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**The relationship between Introversion/Extroversion Personality Trait and Writing Proficiency in EFL Classroom**

Case Study: Third year English Students at Chadli Bendjedid University

Dissertation submitted to the Department of English in Partial Fulfilment of the Requirement of the M.A. Degree in “*Didactiques de L'Anglais*”

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## **DEDICATION**

To the most precious people to our hearts

To the ones who gave us birth and meaning to life

To our beloved families and friends

To those who prayed for us and besought God to help us

Chayma and Rayen

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## **LIST OF ABBREVIATIONS**

EFL	English as a Foreign Language
EPQ-R	Eysenck Personality Questionnaire-Revised
SLA	Second Language Acquisition
TOEFL	Test of English as a Foreign Language
TWE	Test of Written English

## ABSTRACT

This correlational research investigates the relationship between introversion-extroversion dimension and writing proficiency of EFL students. The selected sample for this study included 27 participants in the English Department at Chadli Bendjedid University in Algeria. A questionnaire and a writing test were distributed. The questionnaire was divided into two sections in which one contained 10 items of Eysenck Personality Questionnaire-Revised that are relevant to extraversion measurement. After exploring students' personality trait type, participants passed a written test to measure their writing proficiency. The correlation between the two variables was calculated using SPSS, and the results were analysed following both quantitative and qualitative method. Findings revealed that there is no correlation between introversion-extroversion and students' writing proficiency; however, descriptive statistics showed that introvert students scored better than extrovert students. The paper concludes by providing practical implications and recommendations in the hope of contributing to the progress of students' writing proficiency in Chadli Ben Djedid University.

*Keywords:* EFL students, introversion-extroversion, writing proficiency.

## ملخص

يستقصي هذا البحث الارتباطي العلاقة بين بعد الانطواء-الانبساط وإتقان الكتابة لطلاب اللغة الإنجليزية. تضمنت العينة المختارة لهذه الدراسة 27 مشاركاً في قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد بالجزائر. تم توزيع استبيان واختبار كتابة. قسم الاستبيان إلى قسمين يحتوي أحدهما على 10 عناصر من مقياس Eysenck للشخصية ذات الصلة بقياس الانبساط. بعد استكشاف نوع السمات الشخصية للطلاب، اجتاز المشاركون اختباراً كتابياً لقياس الكفاءة في الكتابة. تم حساب العلاقة بين المتغيرين باستخدام SPSS وتم تحليل النتائج باتباع طريقتي النوعية والكمية. كشفت النتائج أنه لا يوجد ارتباط بين الانطواء-الانبساط وكفاءة الكتابة لدى الطلاب؛ ومع ذلك، أظهرت الإحصائيات الوصفية أن الطلاب الانطوائيين سجلوا أفضل من الطلاب المنفتحين في اختبار الكتابة. تختتم الورقة بتقديم تداعيات وتوصيات عملية أملاً في المساهمة في تحسين كفاءة الكتابة لدى طلاب اللغة الإنجليزية في جامعة الشاذلي بن جديد.

الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية، الانطواء-الانبساط، إتقان الكتابة.

## **General Introduction**

### **Introduction**

The complexity of language learning imposes on its process to have universal and learner specific features, which contribute to EFL language learning. There is a number of variations among learners including age, background, language ability, learning style, and personality traits. For this reason, learner specific features change from an individual to another. Individual differences between learners identify their different experiences in the language learning process. To be precise, learners follow different steps controlled by individual aspects on the social and cognitive level. According to Ellis (1999), these social and cognitive aspects are narrowed down to internal and external elements. Social aspects are considered to be external, while cognitive and affective aspects are considered to be internal. The latter is related to the emotional responses of learners throughout their learning process in which the personality traits of learners play a crucial role in exploring different learning styles. (Ellis, 1999). Many studies that were conducted in the field of psychology about personality sought to discover the relationship between EFL learning and personality features. Dichotomies were used to classify some traits as opposite poles like extroversion/introversion, while other researchers in the field developed different theories. Extroversion and introversion are two poles of a continuum that are predicted to be correlated with EFL learning, since they have a role in deciding the emotional responses during the learning process. Furthermore, there are previous studies that were conducted by other researchers who depended on the relationship between language learning and extroversion/introversion continuum. Equally, this study seeks to explore the relationship between this dichotomy and writing proficiency. However, it has been narrowed down to one language skill, i.e., writing skills. The study investigates to what degree learners' extroversion/introversion personality traits correlate with their writing abilities from the view point of EFL learners.

## **1. Statement of the Problem**

Learners introversion/ extroversion personality traits are an essential measure in order to design classroom lessons, according to students' individual requirements as discussed in Mathews, Zeinder, and Roberts (2006) "personality plays a pivotal role in students' experience of school, playing out its role in the relationships individuals share with peers and teachers, influencing classroom behaviour, and contributing to academic achievement" (p. 163). However, previous researches revealed that the examination of students' extroversion/ introversion was not included yet in the curriculum .Taking into consideration that personality examination helps both teachers and students discover suitable learning styles inside and outside the classroom, insufficient knowledge on the importance of extroversion/ introversion personality testing hinders the learning process.

## **2. Aim of the study**

This study attempts to highlight the relationship between student's extroversion/introversion personality and their writing proficiency. This study was conducted in the hope of coming into awareness of psycho-pedagogical approaches to teaching in EFL classrooms, and raising awareness of EFL teachers at Chadli Ben Djedid university about the importance of personality examination of students, and influencing decision-making about university curriculum. This study also aims to familiarize students with their personality features and to apprise them of its effect on their academic achievement in general and their writing proficiency in particular.

## **3. Rationale**

Extroversion/ introversion examination provides insight into the human psyche, and gives better understanding of people's actions, needs, characteristics or traits that they might not be aware of. Therefore, teachers should take the opportunity to understand their students

by administering an extroversion/ introversion examination to discover their strengths and developmental requirements. To understand the relationship between this continuum and academic achievement, there is a need for research to probe the presence of extroversion/ introversion examination in EFL classrooms.

#### **4. Research Questions**

This research attempts to answer the following questions:

1. Is there any relationship between EFL students' introversion personality trait and their writing proficiency?
2. Is there any relationship between EFL students' extroversion personality trait and their writing proficiency?
3. Which dimension of extraversion is more proficient in writing?

#### **5. Research Hypotheses**

In the light of the above raised questions, the hypotheses of this study are in the forms of null and alternative research hypotheses:

1. H0: There is a relationship between EFL students' introversion/ extroversion personality traits and writing proficiency.  
H1: There is no relationship between extroversion personality traits and writing proficiency.
2. H0: Introvert students' writing proficiency is higher than extroverts'.  
H1: Introvert students' writing proficiency is lower than extroverts'.

#### **6. Methodology**

This research is non-experimental since it aims to investigate the correlation between EFL students' extroversion/ introversion and writing proficiency. Moreover, it explores the type of

the existing relationship between third year students' personality traits and their writing skills. It involves students taking The Test of Written English (TWE) and The Eysenck Personality Questionnaire-Revised (EPQ-R). Therefore, a mixed method of both quantitative and qualitative data was selected in this research.

### **7. Limitations of the study**

The main limitation of our study is that the sample size was small with a margin of error of 11 % and a level of confidence of 95% because some students refused to complete the questionnaire.

### **8. Delimitations of the study**

This research was planned to be true experimental to explore the effect of Introversion/Extroversion personality trait on writing proficiency. However, it was limited to correlational design because the amount of time required to conduct the experiment was insufficient on account of the shutdown of universities across Algeria due to Covid-19 pandemic.

### **9. Structure of the study**

This research involves of three main chapters. The first chapter presents a theoretical part, which contains an introduction to the study and a literature of previous researches by defining extroversion/ introversion continuum, its relation with academic success in general, and with writing proficiency in particular.

The second chapter provides the sample, design, procedures, and tools (TWE and students questionnaire). In addition to the analysis and data discussion according to the research questions.

Lastly, the final chapter provides techniques to include extroversion/ introversion personality examination in EFL classrooms and recommendations to EFL teachers, students, and the educational system.

## **Chapter One**

### **Literature Review**

#### **Introduction**

This chapter presents an overview of the existing literature on individual differences and the Big Five Model, provides definitions of introversion/ extroversion personality traits and their assessment, and discusses the relationship between this continuum and the academic success. Moreover, it highlights the link between introversion/ extroversion and EFL learning as well as writing proficiency.

