The Relationship Between Extrovert/Introvert Iranian Intermediate EFL Learners and Their Success on Narrative and Descriptive Writing

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The present study deals with the relationship between extrovert/introvert learners and their success on narrative and descriptive writing. For the purpose of the study, a sample of 160 students (both male and female) majoring in English Language and Literature at Rasht Islamic Azad University were given a Preliminary English Test (PET) of Language Proficiency (1999) to select an almost homogenous group. Based on the scores obtained from a PET, the researcher selected 100 students to answer the Eysenck Personality Inventory (EPI). Out of these subjects, 70 students, 35 extroverts, and 35 introverts selected to write both narrative and descriptive compositions. This consideration was based on the fact that ambiverts could not meet the criterion and therefore, sorted out. Having conducted the experiment, the researcher utilized Pearson Product Moment Correlation for the computation of the data. Testing the null hypothesis involved the computation of the relationship between introversion and extroversion and narrative and descriptive writing. The result of the analysis suggested a significant correlation between extroverts and both narrative/descriptive writing. But in terms of introversion, the answer for the research question seemed to be “no,” because introverts showed a low and nonsignificant relationship to both narrative and descriptive writing.