tests (Sutin et al., 2019), as they take pleasure in competing under the pressure of time. Extraverted students' positive emotions tend to produce positive thoughts and cognitions, i.e., positive cognitive bias (Zelenski, 2008), that might also be related to the process of working on language activities. Their activity and inquisitiveness make them efficient learners who like to discover, hence inductive teaching may be of great use. Aside from that, the ambiguity embedded in language learning situations, both formal and informal, may be easily accepted, challenging their outgoing personality.

Consequently, they are ready to take risks (McCrae & Costa, 2003), such as volunteering to participate in unpredictable activities or to guess and pretend to know even when they are not sure. It may though be hard to foresee if these guesses may be well informed and accurate because guessing may also stem from the excitement and unpredictability of the situational aspects of L2 learning.

Accordingly, there may be severe drawbacks connected with the trait that may negatively impact extraverted learners' foreign language learning development. As far as the mentioned above overreliance on guessing is concerned, it may be claimed that instead of systematically

progressing with their interlanguage system, they may easily get satisfied with skills that are superficial and unreliable. What is more, their distractibility and impulsiveness can also be regarded as an obstacle, especially when assisted by demands that may not seem appealing enough to draw and sustain their attention. In effect, they may generate some negative emotions, such as boredom. This can be defined as a lack of engagement, effort, interest, enthusiasm and/or proso- cial conduct, involving the student's total non-commitment and withdrawal (Pawlak et al., 2020).

Boredom in the classroom setting comprises disengagement, dissatis- faction, attention deficit, altered time perception and decreased vitality, manifested in withdrawal and avoidance behaviours. When not stimulated sufficiently, extraverted language learners may assess their language learning process as monotonous and repetitive, unable to offer them an appropriate level of stimulation, challenge and satisfaction. Testing can be regarded as a type of such situation, especially when deeper, more effortful processing is required (Graham & Lachman, 2014). Hence, essays or complex projects may turn out to be too demanding due to extraverts' problems with long-term memory and reflective problem-solving (Matthews et al., 2003), which can constitute a serious disadvantage in the case of reasoning required in the SLA field. Extraverts tend to achieve academically when they take their work more seriously, so their happy-go-lucky attitude (Thompson et al., 2019) to learning may greatly disturb gradual and steady language acquisition. Another factor endan- gering their successful language progress is their preference for a lack of duty (Breil et al., 2019), which per se can be regarded as an obstacle because SLA requires hard work and dedication. Paradoxically, the social aspects of SLA may also induce some potentially thwarting stimuli. With high levels of their activity and gregariousness (Chamorro-Premuzic & Furnham, 2003a), they may quickly become disheartened, and may tend to fail their language classes. Yet, it can be expected that even in spite of these drawbacks, the foreign language classroom, regarded as a stressful and

complex environment with diverse stimuli, can offer extraverts chances for obtaining a variety of constructive, personality-related benefits, allowing them to perceive foreign language learning as a valuable learning experience ( Ewa Piechurska-Kuciel, 2020).

Extraversion has turned out to be one of the most willingly studied personality traits in the SLA domain, especially in relation to L2 competence and performance, though the trait has not always been assessed in a consistent manner. Specifically, the purpose of the study by Verhoeven and Vermeer (2002) was to examine the relations between components of communicative competence and the Big Five dimensions of personality in 213 primary school children (144 native Dutch speakers, 69 of a primarily Turkish or Moroccan background), 9–12 years old. Observational scales referring to the Big Five personality factors formulated for the teacher were used to characterize the children's personalities. The correlation analyses revealed that the L2 learners' Extraversion was related to strategic competence. The authors justified their finding by referring to its focus on the abilities allowing for compensating for limited language skills.

Azadipour (2019), on the other hand, intended to establish what kinds of personality types facilitated learners' competence in an intercultural context. 236 students of two Iranian universities with English knowledge at intermediate and upper-intermediate levels participated in the study. To assess their personality, the Myers-Briggs Type Indicator (Myers et al., 1998) was used. The differential analyses revealed greater general competence in cultural adjustment connected only with higher Extraversion. This result was ascribed to the extravert's tendency to be more culturally adaptable through their pursuit of novelty and social stimulation. It was also established that thinking and judging students were more tolerant of the ambiguities of foreign cultures than those with feeling and perceiving personality types. Among other personality traits there were Sensing, connected with higher levels of interaction, and also Feeling and Judging, allowing for more respect for otherness

than Thinking and Perceiving. It follows that intercultural understanding could be promoted by attending to specified student personality types.

The objective of the study by van Daele, Housen, Pierrard and Debruyne (2006) focused on examining L2 learners' speech production in two foreign languages in order to check the stability of the effect of Extraversion across different languages. At the same time, the study aspired to investigate the potential effect of Extraversion on the accuracy of linguistic fluency and the complexity of learners' L2 speech production longitudinally. The participants were 25 Dutch-speaking secondary school students learning both English and French as foreign languages in Flanders, Belgium. The Eysenck Personality Questionnaire-r (short version) was used to measure the learners' degree of Extraversion (Eysenck et al., 1985). It was revealed that Extraversion had an effect on the informants' lexical complexity in both FLs, but did not influence their accuracy scores or syntactic complexity or oral fluency measures in either language. The relatively weak effects were inconsistent over time, as the positive influence of Extraversion on lexical complexity disappeared for French and was even reversed for English. The authors argued that the effects of Extraversion might not be strong enough to compete with other cognitive, affective and contextual factors influencing the development of L2 proficiency (Ewa Piechurska-Kuciel, 2020)

The study by Ghapanchi, Khajavy and Asadpour (2011) examined the predictability of the L2 proficiency by personality and L2 motivational self-system variables in 141 Iranian EFL university students assessed with the use of the International Personality Item Pool (Goldberg, 1992) as a personality measure. The most important research results demonstrated that more extraverted students had higher levels of L2 skills, which predicted Ideal L2 self, and L2 Learning Experience. Together with Openness, Extraversion explained 13% of the variance of L2 skills. Contrary to expectations valuing Introversion, it appeared that Extraversion might be more appreciated in language learning because second language

learning involved assignments and actions beyond learning-by-doing ( Ewa Piechurska-Kuciel, 2020).

Furthermore, it has been hypothesized by many researchers (Skehan, 1989; Krashen 1981; Strong 1983; Busch, 1983) that extroversion or an outgoing personality positively contributes to second language learning process of a learner. While some researchers (Strong 1983; Fillmore, 1979) regard learners' social skills or ability to maintain verbal contact as factors promoting language learning, some other researchers (Busch, 1983; Rossier, 1976) directly point to extroversion as an indicator of success in SLA, since they relate sociability and tendency to talk to extroversion. Thus, it is suggested that extroverted learners, who tend to interact more, will be more likely to obtain more input. For instance, Ellis (1999, p.120), states that "since extroverted learners find it easier to communicate, they will be more likely to obtain more input". In addition, Skehan (1989, p.101) also offers support for the idea and states that many researchers (e.g. Naiman et. al., 1978) have suggested that "more sociable learners will be more inclined to talk, more inclined to join in groups, more likely to volunteer and engage in practice activities and finally more inclined to maximize language use opportunities in the classroom by using language for communication". Thus, "extroverts seem to benefit more in the classroom by having the appropriate personality trait for language learning, which is best accomplished by, according to most theorists, actual use of the target language" (Skehan, 1989, p.101).

