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УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

Fakulteti I Gjuheve, Kulturave dhe Komunikimit

Факултетот за јазици култури и комуникација

The Faculty of Languages, Cultures, and Communication

POSTGRADUATE STUDIES-SECOND CYCLE

THESIS:

Relationship Between Introversion/Extroversion Personality Trait and Proficiency
in ESL Writing Skills - A Study Conducted at South East European
University with M.A. Students

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Tetovo: February, 2020

Abstract

The way we learn is very much affected by our personality. Practitioners have claimed that perception of personality type can help teachers to understand the reason why students perform differently in class activities (Wilz, 2000). Regarding the significant role of different personality types in language learning in general and in mastering L2 writing in particular, the present study aims at investigating the possible impact of extrovert/introvert personality types of Kosovo's EFL learners on their writing performance in terms of its different subsets. The study aims at investigating the role of extroversion/introversion personality traits in learning writing skills of English as a second language. The selected sample for the research consisted of 30 participants who undertook instruction on 'Essay Writing and Presentation' for six months as a formal course of study in their MA English Program. The research tools consisted of a questionnaire and an achievement test on writing skills. The questionnaire consisted of 30 items all adopted from Eysenck's Personality Questionnaire to measure the introversion/extroversion traits of students' personality. After identifying their personality trait (i.e., introvert, extrovert and neurotic), the participants were given an achievement test on writing skills. The participants' scores in the achievement test were submitted to SPSS and independent sample t-test was applied. The findings reveal that a significant difference exists between the writing achievement of introvert and extrovert learner groups. However, no difference is found between the writing performance of neurotic and introvert learner groups or between neurotic and extrovert learner groups. The results also reveal that introverts are better learners of ESL writing skills as compared to the extroverts.

Permbledhje

Menyra se si ne mesojm shpesh her eshte si pasoje e tipeve te ndryshme te personalitetit ton. Ne shumicen e resteve ,identifikimi i llojeve te ndryshme te personaliteteve ne klase ia mundson mesuesve se pse shume nxenes rezultojne ne nivele te ndryshme ne aktivitete . (Wilz, 2000)Duke e cilesuare rolin e rendesishem ne te mesuarit e gjuhes ne pergjithsi, si dhe ne perfeksionizimin e saj,ky studim ka per qellim hulumtimin e mundshem te te dy tipeve te personaliteteve ne Kosove (Extrovet Introvert) ,per me shume aftesit e tyre ne te mesuare ne Anglishtes si Gjuhe e Huaj ne te shkruare . Ky studime ka per qellim te hetoj rolin e dy personaliteteve ne te shkruare te Gjuhes Angleze.Numri i sakt i studenteve gjate keti hulumtimi eshte 30 ,per me shume ne baz te studimeve ne Drejtimin paraprak ,studentet pritet te perfundojne nje kurs i cili do te zgjate rrethe gjashte muaj. Meodat e hulumtimit do te jen pytesor dhe test i arritshmeris. Pytsori do te jet (Eysenck J. H., 1975) I cili do te perdoret per te mature nivelin e sakt te personalitetit. Pas perfundimit te pytsorit dhe gjetjes se sakt te personalitetit ,studenteve iu eshte dhene nje test arritmshmeri ne te shkruare.Te gjitha rezultatet e arritura jan vlersuare ne baze te sistemit te vlersimit te testeve SPSS .Hulumtimet tregojn qe rezultone dallim te madhe ne te shkruare mes Introverteve dhe Ekstroverteve. Sidoqofte nuk eshte gjetur dallime mes Introverteve dhe Neurotikve ,si dhe mes Neurotikve dhe Ekstroverteve.Rezultatet gjithashtu rezultojne qe Introvertet kan me shume prijshmeri ne te shkruare ne Anglisht si Gjuhe e Huaj ne krahasime me Ekstrovertet.

Acknowledgements

I cannot express enough thanks to my committee for their continued support and encouragement: Prof. Dr. Brikena Xhaferi, for giving me the opportunity to do research and providing invaluable guidance throughout this research. Her dynamism, vision, sincerity and motivation have deeply inspired me. I offer my sincere appreciation for the learning opportunities provided by her, and the years she shared with us. Secondly, to my Parents for their dedication, hard work and knowledge that shared with me and my sisters. To my Grandfather may his soul rest in peace, for his willingness and moral support towards my every obstacle in life. However I will try to do my best to extend my great appreciation to everyone who helped me scientifically and emotionally throughout this study. I would like to thank you for encouraging my research and for allowing me to grow.

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Chapter 1

Introduction

People have different characteristics which affect their life affairs; even the way they learn is influenced by these personal characteristics. One reason for having these different and stable characteristics is related to personality types of individuals. According to (Elaine Houston, 2020), the main assumption behind personality type is that people differ from one another in their style of behavior which is at least relatively consistent across time and place. Many definitions are suggested for personality by psychologists.

As (Funder, 2007) states, personality refers “to an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns” (p. 5). It is defined as “the organized, developing system within the individual that represents the collective action of that individual’s major psychological subsystems” (MAYER, 2007). Thus, from this definition it is inferred that peoples’ personality types are exclusive to them and stable over time which would influence every aspect of their lives including learning in general and language learning in particular.

In EFL classes, teachers usually face some behavioral problems done by students. In some cases, this problem can expand in the whole class or be stopped in time which totally depends on the teacher’s response. When a teacher corrects misbehavior in one student, this positively influences the behavior of other students and the clarity and firmness of the correction can influence the behavior (Kounin, 1974)

The first component of learning style dimensions is how learners interact with the outside world. Extroverted learners prefer working with others and bouncing ideas back and forth.

Social and learning activities that benefit them include problem-solving with others, group projects, and learning through mimicking experiences. On the other hand, Introverts generally have a shy nature, and students who are introverted have a solitary learning style, as they often prefer to solve problems on their own. Introvert learners like to brainstorm and seek theoretical exploration. They like to think out a problem and weigh options before moving forward.

Introvert and extrovert opposites, working together, can accomplish great things. Given that an estimated approximately 50 percent of people in the world fall on either the introvert or extrovert side of the spectrum, chances are that you have interacted with or will interact with your opposites often. The outcomes of some of your wildly successful and disastrous ventures were determined by whether you were in synch with or at polarity from introverts or extroverts. Perhaps you've left a project because one of the key team members was an opposite type to you, and the frustration overcame you. There is no way to assess how many breakthrough ideas never broke through because opposites could not get over the barriers their differences caused. The procedure of learning a second/foreign language (SL/FL) uncovers incredible individual variability among learners. These individual differences are majorly categorized as cognitive, affective and personality variables.

The cognitive group is identified with mental information processing including aptitude and intelligence; the affective variables include motivation and attitude; and the personality variables include introversion/extroversion, anxiety, self-esteem, risk-taking, tolerance, empathy and many others. The conviction that the individual differences of personality in general and the intro-extro dimensions in particular help learners' capability in English as a foreign language (EFL) is held by various researchers including (Christopher M. Berry, 2007) (Dewaele & Furnham, 2000).