#### **1.1. Individual Differences**

In recent years, there has been an emergent status on the role of individual differences in English language learning. The variation amongst learners is considered to be significant since it affects learners' ways of learning a second language. Researchers are interested in both discovering universal aspects of Second Language Learning which are the same for all learners, and in knowing whether the process of language learning may change from a learner to another depending on individual differences. Ellis (1990) suggested that "the first feature of SLA, is the sequence or order in which linguistic knowledge is acquired" (p. 99). The two main personality dimensions, extroversion-introversion, which are the main points of this dissertation are also related to EFL learning. Some of the individual differences that affect the learning process are the following.

##### **1.1.1. Age**

When learning a foreign language, age plays a crucial role in deciding the level of achievement in language development. Some researchers believe that individuals learn languages better in their early stages of life. These stages are called The Critical Period in which humans' stimulation and sensitivity are at their peak; however, other researchers agree

on this point, but also believe that adults, too can reach the level of native speakers in language. Penfield & Roberts (1959) stated that people's language acquisition is highly stimulated at the age of 10, and language mastery is achieved without the effect of the external environment. However, the brain activates other functions such as cognitive processes. Birdsong (1992) wrote that the critical period is not necessary for language acquisition since individuals can achieve the level of native speakers even after this stage.

### **1.1.2. Motivation**

Motivation is indeed the why behind all of the human actions; it determines persistence, resistance, and to what extent people want to achieve things. Motivation can exist due to cognitive, social, biological and emotional factors; Clément (1986) defined motivation as "The connection of effort, desiring to reach the goal of learning the language and favourable attitudes towards L2 learning." Smith and Rupp (2003) believe that organization is highly correlated with individual motivation as it is a structure, strategy, and a path towards transformation. Gardner (1985) adds by stating that motivation is the driving force that prompts humans' actions, following personal desires. c (1980), in his theory of self-determined cognitive motivation divided motivation into intrinsic motivation that arises from the joy of completing an enjoyable activity, and is considered as autonomous motivation, and extrinsic motivation arises from external affirmations.

### **1.1.3. Aptitude**

There are many techniques to gauge individuals' abilities such as aptitude in vocational psychology. Aptitude has been a subject of interest since the 20<sup>th</sup> century since it decides humans' potentials, and helps to measure their individual differences. It is also the extent to what individuals can perform a task or acquire certain behaviours with training. These capacities could be the ability to learn a language, or become an artist. Carroll (1973)

believes that aptitude in EFL learning begins by learning a second language. Aptitude requires language acquisition; this is why learners whose aptitude is of a high level learn faster than those with a low aptitude level. Previous researches on L2 aptitude revealed two stages: Test-driven and Theory-driven. Carroll (1993) wrote that “an ability can be regarded as a trait to the extent that it exhibits some degree of stability or permanence even over relatively long periods of time” (p. 7). Dörnyei (2005) agreed that ability is a synonym of aptitude and wrote that “although some scholars distinguish between ability and aptitude, in typical practice the two are used synonymously” (p. 32).

#### **1.1.4 Personality**

Individuals’ factual, conceptual, procedural, inter-personal, and meta-cognitive knowledge base affect learning (Anderson, Krathwohl, et al., 2001). The results of these factors appear in academic performance, interaction during the learning process. For decades, researchers have attempted to discover the main source of these learning dimensions.

Personality, being one of the sources, has been a subject of study in the field of psychology for centuries; many researches have revealed its types, and the traits of each type.

Personality is one of the main individual differences in language learning since it studies human nature and psyche, and deals with theories about unconsciousness, maturity, and motivation (Hogan, 1998). Personality is what characterizes human beings from the “inside”, as they have different interests, opinions, feelings, and ideas (Kasschau, 2000).

### **1.2. Concept of Personality**

The definition of personality varies among researchers in the field of psychology, but its meaning remains the same. Allport (1973) stated that knowing an individuals’ traits is required to examine their personality. For decades, many psychologists agreed on a personality test called The Big Five Model by Robert McCrae; this personality test measures

individuals' personality examining five dimensions. Warren and Carmichael (1930) wrote that psychologists defined personality as the evolution of individuals' system and psyche.

According to Funder (2007), personality is the collection of characteristics that involve thoughts, emotions, and behaviours within the psychological schemes; the author states that to study personality, psychologists depend on biological, psychoanalytic, cognitive techniques based on traits.

### **1.3. The Big Five Personality Model**

Learners' personalities can be analyzed through a number of personality tests that depend on the measurement of different traits. The Big Five personality model, which is considered to be one of the most successful tests in the field of psychology for its five traits that have been designated as fundamental human personality. A personality model, in order to be useful, should be valid and reliable across time, situations, and cultures, and should also have a biological basis. The Big Five model serves these criteria, but this does not signify that this model has the only significant traits, as there are other important personality traits. Yet, the Big Five outlines many traits that are consistently present in the area of personality (Costa & McCrae, 2011). This model comprises of five traits, which are agreeableness, conscientiousness, extraversion, neuroticism, and openness. Being agreeable shows that an individual is friendly, easy-going, generous, and enjoys team work (McCrae & Costa, 2008). Conscientiousness illustrates an individual's industriousness, consistency, formality, and maturity (Goldberg, 1990). Extraversion designates openness, cheerfulness, energy, and confidence. The degree of individuals' extraversion is associated with how much time they are willing to spend with others, and to what extent these interactions are. However, introverts prefer less intense social situations. Neuroticism is emotional pain, self-doubt, emotional instability, and anxiety. Low neuroticism is associated with positive energy and less self-consciousness, inspiration, and intellectualism. Openness is pursuing new

experiences and enjoying them. People who have low openness are comfortable with old habits, and do not seek to change things. Each of the five elements has six scales, which are later segmented in the five big traits that are built by combining smaller traits. In this regard, an individual who is highly neurotic could be low in self-consciousness feature (Goldberg, 1990).

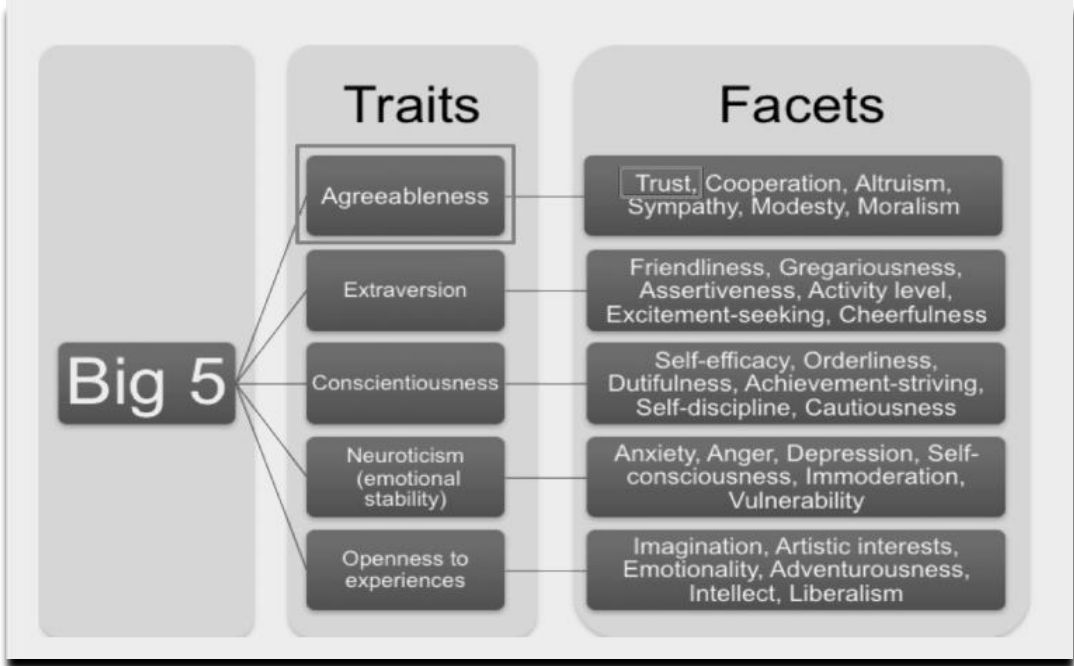


Figure 1.1. Big Five Personality Traits Model. From Calefato, et al. (2017)

**1.3.1. Conscientiousness**

One of the Big Five is Conscientiousness; having this personality trait indicates that the person is responsible, organized, cautious, reliable, ambitious, and productive (Barrick & Mount, 1991). Many researches revealed that conscientious employees gain a lot of respect for their hard work that builds their experiences during the first months at the workplace. However, other researches showed that conscientiousness is highly correlated with childhood and success after five decades.

