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The Effect of Extraversion-Introversion on Learners' Reading Comprehension:

The Case of Second Year Master Students of English at the University of 8 Mai

1945 Guelma.

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Dedication

I dedicate this work;

To the "Queen" and the "King" of my kingdom

My beloved mother "Ouassila" and my greatest father "Houcine"

For their endless love, care, and support in times of hardship before happiness

To my beautiful and lovely sisters "Sihem", "Samira", and "Houria"

To my dear brothers "Choukri" and "Djahid", and their pretty wives, especially "Manel"

To my heart "Yazen", and my little niece and nephew "Assil" and "Mousaab"

To my closest friends who offered me unforgotten memories and who were by my side, step after step, through this exhaustive journey

"Amel", "Romaissa", "Nessrin", "Maroua", "Nousseiba", and "Asma"

To my dear childhood friends "Aya", "Bouchra", "Shafia", "Youssra", and "Lina"

To my dearest friend and my deepest love,

To the very best of me, my prince and cherished fiance "Rami"

To all those who believed in me,

And to myself

Nouara

Dedication

I would dedicate this modest work to

My everything, my hero, "the greatest" father in the world "Mr. Mohammed", who had always believed in me, and to whom I would be forever indebted. His lost was the most painful event I have ever been through. May your soul rest in peace.

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My sweet sisters: Karima, Asma, and Sabah.

My treasured brothers, Farid, Halim, Abdou, Lahcen.

To my beloved husband "Messaadia Ahmed",

My father, mother, and brother in law.

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Abstract

Identifying learners' personalities is seen as an indispensable step towards granting a fruitful experience for both learners and teachers. Believing that the differences lying between extraversion and introversion can affect learners' overall language proficiency, in general, it seems to influence their reading comprehension in specific. To this end, this present study sought to unveil the different attitudes EFL learners bear towards the relationship between extraversion-introversion and reading comprehension, whether positive or negative. In an attempt to reach a clear answer; a case study takes place at the Department of English, University of 8 mai 1945-Guelma, with the participation of second-year Master students (N=62). The research utilizes the descriptive method that includes a structured questionnaire directed to the same students, as a quantitative and qualitative tool, to collect the required data. The compiled data refuted the research's main hypothesis, which indicates that introverts have positive attitudes towards the effect of extraversion-introversion trait on reading comprehension. Therefore, unexpectedly, the analysis of the research's tool displayed that extraverts outperform introverts in comprehending reading materials. Lastly, the research offers some implications and suggestions for further studies.

Keywords: Reading Comprehension, Extraversion-Introversion trait, EFL learners.

List of Abbreviations

ARAS: Ascending Reticular Activating System

D: Decoding

EFL: English as a Foreign Language

E-I: Extraversion-Introversion

EPIQ: Eysenck Personality Inventory Questionnaire

FL: Foreign Language Learning

IDs: Individual Differences

LC: Linguistic Comprehension

MCQs: Multiple-choice Questions

NAEP: National Assessment of Educational Progress

NRP: National Reading Panel

OPT: Oxford Placement Test

PF: Personality Factors

RC: Reading Comprehension

SL: Second Language Learning

SVR: The Simple View of Reading

TL: Target Language

TLL: Target Language Learning

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GENERAL INTRODUCTION

Reading is of a paramount importance in attaining English language proficiency. It is a skill that helps in both enhancing the process of language acquisition and improving learners' reading ability for variety of purposes; whereby their interaction with the text would enlarge their knowledge and enable them to fulfill their academic activities. Furthermore, for learners to be good readers they have to possess good reading strategies and skills while reading a given material. Evidently, skilled readers have many good qualities such as being goal oriented, critical thinkers, and actively engaged when reading; only to name few. Besides of having interest toward any book they read even if it is not among their preferences. Equally important, it is their passion towards reading itself what paves the way for their personal and educational development. Unlike successful readers, bad readers are those who have poor abilities, strategies, skills, and passively engaged with texts. More precisely, the core difference between good readers and bad ones lies in their ability to understand and comprehend the reading material. On this basis, EFL learners are required not only to be able to read a given text with a correct spelling and pronunciation but also to be able to decode, understand and comprehend its meaning. Thus, learners must develop their reading comprehension as it is the gist of the reading process.

In the learning process, no one can deny that students in the academic context – in a way or another- do not learn the English language in the same way despite the mutual treatment they receive from their teachers. This variation may refer back to their different personal characteristics, especially, in terms of their different personality types. Undoubtedly, students' personality variation as being an extraverted or introverted learner would affect their performance in education in general and language learning in particular. Henceforth, the focus

of this research is to highlight, more specifically, the effect of extraversion-introversion on learners' reading comprehension

1. Statement of the Problem

Reading is an essential skill that plays a central role in the development of learners' language proficiency. Thus, its importance in learning English as a Foreign Language can never be underestimated. Despite the countless advantages of reading, to name few, as enriching the students' linguistic depository and enlarging their knowledge for different purposes, it was placed on a back burner for many years; where most of EFL learners, more specifically Algerian learners, do not take it seriously in comparison with the other language skills. As a result, they encounter many problems reading a given material; where comprehension is the major barrier the students face when reading.

Putting in mind that, being able to read a given written material in fluent and accurate way does not necessitate being able to comprehend what has been read and vice versa. Even with the same teaching strategies and instructions given by the EFL teachers among all the students about certain reading materials; distinct levels of comprehension are detected within the same classroom. This would refer back to the learners' individual differences, mainly in terms of their personality types and their effect on the way they perceive information. Thus, most EFL learners at the Department of Letters and English Language- University of Guelma find it hard to overcome their weaknesses and their reading comprehension deficiency probably because of their personality traits, mainly extraversion/ introversion. Hence, the following questions are designed to direct this study:

- To what extent extraversion/introversion affects learners' reading comprehension?
- Who has better reading comprehension, introverted or extraverted learners?

2. Aims of the Study

The awareness about learners' extraversion or introversion towards learning the English language in general and reading comprehension in particular, is crucial for both students and their teachers; so that improving the students' reading comprehension. Evidently, this will help both learners and teachers in identifying the appropriate strategies to use when reading according to each type needs, and in indicating the students' weaknesses and strengths concerning the same matter. For that reason, the aim of this study is threefold:

- Identifying EFL learners' attitudes towards the impact of extraversion-introversion on reading comprehension.
- Raising both teachers and learners' awareness about the extraversion/ introversion dimensions.
- Enhancing EFL learners' reading comprehension.

3. Research Hypothesis

In the light of the aforementioned research aims concerning the investigation of the impact of extraversion-introversion on EFL students' reading comprehension, it is assumed that being aware about the differences residing among extraversion-introversion personalities has a remarkable progress on learners' reading comprehension. Hence, it is hypothesized that:

H_1: Introverts would have better reading comprehension than extraverts.

The null hypothesis entails that no relation exists between extraversion/ introversion variation and reading comprehension performance, thus it is hypothesized that:

H_0: Introverts would not have better reading comprehension than extraverts.

4. Research Method

In order to test the research's hypothesis and to reach reliable and accurate results, this study makes use of quantitative- descriptive method using students' questionnaire as the primary tool for gathering data to investigate their different perspectives and attitudes about both the effect and the role of extraversion-introversion in learners' reading comprehension.

5. Population of the Study

The population of this study is chosen randomly from second-year Master students of English Department at University of 8 Mai 1945- Guelma for the academic year 2019-2020. The targeted population is intentionally selected for two reasons. While the first one is due to their sufficient experience with the English language for about five years at university, the second refers to their need to intensively and extensively read to accomplish their academic activities, presentations and assignments, or even to understand lectures and proceed in exams. Accordingly, they are expected to autonomously read different materials, quantitatively and qualitatively, using a set of strategies and styles to accomplish a wide range of academic activities as well as to gain the needed information or to further their overall knowledge. In addition to their awareness, to a certain degree, of their personality types and its requirements. Hence, the students' questionnaire has been randomly distributed to 62 informants out of 137, wherein this sample is expected to be adequate to permit the researcher to generalize the results to the whole population.

6. Structure of the Dissertation

This research is divided into three main chapters, in addition to the general introduction and the general conclusion. The first and the second chapters are going to deal with the

theoretical framework of the research; whereas, the third chapter is completely dedicated to the analytical part.

The first chapter covers the definition of reading as a language skill, its types, its importance, and its purposes, with more focus on the definition of reading comprehension, its levels, its models, its difficulties, and the main strategies learners should perform to deepen their comprehension. Furthermore, it is concluded with the most popular procedures teachers use in assessing learners' reading comprehension as a way to figure out both of their weaknesses and strengths so that finding remedial solutions. The second chapter is devoted to cover the notion of individual differences, their most influential classsifications in general, and extraversion-introversion variation as personality trait in specific. It tackles extraversion-introversion various definitions by scholars, the characteristics of each dimension, the extraversion-introversion psychology concerning learners' level of arousal and memory, and its relationship with second/foreign language in general and reading comprehension in particular.

The third chapter is dedicated for the field of investigation that provides the results of the students' questionnaire, as a tool to conduct this study, along with detailed analysis and interpretation of the findings. Finally, it is concluded with a set of pedagogical implications and some recommendations and suggestions for future research.

CHAPTER ONE

READING COMPREHENSION

Introduction

Reading is one of the most crucial language skills for success in all educational environments, especially in the EFL context. Undoubtedly, it is the cornerstone to promote all other skills writing, listening, and speaking. Also, it has a significant role in both accomplishing the EFL learners' academic activities and broadening their overall knowledge.

It is no secret that most learners can read any material despite what their purposes are, either for information or pleasure. Yet, they often encounter the same obstacle, which is the lack of comprehension. On this basis, this chapter is an attempt to provide a comprehensive vision about reading in general and reading comprehension in particular. It starts with presenting a bunch of definitions for reading besides its importance, purpose, and types. Then, it highlights different definitions of the concept of comprehension followed by another collection of definitions regarding the notion of reading comprehension as a whole. After that, it covers the levels of the readers' comprehension and the models through which they process the text's information. Further, it discusses the effective strategies used by readers to improve their comprehension. Above all else, it concludes with the most common testing procedures of the reading comprehension.

1.1. Definition of Reading

Acknowledged that reading is an essential language skill the students must develop, it received several attempts from many linguists and scholars for defining it. Yet, there is no precise definition for reading due to its complexity (Grabe, 2009, p. 14). Therefore, numerous definitions were provided by researchers, all of which, according to their perspectives and

views. Accordingly, some researchers considered reading as the mere ability to extract meaning from a printed or written material (Day & Bamford, 1998, p. 12; Widdowson, 1984, p. 44). Agreeing upon this idea, Longman Online Dictionary also stated that "reading is the processes by which the meaning of a written text is understood".

However, other scholars provided a more complicated meaning of reading. For instance, Birch (2007) believes that reading is an intricate process because it is not only about associating words together but also applying appropriate knowledge and effective strategies to get accurate information. This view indicates that reading is a mental process where readers have to possess adequate knowledge about the text in their hands and to practice certain processing strategies until they become unconscious (p. 2). Additionally, the National Assessment of Educational Progress, NAEP Reading Framework, identified reading as "an active process that requires readers to comprehend the written material, to develop and interpret its meaning, and to appropriate this meaning to the text's type, purpose, and situation" (2005, p. 2). Meaning that, reading is an active process, wherein readers have to understand and evaluate the text's meaning according to its type, aim, and context. Moreover, Widdowson (1979) viewed that reading can take place whenever there is an interaction between the writer and the reader through the provided text (p. 169), leading to automaticity or reading fluency (Alyousef, 2006. p. 64). In which the latter - the reader - can both decode the text's words and comprehend its language (Oakhill, Cain, & Elbro, 2015, p. 2).

Thus, when examining reading in all its details, the combination of the following processes must provide a more comprehensive definition for reading as being a rapid, an efficient, a comprehending, an interactive, a strategic, a flexible, a purposeful, an evaluative, a learning, and a linguistic process (Grabe, 2009, p. 14).

As a result of the above-stated definitions, it is evident that reading is more than decoding and combining words in a given text. Hence, it is an ongoing mental process that demands both direct and indirect engagement with the written material by applying appropriate knowledge and some processes to understand and interpret its essence. In other words, reading is a multi-faceted process in which readers are no longer passive receivers but active constructors and interpreters of the text's meaning.

1.2. The Importance of Reading

Being an indispensable part of learning English as a foreign language, reading is seen as a crucial skill for success in all academic contexts (Brown, 2004, p. 185). Thus, it is said to be important because of the following reasons:

- Reading helps students to read a wide range of texts in English.

- It builds knowledge of the language.

- It constructs schematic knowledge.

- It assists learners in matching the reading style according to the reading purpose.

- It develops the students' awareness of the structure of written texts in English.

- It fosters the learners' critical ability to the contents of the text. (Hedge, 2003, as cited in Alyousef, 2006, p. 67)

Additionaly, Sangia (2018) confirmed the vital role of reading in EFL learning since it helps in understanding the materials taught, obtaining a large amount of data (p. 1), reinforcing communication, and developing the learners' knowledge and skills (p. 2). As the focus is on the value of reading in academic contexts, Fairbairn and Fairbairn (2001) claimed that reading is an essential activity in which the students will have to engage. For them, it supports the learners' academic work in terms of being aware of their subjects, keeping their

knowledge and understanding up to date, exchanging their ideas with their classmates (p. 3), and boosting their discovery and understanding. Therefore, developing a thoughtful, directed, thorough, and efficient performance (p. 4).

Along with what has been mentioned, reading -also- paves the way for teaching writing, speaking, and other aspects of language such as vocabulary, grammar, and spelling. Besides this, no one can deny that reading provides a deep understanding of both the world and the learners themselves through developing appreciation and interests (Al-Mansour & Al-Shorman, 2011, p. 69). Simply said, reading is the first and the last source for variety of input.

1.3. Purpose of Reading

It is a common sense that all readers, not only EFL learners, when engaging in the reading activity, they proceed it very differently depending on their needs and interests. According to Klingner, Vaughn, and Boardman (2007) "Reading is an activity that has a purpose" (p. 104) wherein readers read differently on different texts in different ways for different purposes. On this basis, there are multitudinous reasons why readers should strive to read.

However, the two main ones are reading for pleasure and reading for information (Grellet, 1981, p. 4). Generally speaking, the former division stems from the readers' will for enjoyment and fun like reading riddles, poems, stories, narrative or fiction texts. While, the latter is set for obtaining knowledge and data involving reading letters, notes, articles, and books; or for instrumental purposes like achieving clear goals such as reading instructions in manuals or road signs for directions (Knutson, 1997, p.49; Harmer, 2001, p. 200).

Noticeably from the above-explained purposes, the readers seem to be fully aware and conscious about the reasons lying behind each type of reading. However, it is not always the case. For clarifying this, Grabe (2009) stated that "we read different types of texts, some that

we consciously intend to read, and some that we just seem to pick up or encounter" (p. 5). Thus, in some instances, people read some expressions or texts without a pre-determined purpose or intention for reading them. For example, reading an advertisement in the street, a headline in a newspaper, or a fashion-magazine in a beauty salon.

It is worth mentioning that, having a purpose in mind before reading is of great importance in paving the way for successful and more comprehensible reading (Hudson, 2007, as cited in Cheon & Ma, 2014, p. 55).

1.4. Types of Reading

Reading a particular type of text rather than another is primarily related to the readers' needs and purposes. For example, picking up a literary book instead of a scientific one is often originated from the readers' conscious decision and interest. Hence, readers are mostly required to choose the most appropriate kind of reading that suits their purpose.

Onward from this brief explanation, the focus relies more on the two major known categories of reading, the extensive reading and the intensive reading.

1.4.1. Intensive Reading

In EFL learning, students typically expected to read different texts of different types where the main objective is the mastery of the target language. In this turn, Brown (2000) identified intensive reading as a classroom-based activity that demands the teachers' guidance. He, further, resembled it to a zoom lens strategy (p. 312) wherein readers have to look for particular information in shorter texts (Solak & Altay, 2014, p. 80). Also, Mart (2015) confirmed that intensive reading primarily focuses on the language's accuracy than fluency through a detailed study of its aspects (p. 85) such as vocabulary, word spelling, grammar, and information structure. Simply it is language-focused learning (Nation, 2009, pp. 27-28).

Moreover, Carrell and Carson stated that intensive reading is a slow activity, unlike extensive reading, as the readers' task is to examine every single detail in the text (2007, p. 49). Hence, due to its detailed nature and slow speed, the intensive reading helps the learners to improve their academic achievement in general and their language proficiency in particular (Mart, 2015, p. 85). In line with this, Patel and Jain (2008, p. 219) stated some characteristics regarding intensive reading as follows:

- Intensive reading is a guided activity by the teacher.

- It is a direct way of acquiring an active vocabulary.

- It enables the readers to identify the text's linguistic items.

- It promotes the learners' active use of language.

- It develops good reading habits.

- It is a way of learning different features of language (accent, stress, intonation, and rhythm).

1.4.2. Extensive Reading

Usually, the label "extensive reading" refers to both reading in quantity and reading outside the classroom, wherein the students read long-stretched materials for gaining a general comprehension rather than focusing on each detail. On this basis, whenever the purpose is looking for a global understanding from long texts - albeit literary, scientific, or professional texts- it is extensive reading (Aliponga, 2013, p.73; Brown, 2000, p. 313). Further definition by Sarsody, Bencze, Poor, and Vadnay (2006) proposed that extensive reading is similar to pleasurable reading (p. 54), in which the success of the former depends on the later as long as it conforms to the learners' interests.

Moreover, Broughton, Brumfit, Flavell, Hill, and Pincas (1980, pp. 92-93) viewed extensive reading as a rapid activity because it aims "to cover the greatest possible amount of information in the shortest possible of time". Broughton et al. (1980) added that in such activity, an almost low level for understanding is entirely sufficient. The researchers also stressed the significance of performing an appropriate practice for extensive reading along with the right selection of its materials, so that paving the way for teaching the EFL learners the language they want to learn through reading it (pp. 92-93). In this respect, Patel and Jain (2008, p. 120) set a few characteristics of extensive reading as follows:

- Extensive reading is a silent reading.

- It enables the learners to, indirectly, develop an active vocabulary.

- It emphasizes the subject matter.

- It helps in expanding the content of the text.

- It is an individual activity done by the learners themselves.

- It is an entree to a new world by enhancing the learners' knowledge and understanding.

- It helps in developing positive attitudes towards reading.

Briefly said, the distinction between both types of reading, intensive and extensive, can be summed up into two differences, the amount of materials the learners required to read and the purposes lying behind the selection of these materials concerning each reading. Therefore, intensive reading demands learners to read short texts to provide a detailed study of the target language. While in extensive reading learners are expected to read a large quantity of materials for general comprehension and few or none tasks to perform.

1.5. Reading Comprehension

There is no doubt that when reading, readers face new words or even familiar ones but used in unusual contexts. Evidently, encountering this problem deters the readers' comprehension as long as the unknown words are the key elements in the presented material. If it is the case for native readers, then it is guaranteed for foreign language learners.

Consequently, readers have to comprehend the text in hand since comprehension is the essence of the reading activity. Thus, identifying the concept of comprehension in separation is needed for a better understanding of the notion of reading comprehension as a whole.

1.5.1. Definition of Comprehension

In an attempt to find an adequate explanation of comprehension, the gist of reading (Pokharel, 2018, p. 75), many specialists and educators used the term in different ways. For example, some of them agreed upon the view that sees comprehension as the mere ability to construct meaning from reading the text in hand (Henderson & Buskist, 2011, p. 32; Cecil, Baker & Lozano, 2015, p. 250). Meaning that comprehension would take place if the readers can both understand and establish connections with the text's ideas.

However, for other researchers, this is not enough because the readers' different backgrounds also influence the significance of these ideas (Kucer, 2014, p. 183); which in turn affect their way of comprehending the whole material. Further, Allen and Landakar (2005) affirmed this idea by stating that "Comprehension is predicated on significant background knowledge" (p. 30). In line with this, achieving a better understanding requires the learners to appropriately relate the information conveyed in the text with their previous knowledge. Similarly, Harvey and Goudvis (2007) stressed that the efficient way for readers

to be good comprehenders is to look beyond the literal meaning of the text (p. 38) and to construct mental representations of its message (Perfetti, Landi, & Oakhill, 2005, p. 228).

