

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES



**AN INVESTIGATION ON THE INFLUENCE OF
TEMPERAMENT ON L2 ACHIEVEMENT IN
TURKISH INTERMEDIATE LEVEL OF EFL SPEAKERS**

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MA THESIS
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Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

This Paper is dedicated to God Almighty for making it possible, my family for their support, and friends.



FOREWORD

This thesis is written as a completion of Masters in English Language and Literature. It focuses on the influence of temperament on EFL Turkish speakers, it investigated if there is any significant effect from temperament as regards the performance of subjects in Turkish EFL speakers.

In the beginning, I had zero to little knowledge on how to organize and conduct a field research but with the help of my Supervisor and my friends I was able to excel in it. This has now equipped me with skills that no otherwise may have been lost if I was not supported.

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Damilola Joycelyn OJO

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ABBREVIATIONS

ANOVA	:Analysis of Variance
BICS	:Basic Interpersonal Communication Skills
CALP	:Cognitive Academic Language Ability
DISC	:Dominance, Influence, Steadiness, Conscientiousness
EFL	:English as a Foreign Language
EPQ	:Eysenck Personality Questionnaire
FL	:Foreign Language
GPA	:Grade Point Average
ID	:Individual Differences
IELTS	:International English Language Testing Services
L2	:Second Language
LTM	:Long Term Memory
MBTL	:Myers-Briggs Type Indicator
NEO-PI	:Neuroticism, Extroversion, Openness Personality Inventory
OALD	:Oxford Advanced Learners Dictionary
SILL	:Strategy Inventory for Language Learning
SLL	:Second Language Learning
TOEFL	:Test of English as a Foreign Language

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AN INVESTIGATION ON THE INFLUENCE OF TEMPERAMENT ON L2 ACHIEVEMENT IN TURKISH INTERMEDIATE LEVEL OF EFL SPEAKERS

ABSTRACT

Since the dawn of psychology, there have been studies conducted to understand human beings behavior and reason behind these actions and reactions and how it affects language acquisition, including L2 acquisition. This study examined the awareness of temperament types among Turkish L2 speakers, and went on to analyze if and how the various temperament affect language learning, acquisition and skills in intermediate level Turkish English language learners.

The primary data consisted of 50 males and females to make a total of 100, all took a personality test to determine the category they belong to in their temperament, and in addition went through tests based on different language: vocabulary, grammar, comprehension, and reading, while also being tested in an oral interview for the speaking aspect of L2. The subjects for data collection were purposively selected, and the collated data were analyzed using SPSS (version 20.0) while utilizing ANOVA and Spearman's Correlation Analysis.

The findings showed that there was a limited knowledge of what the four temperaments are by the respondents. However, some have an idea what their temperaments might be. This means that majority are aware of the differences in human behavior, and some actually took their time to study what temperaments may be and how it affects human behavior. There was the high awareness of sanguine-phlegmatic tendencies by the respondents. In addition, the role that temperament played in reading is important, which means that the temperament one has goes a long way to either positively or negatively influence the ability to read in English. However, when it came to writing, speaking and listening, the influence of temperament may not be important as they were not significantly correlated to any temperament type.

The study concluded that the findings have serious implication for both the students of EFL and the language teachers, and that temperament shows some kind of role in the performance of the second language learning in Turkish learners. Also the teachers should encourage the most reticent students by increasing opportunities for communication and try to make sure that the most outspoken do not drown the latter or hinder them from learning.

Keywords: *EFL Speaking; Personality; Eysenck; Phlegmatic; Sanguine; Choleric; Melancholic; L2; L1; SLA*



İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN L2 BAŞARILARIN MIZAÇ ETKİSİNİN ARAŞTIRMASI.

ÖZET

Psikoloji çıktığından beri insan davranışları ve düşüncelerine dayalı yanı hareketleri, tepkileri ve dil edinmesi gibi çalışmalar sürmüştü. Şu çalışmalar Türkçe L2 konuşanların arasındaki mizaç türlerinin farkında olmalarını inceler, ardından şu çeşitli mizaçları, dil öğrenmek, edinmek, orta düzey seviyesinde Türkçe İngilizce dilini öğrenenlerin yeteneklerinin Eger ve nasıl etkilendiğini analiz eder.

Genel toplam 100 olmak üzere temel veri 50 kız ve erkeklerden oluşmuştur. Mizaçlarının hangi kategoride olduklarını belirlemek için herkes kişilik test almıştı, ardından farklı dile dayalı testler yapılmış; kelime hazinesi, gramer, anlama ve okuma hâlbuki hem sözlü mülakatında L2 konuşanların yönlerini test edilmiştir. Bilgileri toplamak için konuyu kasıtlı olarak seçilmiştir ve alınan bilgiler SPSS ile analize edilmiştir.(versiyon 20.0) ayrıca ANOVA ve spearman kolerasyon analizini kullanılmıştır.

Cevap niteliğine göre bulgular sınırlı bir bilgiler olduğunu göstermiştir. Ancak bazıları kendi mizaçlarının ne olduğunu fikir sahipler. Cevap niteliğine göre çok yüksek umutlu-duygusuz eğilimlerin farkındalığı vardır. Ek olarak okumakta mizaçların aldığı rol çok önemlidir. Ancak yazmak, okumak ve dinlemeye gelince mizaçların etkileri olmayabilir çünkü herhangi mizaç türüne anlamlı ilişki göstermemiştir ve şu mizaçlar Türkçe öğrenenlerden ikinci dili öğrenenlerin performansta bir rol gösterir. Ayrıca öğretmenler en suskun öğrencileri teşvik etmesi için iletişim fırsatlar artırmalıdır, ve en açık sözlü olanlar diğerleri başvurmadan veya öğrenmelerini engellememesi için gayret göstermelidir.

