

In the Name of God



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Foreign Language**

Title:

**The Effect of Direct and Indirect Feedback Types on the
Writing Performance of Extroverted and Introverted Learners
in Online Teaching Environments**

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Dedications

To my dearest family for their invaluable encouragement, constant support, and inspiration.

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Table of Contents

Dedication.....	iii
Acknowledgments	iv
Table of Contents.....	v
List of Tables	ix
List of Figures.....	x
Abstract.....	xi
Chapter I: Introduction	1
1.1 Background and Purpose	1
1.2 Statement of the Problem	4
1.3 Significance of the Study.....	7
1.4 Research Questions.....	8
1.5 Research Hypotheses	8
1.6 Definition of the Key Terms.....	9
1.6.1 Corrective Feedback	9
1.6.2 Direct Feedback	9
1.6.3 Extroversion.....	10
1.6.4 Indirect Feedback.....	10
1.6.5 Introversion.....	10
1.6.6 Writing Performance	10

1.7 Limitations and Delimitations of the Study.....	11
Chapter II: Review of the Literature.....	12
2.1 Overview.....	12
2.2 Personality Definition.....	12
2.3 Extroversion and Introversion	16
2.4 Feedback in Writing	24
2.5 Previous Studies.....	37
Chapter III: Method.....	40
3.1 Overview.....	40
3.2 Participants	40
3.3 Instruments	41
3.3.1 Oxford Placement Test	42
3.3.2 Eysenck Personality Inventory (EPI)	42
3.3.3 Writing Pretest and Posttest.....	44
3.3.4. Scoring Scheme	45
3.4 Data Collection Procedure.....	45
3.5 Design of the Study	47
3.6 Data Analyses	47

Chapter IV: Results and Discussion	48
4.1 Introduction.....	48
4.2 Participants Selection	55
4.2.1. Descriptive Statistics of the Proficiency Test Piloting	60
4.2.2. Reliability of the Instruments	61
4.2.3. Descriptive Statistics of the OPT Administration	68
4.2.3. Dividing the Participants into the Four Groups.....	70
4.3. Pre-Treatment Results	74
4.4 Posttest Results	77
4.5 Answering the Research Questions	82
4.5.1. Checking the Assumptions	84
4.5.2. Running the Test.....	86
4.6 Discussion.....	90
Chapter V: Conclusion, Pedagogical Implications, and Suggestions for Further Research.....	95
5.1 Introduction.....	97
5.2 Summary and Conclusion.....	99
5.3 Pedagogical Implications.....	100
5.4 Suggestions for Further Research.....	101
References.....	102

Appendix (A) Oxford Placement Test (OPT)	128
Appendix (B) Eysenck Personality Questionnaire	135

List of Tables

Table 3.1 The Grouping and Treatment Types	46
Table 4.1 Descriptive Statistics of the Scores on the OPT Piloting	50
Table 4.2 Reliability Index of OPT	51
Table 4.3 Descriptive Statistics and Alpha Values of EPI	52
Table 4.4 Descriptive Statistics of the OPT Administration	53
Table 4.5 Assignment of the Participants into Four Groups	54
Table 4.6 Descriptive Statistics of the Scores on the Pre-Treatment Writing Test	54
Table 4.7 Test of Homogeneity of Variances: Pre-Treatment Scores.....	55
Table 4.8 One-Way ANOVA of the Writing Scores of the Four Groups at the Outset	56
Table 4.9 Descriptive Statistics of the Scores of All Four Groups on the Posttest	57
Table 4.10 Test of Homogeneity of Variances: Posttest Scores	59
Table 4.11 Between-Subjects Factor: Posttest Scores.....	60
Table 4.12 Tests of Between-Subjects Effects: Posttest Scores.....	60
Table 4.13 Tukey Post Hoc on Posttest Scores of the Four Groups	62

List of Figures

Figure 4.1 Histogram of the Scores on the OPT Piloting.....	51
Figure 4.2 Histogram of the Initial and Homogenous Groups' Scores on the OPT	53

Abstract

This study investigated the effects of direct and indirect feedback types on writing performance of extroverted and introverted learners in online teaching environments. First, the researcher administered the Oxford Placement Test (OPT) to 124 EFL learners and based on the OPT scores, 84 learners whose scores lay within the range of +/- one standard deviation from the mean were selected. Afterwards, the 84 students were given the Eysenck Personality Inventory (EPI). Based on the results, 45 extrovert learners were grouped into two sub-groups consisting of 23 and 22 learners. Moreover, 39 introvert learners were grouped into two sub-groups consisting of 20 and 19 learners. Then, the four groups were given a writing pretest. Afterwards, two subgroups i.e., an extroverted and an introverted subgroup received direct feedback on their writing via providing them with direct comments from Microsoft word program. The other two subgroups were exposed to indirect feedback. After the treatment, the groups were given a writing posttest. The results of statistical analysis indicated that indirect feedback was significantly more effective than direct feedback on introverts' writing performance. Moreover, direct feedback was significantly more effective compared to indirect feedback on extroverts' writing performance. Furthermore, direct feedback was significantly more effective on extroverts' writing performance than introverts. Additionally, indirect feedback was significantly more effective on introverts' writing performance as compared to extroverts.

Keywords: Direct Feedback, Indirect Feedback, Extroversion, Introversion, Writing Performance

Chapter I

Introduction

1.1 Background and Purpose

Writing, a highly demanding skill (Teng et al., 2022; Zhang & Zhang, 2022), is regarded as an important language skill in all educational settings in general and English as a Foreign Language (EFL) contexts in particular (Hoang & Hoang, 2022). To master writing in a foreign language, learners are required to concomitantly pay due attention to different aspects including the mechanics, lexicon, syntax, organization, and content (Nunes et al., 2022). Likewise, teachers need to address different aspects of writing in their instructional practices (Zou et al., 2022). One of the ways through which teachers can assist learners in improving their writing performance is through providing feedback (Cui et al., 2022; Jiang & Yu, 2022; Kim et al., 2020; Shang, 2022).

Feedback, characterized as a technique for bringing learners' writing errors to their attention through providing comments to enhance writing quality (Cheng & Liu, 2022; Ferris, 2012; Lee,

2016), has been subject to many recent investigations both in conventional (e.g., Alharbi, 2022; Wu et al., 2022; Zhang, 2022) and online teaching and learning contexts (Thi & Nikolov, 2022; Saeed & Al Qunayeer, 2022; Taskiran & Goksel, 2022). Foregrounding the paramount role of feedback, Ferris (1997) maintains that feedback gives learners chances to revise their written products, culminating in enhanced writing performance.

From among feedback types, direct and indirect ones have been explored in many studies in relation to writing performance in conventional instructional contexts (e.g., Karim & Nassaji, 2020; Khezrlou, 2020; Mirzaii & Aliabadi, 2013; Mujtaba et al., 2020). However, the area of direct and indirect feedback types in relation to student writing in online teaching contexts has been subject to few studies (e.g., Seiffedin & El-Sakka, 2017) and accordingly merits further investigations (Shang, 2022). Kumaravadivelu (2001, p. 358), under the term “pedagogy of particularity,” underscores that context (particular teachers, learners, goals, and institutions) plays a decisive role in instructional decisions. Learners’ personality is one of the factors affecting learners’ language learning in general (Shehni &

Khezrab, 2020; Suliman, 2014), and writing performance in particular (Baradaran & Alavi, 2015; Khodabandeh, 2022; Qanwal & Ghani, 2019).

Researchers (e.g., Brown, 2000; John & Srivastava, 1999) have highlighted the differences between extroverts and introverts. According to John and Srivastava (1999), introverts do not take action unless they are ready, and they tolerantly pay attention to a specific subject for an extended period without getting distracted. On the other hand, according to Brown (2000), “extroverts have a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself” (p.155). Notwithstanding the important role of extroversion and introversion in language learning in general and writing performance in particular, the area exploring the effect of direct and indirect feedback types on the writing performance of extroverted and introverted learners in online teaching environments is quite under-studied. Therefore, the present study aimed at filling this existing lacuna in the extant empirical literature.

1.2 Statement of the Problem

From among different language skills, writing is regarded as a paramount and challenging skill as its mastery entails overcoming certain obstacles by English as Foreign Language (EFL) learners (Teng, 2022). The challenges of writing and the problems associated with this skill lie mainly in the nature of this skill as learners should be involved in a highly demanding process to craft a piece of writing (Rashid et al., 2022). The bulk of recent investigations (e.g., Ghanbari & Salari, 2022; Hidayati, 2018; Mohamed & Zouaoui, 2014; Salahi & Farahian, 2021) into the challenges associated with writing is a confirmation seal on the problems EFL learners experience during the writing process. Moreover, since in the Iranian context of English Language Teaching (ELT) writing is marginalized, the mastery of this skill is quite problematic for the Iranian EFL learners (Karimian Shirejini & Derakhshan, 2020). One of the options which can be employed to address the associated problems with writing is the use of feedback.

Feedback as a technique for spotting learners' errors and providing comments to improve their writing has been the focus of several studies (e.g., Karimi & Esfandiari, 2016; Kusumaningrum,

Cahyono, & Prayogo, 2019; Pham, Lin, Trinh, & Bui, 2020; Rashtchi & Ghandi, 2011; Tasdemir & Arslan, 2018) in both EFL and English as a Second Language (ESL) contexts. Highlighting the vital role of feedback, Ferris (1997) argues that feedback provides learners with an opportunity to make revisions to their written products, leading to improved writing performance. Overall, many scholars (e.g., Ferris & Roberts, 2001; Hussein, 2010) suggest that feedback can positively contribute to writing performance. However, the main issue of concern for a long time has been the choice of an appropriate feedback type both in traditional teaching (e.g., Cheng & Zhang, 2021) and online teaching environments (e.g., Brudermann et al., 2021). In a similar vein, Shang (2022) contends that the area of the written corrective feedback is yet quite under-explored especially in the realm of online teaching environments which nowadays are rapidly taking the place of traditional teaching environments. Furthermore, Dousti and Amirian (2022) note that the online learning environments, due to their differences from traditional environments, need to be explored further in terms of their contributions to EFL writing development. Apart from the teaching and learning

environment, another variable of concern in the writing process is individual differences (Papi et al., 2022).

From among the individual differences, personality traits, namely extroversion and introversion, have been the focus of many investigations (e.g., Wakamoto, 2000; Rashtchi & Porkar, 2020).

Some recent studies have shown relationships between extroversion and introversion and writing performance (e.g., Baradaran & Alavi, 2015; Banaruee et al., 2017; Khodabandeh, 2022; Qanwal & Ghani, 2019). For instance, Baradaran and Alavi's (2015) investigation revealed that introvert learners significantly outperformed extrovert learners in writing performance in a cooperative environment.

Banaruee et al.'s (2017) results showed that while explicit corrective feedback was more effective for extroverts, indirect implicit feedback produced better results for introverts in writing courses. However, a review of extant empirical investigations indicates that, to the best knowledge of the researcher, no study has explored the effect of direct and indirect feedback types on writing performance of extroverted and introverted learners in online teaching environments which will be the focus of the present study.

1.3 Significance of the Study

The present study is significant in three ways. First and foremost, to the best knowledge of the researcher, no investigation, to date, has investigated the effect of direct and indirect feedback types on writing performance of extroverted and introverted learners in online teaching environments. Thus, this study fills the gap in the empirical literature in this regard.

Secondly, findings of the current study can provide teachers with awareness concerning the feedback type which contributes effectively to the writing performance of extroverted and introverted learners in online teaching contexts. Therefore, the findings can shed more light on the personality traits as one crucial variable which can affect EFL learners' writing development in online contexts in the light of direct and indirect feedback types.

Thirdly, the findings can enrich the literature regarding the interconnection of personality types and learners' writing quality in relation to direct and indirect feedback types. Overall, the findings can promise empirical, theoretical and pedagogical benefit to the field. Ultimately, such benefits will be of assistance to EFL learners as the main stakeholders of the profession.

1.4 Research Questions

In line with the purposes of the present study, the following research questions were formulated:

RQ1: Is there any significant difference between the effects of direct feedback and indirect feedback on introverted EFL learners' writing performance?

