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THE RELATIONSHIP BETWEEN INTROVERSION-EXTROVERSION  
AND THE COMPOSING PROCESS

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## ABSTRACT

Title : The relationship between introversion-  
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The focus on learners in second -and foreign-  
language learning has revealed that the personality  
traits of students are related to their success and  
performance in the target language. Research on  
personality traits of learners has shown that certain  
behavioral characteristics may inhibit or foster  
learning.

This study dealt with the personality traits of  
introversion-extroversion with respect to composing in  
the foreign language. This process was examined by  
looking at the strategies involved in prewriting,  
planning, composing, and rescanning. The hypothesis  
that there is a relationship between introversion-  
extroversion and the composing process was tested.

The study was carried out with six subjects--three  
extroverts and three introverts. These subjects were  
selected according to their results on the Maudsley  
Personality Inventory (Eysenck, 1970). After this, the  
subjects were asked to write a composition on which they  
were going to be graded. They were observed in the  
process of composing and an observation form was  
completed by the teacher and the researcher (see  
Appendix B).

The results show that there are some similarities as well as differences between introverts and extroverts concerning the stages involved in the composing process. The prewriting time of introverts was found to be longer than that of extroverts (3.5 and 1.5 minutes, respectively). The planning behavior (which was a strategy observed in the prewriting stage) was the same for both groups, that is, they both did their planning mentally and in writing. With respect to the composing stages, introverts, with a mean length of 65 minutes, used a longer time to compose than did extroverts with a mean of 44.3 minutes. During this time, subjects paused and asked questions and rescanned. These behaviors also showed some differences. The pausing frequency of the introvert group had a mean of 22.3, whereas the extroverts had a mean of 17.3. The questions which were addressed directed to the teacher during composing were different with respect to their nature and frequency of occurrence. Introverts, having an inhibited personality (Mischel, 1973), asked fewer questions ( $M = 2.6$ ) than extroverts ( $M = 6.3$ ), who are considered to be uninhibited. The nature of the questions which were asked were also different. Extroverts tended to ask more content-based questions, whereas introverts focused on the precise meaning of words. The rescanning stage of the different groups shows that introverts focus more on form-based issues and mechanics while correcting, whereas extroverts simply correct and reread with the aim of rephrasing ideas rather than correcting minor

mistakes. This study also showed that introverts tried to avoid including personal information when the task is school-sponsored. They stated that they usually focus on the organizational patterns of the composition rather than on specific ideas and content. Extroverts, on the other hand, stated that they like including personal information and do so, whether the task is school-sponsored or not.

The findings of this study suggest a relationship between introversion-extroversion and the composing process in the second and foreign language. It was suggested that more studies on the relationship between introversion and extroversion and other language skills be carried out in order to provide a more indepth understanding of the role that personality factors play in second- and foreign-language learning.

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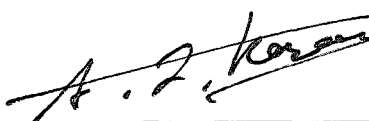
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**To my angel, Muhammed**

## CHAPTER 1 INTRODUCTION

### Background of the Study

The role of personality factors in second and foreign language learning has generated a great deal of interest among researchers. Among the most widely studied personality factors in the literature on second language learning are self-esteem, risk-taking, anxiety, and introversion-extroversion (Brown, 1987).

Self-esteem is referred to as the evaluation which the individual makes and maintains with regard to himself/herself. It is the extent to which the individual believes that he or she is capable of taking on certain challenges (Brown, 1987). A study by Adelaide Hyde (cited in Brown, 1987) found a positive correlation between speaking skills in second language learning and high self-esteem.

Risk-taking is defined as the individual's choice between alternatives which may or may not lead to success when the outcome or result of that choice is uncertain. That is, it may be a success or a failure (Beebe, 1983). Hyde (1977) notes that speaking, in particular, involves high risk-taking because "speaking is an active skill which requires risking evaluation by others of the speaker's grammar, pronunciation, language facility" (p.228). Beebe states that speaking a second or a foreign language involves taking the risk of being wrong, which under classroom situations may result in a bad grade. In the natural environment second-language learners face the danger of being misunderstood or not

understood at all. Thus, speaking requires high risk-taking. Beebe also notes that low risk-takers are faced with the danger of fossilization as their lack of willingness to take risks in engaging native speakers in conversation may hinder opportunities to improve their interlanguage. That is, because they avoid such risk-taking situations while learning a second- or foreign-language, they have less opportunities to develop and improve the structures and skills they usually lack.

Anxiety is another personality factor that has been extensively researched in the literature on second- and foreign-language learning (Larsen-Freeman & Long, 1991). Anxiety is usually associated with uneasiness, self-doubt, and apprehension or worry (Brown, 1987). Bailey (1983) notes that there are two kinds of anxiety: facilitating and debilitating anxiety. Studies by Chastain in 1975 have concluded that facilitating anxiety is beneficial in second-language learning because it encourages the learner to fight and try to conquer the new learning task. Studies have shown that people with high facilitating anxiety are motivated to make attempts to use syntactic structures with which they are not familiar until these structures are mastered. Debilitating anxiety, on the other hand, blocks learning as it is likely to make the learner avoid certain learning tasks or syntactic structures with which he/she is not familiar.

Introversion-extroversion, although representing behavioral characteristics that may be related to foreign-language performance, has been given scant attention in the literature on second- and foreign-language acquisition (Brown, 1987). Before discussing how introversion-extroversion may be related to second- and foreign-language performance, an examination of the behavioral characteristics that exemplify these personality traits should be mentioned. Introverts are usually defined as being unsociable, quiet, passive, controlled, inhibited, and having a low propensity for risk-taking. Extroverts, on the other hand, are uninhibited, active, sociable, outgoing, talkative, easygoing, carefree, impulsive, adventuresome, and have a high propensity for risk-taking (Mischel, 1973). Differences in the personality of introverts and extroverts are reflected in their relationship with others (Eysenck, 1975). For example, an extrovert is likely to make new friends easily, whereas an introvert is likely to expect other people to make the first step in developing friendships. According to psychologists, one of the most distinguishing characteristics between introverts and extroverts is the differential propensity for risk-taking (Eysenck, 1970). Second- and foreign-language learning researchers have focused on this distinguishing characteristic and tried to find whether there is a relationship between introversion-extroversion and oral proficiency. Lambert (cited in Brown, 1991) claimed that risk is really an inevitable

part of speaking and sometimes involves risking a negative evaluation. His study showed that apart from the issue of making mistakes, people are also afraid of sounding unintelligible or appearing ridiculous. They are afraid of being prejudged because of the insufficiencies and gaps in their speech.

