

An Investigation of Reading Strategies used by Extrovert and Introvert Intermediate Students in Ilam Province, Iran

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ABSTRACT: The ability to comprehend texts written in English helps to learn the target language. It is also very significant for academic studies, enjoyment, survival and others. However, it was felt that most students fail to understand texts. As different writers state the causes of the failure, different suggestions are also given to minimize the failure of students' comprehension skills as a solution. The relevance of the ability to comprehend texts, the researcher's experience and other views on the causes of the problem as well as the solutions initiated the researcher to figure out factors that affect students' reading comprehension ability. Two of the most examined dimensions of personality that have an affective influence on language learning are extroverted and introverted. In the current thesis the researcher first defines and looks at the different studies conducted to examine the relationship between the two factors and second language acquisition (SLA). Results show that extroverts seem to take full advantage of language-use opportunities as they tend to be sociable, and are more likely to join groups, more inclined to engage in conversations both inside and outside the classroom. However, results have also concluded that a more extroverted personality may be better suited to classroom learning, especially reading skills. With this intention the study was conducted on 60 sampled students from high school. After the instructions finished, the mean scores of the two groups on this post test was computed and a two-way ANOVA was run to test the three hypotheses raise in this study. The results indicated that extroverts outperform introverts in reading comprehension and used more strategies.

Keywords: extroversion; introversion; second language acquisition; personality, reading

INTRODUCTION

Reading is a very pivotal skill in our life and it is important for the mind and the success of students' academic career as people who cannot read well, don't do well in school and lose a lot of important things in life (Swihart (2009,p.2). Reading; is a very complex mental activity that contains vision, dubbing, thought, and rendition. According to Akyol (2006:29) Reading is a dynamic inferring process that makes communication between writer and reader essential. Reading skill means students' reading texts they encounter in their daily lives properly and fluently by using right methods (Özbay, 2006: 5). Reading is an important skill for most students of English throughout the world, especially in countries where foreign language learners do not have the opportunity to interact with native speakers but have access to the written form of that language (Rivers, 1968). Reading comprehension is of paramount importance. According to Richards and Renandya (2002, p12), reading has gathered the attention of many experts, researchers, learners because of a number of reasons:

Firstly, Reading is one of the most crucial aims of foreign language learners because in this way they can read for knowledge, for their career, and for educational purposes. *Secondly*, reading texts is considered as pedagogical purposes because linguistic exposure to rich text not only increases the speed of language acquisition but also expose them to good writing samples. *Thirdly*, it also gives students time to be familiar with new points of discussion, to encourage speaking and to work on other skills such as vocabulary, grammar, idioms.

Reading comprehension is defined as "the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and meta cognitive strategies (Badr El Deen (2011, p.11) ". As Grabe (2004, p.19) suggested that "reading comprehension implies

processing efficiency, language knowledge, strategic awareness, extensive practice in reading, cognitive resources in working memory to allow critical reflection, and appropriate purposes for reading”.

Reading in English is becoming increasingly important for the students. They need to be able to read texts in English, not only for academic purposes, but also for their careers. Reading has many beneficial effects in language acquisition. Some researchers believe that reading facilitates language development (Martin-Chang & Gould, 2008).

Roe, Smith & Burns (2005) stated that if one wants to understand the reading text completely, he must use the clues in the text for inferential understanding and creative and critical reading, which means figuring out literary terms, deciding the author's intention, evaluating the stated views and putting those views in real conditions. People like to read more and more and teacher uses this opportunity to encourage learners to choose for themselves what they read and they are also encouraged to do the reading for pleasure and general language improvement which is called extensive reading (Harmer, 2008).

Richards and Renandya (2002) argue that in many second or foreign language teaching situations, reading receives a special focus. He believes that there are a number of reasons for this. First, many language foreign language students often consider reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all the learners ever want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the purpose of language acquisition. Good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion, and to study language. Reading, then, is a skill which is highly valued by students and teachers (p. 273).