Nevertheless, certain number of Psychologists claim that extraversion is a disadvantage for learning on the grounds that an extravert has less cortical arousal, is more easily inhibited and has a limited long-term memory. In contrast, many applied linguists predict that extraversion is an advantage for learning a second/foreign language, based on the assumption that an extravert elicits more input and produces more output. (Kiany, 2007). Additionally, (Cook, 2002)

(Gray, 1999) hold the opinion that extroversion is somewhat a drawback in terms of learning a language. This supposition is focused around a solid biological ground that extroverts have lower level of cortical arousal, and in the meantime get more easily hindered which makes them more defenseless to mental diversion. Furthermore, they have a restricted long-term memory than introverts who profit from having a more extensive long-term memory span.

These biologically decided diversities cause both groups to have diverse behavioral tendencies have additionally watched that it is introverts who attain superior academic achievement on composed tests in research as compared to extroverts, in this manner proposing that the previous are better language learners. Remembering these two angles, one can watch that there is an acceptable contradiction between the applied linguists' and the psychologists' opinions concerning the impacts of the intro-extro tendencies on general learning. As the few studies conducted so far have not delivered predictable results, the point of this study is to research these two angles more lucidly. Specifically, the present study will attempt to exhibit how the level of introversion and extroversion in the individual's personality influences learners' language proficiency.

1.1 Research questions

The study has been delimited by choosing only one of the areas of language proficiency, i.e., writing skills, to investigate the effect of intro-extro personality traits. Hence, the research questions are:

- 1) Is there any relation between the EFL learners' personality traits and their potential for learning writing skills at Masters level?
- 2) What type of relationship exists between the intro-extro tendencies of the EFL learners and their performance in writing skills at Masters level?

1.2 Research context

Personality traits have been the main factors that may or may not affect student development in a specific field of interest, in this case, their abilities in learning foreign languages. Due to unfitted conditions for proper development and lower chances of success, teachers of EFL had to improvise and introduce a more fitted method, which correlated with more positive success.

The importance of this study depends on the difficult situations in which students most of the time find it difficult to express themselves, and, because of that teachers ignore these effects which come due to personality traits changes. Moreover, If we want to introduce new methods of proper development, first, we need to understand the problem and the factors which surround these negative impacts. We can also consider the importance of this study on the effect that can present on future generations.

In this research, I will introduce methods which are proven to have guaranteed success in attracting current information regarding personality traits and their effect on students. I intend to research writing skills on EFL in young students in their proficiency background. With sufficient information and results, we can evaluate the condition in which we may introduce more effective methods for proper development. Personality traits can have a great impact on decision making, aptitude, and sometimes may initiate negative aspects of social surroundings. These results introduce positive and negative outcomes, take, for example, the extroversion personality trait individuals may consider that speaking out loud and being the first to do so is promoted as a heroic act. On the other hand, Introvert individuals consider that everything should be evaluated first and be evaluated in their mind before spoken.

This study will be conducted with a quantitative research design and survey methodology to collect data. For the purpose of this research, I tend to use various methods of study. According to (Creswell, 2012) quantitative research design with survey methodology is useful when a cross-sectional study is conducted at one point in time since it helps researchers to gather information quickly and economically.

All participants originate from different parts of Kosove. These students are between 23-40 years of age and currently studying in South East European University in Tetovo/North Macedonia. They are currently finishing the post graduate studies in ELT of the English Department. A precise number of 30 English students, including female and male participants from SEEU University showed interest on being part of this study. These students in an amount of time from 5 months will attend a special course where their abilities in Writing Essays and Presentation will be as their main objective. The participants' written essays were graded for their use of vocabulary, spelling and grammar, content and expression.

Another method will be the questionnaire more specifically (Eysenck's personality questionnaire) (Eysenck J. H., 1975) will be used to identify personality traits of the participants (i.e., introvert, neurotic and extrovert) Eysenck s personality Inventory (EPI)-(Extroversion /Introversion) will be used and formed in a way in which will contain main aspects of the students personality traits and investigate the differences and similarities. Apart from questionnaire, an achievement test will be used as pre-test and post-test in order to evaluate student s academic level in writing before the course and at the end of it .Moreover after the collecting the date there will data analysis and the questionnaires will be analyzed automatically by using the statistical technique of deriving arithmetic mean against each statement.

Chapter 2

Literature Review

This chapter outlines the literature related to the topic and recent studies conducted in the field of Second Language Acquisition and the importance personality traits learning English. It further gives some important information about writing skill.

The concept of type emerged in the work of Swiss psychologist (Jung, (1921))and two American women, Katharine Briggs and her daughter, Isabel Briggs Myers (Myers, 1962). Jung, a psychoanalyst, found that the seemingly unpredictable behavior could in fact be anticipated through understanding the underlying mental functions and attitudes people preferred ((Barron-Tieger, 1955). In 1921, Jung's theory of personality was published in a book called Psychological Types, theorizing that "individuals have mental or psychological preferences for performing certain tasks, just as they have physical preferences such as a dominant hand" ((Kennedy, 2004).

When Katharine read the English translation of the book published in 1923, she realized that Jung had already discovered what she had been looking for, so she adopted his model and began a serious study of his work. Also, she made her young daughter Isabel interested in her pursuit . (Barron-Tieger, 1955)They expanded Jung's psychological type theory and gave it practicality. This mother-daughter studied under Jung and desired to develop a method to test Jung's theory and put it into practice (Myers, 1962) They accomplished their goal by developing a psychometric measurement instrument called the Myers-Briggs type indicator.

Many studies have tried to investigate the impact of different personality types on different aspects of life including: vocation, education, sports, business, and psychology, etc. Regarding education, much works have been done on the relationship between personality types and language learning. In a study, in (T.Moores, 1973)and McCaulley found that personality types

can influence L2 learners' attitude and performance in self-paced instruction. Besides, (Busch, 1982) investigated the relationship between extroversion/introversion and English proficiency among the EFL students in Japan. He rejected the hypothesis that the extraverts are more proficient than the introverts.

Later on it was indicated that the introvert students were more successful than their extrovert counterparts. Another study was conducted by (Furnham, 1999) on the relationship between personality type and speech production. They concluded that extrovert bilinguals speak more fluently than introvert bilinguals, especially in interpersonal stressful situations. In another study, (Hinkley, 2005) attempted to determine if there existed any relationship between extroversion/introversion and the pronunciation accuracy in English as a foreign language with respect to the gender variable. He found firstly a positive relationship between extroversion/introversion and English pronunciation accuracy, that is, the extroverts outperformed the introverts in English pronunciation

Secondly, males were better in pronunciation accuracy than females. (Alibakhshi, 2011) also, conducted a study on 280 male and female EFL teachers investigating the impacts of personality and gender on their teaching activities preferences and their teaching efficacy. Using MBTI, Teaching Efficacy, and Teaching Activities Preference questionnaires; he found no significant influence for personality and gender on teachers' teaching efficacy, but a significant influence was observed for both personality and gender of teachers on their teaching activities preference

Some others have investigated the effect of personality types on EFL writing, for example, in an empirical study on the role of personality types in writing among writers and raters, (Meenakshi, 2017) found that the writers' personality types affected the ratings their essays received, and the raters' personality types affected their rating process. But, no significant relationship was observed between writers' and raters' personality types. (Zainuddin Z. , 2000) also, conducted a study with student teachers investigating the relationship between student reflective writing and teacher feedback.