Further support for this claim comes from Krashen's (1981) input hypothesis. He asserts that an outgoing personality may contribute to "acquisition". In his theory, language acquisition seems to be in relation with high exposure to target language.

Although input in Krashen's sense can be provided by the face-to-face interaction as well as input which is not directed to the learner, Krashen (1981) promotes the idea that it is a particular sort of input that is tuned to the proficiency level of learners which is especially

helpful in SLA. This fine tuned input, however, is provided by personal and face-to-face communication. In this respect, extroverts who might produce more output might receive more of this kind of personally addressed, fine tuned and therefore, acquisition fostering input ( Funda Abali, 2006).

Now the research goes from the theoretical background to empirical evidence. Strong (1983) for example, conducted a study on the relationship between social style and EFL proficiency. His subjects were thirteen Spanish-speaking kindergartners who began school with almost no English. The social styles examined in his study were talkativeness, responsiveness, gregariousness, assertiveness, extroversion, social competence and popularity. In this study, language measures were productive structural knowledge, play vocabulary and pronunciation. Strong (1983) suggested that language learners who are able to maintain the communicative interactions will be creating conditions that will help them improve skills in the new language.

According to another study done by Wakamoto (2000, cited in Adamopoulos, 2004) it was found that unlike their introverted counterparts, extroverts will ask for clarification more readily, thus receiving the input essential for developing an interlanguage (Adamopoulos, 2004).

Studies show that there is a high correlation between extroversion and oral proficiency as extroverts talk more, louder and more repetitively. They have higher speech rates, shorter silences, a higher verbal output, a lower type ratio and a less formal language while introverts use a broader vocabulary (Scherer, 1979; Furnham, 1990; Gill & Ovberlander 2002; cited in Mairesse, Walker, Mehl, & Moor, 2007). Extroverts also use more positive emotion words and show more agreement and compliments than introverts (Pennebaker & King, 1999; cited in Mairesse, Walker, Mehl, & Moor, 2007). While introverts prefer tasks in which they are assigned to memorize vocabulary and deal with grammatical structures, extroverts seem to be

in favor of communicative language learning tasks (Adamopoulos, 2004). Extraversion is also significantly correlated with contextuality which is based on high reliance on shared knowledge between conversational partners, as opposed to formality (Heylighen & Dewaele, 2002; cited in Mairesse, Walker, Mehl, & Moor, 2007).

One recent research carried out by Wakamoto (2000, cited in Adamopoulos, 2004) represented that more than introversive counterparts extroverts resort to "functional strategies" and "social affective strategies". These functions refers that extroverts tend to take more advantage to be more social and they use to learn by interaction with others and also try to remove or lower their anxiety in the time of language learning. Naturally extroverts can take more chances to develop their inter-language if it is compared with introverts.

According to Brown (2000, p.146) it has been answered by the SLA researchers that language success causes high self-esteem or high self-esteem cause language success. He referred that extroverts are more intended to focus on meaning rather than form and this is to be the linked with success of L2 acquisition.

Also, Crozier argues that extrovert learners integrate themselves with the targeted group and culture in order to develop their second language "interlanguage". They can make their learning way easier as well as vocabulary learning.

Applied linguists have been interested in psychological dimensions insofar as they are predictors of success in language learning. Dewaele Jean-Marc for example, set up a research design that combined concepts from personality psychology, applied linguistics, and bilingualism and focused on interpersonal communicative processes in French interlanguage. One personality variable, namely extraversion, was found to correlate significantly with temporal variables in participants' speech recorded in a stressful situation. However, a bibliographical search showed that very few SLA researchers had investigated the effect of extraversion on L2 production.

In his search for possible reasons for this lack of attention, Dewaele found the widely cited study of the “good language learner” by Naiman, Fröhlich, Stern, and Todesco (1978), who included extraversion in their research design but later dismissed the instrument to measure it, the Eysenck Personality Inventory (EPI). This exclusion led to a rejection in SLA circles of a perfectly valid and robust psychological dimension as an independent variable.

In their study, (Dewaele & Furnham, 1999), they reviewed 33 SLA studies that had included the extraversion variable, and we discovered that no systematic relationships were ever found between extraversion scores and linguistic variables or test results based on written material. Significant correlations were found in studies that used linguistic variables extracted from oral language. The strength of the relationship was found to depend on the task that the speaker was asked to perform. Correlations between extraversion and linguistic measures were much higher for complex verbal tasks than for simple ones, especially when the complex tasks were executed in stressful situations such as oral exams. No significant differences in linguistic accuracy existed between extraverts and introverts.

In 2000, they also carried out an empirical analysis of oral fluency indicators in French interlanguage and explored possible underlying causes of the better performance of extraverts than that of introverts. One such potential cause is the extraverts’ superior capacity in short-term memory, allowing them to maintain automatic speech production in stressful situations.

Lieberman and Rosenthal (2001) suggested that extraverts’ superior short-term memory capacity makes them more able to engage in multitasking and thus able to engage in nonverbal decoding when it is a secondary task. This ability to gauge the reactions of interlocutors contributes to the extraverts’ superior social skills.

Referring to this study by Lieberman and Rosenthal (2001), Dewaele wanted to demonstrate that this particular psychological variable, extraversion, has been unloved in the

SLA community for the wrong reasons. Researchers who developed appropriate research designs found that extraversion is a good predictor of fluency in oral L2 production (cf. Berry, 2004; Wakamoto, 2002). Moreover, this particular psychological variable allows the researcher to dig deeper into the neurological substrate of oral L2 production, opening up unexplored avenues of investigation in SLA ( Dewaele Jean-Marc, 2005).

Recent research highlighted the importance of short-term memory capacity in verbal production. Rosen and Engle (1997) found that only high memory span participants could perform complex verbal tasks fluently while monitoring their output. The low memory span participants on the other hand committed more errors and “did not have sufficient working memory capacity to allocate to all three of the retrieval components that required controlled attention“(p. 224). Cowan et al. (1998) conclude that rehearsal efficiency and short-term memory retrieval efficiency determine an individual’s memory span (p. 158). This generally confirms an earlier study by Roodenrys, Hulme, Alban and Ellis (1994) who found that accessibility and articulation rates of words retrieved from short-term memory were determined by their frequency (high frequency words being articulated faster) and by the age at which the speaker had acquired the word (words acquired later in life being articulated more slowly).