### **1.3.2. Neuroticism**

Having neuroticism as a personality trait indicates that the person is a low performer because of some characteristics that are associated with this trait such as depression, anger, embarrassment, low self-esteem, anxiety, insecurity, irritability, lacking social skills which decreases the chances of interacting with others and losing control in social situations.

(Barrick & Mount, 1991) studies have shown that people with neuroticism are less happy in their lives which causes negativity in performing tasks. Individuals with neuroticism also means that they are emotionally instable, and are affected by negative thoughts about themselves and their environment which affects their performance, organization and work.

### **1.3.3. Agreeableness**

Barrick and Mount (1991) suggest that having agreeableness indicates that a person is cooperative, kind, reliable, and good hearted. People who have high agreeableness are comprehensive of how negative the environment can be, but they tend to be positive in their relationships with other people; therefore, they perform well in their environment. Agreeable people are successful communicators; it is easy for them to build relationships with others due to their friendliness. There is a relationship between agreeableness and academic achievement; agreeable learners find it easy to interact with teachers during the learning process and motivation (Vermetten, Lodewijks, & Vermunt, 2001). There is a positive relationship between agreeableness and academic motivation; agreeable students attempt to succeed in the learning process because it is socially accepted and academically valued (Clark & Schroth, 2010).

### **1.3.4. Openness**

Openness is highly correlated with curiosity; people with high openness tend to be adventurous, open to new experience, and knowledge driven. According to Von Stumm, Hell,

& Chamorro-Premuzic (2011), it is the drive for intellectualism that achieves the correlation between openness and academic success. Ackerman & Heggestad (1997) added that curiosity of intellectuals is also highly related to intelligence. Highly open people find solving problems that involve activities very stimulating and enjoyable which leads to the development at the cognition level. Bernard (2010) in a research on motivation said that learners who scored high levels of openness are the ones who enjoy investigating, and are more interested in analysing and developing mentally.

### **1.3.5. Extraversion**

Extraversion is related to academic performance positively as it affects the learners' interaction with both their classmates and the teacher inside the classroom. Extrovert students' desire to build relationships and their positive energy that arises from interacting with the external world facilitates their learning process (Steel et al., 2008). Their sociability helps them to seek help from their classmates and teachers without hesitation concerning difficulties. When extrovert learners engage in the classroom environment, they become visible learners, and instructors tend to consider them as intelligent individuals (Poropat, 2014). Extroverts are motivated to learn as much as they are motivated to spend time with friends and be present in social situations which may affect their productivity, organization, and time-management, and increases their responsibility for their learning (Payne et al., 2007).

### **1.3.6. The Popularity of the Big Five Model**

There are many cross-cultural studies about the Big Five Model that have supported its effectiveness; around the world, The Big Five Personality Model has not been focused on by psychologists only, but also other researchers from different fields such as biology, economy, implementing it in job interviews, and work organization (Costa & McCrae, 1992). The Big

Five Personality Model has gained popularity due to its validity and reliability. The five factors conscientiousness, openness, neuroticism, extroversion, and agreeableness include other minor traits of personality that reveal individuals' psyche.

#### **1.4. Extroversion/ Introversion Continuum**

For scientific psychologists, "personality is the characteristics of an individual which are seen as a whole and distinguish him or her from other people" (Eysenck, 1967). The definition of personality varies according to the variety of mental methods stimulated in psychological studies about personality traits. However, individual differences have been the main concepts in the definition of personality from different angles. The personality trait theories deliver a similar method even though they worked separately. According to Brown and Yule (1983), extroversion is to what extent individuals need to receive validation from other people, and not receiving affirmation within themselves. Extroversion and introversion continuum decides in which way people seek energy. Extroverts seek energy from the outer world by socializing with other individuals; however, introverts attain energy from the inner self, and enjoy their alone time, which is found to be their source of energy (Eysenck & Chan, 1982). According to Jensen and Dittberio (1984), Jung classified this dimension as the first one in his system, in which he discovered an individual's main orientation toward life. Talking and acting, for extroverts is very important; they perform tasks based on mistakes and experience to complete their work. It is easier for them to rely on that because they solve problems through interacting with the outer world rather than inner experiences; for extroverts, the best way to arrive to conclusions is through conversations and interactions. As opposite to introverts who mainly rely on their inner world; they tend to observe and reflect before they act in order to avoid making mistakes, and think best when they work alone.

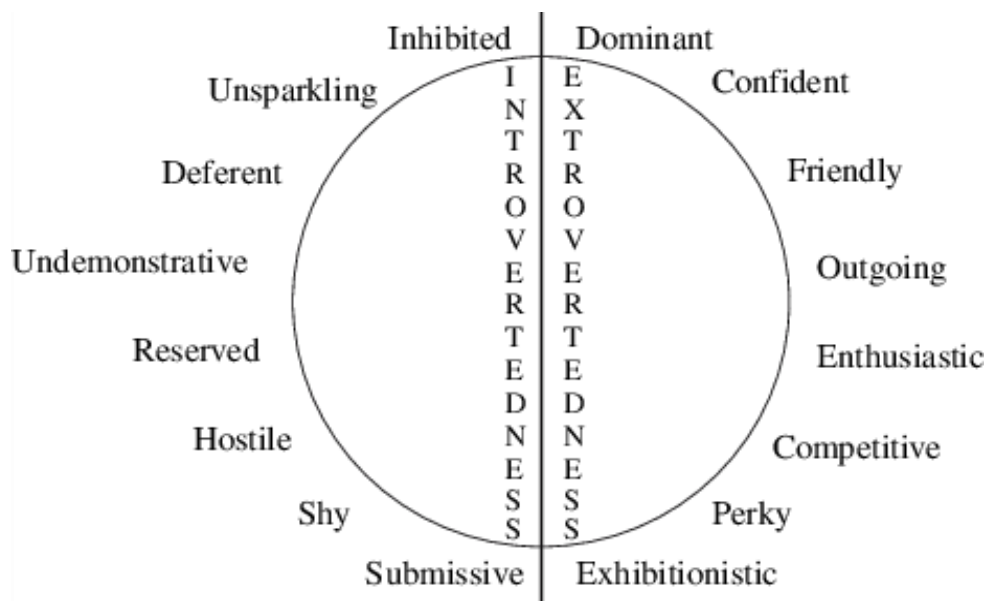


Figure 1.2. The Eysenck introvert and extrovert adjectives of human personality.

From Tapus, et al. (2008)

#### 1.4.1. Characteristics of Extroversion

Highly extroverted individuals are defined by Eysenck and Eysenck in Dewaele & Furnham (1999) as:

The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change; he is carefree, easy-going, optimistic, and likes “to laugh and be merry.” He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person. (p. 513)

#### 1.4.2. Characteristics of Introversion

Highly introverted people are defined by Eysenck and Eysenck in Dewaele & Furnham (1999) as:

The typical introvert 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, “looks before he leaps,” and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards. (p. 513).

### **1.5. Extroversion/Introversion Measurement**

There are two means of measuring the extent of individuals' personality inclination. Some researchers use personality inventory tests to discover subjects' personalities, while others observe, defining subjects' social or personal inclinations (Eysenck, 1967). Nevertheless, observing requires a very methodical emphasis on the subject. Thus, researchers in SLA and psychology implement personality tests, since they are more reliable. Therefore, personality tests, which classify the personality inclination, are very important for studies, which emphasize the possible relationship between language learning and personality. Eysenck's scales for the measurement of personality among adults have been developing over five decades. The early Maudsley Medical Questionnaire has forty segments, the Maudsley Personality Inventory has forty-eight segments, the Eysenck Personality Inventory has fifty-seven segments, the Eysenck Personality Questionnaire has ninety segments, and the Revised Eysenck Personality Questionnaire has one hundred segments. This rise in length is taken into account by an added dimension of personality. However, there are some drawbacks in using long tests, additional segments would lead to an inappropriate length in the questionnaire. Yet, the personality test psychologists use today is the Eysenck Personality Questionnaire Revised-Abbreviated, which is a short form of Eysenck Personality Inventory Questionnaire.

Extroversion/Introversion personality traits, which have been well-defined by researchers in terms of the overall inclinations, is crucial to many psychological studies. However, to what extent these personal inclinations affect learners' academic success and EFL learning is still in question.

### **1.6. Definition of Writing**

Academic skills are said to be a fundamental pre-requisite for academic achievement and success. Mastery of these skills is not important for academic success and survival only, but it is also considered as a major requirement for many purposes and professions. These skills can be further divided into two categories: productive (speaking and writing) and receptive (listening and reading), depending on whether students produce the language by themselves or not (Harmer, 2007, p.265). Writing is considered as one of those forceful skills in EFL context. Hyland (2003) pointed out that writing is a socio-cognitive activity which involves skills in planning and drafting, in addition it is seen as one of the most prominent skills in EFL pedagogy whose domination is especially underscored in academic and higher educational settings. This is plainly expressed by White (1986) who states that, Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write.

