

The Role of Inhibition/Extroversion in Raising Cultural Awareness at Kindergarten Level: A Case Study

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ABSTRACT

This study deals with two main topics in language acquisition and education: characterizing the student's personalities and acquiring cultural knowledge and awareness. The study takes place in two schools in Lebanon and data was collected from seven preschool classes. Throughout the study extending over a period of one academic year, the teacher/researcher assesses two personality factors (inhibition and extroversion) and their impact on the child's foreign language acquisition process at the kindergarten level. After involving various techniques of collecting data: class observation, storytelling, drawing, and questionnaires, the study showed that extroverted children are superior to introverted ones in acquiring the language and its culture. Whereas inhibited children are late developers as compared to extroverts in kindergarten level. It is recommended that teachers should not ignore the personality factors of a person that contributes in some way to the success of language learning.

Keywords: Culture, Cultural Awareness, ESL/EFL, Extroversion, Inhibition, Introversion, Language Acquisition Personality Factors, Self-esteem.

1. INTRODUCTION

If language is communication, English as a foreign language learning and teaching should be aimed at establishing meaningful communication in and out the classroom. And if we want our students to develop their "inherent" potential to learn, affective variables, like personality, school and home environment can no longer be denied.

A. Factors Affecting Personality/Inhibition

Long ago Diamond, Richards, and Diamond (1963) made inhibition central to psychology. Inhibition, in its behavioral aspect was very much dealt with in contemporary research, especially when neurophysiologists became interested in the phenomenon of mechanism for generalized excitation of the brain (Diamond, Richards and Diamond, 1963) defined physiological inhibition: "by inhibition we mean the arrest of the function of a structure or organ, by the action upon it of another, while its power to execute those functions is still retained, and can be manifested as soon as the restraining power is removed. It is thus distinguished from paralysis, in which the function is abolished, and not merely restrained" (p. 8). Brunton's definition also excludes the possibility that inhibition is to be explained as an effect of fatigue, which is a kind of temporary parallel to the Freudian construct, body ego. First the child will be aware of the limits of his physical being and learns to distinguish himself from everything around him. Therefore, Guiora's experiments (Brown, 1987) show that the inhibition, the defenses, which are placed between ourselves and others prevent us from communicating in a foreign language. After such experiment, a number of giant steps have been taken in foreign language teaching methodology to create methods to reduce those defenses. So these "interpersonal ego" barriers must be lowered to open the way for free unchained communication (Brown, 1987). Brown, in his turn, defined inhibition as "building one's self and protecting the ego from outside stimulus" (1987, p.103).

However, there are marked differences in the outcomes of inhibited children. Reznick (cited in Essakow, Shamir and Rapee, 2005) suggests that not all behaviorally inhibited children remain over the early childhood years, and of those children who do remain inhibited, not all develop anxiety disorders. In a controlled study conducted on behavioral inhibition in children of parents with panic disorder several lines of evidence suggest that behavioral inhibition has a tendency to develop anxiety. A laboratory based behavioral observations were used to assess behavioral inhibition in 129 young children of parents with panic disorder and major depression. Results showed that there is a link between parental panic disorder and childhood behavioral inhibition.

Pavlov (1927) mentions many types of inhibitions. He defines external inhibition, as when a new stimulus is introduced during conditioning and reduces the strength of conditioned response. In other words, it is an indication that a novel external stimulus can inhibit whatever neutral processes are taking place in the cortex. Whereas, disinhibition is the process of the increased strength of the conditioned response by the presentation of a new stimulus during conditioning. Both of these principles involve the occurrence of an unusual stimulus event in the context of a learned response. Another kind of inhibition that Pavlov (1927) discusses long ago is the inhibition of delay. It is when a short delay separates the conditioned stimulus and the unconditioned stimulus. Pavlov suggests that the development of the ability to suppress the conditioned stimulus and unconditioned stimulus interval, a phenomenon he labels inhibition of delay. The child's behavior varies across situation and setting. The same child may behave in a different manner in different situation or with different people- in the home, the school or with his peers. Thus, children should be studied in multiple settings and one should be careful in making any generalization about children's behavior from one situation to another (Hetherington and Parke, 1993). That is why the researcher takes into consideration the variability of personality factors to be more precise in the study of language and culture. One of these personality factors is extroversion.