Dewaele and Furnham used Levelt’s (1989) model of speech production in which short-term memory plays a vital role. His idea that three autonomous processing components operate in the speech production process (the conceptualizer, the formulator and the articulator) is now widely accepted (Poulisse, 1997). The components work in parallel on different fragments of the message, which makes for a very efficient system. The intermediate representations are stored in different facilities when they become available. Message-parsed, internal speech and preverbal messages are stored in the working memory which also monitors the speakers’ own internal or overt speech (Levelt, 1989, p. 21). Bits of the surface

structure are stored in the syntactic buffer and stretches of the articulator plan are stored in the articulatory buffer for further execution as motor programs (p. 28).

These buffers are not considered to be part of working memory in fluent L1 production (Gathercole & Baddeley, 1993, p. 90). The situation may be radically different in L2 production however, because of the incompleteness of the learners' knowledge base and mental lexicon. Less automatic processing (Paradis, 1994) which forces them to attend to their processing problems at critical points (Temple, 1997, p.86). Temple (1997) states that L2 speech production need more working memory, with attention directed virtually at every stage of processing. She suggests that "the buffer system is proceeding quite differently from L1; and that working memory is being used to store and coordinate fragments processed by the formulator, before the next stage of processing" (p. 87).

As the working memory capacity is strictly limited (Gathercole & Baddeley, 1993), parallel processing breaks down and is replaced by serial processing with word-by-word or phrasal type of production (Temple, 1997). It thus appears that capacity in short-term memory is crucial for fluent L2 production.

Several psychological studies have indicated that extraverts are superior to introverts in short-term memory. M.W. Eysenck (1981) found that introverts take longer than extraverts to retrieve information from long-term or permanent storage (p. 204). One possible reason for this difference, according to M.W. Eysenck (1981), could be the overarousal of the introverts which would affect their parallel processing. Introverts would therefore be "at a disadvantage in any task (. . .) involving the processing of several different items of information" (p. 203). Matthews (1992), using a free recall experiment, confirmed earlier findings on the extraverts' superior short-term memory. The results provide "fairly direct evidence for

extraverts storing more information in the verbal input register“(Matthews & Dorn, 1995, p. 383).

Matthews and Dorn (1995) further suggest that “the low-level mechanism of passive, verbal storage appears to be the main vehicle for extraverts’superiority in Short-Term Memory“(1995, p. 384). Matthews and Deary (1998) point out that “the superior verbal processing functions of extraverts may help the extravert in conversation with others“(p. 231). The combination of the extraverts’speed of retrieval of information from memory and their higher degree of physiological stress resistance would explain their better performance in high-stimulation environments (Matthews & Deary, 1998) ( Dewaele Jean-Marc, Adrian Furnham, 1999 ).

The analysis of French interlanguage from Flemish speakers shows that the situation in which the speech production takes place plays a crucial role in the significance of correlations between extraversion scores and linguistic variables. Extraverts were found to be generally more fluent than the introverts, preferring more implicit speech styles and producing shorter utterances, thus, this helps them in developing their interlanguage. This pattern became stronger in the formal situation. The findings are very similar to those which emerged from psychological studies where task and situation were manipulated (Matthews & Deary, 1998). Complex tasks performed under interpersonal stressful conditions seem to differentiate extraverts and introverts more clearly.

## **SECTION two: Interlanguage**

### *Introduction*

The term interlanguage was first used by American linguist Larry Slinker. This is a unique language system because it is neither L1 nor L2, but at the same time it is similar to L1 and L2. This is the function of relatively systematic transition from the initial proficiency of language tonal proficiency. In the process of language acquisition, it is always regarded as an unstable language feature set produced by learners.. This section is going to consider definition of the variable under study, it also attempts to examine the theoretical foundations in which how CA and EA paved the way for interlanguage, the theoretical assumptions and significance of the theory .it also encompasses characteristics and importance of IL.

#### **1. Definition of Interlanguage**

Slinker pointed out that interlanguage is the independence of the second language learner system, which has a structural intermediate position between the mother tongue and the target language. In short, interlanguage is a language system between the mother tongue and the target language, and it is used by L2 learners. This system is different from learners' native language and target language in the aspect of phonetics, vocabulary, grammar, culture and communication function. It is a dynamic language system designed to correct the target language in the process of learning and progress. The system starts from the local language and gradually approaches the target language, but it is not equal to the target language.

Selinker (1972 & 1974) introduced the term "interlanguage" for the first time, calling it L2 system knowledge independent of L1 and L2. According to Richards et al. (1996), IL is a language that can be produced by FL/L2 learners who are learning or

learning a new language. From a cognitive perspective, IL refers to the independence of the L2 learner system, which includes the structural state between NL and TL (Brown, 1994).

It reflects the attempts of second language learners to establish a language system gradually approaching the TL system (Fauziati, 2011)

Interlanguage refers to the process of idiolect, that is, the learners' experiences with a foreign language, and who has not yet developed proficiency within the target language. Additionally, the language that learners use is not simply the result of differences between the language the learner already knows, and the language they are learning; but rather, interlanguage is a complete language system with its own methodical rules (Jackson & Birdsong, 2000; Abello, 2008).

Research indicates that the learner's interlanguage keeps some features of the first language such as writing, and speaking rules. These two characteristics of an interlanguage result in a system's unique linguistic organization. A learner's interlanguage is based on the 45 experiences with the second language; however, it can stop developing in any of its developmental stages. Interlanguage rules may be affected by many factors, including transfer, learning strategies, communication strategies, and overgeneralization of second language models (Fei & Li-Qin, 2016; Vanhove, 2013; Singleton & Muñoz, n.d.).

The interlanguage system for second or foreign language learners has some common principles and features, which are shared with other simplified systems (such as mother tongue, foreigner's language, and Pidgin).

## **2 .Theoretical foundation**

In the past 50 years, the role of L1 in the acquisition of L2 has caused heated debate, leading EA to surpass CA. A large number of empirical studies have shown that L1 and L2 are not always responsible for learners' errors (Bailey et al., 1974; Krashen et al., 1978;

Larsen-Freeman, 1991, 2002). Therefore, CA and EA paved the way for IL theory to describe the errors of L2 learners from its own perspective. Since learner errors are not always considered undesirable, they may be foreign language (FL) devices used by learners to test their hypotheses.

The emergence of Corder's idiosyncratic dialect concept (1967), Cooper's hypothesis testing theory (1976), Nemser's approximate language (1971; 1974) and Selinker's intermediary language (1972) proposed "an independent language system based on observable output , The result comes from the learner's trial production of a target language norm (Selinker, 1972:35).