Reading is vital for academic achievement and is an important and necessary skill for successful functioning as a competent adult in today's society (Human Resources and Social Development Canada, 2003). Reading is a way of communication. It is an interactive process of communication. It is also a means to comprehend the meaning the writer intends to convey. Reading plays crucial role in promoting learning and serving as an instrument by which students, could study subjects in the curriculum. Moreover, students' general educational achievement depends mainly on their ability to read (Wells, 2007). According to Jacobson (2007), reading consists of four core components: alphabetic, fluency, vocabulary, and comprehension. Nevertheless, the aim of reading is comprehension whether the individuals read for pleasure or for going information.

As Shanker (2009) states, the term reading comprehension has several different definitions. While most experts agree that reading comprehension is the meaning gained from what is written on the page, they often disagree about the source of meaning.

According to John the Peregrine (2009), to extroverts an activity such as sitting alone for extended periods reading books seems like torture.

Certainly, plenty of extroverts read books, but it's mainly filler for odd moments when there's no one to talk to and usually titles from the bestseller list with potential as conversation material. Someone who likes to continuously talk reads the books that are being talked about.

An introvert generally pursues reading far more aggressively than the extrovert, sitting down for hours at a time, and will do so for the sheer pleasure of it. Certainly enjoyment is drawn from purely entertaining works of fiction, but what extroverts have difficulty understanding is the preponderance of less-accessible literature and non-fiction. Personality is considered as one of the individual differences which is greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. It should also be emphasized that people should not be regarded to be either extraverts or introverts because it is a continuum which specifies one's degree of outgoingness. Eysenck (1965, p.59) characterizes a representative extravert as: sociable, enjoys parties, has a lot of friends, and hates reading or studying by him. He desires excitement, takes opportunities...and is usually an impulsive individual. He is fond of useful jokes, always has a prepared answer...likes change...and becomes irritated fast. From another point of view, he clarifies a representative introvert as: peaceful, timid, introspective, and enthusiastic about books rather than people; he is reticent and reserved except to close friends. He enjoys planning ahead, "looks before he leaps", and mistrust the impulse of the moment.

Statement of the Problem

In many parts of the world reading knowledge of a foreign language is often very important to academic success, professional and personal development. This is particularly true of English as so much of professional, scientific and technical literature is published in English today. It is frequently the case that the ability to read in English is required of students by their subject departments, often assessed by a test of reading comprehension.

Reading ability is often all that is needed by learners of English. But, it is a common problem that most high school students fail to read adequately in the foreign language. Very commonly, high school students' reading comprehension seems at lower level and students read with less understanding than their teachers might expect them to have. Teachers, students themselves and parents tell that high school students' reading comprehension difficulty is a considerable problem. This study was emphasized on the factors (here extroversion and introversion) that affect the reading comprehension of high school students specifically grade nine. Grade nine students were targeted because of the following two reasons. The first reason is that grade nine is a level at which students join high school and take difficult subject matters which require their deep understanding, therefore, extra reading quality is required of them. The second reason is that, since it is the time that they start preparing themselves for tenth grade National exam. Therefore the purpose of this study was to investigate the factors that affect the reading comprehension of grade nine students.

Research Questions

With regard to the main intention of the present research the following questions were made:

1. Does the training based on personality type affect reading comprehension improvement?
2. Does the teaching reading based on introverted and extroverted learners affect learning of English reading comprehension in the students?
3. Do reading strategies increase the comprehension of English text in the students?

Research hypotheses

With regard to the main intention of the present research the following hypotheses was raised:

H1: The teaching based on introverted/extroverted learners increases the learning of English reading in the students.

H2: The teaching based on reading strategies increases the comprehensions of English text in the students.

Null hypothesis: The teaching based on introverted/extroverted learners doesn't increase the learning of English reading in the students.

