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**Annotsiya.** Maqolada ekstraversiyaning ijobiy ta'siri muhokama qilinadi. Misol tariqasida, biz ushbu tadqiqotda qatnashishga rozi bo'lgan ishtirokchining til o'rganish tarixini ko'rib chiqdik. Ikkinchi tilni o'rganuvchilar o'zlarining shaxsiy xususiyatlariga mos keladigan texnika va ko'nikmalarni tanlaydilar.

Eysenk ekstroversiya va o'rganish o'rtasidagi bog'liqlik haqida birinchi tadqiqotni o'tkazdi. U inson miyasida bir nechta neyrokimyoviy hodisalar tufayli shaxsiyat vat il o'rganish o'rtasida ijobiy bog'liqlik yo'qligini taxmin qiladi. Uning fikricha, ekstrovert yaxshiroq til o'rganuvchi bo'lmaydi. Ko'pgina olimlar ekstrovert bo'lish ikkinchi tilni o'zlashtirish uchun foydali ekanligini ta'kidlaydilar. Ushbu tadqiqotda ekstroversiya o'quvchining kasbiy faoliyatiga, shuningdek shaxsiy hayotiga qanday foyda keltirishi o'rganiladi.

**Kalit so'zlar:** SLA, ekstraversiya, shaxsiyat, moslashuvchanlik, xatti-harakatlar, his-tuyg'ular.

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**Annotation.** In the article, the positive impact of the extroversion is addressed. As an example, we investigated the learning history of the participant who gave a consent to participant in this study. Second-language learners choose techniques and skills matching their personalities. Eysenck conducted the first research, about the relationship between extroversion and learning, and he hypothesizes that there is no positive correlation between learning, because of "several neurochemical phenomena in the human brain." As per him, an extrovert would not be "a better language learner." Many scholars, including me, argue that being extroverted is beneficial for second language acquisition. In this study, it is investigated how extroversion benefits on learner's professional career and also personal life.

**Key words:** SLA, extroversion, personality, flexibility, behavior, feelings.

**ПРЕИМУЩЕСТВА ЭКСТРАВЕРСИИ ПРИ ИЗУЧЕНИИ ВТОРОГО ЯЗЫКА***Сухроб Саидов Самиевич**Преподаватель кафедры переводоведения и лингводидактики Бухарского государственного университета**Электронная почта: mrsaidovs@gmail.com*

**Аннотация.** В статье рассматривается положительное влияние экстраверсии. В качестве примера мы исследовали историю обучения участника, давшего согласие на участие в этом исследовании. Изучающие второй язык выбирают методы и навыки, соответствующие их личности. Айзенк провел первое исследование взаимосвязи между экстраверсией и обучением и выдвинул гипотезу об отсутствии положительной корреляции между обучением из-за «нескольких нейрхимических явлений в человеческом мозгу». По его словам, экстраверт не будет «лучше изучать язык». Многие ученые, в том числе и я, утверждают, что экстравертность полезна для овладения вторым языком. В этом исследовании исследуется, как экстраверсия влияет на профессиональную карьеру учащегося, а также на личную жизнь.

**Ключевые слова:** СЛА, экстраверсия, личность, гибкость, поведение, чувства.

## 1. Introduction

The effects of personality on SLA have been investigated for a long period till today. There are many discussions about some benefits of personality characteristics such as extroversion or/and introversion. Ehrman (as cited in Zafar & Meenakshi, 2012) suggests that by observing the personality we can find out peoples' preferences to be comfortable, and "there is a clear relationship between personality and SLA." Therefore, learners of the second language choose techniques and skills matching their personality. Eysenck (as cited in Zafar & Meenakshi, 2012) conducted the first research, about the relationship between extroversion and learning, and he hypothesizes that there is no positive correlation on learning, because of "several neurochemical phenomena in the human brain." As per him, an extrovert would not be "a better language learner." Some people, including me, argue that being extroverted is beneficial for second language acquisition. In this study, it is investigated how extroversion benefits on learner's professional career and also personal life. Currently working as an English teacher in a secondary school, Dilnoza is planning now to commence receiving her Master's degree in English linguistics. Failure, which was occurred last summer trying to pass the exam did not change the level of effort on her aim. She keeps a positive attitude towards learning and always seeks ways to improve her knowledge. This case study includes the following: introduction, the literature review, the participant's profile, research design, data collection and findings, and conclusion/further implication.