RQ2: Is there any significant difference between the effects of direct feedback and indirect feedback on extroverted EFL learners' writing performance?

RQ3: Does direct feedback have a significantly different effect on introverted and extroverted EFL learners' writing performance?

RQ4: Does indirect feedback have a significantly different effect on extroverted and introverted EFL learners' writing performance in online environments?

1.5 Research Hypotheses

In line with the research questions, the hereunder research hypotheses were raised:

H01: There is no significant difference between the effects of direct feedback and indirect feedback on introverted EFL learners' writing performance.

H02: There is no significant difference between the effects of direct feedback and indirect feedback on extroverted EFL learners' writing performance.

H03: Direct feedback does not have a significantly different effect on introverted and extroverted EFL learners' writing performance.

H04: Indirect feedback does not have a significantly different effect on introverted and extroverted EFL learners' writing performance.

1.6 Definition of the Key Terms

1.6.1. Corrective Feedback: refers to “the feedback that learners receive on the linguistic errors they make in their oral or written production in a second language (L2)” (Sheen & Ellis, 2011, p. 593).

1.6.2. Direct Feedback: Direct feedback is characterized as the provision of the correct form for the identified error on the students' written product (Ellis, 2009).

1.6.3. Extroversion: As Eysenck (1999, p. 68) asserts, “Extroverts are characterized by being outgoing, talkative, high on positive affect (feeling good), and in need of external stimulation”. In the present study, extroversion is operationally defined based on the participants’ scores on Eysenck personality inventory.

1.6.4. Indirect Feedback: Indirect feedback is characterized as the teachers’ indication of an existing error without provision of the correct form (Ellis, 2009).

1.6.5. Introversion: Eysenck (1999) characterizes introverts as “chronically over-aroused and anxious who are in need of peace and calmness to raise them to an optimal level of performance” (p. 71). In this study, introversion is operationally defined based on the participants’ scores on Eysenck personality inventory.

1.6.6. Writing Performance: Writing performance refers to the ability of an individual to produce a written text which can convey an intended message in a clear way to the intended audience (Mulligan & Garafalo, 2011).

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

Despite the satisfactory results this study might produce, its design was prone to the following limitations:

- Some students may have not filled the questionnaires used for data collection accurately and this can have affected the findings.
- As a result of having a small sample available for the study, the results should be generalized with caution.

1.7.2 Delimitations of the Study

- The researcher delimited the study population to those learners studying at a private institute and public schools were not included.
- Although many affective domain parameters exist, only two dimensions of personality, namely extroversion and introversion, were examined in this study.

Chapter II

Review of the Literature

2.1 Overview

This chapter reviews the related literature concerning the study's main variables, including personality traits, error correction and feedback as well as writing. At the end of this chapter, a review of empirical studies related to personality types and error correction will be provided.

2.2 Personality Definition

Various scholars have so far defined personality. For instance, Pinon (2019) defines personality as a distinctive way of thinking and feeling, resulting in a certain way of behaving. Similarly, Robins and John (2019) refer to personality as a construct that encompasses the way individuals think and feel, which culminates in distinctive moods, attitudes, and opinions. As Costa et al. (2019) note,

personality includes behavioral characteristics that are both inherent and acquired and distinguished one individual from another.

Burger (1997) defines personality as stable patterns of manner and intrapersonal processes rooted in individuals. Intrapersonal processes refer to all the internal emotive, motivational, and mental processes that influence how we act and feel. In a similar description, Mayer (1996) defines personality as stable patterns of thinking, feeling, and acting that play an essential role in emotions, actions, and relationships with others. According to Howard and Howard (2004), personality is an in-depth understanding of a human being's inborn eccentricity. Costa, McCrae, and Kay (1995) view personality as "the relatively enduring style of thinking, feeling, and acting that characterizes an individual" (p. 124). For Maddi (1989), personality is stable characteristics and tendencies that shape the similarities and dissimilarities in peoples' thoughts, feelings, and actions. These features are continuous in time and may or may not be recognized as the only result of external and internal pressure of the moment. Maddi (1989) further defines tendencies as "processes that determine directionality in thoughts, feeling and actions; they exist in the

service of goals or functions” and characteristics as “static personality structures explaining not the movement toward goals or the achievement of functions but the fact and content of goals or requirements” (p. 8).

In a similar vein, Birch and Hayward (1994) believe that personality is “more or less stable internal factors that make one person’s behavior consistent from one time to another and different from the behavior of other people which can be distinguished in comparable situations” (p. 83). Finally, Liebert, Liebert, and Spiegler (1998) explain personality as the unique and dynamic organization of characteristics of a particular person, physical and physiological, which influences behavior and responses to the social and physical environment of these traits, some will be completely special to the individual and others will be common among other people.

Mangal (2002) argues that the roots of a person’s behavior are the environmental stimuli and the personal desires derived from the interaction between inherited physiological features and experiences a person gain from the world. He stated that a person’s behavior does not rely entirely on external stimuli, but these features, to some

extent, depend on the basic characteristics of that person. These attributes are personality traits. According to Lazarus (1963), a person is distinguished from context to context by the stable personality features in their behavior. The term personality originates from the Latin word *persona*, which refers to a full-face mask worn by characters in a play in ancient Rome (Mangal, 2002). They add that the mask indicated the personality features of the part an actor played and provided the audience with some information about the character's attitudes, feelings, ideas, and behaviors. As Howard and Howard (2004) hold, today's notion of personality originated in the 18th century.

Carver and Scheier (1992) outline three leading reasons for using the term personality. The first reason is that this word carries the meaning of "consistency or continuity in one's qualities" (p. 5), and this consistency is across time, for instance, "Susan talked a lot when you first met her, and years later she still dominates conversations" (p. 5). You may also observe this consistency in similar contexts; for example, "Joey is especially polite to waiters in restaurants and has been that way every time you have had dinner

together” (p. 5). This consistency could also be across situations that are, to some extent, different from each; for example, “Ellen tends to order people in stores, at work even at parties” (p. 5). The second reason is the consistent existence of an inner pressure that affects how an individual behaves in all the activities that an individual does. Lastly, the term personality carries “a few prominent characteristics” (p. 5) to describe people. As an illustration of this, when an individual is labeled as outgoing, this quality is prominent in the individual.

2.3 Extroversion and Introversion

Many scholars believe personality types impact different aspects of learning in general and language learning in particular. Out of several personality styles, extroversion and introversion have been subject to scrutiny in language learning for a long time (Brown, 2000). Eysenck (1985), as the most prominent scholar regarding these two personality types, considers extroversion/introversion to be, in essence, biologically determined and inherited. However, he does not disregard the effects of environmental factors altogether. The differences in the patterns of behavior of the two psychological kinds

and their results are described in some personality theories in Eysenck's theory based on the biological facts of cortical arousal and reactive inhibition. As Eysenck (1999, p. 68) asserts, "Extroverts are under-aroused and tired. Therefore, they need external stimulation to raise them to an optimal level of performance. They are characterized by being outgoing, talkative, high on positive affect (feeling good), and in need of external stimulation". Eysenck (1999) characterizes introverts as "chronically over-aroused and anxious who are in need of peace and calmness to raise them to an optimal level of performance" (p. 71).

According to Eysenck (1999), extroverts, compared to introverts, have less cortical arousal and more mental reactive inhibition. Extroverts would be inclined to ask for more excitation, mainly shown by impulsive and "outgoing" behavior. Yet, introverts tend to show more reflective, less exciting performance. Like reactive inhibition, extroversion is somehow known as fast accumulation and slow dissipation of immediate self-consciousness (Eysenck, 1985). In other words, extroverts are spiritually more effortlessly inhibited, which implies that they are more inclined to mental disturbance;

hence, they do not have as much mental attentiveness as introverts do.

The personality theory developed in psychology introduced the notion of extroversion and introversion. The theory raised the scholars' interest in what contributions such personality types may make to language learning. As Nourian and Namvar (2014) maintain, trait theorists attempt to recognize this in a human being's traits that are somewhat stable, and it is believed, at least innate. Most investigations on personality research in SLA have looked at the correlation between the extroversion-introversion aspects of personality and diverse linguistic variables. Extroversion and Introversion are used to measure two styles. In comparison, extroverts tend to get energy from outside sources or the outer world, but introverts like retiring tasks and the inner world of ideas as the basis of their energy (Eysenck & Chan, 1982).

Extroverts have an outgoing life, engaging in social interactions. They always seek to find new opportunities to start conversations with the other. Extroverts' activities are inclined toward the external world, while introverts' activities lean inwardly.

Extroverts have a desire for social events and going to parties as well as making friends, while introverts keep away from the groups and take on a shy face in personal encounters.

Jung's (1933) studies on extroversion/introversion aspects of personality factors often consider them bipolar. In reality, these two dimensions exist along a continuum, indicating an individual's extent of outgoingness; people lying at the extremes possess distinct preferences. Eysenck and Eysenck (1985) maintain that a typical extrovert person prefers being sociable, needs to talk to people, is conscious after excitement, takes risks, and is optimistic. By contrast, a typical introvert is silent, boring, conservative, plans ahead, and does not like excitement. Introversion is the state of or propensity toward being entirely or largely concerned with and involved in one's own mental life. According to some accepted psychologists, we can characterize introverts as people whose energy likes to increase through reflection and dwindle during interaction. Drawing on the existing studies, one can identify the following general characteristics of extroverts and introverts:

General Characteristics of Extroverts:

- Chatter more and attempt to take action with less reflection.
- Are good at interpreting body language and facial expressions.
- Are good at tasks involving short-term memory.
- Prefer a quicker, less accurate approach.

General Characteristics of Introverts:

- Talk less and reflect more before acting.
- Are better at reflective problem-solving tasks and tasks involving long-term memory.
- Like to work independently or with one or two other people.
- May have difficulties forming and starting any kind of relationship with others (Taylor, 1998, p.10).

Many classroom instructors believe that extroverts are more dominant and effective in second or foreign language learning than introverts, predominantly in their communicative capability (Lightbown & Spada, 2006). “The literature on extrovert/introverts indicates that this important dimension of personality has tended to

be ignored from L2 studies and has been considered as the “unloved” variable (Dewaele & Furnham, 1999).

Matthews and Deary (1998) argue that the following characteristics account for extrovert learners’ success: better oral processing, less anxiety, and more sociable behaviors. Moreover, the extroverts’ tendency to be impulsive results in their higher tolerance to mistakes, making them more easygoing in forming ideas, making extroverts superior in learning language compared to introverts.

According to Pazouki and Rastegar (2009), one can conclude that a strong, valid, and positive correlation exists between extroversion and linguistic abilities. On the other hand, Pazouki and Rastegar (2009) state that although an introvert learner keeps their distance from engaging in social activities, the introvert learner is not afraid of socialization. The introvert individual is more satisfied with being alone and more comfortable with such a state, which is different from being shy, indicating a lack of tendency to get involved in social situations due to novelty or anxiety prediction.

According to Eysenck (1952, as cited in Gray, 1991), an extrovert is a person who seeks excitement in the external

environment, and a person who avoids excitement in the external environment is called an introvert. Eysenck and Eysenck (1985) believe that differences among people are determined by inherited psychological characteristics of the nervous system (NS). They reported that introversion and extroversion differences stem from the differences in the arousability of the central nervous system (CNS) from the sensory inputs (SI). Chan and Eysenck (1982) maintain that everyone seeks a moderate degree of arousal, optimal for psychological functioning, and adds that introverts have easily aroused CNS; thus, they avoid excess stimulation to prevent arousal from exceeding the optimal level, while extroverts have CNS that are not easily aroused and therefore, they seek excess stimulation to reach the optimal level. In agreement with Eysenck and Eysenck (1985) and Chan and Eysenck (1982), Gray (1991) observed that introverts do react more strongly than do extroverts to various stimuli. Geen (1984), supporting Chan and Eysenck (1982) and Eysenck and Eysenck (1985), reported that introverts show significant disruption in performances on a learning task when a loud

noise is present and manifest a great skin conductance response than the extroverts.