Review of Related Literature

Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction (Pardo, (2004). The aim of this study is to identify the relationship between personality types of intermediate EFL students and their learning styles. Personality can be defined in two different ways (a) a number of qualities characterizing an individual, or as (b) the subjacent system that brought on the set of attributes (Boyle, Mathews, & Saklofske, 2008). The total population of the study is composed of 60 EFL students from a high school in Ilam province, Iran. The source of the relationship between personality and learning styles is based on the Theory of Personality Types Carl Jung (1927) (Ekici, 2013). Personality typing is a tool with many uses. It's especially notable for its helpfulness in the areas of growth and self-development. Learning and applying the theories of personality type can be a powerful and rewarding experience, if it is used as a tool for discovery, rather than as a method for putting people into boxes, or as an excuse for behavior. Personality is defined as an inborn temperament and features arising in different situations and a combination of the characteristics of a person which separate him/her from other people. According to another definition, personality is the unique features of every human being; exhibition of characteristic adaptations; unique identifications towards life and a set of cultural differences (McAdams & Pals, 2006).

Extroversion/Introversion

The notion of extroversion/ introversion stems from trait theories of personality developed in psychology. Trait theorists try to identify this in a human being's personality that is relatively stable, and it is believed, at least partly innate. The majority of studies on the personality research in SLA have looked at the relationship between the extroversion-introversion dimension of personality and different linguistic variables. Extroversion and Introversion are used to gauge two styles. Of course, everyone is extroverted or introverted in some degree, but not in the same degree. Extrovert characters tend to be gregarious, while the introverted tend to be private. The activity of the extrovert is seen as directed towards the external world and that of the introvert inward upon himself or herself. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. On the other hand, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982). In other words, extroverts are motivated from

without and their attention is directed outward. They are people who appear relaxed, confident, and have trouble understanding life until they have lived it. When they are feeling bad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energized from the outside world, and they look for meaning outside of themselves. Introverts, on the other hand, are motivated from within and they are oriented towards the inner realm of ideas, imagery, and reflection. They get their energy from within rather than from the outside world. An introvert values quiet time alone for thinking while an extrovert wants time with others for action. Introverts believe that they cannot live life until they have understood it. They are seen as reserved, quiet, shy, aloof, and distant. When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and engage in reflective activity that only involves herself/himself. Introverts look to the inner world for energy and meaning.

Reading, whether in first language (L1) or second/foreign language (L2), has drawn a considerable degree of pro and con debates among experts over its interpretation during the past forty years. It has been conceptualized and defined in numerous ways; however, the areas of commonality outweigh the differences. In the meantime, so much attention has also been directed toward comprehension in reading now and in years past. There is a general consensus of opinions concerning the definition that views reading comprehension as the process of unlocking meaning from connected text. However, the probing of the relevant literature encourages one to infer that less attention has been devoted in empirical investigations carried out to date on poor comprehension of EFL learners. In this connection, this writing thrived to re-raise the issue of L2 poor comprehension. Overall, the present paper explored the notion that the reason why some EFL readers excel and others struggle lies in what they themselves do the strategies that they bring to L2 reading. Lightbown and Spada (2006) state that many classroom teachers believe that in second or foreign language learning, extraverts are more successful than introverts, particularly in their communicative ability. Ehrman and Oxford (1990) found an important relationship between EXT/INT and learner strategies of 20 adults learning Turkish as a foreign language. They found that extraverts preferred social strategies such as asking for clarification, and functional practice strategies such as seeking practice opportunities outside of class while introverts preferred to learn alone and avoid social contacts and spontaneous situations. Wakamoto (2000) also studied the relationship between EXT/INT and language learning strategies of 222 Japanese EFL learners. He found that functional practice strategies and socio-affective strategies significantly correlated with extravert learners, but with introverts, he could see no preferred language learning strategies. He also concluded that extravert learners will ask for clarification more readily than introverts, so they improve their chances for input needed for developing an interlanguage. In another study, Wakamoto (2007) examined the impact of EXT/INT and associated learner strategies on English language comprehension. He observed that extravert Japanese EFL learners used socio-affective strategies more frequently than introvert ones. Yadegari (2007) observed that in written communication, extravert EFL learners used interactional strategies and a sub-type of linguistic strategies i.e. transliteration more frequently than introvert ones whereas introvert EFL learners used conceptual strategies more than extravert ones. In another recent study, Gan (2008) investigated the impact of extraversion on pronunciation, communication strategies, vocabulary and language patterns of L2 learners in Hong Kong. The results of analyses indicated that communication strategies correlated with extraversion although this correlation did not reach the significance level. To him, extraverts seemed to employ communication strategies more than introverts.

