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OPTION: LINGUISTICS

Investigating the Effect of Extraversion/Introversion on Students' Test

Performance.

**The Case of First Year Master Students, Department of Letters and English Language,
University of 08 Mai 1945 / Guelma**

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of the Requirements of Master's Degree in Language and Culture.

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DEDICATION

To the woman who never ceases to comfort me, the one who spares no effort or minute to support me, to the heaven whose prayers and blessings are enlightening me,

To my ultimate source of inspiration,

My beloved Mother,

All the words cannot afford her a sufficient depiction, the lines would be drained and the inks would become dried if one thinks of giving her unconditional

love and care a description.

To the man who confronts hardships to ease my way, the person who inherited me the passion to knowledge and languages,

My dear Father,

To my two brothers Amine and Zaki, and my lovely sister Kounouz.

Special thanks go to my aunts for their constant support specifically my aunt Nabila, she has always been by my side in hard times before the happy moments.

To my cousins and relatives who motivated me along the period of writing this dissertation.

To my special friends whose presence in my life reassures and pushes me towards giving my best.

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ABSTRACT

The current research seeks to investigate the impact of extraversion/introversion personality dimension on EFL learners' test performance. This study aims at displaying the importance of the personality type of EFL students (particularly extraversion/introversion) during the testing process. Equally, it endeavors to find out which type is more successful in relation to test performance; the extrovert or the introvert, while primarily suggesting the supremacy of introverts. In an attempt to verify the former hypothesis, 101 first year Master students at the department of English, University of 8 Mai 1945 - Guelma, were subject to an extraversion/introversion test to uncover their psychological tendencies. Next, a corpus analysis of exam marks of those previously personality identified students was conducted in order to count the overall average of extroverts and introverts, separately, for the sake of comparison. Also, a questionnaire was administered to 19 EFL teachers at the same department; so that to explore their perceptions towards the subject under study. Unexpectedly, the analysis of both research tools revealed that extroverts achieve higher grades than introverts. In respect to those findings, this research significantly contributes to the existing body of knowledge and offers a bunch of recommendations for future research.

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LIST OF ABBREVIATIONS

E: Extraversion

EFL: English as a Foreign Language

F: Feeling

I: Introversion

IDs: Individual Differences

J: Judging

MBTI: Myers and Briggs Type Indicator

N: iNtuiting

P: Perceiving

PEN: Psychoticism, Extraversion, and Neuroticism

S: Sensing

T: Thinking

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General Introduction

About decades ago, the EFL classroom witnessed a shift of focus from teacher-centeredness to learner-centeredness. After having been treated all the same way, scholars in the field realized that learners possess a bunch of individual differences that print a direct impact on the effectiveness of the teaching/learning process. Although the concept of diversity among individuals is very old, the interest in investigating the role of individual differences in TEFL has been raised only since the 1970s. By then, the psychology of the learner has constituted an attractive subject matter for many scientists; ultimately, the learner has become the core of many studies looking for a deeper analysis of the relation between the student's internal psyche and the learning environment.

Individual differences may include age, sex, motivation, learning styles, learning strategies, attitude, aptitude, self-confidence, self-esteem, anxiety, and learner's personality type. The latter is divided by Myers and her mother Briggs (1995) into the following four dichotomies: extraversion vs. introversion, sensing vs. intuition, thinking vs. feeling, and judging vs. perceiving. In the field of psycholinguistics, specifically in studies related to individual differences, extraversion/introversion has constantly received a wider attention among the four previous pairs. By definition, extraversion/introversion feature hints to the expenditure or the preservation of student's energy inside the classroom.

In education, testing has always been a prerequisite for effective learning to take place. It is the phase in which teachers assess students' mastery of a given skill or knowledge in parallel to the goals and objectives that were set beforehand. In fact, the process of evaluation is not only important for teachers, but also for students. For the tutors, it is the key tool used to measure and

decide about students' achievements through giving them scores and grades. As for the learners, it helps them to figure out their strengths and weaknesses in order to improve and develop the former as well as to overcome and fix the latter.

Extraversion/introversion plays a significant role in the learning process. The openness or the conservation of the student's energy can influence his/her ability to develop particular skills of the language. More specifically, this element determines, to a certain extent, how well and proficient a learner will be during his/her didactic journey. In other words, this psychological factor may be considered as an indicator of success or failure in tests. Henceforth, this research explores the effect of extraversion/introversion on test performance among EFL students.

1. Statement of the Problem

In the EFL classroom, students are usually put under identical learning conditions. More precisely, they are exposed to: the same input, the same teaching methods and the same pedagogical materials. However, when coming to the phase of testing how well the students have grasped certain knowledge or skill, teachers find huge differences in scores. As a result, the question of why some students achieve better than others constitutes an interesting issue for investigation.

The large gap between the bad and excellent marks registered at the department of English is attributed to students' individual differences. Since the dichotomy of extraversion/introversion is a crucial factor that says a lot about the psychology of the student and his/her preferred learning styles and strategies, it may be the cause behind the easy or difficult acquisition of this foreign language. This is usually exhibited through the different results students achieve in tests or exams.

2. Aims of the Study and Research Questions

This research aims to enquire about the impact of extraversion/introversion on EFL students' test performance. It also attempts to emphasize the importance of individual differences, specifically extraversion/introversion, in the process of FL learning and teaching. Similarly, it seeks to check whether learners at the department of English are aware to which personality type they belong and whether this personal feature influences their performance during tests positively or negatively. Most importantly, it tries to decide which type of students is more competent (extroverts or introverts) when being evaluated. In brief, the current study aims to tackle the following questions:

- To what extent extraversion/introversion affects students' test scores?
- Who achieve better results in FLL, the extroverted or the introverted learners?

3. Research Hypothesis

In this research, it is assumed that extraversion/introversion has a decisive impact on the results that students attain. Introverted learners are generally perceived of being high achievers in terms of scores. In this respect, we hypothesize that:

H₁: Introverted learners would achieve higher scores than the extroverted ones in tests.

The null hypothesis implies that no relation exists between introversion and high scores:

H₀: Introverted learners would not achieve higher than the extroverted ones in tests.

4. Research Methodology and Design

4.1. Research Method

For the sake of reaching reliable and accurate results, this research depends mainly on the quantitative descriptive method applying different research tools. First, an extraversion/introversion test has been administered to determine students' affiliation towards one of the extremes of the continuum. Second, a comparative corpus analysis of first year Master students' tests has been conducted to check which type exceeds in terms of scores. Third, a teachers' questionnaire has been used to scrutinize teachers' beliefs and attitudes towards the role of extraversion/introversion in EFL testing out of their teaching experiences.

4.2. Population of the Study

The population of this study's test has been chosen randomly from first year Master students at the department of English, faculty of Letters and Languages, University of 8 Mai 1945- Guelma for the academic year 2018/2019. As a matter of fact, they have studied English as a speciality for at least four years. Hence, they are selected as a case for they are expected to be experienced and aware enough of their personality types. Also, they are supposed to possess an upper-intermediate or advanced level that makes them the most qualified population to serve the purpose of the research. Hence, following Krejcie and Morgan sampling table (as cited in Cohen et al., 2000. P. 94), 101 students have been randomly chosen because the whole population includes 136 students. Concerning the questionnaire's sample, teachers have been targeted to share their expectations about the subject. Again, following Krejcie and Morgan sampling table, 45 teachers have been addressed, yet only 19 of them responded.

4.3. Data Gathering Tools

Research data has been collected through an extraversion/introversion test, a comparative corpus analysis, and a teachers' questionnaire. During the first phase, 101 first year Master students have been subjects to Myers-Briggs Type Indicator (MBTI) test - only the questions which are related to extraversion/introversion dichotomy - that determines their affiliation to one of the pairs. Then, exams' results of those learners in the modules which depend on exams as one tool of assessment have been gathered to compare the performance of students during the first semester. As a final phase, a questionnaire has been submitted to teachers to explore their points of view about the personality type of students and its relation with the attained results. Along their teaching career, teachers have taught many promotions; hence, they have encountered various learners with different profiles and psychological backgrounds. For this reason, EFL teachers are asked some questions about whether they consider their learners' individual differences, mainly extraversion/ introversion.

5. Structure of the Dissertation

This research has been divided into two major parts: the theoretical part and the practical part. The theoretical part includes the first and the second chapters in which literature has been reviewed about the two variables. The first chapter has been devoted to cover the testing process. It has provided some definitions of testing in relation to teaching. Also, it has tackled the comparison between the terms testing, evaluation and assessment. Besides, it has exhibited the five principles of language testing that are: practicality, reliability, validity, authenticity and washback. Moreover, it has encompassed factors which affect the performance of students during tests mainly the psychological ones.

The second chapter has demonstrated an overview of individual differences and their role in language teaching and learning. Specific emphasis has been put on extraversion/introversion; its definition and different theories found by various scholars to explain this psychological aspect. Also, main characteristics of extroverts and introverts, their advantages and disadvantages have been displayed. Further, the possible effect of extraversion/ introversion on test performance has been highlighted.

The third chapter is dedicated for the practical part. It exhibits descriptions of the populations of the study. Then, the administration and procedures of Myers-Briggs Type Indicator test, the corpus analysis, and teachers' questionnaire are explained as well as the results found. Next, this chapter has analysed and interpreted data gathered from the participants' responses in order to answer the research questions and confirm or reject the hypothesis. Finally, it has concluded by some pedagogical implications, recommendations for future studies in the field and limitations of the current study.

Chapter One

Test Performance

Introduction

Testing is a fundamental aspect of most, if not all, educational systems in the world. It is the tool whereby teachers can check to what extent their students have grasped the received input. Indeed, tests are of several types, each of which is set to satisfy a certain requirement and to fulfill a given purpose. On their part, the purposes tests aim to reach may differ according to many conditions like the students level, the time of the test, ... Tests might measure how much one carries and weighs in regard to the intellectual baggage as well as how well one performs and acts appropriately in respect to a question. From this, it can be said that they can examine a very specific feature and also they are applied in case of measuring wider general knowledge. It goes without saying that tests must be carefully and delicately constructed; so as to meet the five principles of assessment.

Thus, it can be inferred that the content of this chapter deals with test performance. It starts with providing a bunch of definitions for the process of language testing. Then, since the terms testing, assessment, and evaluation usually fall under the fallacy of being considered synonymous, a simple distinction is made to clear up any foggy misconceptions. After that, the major four language testing approaches are discussed. Also, the five principles of language testing which are: practicality, reliability, validity, authenticity, and washback are thoroughly explained. Further, some psychological factors which are thought to be critical during test taking are displayed. Above all else, the chapter closes with presenting some studies tackling the effect of the testing operation on teaching and learning.

1.1. Definition of Language Testing

Testing and teaching are very much two independent disciplines, yet one cannot fully stand without the other. Specifically, language testing is a major component of language teaching. The latter, in turn, forms the basic practice that testing attempts to measure its efficacy. Of this, Heaton (1988) contemplated “both testing and teaching are so clearly interrelated that it is virtually impossible to work on either field without being constantly concerned with the other” (as cited in Giri, 2010, p.50). So, it can be said that each plays a complementary role for the other. Language teaching is the pedagogical art that incorporates the use of many skills like transmitting knowledge, guiding students and encouraging effective communication; to name but a few. Whereas language testing functions as a compulsory tool to verify what has been learned and what has been missed. For that reason, any progress in the field of language teaching is greatly reflected in language testing (Coe, Aloisi, Higgins & Major, 2014, p.2).

In its broad sense, testing involves the act of placing a given subject under careful examination to probe its potential of working in certain conditions (Rouse, 2008, para. 1). Fulcher (2010) contended that testing is principally about founding systematic strategies which are highly regarded as just enough to make entire decisions (p. 9). More precisely, Allison (1999) argued that language testing entails assessing individuals in terms of their language capabilities in a particular context and for pre-determined goals (p. 5). When exactly tests emerged in the field of education might be dated back to the pre-historic era. As for language tests, it is estimated that they appeared exactly when language teaching was making its first steps (Giri, 2003, p. 49). Henceforth, this confirms, once again, that language testing is not only indispensable for language teaching, but also the pillar on which teaching is modified, adapted, and enhanced according to the results of testing.

1.2. The Difference between Testing, Evaluation, and Assessment

At first glance, the terms testing, evaluation and assessment may seem synonymous. Diving deeply in the world of semantics, however, does not support the former superficial view.

1.2.1. Testing

As mentioned above, testing is a procedure whereby learners' proficiency concerning a chosen material or a given skill is discerned. Also, tests can measure the degree of easiness students experience when accomplishing some appointed tasks (Mohan, 2016, p. 25). Further, tests represent one type of measurement devices that reveal too much about the test takers' level (p. 26). On her part, Berry (2008) described tests as "formal and systematic, usually paper-and-pencil procedure, in which a sample of an examinee's performance is scored and subsequently judged using a standardized process" (p. 7). According to Bloom's educational taxonomy, tests can be composed of simple questions which only test low level thinking skills including knowledge and comprehension such as yes/no questions. On the other hand, essay writing questions, for instance, trigger high level thinking skills like analysis and synthesis (Cullinane, 2009, p 2).

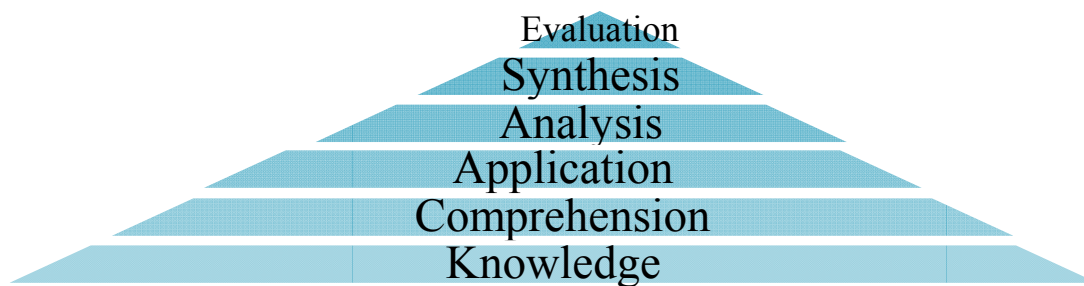


Figure 1.1

Bloom's Taxonomy of the Cognitive Domain (Adapted from Edwin, Schell, & Dilorenzo, 2018, p.79)

1.2.2 Assessment

If compared to testing, assessment is a more inclusive term which involves, but not only, tests as one strategy. Berry (2008) came up with a detailed definition for assessment which she viewed as “conscious and systematic activities used by teachers and students for gathering information, analyzing and interpreting it, drawing inferences, making wise decisions, and taking appropriate actions in the service of improving teaching and learning” (p. 6). It is by means of assessment that teachers are able to scrutinize the efficacy of their teaching methods and the content of their curricula. Just as important, it gives them the opportunity to find out more about their students; their learning styles, learning strategies, needs, strengths and weaknesses. Consequently, this would certainly help gather a bunch of credible data and equally infer some valid conclusions which could in turn contribute in shaping final resolutions concerning learners’ progress (Mohan, 2006, p. 33).