In this regard, Othman (2004: 81) asserted that "these items refer to the same phenomenon, but they emphasize different aspects of it". Tarone (1988; 1990) declared that not only should IL be viewed from the perspective of the FL/TL system, but it should also be regarded as a language system with its own internal consistency. In addition, L2 learning involves the gradual development or progress from the learner's L1/mother tongue (hereinafter referred to as MT)/mother tongue (hereinafter referred to as NT) to FL/target language (hereinafter referred to as TL). In the process of language learning, the learner will naturally build a new language that is neither quotes his language L1 nor his L2. It is an independent language with its own language system. This new independent language system is called IL.

Selinker (1972 & 1974) introduced the term "intermediary language" for the first time, calling it L2 system knowledge independent of L1 and L2. According to Richards et al. (1996), IL is a language that can be produced by FL/L2 learners who are learning or learning a new language. From a cognitive perspective, IL's thriving creativity and literacy

IJALEL 4(3): 123-131, 2015 124 pointed to the splitting of the L2 learner system, which includes the structural state between NL and TL (Brown, 1994). It reflects the

attempts of second language learners to establish a language system, which is gradually approaching the TL system (Fauziati, 2011). Contrary to CA and EA, IL is not regarded as a process in SLA that is affected by L1 or L2. In other words, it is neither an L1 system nor an L2 or TL system, but an independent language system that exists independently. . IL can be found where second language learners express the knowledge they already have in the new language they are trying to learn. Selinker (1972) believes that IL, as a transition process between L1 and L2, can be observed and explored in the language of the learner. He believes that IL is "a rule whose rules share the characteristics of the social dialects of two languages, regardless of whether these languages themselves share the rules" (Selinker, 1972, Corder, 1981: 17 cited). According to him, the concept of IL is shown in Figure 1.

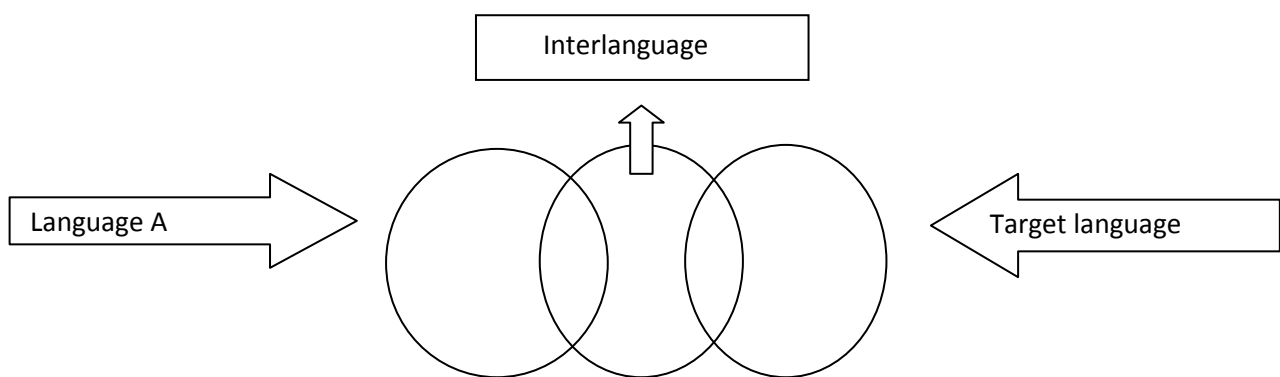


Figure 1. The notion of the IL. (Adopted from Corder, 1981:17). In this diagram, Language A represents the learner's L1 •

### 3. Theoretical assumptions

The appearance of the IL theory substantiated the shift in 'psychological perspectives' of L2 learning from a 'behaviorist approach' to a 'mentalist one'. Therefore, some of the IL's major assumptions were borrowed from the mentalist theories (Tarone, 2001).

In the L2 learning process, learners prepare hypotheses about their TL rules. These rules can be seen as the mental grammar that creates the IL system. Such grammar is susceptible to some influences, which may be derived from external and/or internal processing of the learner. In this case, it can be inferred that the learner's performance is variable. Therefore, learners can change their grammar from time to time by deleting rules, adding rules and rebuilding the complete system. This shows the role of IL in each stage of L2 learning. Validation and revalidation of hypotheses are carried out through the gradual process of L2 learning. Learners keep changing their IL until the TL system is fully formed.

The main theoretical assumption of IL theory is that when an FL/L2 learner tries to communicate in TL, he/she uses a new language system different from NL and TL. Selinker (1974: 35) supports this hypothesis, stating that IL can be "an independent language system based on observable output that is produced by learners trying to make TL specifications." He claimed that when every L2/FL learner tries to create a sentence, he/she will activate the "latent mental structure" (hereinafter referred to as LPS), which he defines as "an arrangement of formulas that have been formed in the brain". Mitchell and Myles, 1998; Larsen-Freeman, 2003, gave other assumptions Summarized as follows:

- (1) SLA is "the process of increasing the consistency of the unified TL" (590-591).
- (2) L2 learning is a gradual development from MT to TL.

(3) At each stage of the language learning process, learners cannot develop a system of certain rules, not NL or MT, nor FL or TL. The system is an independent language system.

(4) The language learning process includes hypothesis testing or rule formation

. (5) The mistakes of second language learners are natural.

(6) Many language learners have not achieved TL competence

As mentioned earlier, Selinker (1972) assumed the existence of IL as a result of different pronunciations (as observable data) of the same sentence created by L2 learners of TL and NL learners. Therefore, Selinker (1972: 214) proposed three sets of utterances, which are the psychologically related data of L2 learning and are the important theoretical predictions in the psychology of L2 learning in order to become the surface structure of the sentences produced by IL. These sets are as follows

(1) Utterances in the learner's MT produced by the learners.

(2) IL utterances produced by the learners.

(3) TL/FL utterances produced by NL speakers of that TL.

By identifying these three sets of discourses, investigations into L2 learning psychology can reveal psycholinguistic processes that may establish knowledge that triggers IL behavior. In LPS, there are some important concepts: psycholinguistic processes and fossilization

#### **4. Dynamicity of Interlanguage**

The interlanguage of L2 or FL learners is dynamic. Compared with some other forms of language growth, interlanguage are typically changing rather fast in development terms as learner's receive more input and revise their hypotheses about L2.

#### **5. Permeability of interlanguage**

The interlanguage system of the second-level learner is permeable. In a sense, the rules that constitute the learner's knowledge are not fixed at any stage, but they can be

modified. In many ways, this is a common feature of natural language, which will develop over time, just like the development of interlanguage.

## **6. Systematicity of Interlanguage**

Despite the variability of the interlanguage, it is still possible to detect the rule-based nature of the learner's use of the second language. He will not choose arbitrarily from the intermediate language rule base, but choose in a predictable way. His performance plan is based on his existing rule system, which is the same as the plan for native speakers based on the internal knowledge of the L1 system.