Anahtar kelimeler: *EFL, konuşma, kişilik, Eysenck, ağırkanlı, iyimser, asabi, melankoli, L2, L1, SLA)*

1. INTRODUCTION

1.1 Background of the Study

A lot of studies have been done as regards personality and temperament because there have been a lot of controversies and debate over the years which led to different definitions. However, this is as a result of the different view as regards the cause and the different conclusion reached with the experimentation carried out which generate different dimension of temperament as evidenced in the occurrences of different theories from Galen to Eysenck and to other theories (Campbell n.d). Apart from this, there are also other argument about temperament whether it is acquired from the environment or from genes.

Behavioral science tries to explain that genes have a greater influence on temperament than environment, as Lang points out, “Heredity has a greater influence on one’s personality and behavior than either one’s upbringing or the most crushing social pressure” (1987, p.58-66).

In McCall’s definition of temperament, there are four approaches which determines personality as regards to emotion, social interaction and activeness evident as early as infancy and controlled by biological factors, however, experience and situation have a part to play in its development (Goldsmith, et al, 1987, P.524). This view covers the generally accepted approach towards temperament for over twenty five years. However, new discoveries and theories have brought more assumptions, the first of which claims personality traits are not constant in infant; because it determines the most dominant ones that only show later and not in infancy, (Rothbarth, 2011). According to Roberts and Delvecchio, (2000), personality attributes get more stable and consistent as growth occurs.

The second assumption which researchers like Zentner and Bates(2008) agree with, is that, there are some traits that are mentioned in their definition of temperament like attention and executive control which make up individual differences and is actually cognitive as regards nature.

The various temperament theories mentioned will be discussed and will be investigated in Turkish Students. The receptive and productive skills of English language will be checked. At the end of this research, it should be clearer whether temperament really has any effect on the skills and acquisition of English language in Turkish students. The research purpose is to find out the temperament of Turkish EFL Speakers. That is, how it may assist or impede the acquisition of a second language. Since temperaments are different and vary from person to person, there is an interest to check if and how it affects the learning of an L2. There is an attempt to check the language skills of people in relation to their temperament because according to Pennebaker and King, (1999), there is the claim that a learner's personality goes a long way to determine the success or failure of language acquisition.

According to Collins English Dictionary, the word 'temperament' is a Latin word which means 'to mix'. It can be traced from the ancient times of Socrates, Plato, Hippocrates, and Galen, to David Keirse and the likes. In this study the focus will be on Galen theory who categorized temperaments into four types, namely: "Sanguine, Melancholy, Choleric and Phlegmatic" as seen in Kagan (1998). There will be some discussions on (DISC), proposed by a psychologist named William Moulton Marston, that focuses on traits. People who are grouped into 'D' (Dominance) are outgoing and task-oriented, they show dominant and direct behaviors, people who are grouped into 'I' (Influence) are outgoing, people-oriented, and they show inspiring and interactive traits. For people grouped into 'S' (Stability), they are reserved, people-oriented, and supportive with steady behavior. Lastly, people who are put in 'C' (Competence) category are reserved, task-oriented, and cautious. However, every person shows all or some of these behaviors depending on the situation.

Having talked briefly about these temperament theories, as stated earlier, this study focuses on Galen's theory on temperament. Of course, the theory in itself is not totally

complete as temperament is quite a complex area of research, but nonetheless, most researchers like Eysenck still refer to his terms and features, even if with tweaks and adjustments, and hold his theory in high regard. DISC personality theory in a bid to emphasize the fact that temperament is understood in different ways. DISC theory will be dealt with in details, its strengths, weaknesses and limitations. They are related to Galen's identification of temperaments even though the labeling is different, the features are quite similar. (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

There are different theories of temperament or personality, and some of these are examined one after the other. The Four Temperament Theory (even though this has been argued back and forth) is a theory that points to the fact that there are four important kind of temperament which are the "Sanguine (playful attitude), Choleric (strong-willed), Melancholy (deep thinker) and Phlegmatic (laid-back)". These four temperaments "may have its root in the ancient Egypt or Mesopotamia". Under this theory, they posit that there can be the mixture of two or more of these temperaments in just one individual, but [usually] with just one temperament being dominant. (https://en.m.wikipedia.org/wiki/Four_temperaments).

Hippocrates, a Greek Physician who lived between C.460 to C.370 BC, included these into his medical theories as part of the "ancient medical Concept of Humorism" that states that there are four body liquid which are present in the body and which affect human behavior and characteristics. The Greek physician had the belief that some certain human moods, behavior is as a result of too much or absence of body fluids termed humors. They are the blood, yellow bile, black bile and phlegm (https://en.m.wikipedia.org/wiki/Four_temperaments) illustrated in Table 1.1.

The table below has to do with how Hippocrates interprets Temperament using the presence of some fluids in the body which determines the kind of behaviour people exhibit.

Table 1.1: Hippocrates and Body Fluids

Temperament	Body Liquid in Excess	Behavioural Attributes
Choleric	Yellow Bile	Impetuous, Deceitful, Extravagant, Bold
Melancholic	Black Bile	Fearful, Depressed Discontent
Phlegmatic	Phlegm	Lazy, Sleepy, Languid
Sanguine	Blood	Merry, Sociable, Volatile

Source: (Campbell n.d, “The Pre-psychological Era”, Table 1).

Some researchers like Immanuel Kant rejected the theory of these four temperaments, in relation to body fluids, especially in modern medicine and science, but there is still the scientific acceptance, although varying, of the four categories of temperaments, or at least something very similar to that is being continuously used – with the changing of terminologies in most cases or in some other cases the addition of more terms.