There is no doubt that personality is one of the important factors which impact the second language acquisition, and it is a complicated aspect which is affected by different factors, such as ethnic background, culture, and environment, and so on. Although many researches, as mentioned before, have made a lot of endeavors to study this, it is not surprising that the results of so many experiments are unclear, and that any conclusions can only be viewed as tendencies, not absolutes. More new findings are expected to come up with further development in the personality research area, and to put them into teaching practice of second language in order to the rapid development of second language teaching.

Personality and Reading Comprehension

All those who are involved in the field of language teaching, whether they are working on reading or any other skills, have one purpose in mind and that is to ease the process of teaching for themselves and learning for learners. Therefore, teachers' knowledge in the last few years towards the importance of knowing more about learners' differences, characteristics, personality types, and psychological effects has been increased. Learner factors namely age, aptitude, attitude, motivation, personality, cognitive styles, and preferred learning strategies must be taken into consideration in any comprehensive theory at L2 acquisition (Hadley, 2003). Therefore, a person may have different personality type; however, regarding what type of personality type best suit them in that very case of learning, they decide to utilize the best one through modifying the most appropriate one. Hence, in

order to facilitate learning through the use of certain strategies, more effective ones should be modified (Hedge, 2008).

Millot and Cranney (1976) in a study on relationship between personality type and learning style in reading comprehension found a significant link between personality types of introversion, intuition and perceiving and learning style. Brown (1973) poses that maybe a relationship could be found between extraversion and reading comprehension.

METHODOLOGY

Participants

To fulfill the objectives of this study, 120 male high school students with the age range of 17-19 studying in Ilam high School. These participants were selected through a proficiency test from 120 learners in the same language school. Therefore, the number of selected participants for the sake of study was 60 students. Because of the number of the participants, the treatments were conducted in two terms. The participants' selection procedures were also done at the beginning of each term meaning that the pretest was administered to 120 learners at the outset of the study through which 60 learners were chosen. Then, they underwent reading texts, 30 introverts and 30 extroverts, and the first phase of the treatment was commenced.

Design

As it was mentioned, the current study was concerned with the effects of pre-reading activities trend (approach). The design of this study was "pre-test post-test control group design" (Maftoon, 2003). Sixty EFL learners took part as the subjects in two groups of 30. Such a design has been illustrated in Table 3.1 as follow:
Insert table 3.1 about here

MATERIALS

To accomplish the objectives of this study, two tests (pre and posttests) and a questionnaire regarding personality type were administered. Moreover, certain materials were also used in the teaching procedure throughout the both terms. The first test as the pretest was used for homogenization process prior to the treatment. The second administration of the test was when the treatment was completed. Therefore, the posttest was used this time after the course. The questionnaire was to assess the personality traits of the participants. This hugely validates test consists of 57 Yes/No items. The scores given to those who fill out the questionnaire were: the E score computed out of 24 is related to how much extrovert a person is, the N score measuring the neuroticism is also out of 24, and the Lie score which tries to measure how socially desirable a person has wanted to prove to be is out of 9. The main texts used in this research included various reading texts suitable for intermediate learners. They were taught to the learners by resorting to various reading strategies. They consisted of 15 reading texts which will be taught during 15 sessions in one semester. The main content of these texts was learning reading texts and the purpose is to learn and practice texts with various topics such as foods, communication, friendship etc. At the outset of the study a questionnaire about personality type consisting of 30 questions will be given to the participants. Forty passages were selected for each group and from among these passages four passages were selected for each class session. The content of the passages was the same for both groups. It should be mentioned that both groups were under the supervision of the same instructors. All the students involved in the study were made aware that they were taking part in a research study. The needed information was conveyed to both groups in advance.