Using the MBTI, three students whose personality types completely differed from hers were selected as raters. They read other participants' reflective writings and tried to identify the writers' types. It was revealed that as writer students need to go beyond their own interests and familiarize themselves with other choices, the readers' comment on student writing can play a vital role in forming their own preferences and in developing their less preferred approaches.

Besides, (Marefat, 2006) investigated the relationship between learner's personality type and his or her writing ability in the first place, then, between rater personality and his or her rating procedure; it was revealed that the only dimension showing significant impact across writing ability was the sensing/intuition preference and a relation was observed between rater personality and her rating procedure.

In another study, (Bahar, 2011) investigated the relationship between EFL learners' extroversion/introversion personality types and their performance in the argumentative writing with regard to the content, form, and their overall performance; she found that introverted writers significantly outperformed extroverts in all three sections. Also (Ahmadi, 2012) studied the extent to which extrovert/ introvert types of personality predict academic writing ability; it was revealed that there was no significant relation between personality and writing ability. Besides, the widespread assumption that extraverts outperform introverts in skills like writing was rejected.

2.1 Extroversion and Introversion

Much of the work in regards to personality traits was done by Carl Jung in the early to mid 1900s. His work was sparked by differences he had with his colleague Freud, and a need to explain the friction between them. As one of the first people to classify people as introverts or extroverts, his work centered along the idea of a person's dominant and auxiliary functions (Cloninger, 1993). An introvert's dominant function is to analyze and reason things within his head before using his auxiliary function to go out into the world and share.

The opposite personality, an extrovert, will use his dominant function to go out into the world and bounce ideas around, eventually ending up taking the data gained and analyzing it via his auxiliary function, dealing with the idea internally. Put simply, an introvert is an individual who is oriented toward the inner world, whereas an extrovert is oriented toward external reality (Cloninger, 1993).

Much work has been done on simplifying Jung's idea of dominant and auxiliary functions. In her article, (Tray, 2002) states that "extroverts get their energy from people and are renewed by being around others. Introverts get their batteries charged from the inner world of ideas and enjoy being alone" (p. 1). This would tend to lead toward the idea that introverts are nothing more than hermits, preferring to keep to themselves and not interact with the outside world. Some would label them as shy but this is not the case.

A person's level of social functioning doesn't depend on how introverted or extroverted he or she is. Shyness is a completely different attribute (Allerton, 1997). Therefore, a person can be an introvert and outgoing, or an extrovert and shy. It is pointed out that shy extroverts are common in society today, commonly holding positions as teachers, politicians, and entertainers (Tray, 2002). These positions give the individual a chance to recharge from being in front of or around people with minimal close interaction.

Extraversion (E) and introversion (I) dichotomy deals with the way people prefer to attain energy and focus their attention. Extroverts prefer to get energy from outside sources or outer world, but introverts prefer solitary activities and the inner world of ideas as the source of their energy (Eysenck S. B., 1982). According to Jensen and (Carell, 1995) it is the first dimension of Jung's system identified a person's general orientation toward life.

Extroverts mainly focus their energy outward and tend to interact with people and things. Outer experience (i.e., talking and acting) is so highly important for them that they often begin performing tasks with little planning, then rely on trial and error to complete the task. Since they spend more time dealing with outer experience rather than inner experience (i.e., reflecting and observing), they think most clearly and develop more ideas in action or in conversation.

Moreover, they state that introverts mostly focus their energy inward; they tend to consider and contemplate. More cautious about the outer world; they anticipate and reflect before becoming involved in action to avoid errors. When they are alone and uninterrupted by people and incidents, they think best and develop more ideas.

2.2 Eysenck's Theory of Personality

Eysenck, a German psychologist well-known for his experimental studies on the nature of personality, initially, was of the opinion that personality can be adequately described by two factors such as extroversion-introversion and neuroticism-stability. However, more recently, as a result of a series of factor analytic studies, he proposed the third dimension, namely psychoticism-normality. His scientific model of personality, commonly known as the PEN model (the acronym stands for Psychoticism, Extroversion, and Neuroticism) consists of a number of sub-traits which have been classified as belonging to the three universal dimensions. The three dimensions are explained by (Matthews, 1998) in the following way;

- *Psychoticism (P)* involves people who are predisposed to be aggressive, cold, egocentric, impersonal, impulsive, anti-social, unsympathetic, manipulative, creative etc.
- *Extroversion (E)* is ascribed to people who tend to be sociable, active, assertive, dominant, irresponsible, risk-taking, sensation-seeking, expressive, and venturesome.
- *Neuroticism (N)* involves individuals who are inclined to be anxious, depressed, guilt-feeling, tense, moody, irrational, shy, and emotional.

What (Eysenck H. J., 1981) proposed is that a person is not classified as possessing only one of the three dimensions. Rather, he is likely to show some degree of each of these factors on the continuum. Although Eysenck's picture of the personality traits appears to be unbiased, there is a generally observable tendency in various environments such as schools, peer groups, workplaces, and many others to favor the extrovert behavior.

The existence of such a situation has been observed by numerous researchers including (Brown R. , 1973), (Gardner, 1978). However (Ausubel) emphasizes the fact that learners' introversion and extroversion may be "a grossly misleading index of social adjustment". What

he implies is that the role of introversion and extroversion is often misinterpreted in language classes. This misconception results from the fact that teachers are inclined to take their pupils' behavior at face value and categorize them according to the existing stereotypes, which very often turn out to be far from the truth. In the same way (Brown D. H., 2000) also seems to openly favor introversion by saying that introverts can have an inner strength of character that extroverts do not have

(Placeholder1) in her study investigated the impact of the intro-extro dimension on academic achievement and L2 proficiency. The version of the EPQ was intended to measure the participants' degree of extroversion. Besides, standardized tests like TOEFL and IELTS were also used to measure the FL proficiency and the grade point averages (GPAs) for measuring academic achievements. The results indicated negative but non-significant correlations between extroversion and scores on the writing tests of the instruments mentioned above. The author concluded that introverts may have an advantage when it comes to the writing tests.

Carrell's (2002) study exposed that the writers' personality type affects the rating they get for their essays. (Chamorro-Premuzic F. , 2005) a, b) uncovered significant relationships between intro-extro personality trait and academic performance. (Chamorro-Premuzic F. , 2005)) study inferred that extrovert ESL learners are more comfortable with oral examination as compared to the written ones, and that they prefer to work in groups rather than alone. In another study, (Erton, 2005)) showed that learning styles of extrovert students are different from those of the introverts leading to proficiency differences between the two. (Widyastuti, 2012)) concluded that extroversion is positively correlated with L2 writing and vocabulary skills.