Galen’s model on temperaments will be mostly emphasized, while David Keirey who shares similar ideas with him will be looked into. Galen’s work, no matter the modern and other models, is important because there is mostly recourse to his works by other theorists and some even refer to the terms he used with little modification or use them as a base for their own terms. Galen (AD 129-C.200) conducted a research to investigate the reason behind the different behaviour of human being. He categorized it as hot/cold and dry/wet which he got from the four elements. There is what is called a balance in the different qualities leading to nine temperaments. There are four less balanced ideal types in which one of the four qualities dominate the others. In the last type he categorized the four types, one pair are the qualities which dominated the complementary pair: the four are the ones Galen termed sanguine, choleric, melancholy and phlegmatic which are related to body humors. (Mohammad. A.S. N, 2011).

The table below categorized the four temperament by Galen as either moist or dry, hot or cold, while Sanguine and Phlegmatic are list as moist, Choleric and Melancholy are

listed as dry; also while sanguine and choleric are shown to be hot, Phlegmatic and Melancholy are listed to be cold.

Table 1.2: Galen’s Conception of Temperaments

	Moist	Dry
Hot	Sanguine	Choleric
Cold	Phlegmatic	Melancholy

Source: Mohammad (2011, p.35).

The table below is a combination of Hippocrates’ humors, Galen’s terms and their equivalent traits that have been used to understand temperament from the ancient times.

Table 1.3: Classification of Human Qualities over Time

Element	Qualities	Humor	Type	Traits
Air	Warm/moist	Blood	Sanguine	Cheerful/warm
Fire	Warm/dry	Yellow bile	Choleric	Short-tempered
Earth	Cold/dry	Black bile	Melancholy	Melancholic
Water	Cold/wet	Phlegm	Phlegmatic	docile/slow

Source: Montgomery (2002, p.36).

The Four-Temperament Theory is quite popular because the world as we all know is infinitely complex, and we all try to get the simplest explanation about why we are the way we are. Beyond that though, this theory actually has universal traits that people can attribute to themselves in various degrees. Avicenna (980-1037) who was a Persian doctor expanded Galen’s theory by adding “emotional aspects, mental ability, moral attitude, self-awareness, motions and dreams” to it. While Immanuel Kant (1724-1804) another great and important philosopher, in his book talked about his own understanding of temperament which he still referred to as Galen did in the same terms. The twist in his

own research as opposed to Galen's, in that, he posits that each temperament is basically independent and there can be no combination. (Campbell, "The Pre-Psychological Era", n.d, para 6).

Between the late 19th to mid20th century, theorists like Eric Adicks (1866-1928) a German Philosopher whose work is a reflection on Kant, asserts that people can be differentiated by their dominant world view. He also proposed four types of personalities: the Innovative [who are changers and pioneers], the Traditional [who are conservatives], the Doctrinaires [who seek what will be of value to human], and the Skeptical [who call everything into question]. William James (1842-1910) also has a similar opinion with Eric Adick's. He, however, goes further by making a distinction between rationalists and empiricists, these set of personalities can be observed in the way they handle facts. He expatiates by stating that while rationalists are tender-minded, empiricists are tough-minded. (Campbell, "Late 19th to Mid-20th Century Theorists", n.d, para 9, 10)

This table divided temperaments into two, those who are Soft minded (they follow principles) and those who are Tough Minded (they follow facts). Under the broad term of Rationalistic and Empiricist, other features related to them are listed.

Table 1.4: Differences between Soft and Tough minded

The Soft Minded	The Tough minded
Rationalistic: they follow principle	Empiricist: they act according to facts
Intellectualistic	Sensationalistic
Idealistic	Materialistic
Optimistic	Pessimistic
Religious	Irreligious
Free-willist	Fatalistic
Monistic	Pluralistic
Dogmatic	Skeptical

Source: Campbell, ("Late 19th to Mid-20th Century Theorists", n.d, Table 2).

Another theorist, Eduard Spranger (1882-1962) saw personality as what each person value the most, which also determines the world view of each individual. He classified these values into six different types (Social, Economic, Theoretical, Aesthetic, Political and religious). These values, in relation to whichever is relevant to an individual, will determine the personality that the individual embraces. (Campbell, “Late 19th to Mid-20th Century Theorists”, n.d, para. 12)

The table below is about how people view the world around them in terms of values and this in turn determines the type of personality they may have.

Table 1.5: Values

Value	Personality Type Features
Theoretical	Treasures education especially the uncovering of truth and knowledge
Economic	Treasures material things and its relevancies
Aesthetic	Treasures form and harmony, peace and beauty and indulge in pleasure appreciation
Social	Treasures community and people
Political	Treasures status and power
Religious	Treasures the contemplation and understanding of what is beyond man, the creator

Source: Campbell, (“Late 19th to Mid-20th Century Theorists”, n.d, Table 3)

While the above theorist juxtaposed values and personality/temperament, Ernst (1925) identified it as psychological disorders that develop in an individual, he goes on further to posit that Psychosis is an extension of temperament. He therefore in relation to his assertion divides individuals into two broad categories: Cyclothymic [those who admire social activities], and Schizothymic [those who are outright suspicious of and avoid social activities]. He went further to divide Cyclothymic into Melancholic (depressive)

and Hypomaniac (excitable), while also dividing Schizothymic into Hyperesthetic (oversensitive) and Anesthetic (insensitive). (www.ptypes.com/temperaments.html)

Carl Jung (1875-1961) believes in the distinction between extroversion and introversion. According to him, extroverts are driven by the outside world, that is, their energy moves to the outer world of people while introverts are driven inwardly, that is, their energy moves to the world of thoughts and ideas, the differences produces different individual. He also makes two broad categories in relation to cognitive processes of mental functions which are perceiving (how we get to be aware of things) and judging (how we decide about things).

The first is associated with sensing and intuition while the second has to do with thinking and feeling. He posits that there is an introverted and extroverted side to each individual which brings about eight mental functions that people use to cope with life, although one is most relied on in such a way that defines the personality of the person. (<http://www.mbtitoday.org/carl-jung-psychological-type/>).