In other words, during the comprehension process, readers are expected to link the visual information presented in the text with the non-visual information stored in their minds to monitor and develop their understanding as well as acquire and actively use knowledge. Accordingly, Moore, McClelland, Alef, and Vogel (2016) asserted that:

> Although there are many different definitions of comprehension, there seems to be a common theme in each –comprehension consists of students being active readers, processing what they read, forming a mental image, summarizing, and drawing conclusions. These actions guide the reader to understanding and connecting with the text while assisting the reader in gathering details and making meaning of the text. (p. 21)

1.5.2. Definition of Reading Comprehension

Considering that the widespread goal of success in education, especially at university, is to gain comprehension from the reading materials, learners often make countless attempts to develop their reading comprehension.

In its general sense, reading comprehension is what Zoghi, Mustapha, and Maasum (2010) viewed as the ability to make meaning from the written text (p. 439); wherein readers during the reading activity strive to figure out the message behind the text being read. In the same line, another definition by Woolley (2011, p. 15) proposed that for better comprehension, learners have to pay more attention to gain an overall understanding of the whole text rather than getting meaning from isolated words or sentences. Moreover, Burns and Kidd (2010), in their definition, emphasized the interactive nature of the reading comprehension process, reflecting the reciprocal relation between the reader's views and the text's message (p. 397).

As a complementary definition, Snow (2002, p. 11) identified reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language"; emphasizing the direct exchange between the reader and the text as the former creates meaning for and through the later. Unlike Burns and Kidd, Snow's model made it clear that reading comprehension depends on the interaction of three factors, the reader, the text, and the activity- all defined within a sociocultural context (Figure 1.1). For her, the reader refers to the set of capacities, experiences, and knowledge s/he brings to the text. Whereas the text is the material to be read either printed or digital. And concerning the activity, it is related to the readers' purposes behind reading, the processes they are functioning while reading, and the consequences they are willing to achieve from reading.

Figure 1.1. A Heuristic for Thinking about Reading Comprehension
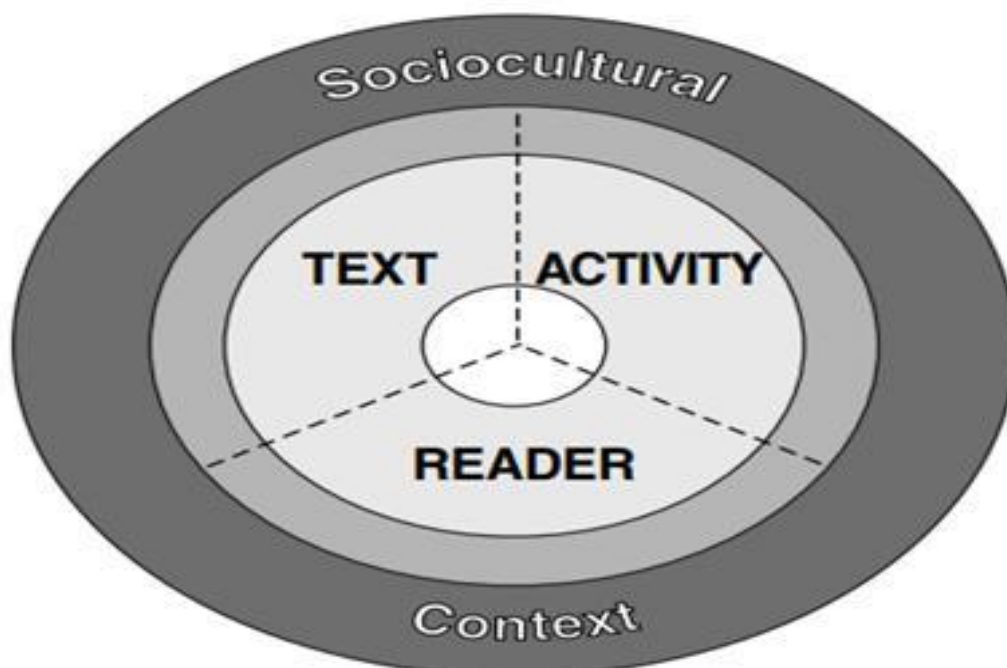
Adapted from: Snow, 2002, p. 12.

Furthermore, Braze et al. (2015), based on The simple view of reading (SVR) of Gough and Tunmer (1986), re-explained that reading comprehension (RC) is the result of two main

components (Figure 1.2). The first is linguistic comprehension (LC), which refers simply to the ability to comprehend the language in its both forms printed and oral. While the second is decoding (D), which refers to the ability to recognize or decode written words. According to this view, the stronger each component (LC) and (D), the successful reading comprehension will be achieved. Consequently, reading comprehension equates linguistic comprehension multiplied decoding ability (RC= LC×D). Therefore, if one of the components equals zero, reading comprehension will fail (p. 436).

Figure .12. A diagrammatic representation of the SVR
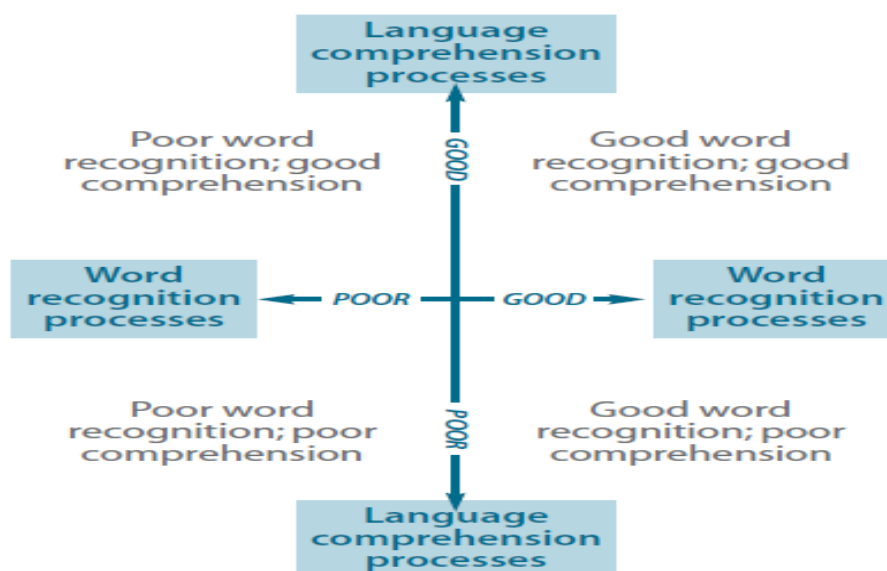
Adapted from: Rose, 2006, p. 40.

As a result of the above discussion, reading comprehension is a complex and multi-component process that demands not only the readers' reactions to the text but also many interactions through identifying meaningful relations between the different parts of the text and their background knowledge (Klingner, Vaughn & Boardman, 2007, p.8).

1.6. Levels of Reading Comprehension

It is no longer new that reading comprehension is a complex task that comprises different abilities, processes, and skills including, decoding words, recognizing and developing vocabulary, setting goals, monitoring comprehension, and interpreting the text's meaning in relation to the readers' knowledge. Consequently, the combination of these functions inevitably enables the readers to deepen their comprehension to the required level (Grabe, 2014, p. 8). Accordingly, Westwood (2008) declared that reading comprehension primarily functions at three different levels of sophistication namely literal, inferential, and critical (p. 32). These levels of comprehension are stated below from the least to the most complicated.

1.6.1. Literal Comprehension

It is a shallow comprehension (King, 2007, p. 268) in which readers clearly understand the basic facts presented in the reading material (Westwood, 2001, p. 21). That is, comprehension, at this level, is explicitly stated involving surface meanings and direct connections. According to Alptekin and Ercetin, literal comprehension "essentially captures surface code features and text base meanings explicitly stated in the text as well as the connecting devices that bind these text constituents locally" (2011, p. 242). For instance, readers can easily answer literal questions -like the main character's name or his/her job- at a particular page or through integrating information from different parts of the passage since they are explicitly stated (Moreillon, 2007, p. 62; Westwood, 2008, p. 32).

1.6.2. Inferential Comprehension

Inferential comprehension is what Alonzo, Basaraba, Tindal, and Carriveau (2009) described as stepping away from the concrete (p. 35). In contrast to the literal comprehension, it is a deep comprehension that requires readers to go beyond explicit understanding, looking

for hidden meanings and implied thoughts. At this level, readers have to read the text carefully to interpret its meaning (Liu, 2010, p. 153). Further, King (2007) pointed out that readers achieve deep comprehension when they are successfully able to consolidate their prior knowledge with the explicit information (the literal meaning) presented in the text (p. 268).

In other words, determining inferential meanings requires learners to think about the text in which the unstated information can be identified through drawing conclusions, eliciting cause-effect relationships, and future predictions about the text's purposes and details as well as the author's intent and motives. Hence, compared to literal comprehension, it is more difficult and complicated (Hansen & Pearson, 1983, p. 821).

1.6.3. Critical Comprehension

The most demanding and complicated level. It is also known as evaluative comprehension. According to Alonzo, Basaraba, Tindal, and Carriveau (2009), critical comprehension is "taking the leap between the text and the world beyond" (p. 35). At this level, readers have to integrate the two first types of comprehension -literal and inferential- to go beyond both the text they just read and their knowledge about the world as a whole. In other words, evaluative comprehension allows readers to critically interpret and judge the different aspects of the text in hand. On one hand, to evaluate the text in terms of its transparency, efficiency, and inclination (Westwood, 2001, p. 21). And on the other hand, to appraise the authors' work and appreciate his product, the text, so that invoking valued responses from the passage as emotions, satisfaction, or disagreement (Liu, 2010, p. 153). Thus, developing critical comprehension requires proficient readers with high-level abilities and skills to enable them in making judgments and opinions about the text and the author.

It is worth noting that, although the provided material satisfies the readers' level of understanding, they have to apply orderly the three mentioned levels- literal, inferential, and

critical. Clearly, then, for developing successful comprehension, readers must move beyond the surface meaning and not only think about explicit information but rather look deep to infer and critically judge the different aspects of the text in hand.

1.7. Models/ Processes of Reading Comprehension

Undoubtedly, reading as a source of input, a large amount of information is communicated to readers. During this activity, understanding the text's meanings and implications is uniquely processed. According to Alderson (2000), the process is "the interaction between a reader and the text" (p. 3), in which s/ he relies not only on decoding isolated words but also engaging her/ his knowledge and experiences when dealing with the text in hand.

To put it differently, when reading any given passage, many different things can be happening, either consciously or unconsciously. Thus, in an attempt to explain the reading behavior and how comprehension is carried out, many researchers agreed upon three main models/ processes including, Bottom-up, Top-down, and Interactive model.

1.7.1. Bottom-Up Process

It is presumed to be data-driven (Alderson, 2000, p.18) or text-driven processing (Manzo & Manzo, 1995, p. 15), which allows readers to make meaning from the printed text.

According to Grabe (2009), in this model, the existing information is gradually translated with little assistance from the reader's background knowledge (p. 89). That is, the reader firstly decodes the small units - phonemes, letters, and words- then moves to the large ones - phrases, sentences, and passages (Gilakjani & Sabouri, 2016, p. 232). In other words, for comprehension to take place, readers have to follow a specific order or sequential recognition of letters, sounds, words, sentences, and so on (Figure 1. 3). Thus, an accurate recognition of any item primarily relies on the accuracy of its precedent. However, Eskey (1998) criticized

the bottom-up process since it focuses only on decoding the linguistic units and neglects the reader's contributions to the text (as cited in González, 2017, p. 162).

Figure 1.3. Data-driven or Bottom-up Model

Level III — Meaning (deep structure)

Level II — Words (lexical level)

Level I — letter/sounds (character level)
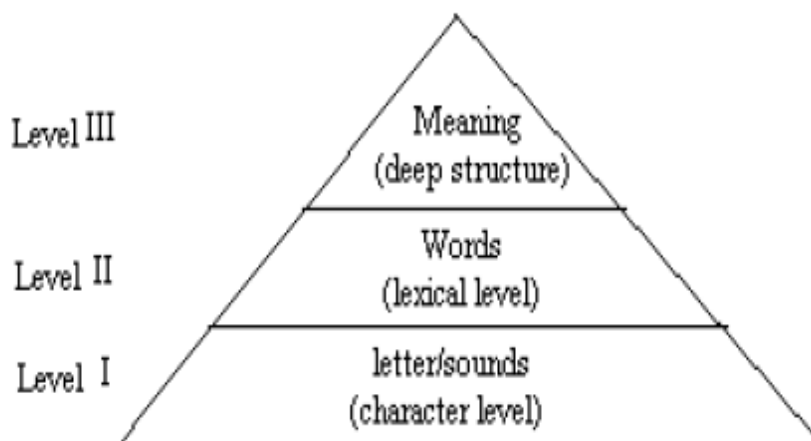
Adapted from: Liu, 2010, p. 156.

1.7.2. Top-Down Process

In contrast, the top-down model tends to be a meaning-driven or concept-driven processing (Liu, 2010, p. 154), in which readers conceive the text from whole to part. According to Birch (2002, p. 2), constructing meaning, in this model, starts from interpreting large units like sentences, paragraphs, and stories through the use of the reader's prior knowledge alongside other cognitive strategies-semantic and syntactic (Figure 1.4). Yet, the readers' goals and expectations are what actively control the comprehension process. That is, to guess the text's meaning, readers rely much more on their prior knowledge than on the presented information before their eyes.

Grabe and Stoller (2011) stated that the top-down process allows readers to sample the text's information and form hypotheses about the upcoming words and their meaning to either confirm or reject these expectations (p. 26). For instance, "what the text is going to be like,

inferences about the motivations of the characters, decisions about how certain events are related in the reading, and the like" (Birch, 2002, p. 2). However, only few scholars support top-down processing basically for two reasons. Because, on one hand, it does not give a clear explanation of what is exactly happening when making meaning from the text. And, on the other hand, it does not provide new information for the reader since s/he is the one who directs the comprehension process (Grabe, 2009, p. 89).

Figure 1.4. Hypothesis Test or Top-down Model
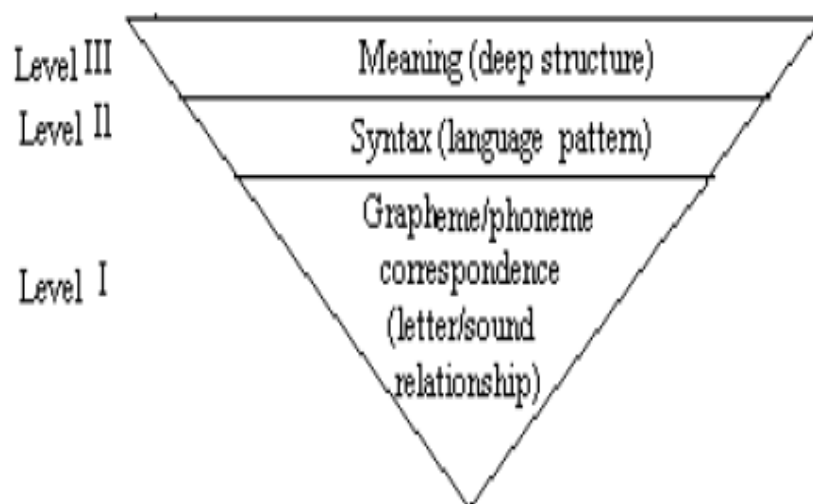
Adapted from: Liu, 2010, p. 157.

1.7.3. Interactive Process

According to Manzo and Manzo (1995, p. 16), the interactive model is likely to resemble the top-down process more than the bottom-up. But in fact, it is a compilation of the two types. The simple idea behind proposing this process is to find a compromise to resolve the inconsistencies between the researchers' different views.

However, even this model did not spare from these contradictions. While Manzo and Manzo (1995) claimed that the only definition for the word *interactive* would refer to "the

reader's inner dialogue with him or herself" (p. 16). That is, there is no other interference neither of the author nor the text itself, it is just about the reader and his knowledge and expectations. Birch (2007), disagreeing with the former view, assumed that reading as an interactive process is attributed to three features. First, the interaction between both bottom-up and top-down processes with the readers' knowledge. Second, the interaction between the readers' minds/ knowledge and the written text. Third, the indirect interaction between the reader and the writer's text (p. 4).

Briefly said, in this model, all these processing strategies work together in a parallel and simultaneous way, either higher up or lower down processes (Figure 1. 5). For example, since the recognition of letters and words results in constructing meaning, also contextual information, inferences, and world knowledge affect the processing strategies at lower levels- syntactic, lexical, and the like (Birch, 2002, p. 3).

Figure 1.5. Interactive Model
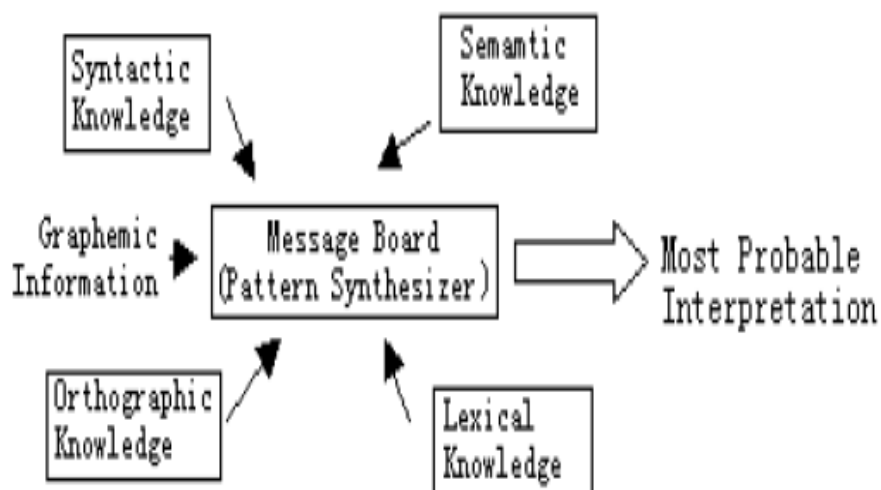
Adapted from: Barnett, 1989, as cited in Liu, 2010, p. 157.

To conclude, the success of the reading comprehension process depends basically on successful word recognition, which is a prerequisite for an appropriate comprehension. In other words, readers must make use of both top-down and bottom-up processes to achieve this purpose- the application of the interactive process.

1.8. Reading Comprehension Strategies

Generally said, the ability to perceive and decode words is often assumed to be the prerequisite of the reading act. Seemingly, readers can make meaning of words and even sentences but, unfortunately, not of the whole text. For this reason, educators and teachers attempted to deepen the readers' comprehension through the integration of several strategies (Table 1. 1) that "are, above all, tools for building knowledge and understanding about ourselves, the text, and the world" (Harvey & Goudvis, 2017, p. 156). According to Abbott (2006), reading comprehension strategies are mental operations or comprehension processes, in which the readers use to attain meaning from the reading material (p. 637). Besides, Graesser (2007) defined these strategies as cognitive or behavioral actions that readers consciously implement as a means to improve their reading comprehension (p. 6).

Therefore, reading comprehension strategies are significant ways to develop the readers' understanding of any printed text. Examples of some commonly used strategies include skimming, scanning, predicting, activating background knowledge, questioning, and summarizing.

1.8.1. Skimming

As the first step of reading academically, is to get a general overview of the reading material, skimming is the most effective strategy to use. Wilhelm et al. (2007) considered it as a rapid or quick reading to find the general idea -or the gist- of the text in hand (p. 6). Also,

skimming is "the key to make time not wasted" (Fauzi, 2018, p. 84). Accordingly, readers do not have to read the whole material (book, chapter, or section) but rather take a quick look at its main ideas with minimum effort and time. At this point, they only use fast movements of their eyes over the text to determine its type, the topic, and whether this information meets their purpose for reading (Eagleton & Dobler, 2007, p. 39).

Mikulecky and Jeffries (2007) estimated that, while skimming, readers often have general questions in mind about the text's central idea, the usefulness of its information, or the writer's opinion (p. 170). For the researchers, the answers to such questions are generally found at the beginning and the end of each paragraph in the text (Mikulecky & Jeffries, 2007, p. 170).

At last, Fairbairn and Winch (2011) confirmed the importance of skimming since it helps readers to skip unnecessary or intricate details as well as to make reasonable decisions about both what is worth reading in detail and where detailed reading should start (p. 30).