## **7. Fossilization**

The phenomenon of fossilization has aroused great interest among SLA researchers and has sparked important differences of opinion. Fossilization is an important part of the interlanguage process and occurs at a specific stage of interlanguage development. According to Selinker (1974), fossilization is considered to be one of the most important mechanisms of LPS. In SLA research, the concept of fossilisation is basically related to IL theory. Selinker (1972) believes that IL is the basic phenomenon of all SLAs. The fossilisation concept of Selinker is not much different from that of Tarone (1976), Nemser (1971) and Sridhars (1980). They have all tried to explore the source of fossilisation in IL for second language learners. His explanation is that "fossilisable" language phenomenon refers to language items, rules and subsystems. Regardless of the age of the learner or the amount of explanation or instruction he/she receives in the TL (Selinker, 1972: 215). He believes that many second language learners cannot reach the TL ability because they are affected by mistakes in the language learning process and stop somewhere. He pointed out that fossilization occurs at different stages of the language learning process. In the process of IL continuum, only 5% of L2 learners successfully reached the end of their IL continuum, while most learners did not do so (Birdsong, 2004). In other words, they cannot overcome fossilisation. When the L2 learner stops further development, his/her IL

will be fossilized. In this case, only successful learners will not become fossilized when they move continuously along the IL continuum. Towell and Hawkins (quoted from Han 2005: 13) Claim Even” after many years of native language learning, it is common for speakers to use their native language as a common language every day. It is often found that the speaker still has a strong foreign accent and uses non-native language grammatical structures. And has non-local intuition for certain types of sentences."

## **8. Psycholinguistic process according to interlanguage**

There are several factors that cause fossils. As suggested by Selinker (1972: 56), they are: "Language transfer, training transfer, L2 learning strategies, L2 communication strategies, and overgeneralization of TL language materials." The five basic processes of IL involve underlying psychological structures.

First of all, if the fossilizable rules in IL performance are confirmed through experiments, items and subsystems are generated by L1, then we are dealing with the process of "language transfer". Foreign language learners use their MT as a resource. Obviously, all learners rely on MT, mainly in the early stages of SLA. Secondly, when these fossilizable rules, subsystems and projects are the result of specific items in the training program, a process called "training transfer" will occur.

Third, if they arise because the learner takes a certain or recognizable approach to the presented input, a process called "L2 learning strategy" takes place. The second-level learning strategy is based on the goal of solving problems consciously, aiming to improve learning efficiency. When adopting or following appropriate learning strategies, L2 learners may realize their mistakes and make progress. Only successful learners can make full use of learning strategies to achieve their goals, while others cannot.

Fourth, if these fossilizable rules, items, and subsystems are generated by learners determining a certain method for communicating with native speakers, then we are dealing with "L2 communication strategies". These communication strategies are related to the skills that second language learners use to overcome the difficulties they may encounter when they are unable to express themselves due to limited or partial language resources. This strategy is considered a very important aspect of communication skills.

Finally, if they are caused by the obvious overgeneralization of TL and semantic feature rules, then we are dealing with "overgeneralization of TL language material" (Richards, 1974). These psycholinguistic processes are illustrated in Figure 2 below.

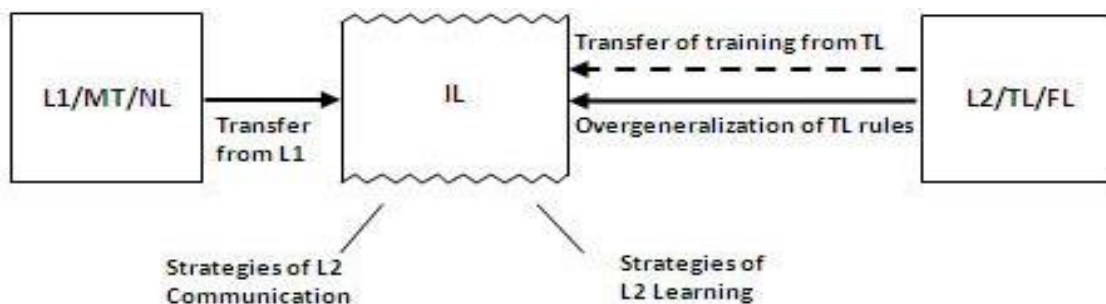


Figure 2 Fossilization determining process

After explaining these psycholinguistic factors that may lead to fossilisation, it is important to clarify the issue of IL variability.

## 9. Variability in interlanguage

Othman (2003: 81) claimed that "in the past thirty years, there have been more and more empirical and theoretical works on the change of interlanguage." She went on to say that due to interest in SLA research on IL, she has recently turned her attention to the concept of variability and systemicity in SLA theory. Ellis (2004) claimed that his

variability of IL is manifested by the nature of the tasks in which L2 learners participate. He believes that the performance of learners varies. They are implemented differently. Their performance is affected by learner participation. Therefore, they produce different styles according to different situations.

The variability of IL is defined by Foulkes and Docherty (2005:1) as follows

Variability is one of the characteristics of human speech. No two sounds are the same. No two words are the same. However, the variability of speech is not completely random or chaotic. On the contrary, it is produced by many specific sources, and may form a rule-controlled mode.

As Ellis (2004) confirmed that the variability of IL can be observed in the performance of NL and L2 learners. Possible Divided into two different types, namely systematic and non-systematic.

Systematic Types can be contextual or personal, and the variability of context may occur in language or context. In short, when the learner's performance is different from the language or situation, this difference happens because of the variability of the context. However, non-system types are divided into free variability and performance Variability. According to the locale, Othman (2003) revealed that such a locale refers to language environment, including various language elements, such as pronunciation, grammar Syntactic and semantic categories. "Situation" includes fields and methods such as discourse The person the speaker is talking to and the task the speaker is participating in" (Othman, 2003: 92). Therefore, when the same language learner makes two different situations, IL will change with the situation under the influence of these factors, the structure of the same form of TL.

## **10. Characteristics of Interlanguage**

There are four characteristics or observable facts of IL theory. These characteristics are discussed and examined below.

### ***10.1 Stability***

Stability is to show the consistency of using a certain rule or form in the IL learning field over time. In other words, L2 learners can see stability by using the same form twice. Henderson (1985) unexpectedly believes that this is not the case. What is clear to us is that a new linguistic hypothesis is needed to further explain the continuous manufacturing tendency of human beings

The same errors or mistakes, and gradually learn. When we found that this function of IL became less interesting, Tarone et al. (1976) decided to distinguish between two types of IL users. The first category is those related to IL. Its characteristic is stability, while another type is characterized by instability. The main problem comes from the decision

What kind of student is? The decision is based on the stability of the learner's IL.