Studies by Rubin (1975) and Stern (1982) have considered the effect of introversion-extroversion on the development of speaking skills. The results of these studies concur that extroverts outperform introverts because of their being high risk-takers and, thus, able to make more use of speaking opportunities. Developing speaking skills usually requires making use of conversational opportunities along with the risk of making mistakes, appearing foolish, and silly. It means facing reaction to what one has said at the moment one says it. Speaking does not give the interlocutors time to concentrate on form, structure, and choice of words, rather it involves spontaneous production which focuses on content (Beebe, 1983). This means that speaking requires the speaker to convey his or her message in spite of the number of mistakes which occur while producing utterances. Thus, speaking requires a high propensity for risk-taking.

A study by Busch (1982) concentrates on a different aspect of speaking, that is, pronunciation. The study suggests a positive correlation between good pronunciation and introversion. This result is due to the fact that introverts are more self-conscious and,

therefore, more aware of the precise pronunciation of words. They are also more oriented to form, structure, and correctness. Their focus on form and accuracy is probably due to the fear of making mistakes and appearing foolish to peers which might be related to the fact that they are low risk-takers.

These studies seem to lead to the speculation that because extroverts are talkative, uninhibited, and higher risk-takers (Eysenck, 1970) they may transfer these behavioral characteristics to the second-language learning situation. The relationship between the propensity for risk-taking, a behavioral characteristic exhibited by extroverts, and oral proficiency now seems clear. Therefore, most studies have focused on the relationship between introversion-extroversion and speaking performance.

This study argues that the same behavioral characteristics of introverts and extroverts may be reflected in the foreign-language writing process and performance. There is very little research which indicates transfer of introversion-extroversion behavioral characteristics into the composing process in writing (Larsen Freeman & Long, 1991) in spite of the fact that these behavioral characteristics lead one to suspect that there may be differences in the composing processes exhibited by introverts and extroverts.

Based on the demands of the writing process, it can also be argued that the behavioral characteristics of introverts and extroverts may impinge on the composing

process. Behaviors such as being organized, planned, introspective, as well as having a low propensity for risk-taking, characteristics of introversion (Eysenck, 1975), may put an introvert at a disadvantage in writing. Zamel (1982) suggests that being too tied to rigid plans in the prewriting stage will limit the discovery of new ideas in the composing process. Thus, an introvert may have difficulties in certain aspects of composing such as generating ideas because of the compulsion to focus on form rather than on content and ideational coherence. However, characteristics of extroverts such as being creative and adventuresome, as well as having a high propensity for risk-taking, may lead individuals to concentrate on the generation of new ideas and focus more on the content and meaning rather than on form. Revision, as a separate part of the composing process, may be affected differently with respect to introversion and extroversion. Revision is usually referred to as the correction of the already written word, sentence, or paragraph (Zamel, 1983). Thus, an organized person is more likely to make revisions and corrections on structure of sentences, choice of words, or development of each and every paragraph. An extrovert, however, is expected to make content-based revisions and corrections because of the focus on ideas not on form.

#### Statement of the Purpose

As discussed above, there have been many studies on introversion-extroversion with respect to speaking



performance in second- and foreign-language learning. However, there is a paucity of research on how the writing process may be related to these two personality traits. Based on the foregoing speculation that differences in behavioral characteristics of introverts and extroverts may be reflected in their composing process, it is argued that the quality of second- and foreign-language writing may be related to the extent to which individuals possess these specific characteristics. If the composing process is considered to consist of prewriting, planning, writing, rescanning, and revising stages, which processes within each stage differ with respect to introversion-extroversion? Which stages are similar for introverts and extroverts and which are different? What are the behavioral characteristics determining these differences? How is the quality of writing affected by the different composing processes exhibited by introverts and extroverts?

This study attempts to fill a gap in the literature on how personality traits affect second- and foreign-language learning. It will provide teachers and researchers with a broader understanding of affective factors involved in foreign-language learning, especially composing in the foreign-language. The awareness of the different dimensions and influences of introversion and extroversion on the composing process may open a new area of research with respect to process-oriented teaching in the classroom.

## CHAPTER 2 LITERATURE REVIEW

### Introduction

Although there has been a shift in writing pedagogy from the written product to the process in the past two decades, little empirical research has been done to show how the process of writing may be related to personality traits (Larsen-Freeman & Long, 1991). Researchers in the field of second- and foreign-language learning have mainly concentrated on personality traits such as self-esteem, anxiety, risk-taking, and introversion-extroversion with respect to oral proficiency. However, there is a dearth of literature that addresses these personality traits and their relationship to second language writing. It, therefore, seems logical to discuss the research on personality traits and speaking performance before discussing the justification for speculating that a possible relationship between personality traits and the writing process exists.

### Personality Traits

#### Self-Esteem

Self-esteem is one of the major personality factors that is found to have an effect on oral proficiency. Researchers have defined self-esteem as the self-evaluation of a person under certain circumstances (Brown, 1987). Brown identifies three levels of self-esteem. The first one is called the global self-esteem which is usually a stable part of a person's character. This means that this level of self-esteem is relatively stable in a mature adult and is resistant to change

except by active and extended therapy. Thus, we can say that global self-esteem does not change according to situation or the task. The second level, known as the situation or specific level, is defined as one's appraisals of the self in certain life situations such as work, education, or home. This level of self-esteem shows its effect only on certain aspects of life and consequently, may change with respect to the conditions in which people find themselves. The third level is the task self-esteem which is limited to a certain task within a specific situation. For example, a person who has high self-esteem while answering questions may have a relatively low self-esteem in free speech. Hyde (cited in Brown, 1987) conducted a study on American college students learning French and found that speaking proficiency highly correlated with all of these three levels of self-esteem. The highest correlation was found between task self-esteem and oral proficiency, but the other two, global and specific self-esteem, were also positively correlated. Many other researchers have done studies on self-esteem and supported Hyde's claim that self-esteem has an effect on success in second-language oral proficiency. Yet still, there is the question as to whether high self-esteem causes success or success causes high self-esteem. Further studies are needed to provide an answer.

## Anxiety

Anxiety is the extent to which a person feels uneasiness, self-doubt, or worry while trying to fulfill a task or perform a function. If a person feels uncomfortable in volunteering to do something it is usually associated with anxiety (Bailey, 1983). There are two types of anxiety which are clearly defined by Scovel (1978): facilitating and debilitating.