Brown (2000) also defines writing as a written product of thinking, drafting, and revising and redrafting that requires specialized potentials on how to generate ideas, how to recognize them coherently, how to use discourse makers in order to put them cohesively into a written text, and also how to revise a text for clear meanings, or how to produce a final product.

### **1.6.1 Writing as a Skill**

Writing is a very important mode of expression. It is a demanding task for most EFL/ESL students because it requires them to possess most of the linguistic features and conventions of a language. Knowledge of the properties of language alone is not enough. In ESL/EFL context, the skill of writing is important and needs special attention. Learning to write fluently and expressively is considered as being the most difficult skill of the macro-skills for all language learners whether in L1 or in ESL/EFL contexts.

Writing, according to Grenville (2001), involves a set of mental steps that most experienced writers do almost unconsciously. They go through these “so fast and so seamlessly” EFL learners of writing, however, need to think about it consciously, and practice it till it becomes an automatic task. She also states that “No one's born knowing how to write” but it's a matter of a skill that most of people can learn, and the more you do it, the more you master it, the easier it becomes.

### **1.6.3. Writing Ability**

According to the approaches to the teaching of writing, it is not a possible nor a very easy task to find the exact rationale for writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, accordingly its' definition of writing ability cannot be thorough and comprehensive in its' own right. Each approach and definition has its own merits and demerits, depending on which facet it mainly focuses on among complex aspects of writing. Writing ability has also been identified as a critical factor in academic success.

Learning to write in a first or a second/foreign language is considered as one of the most difficult and demanding tasks learners may face. Very few people can be said to fully master this language skill. In L1 contexts, there is a tendency among a good deal of native

speakers to leave schools early with a poor command of the writing skill. At the university, students are claimed to be requiring further instructions in writing.

To use Richards' words (1990), "Learning to write well is a difficult and lengthy process, one that induces anxiety and frustration in many learners".

Students' ability to write effectively and accurately is taking an increasing interest, and is assuming a notable priority in the teaching instruction both in second and foreign language teaching contexts. Given the development all parts of the world have seen and experienced these last few decades in matters of technology, business, tourism and so forth, interaction between people from different countries became a certain reality. From here, the skill of writing started to gain more interest. (Weigle, 2002)

Weigle (2002) states that "The ultimate goal of learning is, for most students, to participate fully in many aspects of society beyond school, and for some, to pursue careers that involve extensive writing".

In the course of their educational progress, students will be more required to develop their ability of writing appropriately and effectively, especially at the university level.

Villemare (2001) states that "Practice is the key to becoming a good writer. Practice is what makes good writing better. All writing possesses the challenge to improve. Good writing is achieved by working and reworking ideas again and again".

EFL students' ability to write well in a second/foreign language also necessitates an adequate knowledge of the grammar, vocabulary and all the linguistic feature of the language in question. An important point concerning writing is that learning to write can be based on a real-world need. This is clearly noticed in foreign language contexts in which learners learn to write in the target language because they "have more realistic needs for writing in that language. (Weigle, 2002).

#### **1.6.4. The Characteristic of Good Writing**

A good writing is a product of careful thinking. There are several Characteristic of a good writing. According to White (1986), there are four characteristic of a good writing.

They are:

- a The appeal to a target audience. It means that a writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers" desire.
- b A coherent structure. It means that writing have organizational scheme or outline.
- c A smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.
- d An appropriate, well-articulated style. It means that a writer should be able to choose the appropriate words to explain his idea". It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

#### **1.7. TOEFL**

The TOEFL is an internationally recognized English proficiency examination. Introduced in 1963 as a 5-part test, it was redesigned in the late 1970s and now consists of three sections: (1) Listening Comprehension, (2) Structure and Written Expression, and (3) Vocabulary and Reading Comprehension. According to Harmer (2004), the TOEFL uses a multiple-choice format and is given in a single three-hour session.

##### **1.7.1. TWE**

The Test of Written English (TWE) is a sort of an appendix to the TOEFL (Test of English as a Foreign Language), developed by the Educational Testing Service in response to numerous requests that a writing sample should be incorporated into the TOEFL. The TWE was added in July, 1986, is a thirty-minute writing test in which students are given a topic, then advised to make notes and organize their essays before beginning to write them. Essays are then scored holistically, that is, "for overall effectiveness of the communication, rather

than for separate analytical criteria” (Stansfield and Webster 1986). Essays are rank ordered on a scale of 1 to 6, with six as the highest score.

## **1.8. The Importance of psychology in Teaching and Learning**

Educational psychology is an important field as it attempts to study the human nature and its relation to education. As cited in Kumari, Sundari, and Rao (2006), Skinner defines educational psychology as a field that relates psychology with teaching and learning. For instance, psychology in teaching has helped teachers to discover the best ways to achieve educational success of students. As guides, they should not be absolute leaders; yet, they are responsible for students’ motivation in the learning environment. Teachers’ role involves understanding students’ personalities and individual differences to be able to reach academic success. Language teaching requires persistence, consistency, and motivation; and the desire to learn a foreign language could be driven by a variety of reasons such as social status, seeking intellectualism, or to find a profession (Gardner & Lambert, 1972).

### **1.8.1. Extroversion/ Introversion and Academic Success**

The main factor that is related to the academic success of extroverts and introverts is age. Skehan (1989) claims that the impact of extroversion-introversion on academic success is determined by age. Rushton (1975) conducted a study on 458 children supports this theory; the results of study have shown that extroversion is associated with educational achievement at eleven. These two studies reveal that extroversion is related to academic success at an early age. However, the outcomes change as age increases. It is assumed that as the age moves to fifteen, the relationship between extroversion and educational success changes as introverts become superior to extroverts. Skehan (1989) states that the shifting environment of the learning tasks is in charge of the different academic achievements of introvert and extrovert learners of different ages; moreover, revising approaches also have an important role in

extroverts' and introverts' academic achievement. Skehan (1989) revealed that introversion was related to effective learning methods. They state that introversion has a significant correlation with achievement, despite efficient learning methods.

### **1.8.2. Extroversion/ Introversion and EFL Learning**

It is suggested that extroverts, who interact often, will be more likely to attain more contribution. For example, Ellis (1999, p.120), claims that “since extroverts are good communicators, they will be more likely to achieve more input”. Krashen (1981) supports this claim and states that a sociable personality may be a part of the achievement of “acquisition”. In his theory, language is related to great revelation to target language. Krashen states that input can be delivered through face-to-face communication in addition to the input which does not make learners engage. In this regard, extroverts who might give rise to more productivity might obtain more adjustment, and therefore, acquisition nurturing input. Busch (1982) assumed that introversion-extroversion inclinations may result in important correlations with target language proficiency since extrovert learners can benefit from obtaining input in the target language and to practice inside and outside the classroom. Based on this assumption, Busch attempted to discover the relationship between the introversion-extroversion inclinations of Japanese students and their English proficiency. Busch (1982) included 105 school English students who are adults and 80 young university students, who study English, as subjects. Those students were given an English test and a personality inventory test. The result of the study showed that introvert students' English pronunciation is better than extrovert students' pronunciation, and their English proficiency is higher.

### **1.8.3. Extroversion Introversion and Writing Proficiency**

A research conducted by Carrell, Prince, and Astika (1996) showed significant correlations between extroversion and grades on writing ability tests. Some English learners in Indonesia participated in a research for a whole semester course; it involved a sequence of

EFL language learning, specifically: writing. The contributors' personality types were measured by techniques of the MBTI instrument. Statistics revealed a significant difference between introverts and extroverts and showed that the prior noticeably scored better than extrovert learners when it comes to academic success (Carrell et al., 1996, p. 94).

In an EFL study, Shokpour and Moslehi (2015) discovered that there is no relationship between personality type and students' self-assessment skills in writing.

### **Conclusion**

This chapter reviewed the related literature to introversion-extroversion dimension and its relationship with writing proficiency. A background on the correlation between this personality trait and writing skills has been provided as it highlighted individual differences that might affect academic success. Psychology is important to determine effective teaching methods and learning styles. Personality traits can be measured; extroversion and introversion are determined through the scale of the extraversion facet in different personality tests. Therefore, personality testing to identify students' traits is needed to improve teaching and learning in EFL classrooms.