B. Extroversion

It can take a while to get to know children's personalities, unless one has gone out of his/her way to give them the patience they need to express themselves. During the process, people will find out what type of person they are and what is needed to train them (Hill, 1971). Consequently, William Littlewood (1984) suggests that, along with other factors, personality interacts to affect the learning process.

No two children are alike; they all have their own personalities. There are two types of personalities that we deal with:

- The quiet type-children who are shy or may not have much self-confidence.
- Extrovert-children who are easily distracted who may be very aggressive or may find it hard to listen to commands (Hills, 2005).

The terms introvert and extrovert refer to attitudes and show how a person orients and receives their energy. Extrovert learners are likely to be more successful than introverted learners, but such view was not fully supported by the finding of research (Hedge 2000). This view was adopted possibly because they are more assertive, more willing to experiment and take risks, and more able to make the social contacts they need to practice language.

In the extroverted attitude the energy is outward, and the preferred focus is on people and thing, whereas in the introverted attitude the energy flow is inward, and the preferred focus is on thoughts and ideas (Richards, 1978). According to Eysenck (1971), the personality dimension of neuroticism (or introversion) comes with autonomic drives, and that of "extroversion with the fast accumulation and slow dissipation of reactive inhibition "(p.35). In other words, good educational attainers should score high on neuroticism and low on extroversion. In his survey Eysenck (19671) reveals some characteristics of the introvert:

- (a) Is not happy-go-lucky.
- (b) Is not carefree, but restrained.
- (c) Stops to think things over.
- (d) Is not carefree, but restrained.
- (e) Stops to think things over before acting.
- (f) Does not crave excitement.
- (g) Is serious rather than unconcerned.

Children of different personality types may have different intellectual structures according to Eysenck (1971); an introvert shows a tendency of self-control (inhibition). In fact, various experiments were done on children's personalities. Some show no significant effect for extroversion in characterizing a good language learner. That is why we notice that educators have warned against prejudging students on the basis of perceived extroversion.

Mainly, people tend to think that the extroverted person is a sociable and life loving, and the introverted to be quiet and reserved. Brown (1987) points out that western society prefer the extrovert. And this is reflected in the classroom, where teachers admire the talkative, outgoing student who participates freely in class discussions. While the introvert child is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead and mistrust the impulse of the moment. He keeps his feelings under close control, seldom behaves in an impulsive way.

Extroverts gain their greatest energy from the external world; this idea is supported by Marianne Celce-Murcia (2001). They want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friends. Consequently, it's the teacher's role to manage the balance between extroverts and introverts in her classroom.

C. Teacher's Role

School has an enormous influence on children's personality. It exposes the child to new set of values other than his parents (Salkind and Ambron, 1981). The teacher- child relationship, in particular, exerts a major influence on children's academic, social, behavioral and emotional problems, especially in the primary school grades. It may also be important to teach children skills for developing and maintaining positive relationships with teachers to help prevent potential negative consequences for child adjustment (Brendgen, et al., 2007).

Every learner of a foreign Language is an individual with his own profile of characteristics that mark him as different from all other learners. Consequently, what the teacher has to work with is the individuality (Richards, 1978). In Charles A. Curran's book (1972) *Counseling- Learning* he stresses the role of the teacher as the understanding counselor who can aid the learner to use the foreign language and to abolish anxiety in a sense that the language will no longer be foreign to him. The effect of teacher and student attitudes on learning a new language is considered a variable that affects second language acquisition (Croft, 1980). Larsen-Freeman and Long (1991) suggest that teacher's attitudes towards learners can affect the quality and quantity of the learning process which takes place in class.