Facilitating anxiety motivates the learner to fight with the new structure in a foreign-language, until he or she masters it. It makes the individual want to overcome the difficulties of those structures even though they are difficult for him or her. Debilitating anxiety, on the other hand, causes the learner to avoid the unfamiliar structure, and, thus, adopt an avoidance behavior. Consequently, the task creates a fear in the learner (Bailey, 1983).

Kleinmann (cited in Bailey, 1983) conducted a study with second-language learners on anxiety and language test scores. His aim was to look at the different effects of debilitating and facilitating anxiety of students on language test scores. The students were asked to use unfamiliar structures and rules and their rate of use was analyzed. The results supported the concept of facilitating versus debilitating anxiety in second language learning. His subjects with high facilitating anxiety attempted to use the unfamiliar syntactic structures more frequently, but subjects with high debilitating anxiety tended to avoid using the

unfamiliar structures.

Bailey (1983) argues that, as a result of debilitating anxiety, "inhibition occurs when learners must publicly produce new responses which are not yet well-learned. However, in language classes it is not unusual for students to be called upon to perform during the early stages of learning. Such demands for public performances could be premature and may lead to [debilitating] anxiety on the part of the learner" (p.69). The results of the study suggest that debilitating anxiety blocks oral performance in second language learning, but facilitating anxiety motivates the learner to overcome the obstacles in order to improve oral proficiency in the target language.

#### Risk-Taking

Risk-taking is another personality factor that plays an important role in the second-language learner's speaking performance. Beebe (1983) discusses risk-taking as the individual's choice to do a certain task without being sure of the outcome; that is, the outcome may be a success or failure. For example, a second-language learner with a high propensity for risk-taking would feel less inhibited to begin a conversation with a foreigner although he or she may not be very proficient in speaking. They can not be sure whether they will be able to express themselves or not, but they make an attempt. Thus, it can be said that risk-taking in second-language learning refers to the extent to which a speaker risks being misunderstood or not understood at

all, yet, still making "the plunge".

Speaking is a skill which requires a very high propensity for risk-taking as speakers have the opportunity to correct and monitor their speech mostly after production. That speaking causes high frustration is clearly demonstrated by Lambert's research (cited in Beebe, 1983) conducted with a group of judges who were asked to participate in a matched-guise study related to the evaluation of speeches. These judges were asked to evaluate peoples' characters just by listening to their speeches. As a result of this study some guises were rated as less intelligent and dependable which clearly shows that speech may mean risking negative evaluation. Consequently, the people who consider the risk of negative evaluation as more important than speaking are the ones labeled as low risk-takers. Labov (1969) conducted a study with Black American students. His claim was that the silent students in the classroom kept silent and avoided speaking in the class because they believed that anything they said could be used against them. Speaking to the teacher or in front of the class, according to the students' perceptions, may be risking a negative evaluation. As discussed in Lambert's study, the fear of negative evaluation may lead people to avoid speaking in the second- or foreign-language.

Ely (cited in Larsen Freeman & Long, 1991) conducted a study on risk-taking with students enrolled in a Spanish course. It was found that students who volunteered more and attempted to speak and participate

more in the classroom also had a higher level of oral correctness and proficiency. Thus, the findings that there is a positive correlation between high risk-taking and oral proficiency support Beebe's research (1983). As Beebe points out, risk taking and speaking are inevitably tied together: people take risks as they attempt to speak in a second or foreign language since they inevitably use structures, vocabulary, and other features of the language which they are not completely in control of to express themselves and, therefore, run the risk of making mistakes and sounding foolish.

#### Introversion-Extroversion

The personality traits known as introversion-extroversion are other personality factors which have been found to influence second-language speaking performance, although they have received little attention in the literature on second- and foreign-language learning. Introversion-extroversion traits were first defined by Eysenck (1970). He describes an introvert as unsociable, passive, quiet, organized, and having a low propensity for risk-taking. Extroverts, on the other hand, are more sociable, talkative, adventuresome, active, and have a high propensity for risk-taking. Eysenck (1975) claims that introversion-extroversion has an effect on people's general daily activities. For example, introverts, before going on holiday, are more likely to think over and plan everything before they leave. They would prefer to have everything organized and well-planned. Extroverts, in



the same situation, are comfortable with events and activities that are not planned, appreciate surprises, and would not insist on a planned and very well-organized holiday.

One of the most important differences between introverts and extroverts is the issue of risk-taking. Introverts, both in daily life and in second language learning situations, have been found to have a low propensity for risk-taking, whereas extroverts have a much higher propensity for risk-taking (Eysenck, 1975). Based on this fact, researchers in second-language learning have tried to find a relationship between introversion-extroversion and oral proficiency due to the differential propensity for risk-taking. One very convincing study was conducted by Rubin (1975) and replicated by Stern (1983) in which they tried to find out whether introversion-extroversion had an effect on speaking skills of students. Both of them observed EFL students under classroom conditions and outside to see whether they made attempts to speak with either the teachers or the foreigners. Their research suggested a positive correlation between extroversion and oral proficiency. They argued that extroverts have more chance to improve because, under classroom conditions or outside, they make more attempts to converse which, as Beebe states (1983), involves taking risks. This motivation to converse puts the extrovert at an advantage over the introvert.



Another study supporting previous studies was conducted by Busch. She (1982) carried out a study and looked at the oral proficiency of Japanese learners and introversion-extroversion. A large number of Japanese subjects learning English were defined earlier as introverts and extroverts according to Eysenck's Personality Inventory used to measure introversion-extroversion. The subjects were asked to participate in two activities. In the first one they were asked to take part in an interview which elicited free speech, and in the second, they were asked to pronounce independent words. After interviewing and evaluating the interviews, she found that the introvert subjects were significantly better in pronunciation than the extrovert subjects and that there was a positive correlation between introversion and pronunciation. She submits that this implies that introverts take more time to pronounce correctly, probably because they are less impulsive and plan things more carefully. She speculated that this concern with the precise pronunciation of words is a result of being focused on form and organization.

There are also studies which investigate introversion-extroversion and proficiency in grammar. Again Busch (1982), with the same Japanese students, examined their proficiency levels on a grammar test. The findings referred to a positive correlation between introversion and grammar scores on tests. The subjects

identified as introverts were found to outperform extroverts in their grammar tests. Again, this positive correlation between grammar and introversion suggests that introverts tend to focus on form and correctness more than extroverts do.