Generally speaking, assessment is of six types, yet the most common types are formative and summative assessment. Formative assessment embraces the variety of formal and informal assessment techniques assumed by educators during the learning interval (Surbhi, 2016, para. 3). So, the information collected by teachers about their students’ amelioration or deterioration is a pivotal goal of formative assessment. Indeed, this forms the ground on which extra classroom work is built all along the period of instruction (Rea-Dickins, 2006, p. 376). In contrast, summative assessment is the one concerned with grading student’s achievement at the end of a unit or course (pp. 376-377). Accordingly, the assigned scores indicate whether the test takers attained the intended objectives or not (Renard, 2017, para. 10). At the administrative level, summative assessment is considered the standard that defines students and facilitates the process of ranking them (Surbhi, 2016, para. 6).

The following table best summarizes the differences between the two forms of assessment.

Table 1. 1

Formative vs. Summative Assessment (Adapted from Surbhi, 2017, para. 4)

Basis of Comparison	Formative Assessment	Summative Assessment
Meaning	Formative Assessment refers to a variety of assessment procedures that provides the required information to adjust teaching, during the learning process.	Summative Assessment is defined a standard of evaluating learning of students.
Nature	Diagnostic	Evaluative
What is it?	It is an assessment for learning.	It is an assessment of learning.
Frequency	Monthly or quarterly.	Term end.
Aims at	Enhancing learning.	Measuring student's competency.
Goal	Monitor student learning.	Evaluate student learning
Weight of grades	Low	High

1.2.3. Evaluation

Evaluation is more inclusive of all. Iseni (2001) defined it as “the wider process of interpreting data to make judgments about a particular program or programs” (p. 6). Not too different, Mohan (2016) claimed that evaluation is the process which seeks to establish balance between performance and objectives (p. 26). To evaluate, one can make use of both quantitative methods like tests or qualitative methods, as well, such as observations when collecting different kinds of data (Tilfarlioglu, 2017, p. 10). It is notable to indicate that assessment and evaluation are not identical, yet the existence of one is crucial for the other. While assessment can be described as a “gathering evidence” operation, evaluation entails the processes which come after including the analysis of the results and the decisions drawn out of the collected information (p.11).

1.3. Approaches to Language Testing

Over history, there existed four main approaches to language testing which are: the translation approach, the structuralist approach, the integrative approach and the communicative approach (Alduais, 2012, p. 203).

1.3.1. The Translation Approach

Around the 1900s onward, tests were not very carefully designed. That is to say, language tests, back then, were not created on the basis of predetermined set of standards and principles; rather they were designed instinctively, if not to say randomly. For that reason, this era is widely known as the “pre-scientific” stage of language testing. This old approach is sometimes labeled the essay translation for the test’s composition of mainly essay writing, translation and grammar activities (as cited in Alduais, 2012, p. 203). While the main advantage of this approach was the simplicity and easiness of designing the test by tutors who had an absolute freedom to shape them in the way they wanted, however, this also led to creating a remarkable amount of subjectivity which characterized these tests (De Guzman, 2017, p.1).

1.3.2. The Structuralist Approach

In opposite to the previous approach, this language testing approach is purely scientific. It appeared in the mid of the twentieth century; an era that witnessed a huge prosperity in many life aspects specifically in sciences. It was no exception for language testing as well to develop and flourish during the scientific era. In such circumstances, language testing field was largely influenced by both psychology and structural linguistics. The matter which justifies why it is called, by many, psychometric-structuralist approach (Madsen, 1983, p. 56). The latter emphasized on assessing the four skills of language and sub-skills in isolation. About this,

McNamara clarified (2000) that this approach promoted a “tendency to atomize and decontextualize the knowledge to be tested” (p. 14). This is exactly why it was harshly criticized for taking into consideration only the non-integrated skills and totally ignoring a vital element and a central purpose of learning which is communication (De Guzman, 2017, p.1).

1.3.3. The Integrative Approach

Based on the abovementioned points, the integrative approach was created. This school had testing language in context as its first and foremost objective, which is in turn set in order to reach the ultimate goal of communicative efficiency. In contrast to the structuralist approach, the integrative tests were more holistic and pragmatic seeking a global thorough perspective to students’ language proficiency (De Guzman, 2017, p.1). Through time, it was uncovered that the integrative approach was not very different from its antecedent. This is primarily due the large gap between theory and practice; it was originally set to measure communicative skills, yet there were virtually no direct activities to test such skills (Madsen, 1983, p. 62).

1.3.4. The Communicative Approach

As its name suggests, the communicative approach to language testing is concerned with assessing how language is employed to satisfy some communicative needs. In fact, it was agreed that “by the mid-80s, the language testing field had begun to focus on designing communicative language testing tasks” (Brown, 2003, p. 10). This era coincided with the emergence of Hymes’ communicative competence theory which was the direct reason for the birth of such a testing approach. Depending on the communicative approach, tests were characterized by two main aspects. First, students were subject to performance tests which require them to perform some communicative acts; with the incorporation of either receptive or

productive skills. Second, it is a must for every communicative test to include certain social roles to be played (McNamara, 2005, p. 112).

1.4. Principles of Language Testing

Brown (2004) suggested that there are five major principles of language testing which are: practicality, reliability, validity, authenticity and washback. These principles are set to answer questions like how efficient a test is and does it really “measure what you want it to measure” (p. 19).

1.4.1. Practicality

Practicality is defined in terms of cost, time, ease of administration and scoring. In the words of Brown (2004), a practical test “is not excessively expensive, stays within appropriate time constraints, is relatively easy to administer, and has a scoring/evaluation procedure that is specific and time-efficient” (p.19). One of the essential conditions for creating effective tests is ensuring its practicality. Making a test practical is helpful and useful for both teachers and learners (UKessays, 2018, para. 6).

As a matter of fact, Brown (2004) provided further illustrations to explain those four basic elements. First, he argued that a test which is very expensive is undoubtedly not practical. Similarly, a test which commits the student to pass five hours in solving it does not satisfy the practicality criterion. It should neither be too long nor too short. Equally, invigilating hundreds of test takers by a few number of examiners is not really practical. Likewise, tests which are quickly answered by learners, whereas they are severely time and effort consuming for the evaluator are impractical as well. In brief, a practical test is one which is financially acceptable, timely suitable

for the average learner, administratively manageable along with particularly determined grading scale which makes the results easy to be interpreted (Beranda, 2019, para. 1).

1.4.2. Reliability

Reliability tells how much a certain test is “consistent and dependable”. This consistency can be manifested through submitting the same test to the same test-takers in different times and getting almost similar results (Brown, 2004, p. 21). These consistent scores make the examiner able to rely on such marks to draw conclusions about students’ level. However, if a given test was delivered in multiple occasions to the same students and the results were identical, it means that this test is perfectly reliable. In fact, this perfect reliability is far from being practical in reality. Basically, it is due to the various variables, mainly psychological, which greatly affect the performance of students during tests (Coombe, , Troudi, & Al-Hamly, 2012, p. 39).

Accordingly, those factors vary between personal issues related to the learner, the examiner, test administration or the test itself (Brown, 2004, pp. 20-21). First, Mousavi and Abbas (2002) claimed that both “physical or psychological factors” like temporary diseases, fatigue and anxiety are the frequently problems which influence student-related reliability (p. 804). Second, rater reliability includes the emergence of some probable issues such as subjectivity and human error which may interfere in the scoring operation (Brown, 2004, p. 21). Third, test administration reliability involves the conditions in which the test took place. The circumstances in which the test is held highly affect students’ marks. Yet, this effect can be positive or negative. Fourth, test reliability turns around the quality of the test itself. By way of illustration, the test may be poorly designed or unclearly written, some questions can have more

than one answer and not asked in a proper way. All of these factors lead to test unreliability (pp. 21-22).

1.4.3. Validity

Validity is the most intricate standard that characterizes effective tests, and perhaps the most principal principle among all (Brown, 2004, p. 22). Prior to this, Brown (1996) defined validity as “the degree to which a test measures what it claims, or purports, to be measuring” (p. 231). This means that if a test is dedicated for testing the writing ability, for example, it should really measure the aspects related to the writing skill like understanding the question, cohesion, and coherence, ... For a test to be considered valid, it must be assessed from different perspectives. Respectively, each perspective represents one kind of validity (Coombe, , Troudi, & Al-Hamly, 2012, p. 38). Thus, validity is said to have five major types.

Firstly, if the test reflects the content and the objectives of the syllabus taught it is said to achieve content validity. For instance, if the objective behind a given test is to measure the speaking skill, it will not be appropriate to set paper-and-pencil activities. Therefore, it would be much convenient to ask questions orally and commit the test taker to answer them orally as well; so as to fulfill content validity. Secondly, criterion validity refers to how much a test predicts its results and to what extent those results reach the standard to be measured (Brown, 2004, pp. 22-25). Suppose that a job candidate undertakes a performance test. If this test is capable of anticipating how successful this applicant will be in his/her future career, this test is considered to be criterion valid (Stephanie, 2015, para. 2).

Thirdly, construct validity relates to the degree of assessing the underlying theoretical constructs a scale assuming to measure. What is meant by construct, in this context, is “any

theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions” (Brown, 2004, p. 25). Henceforth, construct validity endeavours to make sure that a test is not only committed to measure the overall skills, but also their implicitly theoretical foundations lying behind. For example, a test of oral proficiency is construct valid if it measures the theoretical constructs of oral production which are; pronunciation, vocabulary use, fluency, grammatical accuracy, and sociolinguistic appropriateness. Fourthly, consequential validity takes into consideration the results and the aftermaths of tests, including their efficacy in measuring the intended criteria, their impact on the preparation of test takers, their effects on the learners, and the social consequences of tests’ interpretation and use (Stephanie, 2016, para. 1).

Fifthly, face validity which is a face of consequential validity. It was identified by Gronlund (1998) as the degree to which “students view the assessment as fair, relevant, and useful for improving learning” (as cited in Brown, 2004, p. 26). In other words, face validity is about how reasonable and feasible the test appears from the perspective of students. Accordingly, students will perceive the test as face valid if they face:

- A well constructed, expected format with familiar tasks,
- A test that is clearly doable within the allotted time limit,
- Items that are clear and uncomplicated,
- Tasks that relate to their course work (content validity),
- A difficulty level that presents a reasonable challenge.

(Brown, 2004, p. 27).

1.4.4. Authenticity

Equally, authenticity is no less important than validity. According to Bachman and Palmer (1996), authenticity represents “the degree of correspondence of the characteristics of a given language test task to the features of a target language task” (as cited in Brown, 2004, p. 28). Put differently, test authenticity describes the extent to which the exam’s activities are reflecting genuine life situations (Angelelli & Jakobson, 1984, p. 20). Brown (2004) clarified that for a test to be regarded as authentic, it should consider these points. The test’s language should be as natural as possible i.e. using day-to-day code and keeping away from sophisticated ambiguous language. Besides, test elements have to be appropriately contextualized and test subjects should be appealing for learners. Moreover, organizing the test items thematically is highly recommended and activities ought to be closely related and nearly representative of real world exercises (p. 28).

1.4.5. Washback

Considered as one aspect of consequential validity by some critics and as a separate language testing principle by some others; in both cases however, there is a general consensus upon the nature of washback (Brown, 2004, p. 28). Messick (1996) offered a more detailed definition of washback when he articulated, “washback, a concept prominent in applied linguistics, refers to the extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (p. 241). Likewise, Gates (1995) summarized the matter in simply the effect of the testing process on both teaching and learning (as cited in Brown, 1997, p.27). The term washback is sometimes called backwash or even test feedback by some specialists (Brown, 1997, p.27).

Since washback is defined as the influence of tests on teaching and learning alike, the influence can be positive as it can be negative (Lodhi, Robab, Mukhtar, Farman & farukh, 2018, p. 228). If the aftermaths of a given test correlate with the previously anticipated results, the test can be said as having a positive wasback. To reach such results, Messick (1996) claimed that for a test to have a positive washback, the difference between learning tasks and test activities should be eliminated at maximum. On the other hand, if the test outcomes are detrimental and not bringing any beneficial qualities to the learner or the whole learning process; it is said to promote a negative washback (pp. 241-242).

Brown (2004) suggested a fruitful way for improving washback that is through offering written feedback with the mark. He was against teachers who return tests only with “a single letter grade or numerical score” (p. 29). Instead, he recommended tutors to accompany the mark with some performance comments; appraising the strengths and giving constructive criticism concerning the weaknesses. In this way, any vague misconceptions or confusing queries in the mind of students about why their performance was evaluated as such will be removed. Not only this, taking the time to analyze and evaluate test taker’s performance psychologically pushes them forward and encourages them for better achievements (Lodhi, Robab, Mukhtar, Farman & farukh, 2018, p. 228).

1.5. Types of Language Tests

Language tests are of several types. Yet, what helps the teacher to choose one kind over the other is the purpose behind the test. In this context, language aptitude tests, proficiency tests, achievement tests and diagnostic tests, to name but a few, are elaborately discussed.

1.5.1. Language Aptitude Tests

A language aptitude test is simply a test set to measure and tell about students' aptitude for learning a second language before actually getting exposed to it (Valette, 1967, p. 5). To better explain the language aptitude test, the concept of language aptitude must be clarified at first. A language aptitude was identified by Carroll (1981) as "an individual's initial state of readiness and capacity for learning a foreign language, and probable facility in doing so given the presence of motivation and opportunity" (p. 90). That is to say, language aptitude is an inborn quality, to be more accurate, a gift for understanding languages. Thus, language aptitude tests function as one way of expecting the extent or the likelihood of succeeding in acquiring a certain language easily and rapidly. Historically, the notion of language aptitude test was primarily fostered as a way of minimizing the expenditures of education in USA in the era which followed the First World War (Reiterer, 2018, p. 310).

1.5.2. Proficiency Tests

Proficiency tests are meant to assess test takers' language general ability. This means that proficiency tests' aim is to measure an overall language competency, far from being restricted to a certain language curriculum (Bachman, 1990, p. 343). In relation to this, Hughes (2003) pointed out that proficiency tests are "based on a specification of what candidates have to be able to do in the language in order to be considered proficient" (p. 11). He further clarified what he means by "proficient" as "having sufficient command of the language for a particular purpose" (p. 11). In a similar vein, Valette (1967) argued that the aim of proficiency tests lies in carefully deciding if the language ability to be measured goes hand in hand with particular language demands (p. 6). Proficiency tests are widely used over the world for such purposes. For

instance, studying at an English speaking country necessitates passing a proficiency test. The IELTS and TOEFL exams are examples of language proficiency tests.

1.5.3. Achievement Tests

In opposite to proficiency tests, achievement tests are heavily linked to the syllabi which were previously taught to students. Otherwise stated, achievement tests are designed to ensure if the predetermined set of course objectives were achieved at the end of the study duration. By definition, it is obvious that achievement tests fall under summative assessment category since they are administered when finishing a unit or a period of instruction (Dewi & Nastiti, 2012, para. 5). As a matter of fact, almost all educational institutions over the world make use of certain kind of achievement tests in order to enable their learners to pass from one level to another (Cherry, 2018, para. 2). Also, they are applied to assess how much students acquired and to what extent they are ready to undertake a new grade level (para. 8).