On the contrary, two other studies indicated that no relationship exists between personality type and writing ability. In an EFL based study, (Shadab Moslehi, 2015) found no relationship between personality type and students' self and teacher correction techniques in writing. However, (Zafar, 2017) research uncovered that intro-extro personality dimension is significantly correlated with language learning skills. According to this study, extroverts have an advantage on the introverts in speaking and reading skills while the latter perform better in listening skills. In case of writing skills, personality type does not seem to have any impact.

Writing Skills

Writing is one of the four basic communication skills whose learning can lead to learning a second language. According to Bello (1997), writing increases language acquisition because learners deal with words, sentences, and other elements of writing to convey their ideas effectively and to reinforce the grammar and vocabulary they are learning in class. As Chastain (1988) states, writing is a kind of practice which helps writer to store the material in long-term memory, in other words, the vocabulary, grammar, and patterns are more easily learned through being carefully applied in a piece of writing.

Undoubtedly writing is the most difficult skill for second language learners to master (Richards & Renandya, 2002). As a skill, production of a piece of writing which is coherent, fluent, and extended is probably the most difficult task to do with language, even for a native speaker (Nunan, 2003). Cumming (2006), emphasizing the role personality plays in writing, defined this skill as a “uniquely personal form of individual expression” (p. 473). The belief that each student, as an individual, has individual traits that uniquely influence his or her behavior and the difficulties most learners face in producing a coherent, fluent, and extended piece of writing persuades the present researchers to design this study focusing on EFL learners’ personality type and its effect on their writing ability.

According to (Hughes, 2003) Writing is a progressive activity. This means that when someone first writes something down, s/he has already been thinking about what he is going to say and how is going to say it. Then after he has finished writing, he reads over what he has written and makes changes and corrections. Based on (Frendo, 2005, p. 81) stated that writing is a key part of the day-to-day activities that used in a vast range of different situations. It allows communication across time and space, and provides an invaluable medium for storing records and others information.

Written communication offers different challenges from spoken interaction. In one way, writing is easier than speaking, in that it is not usually spontaneous and near instantaneous. Writing

requires planning and organizational skills, as well as skill in linking paragraphs and sentences together, skill in spelling, punctuation, word order, word choice, and so on. In writing a paragraph, the students should pay attention to the characteristics of a good paragraph such as unity, coherence, and completeness. First, Unity means that a paragraph discusses one and only one main idea from beginning to end (Hougue, 2006). It means that the writers only have one main idea or a topic in writing a paragraph. Second is coherence, it means that between one sentence to the next sentences should be logically connected each other or it should flow smoothly to the next sentence (Hougue, 2006)

They also give further explanation to achieve coherence by repeating key nouns, using consistent pronouns and transition signals to link ideas, and arrange the idea logically. Third, completeness is also necessary in a paragraph. Completeness means that controlling idea or topic sentence should be developed by using supported information. Those supported information contain supporting details and fact such as experience, example, place, and etc. A process approach to writing instruction involves five stages:

1. **Prewriting**

Activities to generate ideas for writing. Motivate students to write by means of discussions, questions, games, illustrations, brainstorming activities, etc.

2. **Drafting**

The first writing. As they begin to write, tell your students to keep in mind their audiences and their purposes for writing. They should also consider the form in which their work will be published. At this stage, allow your researcher to focus on expressing thoughts and feelings—do not worry about the mechanics of the writing. Offer your researcher support and encouragement, answer questions, and confer with them.

3. **Revising and Editing**

Reevaluation and editing for content and style. Teach your students to consider the suggestions of their peers, rearrange ideas, and make changes to make their writing more clear. Give them time to rethink how to communicate their ideas more effectively.

4. **Proof reading**

Checking grammar, spelling, mechanics, and neatness. Guide your students to find as many errors as they can on their own, then have them pass their work on to peers for rechecking. Your researcher can then correct errors as they prepare final drafts.

5. **Publishing**

Sharing writing with an audience. Publishing the writing may take any number of forms, such as displaying it, reading it aloud, binding it into a book, recording it on tape, performing it, illustrating it, setting it to music, or talking about it with others.

Writing skills relating to personality traits

Writing is a linguistic behavior that presents the sounds of language through visual symbols. It is different from talking spontaneous and permanent (Broughton, 1980, p. 116). Additionally, (Hughey, 1983) stated that “writing is a way of discovering and developing ourselves, it is a means for self-actualization. What we learn about ourselves through writing can help us realize our individual potentials and to achieve personal goals” (p. 35). Therefore, besides being an external activity through which we communicate with others, writing also serves our inner selves. It is clear that writing can be a tool for communication that we can communicate with others through writing down on papers to share our feeling or our ideas. Then, there are four interrelated factors, which always involve writing as communication. They are:

- 1) *Audience (who)*
- 2) *Purpose (who)*
- 3) *Content (what)*
- 4) *Form (how).*

Correspondingly, writing is one of four language skills that need more attention from the students to make a good writing. Writing is a process or an application of putting symbols, words, sentence or paragraph and produces the text so that people can read and understand its content. (Hughey, 1983, p. 3) also reported that “writing differs from speech in several important ways. His statement was also supported by Vygotsky’s idea (Jan834p. 3), that is composing written discourse is a separate linguistic function, differing from oral speech in both structure and mode of functioning.

Even its minimal development requires a high level of abstraction.” Furthermore, according to Nunan, the learner’s purposes of writing, which transcend, are producing text from teacher. However, the student’s concerns and interests are acknowledged can be developed rapidly through writing skill. In which forming words to be a coherent sentence in a paragraph can practice it (1991, p. 88). Through writing, students can express their ideas, feelings and creativities.

Writing for some writers has different purposes. By knowing the purpose, students will be easy to decide the techniques to achieve good writing. Therefore, students need to identify a purpose of their writing. According to (Hughes, 2003, pp. 101-103), there are five aspects of a good writing. There are

a) Grammar

Grammatically correct writing is one of the aspects that results a qualified writing in English. It needs to use appropriate tenses and words.

b) Vocabulary

Talking about vocabulary, it is about arranging several words into sentence. A standardized or qualified writing has rich, appropriate, and effective vocabulary.

c) Mechanics

Mechanic is related to spelling, punctuation, capitalization, and paragraphing.

d) Fluency

Fluency in writing is the same as coherence. Meaning that, a sentence is logically connected to another.

e) Organization

Good organization is well-linked. Fluent expression, ideas clearly stated, well-organized, and logically sequenced a cohesive

Correlation between personality traits and writing skills

(Thamrin, 2016)) obtained that there was a positive correlation between extroversion, personality and students' argumentative essay writing skills. The dominant level of extroversion personality was fairly extrovert and the students who are included in fairly extroverted obtained the argumentative essay score in the acceptable category than introvert one. In the contrary, a study conducted by (Zainuddin Z. , 2016) found that introvert EFL learners did better than extrovert EFL learners in constructing sentences (syntax).