Campbell made a reference to Eric Fromm (1900-1980), who says that temperament has to do with emotional disposition which is innate, while character has to do with one's ethics and morals which leads to character development. He used the same term of temperament as both Galen and Avicenna and agreed with Kant on the features associated with each. In addition to all of that, Eric goes further to describe six dominant characters in the modern society which he states as Receptive, Exploitative, Hoarding, Marketing, Necrophilous, and Pathological. He concludes by identifying the positive one as productive. (<http://www.personalitydimensions.com/#! History/ckqh>).

David (1978) is one of the direct contributors to the development of personality dimensions. He says human personality can be classified into four types, this due partly to inspiration he had from most of the scholars already mentioned above. The four temperaments which according to him exist in human beings are Artisans, Guardians, Rationales, and Idealists.

1.2 Individual Differences and L2

There is a need to understand the reason behind the variation in the performance of L2 learners (that is, why some perform very well and some poorly) even though they are exposed to the same teaching technique as mentioned by (Kasschau, 1985). Individual difference (ID) is a situation where people given a certain population are different physically, behaviorally and in psychic features. There however, will be a concentration on personality traits on ID. Traits was a terminology first used by Gordon Allport as the major unit of personality. It is seen in behaviour, reactions to situations and are acquired and also innate which are internal mechanisms but not limited to it as a result of it been present and modified by external factors. (www.eolss.net/Sample-Chapters/c04/E6-27-04-05pdf).

Ehrman (1996) suggested there is obvious link between personality and L2 because the former shows what people feel good about. They tend to decide what they are comfortable with, do it and keep practicing it till they get better skills at it. There are some features of ID that may affect L2 learning; they are, extroversion/introversion, self-esteem, inhibition etc.

Extroversion/introversion: this trait determines if a person rather work alone or in a team. Eysenck concluded that an introvert would be better at language learning than an extrovert. However, theorists like Cook (2001) and Mcdonough (1986) disagree with this, emphasizes extroverts are more likely join to group activities, this increases their chances at language practice and maximize their success. Self-esteem: Coopersmith (1976), says is a personal self-judgement of how people see themselves. Brodkey& Shore, (1976) conclude that it is a vital elements in L2.

Inhibition: according to Brown (2002), students who feel like they have the freedom to explore language go ahead, try out hypotheses, this break down the barriers that hold some learners at bar and this determine L2 acquisition success or failure. Even though a lot has been said about individual differences, what should be investigated is the way we perceive and understand the world and also the way we react to the world – temperament.

Temperament may have a lot to do with L2 acquisition because new language requires practice and some temperament are more prone to practice more than others. There is a need for this study to check how this happens and why in the Turkish environment especially due to the aforementioned difficulties or challenges associated with a second language learning, in this case, English.

1.3 Purpose of The Study

The Study of language acquisition in relation to temperament has been a source of focus for Scholars, examples are, Krashen (1985), Skehan (1989), Gass & Selinker (1994), but how temperament assists or impede English language learning as a L2 by Turks has not been adequately investigated, as there is little or no literature on this. As noted all along, temperaments play a big role in L2 acquisition, Ehrman,(1996); as well as highlighting how temperament was interpreted both in the ancient times and recent times serving as the guide in this research. This study tries to look into the likelihood of the subjects been aware of their temperament types and if the occurrences of different temperament types affect L2.

1.4 Objectives of The Study

The specific objectives of the study are as below:

- i) To investigate the awareness of temperament types among Turkish L2 speakers;
- ii) To analyze the influence of temperament on the level of performance in L2 acquisition by Turkish EFL Speakers.

1.5 Research Questions

The following research questions that are important to this study are given below. These will help to have a clearer understanding of the main focus of this research.

1. Can people identify the temperament they belong to?
2. Does temperament affect L2 acquisition?

1.6 Significance of the Study

The understanding of a temperament gives space for other types to be understood – their advantages and disadvantages. This study therefore enhances the understanding of L2 learning as pertaining to temperament. It will make it possible for those who are not aware of their temperament type to understand themselves better and to avoid confusion when dealing with others. It will also give the opportunity to people to work on their weak side when it comes to L2 and their temperament.

1.7 Outline of The Thesis

Different researchers label their understanding of temperament differently with real differences reflected across studies, but it has been noted that there is a substantial agreement in the contents of constructs across a number of studies of temperament (Rothbart & Bates, 1998). These labels will be examined but there will be a focus on Galen whose label was referred to and who serves as a source of inspiration to some researchers.

In Chapter I, there is the background of the study which highlights the different theories of temperament, the statement of research problem, the purpose and objectives of the study, the limitations of the study, the research questions to be answered.

In Chapter II, there is the literature review which deals with past literature and recent ones, historical background alongside detailed information about temperament and personality theories is collated from several scholars and related to the present research.

In Chapter III, there is the methodology which elaborates on the research data, research design, research procedure and instrumentation.

Chapter IV deals with the data analysis; all the data gathered is processed here including the major findings according to the data analyzed.

Chapter V, the conclusion of the research, addresses the summary of the research work and includes recommendations for further studies.

2. LITERATURE REVIEW

An important question which is a major concern in Goldsmith et al. (1987) is seen in the title of the article: “What is temperament?” The title has been a cause for debate for a long time, and the renowned researchers who participated in the 1987 article continued this argument by trying to give different theories. By the end of this article, the commentator Robert McCall gave a meaning to temperament that tries to mix the four terms, he says:

“Temperament consists of relatively consistent, basic dispositions inherent in the person that underlie and modulate the expression of activity, reactivity, emotionality, and sociability. Major elements of temperament are present early in life, and those elements are likely to be strongly influenced by biological factors. As development proceeds, the expression of temperament increasingly becomes more influenced by experience and context. (p. 524)”

The meaning combines countless number of the public views concerning temperament that have accompanied scrutiny for about twenty-five years. Though, new discoveries and ways have presented new views on these countless accompanying assumptions. First, not all temperament attributes are constant nor main in existence, maybe, because new temperamental arrangements that manipulation or reduce the extra reactive aspects of temperament appear merely afterward in childhood; as these manipulation arrangements become obvious later, they could change the expression and stability of the extra reactive traits (Rothbart, 2011).