All these studies show that people tend to transfer certain behavioral characteristics of their personality into certain language learning situations. Therefore, it is argued that the behavioral characteristics of introverts such as being organized, introspective, and having a low propensity for risk-taking may be reflected in their writing process. Likewise, extroverts are expected to transfer their behavioral characteristics of being creative, adventuresome, active, and having a high propensity for risk-taking into the writing process.

Before discussing the transfer of the behavioral characteristics of introverts and extroverts into the writing process, it is necessary to examine what the composing process entails.

#### Composing in the Second Language

Although, traditionally, writing was viewed as a product-oriented skill and was studied accordingly, this tradition started to change in the 1970s (Raimes, 1991). Janet Emig (1971) was one of the first researchers who looked at what writers do while composing rather than what they have composed. She conducted a case study and found that composing involved a continuous attempt to discover meaning and what one wanted to say. In order to discover meaning, Zamel (1982) notes that composing

requires creativity rather than rigid planning. To discover meaning, writers have to be free in thought and not be tied to grammar, structure, or paragraph organization. As a result of her case study with six ESL students, Zamel discovered that the students who are too tied to the plan which they make before writing (in the prewriting stage) are limited in their creativity and discovery of new ideas within the process. She, therefore, posited that concentrating more on content and ideas rather than on form would improve the process of composing.

Sondra Perl (1980) also conducted a case study with her own ESL students to examine the composing process they go through. The students were invited to write a composition on a selected topic and were observed while completing the task. Her study suggests valuable information about skilled and unskilled writers. Supporting Zamel's findings, she describes the less skilled writer as someone who is more concerned with the mechanics of writing and correctness. These tendencies were found to block the creativity and discovery of new ideas while composing because writers can not get beyond these surface level issues. This blocking of ideas is found to affect all stages of composing, including prewriting, composing, and revising (Pianko, 1977).

Pianko (1977) examined the composing process of college freshman writers and described the stages in this process with respect to composing behaviors. While discussing her data, she focused on the cognitive

strategies involved in these composing behaviors. The prewriting stage entails everything that occurs from the moment writers receive the assignment until they put their first words on the paper. Whatever they do, ask, or say before beginning to write is studied under this stage.

Pianko (1977) calls the second stage the planning stage. In this stage the writer is expected to set his/her parameters, general or specific, for the composition to be written. Parameters usually refer to the plans and ideas which are set before students start to write. The writers' planning behaviors can be mental or written. At this stage, writers usually think of the topic in general, make an outline, and think about how to start the composition. Questions may occur to the writer with respect to his or her perception of the topic.

The third stage is the composing stage. This is the stage where the actual writing occurs. It covers the time from the moment the writer starts to write until he or she finishes the composition. In this stage there are several behaviors that writers exhibit, for example, pausing in order to think about what to write next, or rescanning at the word level, sentence level, or paragraph level to check over what has been written. This stage is the most productive stage as writers reorient themselves to what they have written in order to make decisions on how to proceed (Pianko, 1977). The rereading stage, also referred to

as the revision stage, is the final stage of composing. This stage is usually used by the writer to reread the entire script for the purpose of seeing what has been accomplished, revising, and proofreading, and, in some cases, deciding on a conclusion. In many instances, rereading is done for the counting of words (Pianko, 1977). Pianko's case study supports the process-oriented research in composing as she observed the process of writers rather than evaluating their products, that is, their compositions. She found that these steps and stages involved in composing vary according to the personality traits of students. For example, writers whose self-esteem is low reflect this in their compositions by using sentences that express uncertainty.

#### Introversion-Extroversion and the Composing Process

Studies on the composing process by Emig (1971), Zamel (1983), and Pianko (1977) all refer to the same issue of discovering meaning while writing rather than writing with the limitations of a plan (Leki, 1991). They all argue that skilled writers are the ones who easily generate ideas, and are more concerned with the content and the meaning they want to convey. Less skilled writers, on the other hand, are from time to time blocked by their focus and how they write (form), rather than what they write (content). As the writers' focus changes, their process of composing also changes accordingly, which affects their finished product.

The behaviors and cognitive strategies of skilled and unskilled writers may be reflected in the personality traits of introversion and extroversion. Zamel (1983) suggests that being too planned and form-focused puts people at a disadvantage while composing. As discussed earlier, some characteristics of introversion are being planned and organized (Eysenck, 1975). Consequently, it can be argued that an introvert may be expected to have difficulties in composing because he/she may be blocked in the creation and development of ideas. The introvert is likely to make more detailed plans in the prewriting and planning stages, and concentrate on grammar, punctuation, and structure at the revision stage. Extroverts, as individuals who are more concerned with the conveying of messages than the way they structure their messages, are expected to be less concerned about grammatical correctness and other form-based issues. They may be more successful in the creation, development, and discovery of new ideas because they are likely to focus on content. During the planning stage, an extrovert is likely to plan mentally or not plan at all. Revisions would be content-based and corrections would be made according to the meaning rather than the form. As discussed so far, studies mainly dealt with the relationship between personality traits and skills like grammar, pronunciation, or oral proficiency but did not focus on writing or composing in the second-or foreign-language. This study attempts to fill this gap in the

literature on foreign-language learning with respect to personality traits of introversion and extroversion.



## CHAPTER 3 METHODOLOGY

## Introduction

This study investigates whether the behavioral characteristics of introversion-extroversion are related to specific strategies in the composing process. This chapter presents the procedures that were followed in collecting and analyzing the data. The first section of the chapter describes the characteristics of the subjects and the instrument used to select the subjects. The second section discusses the analytical procedures.

## Subjects

Initially, 40 intermediate level Turkish EFL students all enrolled in the engineering faculty at Anadolu University in Eskisehir participated in the study. At the onset of the study, they were asked to complete the Maudsley Personality Inventory designed to measure their level of introversion-extroversion. Possible scores ranged from 48 to 0. Based on these results, the researcher selected the three subjects who received the highest scores (extroverts) and the three subjects with the lowest scores (introverts). Table 1 below shows the scores which the subjects received on the Maudsley Personality Inventory.

