



## Extraversion-Introversion Tendencies and their Relationship with ESL Proficiency: A Study of Chinese Students in Vellore, India

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### ABSTRACT

This study investigates the relationship between the personality traits of extraversion-introversion and English as a Second Language (ESL) proficiency among 145 undergraduate Chinese students at VIT University, Vellore, India. It is one of the few studies in the subject area that is conducted in Asia and focuses on Chinese students studying in India. The data were collected using the Eysenck Personality Questionnaire (EPQ), Student Information Questionnaire (SIQ) and scores from the English Bridge Course (EBC) for Chinese students. After analysing the data using correlation coefficient and ETA values, it was found that extraversion-introversion had a significant relationship with different language learning skills. Students who scored high on extraversion were likely to score better in speaking skills and reading skills, whereas introverts tended to perform better in listening skills. Writing skills did not correlate strongly with either of the personality traits. While the results refute the claim that ESL academic superiority rests solely with extraverts, as proven by the higher listening scores of introverts than their extraverted counterparts, they also refute the conclusions drawn by psychologists and support the applied linguists' argument that extraversion is a positive trait for language learning. The paper concludes by suggesting that ESL instructors modify their teaching strategies, keeping in mind the various strengths of extraverted and introverted learners.

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