Chan and Eysenck (1982) recognized two groups of extroverts (unstable and stable ones) and two groups of introverts (unstable and stable ones). Unstable extroverts are touchy, restless, aggressive, excitable, changeable, impulsive, optimistic, and active, while the stable extroversion is social, outgoing, talkative, easygoing, lively, carefree, and show leadership characteristics. The unstable introversion is moody, anxious, rigid, sober, pessimistic, reserved, non-sociable, and quiet, while the stable introversion is passive, careful, thoughtful, peaceful, controllable, reliable, even-tempered, and calm.

Inexperienced and at times experienced teachers find it very difficult to cope with teaching extrovert and introvert pupils simultaneously in a class. Inexperienced teachers tend to work with extroverted pupils to the detriment of introverted pupils. In contrast, the experienced teachers tend to work with the introverted pupils, believing that it is the only way to academically bring them up to the level/ standard of their extroverted ones, to the detriment of the

extroverted ones (Igbojinwaekwu, Kpeke, & Asuka, 2007). In recognition of the differences existing among people and the diversity of the people of Nigeria, the Federal Government of Nigeria (FGN) entrenched in the 1999 constitution the policy of equal and adequate educational opportunities at all levels (FGN, 1999) Also, the National Policy on Educational (NPE) provides for equal educational opportunities to all Nigerians, irrespective of their differences (FRN, 2004).

2.4 Feedback in Writing

Aini and Jufrizal (2020, p. 93) define feedback “as information delivered by an agent (e.g., teacher, peer, self, etc..) in connection with one’s performance and understanding for the purpose to minimize a mismatch between current performance, understandings and a goal”. Alexander et al. (1991) maintain that feedback is the information used by a learner to confirm, argue, overwrite, adjust, or restructure the information in memory. The information may be related to domain knowledge, metacognitive knowledge, perceptions of self and task, cognition, techniques, and strategies (Winne & Butler, 1995). Although feedback cannot lead to learners’ writing

perfection (Bitchener, 2008), it can increase the learners' awareness of making mistakes when writing (Barnawi, 2010).

Language classes should include feedback that is considered a part of the writing processes (e.g., corrections and comments) to reinforce learners' writing development and increase their writing confidence. As Hyland (2003) points out, feedback gives a chance to the writer to find out the text's potential and understand the writing context. Such feedback provides a sense of audience and an understanding of the expectations of target addressees.

Encouraging all students to give comments or correct mistakes can be of enormous help because sometimes we may not notice the problems and mistakes in our writing unless readers raise them. Yang et al. (2006) noted that two heads are better than one. In the same vein, teachers can include feedback in their classes to improve their students' writing. As a result of teachers' feedback, learners can realize the weaknesses of their writing. They can also organize the ideas and reorganize the sentences. Most importantly, the feedback will be going on continuously, contributing to new knowledge and understanding.

Teachers and learners often grapple with the question, “by whom should the feedback be given on the students’ writing?” On the surface, responding to this question is easy. As Tsui and Ng (2000) state, both learners and instructors opine that the teacher’s feedback has the best potentiality to improve learners’ writing quality. Yet, it is not the case since learners also like to receive feedback from their classmates instead of their teachers (Hu, 2005; Rollinson, 2005). Moreover, an investigation conducted by Saito and Fujita (2004) on feedback given to the EFL students in a Japanese university indicated that learners rated classmate (peer) and teacher feedback in the same way.

Studies (e.g., Solhi & Eğinli, 2020; Zheng & Yu, 2018) indicate that teachers’ feedback contributes to the development of the students’ skills since students take on the responsibility for what they do concerning the feedback they receive from their teacher. It reinforces the learners’ learning autonomy and controls their orientation towards the correction. The majority of the investigations (e.g., Mäkipää & Hildén, 2021) indicated that feedback from teachers is a better source of feedback because of the teachers’ capability in

providing feedback and the effect on the learners' writing (Hyland & Hyland, 2001; Stern & Solomon, 2006).

Miao, Badger, and Zhen (2006) carried out a comparative study whose findings indicated that participants considered teacher feedback more effective than feedback provided by a peer. The learners considered their teachers the sole source that possessed knowledge of writing aspects and could correct the mistakes. The authors assumed that since the instructor's correction is viewed as trustworthy, it is professional and trustable in that field. Moreover, the findings revealed that peer feedback is helpful in the improvement of the students' writing. The study results showed the positive value of peer feedback after having experienced it in that class. These participants were able to ask questions, make their writing clear, and engage in the negotiation of the meaning of their writing with their peers.

A study conducted by Cresswell (2000) yielded a similar result. This study provided the answer to the question of why the feedback given by a teacher is preferred to peer feedback and self-feedback. He believes that the learners thought that their instructor is

the one who is aware of the specific areas the learners should improve. Cresswell (2000) claims that the benefits of instructor feedback are intervention. In other words, responses to learners' questions are annotated in the margin of writings, contributing to learners' ideas in developing essays. The instructor's feedback is exactly what learner writers require regarding global content (theme, purpose, and readership) and organization (argument structure, main and supporting points). Moreover, the instructor's response can more accurately target the levels of learners' language proficiency.

Lin (2009) conducted a similar study implemented in a large multilevel EFL writing class towards multiple feedback interactions (self, peer, and teacher feedback). The study sample consisted of 43 students with English proficiency at three levels. Some of these participants had earned a score of 520 on the TOEFL test, others 470, and the rest had obtained a score of 400. The interview results indicated that the students in this study considered their teacher feedback a preferable feedback source. They believed that the instructor could give one definite correction to their writing. They

replied as follows to the question why they considered their teacher as the number one:

I believe the instructor can provide us with more constructive suggestions by bringing to our attention that something is clearly wrong because of so and so. While my peers can only tell me that there is something strange, but they cannot say to me what and why. As a result, it makes me more confused (Lin, 2009, p. 125).

Despite the combination of self, peer, and teacher feedback in the study, the participants considered the feedback provided by the instructor as an essential one. Although the learners' proficiency level was different, it did not influence their choice of feedback.

Likewise, Tsui and Ng (2000) reported that participants in their study preferred the feedback from the teacher to the one from their peers. These students believed that the corrections made by their instructors were thoroughly proper so that they would never doubt them. Moreover, correcting learners' errors was within the domain of the teachers' right, not the learners' right. Although the investigation showed the same result as Lin (2009), the two studies were different in class types. The research carried out by Lin was implemented in a

large class, whereas Tsui and Ng's study was carried out in the smaller class with only 20 to 30 participants.

A different investigation gives some insights regarding the teacher feedback problems. Grade/score is the factor that determines learners' concern about teachers' writing and feedback. They need their instructor's feedback to earn a good grade rather than enhance their writing quality. This situation pushes them to correct their errors based on the teacher's feedback since they are predicting that only good writing will be awarded a good grade. According to Muncie (2000), teacher feedback serves only as a short-term benefit rather than a long-term one since the learners are not involved in the thinking and learning process.

Kroll (2001) defines peer feedback as placing learners together in groups and then encouraging each learner to read and make a reaction to the strength and weaknesses of each other's essays. Giving the students opportunities to be involved in reviewing each other's work is a breakaway from the traditional concept of assessment that considered providing feedback as a responsibility only within the teachers' realm (Fallows & Chandramohan, 2001).

Reviewing the literature, one comes up with several definitions of peer feedback. Wakabayashi (2013) elaborated on various definitions commonly used in the literature on feedback and assessment. The common theme in all these definitions was the learners' agency. Wakabayashi (2013) gives the following as the definition of peer feedback: "collaborative learning tasks by which learners acquire revision procedures while taking on the dual role of writer and reviewer" (p. 179).

Other terms have also been used in the literature, essentially denoting the concept of peer feedback. Lundstrom and Baker (2009) considered the terms "peer editing," "peer evaluation," and "peer review" as equal. How many? McGarrel (2010) believes one can use the terms "peer feedback," "peer evaluation," and "peer response" interchangeably. Along the same lines, Entwistle (1993) asserts that peer feedback motivates students to get involved in getting flexible and active learning, giving rise to an in-depth approach to learning instead of a superficial approach.

However, a lack of consensus among the researchers over the efficacy of peer feedback as a practice in ESL/EFL writing classes

can be noticed. Some believe that peer feedback is useful and improves the learners' writing skills. According to Hirvela (1990), given the fact that in peer feedback, the interaction occurs between students and other students, and it enhances student-centered activity, not teacher-centered activity. Students Talking Time (STT) will be more than Teacher Talking Time (TTT). Learners are actively engaged in the learning process, while the instructor serves only as a facilitator to give help when needs arise.

One of the investigations providing evidence for peer feedback promotion was conducted by Gielen, Tops, Dochy, Onghena, and Smeets (2010). Half of the students in their study believed that peer feedback could be a replacement for teacher feedback. This study lists seven outcomes of peer feedback as follows:

- Peer feedback raises the social pressure on learners to perform well on an assignment.
- Studies in higher education indicate that learners oft are on the same wavelength.

- Peer feedback improves the learners' capability to understand feedback.

- Peer feedback is quicker.

- Peer feedback is a part that increases the frequency or amount of feedback.

- It is possible to individualize feedback.

- The relationship between feedback and power issues, feelings, and identity may stimulate an 'emotion-defense system' in learners (Gielen et al., 2010, p. 150).

In addition to the advantages mentioned above, there could be a more flexible form of interaction among learners not to be afraid of asking and clarifying. In the case of their interaction with a teacher, the learners feel anxious and under stress. Crucial skills, including critical thinking (Ferris & Hedgcock, 2005) can be monitored during the feedback process since they seek to negotiate what they grasp and what they do not from their peer's corrections (Leki, 1990). An investigation conducted by Eksi (2012) concluded that feedback given by peers could be a replacement for teacher feedback. The

direct use of peer feedback in the writing classes would stress learners who are unfamiliar with that type of feedback. Instructors need to help learners by giving some guidelines regarding how to answer and correct peers' writing. Providing training for the learners concerning providing feedback to their friends' writing can be an alternative way (Min, 2006). Ferris and Hedgcock (2005) offer the following eight principles for effective peer response:

- Considering peer response as an inseparable component of the course.
- Acting and modeling the process of interaction by the instructor prior to its actual implementation.
- Establishing peer response skills gradually by freewriting (writing quickly and steadily on the subject without stopping) and preparing the term combining the peer response task with some open-ended yet concrete queries as guidelines.
- Modifying peer response tasks such as prewriting (brainstorming informal outline, drafting an introductory passage, first draft, editing, revision, and so on).

- Encouraging learners to take on responsibility for providing feedback and considering peer response.

- Taking into account individual learners' needs.

- Taking into account logistic issues, including:

- (a) the size and features of the group,

- (b) the mechanics of exchanging papers, and

- (c) time management and class control (Ferris & Hedgcock, 2005, p. 39).

Besides, some studies have indicated the disadvantages of peer feedback. It is difficult for learners to know what is going on in their peers' writing. Some learners will easily figure out what the instructor wanted during the peer feedback process, but others will feel confused or even not know what to do (De Guerreru & Villamil, 1994).

Another worrying issue for the students is the presence of a likely incapable peer who provides feedback on their writing. Peers provide unclear corrections, non-useful comments, or even wrong responses (Leki, 1990). To the learners who had low language

proficiency, letting them participate in a conversation about the writing correction was disappointing and pushed them to keep silent during the process due to their lack of writing ability. This condition resulted in the loss of confidence and motivation instead of motivating them during the process (Leki, 1990).

Over the past few decades, researchers (e.g., Bitchener & Knoch, 2010; Penning de Vries, Cucchiarini, Strik, & van Hout, 2010; Ferris, Liu, Sinha, & Senna, 2013; Marzban & Arabahmadi, 2013; Shoaie & Kafipour, 2016) have examined the effects of error correction or written corrective feedback on language learning. According to many scholars, giving written feedback to students writing, one by one, is the most time-consuming and challenging activity (e.g., Ferris, 2007; Tahir, 2012; Yusof, Manan, & Alias, 2012). Nevertheless, different studies have been conducted to show the relationship and accuracy of peer feedback practice of learners with different language learning styles and various proficiency levels in language skills and, more specifically, writing skills.