## **Chapter Two**

### **Methodology**

#### **Introduction**

This chapter covers the methodology used in investigating the research questions. It provides data collection methods, research procedures and design to select, process information about the study, and aims to analyse the gathered data. It also presents the discussion of results and the detailed explanation of research hypotheses.

#### **2.1. Research Framework**

##### **2.1.1. Sampling and Population**

###### **2.1.1.1. Participants**

Participants were 40 out of 76 third year EFL students from Chadli Ben Djedid University in Algeria at the department of English. Participation in this study was on a voluntary basis, and a non-random sampling method was followed as EFL students who studied for 2 years at Chadli Ben Djedid University only participated in this study because they received the same teaching of Written Expression, therefore, their writing skills are the outcome of the teaching methods of their EFL teachers. 13 students were excluded from the analysis because they did not complete the questionnaire.

##### **2.1.2. Research Instruments**

In this study, two data collection tools are used: Students Questionnaire to explore EFL students' personality traits of Introversion Vs Extroversion dimension and its role in their writing proficiency and Test of Written English (TWE) which is a standardized test to measure EFL students' writing proficiency.

### **2.1.2.1. Students Questionnaire**

The questionnaire (see Appendix A) contains of two sections (A and B) in the form of demographic questions to explore personal information of students and closed-ended questions in which students chose one response from the provided options.

#### **Section A: Personal Details**

This section contains of three questions to collect data about EFL students' full names in order to analyse their ACT test results, the period of time they have spent learning English, and the time they spent learning Written Expression as EFL students.

#### **Section B:**

This section contains 10 questions to collect data about EFL students' personality traits, specifically introversion and extroversion continuum. The questions are closed-ended questions in the form of yes or no in the purpose of quantitative results. The questions attempt to measure the energy of students and its source, whether it is stimulated internally or externally. The second section of the questionnaire was based on the Eysenck Personality Questionnaire-Revised, which contains 24 questions that measure extroversion, neuroticism, psychoticism, and lying. However, only 10 questions that are related to extroversion were regarded in the study since the other scales are not relevant.

### **2.1.2.2. TWE Test**

The test used in this study is called TWE (see Appendix B) which is an open-ended essay that measures students' writing proficiency. The participants were asked to write an essay on "A Life-changing Experience". This topic was chosen to stimulate their subjective experiences as the purpose was to measure their writing skills only. The test duration is 30 minutes in which they brainstorm, plan, write and modify the essay before submitting the

final version. TWE is designed with a guide on how to use it, and a scoring guide (see Appendix C) on how to assess participants' writing proficiency. It is a 6- point holistic score, and each of the six points has four or five rubrics. The rubrics measure to what extent the participants achieve rhetorical and syntactic competence.

### **2.1.3. Research Design**

The research design of this study was non-experimental and correlational as it aims at discovering the relationship between third year EFL students' personality traits of extroversion Vs introversion construct and their writing proficiency. Since data collection tools are students' questionnaire and the TWE, which both provide qualitative and quantitative data, a mixed method was followed.

### **2.1.4. Research Procedures**

This correlational study contains of an online questionnaire for EFL students to gather data about their personality traits from the Extroversion-Introversion dimension and its role in their writing proficiency. Students were also asked to fill demographic questions and closed ended questions that measure their introversion and extroversion personality traits. The study also contained a standardized test using the TWE for EFL third year students (N=40), selected following a purposive sampling method. Only students who studied two years of Written Expression at Chadli Ben Djedid University in the department of English participated after obtaining their consent. Students were given the test after being informed about the purpose of the both the study and the test.

## **2.2. Data Analysis**

### **2.2.1. Students' Questionnaire Analysis**

#### **Section A. Personal Details**

**Q1: - How long have you been studying English?**

Table 1.1

*EFL Students' Experience in Studying English*

	9 years	10 years	More than 10 years
N	3	22	2
P	11.11%	81.49%	7.40%

Table 1.1 shows that 11.11% of third year students (N=3) studied English for nine years. While 81.49% of them (N=22) studied it for 10 years, only 7.40% of students (N=2) have been taught English for more than 10 years.

**Q2: - How long have you been studying Written Expression module?**

Table 1.2

*EFL Students' Experience in Studying Written Expression Module*

	3 years	More than 3 years
N	27	0
P	100%	0%

The data in Table 1.2 shows that 100% of third year students (N=27) in Chadli Ben Djedid University have been studying Written Expression as a module for three years.

**Section B. Eysenck Personality Questionnaire-Revised**

Each student's extraversion was calculated considering his answers to the closed-ended questions "Yes" or "No" in which Yes = 1 and No = 0. The findings in table 2.1 indicate the dimension of each participant.

**Q1: Are you a talkative person?**

Table 1.3

*Students' Preference of Speaking*

	Yes	No
N	17	13
P	48.1%	51.9%

**Q2: Are you rather energetic?**

Table 1.4

*Students' Energy*

	Yes	No
N	17	10
P	37%	63%

**Q3: Can you easily get some life into a rather dull party?**

Table 1.5

*Students' Sociability*

	Yes	No
N	13	14
P	51.9%	48.1%

**Q4: Do other people think of you as being very lively?**

Table 1.6

*Students' Vivacity*

	Yes	No
N	18	9
P	66.7%	33.3%

**Q5: Do you enjoy meeting new people?**

Table 1.7

*Students' Agreeableness*

	Yes	No
N	24	3
P	88.9%	11.1%

**Q6: Do you usually take the initiative in making new friends?**

Table 1.8

*Students' Amiability*

	Yes	No
N	17	10
P	63%	37%

**Q7: Can you usually let yourself go and enjoy yourself at a lively party?**

Table 1.9

*Students' Liveliness*

	Yes	No
N	17	10
P	63%	37%

**Q8: Do you like mixing with people?**

Table 1.10

*Students' Cordiality*

	Yes	No
N	15	12
P	55.6%	44.4%

**Q9: Can you get a party going?**

Table 1.11

*Students' Dynamism*

	Yes	No
N	15	12
P	55.6%	44.4%

**Q10: Do you like plenty of bustle and excitement around you?**

Table 1.12

*Students' Vitality*

	Yes	No
N	18	9
P	66.7%	33.3%

Table 1.13

*Summary Table from Students Eysenck Personality Questionnaire-Revised*

N	Students referred to by Alphabets	Extraversion Score	Introversion Score	Total Score	Note
1	A	10	0	10	(+) Extrovert
2	B	8	-2	6	(+) Extrovert
3	C	10	0	10	(+) Extrovert
4	D	8	-2	6	(+) Extrovert
5	E	10	0	10	(+) Extrovert
6	F	10	0	10	(+) Extrovert
7	G	9	-1	8	(+) Extrovert
8	H	10	0	10	(+) Extrovert
9	I	10	0	10	(+) Extrovert
10	J	10	0	10	(+) Extrovert
11	K	10	0	10	(+) Extrovert
12	L	10	0	10	(+) Extrovert
13	M	10	0	10	(+) Extrovert
14	N	10	0	10	(+) Extrovert
15	O	10	0	10	(+) Extrovert
16	P	3	-7	-4	(-) Introvert
17	Q	3	-7	-4	(-) Introvert
18	R	3	-7	-4	(-) Introvert
19	S	4	-6	-2	(-) Introvert
20	T	4	-6	-2	(-) Introvert
21	U	1	-9	-8	(-) Introvert
22	V	1	-9	-8	(-) Introvert
23	W	2	-8	-6	(-) Introvert
24	Y	1	-9	-8	(-) Introvert
25	Z	2	-8	-6	(-) Introvert

26	AA	1	-9	-8	(-) Introvert
27	AB	0	-10	-10	(-) Introvert

To calculate the percentage of Extroverts and Introverts, this formula was used:

$$\%ES = \frac{\sum X}{N} \times 100\%$$

Note: %ES = the percentage of the students of each dimension.

$\sum X$  = the sum of students of each dimension.

N = Total number of participants.

Table 1.14

*Frequency of Students' Personality Type*

Personality dimensions	Frequency	percent	Valid percent	Cumulative percent
Introverts	12	44.4%	44.4%	44.4%
Extroverts	15	55.6%	55.6%	55.6%
Valid	27	100%	100%	100%

Based on the formula used to calculate the percentage of both extroversion and introversion dimensions, the researchers found that most of the third year students in English Department of Chadli Bendjedid University who participated in the study are extroverts. As shown in Table 1.14, there were 12 introvert students with percentage of 44.4%, and 15 extrovert students with percentage of 55.6%. Therefore, this analysis revealed that extrovert personality is common between third year students in English department in Chadli Bendjedid University.