1.8.2. Scanning

On the other hand, scanning is a rapid reading, just like skimming or even more. Yet, it is a "quickly searching for some particular piece or pieces of information in a text" (Brown, 2000, p. 308) and not for its general meaning. That is, readers following this strategy have to look carefully through the text for specific information or items.

For Nation (2009), scanning requires readers to locate particular details including, names, dates, numbers, words (p. 70), headings, or other information that meets the reader's purpose of reading (Eagleton & Dobler, 2007 p .39). Similarily, Bojovic (2010) asserted that while scanning readers do not have to read the whole material, but rather intentionally select what satisfies their specific needs and goals (p. 2). For instance, they scan a newspaper to know the movie showtime or encyclopedia for data to include in a school project (Wilhelm et al., 2007,

p. 6). Therefore, scanning is an easy and effective way for learners to extract the needed information or details to answer the questions in exams and tests in a short time (Fauzi, 2018, p. 81).

1.8.3. Predicting

Undoubtedly when reading, readers often feel uncertain about some aspects of the text. At this point, readers start predicting to reduce these ambiguities to likely alternatives (Smith, 2004, p. 25). According to Duffy (2009), predicting refers to the readers' ability to make initial guesses about what is going to happen as well as their readiness to change or alter these predictions as they read the text in hand (p. 101). Moreover, the researcher stated that readers make predictions primarily based on their reading purpose, the text's type, and the topic clues alongside with the use of their prior knowledge (Duffy, 2009, p. 14).

Similarly, Gunning (2010) asserted that "predictions aren't just guesses, students should base their predictions on clues provided by titles, headings, illustrations, and whatever text they have read. They should also use their background knowledge to make predictions" (p. 194). Meaning that predictions are "educated guesses" (Moreillon, 2007, p. 76) wherein readers make use of both the text's clues and their schema, especially if the topic is familiar, to comprehend the text accurately. In line with this, predicting strategy is sometimes known as *forward inferencing* (Woolley, 2011, p. 108) in that readers infer their answers through the use of the text's illustrations or clues plus their background knowledge to draw new conclusions or confirm their predictions.

Finally, the most important about predicting is not its accuracy but rather the readers' active engagement within the text (Wilhelm et al., 2007, p. 10).

1.8.4. Activating Background Knowledge

In its broader sense, prior knowledge refers to what people or learners already have and know about the surrounding environment/ world including their experiences, acquaintances, information, and alike. Also, it can be known as background or schematic knowledge.

Based on schema theory, the National Reading Panel (NRP) report (2000) indicated that the readers' comprehension heavily depends on their ability to use their previous knowledge along with the new information found in the text (p. 83). In other words, reading comprehension is an interactive process whereby "Networks of information stored in the brain ... act as filters for incoming information" (Alderson, 2000, p. 17). Meaning that it is the readers' schema that organizes their previous knowledge and helps them to interpret the new information they encounter in the text.

However, if readers cannot activate their background knowledge, they are likely to fail to retrieve it later (NRP, 2000, p. 83). Consequently, the Panel distinguished three strategies for prior knowledge activation, notably question elaboration, generation, and answering alongside other forms of instruction relevant to the text's content like teacher lectures or discussions before reading (p. 42). Moreover, Moreillon (2007, p. 19) went further to emphasize an important point concerning the uniqueness of what each reader brings to the text, having different interpretations and understanding. At this point, the teacher's role is to assist readers in connecting what they know (experiences/ old information) and what they read (textual clues/ new information) by using several strategies as thinking-aloud or compare/ contrast (Eagleton & Dobler 2007, p. 204). Thus, activating the readers' prior knowledge relies primarily on the transaction between their previous information and the text's information as well as the teacher's assistance via using different instructions.

1.8.5. Questioning

Naturally, people in whatever situation ask and answer questions, each according to his or her needs and purposes. Likewise, learners generate questions, as part of their thinking process, to understand the material they need. Blachowicz and Ogle (2008) stated that questioning is an ongoing process used by both teachers and learners. While the former uses questions to guide the students' comprehension and what they know, the latter actively generates them to make meaning from the print before their eyes (p. 124). For this reason, Richardson, Morgan, and Fleener (2009) affirmed that students have to learn questioning strategies to promote their reading comprehension and teachers, also, to attract the learners' attention and engage them more in the learning process (p. 133).

Moreover, Anthony and Raphael (2004) classified the readers' ability to formulate questions into three phases before, during, and after reading (p. 318). At first, readers use pre-reading questions to activate and develop knowledge as well as to preview the text's main ideas and to set their reading purposes (p. 313). Then, during reading, readers and teachers equally use questions to understand the text's content and organization alongside with confirming or rejecting the students' early predictions. At last, learners and instructors formulate questions to test the overall comprehension through synthesizing the readers' prior knowledge and the textual information (p. 316). In this respect, Moreillon (2007, p. 59) distinguished three types of questions wherein readers can find their answers in the text, beyond the lines, or sometimes there is no answer.

Eventually, it is worth noting that an adequate ability to generate questions, certainly, helps readers to develop their reading comprehension as well as to become successful problem-solvers, critical thinkers, and decision-makers (Macceca, 2014, p.148).

1.8.6. Summarizing

Learning to summarize what one's read is another way to enhance his or her reading comprehension as a whole. According to Dole, Duffy, Roehler, and Pearson summarizing is:

A broader, more synthetic activity for which determining importance is a necessary, but not sufficient, condition. The ability to summarize information requires readers to sift through large units of text, differentiate important from unimportant ideas, and then synthesize those ideas and create a new coherent text that stands for, by substantive criteria, the original. (1991, p. 244)

Given this definition, summarizing is a challenging task wherein readers have to read the entire text and distinguish between what is essential and what is not, therefore, to produce an efficient summary. Additionally, readers, when summarizing, exhibit the extent and the depth of what they understood from the printed text as well as their ability to interpret and discriminate main details and key concepts (Shea & Roberts, 2016, p. 10). Moreover, Jeffries and Mikulecky (2007) provided a similar definition, in which readers have to rewrite and recapitulate only the text's leading information in a shorter form (p. 200) with "a modicum of inference or none at all" (Shea & Roberts, 2016, p. 117).

In terms of its significance, Jeffries and Mikulecky (2007) claimed that summarizing strategies are useful because they help readers to review and memorize information for tests and assignments as well as to collect and prepare data for projects and research papers. However, readers often fail to organize their ideas; and instead of producing a coherent summary, they either retell the passage or make a random listing of what they understood (Gunning, 2010, p. 113).

Table 1.1.

List of Reading Strategies

Reading Strategies	Description
Predicting	Helps activate prior knowledge. Based on clues in text (pictures, subtitles, etc.).
Connecting	Connecting prior knowledge to new information.
Comparing	Thinking more specifically about connections they are making, e.g. How is this different to...?
Inferring	Taking information from a text and creating their own interpretation beyond the literal level.
Synthesising	Piecing information together as students read a text, to keep track of what is happening.
Creating Images	Creating sensory images to assist with overall comprehension of a text.
Self-questioning	Providing a framework for active learning as students engage with the text to find answers.
Skimming	Glancing quickly through material to gain an overall view of text.
Scanning	Glancing through a text to locate specific details, e.g. names, dates, etc.
Determinning Importance	Prioritizing most important information from phrase, sentence, paragraph, chapter or whole text.
Summarizing and Praphrasing	Reducing larger texts to focus on important elements. Re-stating/ re-writing text in own words using key words to capture main focus.
Re-Reading	Creating opportunities for deeper understanding, word identification and developing fluency.
Reading On	Skipping unfamiliar word (s) and reading on to provide sufficient context to determine unknown word/ phrase.

Sounding Out	Using knowledge of letter-sound relationship to decode unknown words.
Chunking	Breaking multi-syllabic words into units larger that individual phonemes.
Using Analogy	Transferring what they know about familiar words to help them identify unfamiliar words.
Consulting a Reference	Using a dictionary, thesaurus, reference chart or glossary to help find word meanings/ pronunciations.

Note, adapted from: Pokharel, 2018, p. 78.

1.9. Assessment of Reading Comprehension

Unquestionably, as teachers and educators, recognizing those who are proficient readers and those who are not is easy to discern. Yet, identifying what exact struggles the latter suffer from is much complex than what might seem to be, because reading comprehension "is not an overt process that can be directly observed" (Fletcher 2006, p. 324). Consequently, a great variety of assessment and testing procedures appeared to examine this issue.

According to Nation (2009, p. 75), for teachers to design an accurate assessment, they have to fulfill particular criteria, namely reliability, validity, and practicality. That is, the test has to be, firstly, consistent, stable, and dependable. Secondly, truly measures what it intends to measure. Thirdly, it needs to be clear, time-efficient, and easy-making. Besides their significance in evaluating the readers' comprehension, these tests are also useful to promote students' learning, monitor progress, provide feedback, diagnose problems, and measure proficiency (Nation, 2009, p. 75).

Therefore, teachers can test the learners' achievement, in general, and their comprehension, in particular, through using different methods, commonly, open-ended questions, true/false responses, multiple-choice responses, and cloze tasks.

1.9.1. Open-ended Questions

According to Oakhill, Cain, and Elbro (2015), the task of the open-ended questions is the most sensitive way in assessing reading comprehension, since readers are unrestrained in presenting their answers (p .34). Meaning that each reader has the choice to formulate his answer the way s/he understands the text without any restriction to a particular or predefined response (Züll, 2016, p. 1). Further, while answering these types of questions, readers can be prompted by the teacher to elaborate on their replies by using why, and how, or by asking, for example, can you tell me more, and can you explain or justify (Oakhill et al., 2015, p. 34; Wasik & Hindman, 2013, p. 404). Moreover, open-ended questions are highly useful in terms of checking the readers' literal knowledge (answers found in the text), global knowledge (ability to combine world knowledge and textual information), and their general comprehension of the passage (Hassani & Maasum, 2012, p. 916).

In addition to raising the readers' motivation, through having the opportunity to express their opinions, views, and critiques in their own words (Züll, 2016, p. 2), open-ended questions can also be used to elicit the readers' problems with comprehension and to determine their source for remediation (Oakhill et al., 2015, p. 34).

1.9.2. True/False Responses

With true/false questions, learners read a given passage and, then, have to answer a list of related statements, each of which is true/false or right/wrong (Grellet, 1981, p. 221). That is, readers following this format, must decide on each statement, whether it is true or false

according to the read text. Conforming to Millard and Chavez's words, there are three types of this test. While the first is a classic statement with true/false options. The second is changing a false statement to make it true. And the third is a cause/effect statement -whether or not the cause explains the effect (2012, p. 10). Moreover, Grellet (1981) indicated that while answering these questions, readers may encounter different possibilities, namely, all the statements are either true or false, all the statements neither true nor false, and other statements require either justification, re-writing, or correction (pp. 221-222).

Finally, despite being a relatively easy test to perform/respond, the task of true/false questions does not clearly reflect the readers' ability of comprehension. For instance, if the teacher's aim is to assess the readers' ability to make inferences, that would be difficult because the statements themselves have clues about the correct answer (Oakhill, Cain, Elbro, 2015, p. 32). At this point, the teacher would be confused about whether the reader truly understood the text or s/he inferred the right answer because the provided statements indicated so. Thus, true/false questions often might be a source of uncertainty.

1.9.3. Multiple-Choice Responses

Multiple-choice questions (MCQs) are one of the most used test formats in assessing reading comprehension. In this test, teachers can turn a set of possible answers into comprehension questions, wherein readers have to choose one correct option out of three or five plausible alternatives for each statement or question (Hassani & Maasum 2012, p. 916; Millard & Chavez, 2012, p. 6).

According to Ozuru, Briner, Kurby, and McNamara (2013), since the given options provide a few cues to the target response, readers usually select their answers based on automatic retrieval or familiarity (p. 216). Consequently, they can successfully retrieve and identify the needed information depending on the extent to which the choices are familiar to

the exact answer. Therefore, teachers have to construct the multiple-choice questions carefully either by manipulating the questions' form (changing the orthographic aspects) or making all the options almost alike (2013, p. 216). Similarly, Nation (2009) claimed that designing good MCQs is not easy but rather a challenging task whereby all the choices have to be approximately the same, with only one accurate response (p. 33).

In accordance with Grellet's words, multiple-choice questions can be used as a tool either to assess the text's overall comprehension or to assess its specific sections, like one word, an expression, a clause, one or several paragraphs (1981, p. 220). Finally, MCQs can not only be used to test the readers' comprehension but also to help them in promoting their inferencing abilities, and to attract their attention to particular ideas which they might not have noticed or understand (Grellet, 1981, p. 218).

1.9.4. Cloze Tasks

Away from its history, a cloze or a gap-filling test is a frequent procedure that is commonly used by teachers to measure the learners' reading proficiency. Generally, the cloze test is a minimum of two paragraphs, accompanied by the deletion of particular words (Brown, 2004, p. 202).

To construct this type of test, Brown added that teachers could follow either the fixed-ratio deletion or the rational deletion (2004, p. 202). Meaning that testers either remove every fifth, seventh, or ninth word; or omit any word depending on their assessing purpose. And, then, readers have to fill in the gaps with the accurate words. Given that the cloze test mostly depends on the second method, Harmer (2001) described it as " a perfect test instrument"(p. 324), because its random deletion might test any aspect of the read text like the general understanding, grammar, vocabulary, etc. According to Oakhill, Cain, and Elbro (2015),

teachers can use this test format as an indication of both the readers' level of understanding and the text's difficulty (p. 32).

On this basis, the researchers identified three scoring procedures for cloze tests wherein 54 percent of correct answers means that the text is easy to comprehend, from 44 to 54 percent necessitates that the readers need the teacher's assistance, and below 44 percent implies that the material is exceedingly difficult to understand (2015, p.32). Similarly, Brown (2004) distinguished two approaches to the scoring of these tests, the exact word and the appropriate word (p. 202). Accordingly, readers in the first method have to retrieve the same deleted word, while in the other, readers insert any relevant word that is syntactically and semantically correct. Consequently, the former is practical, reliable, and easy to score, whereas the latter is valid, fair, and hard to score.

In conclusion, despite the existence of various tests and procedures in assessing reading comprehension, there is no single *best method* to fulfill all of the objectives behind its testing. In light of this idea, Alderson stated that,

It is certainly sensible to assume that no method can possibly fulfill all testing purposes...certain methods are commonplace merely for reasons of convenience and efficiency, often at the expense of validity, and it would be naïve to assume that because a method is widely used it is therefore valid. (2000, p. 204)

However, an efficient assessment of reading comprehension might be achieved through a good selection of both the reading material and the test techniques (Alderson, 2000, p. 113). That is, testers and teachers must be attentive to the different factors that might affect the test's efficacy like, the readers' levels, backgrounds, knowledge, obstacles, and the like. Consequently, they would design a suitable test for all testees. Finally, it is worth noting that reading comprehension assessments have a significant role in recognizing the readers'

different abilities, so that teachers can help those non-successful readers and encourage those successful ones, all to achieve better comprehension and promote reading proficiency.

Conclusion

In light of this chapter's findings, reading is no longer seen as a single ability, but rather a complex, cognitive, interactive, and multi-dimensional process. Meaning that it is more than recognizing and decoding the text's words, instead, reading is a demanding process that cannot stand without comprehension. Due to its intricate nature, readers often struggle to understand reading materials along their academic careers. For this reason, both learners and teachers continuously strive to find practical solutions for developing reading proficiency. Accordingly, this chapter exhibits the vital role of performing particular strategies as an effective means to promote the readers' comprehension besides the importance of assessing reading comprehension as a way of improving and remediating the readers' understanding of the written material.

CHAPTER TWO

EXTRAVERSION/INTROVERSION

Introduction

"Each person's map of the world is as unique as the person's thumbprint. There are no two people alike"(Milton Erickson in Mentis, Dunn-Bernstein, & Mentis, 2008, p.65). It is no secret, a plethora of exceptional differences grants the extraordinary heterogeneity and uniqueness among individuals. When it comes to individuals, many factors thrive for interpreting such diversity stretching from social, cultural, economic, gender, racial, etc. Similarly, in educational settings, no two learners are identical. It is the fact that every student, in each learning circumstance, brings a set of abilities, capacities, skills, tendencies, thoughts, and preferences that are exclusively dissimilar to other learners. Basically, it is these individual differences, namely, the psychological ones, which contribute to shaping the learners' personalities, and then their peculiar characters.

In light of this, the current chapter attempts to provide an overview of such differences. Accordingly, it begins with a set of definitions of individual differences (IDs), highlighting various classifications and taxonomies presented by different specialists in the field. Further, for achieving the purpose of this work, the most common types of IDs were discussed including, motivation, intelligence, aptitude, learning styles, and strategies, with much focus on learners' personality, mainly extraversion-introversion (E-I) dimension. Because the scope of this chapter is limited, a careful investigation sheds light on extraversion-introversion possible definitions, characteristics, theories, advantages, and disadvantages. Finally, the chapter concludes with some studies reporting the effect of (E-I) on learners' reading comprehension.

2.1. Definition of Individual Differences

It is beyond doubt that individuals notably differ from each other in everyday life, be it physically or psychologically. Yet, the attention in this review is paid to the psychological facet. For instance, it is a common observation that "Some people are optimistic- others are pessimistic; some peoples are very sociable and friendly- others are cold and distant" (Eysenck, 1994, p. 1). This implies that everyone is unrivaled and different in one way or another. Clearly then, individual differences are omnipresent features in all aspects of people's lives (Tang & Tang, 2020, p. 1). In light of this perspective, there is a consensus that differential psychology -traditionally- or individual differences (IDs) -recently- can be easily defined as the set of characteristics or traits that spot any individual as unique and distinct (Dörnyei, 2005, p.1; Cloninger, 2004, p. 3; De Raad, 2000, p. 41).

Onward from this point, Chamorro-Premuzic (2011) regards the field that deals with individual differences a unique area in psychology, which covers various "none observable" or "latent" characteristics that make the individuals' behaviors distinguishable from one another (p. 2). The researcher further added that, unlike most psychological theories, individual differences theories intend to identify how and why everyone is distinct rather than similar striving to reach a deep understanding of what psychological determinants stand behind such differences (Chamorro-Premuzic, 2011, p. 3). This view indicates that studying individual differences among people is not only concerned with what makes them distinct but also how and why they differ from each other. Agreeing upon this idea, Revelle, Wilt, and Condon (2011) affirmed that individual differences studies are also about asking some essential questions as in what ways do people differ from each other? And why do people differ from each other? (p. 25).

In its narrow sense, the notion of individual differences is restrained by Dörnyei and Ryan (2009) to those characteristics that are assumed to be relatively stable (p .2). Wherein, the study of individual differences cannot reach its height unless the individualizing variations among people show continuity over time (De Raad, 2000, p. 41) - in which this *stability* is the fundamental key to individual differences (IDs). As Dörnyei explained it, "ID constructs refer to dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree. Or, in other words, they concern stable and systematic deviations from a normative blueprint" (2005, p. 4).

Given that individual differences are significant in learning, Dörnyei and Skehan (2005, p. 1) denoted that the relationship between individual differences study and language learning is not new. On this basis, Kubat (2018) stated that IDs are the learner's specific personal variations that mark his/her unique behaviors when learning a given language compared to other learners (p. 30). Furthermore, Skehan (1991) claimed that studying those individual varieties is not only concerned with identifying the possible attributes on which people differ but also associating them with different performances as learning (p. 275). For instance, it is quite crucial to classify students according to their motivation attribute. Yet, it is equally essential to recognize the motivation effect on their learning process to reach better outcomes and make them successful learners (Revelle, Wilt, & Condon, 2011, p. 25). Thus, what is interesting to note is that none of the above definitions seems to be controversial. However, scholars and researchers majoring in educational psychology have shown some distinctions in classifying the potential factors/types of learners' individual differences that may affect their success in language learning (Table 2.1).

Table 2.1.