2.5 Previous Studies

Baradaran and Alavi (2015) explored the difference between extrovert/introvert EFL learners' cooperative writing performance. The results indicated that introvert learners significantly outperformed extrovert learners in terms of cooperative writing performance.

Banaruee et al. (2017) examined the impact of explicit and implicit corrective feedback on extrovert and introvert language learners' writing performance. The results showed that while explicit corrective feedback was more effective for extroverts, indirect implicit feedback produced better results for introverts in writing courses.

Gill and Oberland (2002) carried out a project to examine if extroversion/introversion affects written production. They gathered a corpus of e-mail texts from 105 university students categorized as extroverts and introverts via Eysenck's personality test. They found that extroverts produced more words and used more social and positive emotion words, while introverts use more negations and negative emotion words.

Ely (1986) explored the impact of extroversion on 75 students learning Spanish. Interviews measured oral fluency and accuracy. Extroversion showed no correlation with any indices of Spanish proficiency. In another study, Carrell et al. (1996) examined the relationship between personality types and English proficiency of 76 English majors in an Indonesian EFL context. They found a very weak negative relationship between extroversion and vocabulary learning, but they did not find any correlation with other English proficiency measures.

Wakamoto (2007) examined the impact of extrovert/introvert and associated learner strategies on English language comprehension. He observed that extrovert Japanese EFL learners used socio-affective strategies more frequently than introvert ones.

Pazhuhesh (1994) studied the relationship between the personality dimensions of extroversion/introversion and reading comprehension. The results indicated that introverts were significantly better than their extrovert counterparts. In another example, Daneshvari (1996) also examined the role of E/I in EFL

listening comprehension in Iran. The results revealed that extroverts were better listening strategy users in comparison with introverts.

Kiany (2001) found a relatively negative relationship between extroversion and performance of Iranian English majors and non-English majors on TOEFL and MCHE tests. However, he observed a relatively positive relationship and a highly positive relationship between the same groups' performance on IELTS and IELTS-based oral interviews.

Ellis (2004, p. 541), in a review of some 30 articles on speaking and writing skills, concluded that “in oral communication, extroverts were found to be generally more fluent than introverts both in L1 and L2, but on other aspects of L2 proficiency there exists a weak relationship with extroversion.” Rashtchi and Porkar's (2020) findings indicated differences between extrovert and introvert learners regarding identity formation. As Dornyei and Skehan (2003) conclude, progress in extroversion and introversion domains and language learning has been slow both methodologies and systematic patterns of results. Thus, further research is necessary for sound conclusions.

Chapter III

Method

3.1 Overview

This study aimed at exploring the effects of direct and indirect feedback types on writing performance of extroverted and introverted learners in online teaching environments. This chapter provides details on the participants, instruments, data collection procedure, design, and data analysis.

3.2 Participants

The initial participants of the study were 124 Iranian male EFL learners studying at different language schools at the pre-intermediate level of language proficiency in Sanandaj province. They were selected based on convenience sampling. The age range of the participants was a between 18 to 35. At the initial stage, the researcher administered the Oxford Placement Test (OPT) to 124 EFL learners at the pre-intermediate level of language ability for the purpose of homogenizing the participants. Upon administering the OPT, the researcher selected only those learners whose scores fell

within the range one standard deviation above and below the mean. Based on the OPT scores, 84 learners obtained scores within this range. Afterwards, the 84 students were given the Eysenck Personality Inventory (EPI). Based on the results of the questionnaire, 45 learners were classified as extroverts and the remaining 39 were identified as introverts. The 45 extrovert learners were then grouped into two sub-groups consisting of 23 and 22 learners. The 39 introvert learners were also grouped into two groups consisting of 20 and 19 learners. Thus, there were two major groups and four-sub groups in the current study.

3.3 Instruments

The instruments of the study included 1) The Oxford Placement Test (OPT) for selecting a homogenized pool of participants at the intermediate level. 2) Eysenck Personality Inventory (EPI) for identifying the extroverted and introverted learners. 3) A writing pretest and a writing posttest and 4) A scoring writing scale as a criterion for assessing learners' writing performance.

3.3.1 Oxford Placement Test

This is a proficiency test which assesses learners' global language ability (Brown, 2005). It comprises 60 items with different question formats including grammar, vocabulary, and reading. This test was given in order to measure EFL learners' proficiency level and to homogenize them at the entry phase. Edwards (2007) indicates that the test is a reliable and efficient instrument of placing students at various levels of language proficiency. Oxford Placement Test can be used with any number of students of English to make sure an accurate, efficient, and reliable grading and placing of students into classes at all levels (Appendix A). This test was piloted on 30 learners having similar characteristics to the target participants and Cronbach's Alpha was calculated to make sure of the internal consistency of the test. The results indicated that the reliability index turned out to be .84 which is considered satisfactory.

3.3.2 Eysenck Personality Inventory (EPI)

The researcher used the Persian version of Eysenck Personality Inventory (EPI) developed and validated by Eysenck et al. (1993) to distinguish the introverted and extroverted learners. The inventory

measures two dimensions of personality: introversion/extroversion (E) and neuroticism-stability (N). The questionnaire, translated and validated by Daneshvari (1996), has a satisfactory level of reliability from .84 to .94 in different studies in Iran. In the current study, only the introversion/extroversion (E) section of the scale will be used to distinguish between introverted and extroverted learners. The inventory measures introversion and extroversion with 24 questions on a Yes and No scale. Yes is marked one, and No zero. The individuals' scores for the items that specifically measured introversion will be rank-ordered in line with EPI's answer key and scoring guidelines to identify the introverted individuals. Those learners whose scores were in the top percentile were considered introverts. The same procedure was followed for determining extroverted participants based on their scores on the questions precisely measuring extroversion. Eysenck et al., (1993) maintain that the percentile table can distinguish between extroverted and introverted individuals in a population. As Eysenck, et al. (1993) report, the reliability of the EPT is 0.92. To check the reliability of the instruments in this study, the researcher conducted a pilot study

on a sample of 30 participants to ensure that the EPI was reliable. The results indicated that the questionnaire had reliability indices of .75 and .78 for the introversion and extroversion components, which are regarded satisfactory.

3.3.3 Writing Pretest and Posttest

A writing pretest was administered in order to ensure that the participants are homogenous in terms of their overall writing performance at the outset of the study. Here, they were required to write an essay on a selected topic. To select the topic for this test, firstly, 20 topics were selected. Next, the students were asked to rate them from most interesting to least interesting ones, on a five-point Likert scale (1= I hate this topic; 2 = I do not like this topic; 3 = I like this topic; 4 = I really like this topic; and 5 = I love this topic). Then the participants' scores for each topic were summed up, and the most popular topic was chosen for the pretest. The same process used for choosing the topic of the writing pretest was also followed for the writing posttest, and another popular topic was chosen for the posttest.

3.3.4. Scoring Scheme

The writing pretest and posttest were scored drawing on a scoring scheme developed by Wang and Liao (2008) including 5 criteria; Focus, Elaboration/Support, Organization, Conventions, and Vocabulary, each having 5 item descriptors. Each criterion was assessed with points ranging from 1 (unsatisfactory) to 5 (outstanding). In order to calculate the reliability of the given scores, the writings were assessed by two raters including the researcher and the Person Product Moment Formula was used to compute the correlation between the given scores.

3.4 Data Collection Procedure

The procedure included a pretest, treatment sessions, and an immediate post-test. At the initial stage of the study, the Oxford Placement Test was administered to 124 EFL learners as a measure of their general English proficiency in order to homogenize them and ensure that the participants were at pre-intermediate level of English proficiency. Based on the results of OPT, 84 learners were identified as homogenized learners at the pre-intermediate level. Next, the Eysenck Personality Inventory (EPI) was used to distinguish the

introverted students from extroverted learners. Based on the results of the questionnaire, 45 learners were classified as extroverted learners and 39 learners were identified as introverted ones. The selected learners were then divided into 4 groups. These learners were studying in 8 classes during the course of the treatment. The grouping and treatment types are presented in Table 3.1.

Table 3.1
The Grouping and Treatment Types

Groups	Treatment Types	Number of Participants
Extroverted Group One	Direct Feedback	23
Extroverted Group Two	Indirect Feedback	22
Introverted Group One	Direct Feedback	20
Introverted Group Two	Indirect Feedback	19

Then, the four groups were given a writing pretest to make sure that they were not be significantly different in terms of their writing performance prior to treatment. Afterwards, two subgroups i.e., an extroverted and an introverted subgroup received direct corrective feedback on their writing via providing them with direct comments from Microsoft word program. The other two subgroups were exposed to indirect corrective feedback from Microsoft word program. As for direct feedback, the teacher provided the students with the correct form while for the indirect feedback the teacher

indicated that an error existed but did not provide the correction (Ellis, 2009). After the treatment, the groups were given a writing posttest.

3.5 Design of the Study

The current study used a quasi-experimental design as the researcher was not able to select the participants and assign them to groups via pure random sampling. The independent variables were the two feedback types and the dependent variable was learners' writing performance. Extroversion and introversion were the moderator variables.

3.6 Data Analyses

The collected data were analyzed and interpreted according to the objectives of the study. So, both descriptive and inferential statistics were needed. Firstly, in order to check the normality of the data, Kolmogorov–Smirnov (K-S) test was applied. Then, statistical tests including Two-way Analysis of Variance (ANOVA) was run to measure the main effects of direct and indirect feedback types and the interaction of the extroversion/introversion and the feedback types on learners' writing performance.

Chapter IV

Results and Discussion

4.1 Introduction

In this chapter, all the statistical analyses employed to verify the four hypotheses of the study are presented in detail. The data including both descriptive and inferential statistics is reported here. Therefore, the analyses conducted for the participants' selection process comprising piloting and administration, the pretest, and the posttest and hypothesis testing are described in order.

Before following the above-mentioned steps, it would be helpful to restate the hypotheses mentioned previously in Chapter 1 for easier reference:

H01: There is no significant difference between the effects of direct feedback and indirect feedback on introverted EFL learners' writing performance.

H02: There is no significant difference between the effects of direct feedback and indirect feedback on extroverted EFL learners' writing performance.

H03: Direct feedback does not have a significantly different effect on introverted and extroverted EFL learners' writing performance.

H04: Indirect feedback does not have a significantly different effect on introverted and extroverted EFL learners' writing performance.

The practical phase of this study began with selecting the homogeneous participants, followed by randomly assigning them to four experimental groups and administering a pre-treatment and post-treatment tests. Using the data collected in the participant selection phase and the post-treatment phases, the researcher conducted a series of pertinent calculations and statistical routines whose results are presented in this chapter. This study attempted to answer the four research questions which required employing a two-way Analysis of Variance (ANOVA) test. The data and reports pertinent to all these analyses are presented in the following sections.

4.2 Participants Selection

The participants selection process comprised the stages of the OPT administration, and identifying extroverted/Introverted learners.

These stages are described below one by one.

4.2.1. Descriptive Statistics of the Proficiency Test Piloting

Before being administered for the purpose of homogenizing the participants, the sample OPT was piloted among 30 students at the same proficiency level. The descriptive statistics of this piloting phase is provided in Table 4.1; the mean and standard deviation of the scores stood at 50.73 and 13.47, respectively.