Data Collection Procedures

This study involved the comparison of two separate groups, one (extroverted group) and one (introverted group). There were 30 subjects in each class group. What was the overriding importance, however, was teaching the same instructors for both groups. It should be pointed out both groups were equally divided into two groups via a pre-test according to the obtained scores (see table 1).

Both groups were under the instruction of the same teacher in the same institution for two sessions a week during the same educational year. The introverted group worked on the passages. They were expected to read the passage under the instruction of the teacher and answer the question following them. Moreover, the extroverted group was also given the same passages with the same assignments. To see the effectiveness of personality type after ten sessions on working this trend, a post-test was administered for both group in the format of multiple-choice items a merely a reading comprehension questions, the scores are shown in table 2. Having data collected,

the researcher processed the data using the statistical package for social science (SPSS/PC).then to compare the results and to measure the difference the statistical procedure of the T-test measurement was used to determine the difference between the two groups. Since there were two groups in the study, the statistical design of the study was independent T-test.

Data Analysis Procedure

After grouping participants into introverted and extroverted groups, the scores of both groups on reading comprehension test were taken as the pre-test. The extroverted group worked on reading passages using their own strategies. In each session of instruction, the students resorted to their own reading strategy and devoted enough time to its learning and practice. The introverted group worked on reading strategies and were taught through the traditional methods of language teaching. To analyze the data obtained through the post-test, the T-test procedure was employed and the results reported. Independent sample t-test was run to compare the reading comprehension ability of control and experimental group on the post-test. A one-way Analysis of Variance (ANOVA) was also used to compare the gain score of learners from different proficiency groups. A post test was also administered to determine the relationship between proficiency level and effectiveness of reading strategy training (personality type).

RESULTS

Is there any difference in promoting reading comprehension level of learners between reading texts read by extroverted and introverted learners?

To answer the above question 60 male EFL learners with the age range of 17-19 studying in Ilam high School selected among 120 students were chosen to take part in a pre-test to be known as homogeneous. The same rooms were used for both groups during the instructional and testing period and while directions were given. This helped to control the extraneous variable due to environment. The same teacher provided the directions and no teaches administered any instruction in addition to the texts. Having administered the pre-test and post-test to the results obtained were collected and registered as follows (see table 4.1 and 4.2 for the results obtained on pre-test and post-test respectively, and figure 1 for the comparison of both group performance on pre-test and post-test Each group participated in proficiency pre-test first. The first t-test calculation showed that the two groups were homogeneous .Later on; the two groups worked on reading passages distinctively. The first class group worked on passages as the introverted group. The other class group as the extroverted group worked on passages as well. Each of these approaches was worked on totally for five weeks: two sessions each. Those participating who were extroverted outperformed to their counterpart group.

According to table 4.4, for introverted group, the calculated mean and the standard deviation were respectively 44.33 and 11.43, and for extroverted group, they were respectively 70.00 and 13.84.The t_{obs} was 7.832

Insert table 4.1 about here

Insert table 4.2 about here

Insert figure 4.1 about here

Throughout the study two t-tests were administrated. According to Hatch and Farhady(1981) if the t-observed is higher than t-critical, our hypothesis is approved.

Insert table 4.3 about here

As the above results indicate-observed is much smaller than the t-critical at the $p < 0.05$ level of significance. Based on these results, it can be concluded that the difference between two groups is not meaningful and both groups are nearly homogeneous (see figure 4. 1).

Five weeks later, both groups were given a similar post-test. During testing administration, both groups favored the similar conditions.

Insert table 4.4 about here

More specifically speaking, descriptive statistics including minimums, maximums, means, and then standard deviations of pre-test and post-test of all groups were computed. Results indicated that the mean score of introverted group which had been 58.70 in pre-test exam reached to 44.33 in post-test exam. It also indicated that the mean score of extroverted group which had been 58.36 in pre-test exam promoted to 70.00 in post-test exam.

Pre-test

As there were one dependent variable and one independent variable, a t-test was run; the results are shown in the Table 4.3. Table 4.3 indicates the observed t ($t_{o} = -.055$) is less than the critical t ($t_{c} = 1.645$) with df (58);

therefore, the difference between the two groups has not been significant at the level ($p < 0.05$). This shows the groups' homogeneity at the beginning of the experiment.