Temperament traits become extra consistent as regards period, displaying comprehensive consistency during the elementary years (Roberts & DelVecchio, 2000). Also, because of developmental procedures transpiring in infancy and after childhood,

stability frequently could be heterotypic rather than homotypic. For example, discernible discovery acts in childhood foretells novelty which is later evident in adolescence, perhaps standing for two different realization of a similar procedure (Laucht, Becker, & Schmidt, 2006; Schwartz et al., 2011).

Second, most temperament researchers would agree that some certain present in the definition do make up individual differences in temperament (Zentner & Bates, 2008). However, dimensions of attention and self-regulation, that turned out to be important to individual differences that appears in basic form in infancy was left out; derived in bits from developing biological systems, and modulating the development of more reactive emotional systems (Rothbart, 2011).

In short, temperament researchers understand nowadays that affective and cognitive processing are exceedingly consolidated arrangements (Derryberry & Tucker, 2006; Forgas, 2008) and that, consequently, a little aspects of temperament – such as attention and major control – involving individual contrasts in areas conventionally believed to be overly cognitive in nature.

Third, the field understanding of the combined workings of biological factors and experience in developmental processes have come to be overly complex. The meaning is that temperamental contrasts are powerfully affected by biology at the onset, but come to be more affected by environmental experiences as time goes on. This dichotomy between biological and environmental influences is not tenable. Before a baby is born, the intrauterine nature would have already affected the expression of every single child's gene physically (Huizink, 2012).

The genetic and environmental factors impact temperament from childhood and new genetic effects on temperamental features arise afterward (Saudino & Wang, 2012). Thus, temperament ought to no longer be believed as biologically derived at origin and later shaped by experience; rather, it ought to be believed as the consequence of biological and environmental factors working jointly across development. The latest study on temperament gives an alternative definition: Temperament traits are the main growing obvious behaviour in the areas of attention, affectivity, attention, and self-

regulation, and these behaviors are the sum total of convoluted contact amid genetic, biological, and environmental factors in time. As McCall noted in his commentary on the four temperament ways: “Definitions are not valid or invalid, confirmable or refutable. Instead, they are more or less useful. (Goldsmith, et al, 1987, p. 524)”

It is vital that people should not be rigid by wanting to stick to one meaning of temperament. As new discoveries are made, different dispositions could be recognized, and an altered meaning could be clarified to be more relevant.

2.1 The DISC Theory

For a long time, efforts have been made to understand human beings and human behavior: Why we do what we do. Different people from different places like the antique Greeks and Romans to the American Indians have had disparate methods of understanding and delineating the things they noted in others and in themselves.

A few of the methods of delineating human behavior that were industrialized in antique areas, which still exist till date (e.g. reference is frequently made to “Hippocrates (400 BC)” including his definition of the “four temperaments”, or to “Galen (200 AD)”, who in a comparable manner delineated four body fluids).

“In the eighteenth century, Galen’s theory were elucidated by the German theorist Immanuel Kant, and in 1903, Wundt did a rigorous examination of the ‘Kant-Galen-Hippocrates theory’ of four kinds of temperament”. With Freud, Jung, Adler and others, the present psychological way was founded. While Freud delineated the ‘id, ego and super-ego’; Jung articulated the ‘archetypes’; and Adler emphasize on ‘early-developed motives’ were established on communal need. Later on were the behaviorists, who upheld that human actions were a consequence of whether responses were good, bad or neutral. But, in spite of the past progress – the theories and hypothetical disparities or conflicts – there is yet a strong research attention in human behaviour, meanwhile, the demand for easy and competent way of understanding and conversing actions is larger than ever before. (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

2.2 The DISC Model.

The Confidential Profile Arrangement is an influential instrument that is both facile to comprehend and additionally an easy way of comprehending convoluted human actions. It is useful for psychologists and those that want to discover things concerning people's action and theirs better; "the Personal Profile System is built on DISC model with two sides and four types. The model puts human types into four classes: Dominance, influence, Stability and Conscientiousness/Competence"(DISC)." (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

William (1928) made available a method for comprehending and labeling human behaviour. He did not develop an instrument for calculating human behaviour. However, his method has been checked and edited according to the latest knowledge and research. The Confidential Profile Arrangement is exceptional, in that it has the ability to self-evaluate and it is a self-interpreting instrument, based on the DISC model.

The DISC model was early delineated (William 1928), literally, the label display what he focuses on which is an opposite view of others, like Freud and Jung, he had no interest in pathology or mental illness, but rather in a sane person's feelings and actions concerning his environment." Although from a modern view, the 'book' is composed in an antiquated intellectual speech, the ideal it describes is nevertheless vibrant, essential and just as vivid as it was after he crafted it.

The DISC model is established on two topics: identifying the surrounding as favorable or unfavorable, and seeing oneself stronger or weaker than the environment.

2.3 The DISC Model Elaborated

A vital term in the DISC model is the term 'perception'. The manner people discern and deal with precise issues, events, and nature, is far more vital than these issues, phenomenon and nature in itself. Literally, a phenomenon is not different as our understanding of it.

There are countless examples: people respond to events in a text or movies, they experience various emotions just like in real life; someone left by himself / herself at a residence assume that the sound made by a tree-top robbing against the window pane maybe a burglar trying to break in; another is disturbed because s/he has believed that repair of a building, ought to be finished in two months instead of six months. The exact responses as regards issues, humans and occurrences depend on our understanding of it. William (1928) understood this, and with rigorous psychological scrutiny, it was discovered that what we feel and our actions are established on the perception concerning the world about the phenomenon we encounter.

2.4 The Definition of Surrounding

We understand that the DISC model is established on the understanding of person's nature and of himself/herself as regards the environment. In this case, the term 'surroundings' include all even beyond human. It includes all from humanity, deeds and conditions to challenges of the given conditions, locale and the climate.