1.5.4. Diagnostic Tests

Diagnostic language assessment is said to be concerned with detecting the weaknesses and the strengths of students, with more attention to the weaknesses so as to overcome them. Even so, diagnostic language tests are specifically designed to diagnose the strong and weak points of test takers, if any, and investigating the reasons standing behind these weaknesses. Their eventual purpose is to foster students' learning process and enhance the quality of their learning experience via providing diagnostic feedback (Lee, 2015, p. 303). To illustrate, a pronunciation test may serve to pinpoint the phonological aspects which test takers find challenging. As a result, the instructor has to incorporate such elements in his/her syllabus intending to develop those underdeveloped skills (Brown, 2004, p. 46). If compared to the

previous test type, Lee (2015) contended that achievement tests' major focus is assessing the already acquired input and checking if it was learned enough accurately and conveniently. However, diagnostic tests attempt to deal with past learning with the aim of improving it for future learning occasions. (p. 302).

1.6. Psychological Factors Affecting Students Test Performance

The performance of students in tests is influenced by several factors. These elements create different effects on the test takers, yet all are of either a supporting or hindering effect (Kolo, Jaafar & Ahmad, 2017, p. 3). The causes impacting one's performance during tests, eventually the academic achievement, emanate from psychological or social backgrounds (McLeod, Lawler & Schwalbe, 2014, p. 415). Limited to the research topic, the major psychological factors which are said to play a decisive role in learners' academic success or failure are presented.

1.6.1. Test Anxiety

At all levels of education, examinations are the most applied assessment tool to make decisions and draw final firm judgments about learners' qualifications (Rana & Mahmood, 2010, p. 63). That is why students attribute a huge importance to tests since they are the ones which determine, to a large degree, their educational path and career. For this very reason, many learners suffer from high rates of test anxiety which, in its part, threatens their performance when being evaluated. Accordingly, Zoller and Ben-Chain (1990) declared "the era in which we live is a test conscious age in which the lives of many people are not only greatly influenced, but are also determined by their test performance" (p. 59).

Accordingly, test anxiety is one of the very notorious causes leading to low achievement among students. Zeidner (1998) considered test anxiety as “the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation” (p. 17). Likewise, Hill and Wigfield (1984) were quite pessimistic concerning students who feel anxious in case of testing, expecting that no other fate is waiting for them but failure (p. 152). Thus, depending on tests as the one and the only tool of measurement to uncover the real level of learners turns out to be doubtful. As a considerable percentage of students take the test in such unstable state, this raises the validity and the reliability of the test scores into question (Rana & Mahmood, 2010, pp. 63-64).

1.6.2. Teacher-Student Relationship

It is no doubt that the relationship between the teacher and the student is of paramount importance to the student’s general learning. To be more precise, teacher-student relationship has a remarkably direct impact on learners’ exam scores, and consequently their academic achievement (DeTeso, 2011, p. 7). For some, it can be said to constitute a factor credible enough to depend on while predicting learners’ success or failure (Kosir & Tement, 2013, p. 5). Out of their research, Wubbels et al., (2012) reached the conclusion that tutors who enjoyed a good relationship with their students, based on mutual respect and an understanding attitude exhibited from the part of teachers, affected learners’ academic performance positively. In contrast, instructors who claimed unsettled, discontented and accusatory behaviours towards their students were found to have a negative effect on students’ academic achievement (as cited in Kolo, Jaafar, & Ahmad, 2017, p. 4).

1.6.3. Miscellaneous Factors

A plenty of extrinsic and intrinsic factors also contribute to why the test takers' exam scores are recorded in a given manner. First, extrinsic factors may refer to a number of elements associated with the general atmosphere in which the test takes place. For instance, the number of invigilators might be inadequate in comparison to the outnumbered group to be proctored. Henceforth, test takers may take advantage of this condition to cheat and collaborate with each other. Also, cheating can be easily practiced if the seating positions are so close or if there are some disturbing sounds inside or outside the examination room. Further, the test itself or some part of it can put students in a problematic situation especially if it is not carefully designed in respect to the five principles of language testing. Second, intrinsic factors are the variables related to the different set of test takers' personal features. For example, the distinct rates of learners' motivation, self confidence and self esteem can play a decisive role in their success or failure (Rasul & Bukhsh, 2011, p. 2043). Equally, the emotional status when passing the test is fairly an essential criterion as well. To illustrate, if the student suffers from family problems during the examination period, this would certainly influence his/her performance. Furthermore, the learner's personality is of considerable significance in relation to educational scoring (Mihaela, 2015, p. 1634).

1.7. The Effect of Testing on Teaching and Learning

As assessment has always been a fundamental procedure in any educational system, this field has constituted an interesting area for investigation. Choi (2008) enquired the impact of testing on EFL education in Korea. The study sought to describe the present situation of EFL testing in the Korean context, inspecting EFL tests that were dominating the Korean testing

market in addition to probing the effects of washback in the teaching process. To this end, this descriptive study depended on a single method that is a survey. The sample included students as well as teachers. The results led to three principal conclusions. First, plenty of students accused the secondary education for stressing the role of preparation in college entrance exam. Consequently, they were heavily burdened with pressure when taking the EFL tests. Equally important, many learners and teachers complained about the inaccuracy of test scores with reference to what extent they reflect students' real level. Moreover, some respondents felt uneasy towards the monetary load of test scores for graduation and business (p.62).

Further, Baleghizadeh and Zarghami (2012) investigated the effect of conferencing assessment on students' learning of English grammar. The research method followed in this research was the experimental method. In this respect, 42 Iranian college students were divided into two groups; the experimental and the control groups. Participants in the experimental group were subject to four individual and four whole conferences while the control group only received the usual grammatical input. The findings showed that participants in the experimental group outperformed those who belonged to the control group. Besides, when comparing the results of the post-test to those of the pre-test, the attitudes and beliefs held by members of the experimental group towards grammar learning changed remarkably (p. 45).

On their part, Munoz, Placio and Escobar (2012) discussed teacher's beliefs about assessment in an EFL context in Colombia. Since what teachers think about the assessment system affects how they teach and evaluate their students, this study aimed to dig deeper and describe the beliefs and attitudes of teachers about the subject matter. In this regard, 62 teachers participated in surveys, written reports and interviews. The results indicated that there is a huge gap between what teachers theoretically believe and what they practice in reality. By the end,

tutors agreed that they require additional opportunities for reconsideration, self-evaluation and recommendations about formative assessment (p. 7).

Conclusion

This chapter has attempted to include the cornerstones on which language testing stands. It has started with exhibiting numerous definitions of testing in relation to the teaching domain. Then, it has proceeded to explain what makes testing, assessment, and evaluation similar and what makes them different. Next, it has presented the language testing approaches which have noticeably marked the history of language testing in a way or another. It has been found necessary to give language testing principles; which are practicality, reliability, validity, authenticity, and washback, much attention and large space for their importance to test design. After that, the characteristics of the major four language test types; language aptitude tests, proficiency tests, achievement tests, and diagnostic tests, have been discussed. Further, different psychological factors which are thought of having a strong impact on students' test performance have been displayed. Moreover, some previous studies conducted to probe the relation between testing and teaching/learning have been reviewed. Then, extraversion/introversion personality dimension will come under the spotlight in the following chapter. Most importantly, it will be thoroughly examined in relation to test performance which is the ultimate goal of this ongoing research.

Chapter Two

Extraversion/Introversion

Introduction

There exist no two people who are literally alike. In the educational context, no two students possess identical characteristics. This refers to the fact that every learner has a certain degree of mental capabilities that foster the progress of his/her learning journey. Plus, this difference may have its roots in the distinct regional and cultural backgrounds students belong to. Each one was raised by his/her own parents and surrounded by different social conditions in a special environment. Both of these psychological and social factors heavily contribute to the shaping of one's personality, eventually, creating unique individuals. Often, such individuals gather in a new micro society called the classroom which is relatively distinct from their own. Consequently, they use different learning styles and strategies that reflect the diversity of their personality types. In this respect, extraversion/introversion feature is highlighted.

This chapter is devoted to cover extraversion/introversion (E/I) dimension of personality. It opens with presenting some individual differences among which personality is elaborately discussed. Next, different theories and models of personality that contain (E/I) as an integral element are displayed. Equally important, it puts much emphasis on Jung's pioneering theory of personality since he is considered as the founding father of psychological types, including (E/I). In addition, it sheds light on characteristics of extroverts and introverts as provided by various theorists and the factors responsible for the emergence of those types. Furthermore, it reports some studies which tackle the impact of (E/I) on students' test performance.

2.1. Definition of Individual Differences

Scholars majoring in educational psychology have shown a general consensus on what is meant by individual differences. Dorney (2010) stated that individual differences (IDs) represent the set of features that make certain individuals distinguishable from others (p. 1). Yet, this distinctive nature of the human kind, for many researchers, stands as an obstacle in the path of drawing “valid conclusions and generalizations” from research findings to be applied for everybody (p. 1). For Nazimuddin (2014), IDs refer to the totality of characteristics that bind people together, on the one hand, and set them apart, on the other hand (p. 180). He made some psychological traits like intelligence, personality and aptitude central to his research (p. 180).

Besides, it is remarkable to denote that the notion of difference among people is not new. Before more than 2000 years ago, Plato claimed that “no two persons are born exactly alike; but each differs from the other in natural endowments, one being suited for one occupation and the other for another” (as cited in Nazimuddin, 2014, p. 183). Hence, exploring what differentiates human beings has been a recurrent subject from the very beginning of ancient times. In modern times, however, it developed to become a primary notable branch in the science of psychology known as differential psychology. This latter is basically concerned with the various ways humans, as well as other species like animals, might be categorized in groups on the basis of common traits including physical, cognitive and social capacities (Revelle, Wilt & Condon, 2010, p. 1).

Thus, psychological studies revolve around what Murray and Kluckhohn (1948) articulated, “Every man is in certain respects (a) like all other men, (b) like some other men, (c) like no other man” (as cited in Wolcott, 2005, p. 164). Specifically, differential psychology deals

with the aforementioned second level which stresses what makes a given classification of people possible. To explain, anticipate and form assumptions about certain individuals' ways of thinking and behaving are the major reasons of making such categories.

2.2. Types of Individual Differences

There exist a number of individual differences which highly influence the learning process. To name but a few, Motivation, intelligence, learning styles, learning strategies and learners' personality are the individual differences put under spot in this case.

2.2.1. Motivation

One of the affective factors that serves as a prompt pushing students along their educational carrier is motivation. Motivation acts like the driving force behind all successful learning (UK essays, 2018, para. 6). Zwemer (2005) considered motivation as synonymous to “the why of human behaviour” or simply “the desire to do something for a certain reason” (p. 68). He further argued that there is no consensus among psychologists about what exactly is motivation, yet they agree that it is crucial for students' progress (p. 68). Fundamentally, there exist two contradictory types of motivation; intrinsic vs. extrinsic motivation. According to Ryan and Deci (2000), the former has to deal with the internal deep-rooted pleasure that an intrinsically motivated person meets when performing the task he/she enjoys (p. 56). The latter, however, mainly appears to function as a means to a particular end; for achieving the desirable outcome (p. 60).

2.2.2. Intelligence

The definition of intelligence has endured many changes throughout history. The Greeks were the first to explore this concept mainly through Plato (Pal, Pal, & Tourani, 2005, p. 181). In fact, the term “*intelligentsia*” was first coined by the Roman philosopher Cicero to refer to intelligence (p. 181). For Binet and Simon (1907), intelligence is the capacity to “judge well, to understand well, and to reason well” (as cited in Henderson, 2010, p. 241). In a similar vein, Gardner (1980) argued that intelligence involves the capacity to find solutions to the issues encountered, or to adjust to the outputs that are highly appreciated in a given society (as cited in Ellison, 2001, p. 10). Indeed, Gardner made a great contribution in the field of psychology, particularly in researches concerning intelligence. Previously, intelligence was closely related to high achievement in education, how much one possesses and processes knowledge and understanding. Thanks to him, intelligence was divided into eight types including, but not limited to; linguistic, mathematical, interpersonal, and intrapersonal intelligence (p. 10).

2.2.3. Learning Style

A learning style implies the use of a certain preferred approach(es) in the process of acquiring knowledge. This style might vary from one person to another. On the authority of Oxford (2003), learning styles cover the overall ways students employ when learning a foreign language, or otherwise (p. 2). In the opinion of Dunn and Griggs (1988), a learning style represents the inherently biological and developmental group of traits which “make the same teaching method wonderful for some and terrible for others” (as cited in Stobart, 2008, p. 75). Further, learning styles have been classified into several types by different scholars; each of them brings about new insights and categorizations. One of the most well known classifications is the

so called “VAK” typology, which stands for visual, auditory and kinesthetic (or tactile) learning style respectively (Oxford, 2003, p. 3).

2.2.4. Learning Strategy

More often than not, learning styles are semantically confused with learning strategies. In reality, they are quite different from each other. As for Oxford (1990), learning strategies, by definition, make learning “easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 25). Moreover, she maintains that the term strategy is of a Greek origin which traditionally meant steps and procedures taken to win a war. Nevertheless, the controlling aspect which the word signified, in the past, is kept even in the contemporary meaning, while the military sense is no longer existing; it has been lost and faded away through time (Oxford, 1990, p. 8). Equally, learning strategies can be considered, in many ways, as problem solvers. They are used as weapons to fight a suddenly emerging cognitive issue (Shi, 2017, p. 25). In more simple words, Learning strategies are the specific techniques and tactics students make use of so as to facilitate and progress their learning process.

2.2.5. Personality of the Learner

When they come to schools, learners bring with them a wide variety of individual skills, capabilities and preferences. Consequently, they make up heterogeneous classes; everyone is characterised by a unique personality. Traditionally, the word personality originates from the Latin “persona” that indicated a figure performing a role in theatrical plays. From a dictionary point of view, however, the term is of twofold definitions; one refers to the mere existence of human beings, the other means the special personal character each one has according to the Concise Oxford Dictionary (Crozier, 1997, p. 3).

To hold a mirror up to the psychological nature of the word, Allport (1937) purported that personality is “the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustments to his environment” (p. 28). It is believed by Child (1968) that personality accounts for the sum of “stable, internal factors” which foster the consistency of one’s behaviour over time that is, in turn, different from others’ conduct when put in similar occasions (p. 83). Simply put, Cattell (1950) made it clear that “personality is that which permits of a what a person will do in a given situation” (as cited in Roeckelein, 1998, p. 91).

2.3. Definition of Extraversion/Introversion as One Dimension of Personality

The inclination of oneself towards the outside or the inside world is what Jung termed “extraversion/introversion”. The former refers to the psychological tendency of preferring the outer world with all its components like people, objects, ... That is why extraverts value more spending time with others than alone (New World Encyclopedia contributors, 2014, para. 3). By contrast, the latter indicates a status wherein the individual is reserved, contemplative and introspective. For that, he/she prefers staying alone, and if the matter necessitates, he/she may go for small gatherings in which these people are familiar (Psychologist world, 2019, para 4). No person is purely extrovert or purely introvert. Rather, everyone has a certain degree of both types, yet he/she leans on one at the expense of the other. In this sense, the “superior” attitude is that which takes the lion’s share in daily use. On the other hand, an “inferior” attitude, as suggested by Jung, is one which is abandoned and not fully developed (Sharp, 1987, pp. 18-19).