(Boroujen, 2015) also gained if introverts significantly outperformed extroverts in all subsets of writing components except organization. This may be due to some of the introverts' personal characteristics that the extroverts lack, such as being careful, having more concentration in their solitude, and ability to generate many more ideas. The present study focused on the impact of personality types (extrovert and introvert) on students' writing ability, especially in writing a business letters, as one of the writing material learned

When it comes to personality traits it has got prominent attention among language learning specialists. It has been determined through numerous researches that there is a great variability among learners when it comes to personality factors. Because of this variability, researchers focused their attention to this issue in order to help students pursue their goals in second language acquisition. Personality traits have special characteristics among individuals that usually could be traced to an unchanged pattern of traits. Researchers have focused their attention on anxiety, control, achievement, orientation, intrinsic motivation, self-esteem, social competence, etc.

Among the most prominent and very often used instrument to measure personality traits is Myers-Briggs Type Indicator (Hammner, 1988) (Mccrea, 1992) Five Factor model of personality is also very prominent and often used in language acquisition field. This model includes five factors that mark person's personality, namely they are: Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. The research on personality traits and language learning strategies has not been popular and not much researched in the field. There are a number of researchers who called on a wider research in this field because of its importance and potential contribution in the language studies ((Schils, 1997),

Conclusion

Using this information, professional course developers will be able to bring important issues in language learning closer to the students, so that they will be able to achieve best learning results. Making students aware about their personality trait and the type of

strategy they employ while learning the language may also increase their interests and motivation. Once made aware about these different issues students will be able to explain their personality traits so that they will be empowered to learning in a variety of learning situations. Since cognitive strategy was the highest ranked strategy in the current research context, students should have been given an opportunity to approach their learning tasks from this perspective. Language instructors should take into consideration the research results and try to plan and structure their classes so that they reflect .

Chapter 3

Research Methodology

Research Sample

The research population involved the students of MA English at South East European University of North Macedonia,. Cluster sampling was adopted as a sampling technique for the present study. A group of the first semester MA English students was selected as sample. These students had undertaken instruction on “Essay Writing and Presentation Skills” as a course for five months. The class consisted of 30 students, which originated from different parts of Kosova. Amongst the participants there were students who finished their under graduated studies in Private Colleges and Public universities too.

Research Tools

Two research tools, a questionnaire and an achievement test of writing skills, were used to collect data for the study. (Eysenck J. H., 1975) Eysenck ‘s questionnaire was distributed to all participants in order to evaluate and determine their personality type(*Extrovert .Introvert or Neurotic*) 59 items of Eysenck’s personality questionnaire were adopted and included in the questionnaire for the present study. Only those items which were specifically meant to measure introversion/extroversion aspects of the participants’ personality were selected from the original Eysenck’s personality questionnaire.

Achievement Test

The achievement test comprised of an essay writing task. This test was used both as a pre-test and post-test. At the beginning of the course, the selected participants were asked to write an essay on “A Memorable Function” in 40 minutes. The rationale behind choosing the said topic was to assign a personal writing task which would supply them with an easily retrievable content from their subjective experience, as the purpose was just to assess their writing skills and not to judge their knowledge on a specific subject area. Further, it was expected that the narrative nature of the topic would expose their command on grammar and the use of appropriate vocabulary in the target language.

The time duration of 40 minutes was allocated with a purpose to give them sufficient time for brain storming (approx. 5–7 minutes,) pre-writing/mind mapping (approx. 5–7 minutes) and final draft (approx. 25–30 minutes). The essay was of total 20 marks. The students’ performance in the test was to be judged on the basis of vocabulary (5 marks), spelling & grammar (5 marks), content (5 marks) and expression (5 marks). The aim was to judge the status of proficiency in writing skills in English as a second language before taking the formal course on essay writing skills. Later, when the course was completed, the participants were again asked to write an essay on the same topic ‘a memorable function’. The purpose was to measure their current proficiency in writing skills and to compare it with the previous one.

Data Analysis Procedure

The data were analyzed in two stages. First, the data based on Eysenck's personality questionnaire were analyzed manually by taking mean scores, thus, dividing the students in three groups based on their personality traits, i.e., Extroverts, Neurotics and Introverts. Secondly, data obtained in the form of the participants' scores in pre and post writing tests were analyzed by using paired samples statistics and independent sample t-test in SPSS (Statistical Package for the Social Sciences) Inferences and conclusions were drawn systematically on the basis of statistics provided by SPSS.

Chapter 4

Data Analyses

Analysis of Personality Questionnaire

The data collected through the questionnaire were analyzed manually by using the statistical technique of deriving arithmetic mean against each statement. The following formula was used to get the arithmetic mean

$$M = \frac{\sum fx}{N}$$

Where M = Arithmetic mean, $\sum fx$ = Sum of the mid points/scores obtained by the students on a given answer weighed by their frequencies/answers

N = Total number of responses made by participant on a questionnaire

Using this formula, a participant's mean score for each of 30 statements (whose responses were collected on 5-point Likert scale ranging from strongly disagree to strongly agree) was calculated. Following this, the participant's total mean score on the questionnaire was obtained by computing the average of his/her 30 mean score values. The purpose was to get familiar with personality trait of the participants. The following results were obtained

Table 1. Key for determining proficiency levels

Proficiency level	Mean Score
Poor	0–2.0
Satisfactory	2.1–3.0
Average	3.1–3.5
Good	3.6–4.0
Exceptional	4.1–5.0

Table 2
Participants'
scores on
EPQ and
their

personality types.

Mean Score range on EPQ	Personality Type	Frequency	% age	N
1.0–2.5	Introversion	5	16%	30
2.6–3.5	Neuroticism	10	32%	
3.6–5.0	Extroversion	15	48%	

Table 2 shows that out of 30 participants, 5 were found to be introverts (mean score 1.0–2.5), 10 neurotics (mean score 2.6–3.5), and 15 extroverts (mean score 3.6–5.0).

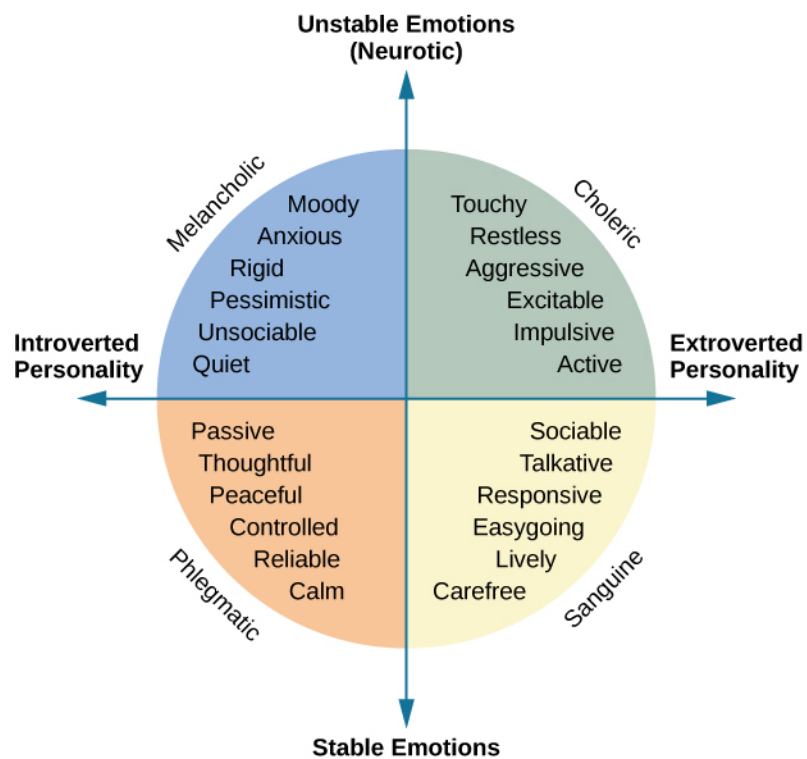


Figure 1 Here is a visual chart which shows the characteristics of each personality