The figure shows the person, their surroundings and actions in relation to the surroundings.

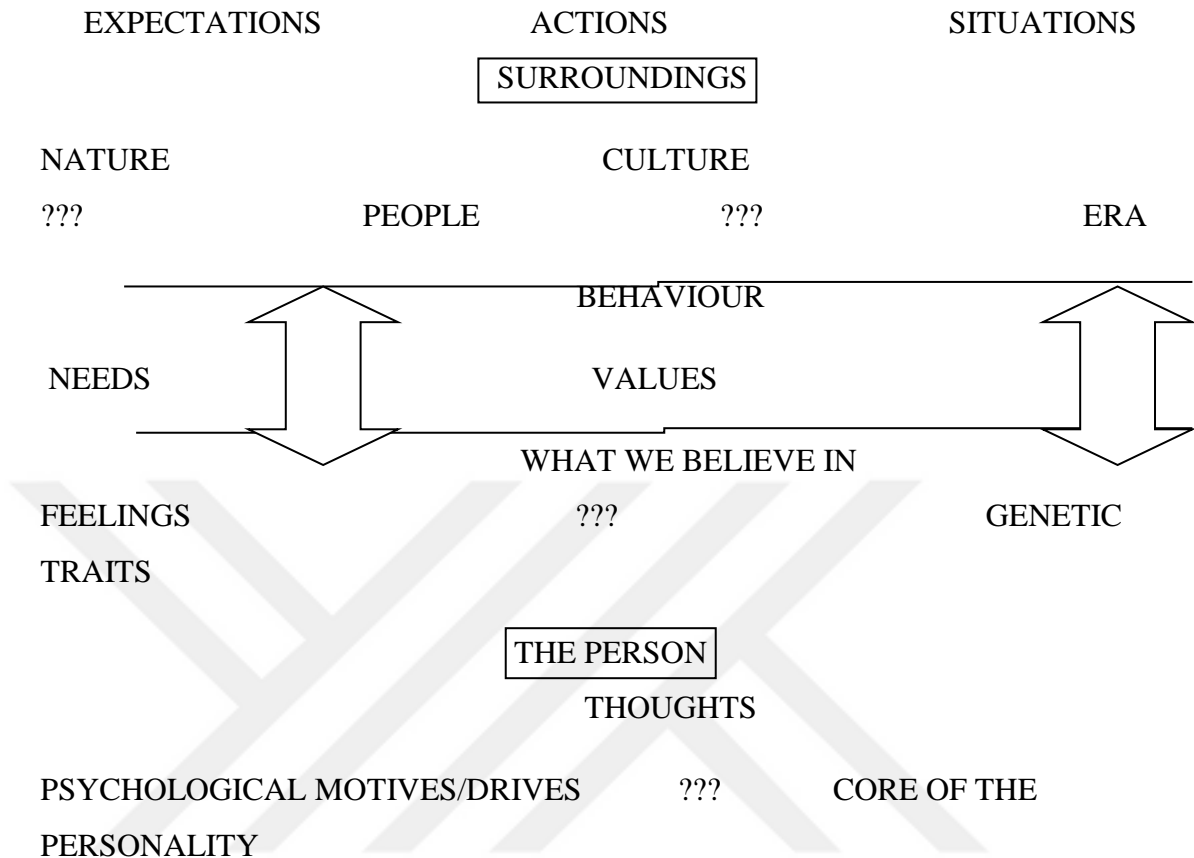


Figure 2.1: The person in relation to his environment

Source: http://ipbpartners.eu/public/artikkel/DiSC_thoery_background.pdf

The DISC model was industrialized at a period after the larger portion of psychological scrutiny was causing controversies because of its ideology of psychological purposes as being physically motivated. William wanted to check what was transpiring mentally, emotionally and physically with human contact in the environment. He checked things like how much they sweat when he observe people’s skin under questioning and he compared this reactions with that of trained observers who he also interviewed. The more popularity his research got, the more he was able to identify precise outlines that indicates that people use one method out of four to replace and respond as regards the surroundings. These four methods are what we nowadays understand as D, I, S, and C, behavior. There are supplementary factors that can impact behavior, such as: benefits, sophistication, training, spiritual beliefs, etc.

2.5 Meaning of Favorable and Unfavorable Nature.

According to the DISC model, someone sees his nature as being favorable or unfavorable – those who discern their nature as unfavorable see trials, delay and probable problems in the goal they set for themselves; while those who discern their nature as favorable notice the bliss, coziness and the probable accomplishment in the goal they set for themselves

None out of the two ways of seeing the situation is more or less right, it is not just the same. Most people's understanding of nature is straightforward and instant. The gap in the two view is extremely thin, but it is there, as the proceeding examples show: Two people go to a diner and realize there is a line of people vying for a seat. The first is like: "This restaurant has to be extremely known", while the other reasons: "This restaurant has a bad management for them not to be able manage this many people with this long queue". Another example is seen, is shown in the thoughts of two trainees in evaluating a seminar according to how useful it can be to them. One person thinks: "let's see if anything sensible can be gained from this programme." The other thinks, "It is very important to discover valuable knowledge from this programme." To buttress the examples given, while two sales representatives prepare for a sales meeting, one tries to see or check if the client needs are met, whereas the other position himself to just answer client questions. Also in a group meeting, some are relieved with the outcome which has been grasped and that all are for it; others are troubled concerning themselves with the problem that maybe it is the right decision to make or not. (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

The above instances are all disparate interpretations of the similar occurrences. Every single thought contributes to a more methodical and assorted view, elaborating a view that would not have existed if everyone observed it in similar methods. The figure below illustrates the understanding of nature as either unfavorable or favorable.