The teacher's role in conceptualizing and measuring learning outcomes and being able to manipulate classroom factors to produce these outcomes is not honestly served when these teachers are tested in this field (Ausubel and Robinson, 1969). Jenson (1998) suggests that educators continually complain that students are not ready to learn. They show up for school angry, stressed, threatened and sleepy. Therefore, this makes the role of both teacher and learner much more difficult. It is the role of the school and educators to follow the problem and become a "surrogate family", helping children to prepare to learn each day or leave it up to the student to be ready to learn when they come to school.

In the classrooms, anxiety can hinder learning and make learners reluctant to express themselves through the second language. Therefore, teachers should be careful and avoid any critical comments on the student's performance. On the contrary, they should give space for each learner's individuality to express itself, and work to produce a relaxed classroom atmosphere with cooperative relationships (Littlewood, 1984).

This could lead the child to develop school refusal. Lyon and Cotler (2007), in their article, *Towards reduced bias and increased utility in the assessment of school refusal behavior: The case for diverse samples and evaluations of context*, defined school refusal as the displacement of a child's separation anxiety to the school setting producing a level of worry with phobic reactions, which leads the child to exhibit difficulties in behavior. That is why Romer and McIntosh (cited in Kamphaus et al. 2007) argued that only 2% of schools screen all children for mental health problems and they suggest that screening methods need to be improved to detect problems that are ignored, beginning in preschool.

In conclusion, teachers should try to understand what motivates their students and what they find difficult in language learning. Tuula Merisuo- Storm (2007) suggests that teachers should consider what aspects of motivation can be changed and create successful experience that will enhance motivation. Hedge (2000) demonstrates that to motivate all students is a challenging task. Teachers should try to find out what the needs of their students are. Thus, factors like unsuitable learning styles, a lack of feedback, fear of failure, a lack of respect and many other influencing factors should be avoided as they make students feel unmotivated.

D. Parent's Role

Prior to entering school all children have experienced significant learning experiences which affect their subsequent progress in school (Garry, 1963). This primary agent providing this experience is the family. Fischer (cited in Potier, 2002) suggests that intervening with families to help eliminate the stress that is causing the violence is important as is helping inhibited kids engage with other people and build relationships. It is assumed that different patterns of child rearing will lead to differences in the personality of children and thus to differences in adult personality (Whiting, 1963). In other words, Mussen, Longer, Kagan and Huston (1990) suggest that children's development is a product of the interaction between their own characteristics and of the people who socialize them.

Some studies show that children with fewer behavioral problems tend to have more supportive parents (Miller, 1999). Apparently, the personality traits make for supportive parents also make for well-behaved children. In fact, when parents physically punish their children, they are providing their children with models of aggressive behavior. In other words, Bandura and Walters (1959, cited in Mazur, 1998) suggest that when parents use threats and physical force to discipline their children, the children use these same techniques in dealing with peers. Arnberg (1987) states that parents are models for their attitudes and behavior are often imitated by their children.

The child's interaction with his mother forms the bases for his reaction toward others. Consequently, if a positive approach is developed toward the mother, the child will develop favorable social attitudes, and generally respond to others in a friendly and outgoing manner (Mussen, 1963). If the child is given protective love from the mother, the child will develop self-confidence to face life, experiment, and venture and explore in an atmosphere of security. He will grow

up to be sociable (Hadfield, 1962). On the other hand, when he is deprived of protective love the child has no security and no confidence to face life. He cannot afford to love others but is absorbed in self-love.