Analysis of Achievement Test (Writing Skills)

The participants' written essays were graded for their use of vocabulary, spelling and grammar, content and expression. The scores on each of the four parameters ranged from 0 to 5. Following the below given key (Table 1), total mean score for each personality group's (i.e., introverts, neurotics and extroverts) performance in the four parameters of writing (vocabulary, spelling and grammar, content and expression) was calculated statistically to know its overall proficiency in each domain. The obtained results for the mean scores of extroverts, neurotics and introvert learner groups in the four parameters of writing proficiency are given in the Tables 3–6.

Table 3. Scores of vocabulary (pre-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	4		3.75	4		2.50	0		2.80
Average	5			3			0		
Good	6			3			2		
Exceptional	0			0			3		1,25
Total	15			10			5		

Table 3 shows participants' scores in pre-test vocabulary. Extroverts' mean scores, i.e., 3.75, shows them to be at 'satisfactory' level of competence in using appropriate vocabulary in writing. While the neurotics mean scores, is 2.50 respectively imply that vocabulary skill of this group is also of 'satisfactory' level, but a little lower that of extroverts .In the other hand we have the introvert group which results with lower number but represents exponential rate in

the table. There are positive attributions which customize this group to be more successful in vocabulary in the pre test results. So, the inference is made that performance of introverts in terms of vocabulary is better than the extroverts but almost similar to that of neurotics

Table 4. Scores of vocabulary (post-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	1	10	3.50	1	20	3.90	0	0	3.50
Average	1	10		2	15		0	0	
Good	7	15		3	15		1	10	
Exceptional	6	65		5	50		4	90	
Total	15	100		10	100		5	100	

Table 4 shows participants' scores in post-test vocabulary. Extroverts' mean scores, i.e., 4.30 shows them to be at 'average' level of competence in using appropriate vocabulary in writing. While the neurotics' and introverts' mean scores, i.e., 3.50 and 3.90 respectively imply that vocabulary skill of Neurotics group is 'good'. On the other hand the introvert group shows increase, and therefore maintains the highest score amongst groups. So, the inference is made that performance of introverts in terms of vocabulary is better than the extroverts but almost similar to that of neurotics

Table 5 Score of grammar (pre-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Precent	Mean
Satisfactory	7		3,75	4		2.30	2		3.99
Average	5			3			2		
Good	3			3			1		
Exceptional	0			0			0		
Total	15	100.0		1 0	100.0		5	100.0	

The statistics of Table 5 reveal the command of the participants on pre-test grammar. Mean scores 3.75, 2.30 and 3.99 respectively indicate 'satisfactory' competence of all groups in the field of grammar. However, introvert score is a little better than the other two groups. Here we can consider that when it comes to indoor activities ,we encounter more promising results in consideration to introvert group. There can be certain positive factors which may indicate that, introvert thrive when they feel comfortable doing their responsibilities.

Table 6 Scores of grammar (post-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	3	12%	3.90	3	35	2.70	0	0	
Average	4	20%		5	45		2	45	4.1
Good	7	60%		2	20		1	10	
Exceptional	1	8%		0	0		2	45	
Total	15	100%		10	100		5	100	

The statistics of Table 6 reveal the command of the participants on post-test grammar. Grammar mistakes are generally caused by problems related to students' cognitive skills and their individual traits. Mistakes may also be caused by language teaching strategies used by a teacher. Introvert group of students show more advancement level when it comes to grammar point, extroverts and neurotics maintain satisfactory level.

Table 7 Scores of content (pre-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	9		1.90	4		2.00			2.10
Average	4			5			2		
Good	2			1			2		
Exceptional	0			0			1		
Total	15	100.0		10	100.0		5	100.0	

The findings of Table 7 explain the extent to which the participants are committed to follow the content while writing a pre-test manuscript. The extroverts' mean score 1.90, as such it maintains the **Satisfactory** level. Whereas, neurotics 2.00 shows to be **Average** at content selection, while the introverts' mean scores, being 2.10, implies an '**Good**' command on content selection in the pre-test. The pre test are usually constructed in order to evaluate the level or the background of students in specific part of that subject.

Depending on the previous learning history, and the methods which one student has practiced, the results can be diverse among students from different schools, or states. However when it comes to personality traits, the results may be more conversed among students. Taking in consideration the tasks which teacher appoint to the students, the pre test results demonstrate current state of the student's background..

Table 8. Scores of content (post-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	2	10.0	3.80	1	9.0	3.50	0	0	4.40
Average	3	10.0		1	9.0		0	0	
Good	5	59.5		2	18.7		3	46.5	
Exceptional	5	20.5		6	63.3		3	53.5	
Total	15	100		10	100		5	100	

The findings of Table 8 explain the extent to which the participants are committed to follow the content while writing a post-test manuscript. The extroverts' mean score 3.80 shows them to be **'good'** at content selection, while the neurotics' mean scores, being 3.50 and Introverts with 4.40 respectively, .This implies an **'exceptional'** command on content selection in the post test.

Taking in consideration the results we have more clear view on the success that has been done since the pre test. Each category from the tables of personalities have demonstrated higher levels of improvements Introverts being the personality group which consists fewer candidats ,lead with more positive development. Furthermore, here we are considering the pre-test results before the course and the post-test .

Table 9. Scores of expression (pre-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	8		2.90	3		2.95	1		2.85
Average	5			3			2		
Good	3			4			2		
Exceptional	0			0			0		
Total	15	100.0		10	100.0		5	100.0	

Table 9 displays the extent to which the participants' written expression in the pre-test appeals the reader. Mean score 2.90 shows the tendency of the extroverts results at '**satisfactory**' stage in expression of their feelings and messages. Taking in consideration that this group represents more students than the remaining groups. However, neurotics' mean scores (2.95) proves them to be a little better than the two other groups in expressing their ideas in written text. This group contains fewer candidates than extroverts but more than introverts. Introverts with 2.85 remain last in this comparison. These are the results from the pre-test, meaning that from here we can evaluate the time and the progress that each group has to take till the post-test. My hypotheses is that each group will increase during this course.

Table 10 Scores of expression (post-test)

	Extroversions			Neurotics			Introversion		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	3	9.0	3.99	1	8.2	3.80	0	00	3.70
Average	4	20.0		2	15.5		2	20.5	
Good	5	50.9		3	30.8		1	9.5	
Exceptional	3	20.1		4	45.5		3	70.0	
Total	15	100.0		10	100.0		5	100.0	

Table 10 displays the extent to which the participants' written expression appeals the reader. Mean score 3.99 shows the tendency of the extroverts towards 'average' stage in expression of their feelings and messages. On the other hand, neurotics' mean scores (3.80 and 3.70 to the introverts respectively) prove them to be 'good' at expressing their ideas in written text.