### 2.2.2. TWE Analysis

The TWE is a 6- point holistic score as mentioned before. The scores range from 1 to 6 points demonstrating the syntactic and rhetorical competence of the students. Examinees who score Level 5 and Level 6 are considered competent writers. Those who score Level 4 show a developing competence in writing, yet still lack rhetorical and syntactic competence, and those who score 3 show minimal rhetorical and syntactic competence, and for this reason participants who reach these two levels are considered minimally competent. Level 2 suggests incompetence, and Level 1 scorers are considered incompetent writers.

Table 1.15

#### *Introvert Students' TWE Scores*

Student	Score	Level
P	4	Developing competence
Q	5	Competence
R	5	Competence
S	6	Competence
T	3	Minimal competence
U	3	Minimal competence
V	1	Incompetence
W	4	Developing competence
Y	4	Developing competence
Z	3	Minimal competence
AA	4	Developing competence
AB	4	Developing competence

The table 1.15 illustrates introvert students' TWE scores participants. Out of 12 students, there were three students who reached the competence level; however, five introvert students showed developing syntactic and rhetorical competence. Three introverts scored 3-points, which indicates minimal competence, and only one student was considered as an incompetent writer according to the TWE rubric guide.

Table 1.16

*Extrovert Students' TWE Scores*

Student	Score	Level
A	2	Suggests incompetence
B	2	Suggests incompetence
C	3	Minimal competence
D	2	Suggests incompetence
E	4	Developing competence
F	5	Competence
G	3	Minimal competence
H	3	Minimal competence
I	3	Minimal competence
J	5	Competence
K	4	Developing competence
L	1	Incompetence
M	5	Competence
N	5	Competence
O	5	Competence

The table 1.16 illustrates the scores of extrovert participants. Out of 15 students, there were five students who were considered as competent writers, and only two students showed developing competence. However, four students scored 3-points individually, which indicates minimal competence, and three students were suggested to be incompetent.

### 2.2.3. Relationship between Students' Personality Traits and Writing Proficiency

To explore the existence of a relationship between the two variables, The Pearson correlation coefficient was calculated as demonstrated in Table 1.18 and Table 1.19 in which:

X= Extraversion score.

Y= TWE score.

Table 1.17

*Introvert Students' Pearson Product Moment Coefficient Table*

X-M <sub>x</sub>	Y-M <sub>y</sub>	(X- M <sub>x</sub> ) <sup>2</sup>	(Y- M <sub>y</sub> ) <sup>2</sup>	(X- M <sub>x</sub> )(X-M <sub>y</sub> )
0.833	0.167	0.694	0.028	0.139
0.833	1.167	0.694	1.361	0.972
0.833	1.167	0.694	1.361	0.972
2.833	2.167	8.028	4.694	6.139
1.833	-0.833	3.361	0.694	-1.528
-1.167	-0.833	1.361	0.694	0.972
-1.167	-2.833	1.361	8.028	3.306
-0.167	0.167	0.028	0.028	-0.028
-1.167	0.167	1.361	0.028	-0.194
-0.167	-0.833	0.028	0.694	0.139
-1.167	0.167	1.361	0.028	-0.194

-2.167	0.167	4.694	0.028	-0.361
Mx: 2.167	My: 3.833	Sum: 23.667	Sum: 17.667	Sum: 10.333

**2.2.3.1. Result Details and Calculation of Students' Introversion and TWE Scores**

X Values

$$\sum = 26$$

$$\text{Mean} = 2.167$$

$$\sum (X - M_x)^2 = SS_x = 23.7$$

Y values

$$\sum = 46$$

$$\text{Mean} = 3.833$$

$$\sum (Y - M_y)^2 = SS_y = 17.667$$

X and Y combined

$$N = 12$$

$$\sum (X - M_x)(Y - M_y) = 10.333$$

R Calculation

$$r = \frac{\sum (X - M_x)(Y - M_y)}{\sqrt{(SS_x)(SS_y)}}$$

$$r = 10.333 / \sqrt{(23.667)(17.667)} = 0.5054$$

$$r = 0.5054$$

Table 1.18

*The Correlation Between Introversion and Writing Score*

		Introversion	Score
Introversion	Pearson Correlation	1	0.505
	Sig.(2-tailed)		0.094
	N	12	12
Writing score	Pearson Correlation	0.505	1
	Sig. (2-tailed)	0.094	
	N	12	12

The table 1.18 shows the correlation coefficient  $r$  which is 0,505 and  $p = 0,94$  which indicates the insignificance of the coefficient. It shows a moderate positive correlation, which means there is a tendency for introverts' extraversion scores go with TWE scores. Therefore, the null hypothesis  $H_0$  is rejected and  $H_1$  is accepted because the  $p$  value which equals 0.94 is not significant at  $p < .05$ . In conclusion, there is no significant correlation between introversion and writing proficiency.

Table 1.19

*Extrovert Students' Pearson Product Moment Coefficient Table*

X- $M_x$	Y- $M_y$	(X- $M_x$ ) <sup>2</sup>	(Y- $M_y$ ) <sup>2</sup>	(X- $M_x$ )(X- $M_y$ )
0.333	-1.467	0.111	2.151	-0.489
-1.667	-1.467	2.778	2.151	2.444
0.333	-0.467	0.111	0.218	-0.156
-1.667	-1.467	2.778	2.151	2.444
0.333	0.533	0.111	0.284	0.178
0.333	1.533	0.111	2.351	0.511
-0.677	-0.467	0.444	0.218	0.311
0.333	-0.467	0.111	0.218	-0.156

0.333	-0.467	0.111	0.218	-0.156
0.333	1.533	0.111	2.351	0.511
0.333	0.533	0.111	0.284	0.178
0.333	-2.467	0.111	6.084	-0.822
0.333	1.533	0.111	2.351	0.511
0.333	1.533	0.111	2.351	0.511
0.333	1.533	0.111		0.511

### 2.2.3.2. Result Details and Calculation of Students' Extroversion and TWE Scores

X Values

$$\sum = 145$$

$$\text{Mean} = 9.667$$

$$\sum (X - M_x)^2 = SS_x = 7.333$$

Y values

$$\sum = 52$$

$$\text{Mean} = 3.467$$

$$\sum (Y - M_y)^2 = SS_y = 25.733$$

X and Y combined

$$N = 15$$

$$\sum (X - M_x)(Y - M_y) = 6.333$$

R Calculation

$$r = \frac{\sum (X - M_x)(Y - M_y)}{\sqrt{(SS_x)(SS_y)}}$$

$$r = 6.333 / \sqrt{(7.333)(25.733)} = 0.461$$

$$r = 0.461$$

Table 1.20

*The Correlation Between Extroversion and Writing Score*

		Extroversion	Score
Extroversion	Pearson Correlation	1	0.461
	Sig. (2-tailed)		0.84
	N	15	15
Writing score	Pearson Correlation	0.461	1
	Sig. (2-tailed)	0.184	
	N	15	15

The table 1.20 shows the correlation coefficient  $r$  which is 0,461 and  $p = 0,84$  Which indicates the insignificance of the coefficient. The point 0,461 is categorized as weak correlation (0.20 – 0.399). Although a positive correlation, the relationship between the two variables is weak because the nearer the value to the zero, the weaker the relationship. Therefore, the null hypothesis  $H_0$  is rejected and  $H_1$  is accepted because the  $p = 0.84$  is not significant at  $p < .05$ . In conclusion, there is no significant correlation between extroversion and writing proficiency.

#### **2.2.4. Descriptive Statistics**

Introvert students are more proficient writers than extroverts. In this research, introvert participants scored better than extrovert participants; the mean score of introverts is 3.83. However, the mean of extrovert students is 3.40 as shown in Table 1.21.

Table 1.21

*Students' Means Score between Extrovert and Introvert*

	N	Minimum	Maximum	Mean	Std.Deviation
Introverts	12	1.00	6.00	3.8333	1.26730
Extroverts	15	1.00	6.00	3.4000	1.29835
Valid (listwise)	12				

### 2.3. Findings and Discussion

After analyzing data for this study, results showed no significant relationship between extroversion/ introversion personality traits and writing proficiency. To answer the first and the second research question, there is no correlation between the two dimensions and writing. Therefore, H0 is rejected and H1 is accepted since the r coefficient for introverts is 0.94 and for extroverts is 0.84 are  $< .05$ .