Taxonomies of Individual Learner Differences

Researcher	Taxonomy
Ellis (1985)	personal factors and general factors
Gardner (1985)	language aptitude, personality, attitudes, motivation and orientation
Cook (1991)	motivation, aptitude, learning strategies, age, personality, other individual variation
Williams and Burden (1997)	intelligence, cognitive style, motivation, anxiety, aptitude and learning strategies
Brown (2000)	styles and strategies, personality factors, sociocultural factors, age, aptitude and intelligence
Ehrman et al. (2003)	learning styles, learning strategies and affective Variables
Dörnyei and Skehan (2003)	aptitude, cognitive and learning styles, learner strategies and motivation
Ellis (2004)	abilities, propensities, learner cognitions about L2 learning and learner actions
Dörnyei (2006)	personality, aptitude, motivation, learning styles and learning strategies
Johnson (2008)	cognitive variables, affective variables, personality variables and learning strategies
Pawlak (2009)	age, intelligence, aptitude, cognitive and learning styles, learning strategies, motivation, anxiety, beliefs and willingness to communicate
Cohen (2010)	characteristics outside the teacher's control and characteristics that can be shaped during the process of second language learning

Note, adapted from: Olejarczuk, 2015, p. 6.

2.2. Taxonomies of Individual Differences

In the field of individual differences (IDs), as it is explained above, there exists no single acknowledged list of IDs among all the psychological researchers that may account for the individuals' success in language learning. Rather, distinct types had been added over time according to each perspective. Therefore, the present discussion will be mainly confined to the most popular ones, to name a few, motivation, intelligence, aptitude, learning styles, learning strategies, with much focus on the learners' personality precisely Extraversion-Introversion dimensions.

2.2.1. Motivation

To successfully learn a foreign language (L2), learners have to fulfill several prerequisites, mainly motivation. As Ellis (2004) argued, "...motivation has attracted more attention from teachers and researchers alike than any other individual difference factor" (p. 536). That is, the learners' motivation is the frequently used determinant that guarantees either the success or failure of any intricate task in most learning situations (Brown, 2000, p. 160). For this reason, many researchers attempted to define it. However, due to its complexity (Dörnyei, 2001, p. 1; Vancouver, 2004, p.625), no single satisfying definition was given. According to Brown, various historical scholars had manifested distinct perspectives concerning the understanding of motivation over the last decades of research (2000, 160). Centrally, behavioristic, cognitive, and constructivist (Table 2.2).

Table 2.2.

Three Views of Motivation

Behavioristic	Cognitive	Constructivist
-Anticipating for reward	-Driven by basic human needs	-Social context
-Desire to receive positive	(exploration, manipulation, etc.)	-Community
reinforcement	-Degree of effort extended	-Social Status and
-External, individual forces	-Internal, individual forces	-Security of group
in control	in control	-Internal, interactive
		forces in control

Note, adapted from: Brown, 2000, p. 162.

Additionally, Brown (2000) divided learners' motivation into two dichotomies, intrinsic vs. extrinsic and integrative vs. instrumental (p. 162). Respectively, intrinsically motivated individuals are those who learn to meet their own internal needs and goals, while extrinsically motivated ones are those who learn only to perceive external rewards from the exterior environment. While integrative motivation is about the learners' desire to integrate within the target community through the adaptation of its language, instrumental motivation is about acquiring the new language only as means to a particular end and achieve a desirable outcome (Brown, 2000, p. 161). Hence, motivation is very significant in second language acquisition (SLA). As Dörnyei (2005, p. 65) emphasized, motivation is the core incentive that paves the way for learners to adequately inaugurate, persist, and acquire the second language (L2).

2.2.2. Intelligence

Hundreds of years ago, the field of intelligence has known an intense debate among researchers and scholars attempting to shape an accurate and rigorous description of it. As

claimed by Sternberg (2012), the understanding of intelligence has gone through several historical changes inaugurating from the works of Charles Spearman, Binet and Simon, David Wechsler, and many others (p. 19).

Despite the eminent interest in intelligence, it is quite challenging to find a commonly accepted definition of the term. In its broad meaning, Dörnyei (2005) argued that the individuals' ability to learn often refers to what intelligence is, wherein it is intelligence that determines their learning success (p. 33). Further, Chamorro-Premuzic (2011) appended that intellectual ability, IQ, cognitive ability, or "g" (for general intelligence) are all used as synonyms of intelligence (p. 10). Simply put, intelligence is about how well an individual learns, performs many activities, solves problems, successfully encounters challenging situations, and makes use of abstract thinking and reasoning capacities (Flynn, 2007, p. 54; Haslam, 2007, p. 296; Orzechowski, 2010, p. 357).

Finally, in terms of its significance, intelligence researches are chiefly set for pragmatic ends, "...namely, to predict future success and failure…[wherein] the essence of intelligence theory is to describe, understand, and predict individual differences related to competition and adaptation" (Chamorro-Premuzic, 2011, p. 11).

2.2.3 Aptitude

Aptitude in language learning is generally looked upon as possessing that peculiar talent, which differentiates learners each is of unique ability (Dörnyei & Skehan, 2005, p. 2). Various scholars referred to the concept of aptitude in different ways. For instance, aptitude is primarily seen as an "innate" ability, a "gift" for language learning (Singleton, 2017, p. 90), a "natural" capacity directed for a specific purpose (Mankar & Chavan, 2013, p. 1), a "propensity", a "talent", or a "knack" for languages (Dörnyei, 2009, p. 33). Accordingly, based on Snow's perspective, Shavelson et al. (2002) broadly defined aptitude as the

individual's readiness to perform a given task in a particular situation, mainly, related to his/her motivation and personality (p. 79).

Meaning that, it is the individual's character, e.g. being motivated, what determines his/her willingness to achieve specific goals, especially those related to learning. More specifically, Dörnyei (2005) described aptitude as the learners' special abilities that serve to predict the success of acquiring new knowledge or skill (p. 32), wherein learners can both control and improve those abilities by appropriate training (Nazimuddin, 2014, p. 183). In fact, learners who acquire such quality and are capable of using it accordingly in the learning situation are more expected to accomplish pleasing results in a nonnative language (Ellis, 2015, p. 53).

2.2.4. Learning Styles

What became very apparent is that individuals learn in different ways, and comfortably use what suits them the best during the learning. Consequently, learners need to be fully aware of their diverse learning preferences and favorites, so they can successfully manage the learning process. Indeed, each learner possesses a particular learning style that is quite distinct from others (Torrance & Rockenstein, 1988, p. 275). Hence, what precisely are learning styles?

A plethora of literature describing the notion of learning styles provided a wide range of definitions stretching from simple statements to determining taxonomies (Grigorenko & Sternberg, 1995, p. 218). In light of this idea, Pritchard (2009, p. 41) identified learning styles in various ways as either,

- a particular way in which an individual learns;
- a mode of learning – an individual's preferred or best manner(s) in which to think, process information and demonstrate learning;
- an individual's preferred means of acquiring knowledge and skills; or

- habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays.

In this respect, many researchers considered learning styles as relatively consistent, stable, and fixed characteristics or personal preferences the learner approaches to learn and adopt new knowledge, information, or skill related to all aspects of education (Entwistle & Peterson, 2007, p. 537; Pawlak, 2012, p. xxix; Dörnyei, 2005, p. 122; Biggs, 1988, p. 185; Furnham, 1995, p. 406).

2.2.5. Learning Strategies

The most commonly used definition is what considered learning strategies as a set of conscious or subconscious behaviors, thoughts, and processes learners perform as a means to facilitate target language learning (TLL) (Schmitt, 2010, p. 164; Weinstein, 1988, p. 291; Cohen, 2011, p. 7). This indicates that, during the learning process, learners are either totally or partially aware of what exact strategies to select and use to achieve the learning goal as a whole. That is to say, learning strategies are goal-oriented means students use for promoting their learning of both second and foreign languages (Oxford, 2008, p. 41). In light of this idea, White provided a more comprehensive definition indicating that:

Language learning strategies are commonly defined as the operations or processes which are consciously selected and employed by the learner to learn the TL or facilitate language task. Strategies offer a set of options from which learners consciously select in real time, taking into account changes occurring in the environment, in order to optimise their chances of success in achieving their goals in learning and using the TL. (2008, p. 9)

Finally, in terms of their effectiveness, learning strategies successfully improve the learners' overall learning, mainly, confidence, motivation, and development of both varied language skills (Shi, 2017, p. 24), and students' autonomous ability (Oxford, 2008, p. 41).

2.2.6. Personality of the Learner

Throughout the life span, probably, one of the most captivating aspects of humans' nature is the outstanding heterogeneity among them. It is no secret that individuals differ in terms of their physical characteristics. Yet, what matters more is the multifariousness of their behaviors, actions, and feelings. Presumably, one of the prominent sanities behind such uniqueness might be personality. Hence, to understand what personality is, as any other ID, it received so much attention from several psychologists and scholars.

Given that "personality is the most individual characteristic of a human being", it was one of the central themes studied in psychology under the name "personality psychology" (Dörnyei, 2005, p. 10). Accordingly, personality psychology can be defined as the "branch of psychology which is concerned with identifying the most important individual differences" (Goldberg, 1981; Norman, 1963; Wiggins, 1979 as cited in Buss, 2008, p. 29). That is to say, the gist of personality theory is clearly directed to provide a comprehensive and rigorous representation of persons (Barratt, 1995, p. 3). Before diving into what personality is, it is worthy to note that alongside individual differences, personality types and, especially, personality traits also play a prominent role in the field of personality psychology (Shalabi & Nodoushan, 2009, p. 15). In this respect, Buss (1989) claimed that "if there is to be a specialty called personality, its unique and therefore defining characteristic is traits" (as cited in Matthews, Deary, & Whiteman, 2003, p. 4).

Etymologically, the word personality originated from the Latin equivalent "persona", meaning a "mask" (Feist & Feist, 2006, p. 3) worn by an actor, who performs several

characters on the theatrical stage (Ożańska-Ponikwia, 2018, p. 1). From his classical viewpoint, Chamorro-Premuzic (2011) related personality to the identification of the possible explanations and causes that might control an individual's behavior through this "mask" (p. 26). Almost all psychologists and researchers agreed on the same general interpretation of personality which refers to the "internal", "unique", "stable", and "enduring" features of one's self (Nettle, 2007, p. 5; Nazimuddin, 2014, p. 183; Birch & Hayward, 1994, p. 43; Gass & Selinker, 2008, p. 432), that influence:

> The consistency and coherency in an individual's pattern of Affects, Cognitions, Desires, and Behaviors…from moment to moment and from situation to situation but shows a patterning across situations and over time that may be used to recognize, describe, and even to understand a person. (Revelle, Wilt, & Rosenthal, 2010, p. 27)

Clearly then, it is the individual's personality that influences his/her behaviors and permits him/her to act similarly in different circumstances over time (Birch & Hayward, 1994, p. 61). When it comes to learning contexts, learners, like all individuals, also possess a profusion of personal varieties including, distinct skills, abilities, and capacities. Wherein, each learner is of a unique personality that, in turn, affects both his/ her learning in general and language acquisition in particular (Boroujeni, Roohani, & Hasanimanesh, 2015, p. 212).

According to Maltby, Day, and Macaskill (2007, p. 12), learners' personality can be classified into a set of influential components or traits including, extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience; that represent the Big Five model (Dörnyei, 2005, p. 13). Each one composes a continuum with two extremes. For instance, extraversion/introversion, which is the core of this discussion. Before reviewing the prominent researchers' contributions to the extraversion/introversion trait, it is worthy to

tackle some theoretical views regarding personality approaches, the definition of trait, and its models.

2.3. Approaches to Personality

In an attempt to handle a better understanding of what personality means, personality theorists "evolved unique and vital theories because they lacked agreement ... [wherein] each saw personality from an individual reference point" (Feist & Feist, 2006, p. 3). Therefore, five principal approaches have been proposed to fulfill this end.

2.3.1. Biological Approach

Following this approach, theorists' solicitude is to describe the individuals' different personalities by primarily examining the origins of their behaviors (Zuckerman, 2003, p. 85). That is to say, psycho-biologists mainly strive to discover the bonds between personality and biology by highlighting the physiological and the inherited features of one's beliefs, behaviors, and performances, through studying several internal biological processes like the brain, the nervous system, the immune system, the endocrine system, hormones, genetics, and evolution (Ewen, 2010, p. 376). Given that biological psychologists have had difficulty in identifying how the brain functions affect an individual's behaviors, modern neuroimaging techniques have emerged to give psycho-biologists the chance to discern the brain under a variety of conditions and precisely look at how it impacts behavior and personality (Matthews, Deary, & Whiteman, 2003, p. 398).

2.3.2. Psychoanalytic Approach

It is the most leading of all personality approaches based originally on Sigmund Freud's psychotherapy ideas and beliefs in the late years of the 19th century, that still conspicuous in the 21st century. This approach grounds itself on the basis that humans' behaviors are

primarily directed by a set of unconscious forces the person encounters during his/her early life, namely, drives of sex, aggression, and struggles confronted during childhood stage (Schultz & Schultz, 2008, p. 45). Meaning that those childhood experiences are what shape and impact the development of an individual's personality (Bornstein, 2003, p. 118). According to Schultz and Schultz, Freud divided personality into the following three structures, the id, the ego, and the superego:

> The id, the biological component of personality, is the storehouse of instincts and libido. It operates in accordance with the pleasure principle. The ego, the rational component of personality, operates in accordance with the reality principle. The superego, the moral side of personality, consists of the conscience (behaviors for which the child is punished) and the ego-ideal (behaviors for which the child is praised). The ego mediates among the demands of the id, the pressures of reality, and the dictates of the superego. (2008, p. 92)

In the decades following Freud's death, several theories, despite their varied perspectives, have been emerged and grouped under the so called "Neoanalytic Approach", rejecting Freud's concept of sexuality and instincts as the determinants of one's behavior and personality (Schultz & Schultz, 2016, p. 79). According to Bornstein (2003), the most influential theorists were Jung's (1933, 1961), Erikson's (1963, 1968), Sullivan's (1947, 1953), Adler (1921, 1923), Fromm (1941, 1947), and Horney (1937, 1945). For instance, Jung believed that "Personality is shaped by spiritual forces as well as by biological and social variables" while Fromm thought that "Personality is best understood with reference to prevailing social and political (as well as intrapsychic) forces", etc. (p. 122).

2.3.3. Humanistic Approach

According to Feist and Feist (2006), transpersonal theory, the third force in psychology, the fourth force in personality, needs theory, self-actualization theory, or holistic-dynamic theory

are all used to refer to the same concept of humanistic theory (p. 275). In this regard, Schultz and Schultz (2008) identified the humanistic approach as a psychological perspective to personality that grew in the 1960s and 1970s, as a reaction to psychoanalytic theory and behaviorism (p. 297); wherein it stresses the role of humans' innate potentials in ensuring a healthy psychology, growth, and development (Ewen, 2010, p. 404). Unlike Freud, Abraham Maslow, as a leader of humanistic psychology, studied personality from a more optimistic perspective by emphasizing humans' free will in satisfying their needs and how their inherent drive could lead to self-actualization. In addition, this approach grounds its basics on the following key characteristics:

- It looks for more developed and healthier features of humans' experiences and grow.

- It values the subjective experience of humans, wherein each individual is responsible for his/her life decisions.

- It believes in the present more than the past or the future. (Cloninger, 2004, p. 406)

2.3.4. Cognitive Approach

Just like behavioral theory, early cognitive theory also centers its framework on examining the role of humans' different observed behaviors and understandings, of both the external world and themselves, in shaping their personality (Matthews, 2012, p. 517). However, in the 1960s, cognitive psychologists, like George Kelly and Carl Rogers, went beyond through directing more attention to the importance of cognition processes, namely, to how individuals perceive, judge, evaluate, make decisions, solve problems, and make sense of themselves and the world around them (Schultz & Schultz, 2008, p. 345; Matthews, 2012, p. 517).

That is to say, the cognitive approach is more about describing individuals' behaviors alongside the possible mental processes that are used in forming their distinct understandings, therefore their unique personalities. Eventually, Schultz and Schultz (2016) contended that the

cognitive theory "is a truly psychological approach to personality because it focuses exclusively on conscious mental activities" (p. 291), and not solely on the observed ones.

2.3.5. Dispositional Approach

It is the approach that fundamentally aims at recognizing how individuals vary from each other, wherein it is made up of a consistent and long-lasting set of characteristics or behavioral dispositions that affect individuals' behavior across distinct situations (Chamorro-Premuzic, 2011, p. 21). Meaning that, it focuses on identifying those stable and steady features that ensure humans' uniqueness and consistently differentiate them from one another (Mischel & Shoda, 2008, p. 209). In light of this idea, this set of characteristics is sometimes recognized as personality types and more often as personality traits, wherein the latter is the aim of this section (Figure 2.1).

Consequently, according to Chamorro-Premuzic (2011), it can be assumed that traits and types are two sub-approaches of the dispositional approach that display individuals' behaviors, thoughts, and emotions (p .30). While the former, traits, is a numerical classification that places one's personality in a continuum, the latter, types, is categorical, either he/she belongs to this type or the other one, wherein it posits individuals in one of two opposite extremes of a particular dimension (p. 30). For instance, "saying that someone is introverted or extraverted is a categorical distinction, whereas saying that someone's Extraversion score is 49 is an ordinal or quantitative distinction" (Chamorro-Premuzic, 2011, p. 28).

Figure 2.1. Dispositional Approaches to Personality: Traits and Types

Traits	Types
• Continuous	• Discontinuous
• Degree (*how?*)	• Discrete (*what?*)
• Quantitative	• Qualitative
• Ordinal	• Categorical
• Score on *x–y* factor	• *x* or *y*
x ———————— *y*	*x* *y*
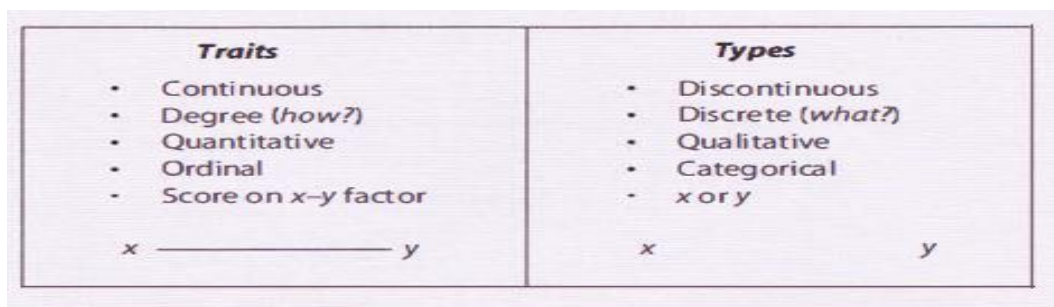
Adapted from: Chamorro-Premuzic, 2011, p. 31.

2.4. Personality Traitsv

Given that traits are discerned as the core of the personality theory, wherein they reflect individuals' characteristics, thoughts, and behaviors, this segment is primarily concerned with presenting their most common definitions and models.

2.4.1. Definition of Traits

Acknowledged that traits are the gist of studying individuals' personalities, many psychologists strive to offer a fastidious review of what is precisely meant by traits since they are the most reliable means to represent the uniqueness of individuals. Accordingly, Haslam (2007) asserted that "the best unit for describing personalities is the trait, and that the structure of personality is the organization of traits" (p. 17). In this regard, traits' definitions can stretch from being merely a set of characteristics or factors that permit individuals to behave, think, or feel in a unique way differing from one to another (Haslam, 2007, p. 18), to traits being a complicated concept in which more essential features need to be pointed out. In light of this idea, several psychologists deem that personality traits are those enduring, stable, and consistent dispositions or tendencies that directly influence individuals' behaviors (Feist &

Feist, 2006, p. 4; Chamorro-Premuzic, 2011, p. 379; Matthews, Deary, & Whiteman, 2003, p. 3).

Consequently, for a better explanation, traits are thought to be dispositions or tendencies because they are not outright determinants of individuals' behaviors (Haslam, 2007, p. 19). For example, a shy person in social occurrences may not be so in his/her family surroundings, yet he/she would maintain the trait of "shyness" to a certain degree. Moreover, despite the variant behaviors individuals display across situations and overtimes, they still hold up "a core of consistency" within their actions, for instance, a person who is known to be anxious or worrier, would be often expected to be so in certain situations like exams, social occasions, etc. (Matthews, Deary, & Whiteman, 2003, p. 3). Eventually, according to Cloninger (2004), it can be affirmed that trait "is a characteristic that varies from one person to another and that causes a person's more or less consistent behavior" (p. 4).