Table 1

Subjects Scores on the Personality Inventory

Extrovert			Introvert				
Subject 1	2	3	Subject 1	2	3		
Score	40	38	38	Score	14	13	13



### Instrument

The Maudsley Personality Inventory (see Appendix A) was revised by Eysenck in 1970 (Bulut, 1992). It consists of 24 items: 15 measure subjects' level of extroversion and 9 measure the subjects' level of introversion. The subjects were required to circle yes or no depending on whether they believed the statements applied to them. The items which represented extroversion were accorded 2 points, items that represented introversion received a 0, and if the subject used a question mark for an item, it received 1 point (Bulut, 1991). The highest score that was possible was 48; thus, the subjects closest to 48 points were identified as extroverts, and the subjects closest to 0 were identified as introverts. The items on the scale that correspond to introversion are items 1, 2, 3, 5, 7, 10, 13, 15, and 19. Those corresponding to extroversion are items 4, 6, 8, 9, 11, 12, 14, 16, 17, 18, 20, 21, 22, 23, and 24. This inventory was chosen because it has been widely used in studies, its reliability has been documented by researchers, and it has been normed on populations of different cultural backgrounds and age ranges (Bulut, 1992). The inventory was also translated into Turkish and then backtranslated so it was suitable for Turkish subjects in this study. After the inventory was piloted it was administered to the subjects.

The researcher also used an observation form (see Appendix B) which was completed during the observation.

The form included the time for prewriting, composing, the frequency of pauses and the questions asked. First, the form was filled out by the researcher and an English teacher for piloting purposes. Then it was revised and used in the study. An English teacher helped the researcher by completing the form for extroverts and the researcher completed the one for introverts.

#### Analytical Procedure

The six subjects, along with the rest of the class, were asked to write a composition on this topic: "What do you think about the generation gap?". This topic was chosen because it lends itself to both a personal and non-personal slant. This was necessary, as including personal information was one part of the data that was examined looked for because it is speculated that introverts will include non-personal information in the composition, whereas extroverts are expected to include personal information. This composition was one of their regular writing assignments. The students knew that they would be graded and therefore, they were motivated to put effort into writing it.

The subjects were given two pieces of paper, one of which they used for planning or other prewriting activities, and the other, for the composition itself. The participants were asked to write in pen, so the researcher had the chance to make assumptions about what students crossed out or corrected. After the students were asked to start writing, their teacher and the researcher observed the six subjects and took notes

concerning the behaviors they exhibited while composing. This was done very inconspicuously because the subjects were observed together with the whole class while doing the assignment. However, they were asked to sit in the front so it was more convenient for the teacher and the researcher to observe and complete the observation forms. The behaviors that were mainly focused on were:

1. The time they spent prewriting. This included the behaviors of planning and thinking;
2. The frequency of pausing;
3. The length of pauses;
4. If they asked questions while writing;
5. How many times they asked questions;
6. The nature of the questions that were asked;
7. How much time they spent writing;
8. How much time they spent making revisions and corrections.

The students were given 90 minutes to write the composition. Later, on the same day, the six subjects were individually invited to an interview by the researcher in which they were asked to discuss their experience while composing. They were asked to respond to such issues as:

1. Whether or not they used the paper for planning and their reasons;
2. If they did any planning, how they did it, and whether it was done in writing or mentally;
3. What they did during the times they paused;
4. If they asked questions, what their reasons were;

5. Why they made certain corrections;
6. Whether they revised at the word level, sentence level or paragraph level;
7. Whether they focused on form or content;
8. Why they did or did not include personal information;
9. How they felt about including personal information;
10. What they thought of their evolving writing and to what factors they attributed writing blocks.

The interviews with each of the six subjects were taped with the permission of their writing teacher and the subjects. The compositions produced by the subjects were then analyzed in detail for the revisions that they had made. The places where the students changed sentences or words were questioned later in the interview. The researcher also looked at whether the subjects' revisions in their compositions matched the answers they gave in the interview. While analyzing and reading the scripts which the subjects had produced, the researcher checked to see whether the subjects had included personal information in their writings.

This procedure was chosen because it provided the researcher with adequate information about the writer's composing process. To analyze the process in detail, some of the stages along with the cognitive strategies were examined and then compared with the findings of the interview.

## CHAPTER 4 ANALYSIS OF THE DATA

### Introduction

In this study, it was hypothesized that the personality traits of introvert and extrovert learners of English as a foreign language would be reflected in the composing process that they exhibit while writing. The composing process which were studied were prewriting, composing, and revising (these stages are discussed in detail below). The hypothesis was tested through a series of observations and the results will be presented in this chapter.

The following behaviors were studied in order to compare the composing processes of the introvert and extrovert student writers (adapted from Pianko, 1977):

1. Prewriting time--the length of time spent from the moment the assignment was received until the first word was written.
2. Composing time--the length of time used for writing the entire script.
3. Pausing--the frequency of pauses that occurred while writing.
4. Planning behaviors--mental or written.
5. Stylistic concerns--interest in organization and paragraph development.
6. Knowledge of ideas--the need to set some parameters (ideas) before starting to write.
7. Writers' concerns--getting ideas across, mechanics of writing.

8. Questions asked--the nature of questions and their frequency.
9. Inclusion of personal information
10. Attitude toward writing--positive or negative

### Findings

#### Prewriting Time

The first stage analyzed was the subjects' prewriting time and the nature of the prewriting behaviors they exhibited during this time. Planning behavior was also included in this stage. Extroverts and introverts used different amounts of prewriting times as is shown in Table 2.

Table 2

#### The Prewriting Times of Subjects

Extrovert Subjects	Prewriting Time	Introvert Subjects	Prewriting Time
1	1.5 min.	1	2.5 min.
2	1.0 min.	2	4.0 min.
3	2.0 min.	3	4.0 min.
<u>M</u> = 1.5 min.		<u>M</u> = 3.5 min.	

Introverts used a longer time for the prewriting stage (mean= 3.5 minutes) and when asked what they had done during that time, they said that for a while, they thought about the topic and how to start the composition

before starting to write. They also said that the prewriting time was used to try out beginnings for possible introductions. Extroverts stated that they tried to make decisions about how to begin their compositions during the prewriting time (mean=1.5 minutes) but started to write as soon as the first idea came to them. They also said that they did not try to delineate what was to be included in the entire introductory paragraph because they knew ideas would come to them as they wrote. Neither the introverts nor the extroverts used the paper that was given to them for planning. Both groups did their planning mentally.

#### Composing Time

The length of composing time was limited to 90 minutes, but none of the subjects used the entire time. However, there was a difference between introverts' time of composing and that of the extroverts. The mean length of time for introverts was 65 minutes whereas extroverts used a shorter time, a mean time of 44.3 minutes (see Table 3). These results reflect what was expected.

Based on the characteristics of introverts, they were expected to use a longer time for composing because they supposedly would spend a lot of time on form-based issues and organization due to their behavioral characteristics (Mischel, 1975). Introverts stated that they frequently reread the previous paragraph in order to reorient themselves to what they had written for the purpose of deciding on what to write next. They stated

that they thought a lot about grammatical issues and punctuation since they were going to be graded for this composition. When asked about their composing time, extroverts said that they had written everything they wanted to write, but that they had not spent too much time rereading and correcting the previously written sentence or paragraphs. Neither had they read the entire script to decide on the next sentence.