The literature review is given in chronological order.

## 2. Literature Review

### 2.1. Signs of extrovert person

Laird (1933) discusses the signs of extrovert people and classifies them into two categories (p. 39-41). The signs, which are discovered in actions: "the extrovert blushes rarely, laugh more, careful not to hurt feelings while speaking, fluent talker, moves fast, not reluctant making friends with the opposite gender, and natural public speaker." The signs, which are unveiled "in attitudes and habits of mind": the extrovert does not worry about the world, not affected by others' opinion and praise, "usually conservative", "follows athletics", and "prefers to work where the details are not important."

### 2.2. Success is connected with extroversion

Zafar & Meenakshi (2012) point out that "assertiveness" and "adventurousness" are qualities of extroversion, and there are some discoveries in the study that success is associated with them.

### 2.3. Personality affects motivation

Ryckman (as cited in Hassanzadeh et al., 2012) gives a definition to personality as "a dynamic and organized set of traits possessed by an individual that uniquely affects on his/her motivations, cognitions and behaviors in diverse conditions."

### 2.4. More efficient strategies used by extroverts

Ellis (as cited in Kayaog'lu, 2013) states, that there are two main hypotheses about the feasible connection between the two entirely different personalities of introverts/extroverts and language learning. In the arguments, it is claimed in the first hypothesis that because extroverts "are better at basic interpersonal communication strategies", they are considered more successful in language learning. On the contrary, there were claims in the second hypothesis, "that introverts are better language learners as they have developed cognitive academic ability." Ehrman and Oxford (as cited in Kayaog'lu, 2013) discovered that more effective strategies were used by extroverts. They are inclined to employ "visualization strategies". Introverts were tent "communicate meaning". Therefore, introverts slow down to initiate, or answer to, when they converse as they "are concerned about meaning and context."

### 2.5. Extroverts are enthusiastic

Pervin & John and Johnson (as cited in Zell et al., 2014) characterize people with extrovert personalities as ready to converse, "outgoing, energetic, enthusiastic and lively", in addition, they prefer spending most of their time with others. I think, for a person with these qualities, it is easy to stay disciplined and achieve more in life, and it has positive effects on learning a second language.

### 2.6. Extroverts are flexible

According to Sharp (as cited in Ahour & Haradasht, 2014), extroversion can be explained by thinking that extroverts are ready to be involved in the “external objects, responsiveness”, and tend to accept the events, which occurred around them. He also stated, as they are flexible, they can influence and consequently “be affected” by the happenings around them, and in addition, are “tolerant” of cacophony and many people, and consider the events appealing, because they focus mainly on their comrades and the universe, they dwell in. Therefore, as they have the support of their friends, they can communicate with them and discuss to solve any question.

### **3. Participant’s profile**

As I am always curious about psychology, studying personality traits and their effects on second language acquisition is also interesting for me. For my case study, I decided to choose Dilnoza, 25 years old, an extrovert, and a hardworking girl. She was born in an Uzbek family in Bukhara, Uzbekistan, where the family members communicate in the Tadjik language, as ethnic folk in Bukhara use this language orally only, and it is not used officially, in any part of this city. The disciplines in kindergartens, schools, and universities are taught in Uzbek and Russian languages, according to the learners’ choices. In general, a subject’s native languages are Uzbek and Tadjik, and English is a foreign language. After graduating a secondary school, she decided to study English in the university in the Foreign Language faculty. After receiving her Bachelor’s degree started her professional career in a secondary school as an English teacher. Being an English teacher in a secondary school, she does not cease working on her foreign language skills and successfully completed a TESOL course and got the certificate. In addition, nowadays, she is preparing for the IELTS exam as the educational establishments are requiring such certificates.