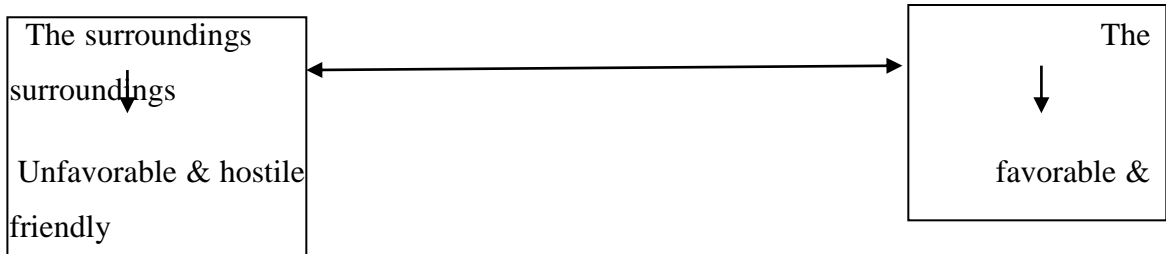


Figure 2.2: DISC Model: Perception of Surroundings

(http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

2.6 Definition of Oneself

This part of the DISC model is the theory that every single person sees himself/herself as either stronger or weaker than his surroundings. This indicates how far the impact and manipulation of how people see themselves as possessing strength above the circumstances, people or phenomenon in the environment. People who discern themselves as stronger than nature believe that it is possible to accomplish their aim by strength or by convincing others. While those who discern themselves as weaker than their nature trust that to accomplish their aims through cooperation, or instituted guidelines to safeguard quality.

Again, as in the previous illustration, none of the two ways of thought is more or less right; there is just a major gap in the different views. This exists, as the following examples show. The DISC model – how one perceives the surroundings: unfavorable and hostile, or favorable and friendly): someone staying in a packed diner reasons like this, “If I were the owner I would renovate”; the other thinks, “I need to know when it’s going to be my turn”.

Furthermore, in the assessment of a seminar, someone is sure s/he will be able to persuade people to attend a programme, while another will simply concentrate on getting what can be gained believing the evaluation that the seminar is the best programme for him/her. In addition, at a sales meeting, while someone is sure that he can handle all probable hindrances to productivity, another believes that the product is up to standard

and of good quality and meet customer satisfaction. In relation to the above, it is evident that in a group meeting, one person contributes by raising other's hope for success while, another contributes by upholding and supporting the group. (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

The next figure illustrates understanding of oneself as more or less influential as the surroundings.

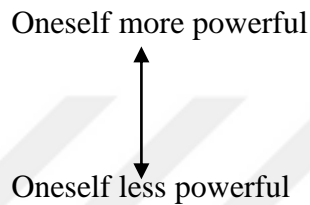


Figure 2.3: The DISC model: Perception of oneself

(http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

2.7 The Integrated Model

By combining perception of the surroundings and oneself as regards the surroundings, there is a model that has four parts/factors, which are all different from each other. The integrated model is seen below:

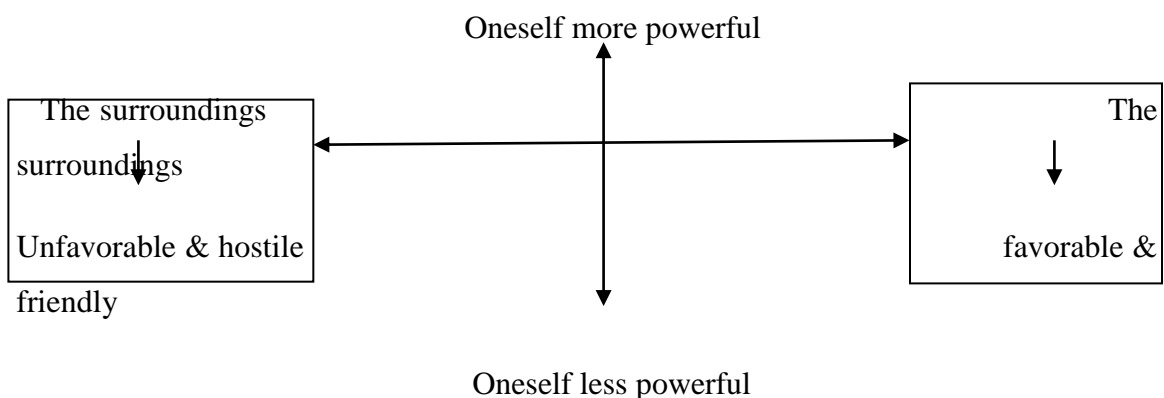


Figure 2.4: The DISC model – Integrated

Source: (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

The integrated model as illustrated in Figure 2.2.4 above, provides four different combinations of perceptions, and its behavioral tendency:

Surroundings	Oneself	Behavioral tendency
Unfavorable	More powerful	Dominating behavior (D)
Favorable	More powerful	Influencing behavior (I)
Favorable	Less powerful	Stabilizing behavior (S)
Unfavorable	Less powerful	Competence- seeking behavior (C)

Those who have forceful D-tendency controls, as they view themselves as overcoming trials and more powerful than any problem. They endeavor to change, vanquish or manipulate situations. Those who have an I-tendency endeavor to exact impact over people because they feel influential in favorable nature, and desire others to accept their views. They endeavor to control, because of their reasoning that they can. Those who have S-attributes are not propelled to desire extreme change, because of the desire to uphold favorable nature and also view themselves as less influential than their environment. This kind of people feel for example that a finished product is just fine as it is and does not need to be improved. Those with C-attributes have the view that they are less influential in their surroundings. They however follow stated procedures as a medium for trying to reach their aim, or they pursue set laws to accomplish the target they set.

(http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

2.8 The DISC Dynamics

We understand that deeds can be modified, adapted and depends on the situation. The model is designed with this in mind, as a result it is established on understanding, it's reasonable to observe the interplay of modified understanding leading to modified deeds. The vibrant connection in the understanding of self and of one's nature shows why a person's deeds may change from one situation to something different.