The results found in this research are different from some previous researches that found a correlation between introversion/extroversion personality traits and writing proficiency. However, like the current study, and despite the absence of a correlation between introversion/extroversion personality traits and writing proficiency, Jahanbazi (2007) found that introverts achieved writing proficiency more than extrovert students in Iran. kim, et al. (1996) also conducted a study in which the results were that introverts had higher scores than introverts in Written Expression module during two semesters, in which both introversion and extroversion have no significant correlation with students' writing proficiency as the correlation coefficient is 0.505 for introverts, which indicates a moderate positive correlation, and 0.461 for extroverts, which indicates a positive, yet weak correlation, however, there is no significance because the p value in both introversion and extroversion is higher than 0.5 .

The correlation between these two personality traits and writing proficiency may be due to many factors like age, level of maturity, intelligence, social, cultural, and affective factors as they may be correlated to writing proficiency, and not to personality traits; for

example, affective factors are not correlated with personality; they are manifested in self-esteem, the ability to communicate with people, and anxiety besides other factors, related to the setting and atmosphere of the classroom, different cultural backgrounds as culture shapes the way people think, or motivation of students in writing modules (Brown, 2000). He also stated that people often confuse extroversion for being talkative, and introversion for being shy; this idea is misleading as extroverts can be shy and not talkative, but they still need external validation. However, this does not support the idea that their level in writing is lower than extroverts' level. Another reason that supports the idea that introverts are better writers than extroverts is that introverts may have more amount of vocabulary than extroverts as vocabulary plays a crucial role in being a proficient writer and being able to express ideas using the right words.

The mean of introvert students' scores was 3.83 which means that it is higher than the mean of extrovert students' scores which was found to be 3.40. To answer the third research question, descriptive statistics showed that introvert students scored better than extrovert students in this study. Therefore, H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. However, calculations of correlation between the two dimensions and writing proficiency still lacked significance; this may be affected by a number of factors like age, intelligence, anxiety, vocabulary, maturity, and socio-cultural factors. In addition, some uncontrolled conditions were noticed during the distribution of the TWE test as the time of the session was in the last half hour of the schedule, and students were tired from studying all day. Also, there were some noisy students who distracted the whole classroom, so there are chances they did not take the test seriously or were unable to concentrate as classroom environment can affect students' achievement (Ziegler, et al.,2013).

## **Conclusion**

This study was conducted to explore the relationship between introversion/extroversion personality traits and writing proficiency. In an attempt to answer the research questions, a mixed method was adopted through the implementation of the questionnaire and the TWE. Data were collected from a sample of 27 third year students in the Department of English. Based on the conduction of this study and information attained through the review of literature, the following conclusions are drawn: there is no significant relationship between introversion/extroversion personality traits and writing proficiency, although introvert students scored better than extrovert students in the writing test. Yet, other factors might affect the writing achievement of students rather than personality traits. Thus, more research in this area is needed to explore the relationship between writing proficiency and personality traits.

## **Chapter Three**

### **Implications and Recommendations**

#### **Introduction**

This chapter presents practical implications and recommendations based on the findings of this study. To help teachers at Chadli Bendjedid University find effective teaching methods according to learners' individual differences in general, and personality traits in particular. The researchers attempted to offer suggestions for EFL teachers to make teaching more engaging and deliver lessons smoothly, and for students to improve their learning skills. Furthermore, this section provides recommendations for future researches.

#### **3.1. Implications**

Findings of this correlational study are tremendously important for EFL teachers, students, and for the educational system because they contribute to the progress of higher education in EFL classrooms at Chadli Bendjedid University. The results suggest responding to issues that hinder the teaching and learning processes in the department of English.

##### **3.1.1. Implications for EFL Teachers**

According to the findings of this study, there is no relationship between extroversion/introversion personality traits and writing proficiency. Yet, introvert students scored better than extrovert students. This suggests implications for teaching:

###### **3.1.1.1. Understanding Students' Dissimilarities**

Learners' differences are a natural phenomenon; any student can learn if he is provided with learning opportunities for effective learning. Also, students are always in the need of being understood by teachers. Shy students, for example, sometimes find it difficult to interact with extrovert students because their energies come from different sources. For this reason, teachers should know the difference between introversion and extroversion, and take

the responsibility of understanding the field of psychology and its role in facilitating the teaching process as it helps them to explore and remember the different personalities of students in an attempt to balance the classroom environment by trying to find ways to engage with the classroom and create a comfortable atmosphere that makes interaction easier.

### **3.1.1.2. Implementing approaches for each personality dimension**

As one followed approach in the classroom is not recommended, different personality traits of students require different approaches adopted by the teacher. Students who have an extrovert personality are known to be outgoing and social; so the teacher should channel their energy through implementing what they are good at to receive better results. Since extrovert students like to interact with others, they prefer to work in groups, share their ideas and stories with the classroom. The teacher in this case can assign group activities, or encourage debates between students. Introverts, on the other hand, are more productive when they work alone, and achieve better results when writing due to their active inner monologue. They are also deep thinkers; this is why they find it difficult to learn something that does not make sense to them, so the role of the teacher here is to explain the purpose behind learning a subject, and try to demonstrate its meaning and contribution. Introverts need time to think more than others; they do not share their ideas until they fully organize them, and some might prefer to write them down because they want to see the concrete before answering. In this case, the teacher may assign activities that are done individually, giving students enough time to reflect and organize their thoughts.

### **3.1.1.3. Balancing Classroom Evaluation According to Students' personality traits**

Following one approach that is suitable for one personality dimension will be unfair to the opposite dimension, so teachers should figure ways to balance the scores of the students between introversion and extroversion; they might design two tests in which one will serve

introverts better than extroverts, and vice versa. In writing tasks, extroverts and introverts achieve different syntactic competence; introverts write simple sentences in essays more than complex sentences, while extroverts write complex sentences and compound complex sentences more than simple sentences. Therefore, both personality dimension need to be monitored to achieve balanced writing and syntactic competence (Zainuddin, 2016). Also, extroverts make more syntactic errors than introverts in writing, while introverts are more aware of text composition (Sanjaya, 2015). To solve this problem, teachers should notice their students' weaknesses and implement techniques that prevent them from happening so students get better scores in the next evaluations.

### **3.2. Recommendations and Suggestions for the Educational System**

#### **3.2.1. Implementing Personality Tests in Universities**

To achieve the goal of providing a healthy environment in classrooms, universities should make effort to support teaching by searching for effective methods that suit the learners' needs. Personality testing reveals strengths and weaknesses of students; once the teacher determines the personality traits of the student, he can identify the areas that still need to be improved. Introversion/Extroversion dimension helps to explore the nature of students and the source of their energy; this helps instructors to design activities and plan lessons that fit in both personality traits. Personality testing does not cover this dimension only; in fact, there are other traits that indicate whether a student has or lacks different skills.

#### **3.2.2. Placement Decisions According to Personality Traits**

Since extrovert students and introvert students manifest in different ways, they need different approaches to learn; this puts the teacher in a difficult situation where he is doubtful of his presentation of the content, and whether it is suitable for all students. Solving this issue can be through dividing students according to their personality traits; after determining what

best meets emotional and academic needs of students, as students with similar traits are put in the same classroom.

### **3.3.3. Training Teachers on how to engage with both personality dimensions**

Teachers are not only facilitators; they play the role of a researcher outside the classroom to discover the important factors that can encourage students to enjoy the learning process and achieve progress. Lack of knowledge can mislead both teachers and students; if the teacher doesn't know the different types of personality and personality traits, he will be unable to teach effectively as each personality dimension requires different teaching methods. For example, if a teacher is not familiar with the concepts of introversion and extroversion, he will be prone to assuming that introvert students lack intelligence, and that extrovert students are noisy. Therefore, he will be unable to direct the energy of each type of students' personality traits.

### **3.3.4. Suggested Personality Tests that Measure Extraversion**

#### **3.3.4.1. HEXACO-60 Model of Personality Structure Personality**

##### **Inventory**

The HEXACO personality test assesses the six dimensions of the HEXACO model of personality structure. It measures honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience. It contains of 60 questions that measure all of the six dimensions and each dimension contain of 10 items. To measure the extraversion dimension, teachers need to take only 10 questions that are relevant to introversion-extroversion dimension. The extraversion section measures to what extent individuals have social boldness, social self-esteem, liveliness, and sociability.