In addition, Dilnoza completed three-week ESN program for the teachers to boost their confidence in the classroom. And now she is conducting lessons with more enthusiasm with the innovative methods. She loves teaching and the same time, learning English. One of her aims is to get a Master’s degree and continue her professional career in one of the universities in our country.

### **4. Research design**

The following case study, it is investigated the benefits of extroversion on second language acquisition. Hence, I selected the subject, who is an extrovert and she is an English teacher with a prosperous future.

Initially, the interview questions are prepared beforehand, focused on discovering her background knowledge of the English language and what she experienced. There is expected to get answers to questions, such as when and where she started learning, how she felt herself during learning English, as an extrovert what advantages she has, about her previous and current motivation, and the future plans. This interview provides a perception about how she achieved her present time level and whole learning process. Consequently, it can be observed, some benefits and challenges of her personality trait.

Next, I decided to analyze the subject’s writing skills and asked her to write an essay on the topic “Benefits and challenges in learning English language being an extrovert”. The target is to scrutinize the previous and ongoing learning process to unveil the advantages and challenges of extroversion. It can be seen, that the responses seem enough to get those details, but, while oral communication we may dismiss some information. Therefore, writing an essay is one of the perfect ways to think and expose their thoughts completely. And here will be an opportunity to adjust the ideas or add more notions, which were given with a lack of definitions previously.

Finally, there were topics/questions given to the subject to speak about and elaborate on in a certain amount of time. So, she has to conduct a speech. This test aims to observe how an extrovert behaves while speaking, and there will be a chance to evaluate the subject’s confidence. And the results can be compared with the estimated theories and to sum up.

## 5. Data Collection and Findings

Having looked through a consent letter and signing it, we started our first interview to investigate Dilnoza's whole learning process. The questions provided in Appendix 1 and they tailored to learn about the subject's previous and current learning experience, future plans, in addition about her feelings during the acquisition of a foreign language. Our target was to discover some benefits of extroversion on language learning.

While answering the questions, I saw lights in her eyes, as she was diving into her memories to recall the English lessons in secondary school. She was in second grade when English classes started, and she was fascinated with this beautiful foreign language. In these classes, she felt she is learning something that grants satisfaction for her, and the more she interacted the more she wanted to learn at maximum level. Soon she became a leader in her group, thank her efforts and surge her classmates to be more active during the lessons. As a teacher who teaches the pupils respective to their level, seeing Dilnoza progressing faster than others, she started to give to her more special tasks to fulfill. "This was a milestone on my learning process," says Dilnoza. As a result, polishing her skills in English with extra exercises, there was no difficulty in understanding the grammar rules. There were challenges about the lack of activity of her classmates and it seemed to her that only she was trying to involve in the lessons. She visualized her future life, how she will be successful in life learning English, and get motivated. Observing her answers, I found that her initial motivation was integrative, as she wanted to dive into English culture, and later on, in the puberty period, her motivation slowly changed into instrumental. Dilnoza understood, that with the help of the English language she can work and travel to many countries and it is the main motivation for her. Therefore, she is planning to receive her Master's degree to be an English teacher in a university and apply for the exchange programs, which enables to her travel to study. In addition, as she mentioned she is going to find a job in the US or in the United Kingdom, so she will have a chance to improve her speaking skills to a native speaker level. In my view, she will succeed in mastering her speaking skills and definitely will be able to communicate like native speakers with her bright personality, as she does not hesitate to network with new people and others welcome this. Networking is crucial in life and this is part of the formula of being successful, which is provided by many entrepreneurs. So it can be seen that an extrovert personality is not only beneficial for second language acquisition but also for professional life. Money comes through friends. Making and meeting new friends and keeping in conversation with a strange person is easy for an outgoing person. According to Laird (1933) extroverts speak carefully with others not to hurt their feelings (p.40). It means that even a person, who they are talking to, is a poor loser, they mention his strength and positive things, so that person gets inspiration. As a result, extroverts easily win the trust of others, creating a friendly atmosphere. I have seen such qualities in Dilnoza's personality.