Post-test

After there were one dependent variable and one independent variable, a t-test was run; the results are shown in Table 4.4.

Since the observed t ($t_o = 7.832$) is greater than the critical t ($t_c = 1.645$) with df (58), the difference between the two groups is significant at the level ($p < 0.05$). In other words, extroversion trait has been effective in developing participants' knowledge of reading comprehension. Thus, it indicates that students' knowledge of reading comprehension in extroverted group improved significantly. As Table 4.4 represents, the calculated mean and the standard deviation for introverted group were respectively 44.33 and 11.43, and for extroverted group, they were respectively 70.00 and 13.84. The means for both groups have been illustrated in Figure 4.1.

All in all, according to t-test principles if the calculated t -test exceeded the critical value (1.645) at the (0.05) level of probability for $d.f. = 58$, the null hypothesis might be rejected; otherwise, it might be contributed to other factors.

DISCUSSION

As it was seen, results showed the positive effect of extroversion trait instruction on students' post-test was significant compared to control group. The results of Independent Samples t-test analysis showed that there was a significant difference between the two groups in terms of personality type ($p < 0.05$). By the comparison of mean scores of participants, the instructional method of personality type strategy appeared much more beneficial to extroverted group rather than to the introverted one. The posttest scores indicated that the personality type strategy has been positively gained by the extroverted group. The post-test scores of the extroverted group indicated that the group had better improvement compared to the introverted one. Descriptive statistics also showed that the mean scores of the extroverted group were greater than that of introverted group in each topic. Therefore, extroversion instruction had positive effects on enhancing in reading comprehension level.

EFL students mostly tend to experience considerable difficulty in understanding English texts. Not only do these texts most often contain unfamiliar vocabulary, but they also may contain unfamiliar concepts and cultural content that make comprehension difficult. Traditionally, attempts to enhance text comprehension for EFL students have focused on familiarizing the students with the vocabulary needed to comprehend the passage. Such instruction, however, is unlikely to raise students' interest in reading the text or to well prepare them for the conceptually and culturally novel elements of the text. The basic question in this study was whether or not personality types enhance EFL reading comprehension. The results are straightforward and make a strong argument in favor of considering personality type with Iranian EFL learners. Investigation of the differential potential of extroverted students' comprehension of the text indicated that EFL reading comprehension of Iranian EFL learners was more significantly facilitated when reading the texts. Activities of extroversion might also make reading more enjoyable and thus encourage more extensive reading, which would result in the building of background knowledge and lead to a better grasp of the English language. Extraversion is "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energized and thrive off of being around other people. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves. This quality of being outgoing can be taken advantage of in situations such as at a workplace or social gathering. Teachers, politicians, salespersons and different types of management fields are all examples of work types that favor an individual who is considered to be an extravert. They have the ability to act naturally with people in a way that will make them much more successful than an introvert because these types of the requirements of the job. The t-test statistics was used to analyze the data collected. Table 4.3 indicates a significant difference between the performance of extroverted students and their counterparts who were not significant. A remarkable difference came about between the two groups at the post-test stage. The data revealed a significant difference between the performances of the two groups. This means that learning reading skills in English by extroverted enhances a better understanding of the skills taught. After comparing the two mean scores through t-test calculations, the null hypothesis was justifiably rejected. The results are further showed with the use of a histogram as shown in figure 4.1 in result part. In other words, it shows the degree of performance of the two groups. As illustrated, extroverted group demonstrated a more-superior understanding than the counterpart group. The use of extroversion strategies to teach reading comprehension also

enhanced their more attention to reading. The two groups scored differently on the post-test, and difference was statistically significant. The researcher's interpretation was that extroversion activities trend has been proved to be effective and has desirable impact on promoting reading comprehension. The two groups were not significantly different at the outset of the study; they behaved differently on the final test therefore, it seems justifying to hold the idea that extroversion activities have served the intended purpose. The researcher is satisfied to claim that the final calculated *t*-test (7.832) at the $p < 0.05$ level of probability is due to independent variable (extroversion activities). That is, the extroverted group outperformed those in the introverted group. Therefore, in line with the above mentioned statements and the present study, it could be strongly argued that extroversion activities strategy instruction can significantly influence EFL language learners' developing reading proficiency.