Table 2.22

*HEXACO-60 Personality Dimensions*

Honesty-Humility	<p>Sincerity</p> <p>Fairness</p> <p>Greed-Avoidance</p> <p>Modesty</p>
Emotionality	<p>Fearfulness</p> <p>Anxiety</p> <p>Dependence</p> <p>Sentimentality</p>
Extraversion	<p>Social Self-Esteem</p> <p>Social Boldness</p> <p>Sociability</p> <p>Liveliness</p>
Agreeableness	<p>Forgiveness</p> <p>Gentleness</p> <p>Flexibility</p> <p>Patience</p>
Conscientiousness	<p>Organization</p>

	Diligence Perfectionism Prudence
Openness to Experience	Aesthetic Appreciation Inquisitiveness Creativity Unconventionality

### 3.3.4.2. Revised Neo Personality Inventory

Revised Neo Personality Inventory measures the Big Five personality traits that are in the five factor model which are openness, conscientiousness, extraversion, agreeableness, and neuroticism. Each personality trait is divided into sub-categories.

Table 2.23

#### *Revised Neo Personality Inventory Dimensions*

Trait	Facets
Neuroticism	Anxiety Angry Hostility Depression Self-Consciousness Impulsiveness

	Vulnerability
Extraversion	Warmth Gregariousness Assertiveness Activity Excitement Positive Emotions
Openness	Fantasy Aesthetics Feelings Actions Ideas Values
Agreeableness	Trust Straightforwardness Altruism Compliance Modesty Tender-Mindedness

Conscientiousness	Competence Order Dutifulness Achievement Self-Discipline Deliberation
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### 3.3.4.3. Myers-Briggs Type Indicator

Myers-Briggs Type Indicator is made of dichotomies which are introversion-extroversion, thinking-feeling, sensation-intuition, and judging-perceiving. It is a psychological examination analysis that contains 70 questions that measure personality.

Table 2.24

#### *Myers-Briggs Personality Dichotomies*

Where people get their energy	<b>Extroversion:</b> -Prefer interaction with others. -Tend to be action oriented. -Learn by teaching others.	<b>Introversion:</b> -Need tranquility to regain energy. -Tend to be reflective thinkers.
Perceiving by directly observing reality or through	<b>Sensing:</b>	<b>Intuition:</b> -Seeks out patterns and

impressions of imagining possibilities	<ul style="list-style-type: none"> <li>-Rely on senses.</li> <li>-Detail Oriented.</li> <li>-Prefer organized, linear and structured approach.</li> </ul>	<ul style="list-style-type: none"> <li>relationships.</li> <li>-They trust hunches.</li> </ul>
Making decisions either through logic or by using fairness and human values	<p>Thinking:</p> <ul style="list-style-type: none"> <li>-Decide impersonally based on logic and principle.</li> <li>-Have clear goals and objectives.</li> </ul>	<p>Feeling:</p> <ul style="list-style-type: none"> <li>-Decide by focusing on human values.</li> <li>-Values empathy.</li> </ul>
Viewing the world either a structured values environment or spontaneous environment	<p>Judging:</p> <ul style="list-style-type: none"> <li>-Decisive and self-starters.</li> <li>-Focus on completing the task.</li> <li>-Plan their work, and work their work.</li> </ul>	<p>Perceiving:</p> <ul style="list-style-type: none"> <li>-Curious, adaptable, and spontaneous.</li> <li>-Start many tasks and find it difficult to finish</li> </ul>

### 3.4. Recommendations for Students

Beside learning writing skills with the teacher, students are also responsible for finding effective learning methods that suit their personality traits. Taking personality tests is

recommended as it helps students shape their learning styles and improve their writing skills based on their weaknesses they might not be aware of in different areas. Personality traits testing help students understand themselves, their nature, their source of energy, and what is suitable for them; for example, students will know whether they should work individually or in groups.

### **3.5. Recommendations for Further Studies**

Based on this correlational study, the researchers make some recommendations for it:

1. Exploring possible factors that are related to students' writing performance.
2. Providing a comfortable classroom environment during test distribution in future studies.
3. Choosing the right setting for conducting the research as it has direct effects on the results.
4. Searching for the correlation between introversion-extroversion dimension and the rest of language skills.

### **Conclusion**

This chapter presented the significance of the findings of this study. The researchers offered suggestions and recommendations for students, the educational system, future researchers, and practical implications for teachers in an attempt to contribute to the success of students in writing through implementing suitable approaches for their personality traits.

## **General Conclusion**

This research explores the introversion-extroversion dimension concept in Algerian EFL classroom. It also investigates the writing skills of introvert and extrovert students in EFL classroom as it shows that introvert students are better in writing than extroverts. The study focuses on the correlation between introversion-extroversion continuum and students' writing proficiency, as learners are in need of effective teaching methods according to the nature of their personalities, and of understanding to their personality traits to achieve academic success in general and writing proficiency in particular. Therefore, the researchers selected a questionnaire for students to explore their personality traits types, and the TWE to test their writing skills.

The study showed that there is no significant relationship between extroversion-introversion personality traits and writing proficiency. Yet, descriptive statistics revealed that introvert students write better than extrovert students; however, a correlation between introversion-extroversion dimension and other factors is possible since some of the previous studies contradicted with the current study. Affective factors like self-esteem and anxiety, and socio-cultural factors may have interfered to affect the results in addition to classroom environment and setting, and the linguistic repertoire of students.

In the hope of demonstrating the importance of personality traits in the achievement of writing proficiency in EFL classrooms, this research offered practical implications to EFL teachers, and recommendations to educational system and students in order to improve teaching and learning processes, and find effective approaches according to learners' needs. Since the findings of this study are different from the results of previous studies, it is recommended for future researches to explore other factors that can be relevant to writing proficiency.

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## Appendices

### Appendix A

#### Students' Questionnaire

Dear Student,

This questionnaire serves as a data collection tool for an academic research. We will be so much thankful if you could take the time and the energy to share your ideas and preferences by ticking the appropriate box and make statements wherever required.

Your cooperation is very important and will be of much help for this research work. Thank you in advance.

#### A. Personal Details

1: what is your full Name?

.....

2: How long have you been studying English?

.....

3: How long have you been studying Written Expression module?

.....

#### B. students' Eysenck Personality Questionnaire-Revised

Questions	Yes	No
1. Are you a talkative person?		
2. Can you easily get some life into a rather dull party?		
3. Are you rather lively?		
4. Do other people think of you as being very lively?		
5. Do you enjoy meeting new people?		

<b>6.</b> Do you usually take the initiative in making new friends?		
<b>7.</b> Can you usually let yourself go and enjoy at a lively party ?		
<b>8.</b> Do you like mixing with people ?		
<b>9.</b> Can you get a party going?		
<b>10 .</b> Do you like a plenty of bustle and excitement around you?		



## Appendix C

### The Criteria and Scoring Sheet for the TWE Test

The following scoring guide is used to evaluate the TOEFL Test of Written English. It was published in the book by Liz Hamp-Lyons, *Newbury House TOEFL Preparation Kit, Preparing for the Test of Written English*. This *TWE Scoring Guide* is almost used as a rubric for a summative score because it doesn't specifically identify strengths and weaknesses:

#### TWE SCORING GUIDE

- 6 Clearly demonstrates competence on both the rhetorical and syntactic levels, though it may have occasional errors.  
A Paper in this category
- is well organized and well developed
  - effectively addresses the writing task
  - uses appropriate details to support a thesis or illustrate ideas
  - shows unity, coherence, and progression
  - displays consistent facility in the use of language
  - demonstrates syntactic variety and appropriate word choice
- 5 Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will have occasional errors.  
A Paper in this category
- is generally well organized and well developed though it may have fewer details than does a 6 paper
  - may address some parts of the task more effectively than others
  - shows unity, coherence, and progression
  - demonstrates some syntactic variety and range of vocabulary
  - displays facility in language, though it may have more errors than does a 6 paper
- 4 Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.  
A paper in this category
- is adequately organized
  - addresses the writing topic adequately but may slight parts of the task
  - uses some details to support a thesis or illustrate ideas
  - demonstrates adequate but undistinguished or inconsistent facility with syntax and usage
  - may contain some serious errors that occasionally obscure meaning
- 3 Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both. A paper in this category may reveal one or more of the following weaknesses:
- inadequate organization or development
  - failure to support or illustrate generalizations with appropriate or sufficient detail
  - an accumulation of errors in sentence structure and/or usage
  - a noticeably inappropriate choice of words or word forms
- 2 Suggests incompetence in writing.  
A paper in this category is seriously flawed by one or more of the following weaknesses:
- failure to organize or develop
  - little or no detail or relevant specifics
  - serious and frequent errors in usage or sentence structure
  - serious problems with focus
- 1 Demonstrates incompetence in writing.  
A paper in this category will contain serious and persistent writing errors, may be illogical or incoherent, or may reveal the writer's inability to comprehend the question. A paper that is severely underdeveloped, or one that exhibits no response at all, also falls into this category.