Table 3

The Composing Times of Subjects

Extrovert Subjects	Composing Time	Introvert Subjects	Composing Time
1	35 min.	1	60 min.
2	47 min.	2	62 min.
3	51 min.	3	73 min.
<u>M</u> = 44.3 min.		<u>M</u> = 65 min.	

The composing stage not only includes the time spent on writing the script but also on specific behaviors that were exhibited during this stage and which are referred to as pausing and planning. As these behaviors show differences with respect to the personality traits of introverts and extroverts, they will be discussed separately.



### Pausing

Pausing is a break in writing for the purpose of rereading, correcting, or formulating ideas (Pianko, 1977). Table 4 shows the frequency of the pausing behaviors for both introverts and extroverts that occurred during composing.

Table 4

#### The Pausing Frequency of Subjects.

Extrovert Subjects	Pausing Frequency	Introvert Subjects	Pausing Frequency
1	17	1	19
2	16	2	27
3	19	3	21
	$\bar{M} = 17.3$		$\bar{M} = 22.3$

As the table also shows, introverts paused more frequently than extroverts, and when asked about their mental activities during this time, two of the introverts stated that they reread previous paragraphs in order to formulate new ideas. Another said that he reread the previously written paragraphs of his script because he knew that he had made mistakes and needed to make corrections before moving on. In other words, introverts paused to search for ideas and grammatically acceptable forms. All three extroverts, although

pausing less frequently than introverts, exhibited the same behaviors. However, their focus was usually on what to write next rather than on what had already been written. They also stated that while writing they delineated what was to be included in subsequent paragraphs, but that they did so without rereading what had already been written. An interesting comment came from one of the three extroverts. She said that she paused because she became bored and wanted to pause for diversion only.

#### Planning Behavior

The planning behaviors of the two types of subjects were almost the same. Both introverts and extroverts used a mental planning strategy. While planning, extroverts (as they said in the interview), did not think about the entire composition and what to include in every paragraph, rather, they said that they preferred to think only about the topic in general and what it meant to them. Introverts, also, did not plan the entire composition, but admitted that they had to set some general parameters for the composition to be written. For example, one of them said that he planned the order of ideas that he was going to include in the paragraph. Both groups stated that they did not use written plans because they knew that they would discover new ideas as they wrote and, therefore, their plans and goals would change accordingly.

### Stylistic Concerns

One of the most important differences between extroverts and introverts was observed with respect to their stylistic concerns. Compositions were analyzed and the result suggested that the organization was much better in the introverts' compositions. Introverts reported that they were more concerned with the organization of content, paragraph development, including main ideas, supporting ideas, generalizations, and, therefore, they rescanned frequently in order to assess the fit between their plans and the product. Extroverts, on the other hand, reported that they spent less time rescanning. They wrote the entire text and then reread in order to see what they had accomplished, to revise, and to decide on a possible conclusion.

When asked why they had these concerns with organization of content, introverts said that they were taught to use this pattern of composing in Turkish and in English, regardless of whether they were composing under exam or non-exam conditions. Extroverts stated that they were also taught the same pattern, but that they usually forget about it when they start to write. Two of them said that they use this pattern only under exam conditions because they know they will be graded for organization, content, language use, vocabulary, and mechanics. However, this pattern was not considered when doing regular writing assignments. The other extrovert noted that it is very hard for him to follow this pattern even under exam conditions because he is

likely to change the sentences and paragraphs too often which tend to disrupt his flow of thoughts.

#### Knowledge of Ideas

The subjects were asked about the effect of their background knowledge of the topic on their composing. Both introverts and extroverts admitted that they had difficulty setting specific parameters for a composition if the topic is not familiar to them. In such situations, they said that they had to do a lot of mental planning before writing. The introverts noted that when the topic was too unfamiliar they were sometimes forced to prepare a written plan for fear of getting lost in the middle of the script. Extroverts, on the other hand, claimed that irrespective of how unfamiliar the topic was, they never made a written plan because they felt confident that they would be able to discover, explore, analyze, and synthesize their ideas as they continued to compose.

#### Writers' Concerns

This term refers to the writers' concerns about getting their ideas across, that is, concerns about language use, word choice, choice of tense, ideational coherence (Pianko, 1977). In order to address the concerns of introvert and extrovert writers, the researcher consulted the data from the taped interview with the subjects as well as their final written products which were submitted. Introverts stated that development of ideas and getting the message across were very important for them, and their script had to be

grammatically accurate so that their compositions would be considered acceptable. They concentrated on meaning, accuracy, spelling, or punctuation at the end of every paragraph. Their compositions also reflected these heuristics: For example, places where the students crossed out "the", added "-ed" for the simple past tense, corrected some spelling mistakes, deleted previous ideas, and inserted new ones. At the revision stage (at the conclusion of the script), they said that they read through the entire script focusing more on mechanics and vocabulary.

Extroverts, on the other hand, exhibited different behaviors and, of course, these behaviors were reflected in their finished products. They stated that their focus was on the meaning conveyed by each sentence, not by each paragraph as was the case with introverts. The compositions also reflected this because they deleted and added single words not communicative chunks or groups of words, as the introverts did. Their real concern was making sure that each sentence was carefully linked to the next. At the revision stage, like the introverts, they said that they read through the entire script, focusing on mechanics and vocabulary.

#### Questions Asked

Throughout the composing time, another behavior that was observed among extroverts and introverts was the nature of questions asked and the frequency with which the questions were asked. Table 5 shows the frequency of questions asked by both groups of subjects.

Table 5

The frequency of questions.

Extrovert Subjects	Question Frequency	Introvert Subjects	Question Frequency
1	5	1	2
2	6	2	1
3	8	3	5
$\bar{M} = 6.3$		$\bar{M} = 2.6$	

The results show that extroverts felt less inhibited about asking questions. They frequently asked for help on how to paraphrase an idea. For example, a common question was: "How do we say 'X' in English?". None of their questions was related to grammatical details, or punctuation. Not surprisingly, introverts, being less talkative by nature (Eysenck, 1975), asked fewer questions. Their questions focused on the specific meanings of specific English words. They were not satisfied with an approximate meaning because they did not want to lose the idea that they had in mind. There was one grammar related question. One of the introverts wanted to know the simple past tense of "damage". When asked in the interview why he asked that precise question, he said that he wanted to be sure that

he was using the correct tense throughout his script. Unlike extroverts, introverts did not ask any questions that were related to paraphrasing of ideas or to ideational coherence.