In an aim to get more clear information, the subject was asked to write an essay on the topic "Benefits and challenges in learning the English language being an extrovert." The script of the essay is attached in Appendix 2.

It can be seen from the essay how was the learning atmosphere at the beginning and how is now. Initially, she got the motivation from her teacher, together with her fashion and teaching style. She dreamed to look like and behave like her. And later, Dilnoza's own progress motivated her, as she was doing well in English classes. Before, like fifteen-twenty years ago, children were more reluctant and shy, that they tried to not reply to the questions. The incorrect response was a shame in the classrooms. I think it is because of lack of interaction in the lessons, so the pupils lose their confidence. As a result, some extrovert learners usually carried the whole classroom, replying to every single question. And others just watched them. Consequently, the pupils, who initiated mostly would improve their skills much faster. Dilnoza was one of them and as an extrovert person, she did not worry about her inaccurate responses. For example, in the discussions, there are no wrong replies, but opinions. Each opinion is relatively right from the speaker's point of view. Every person has a right to expose his/her opinion and ground it with examples. Even one weak example justifies one's idea and indicates that one is not talking any nonsense. In the academic world, it is called Critical Thinking and this skill is the key to being a successful student in the education establishments, in addition to life.

The third test was also an interview form, which consists of five questions and they are provided in Appendix 3. The response length for each question should be 1 - 2 minutes and the subject had to act as a public speaker, standing on the stage. From the upcoming findings, I was going to estimate how her personality affects her behavior on the stage and her ability to convey information efficiently, being under pressure.

Speculating her responses, I noticed that she is strongly motivated by her plans for the future. As mentioned above, the integrative motivation turned into instrumental motivation, or somehow they are combined, as it can be observed some key features of both motivations. So they explain why she is interested in foreign languages. It is exciting when she speaks in a foreign language, but this excitement helps her rather than distorting. She reminds herself about her future plans and dreams when she faces challenges in learning. For example, to investigate her essay, I put it into the Vocabulary Profiler at Lextutor, ([www.lexutor.ca/vp/eng/](http://www.lexutor.ca/vp/eng/)), to check the rate of academic vocabulary, which belongs to Academic Word List (AWD) and it showed only 3.52% of 425 words from AWD. It indicates that the subject has to work on improving her AWD to succeed in the future when she commences studying for her Master's degree. According to Dilnoza her personality helped her to be tolerant to ambiguousness and if necessary she did not hesitate the teachers to elaborate more, so she can do better while doing her assignments. She continues, that set of clear goals in life is the best way to overcome the stress in life. Visualization skills helped her to be active in trying to progress to learn new skills and overcome difficult situations in life. Observing her speech, it can be seen that she adapts to the new situation quickly and adjust her behavior respectively. In front of the audience, she feels confident and although there are some grammatical errors, the message is clear to understand. She worried a little at the beginning and soon after she relaxed easily and it is clear that her psychological condition did not affect her performance.

In general, an extrovert person stays optimistic most of the time, paying no attention to outer pressure. In addition, such people are delicate in communications with others and capable to network effortlessly. Such skills are vital in learning processes and to succeed in life.

## 6. Conclusion

To sum up, extroversion has benefits not on learning a second language only, but also on success in life. From the first interview, it was clarified that an extrovert person initiates most of the time and in educational establishments, it is appreciated. Therefore, for the efforts, such people most likely get good grades, which keeps motivation up. So there are no issues with motivating themselves for them, and it guarantees consistent work on their skills. As you see, each outcome is connected to the other. And the main factor is extroversion.

After analyzing the subject's essay, it is visible that she did not try to be perfect while exposing her opinions. There are grammatical errors, and solid work has to be done to improve the usage of academic vocabulary. However, the message is clear, and it engages a reader. In addition, she is optimistic about her knowledge and believes that she hones her skills continually. Her concentration is at a high level.

Speaking in public is one of the strengths of an extrovert person. And the subject showed her ability to speak fluently with minor flaws in her speech. Such people do not feel shy and show their confidence. It enables consistent conversation with people in a foreign language. While communicating, it is better to be fluent than to be accurate as it helps to grasp the gist without confusion, and an extrovert person is good at networking.