E. Cultural Awareness

Language is deeply embedded in culture. Language is an integral part of the functioning social system (Rivers, 1968). In other words, the ways and attitudes of any social group find expression through the language, which reflect their way of thinking and behaving. Cultural knowledge is not simply transmitted to the child. Rather, the child, through interaction with other people becomes aware of how much he or she does not know about the self (Westerman, 1996). Indirectly, the child is exposed to another cultural ways of perceiving the world. Littlewood (1984) argues that if the child is agreeable to this process, it can enrich him and liberate him. If not, it can be a source of resentment and insecurity. Consequently, our attitudes toward a foreign culture influence our experience of such process.

In English as a Second language, the teacher, as Hall and Verplaetse (2000) describe, is a bridge between the classroom community and the societies whose culture the language represents. His task is to facilitate a safe space in which students could achieve cultural awareness:

The main aim is to provide learners with the conditions to create multiple understandings of one situation and to reflect on varying cultural perspectives, expectations and assumptions, thus raising their awareness (cited in Harrison, 1990, p. 64).

Rivers (1968) suggests that some teachers prefer to ignore the fact that a language cannot be separated completely from the culture that is invisible (Kramsch, 1993). But indirectly any reading of original texts or any listening to native speakers speaking will introduce the cultural components that are embedded in the language, into the classroom.

Consequently, it's the role of the teacher here to acknowledge the presence of these components and make them known to his students, or otherwise she will allow misconceptions to develop in the students minds. Rivers (1968) adds that the teacher must have an informed insight into the culture of his students, an understanding of the culture he is teaching. As well as, he should overcome any temptation to try to prove the superiority of one culture over another. Consequently, their presentation of cultural material must be objective, analytic and informative, because eventually they determine their understanding of culture (Starkey, 2007). Some teachers are afraid to teach culture, because they fear that they don't know enough about it (Seelye, 1993). In fact many teachers have been slow to accept culture as a broadly defined concept, thus incapable of making it clear to the students who often remain skeptical (Jakobovits, 1970). Consequently, teacher or language educators must not treat culture as a separate entity from the language (Fantini, 1997).

Reading texts were used by the researcher to help in the process of detecting cultural awareness in the classroom. Stories are culture bearers, and the story chosen to be narrated in front of the subjects is related to skin color issue titled "Bright eyes, Brown skin". This story was told to all the subjects exposed to this study in the two schools. Stories - of all kinds are based on real-life incidents experienced by students themselves. They can help learners appreciate and respect the culture and values of various groups.

2. RESEARCH DESIGN

F. Selecting a Sample

This research is designed to investigate the role of inhibition and extroversion in raising the cultural awareness at kindergarten level in two private schools. The randomly selected sample for this study consists of pre-school students, mainly KG1 classes ranging between three and five years of age. They are 176 subjects in two private schools in Lebanon.

G. Research Procedure

The study is conducted in the classroom, where the teacher studies the students' behavior in a social context. The center of this social context is the students, who are the source of the data and the researcher sets the proper instruments to study these subjects. Through this study, the teachers are enlightened about how to help students abandon social and behavioral inhibition and to achieve less anxiety. The analysis was based on the records taken during thorough classroom observation for six months. Through questionnaires distributed to the students' parents, the researcher was able to get a general picture of the child-rearing techniques and their effect on the children's attitude in class. Interviews with the participants were registered as an aid to help the researcher diagnose the child's character and its factors and detect whether such kind of characters hinder the awareness of other cultures; as children were asked to draw the story after narrating it by the researcher. Consequently, the results of the study are based on actual classroom data, which makes the description of the findings rich and real.

Various documents were used as instruments to gather information and sources to enlighten the researcher’s overall understanding of the situation. The teacher’s records, as well as, the researcher’s observation, the field notes and parents’ view points and attitudes towards their children are all documents collected and analyzed to help the researcher come out with credible conclusions that could help in further researches.

Subjects were observed by the researcher and other English teachers for a period of five months. During this period, subjects were exposed to thorough observation throughout the academic year. Without any interference, notes were taken and detailed description of the subjects’ behavior and attitudes were detected.