2.4. Major Theories of Personality in Relation to Extraversion/Introversion

In fact, exploring the human internal psyche or what is contemporarily labelled “personality” is as ancient as the Greek civilisation. Ford (2013) stated that giant philosophers

like Plato and Aristotle had previously attempted to examine, enquire, and answer questions concerning what is the real nature of the self, and what really defines it (para. 1). However, it was until the twentieth century that the field of psychology witnessed new revolutionary insights due to the outstanding theories of the prominent psychologists of the era Sigmund Freud and Carl Jung (Lapsley & Stey, 2012, p. 1).

2.4.1. Jung's Original Theory of Psychological Types

Despite the fascinating and original thoughts advocated by the father of psychology, Sigmund Freud, the theory proposed by the Swiss psychologist Carl Gustav Jung, to explain what constitutes the inner world of humans, is probably the most frequently adopted model of personality (Ford, 2013, para 6). This does not undermine the significant status of the privileged Freudian legacy that received and still receives worldwide attention in so many domains (Westen, 1998, p. 333). Yet, it can be estimated that Jung overpassed Freud, at least, in providing a psychological personality typology which still rings true and highly relevant nowadays (Berens, 1999, p. 3). In addition, he instituted the basic foundations of Analytical Psychology; a sub-branch of psychology. Though much of Jung's works were influenced by Freud, he disagreed with him in many points.

In light of this, Carl Jung introduced his theory of personality in his book *Psychological Types* in 1921 (Hendriks, 2018, para. 3). Different from his predecessors whose categorizations were solely built upon behavioural samples, Jungian model was first and foremost based on the direction of one's energy. In that sense, Sharp (1987) clarifies, "Jung's model is concerned with the movement of psychic energy and the way in which one habitually or preferentially orients oneself in the world" (p. 12).

On that premise, Jung divided people's personality types into two principal attitude-types, introverted or extraverted (Read, Forham, & Adler, 1971, p. 330). Additionally, he demonstrated that there are function-types represented in the following dichotomies, thinking/feeling and sensation/intuition (Sharp, 1987, p. 12). It is worthy to note that this categorization of people, back then, was meant only for medical purposes (Hendriks, 2018, para. 6). That is to say, Jung created such personality typologies in order to help identify his mentally-ill patients' characteristics and attributes. This can be done through depending mainly on a classification he made so as to manage, more or less, predicting the behaviour of those patients, again, for the ultimate reason that is to cure them.

2.4.1.1. Extraversion (E)/Introversion (I)

To further explain the aforementioned assumptions, the attitude-types, broadly speaking, determine the source and the path through which the person's energy is directed. The extroverts are usually inclined more towards the outer world; all what is physical and concrete symbolizes a motivating environment for them (Sharp, 1987, p. 12). For this reason, they are so excited and enthusiastic when it comes to making relationships and friendships in which they are pretty witty. Moreover, they are immensely expressive and tend to promote their ideas through sharing them out. Likewise, they feel comfortable when interacting and communicating with outnumbered groups (Bennet, 2010, p. 15).

In contrast to extraversion, introversion is remarkable with an inclination towards the internal personal factors (Sharp, 1987, p. 65). In other words, the introverts draw their inspiration and power from the inner world i.e. from intellectual thoughts, conceptual reflections, abstract notions, ... In this sense, introverts are self-contained, have a finite number of friends and value

small group interactions over large ones. Yet, this is not their best place. Spending some time with themselves where they meditate and contemplate a couple of theoretical ideas and thoughts is their favourite task and represents their extreme pleasure; indeed, it is where they belong (Bennet, 2010, p. 15). To sum up the dichotomy of E/I in a sentence, Sharp (1987) considered the introverts as driven by the object (internal) within the subject, whereas the extroverts as receiving and reacting to what comes from the object (external) to the subject (p. 65).

2.4.1.2. Extraverted and Introverted Functions

After primarily classifying people into either extroverts or introverts, Jung recognised that personality differences do not merely lie in the tendency towards the interior or the exterior world. It was very much critical, as well, to reflect on the cognitive processes they become involved in while they engage in either world. In fact, these activities refer to what Jung termed “function types”, called so “based on the ‘function’ being performed” (Berens, 1999, p. 2). Therefore, he defended four functions: thinking, feeling, sensation and intuition. Besides, he affirmed that it is a must for each act to make use of, at least, one of the four mental processes (pp. 2-3). Sharp (1987) articulated that those functions work in an extraverted or introverted manner, producing a total of eight processes (p. 12).

2.4.1.2.1. Extraverted (E) Thinking/Introverted (I) Thinking, E Feeling/I Feeling

The Swiss psychotherapist defined the dichotomy of thinking and feeling as judgmental in nature. Generally speaking, thinking is a logical judgement drawn on the basis of reasoning and objective analysis. While the extraverted thinker considers this rationality in terms of the external world, the introverted thinker is one who is moved by internal rationality and individualization (Drenth, 2019, para. 9-10). Feeling, the other extreme of the dichotomy, is also a

kind of judgement which is purely based on one's personal convictions and subjective orientations (Berens, 1999, p. 3). The extraverted feeler prefers making interpersonal relations where harmony predominates. However, the introverted feeler prioritises inner peace where his/her own emotions, preferences and choices are all what matter (Drenth, 2019, para. 11-12).

2.4.1.2.2. Extraverted (E) Sensing/ Introverted (I) Sensing, E iNtuiting / I iNtuiting

The other two remaining types, represented in the image of sensation and intuition, fall under the perceiving type. Back (2014) defined extraverted sensing as a way of perceiving the physical realistic objects with the help of the five faculties; sight, touch, taste, smell and hearing (p. 33). Conversely, the introverted senser mainly depends on the past body sensations like hunger, thirst, pain... (Drenth, 2019, para.3). Intuition pictures a process whereby direct information or, to be more specific, instantaneous estimation is induced without necessarily relying on strong evidence or deliberate thinking (as cited in Kuhn & Freitas, 2010, p. 4). Whereas the extraverted intuitor is inspired by the outer world, the introverted intuitor is drawn by the inner one (Drenth, 2019, para. 7-8).

2.4.1.3. The Eight Jungian Psychological types

The following table shows the eight personality types as set by Jung in his book *Psychological Types* (1921):

Table 2.1

Jungian Psychological Types (Adapted from Engeler, 2009, p. 80)

Extraverted Types	Introverted Types
Thinking: tend to live according to fixed rules; repress feelings; try to be objective but may be dogmatic in thinking.	Thinking: have a strong need for privacy; tend to be theoretical, intellectual and somewhat impractical; repress feelings; may have trouble getting along with other people.
Feeling: tend to be sociable; seek harmony with the world; respect tradition and authority; tend to be emotional and repress thinking.	Feeling: tend to be quiet, thoughtful, and hypersensitive; repress thinking; may appear mysterious and indifferent to others.
Sensing: seek pleasure and enjoy new sensory experiences; are strongly oriented toward reality; repress intuition.	Sensing: tend to be passive, calm, and artistic; focus on objective sensory events; repress intuition.
Intuition: are very creative; find new ideas appealing; tend to make decisions based on hunches rather than facts; are in touch with their unconscious wisdom; repress sensing.	Intuition tend to be mystic dreamers; come up with unusual new ideas; are seldom understood by others; repress sensing (Jung described himself as introverted intuiitor) .

2.4.2. Myers Briggs Type Indicator (MBTI)

Willing to bring the theoretical postulates of C.G. Jung into life, Isabel Briggs Myers and her mother Katharine Cook Briggs evolved a personality type inventory or, what is widely known as, Myers Briggs Type Indicator (MBTI) around the 1940s. Drenth (2019) pointed out that Myers and Briggs endeavoured to create a simplified version of Jungian psychological types which could be attainable and understandable by the layman (para. 2). Similarly, they preferred to keep up in the same trend of Jung's opposite bipolar pairs. Different from his model, however, they were convinced that judging and perceiving shall stand by themselves as a separate attitude pair (Bennet, 2010, p. 14).

Therefore, it was only until the wake of Myers and Briggs when the judging/perceiving pair really saw the light as an independent dichotomy (Drenth, 2019, para. 2). Both of the two opposite extremes refer to the way people choose to act and react within the world around them (Bennet, 2010, p. 15). Judging types prefer setting plans prior to actually engaging in the matter, working in organized systemic ways and always seeking to accomplish the task in hand successfully and get the mission done on time. On the other side of the continuum, perceiving types tend to be more spontaneous, unmethodical and flexible. Namely, they value experiencing life as it is and enjoy living the moment for nothing else, but for the moment itself without any former outlines or plans. For this reason, they are easily adaptable to newly encountered situations and feel motivated by last-minute actions. They love trying up new challenges and they are, by their very nature, risk-takers and adventurers (Bennet, 2010, p. 15).

In total, Myers and Briggs claimed that the human psyche is predominated by four dichotomies, two attitudinal in the image of E/I and judgment/perception. The other two are thinking/feeling and sensation/intuition; they are of functional nature. The following table summarizes the sixteen personality types as suggested by Myers and Briggs (Berens, 1999, p. 4):

Table 2.2

Myers and Briggs 16 personality types (Adapted from Berens, 1999, p. 4).

Psychological Preferences		Sensation (S)		iNtuition (N)	
The 16 Types of Personality		Thinking (T)	Feeling (F)	Feeling (F)	Thinking (T)
Introversion (I)	Judgment (J)	ISTJ	ISFJ	INFJ	INTJ
	Perception (P)	ISTP	ISFP	INFP	INTP
Extraversion (E)	Perception (P)	ESTP	ESFP	ENFP	ENTP
	Judgment (J)	ESTJ	ESFJ	ENFJ	ENTJ

2.4.2.1. Between the Depth of Jung's Theory and the Oversimplification of the MBTI

It is worthwhile noting that the MBTI is, more or less, a practical application of Jung's abstract assumptions. In addition to what is common between them, there are some differences. First, Myers and Briggs inventory is a kind of self-assessment tool taking a form of questionnaire, which aimed at measuring Jungian types for mainly helping people to choose the occupation which is the most suitable for them. Yet, the theory of Jung was not originally put for the sake of classification itself (Bennet, 2010, p. 15). On this subject, Jung obviously declared, "It is not the purpose of a psychological typology to classify human beings into categories—this in itself would be pretty pointless" (Read, Forham, & Adler, 1967, p. 505). As mentioned earlier, Jung intended his taxonomy for chiefly cognitive healthcare causes.

Second, related to the previous point, the MBTI is accused of creating a version that is excessively simplified in comparison to the pioneering work of Jung. For instance, according to the MBTI, the enormous diversity of humans is being restricted into a limited number of boxes.

That is to say, each individual necessarily falls under one of the 16 personality types. For Jung, however, people possess and make use of the four functions (T, F, S, N) and the two attitudes (E, I), but what someone prefers to use - a certain tendency over the other - is what creates the difference between people (Hoy, 2015, para. 3).

Despite that, one cannot deny the fact that the MBTI is a huge success. Briggs and Myers (2000) alleged that around 3.5 million MBTI questionnaires were answered each year from 1962, the year of its first publication, until 1998. Equally, they indicated that it was translated into more than 30 languages (as cited in Bennet, 2010, p. 14). Up to writing these lines, the MBTI is still tremendously used in many domains; at the level of education, occupation and professional organizations. Not only this, the Myers and Briggs foundation has become an inspirational work which gave birth to a number of adaptations around the world. Also, many conferences are discussing it and a lot of quizzes are set on the net to tell to which cell one may be sat (Hoy, 2015, para. 2).

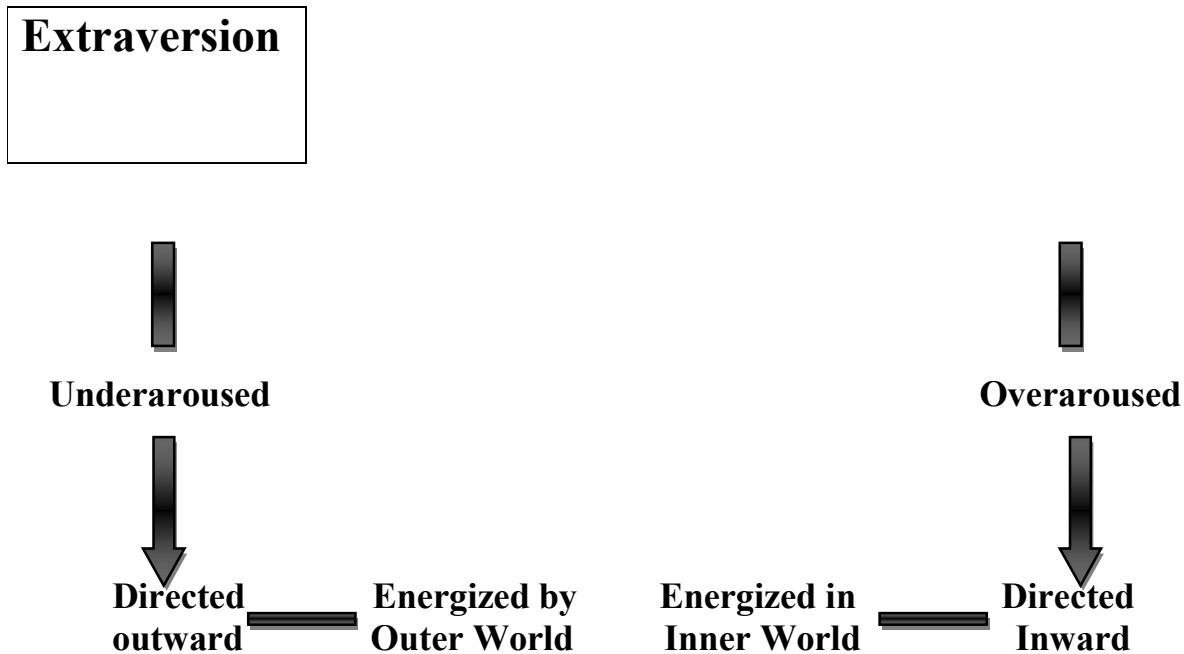
2.4.3. Eysenck's PEN model of Personality

What is notable about Eysenck's theory is that it relates psychological dimensions of the self to neurobiology. This is due to its pretention of a strong cause and effect relation between cognitive biological factors and human behaviour. With regard to this, Eysenck (1976) declared, “personality is determined to a large extent by genes; while environment’s influence is severely limited” (as cited in Allen, 2016, p. 401). He argued that humans genetically inherit a kind of nervous system which plays a key role in shaping the way people behave and interact in their environment. To justify his suppositions, he conducted a factor analysis technique that helps to link each behaviour with the causal factor standing behind. Lastly, Eysenck (1947) found that the

elements which lead to any emanating attitude can have their roots in one of the two dimensions of personality: extraversion/introversion (E), neuroticism/stability (N). Later in 1966, he added a third dimension he called: psychoticism/normality (P) (Mcleod, 2017, para. 28). Since this chapter is concerned only with E/I, an exclusive explanation will be devoted to this dimension.