During the entire course and examinations there have been noticeable positive changes to all categories. Candidats from the Extroverts have come up with more positive attitudes when it comes to the expressions in writing. There can be attributes to their personality which allows them to be more opened to expressions in writing. Unfortunately, is the opposite when it comes to Introverts and a slight level to Neurotics, introverts have proofed to be more isolated and less exposed to everyday expression, meaning that this attributes to negative results.

Table 11. Overall scores (pre-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	0	00	2.70	0	00	2.85	0	00	2.95
Average	5	32.5		5	38.5		2	45,7	
Good	7	35.5		4	40.8		1	30.6	
Exceptional	7	32.0		6	20.7		3	23.7	
Total	15	100.0		10	100.0		5	100.0	

Table 11 presents participants' overall scores in the pre-test of writing skills. The extroverts', neurotics and introverts' mean scores (2.70, 2.85 and 2.95 respectively) indicate that all groups' overall performance in the writing skills is of satisfactory level. However, introverts' performance is a little better in writing skills than that of the other two groups. Here we have clear results that Introverts among other group stand with more positive results .Once again we can witness that introverts attributes help with students reach more higher levels.

Table 12. Overall scores (post-test)

	Extroverts			Neurotics			Introverts		
	Freq	Percent	Mean	Freq	Percent	Mean	Freq	Percent	Mean
Satisfactory	0	00	2.90	0	00	3.07	0	00	3.13
Average	2	14.0		2	12.0		0	00	
Good	4	15.2		3	18.7		1	20.1	
Exceptional	9	70.8		5	69.3		4	79.9	
Total	15	100.0		10	100.0		5	100.0	

Table 12 explains participants' overall scores in the post-test of writing skills. The extroverts' mean scores (2.90) indicates that their performance in the post-test writing is of satisfactory level. On the other hand, neurotics' and introverts' introverts' performance in the post test of writing is of average level. Still, introverts' skill in writing is a little better than that of neurotics. Introvert group in each examination in writing have resulted to be more opened to ideas ,respecting coherence and cohesion in each test. In each test examinations there have been indicators that Introverts feel more dedicated and

4.3 Difference Between Extrovert and Neurotic

After comparing the three personality groups' mean scores in writing, the differences between each two groups' proficiency were measured statistically by applying independent samples t-test. The results are produced in

Table 13

Group Statistics				
	Personality traits of the participants	N	Mean	Std. Deviation
Grand Total	Extrovert	15	16.54	0.00429
	Neurotic	10	14.79	0.00487

Table 14 Independent sample test

		Levene's Test for Equality of Variances	t-test for Equality of Mean							
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Grand Total	Equal variances assumed	5.647	0.14	-1.166	49	.346	-.988374	.87547	-2.654754	.76446
	Equal variances not assumed			-1.900	52.67	.300	-.988374	.75643	-2.238876	.56643

Tables 13 and 14 show group statistics as well as independent sample t-test. The statistics show that there are 28 participants in the extrovert group and 15 in the neurotic. Mean score is 16.54 and 14.79 respectively for the extrovert and neurotic groups. In (sig.) column of Table 9, P value is 0.014 which is less than 0.05. Hence, we have to consider values of the second row (Equal variances not assumed) for analysis. Here, degree of freedom (Df) is at 52.67 and P value sig. (2-tailed) is at 0.300 that is more than the level 0.05, so the hypothesis "Extroverts are significantly different from neurotics in linguistic competence in writing" is rejected

4.4 Difference Between Neurotic and Introvert

Table 15

Group Statistics				
	Personality trait of the Participants	N	Mean	Std. Deviation
Grand Total	Neurotic	10	14.79	0.00487
	introvert	5	16.52	0.000581

Table 16. Independent sample test

		Levene's Test for Equality of Variances	t-test for Equality of Mean							
		Fig	Sig	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Grand Total	Equal variances assumed	.546	.698	-1.765	23	.354	-.876	.89712	-4.23423	65897
	Equal variances not			-1.543	21.56\45	.311	-.762	.81223	-4.11878	62351

	assumed									
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Tables 15 and 16 show group statistics as well as Independent Sample t-test. Statistics show that there are 10 participants in the neurotic group and 5 in the introvert. Mean is 14.79 and 16.52 respectively for the neurotic and introvert groups. In Significance column of Table 11, P value is at 0.546 which is more than 0.05. Hence, we have to consider values of the first row (Equal variances assumed) for analysis. Here degree of freedom (Df) is at 23 and P value sig. (2-tailed) is at 0.354 that is more than the level 0.05, so the hypothesis “Introverts are significantly different from neurotics in linguistic competence in writing” is rejected

4.5 Correlation Between Extrovert and Introvert

Table 17

Group Statistics				
	Personality Trait of the Participants	N	Mean	Std. Deviation
Grand Total	Extrovert	15	16.54	0.000581
	Introvert	5	16.52	0.00429

Table 18. Independent sample test

		Levene's Test for Equality of Variances	t-test for Equality of Mean							
		Fig	Sig	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Grand Total	Equal variances assumed	3.625	.200	-3.298	40	.065	-1.62345	.963453	-4.34566	-.00349
	Equal variances not assumed			-3.765	23.879	.043	-1.23425	.943453	-4.98634	-.19335

Tables 17 and 18 show group statistics as well as independent sample t-test. Statistics show that there are 15 participants in the extrovert group and 5 in the introvert. Mean is 16.54 and 16.52 respectively for the extrovert and introvert groups. In (sig.) column of Table 13, P value is at 0.200 which is more than 0.05. So, we need to consider statistics of the first row (Equal variances assumed) for analysis. Here degree of freedom (Df) is at 40 and P value sig. (2-tailed) is at 0.065 that is less than the level 0.05, so the hypothesis "Extroverts are significantly different from introverts in linguistics competence in writing" is accepted.

Results

The results from the tables show that the learners were found at the average level of vocabulary usage as well as expression. Their content was good enough but their grammatical competence was only satisfactory. Extrovert EFL learners used determination and social vocabulary learning strategies more frequently than introvert EFL learners did. However, introvert EFL learners used memory, cognitive and metacognitive strategies more compared to extrovert EFL learners

. These levels of the categories change from the pre test to the results of post -tests .In the beginning of the study there were obvious results of various gaps between personality groups. Introverts also showed comparatively low performance in grammar but the other fields like vocabulary, content, and expression were found to be good and exceptional. Neurotics seemed a little better than extroverts in writing. It was seen that the neurotics showed good use of vocabulary items. Their performance was good in terms of content but weak in grammar

. Nevertheless the results that were obtained after the course showed the differences between these personalities. The difference level at among the same for each group ,yet the introverts remain more adaptable towards writing proficiency .Based on the total results of this research, we can evaluate the best fitted methods in order to create more efficient methods for students.