3. RESULTS

The effect of extroversion on confidence level

The first variable to be used is the extroversion based on Child’s Attitude and Reaction in Class Inventory (CARCI) and its effect on confidence level. Using SPSS 11.0, the following tables were generated after running the regression analysis:

Table 1.1

Model		Unstandardized	Std. Error	Standardized	t	Sig.
		Coefficients		Coefficients		
		B		Beta		
1	(Constant)	1.529	0.242		6.317	.000
	extroversion (CARCI)	0.457	0.083	0.402	5.519	.000

The above table shows that there is a significant relationship between extroversion (based on CARCI) and the confidence level, which means that there is an effect of the variation in extroversion (based on CARCI) attributes on the variation in confidence level. Therefore, the linear regression relationship between extroversion (CARCI) and confidence level will be as follows:

$$\text{Conf} = 1.529 + 0.457 \text{ XS}$$

Conf is the Confidence Level, XS is the Extroversion based on School Attribute, 1.529 is the constant and 0.457 is the coefficient that explains the relationship direction and magnitude. Hence, when extroversion attributes increases by one, that is, a step towards being totally extrovert, the confidence level increases by 0.457, which indicates a positive relationship between extrovert personality observed at school and confidence level. So, the school has an enormous effect on children’s personality in many ways (Salkind, 1987).

The second variable to be used is the extroversion (based on PARCI) and its effect on confidence level. Using SPSS 11.0, the following tables were generated after running the regression analysis:

Table 1.2

Model		Unstandardized	Std. Error	Standardized	t	Sig.
		Coefficients		Coefficients		
		B		Beta		
1	(Constant)	2.688	0.197		13.626	0.000
	extroversion (PARCI)	5.157E-02	0.105	0.040	0.491	0.624

The above table shows that there is no significant relationship between extroversion attributes based on Parent’s Attitude and Relation with their Child Inventory (PARCI) and confidence level. Therefore, there is no relationship or no effect of extroversion, based on PARCI, on the change in confidence level. Consequently, there is a probability that the children are being themselves at home, but they change their behavior when they come to school.

The following table reveals the effect of extrovert attributes of both questionnaires (CARCI and PARCI) calculated together on confidence level.

Table 1.3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.368	0.135	0.129	0.943

The R-square shows that 13.5% of the variation in confidence level is explained by the variation in extroversion attributes. While the adjusted R-square shows 12.9% variation after adjusting for the number of subjects used and the number of variables. This indicates that outgoing and social children, as Celce-Murcia (2001) described them, are likely to appear relaxed and confident.

Table 1.4

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.471	0.295		4.981	0.000
	extroversion	0.589	0.125	0.368	4.711	0.000

The table shows a significant relationship between extrovert attributes and confidence Level, which is a positive relationship, which means that when extrovert attributes increase the confidence level will increase.

$$\text{Conf} = 1.471 + 0.589 X$$

Therefore, when extrovert attributes increase by 1, confidence level will increase by 0.589, which means the higher the extrovert attribute, the higher the confidence level, and the higher the introvert attributes means a lower confidence level. This result was taken after a long period of classroom observation of the children behavior towards their teacher and classmates. These outcomes were carefully studied and analyzed, so that the researcher won't fall into prejudging students on the basis of perceived extroversion.

The effect of inhibited attributes on confidence level:

The first variable used is inhibition based on school questionnaires (CARCI). Using the statistics software package, the results were obtained and represented in the following table:

Table 1.5

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.176	0.250		4.704	0.000
	Inhibition (CARCI)	0.591	0.089	0.469	6.649	0.000

The measures show that there is a significant relation between inhibition attributes based on CARCI and confidence level. This means that the variation in inhibition attributes that are based on CARCI affects the variation of confidence level. Hence the linear regression equation between the 2 variables will be: $Y = 1.176 + 0.591X$, where Y= confidence level, X= inhibition attributes based on CARCI, 1.176= constant and 0.591= is the coefficient that explains the relationship, direction and magnitude.