### ***10.2 Systematicity***

IL is considered to be systematic, not a random collection of rules or items. IL follows a specific system of rules to make it systematized. Although these rules are essentially different from those of TL, IL has a specific set of rules. Despite the variability of IL, it is still possible to detect the rule-based nature of the learner's use of L2/FL (Kasper, 2001; Kasper & Dahl, 1991). Tarone et al. (1976: 97) pointed out that L2 speech can be called "systematic", "when it proves the internal consistency of the use of form at a single point in time".

As the point of criticism, it is not very clear before systematically considering the internal consistency of FL/L2 speech. More specifically, when a student learns a foreign language, the range of styles he/she uses is smaller than the range of styles used by native speakers of the language. This is because native speakers have a much wider range of styles

than second language learners, who have just mastered some styles and commands. It is said that such people have more style in their native language (NL), which is the L1 they have acquired and are familiar with (House, 2000, 2005 and 2009; Cheng, 2005).

### ***10.3 Mutual Intelligibility***

Adjemian (1976: 300) claimed that IL can be used in general for communication between its speakers. They can share different functions for communicating with natural language. Linguistically speaking, mutual intelligibility is a relationship between dialects or languages. In this relationship, users of different languages can understand each other to a certain extent without excessive effort. The intelligibility between languages may be asymmetric (Bent and Bradlow, 2003; Bent et al., 2008).

According to Henderson (1985), mutual intelligibility is an inherent attribute of language intermediaries, which makes them a member of human language. This considers the need to determine whether foreign language learners can communicate orally with languages other than their native language. If it is found that this is indeed the case, it means that the student can share an IL and is considered effective. If students are found to be unable to communicate with other languages, then they will be deemed to have non-native grammar, thus making them unable to make IL native speakers appear (Bent & Bradlow, 2003).

. It is important to determine whether a learner in one FL class can communicate and understand the needs of another student in another class who is studying FL. If it is found that this is indeed the case, then the student will reach IL. If not, then it will be assumed that they do not (Darling-Hammond & Youngs, 2002). Therefore, if students can understand each other, then they should have an IL. In case they can't, obviously they won't. If they have one, they may be able to understand each other.

## ***10.4 Backsliding***

Backsliding is another function of IL. All foreign language teachers are familiar with the concept of backsliding. This means some form of IL proficiency in TL, followed by loss of form, non-use or abuse (Butler-Tanaka, 2000). Selinker (1974) believes that retreat is neither accidental nor the speaker's mother tongue, but in the direction of IL norms. He pointed out that when second language learners focus on meaning and produce or produce previously learned forms of IL, backsliding may occur. Despite error corrections, clear grammatical instructions or explanations, fossilised forms or structures continue; even if they are eradicated, they may reappear in spontaneous production. This phenomenon is called backsliding (Ellis, 1994).

In the process of fossilisation, learners cannot obtain TL's substitution rules. In the backsliding era, there will always be substitution rules. However, due to certain context and emotional factors, learners cannot use the correct substitution rules. Therefore, Adjemian (1976: 317) asserts:

The speaker should have an intuition about the correct rules or forms, but in the case of fossilization he may not... This seems to me to mean that backsliding is evidence of IL function, which almost loses its permeability.

## **11. Importance of IL theory**

The importance of this method in the SLA field is that it may be the first attempt. It considers the possibility of L2 learners consciously controlling their own learning (Sercombe, 2000) . IL theory is important for some reasons:

First, it treats the L2 learner as an active participant because he/she has the ability to form rules from the data he/she may encounter. This leads people to say that IL research is universal and systematic in nature, which makes it similar to a priori theory. Secondly, the

study of IL theory may help us determine what the FL learner knows at a specific point in time and what should be taught to him/her.

Third, IL theory helps to better understand the problems of L2 learners and provide them with timely help. Therefore, they can gain competitiveness in TL. Fourth, IL theory has also brought about significant changes in teaching methods, and communicative teaching has entered the teaching system. IL also introduces the fact that errors are an important part of the learning process, thereby reducing the need for continuous supervision of teachers (Richards, 1996; Rustipa, 2011; Ellis, 2008)

## **11. Relationship between interlanguage and extroversion in SLA**

Personality is "a person's character, temperament, intelligence and physique is more or less stable and lasting organization, which determines his unique adaptation to the environment" (Child 1986: 239). The organizational system of behaviors, attitudes, and values are the characteristics of specific individuals and explain their particular way of operating in the environment (Strelau 2000 personality is believed to directly or indirectly affect language learning, that is, by influencing the choice of language learning strategies or classroom participation (Bielska 2006: 14). Ehrman (1996: 101) believes that there is a clear relationship between personality and SLA, because personality determines how well people adapt to themselves. As a result, people tend to choose what they like to become better at a given skill. This does not preclude the development of skills related to the other pole of a given preference level. It simply suggests that without conscious focusing, these skills may not be given enough natural practice (Bielska 2006: 14). From among numerous personality dimensions investigated in general psychology, we will focus on extroversion.

Studies have shown that extroverted students tend to pay attention to the outside world of people, so be energetic by interacting with others. They like to chat and attend classes' activities and socializing with people. They prefer to move, so they become

impatient because of slowness, Monotonous activities and complicated procedures. They get the best learning through talking and physical learning Participate in their environment (Briley, D.A. and Tucker-Drob, E.M., 2014; Albert, E., N.M. Abrams and L.D. Abrams, 2009).

**Chapter two:**

**Methodology and**

**data analysis**

## **Introduction**

The main concern of this conduct is investigating teachers' perceptions towards the importance of extraversion in improving EFL learner's interlanguage. Therefore, the previous chapter has presented the literature review to platform a theoretical background by reporting the findings and results studies conducted in the same field of interest in various EFL contexts. However, the present chapter deals with the practical phase of the study. This chapter is devoted the research methodology, the findings, and the discussion of the results; it is divided into two sections. The first section will describe research design, data collection instruments, and the sampling techniques. While, the second section will display data analysis and discussion of the results to provide answers to the questions upon which the study was established.

### **1 .Methodology**

Research Design and Data collection Tools Paraho (1997) A research design is a plan that describes how, when, and where data are to be collected and analyzed. (Paraho, 1997) Based on this, the research design entails the outline of what the researcher will do from writing the hypothesis to the final data analysis (Kothari, 2004). The main objective of this conduct is investigating and describing EFL teachers' perceptions towards the importance of extraversion in improving EFL learner's interlanguage; for this concern, a specific research design, method, sampling technique, and data gathering tools were selected to accomplish the purpose of this paper.

#### **1.1 Method**

When it comes to the concept of "perception", the descriptive method seems to be the most appropriate method. A descriptive research is designed to provide an accurate and natural view of what is really happening within a given situation (Burns & Geove: 2003). Thus, for making an investigation that is intended to report teachers' perceptions towards the

importance of extraversion in improving EFL learners interlanguage at M'sila University, and in order To guarantee clear comprehension and interpretation and to ensure the reliability of the gathered data, a descriptive research design was adopted.