As described previously, extroverts show a predisposition towards sociability, passion and optimism. Yet, they can turn quickly bored with routine, for that reason, they are in constant search for new experiences. Eysenck claimed that what is responsible for such traits is the inherited nervous system (Mcleod, 2017, para. 30). Accordingly, this system requires a considerable degree of cortex arousal to function efficiently. In the case of extroverts, they lack an elevated level of arousal within their system. The situation which leaves for them no option but to look for stimulation outside in order to recuperate that missing part. This makes it clear why extroverts are more prompted and energized by external incentives (Nevid, 2010, p. 395).

Introverts, on the other side, enjoy an inherently saturated nervous system which boosts their self-sufficiency and autonomy and minimizes their influence by environmental factors as well. This could, in turn, explain their preference for staying isolated and calm (Nevid, 2010, p. 395). Further, he introduced a third category which he referred to as “ambiversion”. Ambiverts are those who hold a middle position and a medium scoring swinging between the two extremes of E/I (Georgiev, Christov & Philipova, 2014, p. 66)

Figure 2.1*Orientation of Energy (based on Myers 1998)***2.4.4. The Five Factor Model of Personality: the Big Five**

Regarded as one of the most vastly applied personality measurement tools, particularly in academia, the Five Factor Model (FFM) is based on five central traits which are neuroticism, extraversion, openness to experience, conscientiousness and agreeableness. These factors are what make up the whole entity of personality (Nevid, 2010, p. 395). In turn, each of the five traits represents a large scope between two extremes. For instance, extraversion stands for both extraversion and introversion extremes and all the levels that lie halfway. It is also called the Big Five model not to indicate the literal meaning of the word “big” but to articulate how broad, and inclusive of other sub factors, each component is. Once again, nature and nurture, both together, are believed to be crucial conditions for the development of such personality dimensions.

Generally speaking, not too much has been added to the literature specifically at the level of E/I (Cherry, 2019, para. 7-16).

2.5. Characteristics of Extroverts and Introverts

In addition to the aforementioned qualities of extroverts and introverts, Eysenck (1975) best summarized the common characteristics most associated with extroverts and introverts:

Table 2.3

Characteristic Behaviours of Extroverts and Introverts

Feature	Extroverts	Introverts
Sociability/ Interaction	Like parties; need to have people to talk to	Reserved and distant except to intimate friends
Excitement	Crave excitement; act on the spur of the moment	Do not like excitement; distrust the impulse of the moment
Expenditure of energies	Carefree, easy-going, optimistic; like to 'laugh and be merry'; altogether their feelings are not kept under control	Reliable, take matters of everyday life with proper seriousness, pessimistic; quiet, retiring sort of person, introspective
Risk-taking/ Planning	Take chances; generally like change	Plan ahead; 'look before they leap', like a well-ordered mode of life
Interest in external events	Do not like reading or studying alone	Fond of books rather than people

2.6. Advantages and Disadvantages of Extraversion

As any other personality trait, extraversion might be thought of as a double-edged sword. Looking at the bright side, extroverts often possess high communication skills. Hence, they are well known of being good public speakers, self confident and highly expressive. Also, the full range of energy which characterizes extroverts tremendously flows and brings life to every location they step (McLean, 2009, p. 35). Further, they value teamwork and co-operation; they believe that through collectivity better achievements are realized. Consequently, it is no surprise that they manifest a strong appreciation and admiration for being leaders. Moreover, they are

fond of experiencing new challenges, contributing with new prospects and establishing concrete resolutions (Gaile, 2015, para. 5).

On the other side, being an extrovert may draw a number of drawbacks. First, extroverts show low rates of autonomy and self-reliance to the extent of struggling if asked to accomplish a given task alone (Gaille, 2015, para. 11). Second, even if they are recognized of being good communicators; in fact, they are notoriously considered poor listeners because they prefer only themselves speaking. Therefore, they are obsessed of chasing lights and persevere for attracting attention by whatever possible means. Third, at the level of learning, extroverts are less able to focus and concentrate especially in long periods. Thus, they favor learning through socializing and for interactional purposes rather than learning for its own sake (McLean, 2009, p. 35).

2.7. Advantages and Disadvantages of Introversion

Just like extraversion, introversion has significant pros and cons. From a rose-coloured perspective, introverts find their comfort when thinking deeply and reflecting upon ideas and conceptions. Hence, they are more willing to stay alone and may gravitate to exploring beyond limits of the usual. This very feature paves the way for their creativity and makes them adore all what is done by themselves (McLean, 2009, p. 35). In contrast to extroverts, introverts are heavily independent, self-sufficient and not supportive of any kind of group work. That is to say, they are more qualified, dependable and needless of regular supervision. Besides, they tend to be calm, carefully organized and fairly content with routines. Equally, when it comes to making relationships, they prefer the quality over the quantity. In other words, introverts like having few friends with whom they share strong deep connections than having endless number of superficial friends (Jetta, 2017, para. 9).

In relation to this, Jung describes the introvert as:

His own world is a safe harbour, a carefully tended and walled-in garden, closed to the public and hidden from prying eyes. His own company is the best. He feels at home in his world, where the only changes are made by himself. His best work is done with his own resources, on his own initiative, and in his own way (Read, Forham, & Adler, 1967, p. 551).

From a negative narrow outlook, however, introversion can be seen as a detrimental barrier in many ways. Generally speaking, introverts suffer from severe shyness that makes them struggle in any social event. The struggle becomes tougher whenever the social group turns larger. In this context, Jung (1921) portraying the introvert as having “a distinct dislike of society as soon as he finds himself among too many people. In a large gathering he feels lonely and lost. The more crowded it is, the greater becomes his resistance” (Read, Forham, & Adler, 1967, p. 550). In addition, introverts are usually reluctant, indecisive and "not forthcoming" (McLean, 2009, p. 35). Put differently, introverts tend to think excessively before virtually engaging into execution. In extreme cases, they run a risk of diving deeply in loneliness and isolation where the external world and its surroundings may represent everything but not the best place for them.

On this matter, Jung (1921) explained:

His picture of the world lacks rosy hues, as he is over-critical and finds a hair in every soup. Under normal conditions he is pessimistic and worried, because the world and human beings are not in the least good but crush him, so he never feels accepted and taken to their bosom. Yet he himself does not accept the world either ... (Read, Forham, & Adler, 1967, p. 550).

2.8. The Effect of Extraversion/Introversion on Students' Test Performance

Despite the richness of the two variables, investigating the relationship between students' personality types, namely extraversion/introversion, and their performance during tests is still rare. That is to say, studies which are conducted in this area are very few. Busch (1982) examined the connection between introversion/extraversion and the proficiency of Japanese EFL students. The hypothesis of the study suggested that extroverts score higher than introverts. To check the accuracy of this hypothesis, 80 junior college English students and 105 adult school English students were invited to complete a biodata form, a standardized English test and a personality questionnaire. Further, 45 junior college students were subject to an English oral interview. However, the hypothesis which claimed the superiority of extroverts was rejected. The analysis of the findings showed that introverts attained higher marks in reading and grammar while extroverts scored lower in terms of pronunciation. Overall, introverts outperformed extroverts in most of the used English proficiency measurement tools. As for the gender, extroverted junior college males were found to exceed in oral skills when interviewed (p. 24).

In addition, Soleimani, Jafarigohar and Ramezani (2013) researched the effect of extraversion/introversion on test performance of Iranian EFL students on multiple choice and true/false reading comprehension test. It endeavoured to enquire any possible correlation between personality tendencies and learners' performance in the above-mentioned tests. The sample included 61 EFL students whose personality types were uncovered through Eysenck's Personality Questionnaire (EPQ). Then, a number of multiple-choice and true/false reading comprehension tests were given to the respondents. Unexpectedly, the results revealed that extraversion/introversion has little or no impact on the multiple choice and true/false reading comprehension tests (p. 69).

Zafar, Khan and Meenakshi (2017) probed the extraversion/introversion tendencies and their relationship with ESL proficiency. Data gathering tools encompassed the Eysenck Personality Questionnaire (EPQ), Student Information Questionnaire (SIQ) and scores of English Bridge Course (EBQ). The study was conducted with 145 undergraduate Chinese learners at VIT University, Vellore, India. The results presented that extraversion/introversion strongly correlated with the four language skills. Extroverts attained high scores in speaking and reading skills while introverts overpassed in the listening skill. Yet, neither of personality tendencies had a considerable relation with the writing skill. Implications for further researches suggest that tutors have to adapt their teaching methods with respect to the strengths of both types of learners.

Conclusion

This chapter committed itself to cover pretty much all what is connected to extraversion/introversion. It has attempted to present the mostly recognized individual differences as having a pivotal effect on the learning/teaching context. Equally, it has sought to unveil a number of personality theories which are believed to form a cornerstone for the creation of extraversion/introversion factor with special focus put on the theory of Carl Jung, the originator of E/I. Fairly, it has been found of paramount importance as well to concentrate on the MBTI for its wide identification as a direct application of Jungian theory. Besides, it has uncovered primary characteristics, advantages and disadvantages of extroverts and introverts. Also, it has exposed major studies conducted to test any relation between E/I and test performance. All in all, this chapter has reviewed the literature concerning the importance of the psychological depth of the student, which is often ignored in actual educational settings, and his/her tendency of staying reserved or open on the external.

Chapter Three

Field Investigation

Introduction

After exploring the two variables of the research, test performance and extraversion/introversion, thoroughly in the two previous theoretical chapters, it is now possible to investigate the relationship between them practically. Accordingly, this chapter sums up findings from an extraversion/introversion test, a comparative corpus analysis of students' exam marks and teachers' questionnaire. Furthermore, the interpretation of these results is provided so as to find an answer to the research question and eventually confirm or reject the research hypothesis.

3.1. Extraversion/Introversion Test

3.1.1. Population of the Study

The current research targets first year Master students (Academic year 2018-2019) at the department of English, faculty of Letters and Languages, University of 8 Mai 1945, Guelma. First year Master students were selected as the population of the study because they have received, at minimum, four years of instruction at the university. Henceforth, they are assumed to be adequately conscious about their preferences, as students, and their inclination towards the internal or the external incentives. For that same reason, they are expected to share their personal tendencies carefully, accurately and far from any reservations. In this regard, 101 subjects out of 136 first year Master students were randomly chosen. This number was selected in respect to Krejcie and Morgan (1970) sampling table which exactly decides about the representativeness of the sample (As cited in Cohen et.al, 2000, p. 94).

3.1.2. Aims of the Extraversion/Introversion Test

An extraversion/introversion test was administered to first year Master students in order to find out their learning personality types. In other words, the test is meant to determine to which continuum of the scale learners belong to i.e. who is extrovert and who is introvert. In fact, the results of this test will be used as a background for the second data collection tool. To clarify more, the ultimate goal of this test is to employ its findings for the purpose of checking learners' exam scores, that is which type exceeds at the level of test performance. The test chosen to fulfill this task is Myers-Briggs Type Indicator (MBTI) test which is held as the most valid personality test particularly at the level of extraversion/introversion.

3.1.3. Description of the Extraversion/Introversion Test

As mentioned earlier, Myers-Briggs Type Indicator (MBTI) test is used in this research to ensure the psychological tendency of each subject; either towards the internal or the external. It is worthy to note, however, that the test used was not a ready-made test. Actually, the test was made up out of a number of questions which were collected from different updated versions of MBTI tests. In fact, this step was taken due to the nature of the questions of the test which are set to reflect various life aspects including non-academic settings. Yet, the scope to be covered in this research is purely academic and limited to educational purposes. Hence, it was very much appropriate to filter and pick the questions which could only serve the research aims.

Accordingly, the designed test consists of three parts including a total of 15 questions. The first and the second part contain close-ended questions which commit the participants to choose one of the two specified options. The third part requires the subjects to answer the questions with a yes or no answer. Also, test takers were asked to write their names and groups in

the test sheet in order to facilitate matching each student with his/her type; a procedure that will be used in the coming research tool.

3.1.4. Administration of the Extraversion/Introversion Test

The extraversion/introversion test was administered on May 12th, 2019 at the department of English, University of 8 Mai 1945, Guelma. The administration of the test was, more or less, late because of the frequent strikes the Algerian university witnessed, on one part. On the other part, even when teachers decided to return back in order to perform their jobs normally, students were unwilling to get back. So, the administration of the test was not possible until the end of April and the beginning of May. Adding fuel to the fire, many teachers stood as a barrier hindering the distribution process from going smoothly. Moreover, some of them were extremely rude in refusing to spare a few minutes from their sessions.

Unlike teachers, students accepted the administration of the test with a welcoming spirit and were more willing to cooperate. After finishing answering the test, some learners expressed their satisfaction about the results of the test while some others mentioned that they enjoyed taking it. Since the period of administering the test coincided with almost the end of the academic year, many students were absent. In such a case, it was compulsory to distribute the test in the five groups of Master One so as to reach the number that makes the sample representative. The overall process of taking the test took 5 to 10 minutes.

3.1.5. Data Analysis and Interpretation

In ordinary conditions, each question in the test was intended to be analyzed separately, yet contributing to the ultimate outcomes of the test. Due to time restrictions, however, analyzing every question of the test was not possible. For that reason, an exclusive analysis is devoted to the final results of the test which determine each participant's psychological type.

Table 3.1

Number and Percentage of Extroverts and Introverts

Type of students	Number (N)	Percentage (%)
Extroverts	38	37.62%
Introverts	63	62.38%
Total	101	100%

As indicated previously, the sample included 101 test takers whose personality types were divided into either extroverts or introverts. After collecting the test sheets in every class, it was observed that the number of introverts always exceeds the number of extroverts except for one class where the number of both types was equal. As demonstrated in table 3.1, the majority of first year Master students (62.38%) are introverts while a minority of 37.62% of students are extroverts.

3.2. Comparative Corpus Sample

3.2.1. Description of the Corpus Sample

In order to check which type outperforms the other in regard to scores of tests, exam marks of first year Master students in the first semester of the academic year 2018/2019 are held as the corpus sample. Actually, the tests which are taken to elicit students' achievements in different courses are of paper and pencil format. With this in mind, the exam scores of those 101 learners, whose personality types were previously identified through MBTI test, are further analyzed. According to the results of the personality test, subjects are divided into two major types, extroverts and introverts, with counting the average of the marks of each kind. To clarify more, the marks of the participants in every module whose evaluation requires a midterm exam are taken into consideration so as to compare and, eventually, decide which type scores better than the other.

3.2.2. Consultation of the Corpus Sample

The operation of taking a copy of exam marks of first year Master students from the department of English took place on May 29th, 2019. Luckily, the administrative staff responsible for these issues did not mind giving the permission of taking the copies once they knew that it is needed for research purposes. In comparison to previous years, the number of first year Master students of this year is large. For this reason, the procedure took a considerable period of time; so as to have a copy of the marks of all modules which entail the use of exams; there are nine modules in total, in the five groups.

3.2.3. Analysis of Findings from the Corpus Analysis

3.2.3.1. Results of Group 1

Table 3.2

Exam Marks of Group 1

Student Type	Total	Average
Extrovert (E)	79,5	8,83
Introvert (I)	67,75	7,53
I	98,25	10,92
I	125	13,89
I	92,25	10,25
E	109,5	12,17
I	59,75	6.64

Table 3.2 displays findings from group one, Master One. As shown in the table, seven students of this group took the MBTI test. Since students registered their names and groups along with their test sheets, the process of identifying each student with his/her mark was not difficult. Yet, their identities are kept confidential for the sake of respecting research ethics and they are hence replaced by their types, extrovert (E) or introvert (I).