A positive relation exists between inhibition attributes based on CARCI and confidence level. So when inhibition attributes increase by one that is, a step toward being totally inhibited, the confidence level increases by 0.591. Consequently, they are very much related in a sense that the inhibited child needs encouragement and help to participate in class, but some children find it hard that his inhibition turns to anxiety. So although the school gives the children the joy of accomplishment, it might shake some children's self-confidence and give them an inferior image of themselves (Salkind, 1987).

The second variable to be used is inhibition, based on PARCI, and its effect on confidence level. Using the SPSS program, the measures were derived and represented in the following table:

Table 1.6

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.693	0.604		4.459	0.000
	Inhibition (PARCI)	3.576E-02	0.163	0.018	0.220	0.826

The results shown in this table reveals that there is no significant relationship between inhibition, based on PARCI, and confidence level. Therefore, no relation exists between the two variables. In other words, the change in inhibition (PARCI) attributes does not affect the change in confidence level. This lead to say that parents must be subjective in answering the questionnaires sent to them. They must be aware that certain attitudes even if they appear trivial affect the child’s behavior in one way or another.

Based on CARCI and PARCI, we will discover its effect on confidence level. Using the statistics software package, the results were obtained and represented in the following table:

Table 1.8

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	0.750	0.358		2.092	0.038
	Inhibition	0.646	0.110	0.439	5.880	0.000

Dependent Variable: Confidence

The table reveals that a significant relationship exists between inhibition attributes and confidence level. The linear regression is as follows:

$$Y = 0.750 + 0.646X$$

Y=confidence level

X= inhibition attribute

0.750= constant

0.646= is the coefficient that explains the relation direction magnitude.

The equation shows that a positive relation exists between the two variables. In other words, when inhibition attributes increase by 1, confidence level will increase by 0.646. This indicates that the higher the inhibition, the higher the confidence level, and the lower the inhibition, the lower the confidence level. As a result, inhibition may play a restricting power, preventing the child from being carefree and sociable, thus leading to poor self-esteem. Guiora’s experiments show that inhibition, the defenses, are placed between children and others to prevent them from participating in class (Brown, 1987).

Table 1.9 The effect of extrovert attributes on color choice

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.304	.260		8.858	0.000
	extrovert	.156	.110	.121	1.427	0.156

The table shows that there is no significant relationship between extroversion and color choice. They have no effect on each other. There might be other elements that could affect the child’s mood at the time of drawing and coloring (Knoff and H. Thompson Prout, 1991).

Table 2.1 The effect of inhibition attributes on color choice

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2.333	0.343		6.796	0.000
	Inhibition	8.333E-02	0.106	0.067	0.790	0.431

The above table shows that there is no significant relationship or effect between inhibition attributes and color choice. Inhibited children might express their mood through the drawing. They consider it their outlet, where they can express themselves without any shyness. So their choice of color might be affected by their mood at that time. Perhaps they just like the color that their using without thinking of the story told.

4. DISCUSSION

The findings of the study showed that there were statistical significant differences between inhibition/extroversion and the confidence level in the kindergarten classroom. Consequently, personality types can help in indicating later proficiency. This concept is in line with Asendorpf and Van Aken, (1999, cited in Hart et al., 2003) who showed that personality types are correlated with intelligence. Weir and Gjerde (2002, cited in Hart et al., 2003) found out that childhood and personality types are associated with adolescent drug use. Dubas and his associates (2002, cited in Hart et al., 2003) identified connections between childhood personality types and patterns of emotions. Together, these studies suggest that personality types are defined by organization of personality traits also have predictable relations with psychological constructs that are presumed to have their own connections to behavior. Asendorpf and Van Aken (1999, cited in Hart et al., 2003), found that childhood personality types are better predictors of later development than are the variable of ego control and ego-resiliency.