Overall, extroversion has many benefits on learning a foreign language and at the same time, it plays a crucial role in social life and to be successful in both professional and personal life.

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## Appendix 1

### *Interview questions:*

1. When did you start learning English?
2. How did you feel in English classes?
3. What benefits do you think you have, being an extrovert?
4. Were there any challenges during the learning process?
5. What was/is your motivation?
6. Could you share about your plans connected with the English language?

## Appendix 2

### *Benefits and challenges in learning the English language being an extrovert.*

Hi, my name is Dilnoza from Bukhara. After graduating from a foreign language faculty, I started my career as an English teacher. To the question of why I opted to be a teacher, I always reply that my English teacher inspired me, showing a role model of a perfect English teacher and human being too.

My friend and at the same my tutor Mr. Saidov provided me with some information about personality traits and their relationships with second language acquisition. I did not have much idea about that terminology, and he informed me that I am an extrovert person. Back in my student years, I heard the notions of extroversion/introversion and before writing this essay I attentively read an article about those personality types and got some ideas.

In the education system in our country, until the fifth grade is considered as primary grade and there is one teacher only from several disciplines. When I was in the second grade, there was new subject English and for this subject, there was another teacher. I was excited when I saw her very first time in our class and I dreamed to be just like her. First, her appearance and then her intelligence had attracted me that time.

In the lessons, I tried to be active and wanted to interact in every activity such as games or questionnaires. The opinions of others did not bother me at all. I knew that my answers are far from accurate. I did not give up and kept learning from my mistakes. The teacher had been always appreciated my efforts and gave me extra duties, which I liked a lot, feeling like a special one.

Consequently, there were improvements in my English skills. I was more confident and mistakes became fewer as time passes. As an applicant, I was preparing hard for an upcoming enrollment exam at the university and there were no worries in my mind. I took an exam and was admitted to the faculty of English language philology. And now I am a teacher, who is trying to ignite the fire of love towards knowledge in my pupils. In my view, my outgoing personality helped me much, to overcome the challenges during the learning process. I recall, many times my lovely classmates teased me for my incorrect answers, which made me skillful in English.

Till today, I was encouraging the pupils to be just active, but now I will elaborate to them the personality traits and speak about the benefits of extroversion, giving examples from my own experience.

### Appendix 3

#### *Speaking interview questions*

1. Are you interested in foreign languages? Why?
2. How do you feel when you talk in a foreign language?
3. How do you overcome challenges in the learning process?
4. Do you think your personality helps you when learning a second language? Can you give examples, please?
5. Do you have any suggestions to overcome stress in life?

#### Consent to Participate in a Research Study

My name is *Sukhrob Saidov*. I am a teacher in the Translation Studies and Linguodidactics department of Bukhara State University. I have been collecting oral and/or written data from second language learners, in order to better understand the second language acquisition process. You are invited to participate in this study.

As part of this process, you may be recorded in an interview or asked for a written/oral language sample. Each recording will last approximately 10-20 minutes. It is possible that you might sometimes be asked to share your personal view on various subjects and/or personal information. You may choose to answer or not to answer the questions you will be asked. You may also be requested to complete a questionnaire and samples of your work. All audio recordings and writing samples will be transcribed using pseudonyms, so that no personally identifying information is presented. Information collected during this project will be used only for the purposes of the research for a article. All recordings, writing samples, and notes will be kept in a safe and secure place.

No compensation will be made to individuals participating in this study. You are free to (a) discontinue participation in the study at any time, (b) require that the test be interrupted at any time, and (c) request that your sample be destroyed and excluded from the study. If you have any questions please ask. You can reach me at 997344007 and *mrsaidovs@gmail.com*

Your signature indicates that you have read and that you understand the information provided above and that you have decided to participate. You may withdraw at any time after signing this form. You will be given a copy of this form to keep.

*Dilnoza Erkayeva*

Signature of Participant (or guardian)

*September 21, 2022*

Date

*Sukhrob Saidov*

Signature of Researcher

*September 21, 2022*

Date