Table 4.1

Descriptive Statistics of the Scores on the OPT Piloting

	N	Minimum	Maximum	Mean	SD	Skewness	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	
OPT	30	18.00	49.00	34.0333	9.30881	-.174	.427
Valid N (listwise)	30						

Figure 4.1 below shows the above data for a clearer visual understanding of the distribution of the scores

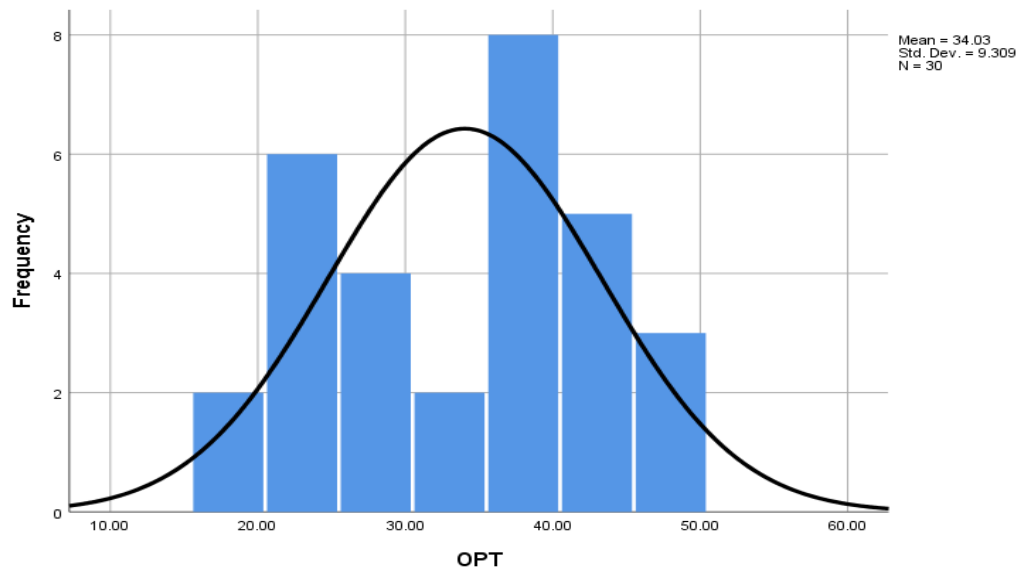


Figure 4.1 Histogram of the Scores on the OPT Piloting

4.2.2. Reliability of the Instruments

The reliability estimate of the piloting (using Cronbach's alpha) for the OPT is presented in Table 4.2.

Table 4.2
Reliability Index of OPT

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.845	.845	60

As seen in the above table the reliability index turned out to be 0.84, which is considered acceptable.

Table 4.3 displays the descriptive statistics and results of Cronbach's Alpha for the EPI.

Table 4.3

Descriptive Statistics and Alpha Values of EPI

	N	Minimum	Maximum	Mean	SD	Alpha
Intro scale	30	4.00	20.00	11.0333	4.76686	.75
Extro scale	30	.00	16.00	8.6000	4.86791	.78
Valid N (listwise)	30					

Table 4.3 shows that the Eysenck introversion subscale has 0.75, and Eysenck extroversion subscale equals 0.78. The alpha indices were greater than the minimum reliability index of 0.70 (Cohen et al., 2018), which points out that the instrument was reliable enough to be used in the main study.

4.2.3. Descriptive Statistics of the OPT Administration

The descriptive statistics and histogram of this administration are presented below in Table 4.4. As is shown in Table 4.4, the mean of the initial group's scores was 27.13 while the standard deviation of the scores stood at 7.56. Accordingly, those whose scores fall within the range of one standard deviation below and above the mean (19.57 to 34.69) were chosen as homogenous learners. The descriptive statistics of this group's scores are also presented in Table 4.4. Figure 4.2 depicts learners' scores on OPT.

Table 4.4

Descriptive Statistics of the OPT Administration

	N	Minimum	Maximum	Mean	Std. Deviation
Initial	124	14.00	49.00	27.1290	7.55895
Homogenous	84	20.00	34.00	26.3095	4.13325
Valid N (listwise)	84				

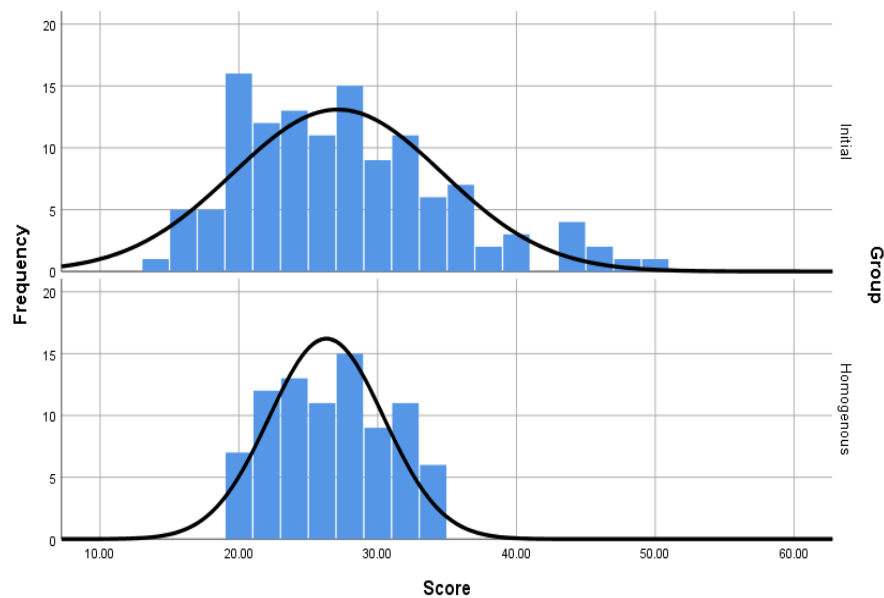


Figure 4.2 Histogram of the Initial and Homogenous Groups' Scores on the OPT

4.2.3. Dividing the Participants into the Four Groups

As shown above, from the initial group of 124, a total of 84 whose scores fell one standard deviation above and below the mean were selected. Subsequently, these 84 sat for the extroverted/Introverted questionnaire among whom 39 were identified as introverted and 45

as extroverted. The selected participants were randomly assigned to received either direct or indirect Feedbacks.

Table 4.5
Assignment of the Participants into Four Groups

		Group		Total
		Direct Feedback	Indirect Feedback	
Personality	Extroverted	23	22	45
	Introverted	20	19	39
Total		43	41	84

4.3. Pre-Treatment Results

At the outset of the treatment, the writing pretest was administered to the participants of the four groups. Table 4.6 displays the descriptive statistics of these 84 participants' scores on the writing pre-test.

Table 4.6
Descriptive Statistics of the Scores on the Pre-Treatment Writing Test

		N	Minimum	Maximum	Mean	SD	Skewness	Std. Error
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Direct Feedback	Extroverted	23	4.00	13.00	8.6087	2.38821	-.125	.481
	Introverted	20	4.00	13.00	8.1500	2.71981	.069	.512
Indirect Feedback	Extroverted	22	5.00	12.00	8.3182	2.35809	.203	.491
	Introverted	19	5.00	13.00	8.4737	2.24520	.615	.524

As the table shows, the mean score of the extroverted direct feedback group was 8.61 and their standard deviation 2.39. The mean and standard deviation in the extroverted indirect feedback group

were 8.32 and 2.36, respectively. In the introverted direct feedback group, the mean was 8.15 and the standard deviation 2.72 while the two figures were 8.47 and 2.25, respectively, in the introverted indirect feedback group.

To ensure further homogeneity of writing among the four groups at the outset, a one-way ANOVA was run between the mean scores of the four groups on the pre-treatment writing scores. Prior to this of course, the two assumptions for running this parametric test had to be checked.

Firstly, the descriptive statistics of all four subgroups was checked for normality of distribution. As is evident from Table 4.6 above, the skewness ratios of all four subgroups (-0.26, 0.13, 0.41, and 1.17) fell within the acceptable range of ± 1.96 . Next, the Levene's test of homogeneity of variances was checked. Table 4.7 below shows that the variances among the four groups were not significantly different ($F_{(3,80)} = .733, p = 0.54 > 0.05$).

Table 4.7

Test of Homogeneity of Variances: Pre-Treatment Scores

Levene Statistic	df1	df2	Sig.
------------------	-----	-----	------

Pretest	Based on Mean	.736	3	80	.534
	Based on Median	.733	3	80	.535
	Based on Median and with adjusted df	.733	3	79.264	.536
	Based on trimmed mean	.741	3	80	.531

Accordingly, the results of the one-way ANOVA are reported in Table 4.8.

Table 4.8
One-Way ANOVA of the Writing Scores of the Four Groups at the Outset

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.498	3	.833	.141	.935
Within Groups	473.538	80	5.919		
Total	476.036	83			

As Table 4.8 indicates, with the F value of 0.141 at the significance level of 0.935 being greater than 0.05, the mean scores of the four groups were not significantly different. Hence, the researcher could rest assured that the four groups bore no significant difference in their writing at the outset.

4.4 Posttest Results

At the end of the treatment, the posttest (detailed in the previous chapter) was administered to all four groups. The descriptive statistics of the posttest is displayed in Table 4.9.

Table 4.9

Descriptive Statistics of the Scores of All Four Groups on the Posttest

		N	Minimum	Maximum	Mean	SD	Skewness	Std. Error
		Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Direct	Extroverted	23	14.00	20.00	17.3043	1.63581	-.334	.481
Feedback	Introverted	20	10.00	19.00	14.2500	2.71206	.023	.512
Indirect	Extroverted	22	11.00	19.00	14.8182	2.21760	-.007	.491
Feedback	Introverted	19	13.00	19.00	16.1053	1.62941	-.188	.524

As the table shows, the mean score of the extroverted direct feedback group was 17.3 and their standard deviation 1.64. The mean and standard deviation in the extroverted indirect feedback group were 14.81 and 2.22, respectively. In the introverted direct feedback group, the mean was 14.25 and the standard deviation 2.71 while the two figures were 16.11 and 1.63, respectively, in the introverted indirect feedback group.

4.5 Answering the Research Questions

As stated earlier, this research attempts to answer four research questions, as follows:

RQ1: Is there any significant difference between the effects of direct feedback and indirect feedback on introverted EFL learners' writing performance?

RQ2: Is there any significant difference between the effects of direct feedback and indirect feedback on extroverted EFL learners' writing performance?

RQ3: Does direct feedback have a significantly different effect on introverted and extroverted EFL learners' writing performance?

RQ4: Does indirect feedback have a significantly different effect on extroverted and introverted EFL learners' writing performance in online environments?

Based on the design of the study and the characteristics of the variables, the researcher initially opted for running a two-way ANOVA test. However, as stated earlier, there are a number of test-specific assumptions which should be met before any statistical test.

4.5.1. Checking the Assumptions

To examine the effects of the treatments in the posttest scores of the participants, a two-way ANOVA was required since there is a dual learning modality (Direct Feedback versus Indirect Feedback) and

also a dual personality style (Introverted versus extroverted learners) involved with one dependent variable (i.e., writing performance) at stake. Prior to this of course, the two assumptions for running this parametric test had to be checked. Firstly, the descriptive statistics of all four groups, i.e., extroverted learners in the direct feedback group, extroverted learners in the indirect feedback group, introverted learners in the direct feedback group, and extroverted learners in the indirect feedback group had to be checked for normality of distribution. As is evident from Table 4.9 above, the skewness ratios of all four subgroups (-0.69, 0.05, -0.01, and -0.36) fell within the acceptable range of ± 1.96 .

The next assumption was checking the Levene's test of equality of error variances. Table 4.10 below shows that the variances among the four subgroups were not significantly different ($F_{(3,80)} = 1.73, p = 0.164 > 0.05$).

Table 4.10

Test of Homogeneity of Variances: Posttest Scores

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	2.225	3	80	.089
	Based on Median	1.732	3	80	.164
	Based on Median and with adjusted df	1.732	3	76.067	.165
	Based on trimmed mean	2.190	3	80	.093

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Posttest

b. Design: Intercept + Group + Style + Group * Style

Accordingly, running a two-way ANOVA was legitimized. To illustrate the factorial design, the interaction of the two modalities of the independent variable (Direct Feedback and Indirect Feedback) and moderator variables (Introverted versus extroverted learners) in this study are displayed in Table 4.11 below.

Table 4.11
Between-Subjects Factor: Posttest Scores

		Personality style	
		Extroverted	Introverted
Instruction Type	Indirect Feedback	22	19
	Direct Feedback	23	20

4.5.2. Running the Test

Table 4.12 below shows the results of the tests of between-subjects effects.

