



## **An Investigation on Different Levels of Introversion-Extroversion in Producing Second/Foreign Language**

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One of the most basic and important questions regarding second/foreign language learning is that why students with the same IQ, age, motivation and other factors required for learning a new language perform differently. In this empirical study, we investigate the effects of Extroversion-Introversion as a central dimension of human personality in the production of foreign language of 18 introvert and extrovert elementary Iranian EFL learners at the age of 17, 18 and 19. The participants were selected from a pool of 120 volunteers based on their age, scores in an IQ test, and an Introversion/extroversion test. The 18 participants with close IQ test scores were in 6 different extroversion levels, 30-40%, 40-50%, 50-60%, 60-70%, 70-80% and 80-90%. There were 3 participants in each level. Then, they were assigned in two classes. During 140 hours teaching English language in class 1 with 12 students and 90 hours in class 2 with 6 students, they were exposed to research treatment. The participants took 3\*90 min sessions a week. Being unaware of the research objectives, the participants were tested on their achievement in receptive and productive skills after each 35 hours teaching in class 1 and 22.5 hours in class 2 by related proficiency tests. The results of a one-way ANOVA analysis of the data indicate that according to Ellis, R. (1994) and Littlewood, W. (1984), the superiority of introverts over extroverts in foreign language learning has been proven but in case of receptive skills. Introverts with or above 70% introversion level were well competent, but weak in performance. Extroverts with extroversion level of 80% or above were good at performance but they weren't deep foreign language learners. Moreover, the findings suggest that in the light of introversion-extroversion, the most successful foreign language learners were those with extroversion or introversion level of 40-60%.