2.4.2. Trait Models

Throughout time, several trait psychologists have proposed different theories and models attempting to provide a more comprehensive picture of what personality is. Yet, the following four models, Allport's model, Cattell's model, Eysenck's model, and McCrae & Costa's model, are believed to be the core trait theories of personality in psychology.

2.4.2.1. Allport's Model

Gordon Allport (1897–1967) was the pioneer and the first psychology who attempted to studying traits as the gist of personality theory. According to Feist and Feist (2006), Allport carefully devised personality traits into two types, common and personal, while the former are those general characteristics shared between many peoples, the latter are central to only one single individual (p. 377). Since the concern is to identify personal traits, Allport with his

colleague Odbert (1936), proposed a list of about 18,000 English words that were then limited to nearly 4,500 terms (Ashton, 2007, pp. 61-62). Eventually, Allport had adopted the following different types of personal traits:

- Cardinal traits (one dominate or ruling trait),

- Central traits (a few crucial traits that may influence several behaviors),

- Secondary traits (unconscious traits that are not central to one's person, yet important),

- Motivational traits (very strongly felt traits than others), and

- Stylistic traits (less strongly felt dispositions). (Feist & Feist, 2006, pp. 378-379)

2.4.2.2. Cattell's Model

Following Allport's path, Raymond Cattell (1946) was the first psychologist to use a factor analysis approach to describe individuals' adjectives, characteristics, or traits, in the English language (Ashton, 2007, p. 62). Accordingly, McCrae and Costa (2003) claimed that, based on Allport and Odbert's work, Cattell developed collections of synonyms from the previously identified 4000 trait words condensing them into 35 clusters, through participants' self-ratings (p. 34). As a result of his research, Cattell finally produced his leading personality inventory, the 16 personality factors, or 16PF (Maltby, Day, & Macaskill, 2007, p. 179) that are,

- Factor A Warmth (Reserved vs. Warm)

- Factor B Reasoning (concrete vs. Abstract)

- Factor C Emotional stability (Reactive vs. Emotionally Stable)

- Factor E Dominance (Deferential vs. Dominant)

- Factor F Liveliness (Serious vs. Lively)

- Factor G Rule-Consciousness (Expedient vs. Rule-Conscious)

- Factor H Social Boldness (Shy vs. Socially Bold)

- Factor I Sensitivity (Utilitarian vs. Sensitive)

- Factor L Vigilance (Trusting vs. vigilant)

- Factor M Abstractedness (Grounded vs. Abstracted)

- Factor N Privateness (Forthright vs. Private)

- Factor O Apprehension (Self-Assured vs. Apprehensive)

- Factor Q1 Openness to Change (Traditional vs. Open to Change)

- Factor Q2 Self-Reliance (Group Oriented vs. Self-Reliant)

- Factor Q3 Perfectionism (Tolerates Disorder vs. Perfectionistic)

- Factor Q4 Tension (Relaxed vs. Tense)

2.4.2.3. Eysenck's Model

Hans Eysenck (1916-1997) is another factor analyst who attempted to identify the basic structure of individuals' personalities, mainly from a biological perspective. To this end and depending on his observations in clinical psychology, Eysenck proposed his Gigantic Three Theory of personality, namely Neuroticism, Extraversion, and Psychoticism (Ashton, 2007, p. 101). Accordingly, there is no way to describe and differentiate individuals from one another, other than assessing all these three personality dimensions that are explained as follows (Chamorro-Premuzic, 2011):

Neuroticism refers to an individual's level of emotionality and tendency to worry, be moody, touchy, and anxious… Extraversion assesses the degree to which individuals show a tendency to be talkative, outgoing, and energetic… Psychoticism refers to an individual's level of conformity, aggressiveness, and feelings for others. (pp. 41-42)

That is to say, Eysenck's model basically turns around determining the extent to which an individual is emotional, approachable, and troublesome carrying the three previously

mentioned personality dimensions, respectively, Neuroticism, Extraversion, and
Psychoticism.

2.4.2.4. McCrae and Costa's Model

Before addressing McCrae and Costa's Big Five Model, it is worthy to point the prior
researchers' contributions to the development of such a model. The Big Five personality
framework, like Cattell's 16PF, was mainly based on both lexical approach and factor
analysis. In this respect, several researchers including, Tupes and Christal (1961/1992),
Norman (1967), and Lewis Goldberg (1981, 1982), have attempted, each according to his
viewpoint, to propose an accurate list of adjectives and traits that may exactly explain the
individuals' different behaviors (Ashton, 2007, p. 64). However, it was Goldberg who finally
succeeded at forming his own groups of synonyms and then replicating the Five-Factor Model
(FFM) (McCrae & Costa, 2003, p. 35).

By the 1980s, many psychologists agreed on the significance of the Five-Factor Model as
the best way to personality description among them were Paul Costa and Robert McCrae, who
adopted and revised this model developing five crucial personality traits or factors (Figure
2.2), namely, Neuroticism, Extraversion, Openness to experience, Agreeableness, and
Conscientiousness (Ashton, 2007, p. 64).

Figure 2.2. Major Subdivisions of Personality

Adopted from: Maltby, Day, & Macaskill, 2007, p. 12.

In light of the aforementioned ideas, McCrae and Costa (2003) declared that despite the significant contributions of the traits' theorists in recognizing the central traits and factors that may influence individuals' distinct behaviors, only two main traits "Neuroticism and Extraversion play a large role in many personality inventories—so much so that Wiggins (1968) called these the 'Big Two'" (p. 32).

2.5. Definition of Extraversion-Introversion

Given that the extraversion-introversion dimension was the core of several personality theories, including Eysenck's model, and the Big Five construct; it received much attention in Second Language Acquisition and Foreign Language Learning (Dörnyei, 2005, p. 25).

It is no longer doubt that, within the same classroom, learners enormously differ in terms of their preferences, energies' source, and attentions' direction. That is, while extraverts direct their interest to the outer world, introverts are more interested in the inner world (Dörnyei, 2005, p. 19; Gass & Selinker, 2008, pp. 517-519). Accordingly, extraversion trait, from one side, is an object-centered related to others' activities and experiences. From the other, introversion trait is a subject-centered associated with one's own ideas and beliefs (Sharp, 1987, p. 13). Hence, both extraverts and introverts have peculiar characteristics that make them unique compared to each other (Table 2.3). Consequently, various personality researchers went further to ascertain the possible attributes of each side. On one hand, extroverts are "sociable", "gregarious", "active", "assertive", "passionate", "talkative" (Dörnyei & Ryan, 2015, p. 18), "outgoing", "energetic" (Ginns, Liem & Martin, 2011, p. 94), "enthusiastic", and "verbal" (Ashton, 2007, p. 63). From the other hand, introverts tend to be energized from the "inside" (Safa & Jamshidi, 2017, p. 28), "withdrawn", "silent", "shy", "reserved", "inhibited" (Ashton, 2007, p. 63) "sober", and "aloof" (Dörnyei & Ryan, 2015, p. 18). However, no individual is "completely introvert or extrovert at all times" (Safa & Jamshidi, 2017, p. 28), but, he/she possesses both features, but prefers one over the other.

Table 2.3.

Characteristics of Extroverts versus Introverts

Extroverts	Introverts
Are interested in what is happening around them are open and often talkative	Are interested in their own thoughts and feelings and need to have own territory
Compare their own opinions with the opinions of others	Often appear reserved, quiet, and thoughtful
Like action and initiative	Usually do not have many friends
Easily make new friends or adapt to a new group	Have difficulties in making new contacts
Say what they think	Like concentration and quiet
Are interested in new people	Do not like unexpected visits and therefore do not make them
Easily break unwanted relations	Work well alone

Note, adapted from: McWhorter, Landers, Wallmann, & Altenburger, 2005, p. 331.

2.6. The Psychology of Extraversion-Introversion

The two central notions to be discussed in this part concerning the psychology of extraversion-introversion are, respectively, arousability (the arousal theory) and memory.

2.6.1. Extraversion-Introversion and Arousibility

Eysenck's view about extraversion-introversion primarily originated from the individuals' different "arousability of the brain" (Ashton, 2007, p. 103), in which he believed that differences between extraverts and introverts are related to the types of their nervous system (Birch & Hayward, 1994, p. 51). In this regard, Eysenck proposed two inherent postulations, excitatory-inhibitory, and arousal processes, as a way to describe humans'

distinct attitudes and behaviors (Cooper & Brebner, 1987, p. 37), assuming that extraverts are less cortically aroused than introverts (Eysenck, 1982, p. 124).

Respectively, extraverts often seek high stimulation to boost their arousal level, and introverts tend to avoid excessive stimulation as they are easily triggered (Birch & Hayward, 1994, p. 51). As cited in Ashton (2007), Eysenck asserted that "At one extreme, very extraverted people tend to seek stimulation, and therefore enjoy bright colors, loud noises, and other sensations... At the other extreme, introverted people tend to avoid stimulation, and therefore prefer quieter surroundings" (p. 101). In fact, differences in extraversion-introversion centrally stem from the function of the Ascending Reticular Activating System (ARAS) of the brain that controls humans' level of arousability and alertness towards distinct stimulations, wherein introverts are rapidly stirred compared to their extroverted counterparts (Eysenck, 1982, p. 124).

Accordingly, as cited in Birch and Hayward (1994), Eysenck explained that as extraverts have potent nervous systems, the ARAS tends to inhibit neural impulses, which in turn reduces the stimulations' effect to the brain; conversely, because introverts possess weak nervous systems, the ARAS seeks to awaken the brain up through producing strong excitation to increase the stimulations' effect (p. 51). Simply put, introverts are more quickly aroused, developing a cortical excitation, compared to extroverts who are more inclined to experience a cortical inhibition, thereby behaving in different ways, especially in learning (Claridge, 1967, p. 2).

2.6.2. Extraversion-Introversion and Memory

Are introverts better in memorizing tasks? In fact, the answer to such a question is basically related to Eysenck' arousal theory, in which he (1985) explained the link between the level of arousal and the influence of extraversion on memory as follows:

High arousal produces an active memory trace of longer duration; this in turn leads to consolidation and long-term memory. However, during the time that the process of consolidation is continuing, there is a transient inhibition of retrieval (referred to as action decrement) which protects the active memory trace from disruption. As a consequence, although high arousal is beneficial for long-term retention, it impairs short term retention for periods of time up to several minutes after learning. (Eysenck 1985 as cited in Daele, Housen, Pierrard, & Debruyn, 2006, p. 216)

In light of this description, it can be assumed that introverts, unlike extraverts, are better at performing long-term memory tasks. Yet, they are weaker at short-term memory activities (Crozier, 1997, p. 28). Accordingly, Matthews, Deary, and Whiteman (2003) argued that extraverts are often good at "divided attention", "short-term recall", "retrieval from memory", and "speech production", however, they encounter some difficulties at "vigilance", "long-term memory", and "reflective problem-solving" (p. 555). Eventually, such differences in extraversion-introversion would influence the learning process.

2.7. Extraversion-Introversion and Second/Foreign Language Learning

In terms of their relationship with learning, both extraversion and introversion, to some extent, have equal opportunities in maintaining the success of second/foreign language learning (SLL-FLL). In this respect, Matthews, Deary, and Whiteman (2003) attested that the answer is "it depends" on the tasks' nature and the contextual variables, thereby, in some situations extraverts perform better, and in others introverts (p. 335). Generally speaking, Ellis (2004) claimed that extraverts learn better than introverts in terms of acquiring basic interpersonal communication skills, while introverts are more advantageous in those academic tasks that need cognitive and mental potentials (p. 541). Accordingly, in Daele, Housen, Pierrard, and Debruyn (2006), Dewaele and Furnham (1999) pointed that extraverts may

outperform their rivals, introverts, in communicative oral skills since they can rapidly retrieve information from their short-term memory, however introverts may succeed in achieving better results regarding the explicit learning when operating from long-term memory (p. 217). For instance, Chamorro-Premuzic believed that,

> Tasks that highlight social interaction, such as oral or viva voce exams, as well as participation in class, may be easier for extraverts. On the other hand, tasks requiring long-term intellectual investment - that is, revising for long hours - may be advantageous to introverts. (2011, p. 82)

Finally, despite extraverts-introverts different features and tendencies of acquiring the language, it is unlikely to find a general approved answer that extroverted learners are better than their counterparts or vice versa. Meaning that, "extroversion is beneficial for certain tasks and certain methods of language teaching, whereas introversion is beneficial for others. The task of researchers is to determine what the precise patterns are" (Gass & Selinker, 2008, p. 433).

2.8. Previous Studies about the Effect of Extraversion/Introversion on Learners' Reading Comprehension

Apparently, the two highlighted variables extraversion-introversion, as one side, and reading comprehension, as the other versus side, captured the attention of many scholars, who have conducted many studies regarding them. However, scrutinizing their relationship together is still limited. It is worth noting that the powerful connection between the two mentioned-above variables classified into large. When it comes to learning foreign languages, undoubtedly, learners enormously differ from each other in terms of their abilities, characters, and personalities as being extraverts or introverts. Indeed, at different degrees, these

individual varieties permit students to successfully acquire the required language, be it a second or foreign language, including the mastery of the four skills, reading, writing, listening, and speaking.

Moreover, no one can disregard the indispensable significance of the reading skill in attaining English language proficiency. More precisely, the vital role of reading comprehension skill, whereby the learners' interaction with the text in hand would enrich their knowledge and enable them to fulfill their academic activities. Thus, few studies attempting to investigate the effect of learners' extraversion/introversion on their reading comprehension could be found in the field.

For instance, based on Cattell's and Porter's (1959) study, that examines the relationship between learners' personality types, extraversion/introversion, and their reading ability. Vehar (1968), claimed that, since the correlation between both the extraversion/ introversion and the reading ability scores of learners is extremely low, one cannot firmly assert the significance of the previously-mentioned personality types in the students' reading ability. However, the researcher concluded that the more students are introverts, the better reading ability will be scored (p. 360).

Similarly, another study has been conducted by Hasan and Yulianti (2018) investigating the relationship between introversion personality and students' reading comprehension. The sample included 95 Indonesian eleventh-grade upper secondary students, wherein the researchers made use of two measurement tools, a questionnaire and a test. Respectively, the former is administered to indicate the students' personality type as being extraverts or introverts. And the latter is used to measure their reading comprehension. Based on the interpretation of data, the results revealed that introversion personality, compared to its counterpart, has a significant effect on the learners' reading comprehension (p. 228). Thus, it

can be noted that introversion type of personality plays an important role in learners' comprehension of the read materials.

In the same line of thought, Omidvari, Azizinia, and Rezaei (2019) examined the impact of extroversion/introversion on intermediate EFL learners' reading comprehension. The data-gathering tools of this study were an OPT (Oxford Placement Test) test, the Eysenck Personality Inventory Questionnaire (EPIQ), and two reading comprehension tests (Select Readings, intermediate level). The chosen participants were 80 intermediate learners of rural and urban high schools in Yasooj, Iran. However, unlike the previous study, the current results showed that learners' personality, in general, and extroversion, in particular, has a positive effect on their reading comprehension (p. 90). Consequently, these findings demonstrated the close and positive correlation that exists between the two mentioned variables.

Finally, another study by Nurianfar, Far, and Gowhary (2014) attempted again to investigate the effect of extraversion/introversion on reading comprehension of high school EFL Iranian students. The sample included 120 male high school students, who were selected through a proficiency test and, then, equally divided into two groups, each is of 60 participants (30 extraverts, 30 introverts). To achieve the study's objectives, two tests, pre and posttest, in addition to a personality questionnaire, were administered. While extraverts were asked to read using their strategies, introverts were urged to use traditional methods of langue teaching when reading. After data analysis, the outcomes disclosed expected results indicating that extroverts outperform introverts in this challenge of reading comprehension and add more strategies (p. 1392).

Eventually, from the precedent studies and their results, it is challenging to assert a single unified conclusion of whether extroverts or introverts are better. Actually, in each case, there

are some other factors, environment, age, etc., in addition to the learners' personalities may contribute to the success of a given task, namely the learning of a second or foreign language.

Conclusion

No one can deny the tremendous influence of the individuals' differences in their life in general and learning in particular, as they highly create a remarkable variation among learners who are very distinctive compared to each other. Consequently, they tend to use distinguished styles and strategies while the learning being undertaken, especially language learning, either second or foreign.

This chapter is mainly aimed at providing a comprehensive understanding of what exact role of individual learner differences in language learning, with more regard to learners' personality, extraversion-introversion (E-I). Moreover, it attempted to present the most necessary examination concerning (E-I) dimension starting from the very simplistic definitions and characteristics, to highlighting its psychology in terms of the level of arousability and memory as well as unveiling the possible effects of (E-I) on learners' EFL lerning in general and reading ability in particular, namely their comprehension proficiency. Despite the inconsistent and inconclusive findings presented by previous studies about whether extraverts are more successful in reading comprehension contexts than their rivals or vice versa, it is indisputable that learners' differences, being extroverted or introverted, is of great influence on learning languages, particularly reading comprehension.

CHAPTER THREE

FIELD INVESTIGATION

Introduction

As discussed earlier, the first two chapters of this dissertation have provided a theoretical overview of the key variables, respectively, reading comprehension and extraversion-introversion learners' personality. As a next step, this current chapter is devoted to the practical framework of this study, which endeavors to reveal the views and attitudes of EFL learners towards the effect of extroversion and introversion on reading comprehension. More specifically, it is dedicated to the presentation of the methodological aspects of the current study by administrating a students' questionnaire as the primary tool for gathering data. Accordingly, this chapter uncovers the analyses and interpretations of the collected data, in order to find out an answer to the research questions and eventually confirm or refute the research hypothesis. Finally, it concludes with a summary of results and findings from students' questionnaire and then a conclusion.

3.1. Students' Questionnaire

3.1.1. Aims of Students' Questionnaire

This questionnaire sought to investigate the students' attitudes and perspectives about the effect of extraversion-introversion traits on their overall EFL learning, more precisely on their reading comprehension. Accordingly, it aimed at disclosing the significant role of extraversion-introversion as a personality dimension in predicting the success of learners' language proficiency, namely reading comprehension. In this respect, the questionnaire was administered to discover the extent to which students are aware of the question under investigation by exhibiting their different attitudes, perspectives, and attitudes towards the

same issue. Eventually, the questionnaire looked further to primarily identify which learners, extraverts or introverts, are better in comprehending reading materials than the other; which is the ultimate purpose of this questionnaire.

3.1.2. Population of the Study

The target sample of the research embraces second-year Master LMD students at the Department of Letters and English language, University of 8 Mai 1945, Guelma, registered in the academic year 2019/2020. The reason behind the selection of such a sample is twofold. While the first one is their sufficient experience with the English language for about five years at university. The second is for they have to read intensively and extensively for both delivering their presentations and assignments or even for understanding lectures and ensuing exams. Accordingly, they are expected to autonomously read different materials, quantitatively and qualitatively, using a set of strategies and styles to accomplish their academic activities in addition to gain the needed information or to further their overall knowledge. Subsequently, the students' questionnaire has been managed and randomly distributed to 62 informants out of 137. Thus, it is believed that this sample would be adequate to permit the researcher to generalize the results to the whole population.

3.1.3. Description of Students' Questionnaire

The questionnaire is fundamentally conceptualized based on the previously reviewed literature in the theoretical part. It is made up of thirty-four (34) questions organized under three sections (see Appendix A). In terms of the questions' nature, the questionnaire is a coalescence of different types ranging from closed to open-ended questions. Accordingly, in the former, participants are asked to answer either dichotomous questions (Yes/No), multiple-choice questions, rank-ordering questions, or scale-items questions. Whereas, in the latter, participants are allowed to explain, stipulate, and express their visions in free space. Besides,

a follow-up question is used, at the end, to provide any further suggestions or comments concerning the research topic.