Table 4.12
Tests of Between-Subjects Effects: Posttest Scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	121.306 ^a	3	40.435	9.251	.000	.258
Intercept	20376.828	1	20376.828	4661.799	.000	.983
Group	2.078	1	2.078	.475	.021	.326
Style	16.304	1	16.304	3.730	.017	.445
Group * Style	98.390	1	98.390	22.510	.000	.320
Error	349.682	80	4.371			
Total	21057.000	84				
Corrected Total	470.988	83				

a. R Squared = .258 (Adjusted R Squared = .230)

As Table 4.12 indicates, the significance value was less than 0.05 ($F_{(3,80)} = 9.251, p = 0.00 < 0.001$). Furthermore, while there were significant differences between both introverted and extroverted learners ($F_{(1,80)} = 3.73, p = 0.021 < 0.05$) and between the effects of direct feedback and indirect feedback in this study in general ($F_{(1,80)} = 0.475, p = 0.017 < 0.05$), a significant interaction was found between the treatment and personality style ($F_{(1,80)} = 22.51, p = 0.000 < 0.05$, partial eta-squared = .32, signifying a large effect size). In other words, the two kinds of treatments, i.e., direct feedback and indirect feedback resulted in overall difference in posttest scores; moreover, being introverted and extroverted affected the overall outcome as well. Thus, it can be inferred that the significance value of interaction was an indication that these two treatments are moderated by the personality style, i.e., being introverted or extroverted. Accordingly, in order to find out if there was any significant difference between the posttests of the four groups, a Tukey post hoc was run (Table 4.13).

Table 4.13

Tukey Post Hoc on Posttest Scores of the Four Groups

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Extroverted Direct Feedback	Extroverted Indirect Feedback	2.48617*	.62348	.001	.8502	4.1221
	Introverted Direct Feedback	3.05435*	.63921	.000	1.3771	4.7316
Introverted Indirect Feedback	Extroverted Indirect Feedback	1.28708	.65478	.021	-.4310	3.0051
	Introverted Direct Feedback	1.85526*	.66978	.014	.0979	3.6127

*. The mean difference is significant at the 0.05 level.

Based on the results from ANOVA and Tukey tables above, following results were concluded:

- The effect of indirect feedback was significantly better than the effect of direct feedback (MD = 1.85, $p = .014 < .05$) on introverted EFL learners' writing performance; *hence, the first null hypothesis was rejected.*
- The effect of direct feedback was significantly better than the effect of indirect feedback (MD = 2.48, $p = .001 < .05$) on extroverted EFL learners' writing performance; *hence, the second null hypothesis was rejected.*

- The effect of direct feedback was significantly better ($MD = 3.05, p = .000 < .05$) on extroverted EFL learners' writing performance than introverted ones; *hence, the third null hypothesis was **rejected**.*
- The effect of indirect feedback was significantly better ($MD = 1.28, p = .021 < .05$) introverted EFL learners' writing performance than extroverted ones; *hence, the fourth null hypothesis was **rejected**.*

4.6 Discussion

This study aimed at investigating the effect of direct and indirect feedback types on the writing performance of extroverted and introverted learners in online teaching environments. The results of statistical analysis indicated that indirect feedback was significantly better than direct feedback on introverted EFL learners' writing performance. Moreover, direct feedback was significantly better than indirect feedback on extroverted EFL learners' writing performance. Furthermore, direct feedback was significantly better on extroverted EFL learners' writing performance than introverted ones.

Additionally, indirect feedback was significantly different on extroverted and introverted EFL learners' writing performance.

Overall, the results of the present study concerning the different effects of direct and indirect feedback on extroverted and introverted EFL learners' writing performance substantiate the findings of previous investigations in regard to the disparities between these two personality types when it comes to learning in general and language learning in particular. For instance, Baradaran and Alavi (2015) demonstrated that introvert learners significantly outperformed extrovert learners in terms of cooperative writing performance. Similarly, Banaruee et al. (2017) showed that while explicit corrective feedback was more effective for extroverts, indirect implicit feedback produced better results for introverts in writing courses.

The results are also in congruence with Gill and Oberland's (2002) findings. They carried out a project to examine if extroversion/introversion affects written production. They found that extroverts produced more words and used more social and positive emotion words, while introverts used more negations and negative

emotion words. Wakamoto (2007) found that extrovert Japanese EFL learners used socio-affective strategies more frequently than introvert ones.

In another strand of studies, Pazhuhesh (1994), Daneshvari (1996), Kiany (2001), and Rashtchi and Porkar's (2020) found differences between extroverted and introverted EFL learners in the domain of language learning. Pazhuhesh (1994) studied the relationship between the personality dimensions of extroversion/introversion and reading comprehension. The results indicated that introverts were significantly better than their extrovert counterparts. Daneshvari's (1996) results revealed that extroverts were better listening strategy users in comparison with introverts. Kiany (2001) found a relatively negative relationship between extroversion and performance of Iranian English majors and non-English majors on TOEFL and MCHE tests.

The results of the present study can be justified based on the characteristics of extroverted and introverted individuals. The finding that direct feedback was more effective than indirect feedback for extroverts stems from the tendency of extroverts to engage more in

external activities (Igbojinwaekwu et al., 2007). Extroverts' activities are inclined toward the external world, while introverts' activities learn inwardly. Extroverts have a desire for social events and going to parties and making friends, while introverts keep away from the groups and take on a shy face in personal encounters. Such characteristics of extroverted people impel them to seek more interactions and prefer more mutual exchange rather than working independently (Pazouki & Rastegar, 2009). As Pazouki and Rastegar (2009) state generally, introverts keep their distance from engaging in social activities. They are more satisfied with being alone. This characterization of introverts is in line with the more positive results for indirect feedback for this group.

Chapter V

Conclusion, Pedagogical Implications, and Suggestions for Further Research

5.1 Introduction

In this chapter, initially a summary of the findings will be given along with the conclusion. This will be followed by a discussion of the pedagogical implications of the study. At the end of this chapter, some suggestions for further research will be presented.

5.2 Summary and Conclusion

This study aimed at exploring the effects of direct and indirect feedback types on writing performance of extroverted and introverted learners in online teaching environments. The initial participants included 124 Iranian male EFL learners studying at different language schools at the pre-intermediate level of language proficiency in Sanandaj province. They were selected based on convenience sampling. First, the researcher administered the Oxford Placement Test (OPT) to these 124 EFL learners and based on the

OPT scores, 84 learners whose scores lay within the range of +/- one standard deviation from the mean were selected. Afterwards, the 84 students were given the Eysenck Personality Inventory (EPI). Based on the results, 45 learners were classified as extroverts and the remaining 39 were identified as introverts. The 45 extrovert learners were then grouped into two sub-groups consisting of 23 and 22 learners. The 39 introvert learners were also grouped into two groups consisting of 20 and 19 learners. Then, the four groups were given a writing pretest. Afterwards, two subgroups i.e., an extroverted and an introverted subgroup received direct corrective feedback on their writing via providing them with direct comments from Microsoft word program. The other two subgroups were exposed to indirect corrective feedback from Microsoft word program. As for direct feedback, the teacher provided the students with the correct form while for the indirect feedback the teacher indicated that an error existed but did not provide the correction (Ellis, 2009). After the treatment, the groups were given a writing posttest. The results of statistical analysis indicated that indirect feedback was significantly more effective than direct feedback on introverted EFL learners'

writing performance. Moreover, direct feedback was significantly more effective compared to indirect feedback on extroverted EFL learners' writing performance. Furthermore, direct feedback was significantly more effective on extroverted EFL learners' writing performance than introverted ones. Additionally, indirect feedback was significantly more effective on introverted EFL learners' writing performance as compared to extroverted learners.

Overall, the results of the present study corroborate the findings of previous investigations concerning the differences between introverted and extroverted individuals when it comes to learning in general and language learning in particular. Ellis (2004, p. 541), concluded that "in oral communication, extroverts were found to be generally more fluent than introverts both in L1 and L2, but on other aspects of L2 proficiency there exists a weak relationship with extroversion." As Dornyei and Skehan (2003) conclude, progress in extroversion and introversion domains and language learning has been slow both methodologies and systematic patterns of results. Thus, further research is necessary for sound conclusions. Thus, the results of the current study can not be taken conclusive and more

investigations are required to shed more light on the disparities between extroverts and introverts in the domain of language learning and specifically EFL writing.

5.3 Pedagogical Implications

The results of the study have some pedagogical implications for the language learning and teaching field. Some of these implications are as follows:

- Language teachers need to be aware of the effect of personality on the learning behaviors of language learners. Such awareness may help them to better tailor their feedback in alignment with learners' personality types.
- The point mentioned above requires training language teachers to deliver various types of feedback and recognize different types of personalities. Such training can be in the form of pre-service and in-service programs or periodical workshops.
- The recognition of the role of personality needs to be admitted in the language teaching materials too. Relying just on teachers to recognize the role of personality is not adequate. The textbooks and syllabuses should provide the space for

recognition of the personality and preferences of learners.

Language practice in textbooks can also cater to personality and preferences by including various exercises and activities.

5.4 Suggestions for Further Research

Like any other study, this study was not a complete one without any shortcomings. Accordingly following suggestions are made for future research:

- The present study just focused on comparing direct and indirect feedback types. Future research can address other types of feedback such as metalinguistic feedback and recasts.
- More studies can detect the effects of other variables like motivation, anxiety, self-efficacy, and the like as mediating variables on the effect of different feedback types on extroverted and introverted EFL learners' writing performance.
- The current study focused on direct and indirect feedback related to writing skills. Similar studies can be done with other language skills like speaking, listening, and reading.

- Other studies can also investigate EFL learners' and teachers' perceptions regarding the more effectiveness of direct feedback for extroverted learners and indirect feedback for introverted learners.
- Last but not least, relying on just one study to conclude about extrovert and introvert learners' writing performance as a result of certain types of feedback is not advisable. The researcher suggests similar investigations on extrovert and introvert learners' writing performance as a consequence of receiving direct and indirect feedback types.

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Appendix (A)
Oxford Placement Test (OPT)

Oxford University Press
and
University of Cambridge Local Examinations Syndicate

Name:

.....

.

Date:

.....

...

Quick
Placement
Test

Version 1

This test is divided into two parts:

Part One (Questions 1 – 40)

Part Two (Questions 41 – 60)

Do not start this part unless told to do so by your test supervisor.

Time: 30 minutes

Questions 1 – 5

Part 1

Where can you see these notices?

For questions 1 to 5, mark one letter A, B or C on your Answer Sheet.

- | | |
|--|---|
| 1. Please leave your room key at Reception | A. in a shop
B. in a hotel
C. in a taxi |
| 2. Foreign money changed here | A. in a library
B. in a bank
C. in a police station |
| 3. AFTERNOON SHOW BEGINS AT 2PM | A. outside a theatre
B. outside a supermarket
C. outside a restaurant |
| 4. CLOSED FOR HOLIDAYS
Lessons start again on the 8th January | A. at a travel agent's
B. at a music school
C. at a restaurant |
| 5. Price per night:
£10 a tent
£5 a person | A. at a cinema
B. in a hotel |

C. on a camp-site

Questions 6 – 10

- In this section you must choose the word which best fits each space in the text below.
- For questions 6 to 10, mark **one** letter **A**, **B** or **C** on your Answer Sheet.

Scotland

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the North Sea on the east. Some people (6) Scotland speak a different language called Gaelic.

There are (7) five million people in Scotland, and Edinburgh is (8) most famous city.

Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are a lot of sheep. A long time ago, there (9) many forests, but now there are only a (10) Scotland is only a small country, but it is quite beautiful.

- | | | | |
|----|----------|------------|----------|
| 6. | A. on | B. in | C. at |
| 7. | A. about | B. between | C. among |
| 8. | A. his | B. your | C. its |
| 9. | A. is | B. were | C. was |

10. **A.** few **B.** little **C.** lot

Questions 11 – 20

- In this section you must choose the word which best fits each space in the texts.
- For questions 11 to 20, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

Alice Guy Blaché

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst working for the Gaumont Film Company in the late 1890s. This was a period of great change in the cinema and Alice was the first to use many new inventions, (11) sound and color.