Consequently, the test revealed that five learners in group one are introverts whereas the other two are extroverts. The second column exhibits the total of points calculated out of summing the marks of the nine modules of the first semester: discourse analysis, linguistic schools, advanced reading strategies, ethics and deontology, testing and evaluation, Algerian

literature, American literature, American civilization and communication. At last, the final scoring of every learner is divided on nine in order to get his/her average.

Table 3.3

Extroverts' vs. Introverts' Average of Group 1

Student Type	Total of Averages	Overall Average
Extroverts	21	10.5
Introverts	49.23	9.85

After counting the average of each test taker belonging to group one, the next step is to calculate the overall average of every type. As put above, the total of averages brought by extroverts is 21 divided on their number (2) equals 10.5. Likewise, the total of averages brought by introverts is 49.23 divided on their number (5) equals 9.85. This leads to the conclusion that the participant extroverts perform better in tests than the introvert ones in group one.

3.2.3.2. Results of Group 2

Table 3.4

Exam Marks of Group 2

Student Type	Total	Average
I	83	9.22
I	84	9.33
I	86	9.55
I	64.25	7.13
E	138.5	15.39
E	124.5	13.83
I	116.5	12.94
I	107.5	11.94
I	81.5	9.05
I	92.5	10.27
E	102.75	11.41
I	73.75	8.19
E	64.75	7.19
E	76.75	8.58
I	63.5	7.06
I	101.25	11.25
I	101.75	11.31
I	96.75	10.75
E	122.25	13.58

Table 3.4 carries findings from group two, first year Master. In this class, 19 students were subject to the MBTI test. As a result, the test revealed that 13 learners are introverts and only six are extroverts. The second column shows the total of points calculated the same way used to count averages of group 1.

Table 3.5

Extroverts' vs. Introverts' Average of Group 2

Student Type	Total of Averages	Overall Average
Extroverts	69.96	11.66
Introverts	127.99	9.85

After counting the average of each test taker belonging to group two, the next step is to calculate the overall average of every type separately for the sake of comparison. As put above, the total of averages brought by extroverts is 69.96 divided on their number (6) equals 11.66. Similarly, the sum of averages brought by introverts is 127.99 divided on their number (13) equals 9.85. On the basis of their performance in exams of the first semester, extroverts greatly exceed introverts in group two.

3.2.3.3. Results of Group 3

Table 3.6

Sum and Average of Exam Marks of Group 3

Student Type	Total	Average
I	99.25	11.03
I	138	15.33
I	118.25	13.44
I	73	8.11
E	83.5	9.28
I	119.5	13.28
I	121	13.44
E	122.5	13.61
E	86.25	9.58
I	107.75	11.97
E	48.5	5.39
I	75.75	8.42
I	66.25	7.36
I	61.5	6.83
I	109.25	12.14
I	66.75	7.42
E	75.75	8.42
E	74.5	8.28
E	97.25	10.81
I	59.75	6.31
I	119.75	13.31

I	51	5.67
E	69	7.61
E	126.5	14.06

In the table above, the sum of exam marks of group three are displayed. In this class, 24 learners were subject to the MBTI test. The results of the test uncovered that 15 learners are introverts and nine are extroverts. This being the case, the total of points achieved by every test taker is calculated in addition to the average of each one.

Table 3.7

Extroverts' vs. Introverts' Average of Group 3

Student Type	Total of Averages	Overall Average
Extroverts	87.11	9.68
Introverts	154.05	10.25

As shown in table 3.7, the total of averages of extroverts is 87.11, dividing it on their number (9) results in 9.68. In a similar fashion, the total of averages of introverts is 154.05, dividing it on their number (15) results in 10.25. In contrast to the two former groups, introverts of this group are found to excel in test performance at the expense of extroverts.

3.2.3.4. Results of Group 4

Table 3.8

Sum and Average of Exam Marks of Group 4

Student Type	Total	Average
I	118.75	13.19
I	132.75	14.75
E	70.75	7.86
I	62.75	6.97
E	91.5	10.16
I	136.75	15.19
I	128.75	14.3
I	96.25	10.69
E	73.5	8.16
E	104.75	11.64
I	72.25	8.08
I	73	8.11
E	108.75	12.08
I	93	10.93
I	67	7.44
E	117.75	13.08
E	87.5	9.72
E	102.25	11.36
I	111.5	11.39
I	73.25	8.14
I	75.5	8.39

I	69.25	7.69
I	45.75	5.08
I	112	12.44
I	79	8.78

The table 3.8 presents results from group four. In this class, 25 students took the MBTI personality test. After finishing the test, it was discovered that 17 learners fall under introversion category and the rest of them (8) belong to the extraversion aura. Bearing this in mind, exam marks of each student of this group are collected and counted; so as to get the general average of each one.

Table 3.9

Extroverts' vs. Introverts' Average of Group 4

Student Type	Total of Averages	Overall Average
Extroverts	84.06	10.51
Introverts	170.96	10.06

In the table above, the total of averages of extroverts and introverts are presented separately. In light of this, the total of averages brought by extroverts is 84.06 divided on their number (8) equals 10.51. Following the same mathematical operation, introverts' averages sum is 170.96 divided on their number (17) equals 10.06. Once again, extroverts in this group achieve higher scores than introverts.

3.2.3. 5. Results of Group 5

Table 3.10

Sum and Average of Exam Marks of Group 5

Student Type	Total	Average
E	121	13.44
E	77	8.55
I	74.75	8.3
E	124.25	13.81
I	130.25	14.47
I	89.5	9.94
E	76.25	8.47
I	90.75	10.08
I	68.5	7.61
E	86.75	9.63
E	82.25	9.14
E	86.75	9.63
I	97.75	10.86
I	86.25	9.58
E	112	12.44
I	76.25	8.47
I	86.25	9.58
E	133.75	14.86
E	131.75	14.63
I	116.75	12.97
E	71.5	7.94

E	73.75	8.19
E	146	16.22
I	81.5	9.05
I	101	11.22
I	51.5	5.72

As seen in table 3.10, the total of exam scores of each learner belonging to group five is exhibited. In this class, the number of students who took the test is 26. Having been the exception among all the groups, this group constituted the one and the only homogeneous class for owning an identical number of extroverts and introverts that is the number 13. Correspondingly, exam marks of each student of this group are collected and counted so as to get the general average of each one.

Table 3.11

Extroverts' vs. Introverts' Average of Group 5

Student Type	Total of Averages	Overall Average
Extroverts	146.95	11.30
Introverts	127.85	9.83

The table 3.11 shows the total of averages of extroverts and introverts presented separately. As suggested above, the sum of averages of extroverts is 146.95, divided on their number (13) equals 11.30. Similarly, the total of averages attained by introverts is 127.85, divided on their number (13) equals 9.83. Once more, extroverts clearly outperform introverts based on their performance in exams.

3.3.4. Summary of Data from the Corpus Analysis

Since the analysis of students' exam marks of the five groups of Master One was carried out, it is now feasible to count the general average of first year Master extroverted and introverted learners independently. As a final step in the way of finding which type of students really achieve higher than the other in relation to exam scores, the total of averages of extroverts and introverts in each group are considered in order to reach the definitive average for each.

Table 3.12

Extroverts' vs. Introverts' Total Average

Groups	Average of Extroverts	Average of Introverts
Group 1	10.5	9.85
Group 2	11.66	9.85
Group 3	9.68	10.25
Group 4	10.51	10.06
Group 5	11.30	9.83
Total/5	10.73	9.97

After summing the averages of extroverts and introverts in the five groups, it becomes clear that extroverts exceed introverts in terms of test performance. It is worthy to highlight that the conclusion reached out of analyzing findings of the corpus stands in opposition to the research hypothesis which supposed the superiority of introverts over extroverts when it comes to test performance. Yet, the confirmation or the rejection of the hypothesis is still pending on the results of the third research tool.

3.3. Teachers' Questionnaire

3.3.1. Population of the Study

Bearing in mind the fact that considering students' personality types is a general criterion that should be taken into consideration at whatever educational level, this questionnaire is directed towards EFL teachers at the department of English, University of 8 Mai 1945 who are all addressed without no preliminary condition. As applied in defining students' sample size, Krejcie and Morgan (1970) sampling table is also used to determine the number of informants in the teachers' questionnaire (as cited in Cohen et.al, 2000, p. 94). Given the information that the total number of teachers at the department of English is 50 teachers, this entails that the sample, which is chosen randomly, should include exactly 45 tutors in order to ensure its representativeness.

3.3.2. Description of Teachers' Questionnaire

This questionnaire owes its theoretical grounds to the literature reviewed in the two previous chapters. It is composed of a total of 18 questions distributed over three sections. Nearly all questions are close-ended in nature, which require the participants to select from a range of predetermined set of choices or rank them according to their importance. This, in turn, makes the process of data collection and interpretation fundamentally quantitative. Also, there are some questions that give the respondent a free space to justify, specify, or clarify their perceptions. The questionnaire ends with an open-ended question that allows teachers to add further comments or suggestions concerning the research topic if any. On the basis of their teaching experience, teachers can provide some sound testimonies and credible views in connection with the impact of extraversion/introversion on students' test performance. Actually, the questionnaire serves as a concluding research tool that would reinforce the validity of the study in hand.

As indicated previously, this questionnaire is made up of three sections. The first section includes two questions which enquire into teachers' general information like their field of speciality. Then, five questions formulate the second section which is dedicated for covering test performance. Correspondingly, it deals mainly with questions concerning types of language tests, language testing principles and the cognitive load the test questions target. The third section is devoted to investigate the relation between extraversion/introversion and test performance. It is composed of eleven questions tackling the effect of individual differences on teaching and learning in addition to the effect of extraversion/introversion on learning in general, and on test performance in particular.

3.3.3. Administration of Teachers' Questionnaire

The administration of teachers' questionnaire took place from 13th to 31st May. In fact, it was distributed in two different formats; through a hard copy and an electronic version. Actually, it was necessary to send the questionnaire via e-mail for the difficulty of finding teachers at the level of university for some reasons like finishing the syllabus. Thus, every teacher at the department of English, University of 8 Mai 1945, whose e-mail was available, was forwarded to give his/her feedback regarding the research topic. Unfortunately, they exhibited no minimum intention to cooperate and only very few responded. All in all, only 19 teachers (42.22%) out of the 45 needed for the sample took part in this questionnaire.

3.3.4. Analysis of Results from Teachers' Questionnaire

Section One: General Information

Question One: What is your field of speciality?

Table 3.13

Teachers' Speciality

Specialty	Number (N)	Percentage (%)
Linguistics	7	36.84%
Literature	5	26.32%
Civilization	6	31.58%
Translation	1	5.26%
Total	19	100%

As shown in table 3.13, the majority of teachers (36.84%) who answered this questionnaire are specialized in linguistics. Equally, 31.58% of teachers are specialized in civilization and 26.32% of them specialists in Anglophone literature shared their perceptions. Only one participant teacher (5.26%) is specialized in translation.

Question Two: How long have you been teaching English?**Table 3.14***Teachers' Period of Teaching English*

Period of Instruction	Number (N)	Percentage (%)
Less than ten years	9	47.37%
Less than twenty years	9	47.37%
Less than thirty years	0	0%
More than thirty years	1	5.26%
Total	18	100%

Concerning teachers' period of instruction, 47.37% of the informants declared that they taught English for less than ten years. Within this category, the least number of years taught is five years claimed by two teachers. Consequently, it can be said that novice teachers took no part in this questionnaire. The matter which strengthens the credibility and the integrity of their views since the less experienced among them all has, at least, taught five years; an acceptable length of experience which make them in a position where they can release some relatively reliable judgments. In the same vein, the same percentage of teachers (47.37%) has taught English for less than twenty years, whereas only one respondent asserted that he has been in service for more than thirty years. In both cases, their points of view would be of high importance and of a great value to the research findings due to their long teaching experience.

Section Two: Test Performance

Question Three: What type of language tests do you use mostly?

Table 3.15

Types of the frequently used Tests

Types of Tests	Number (N)	Percentage (%)
Language aptitude tests	2	11.11%
Proficiency tests	5	27.78%
Achievement tests	7	38.89%
Diagnostic tests	3	16.67%
All of them	5	27.78%

As shown above, the majority of teachers (38.89%) said that they mainly rely on achievement tests to assess their students. Actually, this result affirms the idea, discussed in the first theoretical chapter, claiming that achievement tests take the lion's share among the other types in terms of the frequency of usage. In the same context, these teachers justified their choice of such a type of tests for the appropriateness of this test to evaluate students' skills and knowledge acquired along a given course. For them, learners are supposed to achieve grades; hence, achievement tests would be the most suitable kind of tests to fulfill this need. Also, 27.78% confirmed the application of proficiency tests. Equally, the same percentage maintained that they use all the types. The former category grounded their option on the assumption that the tests they design are meant especially to measure students' general competence and capacities in the first place, before assessing the knowledge related to the curriculum they are teaching. The

latter agreed that the type of the test they often administer is heavily related to the module they are responsible for. Then, three tutors confessed their use of diagnostic tests that help uncover students' strengths and weaknesses. Finally, only two teachers (11.11%) stated that language aptitude tests are one of the types of tests they rely on mostly for the sake of having a clear idea about their learners' abilities.

Question Four: When you design tests, what are the language testing principle(s) that you consider?

Table 3.16

Language Testing Principles

Types of Tests	Number (N)	Percentage (%)
Practicality	10	52.63%
Reliability	11	57.89%
Validity	9	47.39%
Authenticity	8	42.11%
Washback	1	5.26%
All of them	6	27.78%

According to the results displayed above, the language testing principle considered more by teachers is reliability. This reflects their persistence on the feature of getting dependable and consistent scores which could allow them to draw accurate decisions. No less important, 10 teachers, in addition to the six who chose all the principles, regarded practicality as critical enough to be taken into account when designing tests. The latter, in turn, signals the significance of holding seriously factors like the cost, time, scoring system and the ease of administration of

the test by the teachers. While 47.39% admitted that the tests they design stand in respect to the validity criterion, 42.11% mentioned that they regard the authenticity feature as well. Only 27.78% stated that their tests are characterized by all the principles. This suggests that these teachers really attempt to make sure that their tests are adequately effective. Surprisingly, one participant, apart from the previous category, asserted that she considers the washback principle. So, this tells that most of the respondents do not afford the effect of testing on teaching/learning much importance as the other principles. All in all, analyzing this question revealed that the majority of the participant teachers are aware of language testing principles. More importantly, they apply them so that to produce efficient tests.

Question Five: When you design tests, which students' thinking skills do you target more in order to assess their competence?

Table 3.17

Ranking the Thinking Skills in the first place by teachers

Thinking skills	Number (N)	Rank
Knowledge	2	3
Comprehension	12	1
Application	0	5
Analysis	4	2
Synthesis	1	4
Evaluation	0	6

The table 3.17 shows the ranking of Bloom's taxonomy of the cognitive domain according to the participant teachers. In this regard, 12 teachers stated that they address students'

comprehension as the first thinking skill that needs measurement. Equally, four teachers classified analysis as the first thinking skill they target in tests. For knowledge, only two teachers picked it as the first skill to be assessed. Synthesis was chosen once as the first thinking skill. As for application and evaluation, no teacher chose them first. All in all, what was noticed is that the questioned teachers hold assessing students' comprehension and analysis as crucial aspects to be taken seriously in tests.