## **1.2 Setting and Participants**

This study took place at the English language department of M'sila University, during the second semester of the academic year 2020/2021. The sample of this study is EFL teachers teaching English Language at M'sila University. The total number of the teachers is 40 teachers. The respondents, however, are 15 all randomly selected.

## **1.3 Research Tools**

Beyond theoretical background, data collection deemed to be fundamental phase in the research process. The main purpose of data collection is to verify the hypotheses, to establish a firm ground to the topic under investigation, and to provide the researcher with a deep and clear view to the study albeit a challenging one (Singh, 2006). Therefore, an interview as a research tool, is seemd to be appropriate to accomplish the purpose of this conduct.

## **1.4 Teacher's Interview**

The perception to investigate about the matter studied within this paper is the teachers'. For this concern, an interview was advocated to 18 teachers who happen to be, in a way, related to the domain of psycholinguistics. The interview was used to collect quantitative data. The semi-structured interview consists of 6 open-ended questions. The interview was not restricted with time; it was open and free; because, the semi-structured interview creates the atmosphere to the respondents to express themselves freely and clearly. The interview is intended to elicit information about their attitudes towards the importance of extraversion in improving EFL learner's interlanguage. All of the 18 teachers who have been interviewed are teaching in the English department at M'sila University.

## 1.5 Data Analysis and interpretation

The data analysis is the task, through which the data are ordered, structured in order to develop a meaning. The data to be analysed were gathered through an interview, devoted to teachers of English language at M'sila University. The data were collected for the sake of collecting a large amount of information that enables the researchers to develop a deep comprehension of how EFL teachers perceive the importance of extraversion in order to improve EFL learner's interlanguage. The responses to the open - ended questions of the interview and their corresponding analysis will be presented in turns.

## 2. Analysis of teacher's interview

**Question one:** Do you think that personality traits specifically "extroversion" effect learner's interlanguage ?

Generally, the answers to this question express two different views. The majority of the eighteen interviewed teachers agreed that extroversion effect learner's interlanguage by stating that it is easy for extroverted students to learn a second language, Since extraversion is considered to be a stable personality variable its effect should appear in second languages learning. One of the respondents says « extroverts are at ease to speak, to discuss and to participate, which is crucial in language learning » .Another teacher reveals « the more the learner is extrovert the quicker the interlanguage to occur and to consolidate ».extraversion will positively affect L2 oral production and that this will be revealed in a higher fluency, a higher lexical and a higher grammatical complexity for extraverts than introverts.

Another teacher further adds « extroversion great effect learner's interlanguage in the sense it encourages the extroverts to improve their communicative competence

On the other hand several answers were different, one said « extroversion may affect negatively when extroverted learners are involved in groups activities where they would

realize their full attention ». Other teachers give no explanation the way how it effects they just answered with yes it affects.

**Question two:** Do you take into consideration extroversion when teaching a second language?

In this question, almost all teachers answered in the same way –they all try to encourage every learner to be extrovert and involve them in group activities, where they can participate. One of the teachers said « the good teacher should accept any initiative that comes from the learner » .However only three teachers answered with no, they do not take it into consideration, because of the nature of the module as one said. Other added that due to the large number of learners and the pressure of the program to be achieved, sometimes we undermine these traits. .Another only claimed that he does not take it into consideration.

**Question three:** How would you explain the importance of extraversion in improving EFL learner's interlanguage?

Most of the teachers reported that the importance of extraversion when teaching and learning a second language, lies in the interactions, discussions, and communications occur among learners since extraverts tend to be more open to social interactions which make it easier for them to learn and develop their second language while interacting with others. Some teachers also noted that extroversion may be a supporting factor to develop learners' social skills and self-esteem while using a language. Majority of the teachers agree that extraversion is considered to be a positive quality since it greatly helps learners to be risk takers, to ask about things they do not understand while learning a second language, therefore, these aspects automatically help extroverts improve their interlanguage and achieve their goals. Since extroversion belongs to the human psychological dimension, it helps learners to overcome their inner fear and other psychological barriers such as shyness and anxiety which may affect their second language learning process. Finally, one of the teachers

claimed that extraversion helps learners discover themselves and others and encourages them to work cooperatively which develops learners' dealings with others and improves their language learning since there is so much exposure to language.

**Question four:** Do you encourage your learners to be more extroverts in order to develop their second language?

As a matter of fact, majority of teachers confirmed that they surely encourage their learners to be more extravert in order to develop their second language, however, two teachers do not share the same ideas, one of them claims that it is not something for a teacher to do, the teacher should adopt his ways to fit both extraverts and introverts because when teachers encourage someone to be more extravert means they are undermining the abilities of introverts. Another teacher explained that learners differ in their learning styles and this is something needs to be respected.

**Question five:** what are the teaching strategies and activities do you implement to achieve your objectives? And how do your introvert learners respond to your strategies?

This question was asked to teachers who said yes in the previous item in order to know the different teaching strategies and activities they implement during the course and to investigate introverts reactions to these strategies and activities. Many teachers use cooperative learning, pair and group work when teaching a second language in order to consolidate learner's dealings and to reduce their hesitation and the fear of using the language. Teachers who teach oral expression module use technology in classroom and make space for quite reflection. Other teachers engage their learners in discussions, interactions, and role plays for better language development. Two teachers noted that the teaching strategies and activities are dependent on the skills being taught, when it comes to listening and speaking, role-plays, dialogues, storytelling are seemed to be more appropriate and effective, however, when it comes to reading and writing, these two teachers insist that

written productions such as paragraph and essay writing are the best activities for a better language enhancement. One of the teachers claims that the tolerance of making mistakes helps learners psychologically by reinforcing their self-esteem and motivation. When it comes to the second part of the question, the vast majority of teachers said that their introvert learners respond positively and welcome their strategies and activities, however, few teachers said that not all of the introvert learners respond positively since they differ in terms of learning styles and strategies which is something to be respected

**Question six:** In your opinion what are the most common strategies used by extroverts during classroom in order to improve their second language?

When asked about the strategies used by the extroverts in the classroom, almost all teachers gave the same answers. These latter allowed to draw a summery about given strategies that seem to be of interest to learners .some teachers shared the same opinion by stressing the importance of participation during the session through sharing ideas , asking questions and giving comments in debates and discussion .

Two teachers answered similarly that learners try to overcome their shyness and fear of committing mistakes when practicing the language and communicating with others, and why not to correct their mate's or even teacher's mistakes. Other teachers also said that learners should engage themselves in extra activities especially oral activities to develop their second language like role-plays, presentations and working in groups. They have also mentioned an important idea which is self confident and having the initiative spirit.

## **2.1 Discussion of the Findings**

The analysis of the results collected from the interview demonstrate that the teachers have common perceptions. They stressed the importance of extraversion to improve their interlanguage ; because, it helps them to internalize the second language systems through interaction, communication, and the immersion within second language context, The trait of extraversion helps learners to identify their strengths in order to reinforce them and their limitations in order to overcome them in learning a second language.