In 1907 Alice (12) to New York where she started her own film company. She was (13) successful, but, when Hollywood became the center of the film world, the best days of the independent New York film companies were (14) When Alice died in 1968, hardly anybody (15) her name.

- | | | | | |
|-----|---------------|--------------|----------------|----------------|
| 11. | A. bringing | B. including | C. containing | D. supporting |
| 12. | A. moved | B. ran | C. entered | D. transported |
| 13. | A. next | B. once | C. immediately | D. recently |
| 14. | A. after | B. down | C. behind | D. over |
| 15. | A. remembered | B. realized | C. reminded | D. repeated |

UFOs – do they exist?

UFO is short for ‘unidentified flying object’. UFOs are popularly known as flying saucers, (16) that is often the (17)

they are reported to be. The (18) "flying saucers" were seen in 1947 by an American pilot, but experts who studied his claim decided it had been a trick of the light.

Even people experienced at watching the sky, (19) as pilots, report seeing UFOs. In 1978 a pilot reported a collection of UFOs off the coast of New Zealand. A television (20) went up with the pilot and filmed the UFOs. Scientists studying this phenomenon later discovered that in this case they were simply lights on boats out fishing.

- | | | | | |
|-----|--------------|--------------|-------------|--------------|
| 16. | A. because | B. therefore | C. although | D. so |
| 17. | A. look | B. shape | C. size | D. type |
| 18. | A. last | B. next | C. first | D. oldest |
| 19. | A. like | B. that | C. so | D. such |
| 20. | A. cameraman | B. director | C. actor | D. announcer |

Questions 21 – 40

- In this section you must choose the word or phrase which best completes each sentence.
- For questions 21 to 40, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

21. The teacher encouraged her students to an English pen-friend.

- | | |
|-----------------|-------------|
| A. should write | C. wrote |
| B. write | D. to write |

22. They spent a lot of time at the pictures in the museum.

- | | |
|------------|------------|
| A. looking | C. to look |
|------------|------------|

- [illegible]

40. He's still getting the shock of losing his job.

A. across

C. over

B. by

D. through

Part 2

Do not start this part unless told to do so by your test supervisor.

Questions 41 – 50

- In this section you must choose the word or phrase which best fits each space in the texts.
- For questions 41 to 50, mark one letter A, B, C or D on your Answer Sheet.

The tallest buildings – SKYSCRAPERS

Nowadays, skyscrapers can be found in most major cities of the world. A building which was many (41) high was first called a skyscraper in the United States at the end of the 19th century, and New York has perhaps the (42) skyscraper of them all, the Empire State Building. The (43) beneath the streets of New York is rock, (44) enough to take the heaviest load without sinking, and is therefore well-suited to bearing the (45) of tall buildings.

41. A. stages

B. steps

C. stories

D. levels

42. A. first-rate

B. top-class

C. well-built

D. best-known

43. A. dirt

B. field

C. ground

D. soil

44. A. hard

B. stiff

C. forceful

D. powerful

45. A. weight

B. height

C. size

D. scale

SCRABBLE

Scrabble is the world's most popular word game. For its origins, we have to go back to the 1930s in the USA, when Alfred Butts, an architect, found himself out of (46) He decided that there was a (47) for a board game based on words and (48) to design one. Eventually he made a (49) from it, in spite of the fact that his original (50) was only three cents a game.

- | | | | | |
|-----|------------|-------------|-------------|--------------|
| 46. | A. earning | B. work | C. income | D. job |
| 47. | A. market | B. purchase | C. commerce | D. sale |
| 48. | A. took up | B. set out | C. made for | D. got round |
| 49. | A. wealth | B. fund | C. cash | D. fortune |
| 50. | A. receipt | B. benefit | C. profit | D. allowance |

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
- For questions 51 to 60, mark **one** letter **A, B, C** or **D** on your Answer Sheet.

51. Roger's manager to make him stay late if he hadn't finished the work.

- | | |
|-------------|---------------|
| A. insisted | C. threatened |
| B. warned | D. announced |

52. By the time he has finished his week's work, John has hardly energy left for the weekend.

- | | |
|---------|---------|
| A. any | C. no |
| B. much | D. same |

53. As the game to a close, disappointed spectators started to leave.

- | | |
|-----------|---------------|
| A. led | C. approached |
| B. neared | D. drew |

54. I don't remember the front door when I left home this morning.

- | | |
|------------|-------------------|
| A. to lock | C. locked |
| B. locking | D. to have locked |

55. I to other people borrowing my books: they always forget to return them.

- | | |
|-------------|------------|
| A. disagree | C. dislike |
| B. avoid | D. object |

56. Andrew's attempts to get into the swimming team have not with much success.

- | | |
|---------------|-----------|
| A. associated | C. joined |
|---------------|-----------|

B. concluded

D. met

57. Although Harry had obviously read the newspaper article carefully, he didn't seem to have..... the main point.

A. grasped

C. clasped

B. clutched

D. gripped

58. A lot of the views put forward in the documentary were open to

A. enquiry

C. question

B. query

D. wonder

59. The new college for the needs of students with a variety of learning backgrounds.

A. deals

C. furnishes

B. supplies

D. caters

60. I find the times of English meals very strange – I'm not used dinner at 6pm.

A. to have

C. having

B. to having

D. have

Appendix (B)

Eysenck Personality Questionnaire

در این پرسشنامه 57 سوال درباره رفتار و احساسات مختلف وجود دارد. هر سوال او را به دقت بخوانید. اگر با محتوای آن موافق بودیدی در مقابل شماره آن و در ستون بلی علامت x بگذارید، اما اگر با محتوای آن سوال مخالف بودید، باز هم در مقابل آن و در ستون خیر علامت x بگذارید. توجه داشته باشید که پاسخ شما به سوال به صورت بلی یا خیر خواهد بود و حد وسط نخواهد داشت. بنابراین، در پاسخگویی به هر سوال باید رفتار و احساسات عادی و کلی خود را در نظر بگیرید. به همه سوالات پاسخ دهید و وقت خود را روی سوالات خاصی از دست ندهید. پاسخ شما به هر سوال باید اولین واکنش شما درباره آن باشد. بنابراین، زیاد فکر نکنید و اولین پاسخی را که به ذهنتان می رسد علامت بزنید.

ردیف	سوال	بلی	خیر
1	آیا شغلی را دوست دارید که در آن با اشخاص زیادی در تماس و معاشرت باشید ؟	<input type="checkbox"/>	<input type="checkbox"/>
2	آیا بدون کمک و دلسوزی دوستان غالب افسرده و غمگین هستید ؟	<input type="checkbox"/>	<input type="checkbox"/>
3	آیا سرگرمیهای دسته جمعی را به سرگرمیهای انفرادی ترجیح می دهید ؟	<input type="checkbox"/>	<input type="checkbox"/>
4	آیا فراموش کردن غمها و شکستهای گذشته برای شما واقعاً دشوار است ؟	<input type="checkbox"/>	<input type="checkbox"/>
5	آیا کارهای خود را معمولاً از روی نقشه و مطالعه قبلی انجام می دهید ؟	<input type="checkbox"/>	<input type="checkbox"/>
6	آیا تا به حال در زندگی در تمام موارد به قول و وعده خود عمل کرده اید ؟	<input type="checkbox"/>	<input type="checkbox"/>
7	آیا خلق و خوی شما معمولاً متغیر و دمدمی است ؟	<input type="checkbox"/>	<input type="checkbox"/>
8	آیا معمولاً بدون تفکر و مطالعه کافی چیزی می گوئید یا کاری انجام می دهید ؟	<input type="checkbox"/>	<input type="checkbox"/>
9	آیا گاهی بی آنکه علتی درکار باشد ناگهان احساس غم و اندوه می کنید ؟	<input type="checkbox"/>	<input type="checkbox"/>
10	آیا حاضرید به کارهای شانس و لی جالب دست بزنید ؟	<input type="checkbox"/>	<input type="checkbox"/>
11	آیا آدم کمرویی هستید ؟	<input type="checkbox"/>	<input type="checkbox"/>
12	آیا ممکن است گاهی آرامش خود را از دست بدهید و عصبانی شوید ؟	<input type="checkbox"/>	<input type="checkbox"/>
13	آیا کارها را معمولاً از روی احساس آنی انجام می دهید ؟	<input type="checkbox"/>	<input type="checkbox"/>
14	آیا معمولاً درباره ی گفته ها و کارهای گذشته خود احساس پشیمانی و نگرانی می کنید ؟	<input type="checkbox"/>	<input type="checkbox"/>

15	<input type="checkbox"/>	<input type="checkbox"/>	آیا کارهایی مثل مطالعه کتاب و مجله را به معاشرت با مردم ترجیح می دهید ؟
16	<input type="checkbox"/>	<input type="checkbox"/>	آیا آدم حساس و زود رنجی هستید ؟
17	<input type="checkbox"/>	<input type="checkbox"/>	آیا علاقه زیادی به تفریح و گردش با دوستان دارید ؟
18	<input type="checkbox"/>	<input type="checkbox"/>	آیا گاهی منافع خود را به منافع دوستان ترجیح می دهید ؟
19	<input type="checkbox"/>	<input type="checkbox"/>	آیا گاهی ناگهان خود را سرشار از نیرو و نشاط و گاهی سست و خسته احساس می کنید ؟
20	<input type="checkbox"/>	<input type="checkbox"/>	آیا ترجیح می دهید که به جای دوستان فراوان فقط چند دوست صمیمی داشته باشید ؟
21	<input type="checkbox"/>	<input type="checkbox"/>	آیا زیاد خیالبافی می کنید ؟
22	<input type="checkbox"/>	<input type="checkbox"/>	آیا اگر کسی سر شما داد بزند شما هم سراو داد می زنید ؟
23	<input type="checkbox"/>	<input type="checkbox"/>	آیا احساس گناه و پشیمانی شما را رنج می دهد ؟
24	<input type="checkbox"/>	<input type="checkbox"/>	آیا تمام عاداتهای شما مطلوب و پسندیده هستند ؟
25	<input type="checkbox"/>	<input type="checkbox"/>	آیا از شرکت در مهمانیها و مجالس گرم و با نشاط واقعاً لذت می برید ؟
26	<input type="checkbox"/>	<input type="checkbox"/>	آیا در برابر مشکلات زندگی معمولاً زود مأیوس و دلسرد می شوید ؟
27	<input type="checkbox"/>	<input type="checkbox"/>	آیا آشنایانتان شما را شخصی سرزنده و با نشاط می دانند ؟
28	<input type="checkbox"/>	<input type="checkbox"/>	آیا پس از انجام کار مهمی معمولاً احساس می کنید که می توانستید آن را بهتر انجام دهید ؟
29	<input type="checkbox"/>	<input type="checkbox"/>	آیا در معاشرت با دیگران معمولاً کم حرف و خاموشید ؟
30	<input type="checkbox"/>	<input type="checkbox"/>	آیا گاهی پشت سر دیگران حرف می زنید ؟
31	<input type="checkbox"/>	<input type="checkbox"/>	آیا شبها افکار و خیالات مختلف مانع خواب شما می شود ؟
32	<input type="checkbox"/>	<input type="checkbox"/>	آیا تنها کار کردن را به کارهای دسته جمعی ترجیح می دهید ؟
33	<input type="checkbox"/>	<input type="checkbox"/>	آیا گاهی دچار طپش قلب می شوید ؟
34	<input type="checkbox"/>	<input type="checkbox"/>	آیا کارهایی را دوست دارید که در آنها دقت فوق العاده لازم است ؟
35	<input type="checkbox"/>	<input type="checkbox"/>	آیا گاهی چنان ناراحت می شوید که بدن شما می لرزد ؟
36	<input type="checkbox"/>	<input type="checkbox"/>	آیا گاهی نسبت به دوستان خود احساس حسادت می کنید ؟
37	<input type="checkbox"/>	<input type="checkbox"/>	آیا با معاشرت با اشخاصی که اهل شوخی هستند متنفرید ؟