Question Six: To what extent do you believe that tests reflect students' real competence?

Table 3.18

Tests' Reflection of Students Competence

The Extent	Number (N)	Percentage (%)
Always	3	15.78%
Often	8	42.11%
Sometimes	8	42.11%
Rarely	0	0%
Never	0	0%
Total	19	100%

Following the findings exhibited in table 3.18, the majority of the respondents (42.11%) avowed that tests often reflect the real competence of learners, while an equivalent proportion agreed that they sometimes reflect students' true levels. This implies that teachers are aware of the existence of different factors which could interfere in students' test performance. In contrast to these categories, only three teachers (15.78%) believe that tests always mirror test takers'

competence. This proposes that they do not take into account any external conditions to pose a sort of influence on students' test performance. No tutor opted for rarely or never.

Question Seven: Do you think that there are some internal/external factors that affect test takers' performance?

Table 3.19

Interference of the Internal/External factors during Test Performance

Option	Number (N)	Percentage (%)
Yes	18	94.74%
No	1	5.26%
Total	19	100%

According to the table 3.19, the absolute majority of informants (94.74%) contended that there are some internal/external factors that affect students' performance when tested. For the internal factors, they clarified that some cognitive and affective factors are decisive when it comes to test performance. These factors include motivation, intelligence, test anxiety, some health conditions, to name but a few. As for the external factors, they agreed that when, where and in what circumstances the test takes place influences learners' performance. Only one teacher responded that no other factors affect the performance of students when tested.

Section Three: Extraversion/Introversion Impact on Learners' Test Performance

Question Eight: Do you take into consideration the variety of students' individual differences when teaching?

Table 3.20

Teachers' Consideration of Students' Individual Differences during teaching

Option	Number (N)	Percentage (%)
Yes	19	100%
No	0	0%
Total	19	100%

As shown in the previous table, all the participant teachers (100%) declared that they consider their students' individual differences when teaching. As a continuation to the question, teachers were asked to provide the ways they adopt which, in turn, permit them to consider these differences. Some of them said that they diversify their teaching methods in order to meet students' different learning styles; visual, auditory and kinesthetic. Also, some confessed that they deliberately vary the test questions in order to give the opportunity for all learners to succeed. For some others, they asserted that they usually invite shy students to join class discussions and encourage them speak up their minds.

Question Nine: What are the individual differences that play a crucial role in EFL students' learning? (rank the choices from 1 to 5).

Table 3.21

The Crucial Individual Differences in EFL learning

Option	Number (N)	Rank
Motivation	7	1
Intelligence	5	2
Learning style	0	5
Learning strategy	3	4
Personality of the Learner	4	3

As shown in table 3.21, motivation is thought to be the most critical psychological factor in EFL learning. It was chosen by seven tutors as the leading difference among all to students' success or failure. For intelligence, it was ranked first five times. In the same manner, four teachers opted for the personality of the learner to be the most important of all. Learning strategy headed the ranking in three occasions, while the learning style was not chosen first at all. As far as this research is concerned mainly with the role of the learner's personality, it may be said that it occupies, more or less, a good position among the first three crucial individual differences determining students' success or failure.

Question Ten: To what extent do you agree or disagree that learners' individual differences influence their performance during tests?

Table 3.22

Individual Differences Influence on Test Performance

Extent	Number (N)	Percentage (%)
Strongly agree	10	52.63%
Agree	8	42.11%
Neither agree nor disagree	1	5.26%
Disagree	0	0%
Strongly disagree	0	0%
Total	19	100%

In the table 3.22, the degree of influence that students' individual differences have on test performance is presented. Accordingly, the majority of informants (52.63%) contended that they strongly agree with the statement in question. Further, a significant percentage (42.11%) stated that they fairly agree with the same proposed expression. Only one teacher neither agreed nor disagreed with the statement. Generally speaking, the analysis of this question revealed that most of the participants recognize the key impact of individual differences on test performance.

Question Eleven: How important do you consider the impact of the personality type of students (being extrovert or introvert) on the teaching/learning process?

Table 3.23

Personality Type Effect on the Teaching/Learning process

Degree of Importance	Number (N)	Percentage (%)
Very important	8	42.11%
A lot	8	42.11%
A little	3	15.78%
Very little	0	0%
Not at all	0	0%
Total	19	100%

Concerning the effect of the personality type of students, considering extraversion/introversion dimension in this respect, on the process of learning and teaching, a large percentage of respondents (42.11%) mentioned that being an extrovert or introvert learner is a very important aspect in education. Equally important, the same percentage declared that it is a criterion which matters a lot in both learning and teaching. A small number of participants (3) contended that it is of little importance while none opted for very little or not at all. In general, it might be said that the majority of teachers acknowledge the importance of students' extraversion/introversion; an essential quality which they do not ignore in their classes.

Question Twelve: How important do you consider the impact of learners' personality type (being extrovert or introvert) on their performance in tests?

Table 3.24

Personality Type Effect on Test Performance

Degree of Importance	Number (N)	Percentage (%)
Very important	7	36.84%
A lot	5	26.52%
A little	6	31.58%
Very little	1	5.26%
Not at all	0	0%
Total	19	100%

As indicated above, the majority of informants affirmed that the effect of students' personality, being extrovert or introvert, is very important when it comes to taking tests. Also, a remarkable proportion (26.52%) admitted that the students' inclination towards the internal or the external matters a lot during test performance. However, a significant percentage of instructors (31.58%) declared that this criterion is of little importance, whereas only one teacher (5.26%) suggested that it has a very little importance in relation to test performance. Though the degree of importance differs from one teacher to another, it can be inferred that most of them, more or less, appreciate the role of extraversion/introversion feature on students' test performance.

Question Thirteen: When you design tests, do you consider the extraversion feature of test takers' as:

Table 3.25

Extraversion and Test Performance

Option	Number (N)	Percentage (%)
An advantage	9	47.37%
A disadvantage	7	36.84%
Total	19	100%

When asked about considering the extraversion feature of students as an advantage or a disadvantage in relation to test performance, the majority of informants (47.37%) proclaimed that it is an advantage. Arguably, they justified their choice with the assumption that extroverts are creative; more able to express themselves freely, take risks and focus on critical thinking. For others, since extroverts enjoy high communicative skills and they are pretty capable of speaking up their minds openly, they will not face any notable issue doing so in tests which are usually written. In contrast, 36.84% of participants believe that extraversion is of a negative effect in relation to test performance. This category explained that extroverts are usually hasty and reckless, hence, they may have low rates of concentration; the matter which stands as a barrier against the achievement of good grades. Also, some of them claimed that extroverts' high self-confidence may lead them to neglecting revision, eventually, they may provide irrelevant answers. It is worthy to note that three teachers pick no already set option because they regarded it as neither an advantage nor a disadvantage; stating that it depends on the student without considering his/her psychological type.

Question Fourteen: When you design tests, do you consider the introversion feature of test takers' as:

Table 3.26

Introversion and Test Performance

Option	Number (N)	Percentage (%)
An advantage	9	47.37%
A disadvantage	7	36.84%
Total	19	100%

Concerning considering introversion as having a positive or negative impact on learners' test performance, nine teachers (47.37%) confirmed that it is an advantage. Such tutors alleged that the test constitutes the introverts' golden chance to finally express their ideas since tests, which are usually taking a paper-pencil format, represent a safe shelter where they are not vulnerable to any judgment or bad comment from intruders like when they are in the classroom. For that, introverts typically show good writing skills in tests and they tend to provide analytic and well-thought answers which they do not display in classroom discussions due to their communication apprehension, according to the previous category. However, 36.84% of informants affirmed that introversion has a negative correlation with test performance. About this, they avowed that introverts often have problems with their self-confidence; the factor which often leads them to missing the right answers in tests as well. Once again, the former three teachers who declared their neutrality towards the earlier question, they offered the same feedback in regard to this question.

Question Fifteen: Throughout your teaching career, how many times have you encountered student(s) who participate actively inside the classroom, but score badly in exams?

Table 3.27

Active Students inside the Classroom (extroverts) and their Test Performance

Option	Number (N)	Percentage (%)
Always	5	26.32%
Often	10	52.63%
Sometimes	4	21.05%
Rarely	0	0%
Never	0	0%
Total	19	100%

Concerning the frequency of having active students inside the classroom who eventually score badly in exams, more than half of the participants (52.63%) argued that they have often encountered such cases. Also, five teachers (26.32%) said that they always face this situation while a decent percentage (21.05%) declared that it is sometimes the case. None of the participants chose rarely or never. In general, this suggests that the supposition which claims the supremacy of extroverts' performance in classroom discussions than tests' performance is, more or less, proved.

Question Sixteen: Throughout your teaching career, how many times have you encountered student(s) who remain silent or rarely participate inside the classroom but eventually get higher (the highest) scores?

Table 3.27

Non-active Students inside the Classroom (Introverts) and their Test Performance

Option	Number (N)	Percentage (%)
Always	5	26.32%
Often	6	31.58%
Sometimes	5	26.32%
Rarely	3	15.78%
Never	0	0%
Total	19	100%

As displayed in table 3.27, 31.58% of teachers stated that introverts often achieve high scores in tests. Also, five teachers (26.32%) mentioned that they always encounter this situation, whereas the same number of tutors contended that this happens only sometimes. Further, 15.78% affirmed that it is rarely the case. Actually, these proportions are so close to each other that no remarkable majority is recorded. The position which makes it difficult to draw sound conclusions about the quality of introverts' performance in tests.

Question Seventeen: According to your teaching experience, which is the most successful type of EFL learners at the level of test performance?

Table 3.28

Who Performs better in Test Performance: the Extrovert or the Introvert

Option	Number (N)	Percentage (%)
The extrovert	10	52.63%
The introvert	7	36.84%
Total	19	100%

When asked about who achieves higher scores in test performance among the two types, the majority of the participant teachers (52.63%) confirmed that it is the extrovert type who is more successful in tests. This group of teachers defended their answers by various reasons. Some said that extroverts who are usually active inside the classroom will often keep the same level in tests. Others regarded that learning through interaction and discussion is greatly beneficial in the sense that it gives extroverts the opportunity to correct errors, transmit and acquire new knowledge, and thereby develop a critical analytic thinking. As a result, they utilize such a background to gain good grades in tests. In a similar vein, some teachers grounded their answers based on an observational comparison they made between the rate of the results of both types of their students. Accordingly, they expressed that the rates of extroverts always exceed the ones of introverts because most of their knowledge is actually a result of their conversations with their teachers and peers. Moreover, some informants linked their choice with research evidence for they argued that studies in the field happen to prove that extraversion functions as a determinant conditioning performance.

Yet, a significant percentage of teachers (36.84%) chose the introvert to be the fitting type to perform better in tests. This category articulated that introverts may have greater concentration and quick understanding, but their timid character prevents them from voicing their ideas. As a result, their real capacities appear in tests; especially when the questions of the test trigger high level thinking skills like criticism, analysis, justification ...etc. Others affirmed that introverts are not willing to share orally and publically due to their reserved nature, but they tend to achieve good grades because they become extroverts in tests. It is remarkable to point out that one teacher (5.26%) chose both, regarding that it depends on the channel of communication. Extroverts succeed better in oral tests and introverts do better in written ones. Equally, one other teacher did not opt for any of the choices, saying that this question draws her attention to observe more her students according to this criterion. Eventually, she ended up with no clear decision about who performs better.

Question Eighteen: Feel free to add any further comments or suggestions concerning the research topic.

A significant percentage of teachers (42.11%) provided an answer to this statement. They offered some notes which can be summarized in the following points:

- Introversion is a problematic item in language teaching/learning because it often hinders the growth of students' learning especially when the rate of introversion is high.
- Sometimes, luck plays an important role in many tests and this can constitute a factor standing behind students' positive or negative scores.
- Some instructors expressed that it is the responsibility of the teacher to control and shape the behavior of both the extrovert and the introvert. For the extroverts who are excessively

enthusiastic and tend to over-dominate the class, the teacher has to find an appropriate way to deal with them without necessarily humiliating them. For the introverts, however, the teacher ought to dedicate a special care to them in order to help them voice out their concerns and take part in class discussions and debates.

- Extraversion/introversion dimension is relative. Thereby, it is difficult to make generalities out of these criteria. For some learners, being an extrovert can represent an advantage, whereas this very feature may constitute a handicap for others and the vice versa.
- Some teachers declared that the research topic is an interesting one. Hence, they asked to share the research findings with them when it is accomplished in order to have a look on the final results.

3.3.5. Summary of Results from Teachers' Questionnaire

From the first section of the questionnaire which is devoted to enquire about the respondents' general knowledge, it can be noticed that the participant teachers belong to different specialties; the matter which fortifies the reliability of their points of view. Overall, the majority of the teachers who took part in this questionnaire have taught between 10 to 20 years which is an acceptable amount of teaching experience.

Concerning test performance (section two), the majority of tutors agreed that achievement tests are the most suitable kind of tests to assess EFL students. When investigating about the language testing principles, it is found that many teachers consider the five principles equally, while almost all of them consider more reliability and practicality as shown in table 3.16. About teachers' most targeted thinking skill in tests, the majority of them classified comprehension on the top of the others followed by analysis and knowledge respectively. This implies that EFL

tutors prioritize assessing the students' understanding before anything else. For the test reflection of the learner's real competence, informants declared that the test often or sometimes reflects the true level of the student. In the same context, the vast majority of respondents contended that there exist some internal/external factors which interfere in students' test performance. So, this confirms that the latter is controlled by many other factors which greatly have a hand in the final scoring they get.

The third section covers questions linking extraversion/introversion personality dimension to test performance. All instructors confessed that they take into consideration their students' individual differences when they teach. When asked to rank a group of individual differences according to their degree of importance, they classified motivation, intelligence and the personality of the learner as the top three options. In light of their answer, the personality of the student is significantly important to their learning progress. Concerning the influence of individual differences on test performance, most teachers strongly agreed with the statement. For the importance of the student's type (being extrovert or introvert) in EFL teaching/learning, most tutors said that it is either very important or important a lot. Further, most teachers regarded extraversion as a positive trait in relation to test performance, whereas the same previous percentage considered introversion as an advantage as well. Thus, this result leads to no clear conclusion or any decisive resolution suggesting the superiority of one type at the expense of the other; leaving it unsettled until the last question. When enquiring about the frequency of having active students inside the classroom who score badly in tests, most teachers confirmed the supposition. In contrast, varying rates were recorded concerning having calm students who usually surprise the teacher with high score exams. Finally, when directly addressing teachers about the most successful type among the two at the level of test performance, the majority of

informants affirmed that the extroverted learner achieves higher grades than the introverted one, according to their teaching experience.