As already stated, the questionnaire's organization is made up of three sections described as follows. The opening section consists of four closed questions (from Q1 to Q4) aiming at gathering general information and data about students, like their level of English. The second one covers thirteen questions (from Q5 to Q17), intending mainly to elicit students' beliefs and views about the significance of and purposes behind reading. It also highlights the possible strategies used to overcome their comprehension difficulties while reading along with a set of what tests their teachers may use to assess their reading comprehension. The last section is dedicated to examine the relationship between learners' reading comprehension and extraversion-introversion. It comprises sixteen questions (from Q18 to Q34). While the first six questions (from Q18 to Q24) generally aim to investigate the students' opinions about the effects of their individual differences on learning process as a whole, and the reading comprehension in particular. The last ten questions (from Q24 to Q33) are directed to dig deeper into whether being extraverts or introverts would have an impact on the mastery of the reading skill, mainly on the reading comprehension either positively or negatively. One example of such questions is what kind of learners' personality, extroverts or introverts, is the most skillful in comprehending reading materials. Lastly, the remaining question (Q34) is an open-ended question, whereby it gives the respondents full freedom to add any comment or recommendation in regard to the topic under investigation.

3.1.4. Administration of Students' Questionnaire

The questionnaire is administered at the Department of Letters and English Language, 08 Mai 1945 University-Guelma, to second-year Master students within seven days from August 13th to August 20th, 2020. Under the current circumstances, the spread of the Covid-19 virus,

and the difficulty of finding students at the level of the university, it was a compulsion to distribute the questionnaire through an electronic version via both e-mail and social media, Facebook. In this regard, the students are clearly informed that their answers and identities will be kept anonymous and confidential, and, then, will be used only to serve the research purposes. Correspondingly, only 62 students showed an intention to cooperate and answer this questionnaire. It is worth noting that, almost all the respondents showed interest in the topic itself.

3.2. Data Analysis and Interpretation

3.2.1. Analysis of Results and Findings from Students' Questionnaire

Section One: Background Information

Question One: Gender

Table 3.1

Students' Gender

Responses	Number (N)	Percentage (%)
Male	9	14.5%
Female	53	85.5%
Total	62	100%

As indicated in table 3.1, the overwhelming majority of respondents to this question are females (85.5%), while males represent only (14.5%). Indeed, such a result sustains that girls are often the most interested and engaging learners in learning in general and foreign language learning in particular. To be more specific, it is this fact, interest and willingness, which explains the swarming foreign language classes of girls more than boys.

Question Two: Is studying English?

Table 3.2

Students' Choice of English Language Study

Responses	Number (N)	Percentage (%)
Your first choice	39	62.9%
One of your choices	23	37.1%
Imposed on you	00	00%
Total	62	100%

Concerning students' choice of English language study, none of the sample's subjects (00%) were obliged to learn English as the field of their university studies. While most of them (62.9%) placed it at the top of the list as their primary preference, the remaining students (37.1%) responded, as it was one of their choices. Accordingly, it is apparent that those who chose English to be their major, either as a first or among their options, are fully satisfied and aware of their decision. Interestingly, unlike being compelled, studying English with more passion, willingness, and motivation would inevitably ensure better academic achievements and a high level of English proficiency, mastering its four cornerstone skills, writing, speaking, listening, especially reading.

Question Three: Do you think that learning English is easy?

Table 3.3

Considerations of Studying English

Responses	Number (N)	Percentage (%)
Yes	46	74.2%
No	16	25.8%
Total	62	100

According to the results displayed in Table 3.3, more than half of the sample (74.2%) thinks that English is easy for them to learn. Yet, a considerable percentage of informants

(25.8%) believe that studying English is difficult. On the one hand, this is essentially due to the complexity of the language itself and the various rules and regulations it holds. On the other hand, this can refer to the students themselves, who in the first place may lack the necessary basics to learn it, for they cannot fully grasp it, master its different aspects, grammar, pronunciation, etc., and skills. Therefore, it can be said that, learning English, be it easy or difficult, depends to a certain degree on both the language itself and how well learners are eager and equipped to learn it.

Question Four: How could you appreciate your level in English language?

Table 3.4

Students' Appreciation of their Level in English

Responses	Number (N)	Percentage (%)
Very good	15	24.2%
Good	42	67.7%
Average	5	8.1%
Bad	00	00%
Very bad	00	00%
Total	62	100%

As pointed out in the table above, more than half of students (67.7%) claimed that they have a good level of English. This indicates that they partially developed the language skills, which, to a certain extent, enable them to advance with their academic education and autonomously handle some situations whenever English is used. In contrast, a notable percentage of students (24.2%) opted for a very good level in the English language. This proposes that they successfully master all the language skills: reading, writing, speaking, and listening. That is to say, they are perfectly proficient, competent, and fluent. Moreover, some other students (8.1%) confessed that they have an average level in English, denoting that they are yet to shove their way towards a better language acquisition/learning. However, no student

(00%) opted for bad or very bad. This implies that all the sample's subjects deserve to be second-year Master students, and means that no single learner is confronted with severe and intractable obstacles, challenges, or deficits while learning the English language.

Section Two: Reading Comprehension

Question Five: Do you like to read in English?

Table 3.5

Students' Appreciation of Reading

Responses	Number (N)	Percentage (%)
A lot	32	51.6%
A little	29	46.8%
Not at all	1	1.6%
Total	62	100%

According to the findings presented in Table 3.5, the majority of learners (51.6%) admitted that they are fond of reading a lot, while less than half of them (46.8%) also like reading but a little. As a result, this means that these students are aware of the significance of this skill and its vital role in promoting language proficiency. Accordingly, this denies any fallacy regarding the value of reading as an indispensable language skill. In light of this view, only one student (1.6%) showed less appreciation towards reading, as he/she does not like to read at all. It is mainly owing to the intricate nature of reading as a skill, whereby students cannot reach a sufficient level of comprehension concerning what is being read. Thus, a sense of dislike and disparagement regarding reading is generated.

Question Six: How often do you read in English?

Table 3.6

Frequency of Reading

Responses	Number (N)	Percentage (%)
Frequently	20	32.3%
Sometimes	37	59.7%
Rarely	05	8.1%
Total	62	100%

As exhibited in the preceding Table 3.6, twenty students (32.3%) asserted that they prefer to read frequently, meaning that they are fascinated by reading itself, nothing more, to the extent that they spend their free time in reading more than any other activity. Hence, it is their pleasant hobby. The preponderance of students (59.7%) opted for reading sometimes. Their choice denotes that in addition to time, there are other requirements for reading to take place, wherein students should be motivated and triggered to read any given material regularly. Furthermore, a low percentage of students (8.1%) declared that they read occasionally. This scarcity of reading can be related to different reasons, due to either their busy schedules, the need for motivation, or the unavailability of what they prefer to read in English. Wisely, this question acts as a double checker. The first as being proof of the reading merits in refining learners' English language proficiency, and the second, as a validation of the students' answers in the previous question about their appreciation for reading.

Question Seven: In general, how do you consider your reading comprehension?

Table 3.7

Students' Appreciation of their Reading Comprehension

Responses	Number (N)	Percentage (%)
Very good	19	30.6%
Good	32	51.6%
Average	11	17.7%
Bad	00	00%
Very bad	00	00%
Total	62	100%

According to the gathered data in table 3.7, most of the students (51.6%) reported that they are good at reading, denoting that they can successfully comprehend the majority of what they read. Moreover, nineteen students (30.6%) believed that they are very good comprehenders concerning what they read. Undoubtedly, this proposes that they are no longer passive but rather active readers who stepped further to interact more with the text, highlight, question, annotate, and judge the written piece in hand. Furthermore, only 17.7% of the students claimed that they have an average level of reading comprehension. For this proportion, it is quite clear that they still somehow struggle with comprehension issues, mainly implied ones, and need to be improved. However, none of the subjects (00%) selected bad or very bad levels. As a result, one reason for learners to be proficient readers and better comprehenders is that they have to be syntactically and semantically competent. Therefore, reading is not only about the ability to decode words and sentences but also about how well learners can understand what has been read. Eventually, reading is not as simple as it seems to be.

Question Eight: Do your teachers urge you to read, either inside or outside the classroom?

Table 3.8

Teachers' Support for Reading

Responses	Number (N)	Percentage (%)
Yes, always	20	32.2%
Yes, sometimes	41	66.1%
No, never	01	1.6%
Total	62	100%

This question was formulated to figure out the teachers' pivotal role in encouraging learners to develop and maintain a positive attitude towards the reading value. Accordingly, as displayed in the table above, 32.2% of students emphasized that they always receive unstinting support from their teachers to read, either inside or outside the classroom. It means that teachers are well conscious about the strong connection of reading with the improvement of the other language skills. For 66.1% of students, teachers have an impeccable contribution to their interest in reading, yet it is not regularly but from time to time. Logically, this refers to the multitasks teachers should perform during the language learning, meaning that they have to act on different levels and not only reading. Whereas for 1.6% of the subjects claimed that teachers have no remarkable role in urging them to read at all and never supported them to read in any way. This suggests that teachers no longer feel the need to encourage them since they are second-year Master students, and they ought to be intrinsically motivated to read without any external assistance. Simply, because reading is the key to accomplish their academic activities, especially at this level.

Question Nine: If yes, do your teachers attempt to test your comprehension of the read material? (Please check the next question)

Table 3.9

Teachers' Assessment of Students' Reading Comprehension

Responses	Number (N)	Percentage (%)
Yes	56	90.3%
No	06	9.7%
Total	62	100%

The results obtained in table 3.9 confirm the findings found in the former question (Q8). Accordingly, a large majority of students (90.3%) declared that teachers often attempt to assess their reading comprehension. This again implies that teachers are purposefully urging their students to read, allowing them to express their opinions, views, and critiques. Therefore, they can later elicit the learners' possible problems with comprehension and determine their source for remediation for better achievements. Only a small percentage (9.7%) opted for no. This suggests that teachers may not devote a whole session for assessing the students' comprehension of the text being read, but rather do so indirectly during one of the lessons, by asking learners to back up their responses, or using illustrations from what they have read. Thus, those readers are not aware enough about the different procedures teachers use to assess their reading comprehension, either directly or indirectly.

Question Ten: If your answer is a, which methods/ procedures do your teachers often use?

(Rank the choices from 1 to 4, from the most to the least used one)

In this question, students were asked to rank the methods/ procedures teachers often use when assessing their reading comprehension. Since students have 4 choices to rank from 1 to 4, the *average ranking* for each option should be calculated as follows:

$$\frac{X_1W_1+X_2W_2+X_3W_3+X_4W_4}{N}$$

Source: Survey Monkey, 1999-2017(as cited in Abdaoui, 2018, p. 5)

N represents the total number, *x* indicates the number of choices, and *w* denotes the weight of each choice. Weights are specified in reverse. Accordingly, the first ranked option's weight is 4, the next ranked option weights 3, etc. Consequently, the last ranked choice has the lowest weight, which is 1. Therefore, an example of the ranking average of the first procedure is represented below.

$$\frac{(44\times4) + (8\times4) + (7\times2) + (3\times1)}{4} = \frac{176+24+14+3}{4} = \frac{217}{4} = 54.25\%$$

Thus, the average ranking of "Open-ended questions" method is 54.25%. Accordingly, the remaining used methods are exhibited in the next table.

Table 3.10

The Main Methods/Procedures Teachers Use for Assessing Comprehension

Responses	Percentage (%)	Rank
Open-ended questions	54.25%	1
True/false responses	52.5%	2
Multiple-choice responses	46.5%	3
Cloze tasks	45.75%	4

As table 3.10 displays, a significant percentage of students (54.25%) opted for the first choice, which is open-ended questions. This indicates that teachers often use this type of procedure because it gives them a rigorous vision about students' knowledge, levels, and abilities as good comprehenders and critical thinkers since they reflect their understanding of the reading material in their own words. Moreover, 52.5% of students placed true/false

responses in the second position. This entails that the teachers' aim behind the selection of such procedure is primarily due to its efficacy in testing the learners' vocabulary knowledge and their ability to infer meanings from the material being read. Furthermore, 46.5% of informants ranked multiple-choice responses right after the two previous methods. This proposes that teachers occasionally depend on such questions not because they are worthless, but because they require much time, effort, and great discretion. The fourth rank was assigned to cloze tasks (45.75%). In this regard, teachers may frequently use such tasks at other levels, as first or second-years since learners still beginners, and not with second-year Master students. This suggests that there are limited instances where teachers use this kind of methods.

In this question, students are allowed to add any further procedures other than the ones given to them. Their contribution was mainly turning around the use of the same suggested choices, besides other methods as writing essays and reports, or taking a small quizzes or home works about the reading material in hand.

Question Eleven: To what extent do you believe that these methods/ procedures provide an accurate evaluation of the real level of the learners' reading comprehension?

Table 3.11

The students' Attitudes towards the Efficacy of the Assessing Methods/Procedures

Responses	Number (N)	Percentage (%)
Always	12	19.4%
Often	25	40.3%
Sometimes	22	35.5%
Rarely	03	4.8%
Never	00	00%
Total	62	100%

As this question is related to the previous one (Q10), it is apparent from the results displayed in the above table 3.11 that the majority of the students (40.3%) believe that the preceding procedures can often assess the students' reading comprehension accurately. While 35.5% of the respondents opted for sometimes, 19.4% of them selected always. In addition, a low percentage (4.8%) chose rarely. The justifications for their answers can be summarized as follows:

- These types of questions can evaluate the students' overall understanding of both general and specific details.

- These procedures/methods may help improving students' reading and speaking skills.

- These procedures might provide an accurate evaluation of students' reading comprehension as they allow the teacher to test whether the learners have read the material, however, these same procedures might sometimes fail to fulfill their task as the learner might be asked about the few points he/she ignored.

- Sometimes these methods are not useful for some particular learning strategies.

- Sometimes, because, for the teacher to assess students' level of reading comprehension, he/she needs to design a text with multiple procedures. Thus, the teacher needs to be attentive to the validity and reliability of these tests.

- I do not think that these methods are 100% effective, as the students sometimes cannot express their opinions and thoughts only because they have weak or average writing skills, though they have understood the presented text or material.

However, none of the students (00%) opted for never, entailing that these procedures, largely, effectively test the students' reading comprehension.

Question Twelve: For which purpose do you often crave to read? (Please choose the most suitable one)

Table 3.12

The Purpose behind Reading

Responses	Number (N)	Percentage (%)
To acquire new knowledge/ information	19	30.6%
To enrich your linguistic luggage (vocabulary knowledge)	11	17.7%
To only comprehend the material being taught	02	3.2%
To fulfill your academic activities (presentations, exams…)	12	19.4%
To read for pleasure and enjoyment	10	16.1%
To boost your curiosity for the world's discovery and communication	08	12.9%
Total	62	100%

Concerning this question, students are asked for which purpose they often covet to read. Eventually, the majority of students (30.6%) read for acquiring new knowledge and information. This estimates that reading is the primary source for a variety of input that allows students to get a large amount of data about both familiar and unfamiliar topics. Also, a significant proportion of students (19.4%) stated that they read in the first place to fulfill their academic activities like exams, presentations, and so on. This demonstrates that students direct to reading if only, there is a necessity to do so, and this might be due to their busy schedules, or because they are obliged as they have no choice except reading to advance with their works. Moreover, eleven students (17.7%) claimed that they often crave to read for enriching their linguistic luggage. Indeed, this holds that learners turn to read because reading helps them to enlarge their vocabulary knowledge, whereby they can gain a great deal of vocabulary and new words. Furthermore, a low proportion (16.1%) declared that they prefer to read for pleasurable and enjoyable purposes. It means that they read based on their free will denoting that reading is their preferable hobby. Besides, a lower percentage of respondents

(12.9%) reported that their concerns behind reading are to boost their curiosity for the world's discovery and communication. In this respect, students read to reinforce their communicative skills and to deepen their understanding of both themselves and the world through developing appreciation and interests. Only two students (3.2%) indicated that they tend to read for only comprehending the material taught. Meaning that reading is an effective way through which students can get enough information about what they need to understand.

In this question, learners had the chance to add any other personal reasons that may excite them to read. Actually, most of their answers are covered by the suggested choices in the table above, like getting good marks, meeting different academic tasks, the curiosity of the world's discovery, experiencing new things, etc. Yet, they added interesting purpose, which is the role of reading in enhancing their imaginative and creative abilities.

Question Thirteen: While reading, which competence do you eager to acquire the most**?**

Table 3.13

The kind of Competence Students Target

Responses	Number (N)	Percentage (%)
Syntactic competence	4	6.4%
Semantic competence	7	11.3%
Both	51	82.3%
Total	62	100%

This question aims to identify which competence students target the most during the reading activity. As table 3.13 exhibits, while 11.3% of the students opted for semantic competence, 6.4% of them chose syntactic competence. Whereas, 82.3% of the entire sample stated that they strive to master both competencies, syntactic, and semantic. Overall, despite the competence type that the students eager to acquire, they probably choose according to their needs and deficiencies. Meaning that those who selected the syntactic competence may

still face some grammatical obstacles, and those who picked the semantic one they are yet to understand the implied and hidden meanings. However, they might not be struggling with such problems, but, instead, they want to be more competent and proficient.

Question Fourteen: Do you think that reading is?

Table 3.14

Students' Attitudes towards Reading

Responses	Number (N)	Percentage (%)
An easy skill	09	14.5%
A difficult skill	53	85.5%
Total	62	100%

In an attempt to investigate the students' attitudes towards the complexity of the reading ability, the majority of the respondents (85.5%) believed that reading is difficult while (14.5%) viewed it as an easy skill. Apparently, reading seems to be easy for some students because they either have an advanced level of English language proficiency, they have practiced reading in English for a long period, or relate it to their mere ability to decode linguistic units, letters, words, sentences, etc. However, reading in nature is not a single ability but rather a complex, cognitive, interactive, and multi-dimensional process, which is strongly related to comprehension. That is why many students can read, but not all of them can understand, reflecting that reading is an intricate skill. In light of this view, students' explanations are described as follows:

- Because we are not native learners, and reading is a foreign language skill, we are facing comprehension challenges due to cultural differences. Thus, it is difficult to be a proficient reader.

- Because reading is a cognitive process that consists of different operations and mental capacities like critical thinking, background and vocabulary knowledge retrieval, and the like.

- The reading complexity or easiness depends on the learner's level and the difficulty or simplicity of the reading material.

- Reading is easy because it is not a productive skill, and I think it is an effortless ability compared to writing, listening, and speaking since it does not require the understanding of the whole material, instead only the fundamental message behind.

- Reading is an easy skill that demands passion and eagerness. In case of encountering any difficulty, the reader might get some help using dictionaries, Google, or YouTube.

Question Fifteen: If your answer is b, what are the most difficulties you encounter while reading that may lessen your comprehension?

Table 3.15

The Main Difficulties of Reading

Responses	Number (N)	Percentage (%)
Weak decoding skills	5	9.4%
Limited background knowledge	18	34%
Inadequate vocabulary knowledge	17	32.1%
Ineffective use of reading strategies	13	24.5%
Total	53	100%

This question was addressed to students who stated in the previous question (Q14) that they view reading as a difficult skill. Thus, the target sample of this question consists only of 53 students. In this question, students were allowed to opt for the most encountered difficulties that may diminish their comprehension while reading. As the table above presents, only few students (9.4%) related reading difficulties to their weak decoding skills. It might be

due to the complexity of the text's words before their eyes, like the unfamiliar, technical, or scientific terms, so they cannot correctly decode and pronounce written words. In contrast, other students (24.5%) believed that the ineffective use of reading strategies is the first reason behind their failure in comprehending the reading material. In this case, students may not know which strategies that work best for them depending on the printed text in hands, i.e., when, where, and which strategy or strategies to use. Whereas, 32.1% of the respondents claimed that it is their insufficient vocabulary knowledge, which hinders their reading comprehension. It entails that the more students intensify their vocabulary the better they understand what they are reading.

As for the majority of subjects (34%), they reported that their limited background knowledge regarding the presented material is the most reason that results in their poor comprehension. This indicates that students' prior knowledge is of great importance in creating a sense of either familiarity or unfamiliarity of what they are reading. Thus, they either fully understand or do not understand. Concerning the existence of any other reading barriers, all the students' responses turn around the proposed ones in the table above, but only one student suggested that the text's type might also impede the reading comprehension. Logically, s/he means the text's complexity, which may be due to the difficulty of words, lack of vocabulary or background knowledge about that specific text. Interestingly, it is worth noting that confronting comprehension challenges while reading might relate to both the reading material and the learners themselves.

Question Sixteen: When reading a text, do you apply some of the reading strategies as a way to overcome such difficulties?