38	آیا معمولاً زود عصباني مي شويد ؟	<input type="checkbox"/>	<input type="checkbox"/>
39	آیا کارهايي را دوست داريد که در آنها سرعت عمل مهم است ؟	<input type="checkbox"/>	<input type="checkbox"/>
40	آیا غالباً نگران هستيد که حوادث شوم و ناگواري براي شما اتفاق بيفتد ؟	<input type="checkbox"/>	<input type="checkbox"/>
41	آیا رفتار و حرکت شما معمولاً با عجله و شتاب همراه است ؟	<input type="checkbox"/>	<input type="checkbox"/>
42	آیا گاهي با دوستان خود قهر مي کنيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
43	آیا خوابهاي آشفته زياد مي بينيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
44	آیا به قدری به معاشرت علاقه داريد که حتي با اشخاص ناشناس فوراً سر صحبت را باز مي کنيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
45	آیا اغلب اوقات دردهاي مختلفي در بدن خود احساس مي کنيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
46	آیا اگر نتوانيد اکثراًوقات با عده ي زيادي معاشرت کنيد واقعاً ناراحت مي شويد ؟	<input type="checkbox"/>	<input type="checkbox"/>
47	آیا معمولاً آرامش و خونسردی خود را زود از دست مي دهيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
48	آیا ممکن است از میان آشنایان خود از يکي دو نفر واقعاً متنفر باشيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
49	آیا اعتماد به نفس کافي داريد ؟	<input type="checkbox"/>	<input type="checkbox"/>
50	آیا وقتی ديگران از شما انتقاد مي کنند زود ناراحت مي شويد ؟	<input type="checkbox"/>	<input type="checkbox"/>
51	آیا اکثر مهمانيها و دید و بازديد ها را اتلاف وقت مي دانيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
52	آیا آیا دچار احساس حقارت هستيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
53	آیا مي توانيد با شوخي و گفتن داستانهاي با مزه دوستان خود را شاد و سرگرم کنيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
54	آیا گاهي معايب خود را از ديگران مخفي مي کنيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
55	آیا نگران سلامتي خود هستيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
56	آیا دوست داريد که سربه سر ديگران بگذاريد و با آنها شوخي کنيد ؟	<input type="checkbox"/>	<input type="checkbox"/>
57	آیا شبها دچار بي خوابي مي شويد ؟	<input type="checkbox"/>	<input type="checkbox"/>

پاسخنامه تست شخصیت آیزینک

خانوادگی

نام

و

نام

جنسیت:.....

سن:.....

شماره	بل	خی	شماره	بل	خی	شماره	بل	خی	شماره	بل	خی
1			16			31			46		
2			17			32			47		
3			18			33			48		
4			19			34			49		
5			20			35			50		
6			21			36			51		
7			22			37			52		
8			23			38			53		
9			24			39			54		
10			25			40			55		
11			26			41			56		
12			27			42			57		
13			28			43					
14			29			44					
15			30			45					

Appendix (C)

کلید تصحیح آزمون شخصیتی آیزنک

E مقیاس

Extraversion

«برون گرایی»

شماره	بل	خی	شماره	بل	خی	شماره	بل	خی	شماره	بل	خی
1			16			31			46		
2			17			32			47		
3			18			33			48		
4			19			34			49		
5			20			35			50		
6			21			36			51		
7			22			37			52		
8			23			38			53		
9			24			39			54		
10			25			40			55		
11			26			41			56		
12			27			42			57		
13			28			43					

		44			29			14
		45			30			15

تعداد پاسخهایی را که با کلید مطابقت می کند بشمارید، در روی پاسخنامه و در مقابل حرف E بنویسید

کلید تصحیح آزمون شخصیتی آیزنک
امقیاس
Introversion
«درونگرایی»

شماره	بل	خی	شماره	بل	خی	شماره	بل	خی	شماره	بل	خی
1			16			31			46		
2			17			32			47		
3			18			33			48		
4			19			34			49		
5			20			35			50		
6			21			36			51		
7			22			37			52		
8			23			38			53		
9			24			39			54		
10			25			40			55		
11			26			41			56		
12			27			42			57		
13			28			43					
14			29			44					
15			30			45					

تعداد پاسخهایی را که با کلید مطابقت می کند بشمارید، در روی پاسخنامه و در مقابل حرف I بنویسید.. پس از نوشتن نمرات خام در روی پاسخنامه، رتبه های درصدی آنها را از روی جدول تبدیل نمرات خام به رتبه های درصدی پیدا کنید و در مقابل هر یک بنویسید.

آزمون شخصیتی آیزنک
جدول تبدیل نمرات خام به رتبه های درصدی

نمرات خام	امقیاس	Eمقیاس
24	99	-
23	99	-
22	98	99
21	97	99
20	96	98
19	95	97
18	94	95
17	89	90
16	85	83
15	81	74
14	76	63
13	71	53
12	64	42
11	56	32
10	49	25
9	41	18
8	32	13
7	25	10
6	18	6
5	13	4
4	9	3
3	6	2
2	3	1
1	1	-
0	1	-

چکیده:

این مطالعه به بررسی تأثیر انواع بازخورد مستقیم و غیرمستقیم بر عملکرد نوشتاری فراگیران برون‌گرا و درون‌گرا در محیط‌های آموزشی آنلاین پرداخته است. ابتدا، محقق آزمون تعیین سطح آکسفورد (OPT) را برای 124 زبان آموز زبان انگلیسی اجرا کرد و بر اساس نمرات OPT، 84 زبان آموزی که نمرات آنها در محدوده +/- انحراف معیار از میانگین قرار داشت انتخاب شدند. پس از آن، به 84 دانش آموز پرسشنامه شخصیت آیزنک (EPI) داده شد. بر اساس نتایج، 45 یادگیرنده برون‌گرا در دو زیر گروه 23 و

22 یادگیرنده قرار گرفتند. همچنین 39 یادگیرنده درونگرا در دو زیر گروه 20 و 19 یادگیرنده گروه بندی شدند. سپس به چهار گروه پیش آزمون نوشتاری داده شد. پس از آن، دو زیر گروه یعنی یک برونگرا و یک زیرگروه درونگرا از طریق ارائه نظرات مستقیم از برنامه مایکروسافت ورد بازخورد مستقیمی در مورد نوشته خود دریافت کردند. دو زیر گروه دیگر در معرض بازخورد غیرمستقیم قرار گرفتند. پس از پایان درمان، به گروه ها پس آزمون نوشتاری داده شد. نتایج تجزیه و تحلیل آماری نشان داد که بازخورد غیرمستقیم به طور معنی داری مؤثرتر از بازخورد مستقیم بر عملکرد نوشتاری درونگرایان است. علاوه بر این، بازخورد مستقیم به طور قابل توجهی در مقایسه با بازخورد غیرمستقیم در عملکرد نوشتاری برونگرایان مؤثرتر بود. علاوه بر این، بازخورد مستقیم به طور قابل توجهی بر عملکرد نوشتاری برونگراها مؤثرتر از درونگراها بود. علاوه بر این، بازخورد غیرمستقیم در مقایسه با برونگراها به طور قابل توجهی بر عملکرد نوشتاری درونگراها مؤثرتر بود.

کلیدواژه ها: بازخورد مستقیم، بازخورد غیرمستقیم، برونگرایی، درونگرایی، عملکرد نوشتاری



معاونت پژوهش و فن آوری به نام خدا

منشور اخلاق پژوهش

با یاری از خداوند سبحان و اعتقاد به این که عالم محضر خداست و همواره ناظر بر اعمال انسان و به منظور پاس داشت مقام بلند دانش و پژوهش و نظر به اهمیت جایگاه دانشگاه در اعتلای فرهنگ و تمدن بشری، ما دانشجویان و اعضای هیئت علمی واحدهای دانشگاه آزاد اسلامی متعهد می گردیم اصول زیر را در انجام فعالیت های پژوهشی مد نظر قرار داده و از آن تخطی نکنیم:

- 1- اصل حقیقت جویی: تلاش در راستای پی جویی حقیقت و وفاداری به آن و دوری از هرگونه پنهان سازی حقیقت.
- 2- اصل رعایت حقوق: التزام به رعایت کامل حقوق پژوهشگران و پژوهیدگان (انسن، حیوان و نبات) و سایر صاحبان حق.
- 3- اصل مالکیت مادی و معنوی: تعهد به رعایت کامل حقوق مادی و معنوی دانشگاه و کلیه همکاران پژوهش.
- 4- اصل منافع ملی: تعهد به رعایت مصالح ملی و در نظر داشتن پیشبرد و توسعه کشور در کلیه مراحل پژوهش.
- 5- اصل رعایت انصاف و امانت: تعهد به اجتناب از هرگونه جانب داری غیر علمی و حفاظت از اموال، تجهیزات و منابع در اختیار.
- 6- اصل رازداری: تعهد به صیانت از اسرار و اطلاعات محرمانه افراد، سازمان ها و کشور و کلیه افراد و نهادهای مرتبط با تحقیق.
- 7- اصل احترام: تعهد به رعایت حریم ها و حرمت ها در انجام تحقیقات و رعایت جانب نقد و خودداری از هرگونه حرمت شکنی.
- 8- اصل ترویج: تعهد به رواج دانش و اشاعه نتایج تحقیقات و انتقال آن به همکاران علمی و دانشجویان به غیر از مواردی که منع قانونی دارد.
- 9- اصل برائت: التزام به برائت جویی از هرگونه رفتار غیرحرفه ای و اعلام موضع نسبت به کسانی که حوزه علم و پژوهش را به شائبه های غیر علمی می آلاینند.



دانشگاه آزاد اسلامی
واحد علوم و تحقیقات
دانشکده علوم تربیتی و روانشناسی، گروه زبان انگلیسی

پایان نامه برای دریافت درجه کارشناسی ارشد در رشته آموزش زبان انگلیسی

عنوان

تاثیر بازخورد مستقیم و غیر مستقیم بر عملکرد نوشتاری زبان آموزان برون گرا و درون
گرا در محیط تدریس آنلاین

استاد راهنما:

دکتر علیرضا امجدی پرور

نگارنده:

زبیر فرخزادی

تابستان 1402



دانشگاه آزاد اسلامی
واحد علوم و تحقیقات

تعهدنامه اصالت رساله یا پایان نامه

اینجانب زبیر فرخزادی دانش آموخته مقطع کارشناسی ارشد ناپیوسته/دکترای حرفه ای / دکتری تخصصی / در رشته آموزش زبان انگلیسی که در تاریخ از پایان نامه / رساله خود تحت عنوان " تاثیر بازخورد مستقیم و غیر مستقیم بر عملکرد نوشتاری زبان آموزان برون گرا و درون گرا در محیط تدریس آنلاین" با کسب نمره و درجه دفاع نموده ام بدینوسیله متعهد می شوم:

- (1) این پایان نامه / رساله حاصل تحقیق و پژوهش انجام شده توسط اینجانب بوده و در مواردی که از دستاوردهای علمی و پژوهشی دیگران (اعم از پایان نامه، کتاب، مقاله و ...) استفاده نموده ام، مطابق ضوابط و رویه موجود، نام منبع مورد استفاده و سایر مشخصات آن را در فهرست مربوطه ذکر و درج کرده ام.
- (2) این پایان نامه / رساله قبلاً برای دریافت هیچ مدرک تحصیلی (هم سطح، پائین تر یا بالاتر) در سایر دانشگاه ها و مؤسسات آموزش عالی ارائه نشده است.
- (3) چنانچه بعد از فراغت از تحصیل، قصد استفاده و هرگونه بهره برداری اعم از چاپ کتاب، ثبت اختراع و ... از این پایان نامه داشته باشم، از حوزه معاونت پژوهشی واحد مجوزهای مربوطه را اخذ نمایم.
- (4) چنانچه در هر مقطع زمانی خلاف موارد فوق ثابت شود، عواقب ناشی از آن را می پذیرم و واحد دانشگاهی مجاز است با اینجانب مطابق ضوابط و مقررات رفتار نموده و در صورت ابطال مدرک تحصیلی ام هیچ گونه ادعایی نخواهم داشت.

نام و نام خانوادگی:

زبیر فرخزادی

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