3.4. Summary of Results from the Corpus Analysis and the Teachers' Questionnaire

In fact, the final findings obtained from the corpus analysis and the teachers' questionnaire go hand in hand with each other. The corpus analysis entailed counting the total averages of 101 first year Master students (including extroverts and introverts) belonging to five groups. Surprisingly, it was found that extroverts exceed in four groups with the exception of one group in which introverts realized higher scores. As a result, the main conclusion attained out of analyzing the corpus analysis is the outperformance of extroverted students over the introverted in terms of scores. In this context, it was further noticed that first year Master students who achieved the highest averages (from 14 to 16) are most of the times extroverts. This indicates that they possess highly developed skills and rich backgrounds which enabled them to excel in tests.

Likewise, the majority of the teachers who took part in the questionnaire walked in the same path. When asked whether learners' extraversion can be considered an advantage or a disadvantage when it comes to test performance, most of the teachers (9) affirmed that it is an advantage. In a similar fashion, the same majority recorded in the previous question asserted that students' introversion is an advantage as well. This balance was registered because two teachers assumed extraversion and introversion as both advantageous in the sense that extroverts already possess, more or less, a good background that helps them achieve high grades, while they considered introverts as having a reserved energy which the test elicits. In such a case, the final question was decisive for it attempts to conclude which type is more successful. Though they provided different reasons of why one type exceeds the other, most of them nominated the

extrovert learner to realize higher scores and ultimately enjoy a better learning experience if compared to the opposite type.

Conclusion

This chapter sought to position the theoretical foundations discussed in the first and the second chapters under careful examination. In this respect, three research tools were utilized to reach this end. First, a personality test was administered to first year Master students so as to ensure their psychological tendencies towards one of the two opposite spectrums; extraversion or introversion. The results of the test revealed that the majority of first year Master students are introverts. Second, based on the findings of that test, exam marks of all modules of the first semester were collected in order to count the overall average of each category (extroverts and introverts) and decide which type exceeds in terms of test scores. Surprisingly, extroverts were found to achieve higher grades in comparison to introverts. As a final attempt to confirm or disconfirm the findings of the corpus, teachers were invited to share their opinions concerning this topic via a questionnaire. Once more, the majority of them affirmed that, through their experience in the teaching domain, they observed that the extrovert learner is more successful than the introvert in tests.

General Conclusion

1. Concluding Remarks

Since the research is stepping ahead to the last phase, it is only now that its two main questions can be answered. For the extent to which extraversion/introversion dimension affects test scores, it is found that the personality type of the student is of significant importance to test scores. As for who achieves higher scores among the two, the extrovert type is established to better perform in tests. As a result, the main hypothesis of the research which supposes the high score achievements to be taken over by the introverts in tests is automatically rejected. By then, it is appropriate to close up this chapter with the main contributions which the current study awards. In addition, it articulates some further suggestions, implications, and recommendations which may enhance the quality of similar researches in the future. Finally, it sheds light on the major limitations of the study which stood as an obstruction against the smooth progress of the research.

2. Research Implications and Recommendations

While the present investigation yields a piece of valuable information which can benefit many future researches in the domain, further recommendations can be advocated in order to reinforce, refute, or build upon the current findings. The following is a list of suggestions that might significantly contribute to future research:

- Learners' individual differences, specifically their personalities, are vital elements that differentiate one student from the other. For that, teachers should take this variation into consideration. They need to recognize how to deal with each learner based on his/her own characteristics, preferences and prior experiences rather than approaching the whole class in an identical manner.

- Extra efforts are needed so that to enhance the learning experience of both extroverts and introverts. The strengths and weaknesses of each type must be diagnosed in order to work on helping every type to adapt to the learning environment and act fittingly for the ultimate purpose of ameliorating their test performance by the end.
- Accordingly, some extroverted learners who show a great deal of enthusiasm and tend to predominate the classroom ought to be adjusted carefully. Thus, it is highly recommended to regulate their behavior in terms of giving them appropriate space to speak up without neglecting other students, from one side, and without killing their glowing zeal, from the other side.
- Similarly, introverts who suffer from severe shyness should be intentionally addressed to go out from their comfort zones. The teacher should exert efforts in order to help introverts overcome the fear of speaking in public. Further, he/she should persuade them of the importance of sharing their beliefs, opinions, and concerns orally. Since communication is a key skill that EFL students need to develop, introverts should not rely only on written tests to express their assumptions.
- Tests should be designed carefully and cautiously in a way of respecting the five principles of language assessment. Also, types of tests should be varied according to the purpose of the test and so as their constituting questions. This step is taken in order to ensure the test effectiveness and give students, with different profiles, similar chances and equal opportunities to succeed.

- It is recommended to use other types of extraversion/introversion tests, whose access was not available for the researcher, like the Eysenck Personality Questionnaire (EPQ) which is a worldwide well known, authentic, and applied test to determine learners' psychological types.
- Since this study focused solely on written tests on the basis that tests take primarily written formats, it is thereby suggested that scores of oral tests ought to be taken into consideration as well in addition to the written ones. The incorporation of two kinds of tests which completely depend on two different channels of communication might add new perspectives and insights to the research.

3. Research Contributions

This research constitutes a modest attempt to study any possible relation between extraversion/introversion and test performance. As far as the latter is concerned, the first chapter endeavors to reach an overall understanding of the testing operation, its fundamental basics, along with any outside influences that affect this process. Coming next, the second chapter dives deeply into the psychological underpinnings of extraversion/introversion personality types; tackling chiefly its theoretical foundations, characteristics, advantages, and disadvantages of each extreme of the continuum.

After securing that every variable was given an adequate, if not exhaustive, description, it is thereby necessary to reinforce the literature reviewed with a field investigation. It is worth mentioning that the main contribution of this research is validating that the extrovert student performs better in tests; a feature which has always been attributed to introverts since most tests take a written format, and introverts are usually regarded as having good writing skills. Therefore, this current study happens to challenge some established claims concerning some typical

characteristics originally assigned to one type on the expense of the other. Indeed, extroverts are not only witty in oral communication, but they may also enjoy a well-developed background which is reflected during their test performance, as proven in this study.

4. Limitations of the Study

Just like any other research, the present study was hindered by many constraints along its accomplishment. The following are the notable barriers encountered by the researcher:

- Time is certainly the greatest obstacle faced in the realization of this research. It is only by the end of November to the beginning of December of this academic year that the administrative staff gave Master two students the permission to initiate their research proposals. Thus, the overall proceeding of the research was immensely influenced especially with the teacher training that took at least one month of preparation and presentation. In brief, if the time allocated was well-considered, the quality of this research would be much better.
- The lack of primary authentic sources is also a common problem that Master students suffer from. This was exactly the case especially with the chapter of extraversion/introversion when only the process of searching for a reliable source (books, articles, etc) took days and nights; sometimes ending up with no valuable resource to be exploited.
- More than half of the teachers, who are emailed to provide a feedback to the questionnaire, gave back no reply. The matter which affects, to a large extent, the representativeness of the sample and the possibility of making sound generalizations. In fact, turning a blind eye to the phenomenon under investigation contradicts with the so called “ethics” of the job and reflects their indifference.

- Not too far from the previous limitation, some teachers who participated in the questionnaire and many students who took the extraversion/introversion test gave incomplete answers and even contradicting responses in many occasions. This raises the possibility that some participants, in both samples, chose some answers randomly for they probably did not take the matter seriously.
- The independent variable (extraversion/introversion) is somehow relative. In such a case, the generalizability of the findings might suffer as far as the typical features which are thought of as tremendously related to introversion may happen just to be qualities of extraversion, for instance. This is obviously due to the massive diversity which characterizes human nature and makes it difficult, or even unfair, to say undoubtedly which is which.

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Appendix 1

Extraversion/Introversion Test

Name:

Group:

Part I: Tick the option which defines you better

1. Do you usually

- a. expend energy, enjoy groups b. conserve energy, enjoy one-on-one

2. When I come up with new ideas, I generally

- a. "Go for it" b. Like to contemplate the ideas some more

3. In company do you:

- a. initiate conversation b. wait to be approached

4. Do you prefer:

- a. many friends with brief contact b. a few friends with more lengthy contact

5. Do you:

- a. speak easily and at length with strangers b. find little to say to strangers

6. You've just met someone new. How would they describe you?

- a. Outgoing, talkative, friendly b. Quiet, reserved, calm

7. In general, which statement is more true for you?

- a. I don't mind multi-task, and I often do it
b. I like to focus deeply on one thing at a time rather than jump from task to task

8. As a student, would you rather...

- a. Participate in a lively discussion b. Listen to an interesting lecture

Part II: In the following pairs of words, choose the expression in each pair which appeals to you more and best describes you:

9. a. Active b. Having concentration
10. a. external, communicative, express yourself
b. internal, secretive, keep to yourself
11. a. consider immediate issues, focus on the here-and-now
b. look to the future, global perspective, "big picture"
12. a. seek many tasks, public activities, interaction with others
b. seek more private, solitary activities with quiet to concentrate

Part III: Answer the following questions with Yes or No:

13. I express my thoughts better in conversations than in writing.
a. Yes b. No
14. When I speak, I say anything that comes to my mind.
a. Yes b. No
15. When something goes wrong, I ask the opinions and perspectives of the people around me.
a. Yes b. No

Are you an extrovert or introvert: Find Out your Personality Type

- Count how many A and B columns you have ticked.
- If you scored no less than 8 A columns, you are more of an extroverted type.
- If you scored no less than 8 B columns, you are more of an introverted type.

Thank you for your Cooperation

Appendix 2

Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a research project for accomplishing a Master thesis. It aims at gathering some information concerning the impact of extraversion/introversion on students' written test performance. In respect to research ethics of participants' anonymity, your answers will be kept confidential and so as your identities.

You are kindly asked to respond to the following questions by ticking the appropriate answer or making full statements whenever necessary. May I thank you for your contribution and for the time devoted to complete this questionnaire.

KETITNI Zouhour

Department of English

University of 8 Mai 1945, Guelma

Section One: General Information

1. What is your field of speciality:

a. Linguistics	
b. Literature	
c. Civilization	
d. Translation	

2. How long have you been teaching English?

.....

Section Two: Test Performance

3. What type of language tests do you use mostly?

a. Language Aptitude Tests	
b. Proficiency Tests	
c. Achievement Tests	
d. Diagnostic Tests	
e. All of them	

- Whatever your answer is, please justify

.....

.....

4. When you design tests, what are the language testing principles that you consider? (you can tick more than one option).

a. Practicality	
b. Reliability	
c. Validity	
d. Authenticity	
e. Washback	
f. All of them	

5. When you design written tests, which students' thinking skills do you target more to assess their competence? (rank the choices from 1 to 6).

a. Knowledge	
b. Comprehension	
c. Application	
d. Analysis	
e. Synthesis	
f. Evaluation	

6. To what extent do you believe that tests reflect students' real competence?

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

7. Do you think that there are some internal/external factors that affect test takers' performance?

a. Yes	
b. No	

- If yes, please specify

.....

.....

Section Three: Extraversion/Introversion Impact on Learners' Test Performance

8. Do you take into consideration the variety of students' individual differences when teaching?

a. Yes	
b. No	

- If yes, please explain how

.....

.....

9. What are the individual differences that play a crucial role in EFL students' learning? (rank the choices from 1 to 5).

a. Motivation	
b. Intelligence	
c. Learning style	
d. Learning strategy	
e. Personality of the learner	

10. To what extent do you agree or disagree that learners' individual differences influence their performance during tests?

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

11. How important do you consider the impact of personality type of students (being extrovert or introvert) on the teaching/learning process?

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

12. How important do you consider the impact of learners' personality type (being extrovert or introvert) on their performance in tests?

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

13. When students take tests, do you consider the extraversion feature of test takers as:

a. An advantage	
b. A disadvantage	

- Whatever your choice is, please explain

.....

.....

14. When students take tests, do you consider the introversion feature of test takers as :

a. An advantage	
b. A disadvantage	

- Whatever your choice is, please explain

.....

.....

15. Throughout your teaching career, how many times have you encountered student(s) who participate actively inside the classroom, but score badly in exams?

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

16. Throughout your teaching career, how many times have you encountered student(s) who usually remain silent or rarely participate and eventually get higher (or the highest) exam score?

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

17. According to your teaching experience, which is the most successful type of EFL learners at the level of test performance?

a. The extrovert	
b. The introvert	

- Whatever your choice is, please explain

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18. Feel free to add any further comments concerning the research topic

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Thank you for your Cooperation

Résumé

L'étude présente vise à investiguer l'impact de la personnalité des étudiants (extraversion/introversion) sur leur performance lors d'un examen. Cette étude a pour objectif de montrer l'importance du type de personnalité des étudiants de l'EFL durant les épreuves, en essayant de trouver le type le plus réussi dans une épreuve; l'introverti ou l'extraverti, tout en suggérant primitivement la suprématie des introvertis. Pour confirmer ou infirmer cette hypothèse, 101 étudiants de première année Master au département d'Anglais à l'Université 8 mai 1945 de Guelma ont été testés afin de découvrir leurs tendances psychologiques. De plus, une analyse des notes d'examen de ces étudiants dont les personnalités ont été précédemment identifiées a été effectuée afin de compter la moyenne générale des extravertis et des introvertis, séparément, pour des raisons de comparaison. En outre, un questionnaire a été élaboré pour 19 enseignants d'Anglais, langue étrangère appartenant au même département dans le but d'explorer leurs perceptions concernant le sujet abordé. De manière inattendue, l'analyse des deux outils de recherche a révélé que les étudiants extravertis ont obtenu des notes plus élevées que les étudiants introvertis. Suite aux résultats obtenus, cette étude contribue de manière significative au contenu actuel des connaissances existantes et offre quelques suggestions pour améliorer les recherches futures.

المخلص

تسعى الدراسة الحالية إلى البحث في تأثير شخصية الطلاب (انفتاحهم أو انطوائهم) على أدائهم في الامتحانات. بناء على ذلك، تهدف هذه الدراسة إلى إبراز أهمية نوع شخصية طلاب اللغة الإنجليزية خلال عملية اختبارهم و تحاول إيجاد النوع الأكثر نجاحا على مستوى الأداء في الامتحانات، الطالب المنفتح أو المنطوي، مع افتراض تفوق الانطوائيين. من أجل إثبات أو نفي هذه الفرضية، خضع 101 طالب سنة أولى ماستر، قسم لغة انجليزية، جامعة 8 ماي 1945- قائمة إلى اختبار لكشف ميولاتهم النفسية نحو الانفتاح أو الانطواء. إضافة إلى ذلك، تم جمع نتائج امتحانات هؤلاء الطلبة المحددة شخصياتهم عن طريق الاختبار المذكور سابقا لحساب المعدلات الإجمالية للمنفتحين و الانطوائيين على حدى بغرض المقارنة. من جهة أخرى، شارك 19 أستاذ من قسم اللغة الإنجليزية في استطلاع لإبداء آرائهم حول الموضوع قيد الدراسة. على غير المتوقع، تحليل كلتا أداتي البحث أبان عن تفوق الطلبة ذوي الشخصية المنفتحة على حساب الطلبة ذوي الشخصية المنطوية من حيث الدرجات المحققة. بناء على هذه النتائج، الدراسة الحالية تساهم في إثراء المحتوى المعرفي الموجود و تقدم بعض المقترحات من أجل تحسين الأبحاث المستقبلية.