Table 3.16

Students' Use of Reading Strategies

Responses	Number (N)	Percentage (%)
Always	11	17.7%
Sometimes	51	82.3%
Never	00	00%
Total	62	100%

According to the findings disclosed in table 3.16, the great majority of students (82.3%) asserted that they often apply some of the reading strategies as a way to overcome comprehension troubles, while 17.7% of them declared that they always use various strategies when reading to reduce any possibility of encountering comprehension strains. However, no single student opted for never, which means that all of them are aware of the pivotal role of reading strategies in deepening their comprehension.

Question Seventeen: If you do, which strategy do you stress more to deepen your comprehension? (You can choose more than one option)

Table 3.17

The Main Strategies Students Use

Responses	Number (N)	Percentage (%)
Skimming	29	46.8%
Scanning	25	40.3%
Predicting	17	27.4%
Activating Background Knowledge	22	35.5%
Questioning	19	30.6%
Summarizing	19	30.6%
All of them	19	30.6%

As the previous table (3.16) exhibits, the whole sample (100%), including 62 students, agreed upon the significance of using reading strategies to develop comprehension as all declared that they make use of different strategies, be it always or sometimes. Concerning the main strategies students may use while reading for better comprehension, they had to choose one or more answers from the six choices presented in table 3.17. They could select "All of them" if they apply all of the proposed strategies. In this respect, the majority of respondents (46.8%) selected skimming as the most used strategy among readers for ensuring adequate comprehension of what they read. Whereas, 40.3% of the students opted for scanning to be their primary used strategy. This entails that the former proportion, in the first place, prefers to check the text's relevance by quickly glancing through the material to gain an overall view before consuming time reading it, and the latter one tends to search quickly for what they need from the text, i.e., for specific details, e.g., names, dates, etc. Moreover, 35.5% of the participants chose the strategy of activating background knowledge; because they believe that connecting their previous experiences, acquaintances, and what they already know to the

text's new information would, largely, enhance their comprehension. Besides, 27.4% of students opted for predicting strategy, because making educated guesses and assumptions about what is going to happen depending on the text's clues would increase their understanding opportunities. Furthermore, 30.6% of respondents selected the questioning strategy. It indicates that students generate questions, before, during, and after reading, to help them to reflect their problem-solving and critical thinking abilities, also, to make meaning from the print before their eyes. An equal percentage of learners (30.6%) declared that they primarily apply the summarizing strategy because it helps them to understand only the main points without the necessity to understand every single word. Similarly, an equivalent proportion (30.6%) chose all of the six mentioned strategies. This proves that students are aware that using one single strategy is not enough for attaining comprehension.

Section Three: The effect of Extraversion/Introversion on Learners' Reading Comprehension

Question Eighteen: As a learner, compared to your classmates, do you find yourself?

Table 3.18

Description of Students

Responses	Number (N)	Percentage (%)
Alike and similar to others	20	32.3%
Unique and different from others	42	67.7%
Total	62	100%

The table above shows that while 32.3% of the students perceive themselves as similar to their classmates, most of them (67.7%) believe that they are unique and distinct compared to others. It implies that students have certain commonalities as they have certain dissimilar qualities. On the one hand, participants who asserted that they are all similar and alike, this may be due to their shared features, including the field of study, the learned subjects, the same

teachers, the equal amount of information exposure, the sense of competition, and so on. On the other hand, they may feel quite distinctive and unlike others in terms of their different abilities, skills, personalities, levels of motivation and intelligence, the methods and strategies they use while learning, and the like. Simply, they differ in the way they act, behave, and learn.

Question Nineteen: Do your teachers pay heed to the possible differences of each learner/ individual during the teaching/learning process?

Table 3.19

Teachers' Attention to Students' Individual Differences

Responses	Number (N)	Percentage (%)
Yes	19	30.6%
No	43	69.4%
Total	62	100%

Following the findings exhibited in table 3.19, the majority of the students (69.4%) claimed that their teachers do not pay enough attention to their individual differences during the learning/teaching process. However, a low percentage of participants (30.6%) declared that their individual varieties are taken into consideration.

For those who opted for no, they explained their selection, declaring that the main feature that teachers often ignore is the students' personalities, especially those who are introverts perceiving them as having weak levels. Also, because most teachers depend on one single teaching method and the same testing procedures without considering the learners' differences and preferences. For instance, the same exams, home works, and assignments are administered to all of the students. And for those who said yes, they justified their response stating that teachers pay attention to their individual variations by either repeating what has been explained several times to satisfy all the students' levels, diversify their teaching

methods to meet the students' different needs, personalities, styles, etc., or use varied testing procedures like quizzes, oral presentations, and so on.

Question Twenty: Do you deem that learners' differences affect their learning success?

Table 3.20

Individual Differences Influence on Learning

Responses	Number (N)	Percentage (%)
Yes	53	85.5%
No	9	14.5%
Total	62	100%

As table 3.20 shows, the large majority of students (85.5%) affirmed that individual differences strongly influence the learning process while only 14.5% of them argued that individual variations do not affect their learning. The displayed findings prove the influential role of individual differences in learning success. One example is that learners with a negative personality trait, introversion or pessimism, would not successfully learn as learners with a positive personality trait, and the same can be said about motivated vs. demotivated students.

Question Twenty-One: If yes, is it a positive or negative effect? Specify why it is so?

This type of question is an open one. As a continuation of the preceding question (Q20), it endeavors to review the students' attitudes about whether learners' differences positively or negatively affect their learning success and why. Most of the participants' answers indicated that learners' varieties have both positive and negative effects on learning. Respectively, they declared that learners' uniqueness could be an advantage because it creates a sense of envy, jealousy, and enthusiasm among learners resulting in a competitive atmosphere, hence making learning successful. In contrast, these variations can be negative, wherein they may deepen the gap between some learners at the expense of others. Accordingly, this may fundamentally

depend on the learners' motivation, intelligence, aptitude, especially their type of personality trait. For example, motivated, intelligent, or extravert learners will have more opportunities to practice the language, but introverts and demotivated students due to their anxiety and fear, their learning might be impeded.

Question Twenty-Two: According to your perspective, rank the following individual differences from the most to the least influential in EFL learners' learning? (From 1 to 6)

In this question, students were asked to rank the most influential individual differences in EFL learning. Since students have 6 choices to rank from 1 to 6, the *average ranking* for each option is calculated in the same way as in question ten (Q10). Using the equation below:

$$\frac{X_1W_1+X_2W_2+X_3W_3+X_4W_4+X_5W_5+X_6W_6}{N}$$

Source: Survey Monkey, 1999-2017 (as cited in Abdaoui, 2018, p. 5)

N represents the total number, *x* indicates the number of choices, and *w* denotes the weight of each choice. Weights are specified in reverse. Accordingly, the first ranked option's weight is 6, the next ranked option weights 5, etc. Consequently, the last ranked choice has the lowest weight, which is 1. Therefore, an example of the ranking average of the first procedure is represented below.

$$\frac{(24\times6) + (17\times5) + (11\times4) + (5\times3) + (4\times2) + (1\times1)}{6} = \frac{144+85+44+15+8+1}{6} = \frac{297}{6} = 49.5\%$$

Thus, the average ranking of "Motivation" is 49.5%. Accordingly, the other individual differences are presented in the table below:

Table 3.22

The Most Influential Individual Differences in EFL Learning

Responses	Percentage (%)	Rank
Motivation	49.5%	1
Intelligence	48%	2
Personality of the learner	44.8%	3
Aptitude	44%	4
Learning Styles	42.2%	5
Learning strategies	41%	6

This question aims to know which individual difference students think that it is the most critical in their EFL learning. As the table shows, the majority of respondents (49.5%) opted for motivation as the first determinant of their success or failure. It implies that learners are aware of the sensitive role of motivation as a core incentive that paves their way to initiate, endure, and acquire the second language. A considerable percentage of informants (48%) went for intelligence, maybe because their level of intelligence that enables them to perform many activities, solve problems, and successfully encounter challenging situations during learning. Another proportion of participants (44.8%) selected the learners' personality as a predictor for learning success. It proves that students' different skills, abilities, and capacities are what permit them to acquire a foreign language in distinctive ways leading either to their success or failure. Other students (44%) selected aptitude since it makes them ready and motivated to achieve their specific goals, especially those related to learning. While 42.2% of students opted for learning styles, 41% of them chose learning strategies. Accordingly, from the analyzed data, it was proved that learners' personality is of fundamental influence on their academic achievements since it is ranked among the first three critical individual differences determining learners' success or failure.

Question Twenty-Three: Do you agree or disagree that the learners' individual differences highly influence their comprehension ability while reading? And why?

As the question's statement denotes, it is indeed an open one. This question intends to elicit learners' different attitudes towards the influence of individual differences on their reading comprehension. The whole sample (100%) encompassing 62 students have answered this question. While 96.8% of participants agreed on the statement's content and provided their justifications, while only 3.2% of them disagreed with no explanation. In an attempt to prove the crucial effect of the differences residing within each learner on his/her comprehension while reading, the participants presented different examples that are summarized below:

- No two learners have the same world vision. Thus, each one of them perceives the reading material differently.

- While reading, learners with different personalities and styles (auditory, visual, kinesthetic, etc.) tend to use specific strategies to help them understand the text.

- Learners' intelligence would absolutely result in different levels of understanding. For instance, learners who think out of the box (beyond lines) have a high level of intelligence.

- The more learners are motivated to read the better they understand what they are reading, because of their sense of curiosity, willingness, and discovery.

Although the majority of participants have agreed on the question's statement, they have provided different explanations. This implies that each student has understood the question differently. Therefore, this diversity of interpretations is another proof of the key impact of learners' differences on their reading comprehension.

Question Twenty-Four: Generally, do you consider yourself?

Table 3.24

Students' Personality Type

Responses	Number (N)	Percentage (%)
Extraverted learner	33	53.2%
Introverted learner	29	46.8%
Total	62	100%

In this question, participants were asked to determine which personality polar they belong to. While 53.2% of respondents reported that they are extraverts, 46.8% claimed that they are introverts. Given that these percentages are so close to each other no remarkable majority is reported. These findings indicate that all of the students, despite their personality type, are aware of the extraversion-introversion trait.

It is worth noting that the four following up questions (Q25, Q26, Q27, and Q28) are set on purpose to determine the different characteristics of each personality pillar, extraversion/introversion, and to what extent learners are aware of their distinct features.

Question Twenty-Five: When your teachers ask you to read a particular written piece in English, do you read?

Table 3.25

Students' Ways of Participation

Responses	Number (N)	Percentage (%)
Voluntarily	32	51.6%
By teachers' appointment	30	48.4%
Total	62	100%

From the table's findings, 51.6% of students declared that they voluntarily elevate to read inside the classroom, and 48.4% of them do not read unless their teachers appoint them to do

so. This proposes that an extraverted learner is usually characterized as a self-initiator and intrinsically motivated to perform different activities, unlike an introverted learner, who is self-reserved and extrinsically motivated to carry out any performance, especially reading.

Question Twenty-Six: When you read in the class, do you feel?

Table 3.26

Students' Feelings while Reading

Responses	Number (N)	Percentage (%)
Comfortable	14	22.6%
Excited	9	14.5%
Confident	15	24.2%
Anxious	24	38.7%
Total	62	100%

As the table above exhibits, 22.6% of participants claimed that they feel comfortable when they read in the classroom. Whereas 14.5% of learners opted for excited, 24.2% of them, feel confident. In contrast, the majority of the informants (38.7%) reported that whenever they read inside the class, they feel anxious. From the data presented in the table, it can be inferred that introverts often feel anxious and stressed while learning. However, extraverted learners, compared to their counterparts, usually have a high sense of confidence, comfort, and excitement towards foreign language learning, especially reading.

Question Twenty-Seven: When facing some difficulties while reading in front of your teacher and classmates, do you:

Table 3.27

Students' Reactions when Facing Difficulties, while Reading

Responses	Number (N)	Percentage (%)
Settle back and wind down (Be at ease)	32	51.6%
Feel stressed and worried	30	48.4%
Total	62	100%

As displayed in table 3.27, thirty-two students (51.6%) reported that whenever they encounter some difficulties while reading (pronunciation, unfamiliar or difficult words, etc.), they settle back and take it easy as nothing happens. While 48.4% of the students would feel stressed and worried if they faced some reading barriers. It proposes that extraverts, when reading, do not care or worry about their mistakes, while introverts often feel shy and annoyed.

Question Twenty-Eight: When your teachers initiate a comprehension discussion about the read text, do you?

Table 3.28

Students' Behaviors during Comprehension Discussions

Responses	Number (N)	Percentage (%)
Participate and exchange ideas (Be it correct or false)	33	53.2%
Refrain from answering and remain silent even though you have the required response	29	46.8%
Total	62	100%

In table 3.28, 53.2% of informants contended that whenever they are engaged in a comprehension discussion about the presented reading material, they participate and share

their ideas, despite their correctness or falsity. This indicates that this category does not really care and only answer because of their strong enthusiasm for engagement. However, a significant proportion (46.8%) stated that they prefer to keep silent and do not participate in such conversations even they have the right answer; this may be due to their fear of making mistakes or shyness in front of their teachers and classmates. Therefore, extraverts are learners who prefer deliberately express their ideas and thought, while introverts are students who prefer to remain silent and keep their views and opinions for themselves.

Question Twenty-Nine: To what extent do you agree or disagree that the learners' type of personality (as extroverts or introverts) affects their academic achievement?

Table 3.29

The Effect of Extraversion/Introversion on Academic Achievement

Responses	Number (N)	Percentage (%)
Strongly agree	35	56.5%
Agree	21	33. 9%
Neither agree nor disagree	4	6.5%
Disagree	2	3.2%
Strongly disagree	00	00
Total	62	100%

According to the data presented in table 3.29, the majority of respondents (56.5%) asserted that they strongly agree that learners' personality type affects their academic achievements. In addition, 33.9% of the participants declared that they agree with the question's statement. Further, a low percentage (6.5%) opted for neither agree nor disagree. Besides, a lower proportion (3.2%) stated that they disagree with the same presented statement. Moreover, no single student strongly disagreed. Given that, the analysis of this question exhibited that the large majority, including the fifty-six students, who both strongly agreed and agreed, it can be

said that learners' personality as extroverts or introverts has an influential role on their academic achievements either positively or negatively.

Question Thirty: How important do you estimate the effect of learners' personality type (as extroverts or introverts) on their reading comprehension?

Table 3.30

Extraversion/Introversion Importance in Reading Comprehension

Responses	Number (N)	Percentage (%)
A lot	30	48.4%
A little	21	33.9%
Very little	7	11.3%
Not at all	4	6.5%
Total	62	100%

Concerning the importance of learners' personality, as extraverts or introverts, in their reading comprehension, learners showed different attitudes towards this matter. In this respect, the majority of students (48.4%) declared that being extraverted or introverted learner is highly important in determining how well he/she comprehended the text in hand, so they opted for a lot. Besides, a significant proportion (33.9%) reported that having external or internal inclinations do not really matter in learners' comprehension progress during reading; that is why they selected a little. While a low percentage, (11.3%) opted for very little importance; only four students (6.5%) indicated that these two personality pillars have no significant effect on reading comprehension. From the table's results, it can be confirmed that despite the learners' different standpoints, a large majority of them are fully aware of the sensitive role of learners' extraversion/introversion in predicting their reading comprehension level.

Question Thirty-One: As a foreign language learner, which personality pillar do you consider as an advantage that increases the reading comprehension proficiency?

Table 3.31

Which Personality Pillar is the most Advantageous in Reading Comprehension

Responses	Number (N)	Percentage (%)
Extraversion	48	77.4%
Introversion	14	22.6%
Total	62	100%

As table 3.31 exhibits, the vast majority of learners (77.4%) indicated that possessing an extraversion personality is acknowledged as an advantage for learners to achieve better reading comprehension. Correspondingly, different percentage of participants (22.6%) argued that introverted learners, compared to their rivals, are better comprehenders. In this question, learners were allowed to justify their answers, whatever they are; so they are summarized as follows:

- Introverts often are better in receptive skills (reading and listening), unlike extraverts who are proficient in productive skills (speaking and writing)

- Introverts can better comprehend the reading material because they are self-directed and internally motivated. That is to say, introverts are more likely to understand what they are reading because they direct all of their mental abilities, concentration, focus, and efforts to make meaning from the text in their hands since they depend on themselves.

- Extraverts can better comprehend the reading material because they are confident, comfortable, motivated, and have a strong willingness and ability to both ask questions about what they cannot understand, and exchange their ideas in front of the whole class. Thus, they are always eager either to confirm their interpretations of the text or to correct them.

Surprisingly, it is worth concluding that the present findings show that extraverts have better reading comprehension than introverts, fracturing all the prevailing assumptions that introverts are better in performing receptive skills.

Question Thirty-Two: If you have any further suggestions or comments concerning the research topic, please feel free to add them below.

Table 3.32

Further Comments and Suggestions

Responses	Number (N)	Percentage (%)
No comments/suggestions	05	17.2%
Interesting topic/Good luck	21	72.4%
Providing different comments	03	10.4%
Total	29	100%

In this question, only twenty-nine out of sixty-two students have shown interest to bring their touch regarding this research. Thus, a low proportion (17.2%) equating five students provided no answer, while the rest (82.8%) did. Among those who responded, twenty-one students (72.4%) admitted that the research topic is interesting and wished the best luck for the researcher in perusing her work, and only three students (10.4%) offered some notes concerning the role of extraversion/introversion in foreign language learning in general, and reading comprehension in particular. Hence, they can be summed up in the following points:

- Extraversion/introversion trait is relative. There are always exceptions, wherein it is unlikely to find a general approved answer that extroverted learners are better than their counterparts or vice versa. That is to say, extroverts are better performers in some activities, while introverts are better in others.

- It is the teachers' role and responsibility to create a comforting learning atmosphere and generate equal opportunities for both types of students, extraverts and introverts.

Accordingly, teachers need to establish a specific path in which they have to make a balance between both personality pillars without favoring one at the expense of the other. Thus, introverts would overcome their fear and shyness to participate in classroom discussions, and extroverts would manage their exorbitant passion and enthusiasm.

- Learners' reading comprehension is probably affected by other factors like their linguistic and background knowledge regarding the target culture, more than learners' personality as extraverts or introverts.

3.2.2. Summary of Results and Findings from Students' Questionnaire

Section one, which is about the students' background information, exhibits that the majority of respondents (62.9%) chose to study English as the field of their university study, chiefly deriving by their own free will and satisfaction. Thus, this means that they take it seriously to assure better academic accomplishments and a high level of English proficiency. Moreover, most of the students, who participated in this questionnaire, believe that studying English is easy (74.2%) for them, that is why the vast majority of learners' level of English stretches from very good (24.2%), good (67.7%), and average (8.1%). This denotes that no single learner faces critical challenges while learning the English language since none of them has a bad or very bad level.

The second section covers questions related to reading comprehension. Interestingly, breaking the usual, the majority of students (51.6%) showed a deep appreciation for reading. In this respect, they admitted that they either frequently (32.3%) or sometimes (59.7%) read whenever they want describing their reading comprehension as very good (30.6%) and good (51.6%). Given that most of them read to meet both of their personal and educational objectives, e.g., getting new knowledge (30.6%) and pursuing academic activities (19.4%). It can be denoted that they are very attentive concerning the sensitive role of reading in

acquiring the English language. In terms of teachers' role in raising students' awareness about reading and its beneficial effect in achieving better outcomes, a great proportion of participants asserted that their tutors regularly urge them to read, either sometimes (66.1%) or always (32.2%), anywhere and anytime. To this end, teachers continuously strive to assess their learners' reading comprehension using different procedures. For instance, according to the majority of students, the most commonly used methods are mainly open-ended questions (54.25%) and true/false responses (52.5%), wherein teachers depend on to, at least, reduce the potential difficulties and deficits students encounter the most. Based on the latter, almost all students (85.5%) declared that they face several obstacles hindering their comprehension while reading. The limited background knowledge (34%), inadequate vocabulary knowledge (32.1%), and ineffective use of reading strategies (24.5%) have been reported as the primary problems students undergo while reading. Therefore, in an attempt to overcome comprehension troubles, all the respondents, without exceptions, revealed that they make use of various strategies to reduce any possibility of encountering reading comprehension strains. Meaning that they are all aware and conscious about the positive impact of reading strategies in deepening their comprehension while reading.