Limitations of the Study

The research was conducted only in a high school. Therefore, the generalizability of the results is also limited by the small scale of the study. Other variables such as the cultural and educational background of the learners can affect the findings of this study. Further research is recommended to validate the findings of the current study. Totally speaking, similar to other studies, certainly there were particular limitations in the present study. Firstly, the subjects participating in this research were only 60 male EFL university learners. For the intention of more powerful results, more participants could have been selected. Secondly, the subjects were only male learning. In order to come up with better results, inclusion of female learners is also recommended. Moreover, the participants were selected from the same school and under. To gain more generalizability, heterogeneous learners could have been involved. Also, only two classes in one participated in the study, therefore the result should be used cautiously due to possible internal validity problems.

SUMMARY AND CONCLUSION

Alptekin (2006, p. 494) defined reading: "as an interaction of the reader's text-based and knowledge-based processes. In processing texts, readers combine literal comprehension, based on lower-level cognitive processes of reading such as lexical access and syntactic parsing, with inferential comprehension, based on higher-level cognitive processes such as the text base of comprehension (to understand what the text says) and the situation model of interpretation (to understand what it is about)". The goal of the current investigation was to determine if personality activities affected the comprehension of Iranian EFL learners. The impact of personality type on improving reading comprehension is indisputable. This study described the participant, setting, instruments, and materials. It contained the research design, procedures to conduct the testing, description of the treatment, and outline of the data collected. The implementation of measures to support social validity, internal validity, and external validity were described. The test results, treatment data, and observations of using the personality type were provided in this study. Quantitative data collected before, during, and after treatment show that this trend was useful and significant improvement learners' reading improvement was recorded during the treatment period. The outcome of the present study, thus, has validated the research hypothesis by demonstrating that there were significant differences between the two groups. Participants in the extroverted group improved their reading comprehension skills and outperformed those in the introverted group. These positive results could be because enjoying extroversion strategy. It could be argued that the pedagogical practice of personality strategy promoted their reading skill and focused learners' attention on the understanding of the texts. As a matter of fact, this study was an attempt to investigate whether extroversion strategy task instruction had any impact on reading proficiency of Iranian EFL learners. It also sought to find out whether personality tasks strategy instruction had any significant effect on improving reading comprehension by Iranian high school students studying English as a foreign language. In doing so, two groups were selected to work on the passages. The quantitative data show that extroverted group has made big and significant progress after they received extroversion strategy training. Moreover, explicitly describing and discussing personality type strategies in the classroom can have a direct effect on students' outcomes. The use of learning strategies is more enduring when students are informed of the significance of the strategies and given reasons for their potential effectiveness. The purpose of the current study was to examine the effects of personality type activities on Iranian high school language learners' reading skills. Findings from this study indicated that resorting to pre-reading activities in a classroom had significant effect on the students' reading skills. Prior to the treatment, the independent-sample *t*-test was administered to find out any significant difference in pre-test mean scores between students in both group. The findings revealed that both groups were nearly equal ($p > 0.05$) in their performances at the beginning of the course. After the treatment, the independent sample *t*-test was done to find out any significant difference in reading post-test mean scores between students in both groups. The findings indicated that students in extroverted group showed significant ($p < 0.05$) improvement in their reading