Chapter 5

Conclusions

Descriptive statistics including means and standard deviations were computed to summarize the students' responses to the vocabulary learning strategy questionnaire. During the entire process of analyses, there was careful observation towards the entire procedure. All participants in these three groups showed full inters during entire course, therefore ,made the process more easier than expected .Questionaries, which were used in order to identify participants personality were the firs asset to use during the research. The entire process was supposed to start from this point, then moving to further stages

The results of the study show that the extrovert learners were found at the average level of vocabulary usage as well as expression. Their content was good enough but their grammatical competence was only satisfactory. Neurotic learners' performance was found to be satisfactory in their grammatical structure, while their usage of appropriate vocabulary and clear expression were found to be good.

Introverts also showed comparatively low performance in grammar but the other fields like vocabulary, content, and expression were found to be good and exceptional. Although no major differences were observed in the overall performance of the extrovert, neurotic and introvert learner groups, the introverts showed a tendency to be more proficient in writing than the extroverts.

The idea that the extroverts are significantly different from the neurotics in their competence in writing skills could not be verified because no significant difference was found between extroverts and neurotics in the t-test. Here neurotics seemed a little better than extroverts in writing. It was seen that the neurotics showed good use of vocabulary items. Their performance was good in terms of content but weak in grammar. On the other hand, the extroverts were weak in their choice of vocabulary and grammatical structure but stronger in their expression and content.

The idea that the introverts are significantly different from the neurotics in their competence in writing skills was also not confirmed as the findings showed no significant difference between the introverts and the neurotics. The introverts were weak in grammar but strong in some other aspects such as the choice of vocabulary, expression, and content. Same was the case with the neurotics. Though there was a little difference between their mean scores, the p value sig. (2 tailed) .546 was more than 0.05. Hence, the idea that the introverts are significantly different from the neurotics in their competence in writing skill could not be confirmed in the present study.

The idea that the introverts are significantly different from the extroverts in their competence in writing skills was positively confirmed in the context of the present study because in the processing of independent sample t-test, p value sig. (2 tailed) was .065 which is below 0.05 showing that the introverts' scores in writing were significantly different from that of the extroverts. Major differences were seen in the choice of vocabulary and grammatical structure,

Overall, extrovert EFL learners used determination and social vocabulary learning strategies more frequently than introvert EFL learners did. However, introvert EFL learners used memory, cognitive and metacognitive strategies more compared to extrovert EFL learners. The highest difference in the use of strategies was reported for the social strategies. In fact, extrovert learners used social strategies in a much higher frequency range than the introvert learners. Nevertheless, they were somehow similar in terms of their use of metacognitive strategies although the mean reported for the extroverts was slightly lower than that obtained for the introverts.

The study was based on two research questions:

- 1) Is there any relationship between the ESL learners' personality traits and their potential for learning writing skills at Masters level?

It was found that there is a strong relation between the personality traits of the learners and their potential for learning writing skills of English as a second language.

2) What type of relationship exists between the intro-extro tendencies of the ESL learners and their performance in the writing skills at Masters level?

The present study has revealed that a positive relationship exists between introvert personality trait and proficiency in ESL writing skills i.e. the introverts are better learners of writing skills as compared to the extroverts

All in all, The present study shows that the introverts are better learners in terms of writing skills. It assimilates Eysenck's theory that introverts are better language learners due to the fact that they possess "more mental concentration and can thus focus more on the task at hand" (Daele, 2005). This capability, according to (Eysenck M. W., 1974), makes them the prime candidate for successful learning. The results of this study are in agreement with the Eysenck's views appeared in 1974. They also stand in line with (Chamorro-Premuzic T. , 2005) (Widyastuti, 2012) and (Ghan, 2019) studies which indicated that writing performance is positively affected by introvert dimension of personality.

However, the results of this study stand contrary to what was found (Brown D. H., 2000) (Lee, 1978)), and (Skehan, 1989)), who claimed that the extroverts are better language learners since they make more chances to practice the language by exploiting the external data they are furnished with. The findings are also in contradiction to (Bijam, 2012). (Hassanlou, 2014)), (Shadab Moslehi, 2015) and (Zafar, 2017) studies which found no relationship between personality type and writing skills. On the basis of the results obtained from the present study, it can be said that language learning is associated with the personality traits and that the introverts are better learners of writing skills as compared to the extroverts.

Chapter 6

Limitations

Since all research studies are confronted by a number of limitations ,the limitations for this study will now be presented ;

- Time limitation and the lack of financial resources presented difficulties in the execution of the study. Data collection was limited to three months of distribution through the use of the electronic questionnaires. This constrains contributed to the fact that a limited number of completed questionnaires were received.
- Because the questionnaires were created based on firewall options ,many recipients ignore the request to complete the questionnaires ,because the firewall blocked the questionnaire from reaching the intended person ,also contributing to the low response rate.
- The length of the questionnaire presented to be a limitation, and a lack of inters was observed on the part of a number of respondents who participated in this study. This resulted in number of incomplete questionnaire and also contributed to the low response rate of this study.

Recommendations for future research

After completing the study and in view of its limitations ,the following recommendations can be made for future research.

While this study provides valuable information for researchers and educators, additional research is needed to further explore and understand how educators could evaluate, modify or adapt their usual or preferred teaching methods to meet the needs of both extraverted and introverted students in their classrooms. Thus, it is recommended that professor's consider how to incorporate a variety of teaching modalities in their classroom to enrich the student experience, while providing an opportunity for all students to experience alternative teaching methods and broadening the student and professor's view of what is considered participation in the classroom. Ongoing investigation of students' needs based on personality type will assist educators in identifying methods and variables that may promote student acceptance of a wide variety of classroom teaching and participation methods

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Appendix

Eysenck's Personality Inventory Yes /NO

1. Do you often long for excitement?
2. Do you often need understanding friends to cheer you up?
3. Are you usually carefree?
4. Do you find it very hard to take no for an answer?
5. Do you stop and think things over before doing anything?
6. If you say you will do something do you always keep your promise, no matter how inconvenient it might be to do so?
7. Do your moods go up and down?
8. Do you generally do and say things quickly without stopping to think?
9. Do you ever feel 'just miserable' for no good reason?
10. Would you do almost anything for a dare?
11. Do you suddenly feel shy when you want to talk to an attractive stranger?
12. Once in a while do you lose your temper and get angry?
13. Do you often do things on the spur of the moment?
14. Do you often worry about things you should have done or said?
15. Generally do you prefer reading to meeting people?
16. Are your feelings rather easily hurt?
17. Do you like going out a lot?
18. Do you occasionally have thoughts and ideas that you would not like other people to know about?
19. Are you sometimes bubbling over with energy and sometimes very sluggish?
20. Do you prefer to have few but special friends?
21. Do you daydream a lot?
22. When people shout at you do you shout back?
23. Are you often troubled about feelings of guilt?

E more 12 – EXTROVERT

E less 12 – INTROVERT

L – Lie

Those who score 5 or more on this scale are probably trying to make themselves look good and are not being totally honest in their responses.