The findings of the third section are mainly concerned with the relationship between extraversion/introversion personality and learners' reading comprehension. It is worth noting that this section begins with general questions (from Q18 to Q23) about the effect of individual differences on both the overall learning and reading comprehension of EFL learners. Then proceeds with another set of questions (from Q24 to Q32) demonstrating the impact of extraversion/introversion personality dimension on learning English in general, and reading comprehension in particular. On the one hand, in the former group of questions, the majority of informants (67.7%) declared that they are unique and different from their classmates. However, the largest proportion (69.4%) argued that most of their teachers' do not

pay enough attention to their personal variations when teaching; one reason for this, maybe

due to the students' big number within the same classroom. Since almost all the participants

(85.5%) affirmed the influential role of their individual differences in EFL learning/teaching,

they were given several personal varieties to rank according to their degree of significance.

Thus, they selected motivation (49.5%), intelligence (48%), and learners' personality (44.8%)

as the most crucial determinants of EFL learning success or failure. As the essential aim of the

research concerns the reading comprehension ability, a great majority of respondents (96.8%)

agreed on the existed correlation, either positive or negative, between the students' differences

and their comprehension level while reading any given text. On the other hand, from the

collected data of the latter group of questions, while the majority of informants reported that

they are extraverts (53.2%), a low proportion of them (46.8%) asserted that they are

introverts. This proposes that all second-year Master students are aware of their personality

types, which later enable them to take advantage of their uniqueness while learning.

Consequently, the participants following answers proved this fact since they accurately

identified what characterizes them as extraverts (e.g., active, comfortable, excited, and

confident, etc.) or introverts (e.g., reserved, anxious, stressed, etc.). Moreover, when it comes

to the effect of extraversion/introversion on EFL academic achievement, most learners either

strongly agree (56.5%) or agree (33.9%) regarding this matter. Similarly, the majority of

respondents revealed that this trait of extraversion/introversion is highly significant in the

success of students' reading comprehension, wherein they said it is either important a lot

(48.4%) or important a little (33.9%). Eventually, when asked about what kind of learners'

personality is the most outstanding in comprehending reading materials, the majority of

informants (77.4%) asserted that extraverted learners have more opportunities compared to

their counterparts, introverts. Since extraverts can easily interact, communicate, and ask, they

would share, correct, and alter their misconceptions and misinterpretations about the text with

the assistance of others, namely their teachers. Thus, most of the participants attested that having an extraversion personality is an advantage of raising the learners' chances for better comprehension.

Conclusion

Exclusively, the present chapter has been devoted to the practical framework of this research, which sought to unveil the varying attitudes of EFL learners towards the effect of extroversion-introversion personality trait on reading comprehension. Accordingly, it is based on the analysis of the students' questionnaire that was administered to second-year Master students, as the primary tool for collecting data. Depending on the obtained results, it can be affirmed that learners' personality types, as being extraverts or introverts, strongly influence their reading comprehension. Interestingly, as the majority of participants claimed, extraverted students were acknowledged to possess a high level of comprehension, compared to introverted ones, when exposed to reading materials. Thus, extraverts are more successful in understanding what they are reading than introverts, because of their unique qualities, like their strong ability and high level of motivation to expose their thoughts and ideas concerning the text in hand.

GENERAL CONCLUSION

1. Concluding Remarks

The current research is carried out to investigate EFL learners' attitudes, views, and perspectives towards the effect of extraversion-introversion on reading comprehension. In this regard, a structured questionnaire was directed to second-year Master students to address the topic in question. Consequently, through this tool, the research two questions were answered.

The first question was set to identify the importance as well as the effect of learners' personality types (extraversion-introversion) on the overall EFL learning. From the obtained data, it is found that the majority of students who responded to the questionnaire believed that extraversion-introversion trait is of great significance in predicting their learning success. The second question was more specific that sought to unveil the attitudes EFL students hold regarding the effect of extraversion-introversion on reading comprehension in particular. Surprisingly, the obtained data from the students' questionnaire exhibits that introverted learners, unlike extraverted ones, show negative attitudes towards the influence of extraversion-introversion personality on reading comprehension. Therefore, it can be inferred that the research hypothesis set at the beginning of this dissertation is refuted.

Accordingly, the study is allocated into two parts, theoretical and practical. While the first endeavors to offer a comprehensive framework about both variables, reading comprehension and extraversion-introversion respectively, the second is meant to posit the previous theoretical foundations under a careful investigation.

Theoretically, the first chapter is mainly dedicated to presenting a general framework of reading comprehension. In this regard, it offers a valuable bunch of definitions of both reading in general and reading comprehension in particular, the importance of reading, its purposes, its types, levels of comprehension, processes/models of comprehension, the

potential difficulties of reading comprehension, and the main strategies learners may use to overcome such obstacles; in addition to the most used procedures in assessing reading comprehension along with their significance in predicting learners' proficiency.

The second chapter is devoted to discussing the extraversion-introversion trait as a personality dimension. Firstly, it begins with a general definition of the concept of individual differences, its crucial taxonomies, motivation, intelligence, aptitude, learning styles, learning strategies, and personality. Then, it continues to tackle personality approaches, the definition of the notion of traits, its models, and more importantly, it offers a closer look at the various researchers' definitions of extraversion-introversion trait, its psychology concerning the arousal theory and memory, and concludes with the relationship between extraversion-introversion and Second/Foreign Language Learning.

As a next step, students' questionnaire as the primary tool for gathering data is administered to 62 second-year Master LMD students at the Department of English, 8 mai 1945 University of Guelma, to investigate the research's inquiry that is recognizing the students' attitudes and awareness towards the impact of extraversion-introversion on reading comprehension. In this regard, the obtained analyses and interpretations from this tool are displayed in the third chapter, which reveal that extraverted learners react positively towards the impact of extraversion-introversion personality on learning in general, and reading comprehension in particular. Lastly, this research ends up eliciting the main pedagogical implications, suggestions, and recommendations for future studies attempting to enhance the learning quality along with listing the major limitations the researcher encountered as a barrier for the study's accomplishment.

2. Pedagogical Implications

The retrieved data from the present investigation have advocated some implications for improving EFL reading comprehension and accurately deal with learners' variations, namely as extraversion-introversion. Thus, such implications were essentially adopted from the analyses and interpretations of the results manifested by students' questionnaire.

2.1. For Reading Comprehension

- Compared to the three language skills, writing, speaking, and listening, reading is placed on a back burner as it does not receive enough attention to be studied on its own as an independent module. For this reason, it is required to devote more attention and effort to achieve this end since being a university student depends on mastering all those skills, especially reading comprehension to ensure a better understanding of the materials being though, thereby enhancing the overall language proficiency.

- Setting goals would definitely result in better achievements. Accordingly, teachers have to be aware of the goal-setting strategy and guide reading, if possible, according to students' purposes or at least preferences. Hence, this would be more beneficial and motivating for better understanding.

- It is required for teachers to raise their learners' awareness about the importance of reading and assist them to overcome any potential difficulties through the effective use of several reading strategies, i.e., what, when, and how to apply such strategies.

- Teachers should dedicate time and energy to adequately assess learners' reading comprehension as it is of dual importance. Firstly, it enables teachers to elicit learners' both weaknesses and strengths to set any barrier up, and secondly, because it helps learners, themselves, to figure out their real abilities and capacities through teachers' feedback and assessment.

2.1. For Extraversion-Introversion

- The teachers' responsibility is to win their students' confidence and ensure a relaxing and suitable environment within the classroom. In doing so, they have to recognize and understand their learners' individual variations, especially those of personality, namely extraversion-introversion trait. Consequently, they need to be well prepared pedagogically to effectively deal with each learner as unique according to his own preferences, abilities, and characteristics.

- Practically speaking, understanding learners' dominant trait would help teachers and practitioners to manage the speaking classroom and fairly divide the learning chances between both extraverted and introverted learners. That is to say, tutors have to diagnose the characteristics of each type, either being silent over-talkative, through carefully adjusting and controlling extraverts' excessive enthusiasm and encouraging introverts to communicate, share, and participate in the speaking events without suppressing any type. Therefore, equally promoting the learning proficiency of both extraverts and introverts.

- Regarding learners' behaviors within the class, teachers would no longer complain since they became more aware of their learners' different attributes and characteristics that are associated with their personality types. Accordingly, teachers need to take further step to simplify such matter via handing a simple test or questionnaire at the beginning of the year or semester or even having a scrutinizing look to determine and distinguish students' personalities from each other.

- Similarly, students, themselves, need to be aware of their personality types so that they can take advantage of their uniqueness while learning. To this end, they have to make some efforts to look for some extraversion-introversion personality tests, like Eysenck's Personality Inventory (EPI).

- Since the main concern is about the relationship between EFL reading comprehension and learners' extraversion-introversion trait, all of the students, who took part in the study's questionnaire, have noticed that they all fall within this personality dimension wherein the majority of them were extraverts. Accordingly, most of them attested that extravert learners, from the one hand, exceeded the introvert ones in understanding reading materials due to their ability to easily participate and engage in classroom discussions so that altering any misconceptions or confirming given thoughts regarding the text in their hands. On the other hand, they claimed that introverts, unlike their rivals, barely respond to questions, let alone expressing their opinions or doubts regarding their comprehension, mainly due to their shyness and anxiety. Thus, for extraversion-introversion to have a positive effect on improving language proficiency, in general, and reading comprehension, in particular, teachers should be well conscious and exert more effort to deal with this trait; otherwise it would carry a negative impact. Similarly, extraverted learners need to help their introverted classmates from time to time via allowing them to be a part of any activity, and, also introverts themselves need to often take risks and go out from their comfort zones so they can get rid of their fears and stress in public speaking events.

3. Limitations and Suggestions for Further Research

As an essential part of the present study, it is noteworthy to mention that this research comes across several limitations and setbacks along with its attainment. The following are the main constraints faced by the researcher:

- Theoretically speaking, the lack of authentic materials and sources (books, articles, etc.) was the primary obstacle, especially in regard to the chapter of extraversion-introversion, which slowed up the process of collecting relevant and reliable background information.

- Practically speaking, under the current circumstances, the widespread of the Covid-19 virus as well as the difficulty of finding students at the level of the university, undoubtedly, are a shared problems that most second-year Master students suffer from. Consequently, the researcher was obliged to pursue her research's practical part through electronic means via both e-mail and social media.

- Not too far from the precedent obstacle, some students who took part in the questionnaire gave incomplete responses, especially in those questions that require justifications. This may be due to the lack of seriousness since it is conducted less formally via electronic means (Facebook) and not at the level of University.

- In addition to the inability to use other research tools as a means to reach accurate and reliable findings and results as well as the non-representative sample (62 out of 137 students), wherein it resulted in the improbability of drawing generalized conclusions over the whole population (the lack of generalizability) alongside the possibility of bias.

However, the present research has contributed to bestow some valuable insights about EFL learners' attitudes, beliefs, and perspectives regarding the effect of extraversion-introversion personality traits on reading comprehension. Along the results and limitations elicited in this investigation, it is possible for the researcher to suggest some significant slices for future research:

- For further research, it is recommended that the current study needs to be empirically conducted on a large population to get more generalized results using a variety of data collection tools.

- A comparative investigation of the effect of extraversion and introversion on EFL reading comprehension is required.

- Further research is needed to investigate the effect of extraversion-introversion on other EFL language skill, writing, listening, or speaking.

- A researcher can conduct an experimental study, in which he/she investigates the effect of another personality dimension, like consciousness, on reading comprehension.

- Further research needs to be done to find the possible factors that can attribute to the success of EFL learners reading comprehension, like strategies, motivation, attitude, etc.

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APPENDIX

STUDENTS' QUESTIONNAIRE

Dear students,

This questionnaire is part of a research project for accomplishing a Master dissertation at the Department of Letters and English language, University of 8 Mai 1945- Guelma. It is designed to both gather and provide comprehensive information about EFL learners' attitudes towards the impact of extraversion-introversion on reading comprehension. In this respect, your answers and identities will be kept anonymous and will be used only to serve the research purposes.

You are therefore kindly requested to take part in this research by responding to the following questions by ticking (√) the appropriate answer or providing full responses whenever necessary.

May I thank you for your collaboration.

SAIDI Nouara

LEBNEGRIA Khawla

Department of English

University of 8 Mai 1945, Guelma

Section One: Background Information

1. Gender

Male	
Female	

2. Is studying English?

a. Your first choice	
b. One of your choices	
c. Imposed on you	

3. Do you think that learning English is easy?

a. Yes	
b. No	

4. How could you appreciate your level in English language?

a. Very good	
b. Good	
c. Average	
d. Bad	
e. Very bad	

Section Two: Reading Comprehension

5. Do you like to read in English?

a. A lot	
b. A little	
c. Not at all	

6. How often do you read in English?

a. Frequently	
b. Sometimes	
c. Rarely	

7. In general, how do you consider your reading comprehension?

a. Very good	
b. Good	
c. Average	
d. Bad	
e. Very bad	

8. Do your teachers urge you to read, either inside or outside the classroom?

a. Yes, always	
b. Yes, sometimes	
c. No, never	

9. If yes, do your teachers attempt to test your comprehension of the read material?

(Please check the next question)

a. Yes	
b. No	

10. If your answer is **a**, which methods/ procedures do your teachers often use? (Rank the choices from 1 to 4, from the most to the least used one).

a. Open-ended questions	
b. True/false responses	
c. Multiple-choice responses	
d. Cloze tasks	

If others, please specify…………………………………………………………………………….

……………………………………………………………………………………………………….

11. To what extent do you believe that these methods/ procedures provide an accurate evaluation of the real level of the learners' reading comprehension?

a. Always	
b. Often	
c. Sometimes	
d. Rarely	
e. Never	

Whatever your answer is, please justify…………………………………..………………

……………………………………………………………………………………………..

12. For which purpose do you often crave to read? (Please choose the most suitable one)

a. To acquire new knowledge/ information	
b. To enrich your linguistic luggage (vocabulary knowledge)	
c. To only comprehend the material being taught	
d. To fulfill your academic activities (presentations, exams…)	
e. To read for pleasure and enjoyment	
f. To boost your curiosity for the world's discovery and communication.	

Others, please specify…………………………………………………….……………..

……………………………………………………………………………………………

13. While reading, which competence do you eager to acquire the most?

a. Syntactic competence	
b. Semantic competence	
c. Both	

14. Do you think that reading is?

a. An easy skill	
b. A difficult skill	

Please justify…………………………………………………………………………..

………………………………………………………………………………………...

15. If your answer is **b**, what are the most difficulties you encounter while reading that

may lessen your comprehension?

a. Weak decoding skills	
b. Limited background knowledge	
c. Inadequate vocabulary knowledge	
d. Ineffective use of reading strategies	

Others, please specify………………………………………………………….

………………………………………………………………………….

16. When reading a text, do you apply some of the reading strategies as a way to

overcome such difficulties?

a. Always	
b. Sometimes	
c. Never	

17. If you do, which strategy do you stress more to deepen your comprehension? (You

can choose more than one option)

a. Skimming	
b. Scanning	
c. Predicting	
d. Activating Background Knowledge	
e. Questioning	
f. Summarizing	
g. All of them	

Section Three: The effect of Extraversion/Introversion on Learners' Reading

Comprehension

18. As a learner, compared to your classmates, do you find yourself?

a. Alike and similar to others	
b. Unique and different from others	

19. Do your teachers pay heed to the possible differences of each learner/ individual

during the teaching/learning process?

a. Yes	
b. No	

If yes, please clarify how………..………..…………………………………………………

…………………………………………………………………………………………..

20. Do you deem that learners' differences affect their learning success?

a. Yes	
b. No	

21. If yes, is it a positive or negative effect? Specify why it is so?

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22. According to your perspective, rank the following individual differences from the most to the least influential in EFL learners' learning? (From 1 to 6)

a. Motivation	
b. Intelligence	
c. Aptitude	
d. Learning Style	
e. Learning strategy	
f. Personality of the learner	

23. Do you agree or disagree that the learners' individual differences highly influence their comprehension ability while reading? And why?

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24. Generally, do you consider yourself?

a. Extraverted learner	
b. Introverted learner	

25. When your teachers ask you to read a particular written piece in English, do you read?

a. Voluntarily	
b. By teachers' appointment	

26. When you read in the class do you feel?

a. Comfortable	
b. Excited	
c. Confident	
d. Anxious	

27. When facing some difficulties while reading in front of your teacher and classmates, do you?

a. Settle back and wind down (Be at ease)	
b. Feel stressed and worried	

28. When your teachers initiate a comprehension discussion about the read text, do you?

a. Participate and exchange ideas (Be it correct or false)	
b. Refrain from answering and remain silent even though you have the required response.	

29. To what extent do you agree or disagree that the learners' type of personality (as extroverts or introverts) impacts their academic achievement?

a. Strongly agree	
b. Agree	
c. Neither agree nor disagree	
d. Disagree	
e. Strongly disagree	

30. How important do you estimate the effect of learners' personality type (as extroverts or introverts) on their reading comprehension?

a. A lot	
b. A little	
c. Very little	
d. Not at all	

31. As a foreign language learner, which personality pillar do you consider as an advantage that increases the reading comprehension proficiency?

a- Extraversion	
b- Introversion	

Please justify…………………………………………………………………………………….

…………………………………………………………………………………………………...

32. If you have any further suggestions or comments concerning the research topic,

please feel free to add them below.

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Thank you for your Cooperation

الملخص

يعتبر تحديد شخصيات المتعلمين كمنفتحين أو انطوائيين خطوة لا غنى عنها في تحقيق عملية تعلمية/تعليمية ناجعة، حيث أن الاختلافات الموجودة بين هاذين الصنفين من الممكن أن تؤثر على كفاءتهم اللغوية، بشكل عام ، و كذا على قدرتهم لفهم مواد القراءة بشكل خاص. بناء عليه، تسعى هذه الدراسة إلى الكشف عن الأراء المختلفة لمتعلمي اللغة الإنجليزية كلغة أجنبية تجاه العلاقة بين الانفتاح والانطواء والقراءة الاستيعابية ، فيما إذا كانت إيجابية أو سلبية. من أجل هذه الغاية، شارك 62 طالب سنة ثانية ماستر ، قسم لغة إنجليزية ، جامعة 8 ماي 1945- قالمة في استطلاع يعتمد على المنهج الكمي الوصفي لإبداء أرائهم حول الموضوع كجزء لا يتجزء من هذه الدراسة. أسفر تحليل نتائج هذه الأداة عن دحض الفرضية الرئيسية للبحث، والتي تشير إلى أن الطلاب الانطوائيين لديهم مواقف إيجابية تجاه تأثير سمة الانفتاح والانطواء على القراءة الاستيعابية. بناء على هذه النتائج، تبين وبشكل غير متوقع أن الطلاب المنفتحين يتفوقون على نظرائهم الانطوائيين في فهم مواد القراءة. في الأخير، يختم هذا البحث باقتراح بعض الخطط البيداغوجية لمزيد من الدراسات المستقبيلية.

الكلمات المفتاحية : القدرة الاستعابية، سمة الانفتاح والانطواء، متعلمي (إ ل أ)

Résumé

La personnalité de l'apprenant (extraversion-introversion) compte parmi les plus importants facteurs de succès, d'apprentissage de qualité, et de réussite. Estimant que la différence entre l'apprenant introverti-extraverti peut avoir un impact positif ou négatif sur la maîtrise globale de la langue en général, que sur sa compréhension de lecture en particulier. À cette fin, la présente étude vise à révéler les différentes attitudes des apprenants de l'ALE à l'égard de l'influence de l'extraversion-introversion sur la compréhension de lecture. Dans une tentative de savoir davantage; la présente recherche qui se base sur la méthode quantitative-descriptive, comprend un questionnaire mené auprès de 62 étudiants de deuxième année Master au Département d'anglais, Université du 8 mai 1945- Guelma pour recueillir les données requises qui ont permis de réfuter l'hypothèse principale de la recherche suggérant que le type introverti a des attitudes positives à l'égard de l'impact de l'extraversion-introversion sur la compréhension de lecture. Et démontrer, de façon inattendue, que les extravertis surpassent les introvertis dans la compréhension de lecture. Enfin, la recherche offre quelques plans pédagogiques, implications et suggestions pour d'autres études.

Mots clés: compréhension de la lecture, l'extraversion-introversion, les apprenants de (ALE).