According to the extroverted type, the findings of the study showed that there is a statistical significance between extroversion and the confidence level in the classroom. This conforms to Entwisle (1970, cited in Alexander and Winne, 2006) who shows that before the age of eleven years, extroverted children seem superior to introverted children. Consequently, these findings are correlated with Oller and his associates (1977, cited in Diller, 1981), who conclude that the more positive a subject's self-concept is, the higher the subject's achievement in ESL is. In addition, after interviewing teachers, concerning their views of good and bad language learners, Naiman, Frohlich, and Stern (1975, cited in Diller, 1981) report that teachers felt that poor learners in the classroom lacked "self-confidence". These researchers find no relationship between proficiency and introversion/extroversion as measured by the Maudsley Personality Inventory, whereas Naiman and his associates (1975, cited Diller, 1981) double the validity of this measure in relation to the classroom situation. Also in a study of French as a second language in Toronto, they report that the student's general attitude toward the classroom and teacher was the best predictor of success.

The results of this study are consistent with Cashdan and Whitehead (1971) findings. They discovered that extroverted boys and girls are scholastically superior to introverted ones, the regression is linear. Their study showed that introverts are late developers as compared with extroverts.

Parent's role in the study was not very effective and the analysis showed no correlation between parents' attitudes and their child-rearing techniques with their child's reaction or behavior in class. On the contrary, all previous studies showed that parents do have a major effect on the child's personality and behavior.

In relation to the idea of parents influencing their children's personalities, there was a stress on the mother's role and her impact on the child's behavior. Diller (1981) stresses the fact that the child's interactions with his mother form the bases for his reactions toward others. That is, if the child has positive approach toward his mother, he will develop favorable social attitudes such as approaching others when he needs help and generally responding to others in a friendly and outgoing manner.

Such contradicting findings might lead the researcher to doubt the credibility of the questionnaire that was filled by the parents. Though a seminar was conducted before distributing such a checklist parents did not grasp or comprehend the significance of the study and they could have answered the checklist in a way to beautify their image or to show their child's ideal behavior. When the researcher examined parent's answers thoroughly, he related this gap to the parents themselves. Some of them were not serious and not concerned and others were illiterate and the questionnaire was definitely filled by others.

There was no direct study on the role of personality types in raising cultural awareness, but some studies stressed the role of the teacher in integrating language and culture in the classroom. Seelye (1993) stresses, in his book, that many teachers are slow to accept culture as a broadly defined concept, which affects the student's comprehension and understanding of the wide range of behavior of people who belong to different cultures.

This correlation agrees with a survey done on junior year aboard programs, where Laurence Wylie (1977, cited Heusinkveld, 1997) stresses the role of teacher of foreign languages in passing on a positive vision of the culture which could attract and keep students. Other studies stressed the material that could be used in class by the teacher that could determine that teachers are now aware that teaching languages implies teaching about cultures (Strakey, 2007).

CONCLUSION

This study has implication for further study in addition to finding out the role of inhibition and extroversion in raising cultural awareness at kindergarten level. More research is needed on personality factors and their influence on raising cultural awareness in class. The researcher believes that the integration of language and culture is not very well dealt with in our curriculum and the role of the teacher to teach such a culture. Therefore, it is suggested that more research concerning this issue would be taken into consideration at different levels.

The researcher limited her study to the two schools during one academic year and to the students in the kindergarten section. Thus, it is suggested that researchers conduct similar studies on other classes of different and higher educational cycles. Such studies can contribute much needed data about children and their behavior in class and can provide as well a vivid image of various elements that could influence the child's personality. The research gives an idea of what teacher actually do in the class room to aid their students to achieve cultural awareness. Not to mention the child rearing techniques that the study suggests as a healthy way to raise a healthy student in school and at home. Obviously the child's behavior in school is a result of several elements and is subject to change with their change. Though the study shows that the extroverts scored high in the confidence level, there is no evidence that they do achieve cultural awareness better than the inhibited children.

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