compared with the students in introverted group. This study came to a conclusion that extroversion activities can contribute to the improvement of the students' reading skills. The findings of this study will be highly invaluable for teacher, material developers and instructors to consider the usefulness of extroversion activities, and invest more in designing and applying such materials. However, the present thesis focused on working extroversion activities task treatment which can be useful effective in boosting Iranian learners' comprehension level. It was supposed that extroversion strategies would reinforce and measure the learners' comprehension level of learners more effectively than introversion tasks. Likewise, it seems that extroversion tasks are more powerful in testing students reading comprehension. As findings show, it can be cogently argued that they are far better than introversion activities. Since working on those tasks activates the learners mind, make them prepared and familiar him with the reading contents. More clearly speaking, the results showed that there was a significant difference between the scores of the participants on traditional approach and their scores on the other approach. There was a positive impact of the method on students' vocabulary components of reading. That is, extroversion tasks strategy instruction can significantly influence EFL learners' reading proficiency. The results of Independent Samples *t*-test analysis showed that there was a significant difference between the mean score of extroverted group and mean score of introverted group. The descriptive statistics also showed that the mean scores of the extroverted group were greater than that of introverted group.

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Table 1. The design of the study

Extroverts	G1	T1	x	T2
Introverts	G2	T1		T2
	R=Random	G=Group	/	T1=Pre-test

Table 2. Data for the proficiency Pre-test of the two groups

N	Extroverted Group (pre-test raw scores)	Introverted Group (pre-test raw scores)
1	70	74
2	90	68
3	69	85
4	84	83
5	76	75
6	75	90
7	73	72
8	91	69
9	85	89
10	64	64
11	63	63
12	62	61
13	59	85
14	52	51
15	50	50
16	50	49
17	48	46
18	42	42
19	39	40
20	35	36
21	34	32
22	23	24
23	15	15
24	13	64
25	11	14
26	64	85
27	84	83
28	75	69
29	70	68
30	85	15

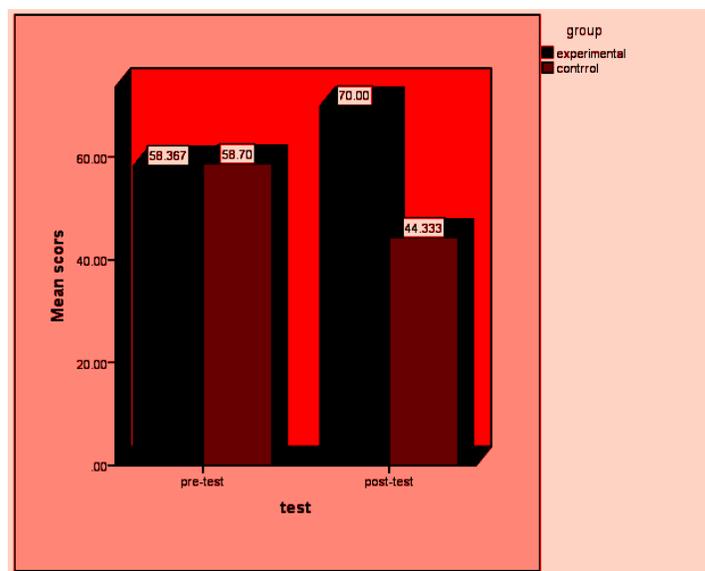


Figure 1. The mean scores of both groups in pre and posttest

Table 3. The results of the Post-test of the both groups

N	Group (Extroverted)	Group (introverted)
1	62	77
2	51	92
3	58	82

4	56	90
5	60	83
6	34	62
7	42	69
8	19	58
9	51	52
10	22	83
11	35	47
12	43	74
13	50	68
14	45	46
15	28	48
16	55	74
17	46	54
18	56	73
19	53	68
20	28	62
21	50	85
22	53	62
23	30	84
24	36	59
25	51	78
26	51	92
27	46	52
28	34	75
29	42	69
30	45	82

Table4. Independent T-test for Both Groups' performance on the proficiency pretest

Groups	Mean	SD	N	Df	T ^{obs}	T ^{crit.}
Group1(Experimental)	58.36	23.38	30	29	.	
Group 2 (control)	58.70	23.16	30	29	-.055	1.645
Total			60	58		

P < 0.05

Table 5. Independent T-test for Both Groups' performance on the post-test

Stems	Mean	SD	N	Df	t ^{obs.}	t ^{crit.}
G1(Experimental)	70.00	13.84	30	29		
G2(control)	44.33	11.43	30	29		
Total			60	58	7.832	1.645

P < 0.05