Teachers believe that extraversion is an effective quality in learning languages, and helps learners develop not only their interlanguage, but also their receptive, productive skills, and makes them more open to the second language culture and gives them the opportunity to interact, express themselves, and explore others believes. Also, it helps them to learn the norms that guide the second language systems so that they can enhance and evaluate their learning process and performance.

The analysis reveals that extraversion is a crucial aspect when teaching speaking skill in oral expression module in which teachers rely on extraversion facets to implement their teaching strategies and activities in order to support their extravert learners and pull their introvert learners out from their shell with taking into consideration their learning styles and type of personality.

## **2. Interpretation of the finding**

The interview was distributed to EFL teachers at Mohamed Boudiaf University of m'sila to gather quantitative information about their perception towards the importance of extroversion in improving EFL learner's interlanguage. The eighteen respondents are teachers who taught different levels which indicate that they teach different personalities.

The analysis of the results holds a positive attitude towards the importance of extroversion in improving EFL learner's interlanguage. All the teachers highlight the

significance of extroversion to improve learner's second language acquisition .The results demonstrate that ; through performance analysis extrovert students are more likely to create cooperation with others; extroversion makes learners involved in holistic activities through interaction with others, participation and discussion which is crucial in language learning . According to teachers extroversion enables learners to develop their communicative competence

The teachers have different views about taking personality into consideration when teaching a second language. The result reveals that the majority of the respondents consider it in their classes; according to them it's a positive sign since it great affect the process of learning, moreover it encourages the learners to be more sociable inside and outside the classroom which lead them to take a full advantage of language use opportunities. However a few of the respondents consider personality is a choice and each learner has his own way of learning.

Another two different views obtained from the analysis when asked the teachers about their role in encouraging the learners to be extroverts, almost all of them try to encourage the students to be extroverts in order to develop their second language by mentioning some ways, for instance; they try to pull them to talk, to discuss and share ideas with their mates and tolerate making mistakes, so they can do better in acquiring basic interpersonal communication skills. Moreover they provide them with activities that need cooperation with others; projects and games. The teachers consider encouraging the learners to be extrovert is a must. On the other side some teachers see that teacher's role is to find ways that fit both extroverts and introverts and, respect every learner's personality and let them choose the way they learn through.

### **3. Conclusion**

The presented chapter deals with the analysis and interpretation of the gathered data using an interview that is structured to the EFL teachers at Msila University. The results were represented descriptively. To conclude with, this chapter was advocated to answer the questions set for this conduct. Extraversion is being a well known personality trait in the field of psycholinguistics and language teaching and learning. A rich body of literature calls out for more attention to the importance of extraversion as a halping aspect in EFL classrooms.

Extraversion is not a new concept for EFL teachers at M'sila University; they are familiar with this concept and its importance in second language learning and teaching. The findings of this conduct hold positive attitudes towards the importance of extraversion of in EFL classrooms fostering the second language learning process of the learners. EFL teachers find extraversion a valuable psychological trait in enhancing language learning and teaching quality; that is to say, hypothesis is conformed.

## General conclusion

Personality traits specifically extroversion plays a crucial role in language learning process. Extrovert learners experience positive affect allows them to identify many positive experiences connected with their foreign language learning process. Learners with high level of extroversion are considered to be more successful and active learners.

While previous studies focus on personality variable with relation to SLA theory in general. This study includes a concept of the theory of second language acquisition that is named interlanguage with relation to extroversion.

This study attempts to investigate teachers' perceptions towards the importance of extroversion in improving EFL learner's interlanguage

This research deal with the following research questions:

- Does extroversion impact EFL learners interlanguage ?
- How can extraversion impact EFL learner's interlanguage?
- What are teachers' perceptions towards the importance of extraversion in improving EFL learners interlanguage?.

Through this research, we hypothesis that teachers may find extroversion a valuable personality trait in improving EFL learner's interlanguage .also they try to encourage their students to be more extroverts to develop their second language.

This work is divided into two chapters. Chapter one was directed mainly towards the literature review, while the second chapter is dedicated to the practical area of the study. The former is divided into two sections, namely extroversion and interlanguage respectively .however the later consist only one section that is concerned with the methodology, moreover with the analyses and interpretation of the gathered data from teacher's interview

The results of the analysis show the assumed hypothesis is correct. The attitude of the teachers towards the impact of extroversion on EFL learner's interlanguage is positive, they all insisted on the importance of extroversion in achieving a high level of proficiency in acquiring a second language.

Finally, this study is bounded by few limitations. The main limitation was the sample size, with eighteen teachers; it might not be easy to generalize the finding of this study. Another issue is that some teachers answered with limited answer which was not enough to have a full explanation. The last limitation was corona virus which bounded our work.

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## **Appendix**

### Teacher's interview

Dear teachers,

We are in the course to accomplish our master's degree, due to which we are conducting a study about teachers' perceptions towards the importance of extroversion in improving EFL learner's interlanguage . The aim of the interview is to collect data about your perception as university English teachers and your answers will be very beneficial.

Thank You for your collaboration

- 1 Do you think that personality traits specifically "extroversion" effect learner's interlanguage ?
- 2 Do you take into consideration extroversion when teaching a second language?
- 3 How would you explain the importance of extraversion in improving EFL learner's interlanguage?
- 4 Do you encourage your learners to be more extroverts in order to develop their second language?
- 5 what are the teaching strategies and activities do you implement to achieve your objectives? And how do your introvert learners respond to your strategies?
- 6 In your opinion what are the most common strategies used by extroverts during classroom in order to improve their second language?

## Résumé

Bien que l'extraversion soit l'un des traits de personnalité les plus requis dans le domaine de l'apprentissage et de l'enseignement des langues, il s'agit toujours d'un aspect relatif chez les apprenants ALE en fonction de leurs styles d'apprentissage. Cette dernière étudie les perspectives des enseignants sur la signification et l'importance de l'extraversion dans l'amélioration de l'interlangue des apprenants de ALE. Pour réaliser cette étude, l'approche qualitative a été adoptée. Pour appuyer cette approche, une entrevue a été utilisée pour recueillir des données. L'analyse des données démontre que les enseignants ont des attitudes positives envers l'importance de l'extraversion dans l'apprentissage d'une langue seconde. En plus de l'amélioration interlangue des apprenants ALE, l'extraversion les aide à développer leur esprit critique et leur autonomie. De plus, les résultats révèlent que les extravertis sont faciles à interagir avec et s'immergent facilement dans le contexte de la langue seconde. La réalisation de l'étude visait à recueillir les points de vue des enseignants sur l'importance de l'extraversion et son efficacité pour une meilleure amélioration de l'apprentissage de la langue seconde.