#### Including Personal Information

The purpose of giving the topic "What do you think about the generation gap?" was to give the subjects the opportunity to include or exclude personal information. The findings are quite interesting as they show some expected differences with respect to the different personality traits of introverts and extroverts. Extroverts, as expected, included personal information and experience in their compositions. Their examples in the compositions were either related to them or their close relatives or friends. When asked in the interview about how they felt including personal information, all of them stated that they were able to generate more ideas when they discussed personal matters. They also said that the writing task seemed less school-sponsored and more realistic when they had to relate personal experiences.

Introverts, on the other hand, stated that they felt more comfortable with non-personal topics. Two introverts said that they found it difficult to express personal issues in writing and preferred to discuss them in face-to-face conversations. The other introvert stated that non-personal topics allowed him to distance himself from the piece of writing and discuss the events as though he were an onlooker. He, like the other two



introverts, said that he preferred to expose personal matters in conversations with close friends and relatives. Writing, for him, seemed to be less egocentric and better serves academic, school-sponsored purposes because he said that in school, students should not write about themselves but general issues.

#### Attitude Toward Writing

Extroverts and introverts showed a positive attitude toward writing, however, they showed some differences with respect to the explanations of their attitude. Extroverts stated that they liked writing but got bored easily if they had to write for a long time. They stated that if they are expected to write a composition with a word-limit, they usually have difficulties getting to that limit because they have to spend too much time on the same topical issue.

Introverts noted that they liked writing, but preferred to work in private, usually at home, rather than in the classroom on non-personal topics. They also stated that if the setting was quiet and comfortable, they were able to compose for several hours without becoming bored. An interesting answer was given by one of the subjects who said that he likes to write a lot, but becomes very absorbed by the content, language use, and vocabulary if he knows that it will be read and evaluated by his peers or by the teacher.

The results suggest that there are differences as well as similarities in the composing processes of introverts and extroverts with respect to their



behavioral characteristics. The similarities are found in planning behavior, knowledge of ideas, and attitude toward writing. The differences in the process are mainly related to the prewriting time, composing time, frequency of pauses, stylistic concerns, the number and nature of questions the students asked, and their decision about including personal information.



## CHAPTER 5 DISCUSSION OF FINDINGS

### Introduction

This study was investigated in order to find out the composing process of introverts and extroverts. It was hypothesized that the personality traits of introversion and extroversion would be reflected in their composing strategies. The aim was, therefore, to specify the composing strategies exhibited at each stage which were similar and different with respect to these two groups of writers. The hypothesis was tested with six Anadolu University students (three introverts and three extroverts) who were selected by administering the Maudsley Personality Inventory (Eysenck, 1970).

### Results and Implications

The findings of this study refer both to similarities and differences in the composing process of introvert and extrovert writers. The differences observed were mainly related to their prewriting time, composing time, frequency of pauses and behaviors during these pauses, stylistic concerns, the number and nature of questions that students asked, and their attitude towards including personal information in their compositions. The similarities, on the other hand, were reflected in their planning behavior, knowledge of ideas, and attitude towards writing.

The prewriting stage of introverts supported the hypothesis, as there was a considerable difference in time at this stage. Introverts, ( $m=3.5$  minutes), spent more time on the prewriting stage than did extroverts

who spent only an average of (M=1.5 minutes). Although the behaviors exhibited during this time do not show much contrast, the time suggests a meaningful difference with respect to their composing process at this stage. The results may be due to the fact that introverts do more detailed planning and want to avoid possible mistakes, thus they spend more time thinking before they start to write. This corresponds with the introverts' characteristic of being low risk-takers. Planning for them might have meant planning to avoid mistakes or wrong interpretations of the topic. Extroverts, on the other hand, spent less time probably because they are not as planned and organized as introverts are. They start to write as soon as the first idea comes to their mind, thus, they do not spend much time considering mistakes they might make. As a part of their character and nature, extroverts prefer to act rather than to plan for an action; thus, they start to write without thinking too much about what to write.

The composing stage, which includes the pausing frequency and the questions addressed to the teacher while writing, is the second major stage of the composing process. The time introverts spent composing was much longer (M= 65 minutes) than the time extroverts spent (M= 44.3 minutes). This difference in time seems to support the fact that behavioral characteristics of introversion and extroversion are related to the composing process. Introverts, as discussed earlier, are tied to form and mechanics of language, and are

organized (Eysenck, 1970), which explains the length of time they spent at this stage. Frequency of pausing was also found to be higher with introverts. Extroverts exhibited a shorter time of composing because they paused less frequently, which seems to indicate that they were more involved in conveying their meaning and did not pause or lose time correcting mistakes or thinking about how to avoid possible mistakes.

Pausing frequency and the reason writers paused was quite different with respect to introverts and extroverts. The pausing frequency of introverts was higher ( $M= 22.3$ ) than that of extroverts ( $M= 17.3$ ). As discussed above, introverts, due to their personality, pay attention to every detail which may lead them to make mistakes. As they have a low propensity for risk-taking (Mischel, 1973), they try to avoid mistakes, and, thus, whenever possible, rescan and pause during the composing time. Their aim is to find and correct mistakes or to read the previous sentence to be sure

behavioral characteristics because extroverts are concerned with conveying messages and ideas whereas introverts are concerned with organizational aspects. Introverts' tendencies to be tied to plans may also have had an effect on these results (Eysenck, 1970).

The questions that were addressed to the teacher during composing were different with respect to the frequency with which they were asked and their nature. The questions that were asked by introverts ( $M= 2.6$ ) were fewer than the questions extroverts asked ( $M= 6.3$ ). The result reflects the uninhibited personality of extroverts (Eysenck, 1970), and conversely, the inhibited personality of introverts. The nature of the questions asked by introverts was more mechanics- and grammar-oriented, whereas extroverts asked questions in the hope of clarifying the meaning and context of their sentence or paragraph. This supports the above-mentioned findings related to the writers' stylistic concerns while composing.

The subjects were asked to write on a topic which could be handled in a personal or non-personal way. The results suggest that introverts tend to distance themselves from the topic by writing in a more objective way. Extroverts tend to refer to personal information and experience quite often. These findings show that the introspective and low risk-taking behaviors of introverts may be reflected in their composing processes as well as the content of their final written products. Perhaps, they avoid personal information because they

have the suspicion that it may be to their disadvantage because the composition is going to be read by somebody else. Extroverts share personal issues without any fear of the reader impressions, which, again, may be related to their personality and their high propensity for risk-taking (Eysenck, 1970). Apart from the differences, extroverts and introverts have also some composing strategies in common. The planning behavior of both of the groups was almost the same. They used a mental planning strategy, but introverts were concerned with paragraph sections of their composition while planning. That is, they tried to concentrate on the whole introductory paragraph, whereas extroverts concentrated on the introductory sentence only.

Both of the groups reported that they had difficulty writing if the task asked for information beyond their background knowledge. The two groups expressed the same difficulties while trying to write a composition about an unfamiliar topic. However, introverts said that they would prefer to make a written plan in such situations whereas extroverts stated that they would not consider a written plan. This finding shows that when introverts are faced with some task that they are not certain about, they need something to refer to so they do not get lost. In doing so, they minimize the possibility of making mistakes.

Introverts and extroverts, when asked about their attitudes toward writing, stated that they liked writing, but their liking changed with respect to the

task, that is, whether the task was school-sponsored or not. Introverts felt more inhibited in school-sponsored writing possibly because inhibition is representative of their behavioral characteristics. Extroverts said that they like to write irrespective of whether the writing task is school-sponsored or not. This shows that extroverts are not disturbed by the fact that their written assignments are going to be read by somebody else. They like sharing ideas without being afraid of mistakes because they like taking risks and like to communicate even though some errors may occur.

#### Pedagogical Implications and Conclusions

The findings of this study seem to support the fact that students' composing processes are in accordance with their personality traits. These findings confirm that the process approach to writing may be a viable and effective way to teach composition since the approach focuses on generating ideas, writing drafts, providing feedback, and proofreading (Keh, 1990) all of which may be influenced by students' personality traits. Therefore, such an approach to writing, by focusing on process, allows students to go through the composing stages using their own affective dispositions. This study strengthens the need for process approach as the findings refer to a relationship between what students do, how they do it, and their personality characteristics.

### Assessment of the Study

Because this was a case study of only three introverts and three extroverts, the results should not be generalized for all learners of English as a foreign language. Also, time constraints only allowed limited data from the selected subjects to be elicited, which again questions the generalizability of findings and results. In order to generalize these findings, more than one researcher is needed to provide interrater reliability and more subjects are needed to establish reliability of the data.

### Implications for Further Research

This study mainly dealt with the relationship between personality factors and foreign-language learning, and was limited to introversion-extroversion and writing in a foreign-language. However, there are other skills such as listening or reading that might be related to introversion-extroversion but to date have been given scant attention. As learning a second language has been found to be affected by personality traits (Eysenck, 1970) these skills can also be speculated to differ with respect to behavioral characteristics. Because listening requires special focus on specific items such as sounds, words, and structures, that is, bottom-up processing, introverts could be at an advantage (Richards, 1990), and conversely, as extroverts are better in creation of ideas and identifying them, they might be at an advantage in reading (Vacca, 1991). However these speculations need



to be supported by empirical studies. These and similar studies might fill the gaps in the literature on personality factors and second-and foreign-language learning.



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## APPENDIX A

Maudsley Personality Inventory

Dear student,

I am doing a research on the personality traits of Introversion-Extroversion in students. Please, spend a few minutes to fill out this questionnaire and do indicate your name.

Aynur Baysal

Name of the student: \_\_\_\_\_

EXTROVERSION SCALE	YES	NO
1. Are you inclined to keep in the background on social occasions?	-----	-----
2. Is it difficult to lose yourself even at a lively party?	-----	-----
3. Are you inclined to be overconscientious?	-----	-----
4. Do you like to mix socially with people?	-----	-----
5. Are you inclined to limit your acquaintances to select a few?	-----	-----
6. Are you inclined to be quick and sure in your actions?	-----	-----
7. Do you ever take your work as if it were a matter of life or death?	-----	-----
8. Do you like to have many social engagements?	-----	-----
9. Do you generally prefer to take the lead in group activities?	-----	-----
10. Are you inclined to be shy in the presence of the opposite sex?	-----	-----
11. Do you nearly always have a ready answer for remarks directed at you?	-----	-----
12. Would you rate yourself as a happy-go-lucky individual?	-----	-----

13. Are you inclined to keep quiet when out in social groups? -----
14. Can you let yourself go and have a good time in a party? -----
15. Do you like work that requires considerable attention? -----
16. Would you rate yourself as a lively person? -----
17. Would you be unhappy if you were prevented from making contacts? -----
18. Are you happy when you get involved in projects that call for action? -----
19. Are you inclined to take your work casually as a matter of course? -----
20. Do other people regard you as a lively individual? -----
21. Do you usually take the initiative in making new friends? -----
22. Would you rate yourself as a talkative individual? -----
23. Do you like to play pranks upon others? -----
24. Do you prefer action to planning for action? -----

## APPENDIX B

Observation Form

1. Prewriting Time      Start: \_\_\_\_\_      Finish: \_\_\_\_\_

2. Composing Time      Start: \_\_\_\_\_      Finish: \_\_\_\_\_

3. Frequency of Pauses


4. Planning Behaviour            Mental            Written

5. Frequency of Questions


6. Questions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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12. \_\_\_\_\_

13. Are you inclined to keep quiet when out in social groups? \_\_\_\_\_
14. Can you let yourself go and have a good time in a party? \_\_\_\_\_
15. Do you like work that requires considerable attention? \_\_\_\_\_
16. Would you rate yourself as a lively person? \_\_\_\_\_
17. Would you be unhappy if you were prevented from making contacts? \_\_\_\_\_
18. Are you happy when you get involved in projects that call for action? \_\_\_\_\_
19. Are you inclined to take your work casually as a matter of course? \_\_\_\_\_
20. Do other people regard you as a lively individual? \_\_\_\_\_
21. Do you usually take the initiative in making new friends? \_\_\_\_\_
22. Would you rate yourself as a talkative individual? \_\_\_\_\_
23. Do you like to play pranks upon others? \_\_\_\_\_
24. Do you prefer action to planning for action? \_\_\_\_\_



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1. Prewriting Time Start: \_\_\_\_\_ Finish: \_\_\_\_\_

2. Composing Time Start: \_\_\_\_\_ Finish: \_\_\_\_\_

3. Frequency of Pauses


4. Planning Behaviour \_\_\_\_\_ Mental \_\_\_\_\_ Written

5. Frequency of Questions


6. Questions

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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DOKÜMANİZEASYON MERKEZİ