The contrasts display a behavioral flexibility which is established on the person's view. Anybody that uses the Confidential Profile at different points in time has to notice how the Confidential Profile displays differences in perception. Used in this method, the Confidential Profile Arrangement becomes an influential instrument for crafting a comprehension of self in different events, and shows a person's attitude in different situations.

Nevertheless deeds can change depending on a circumstance to another; countless behavioral features stay same in a sequence of events, because delineated, deeds are established on certain features. It changes slightly after a while and is the foundation of what is person is. People may be able to consequently anticipate that we change and can be flexible towards an encounter, even though it is not possible to change completely.

The Confidential Profile Arrangement shows the behavioral consistency and adaptation of the person that uses it.

(http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

2.9 How Disc Theory Came To Be.

The different four type of people were early delineated in Greek mythology. As seen in history, the Greek deity "Zeus" granted four deities the consent to assist man be more like the gods, "Apollo" gave man a spirit to make humankind have life; "Dionysos" gave mankind joy; Epimetheus gave a spirit to be responsible; and Prometheus gave man ability to think rationally to make them very smart.

(http://ipbpartners.eu/public/artikkel/DiSC_theory_backgroung.pdf)

In 450 BC, Hippocrates and Galen brought to everyone attention the four major temperaments: "choleric, sanguine, phlegmatic and melancholic." According to them temperament of a person is determined according to the kind of body fluid they have in abundance inside them "Yellow gall will result in a choleric temperament – described by being pivotal, short tempered and confident; excess of Blood will result in a sanguine temperament – a honest heart, sympathetic, hopeful, and social; The phlegmatic temperament attributes is described as been slow to act, patient and calm which is as a

result of excess of phlegm; while Black gall reflects a melancholy temperament - serious, troubled and docile.”

The four temperaments was considered to be present in everyone however, a person who has one of it may not have the other three. The four temperaments was relevant and accepted in the Middle Ages.

The next documented addition to this four temperament types was during the 19th century. Immanuel Kant recognized four comprehensible features which was related to the four temperaments. After like hundred years later, Wilhelm Wundt upheld that man owned two major traits in fluctuating levels: “speed/slowness and strength/weakness.” He reorganized the previous four temperaments according to his own view about the two fluctuating features and put it in a mix. (http://ipbpartners.eu/public/artikkel/DiSC_theory_backgroung.pdf)

Quickly afterward, Carl Jung gave his renowned theory. He upheld that from the different four attributes, man have in every single case one out of two major attitudes: “introvert/extrovert; sensual/intuitive; intellectual/emotional; judgmental/cognitional.” Two major traits are observable in a person, says Jung. One is more obvious and cognizant, while the other is supplementary, a little underneath the surface. He however made no remark about the four temperaments.

In the early period, the four kinds were recognized as vibrant and situation-specific. But in 1928, William published his revolutionary book: “The Emotions of Normal People”. Dr John Geier states in the review of the updated edition of William’s work that: “It was understood that a person can show countless attributes.” It should be noted that both William’s thoughts on attributes and Jung’s thoughts on kinds gain slight credit from their predecessors, because during that period, the globe of psychology was generally concerned about theories, and mostly in features that were physically observable or displayed by people in public, and not in characteristics that differentiated people from one another.

For a long period of time there was no more progress on the four-type theory till sometimes in 1950s, when Pavlov renowned examinations on dogs, endeavored to

clarify that precise behavioral attributes are related with precise procedures in the brain. He upheld that are four kinds of central nervous arrangement, and related it to the four temperaments. The examinations was disregarded because it was done under a laboratory conditions as opposed to real life. Even though it was an experiment, Pavlov did recognize the neurological situations that underlines the obvious traits. (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf)

Max Lüscher gave a new “angle “on the four-type theory. He postulates that a person’s choice of colour embodies characteristics of that color. For instance, people who favor red are characterized by impact-making, accomplishment, manipulation, and putting out a challenge; people attracted to yellow are characterized by joyfulness, honesty, speed, and hope; people attracted to blue are characterized by concord, protection, loyalty, and patience; and, people attracted to green have features like reliability, confrontation to what is new, acquisitiveness, and precision. (https://en.wikipedia.org/wiki/Max_Luscher).

As can be seen from the table, different scholars and their terminology for their view as regards temperament is given.

Table 2.1: Summary of Views on the Four Temperaments in the 20th Century

Eric Adickes, 1905: Four World view	Innovative	Traditional	Doctrinaire	Skeptical
Eduard Spranger, 1914: Four Value Attitudes	Artistic	Economic	Religious	Theoretical
Ernst Kretschmer, 1920	Manic	Depressive	Oversensitive	Insensitive
Myers, 1958	Perceiving	Judging	Feeling	Thinking

Keirsey/MBTI, 1998	Artisan/SP: Sensing- perceiving	Guardian/SJ: sensing- judging	Idealist/NF: Intuitive- feeling	Rationalist/NT: Intuitive- thinking
Montgomery, 2002	SP: spontaneous and playful	SJ: sensible and judicious	NF: intuitive and fervent	NT: ingenious and theoretical

* **Source:** Montgomery (2002, p. n.d)

2.10 Elaboration of D-I-S-C- behavior

D – Dominance: This personality embraces problems. People consider this personality to be cold, and they are extremely competitive. They look up to people that accomplishes despite problems and challenges, and he is responsible especially if prestige is attached to the status they are after. This personality make high goals and expect to be considered seriously. When there is no trials confronting them, they go looking for it. They are workaholic. In fact, trials bring out their most valuable features. When this personality express themselves, they are blunt and open. They say it as it is and how it comes to their mind and how they see a situation. They can be harsh, even sarcastic, but they do not hold grudges. They get angry but cannot hide their anger, they can also be confrontational with their mates. They know they are respected and may seize leadership and love been the center of attention. If not, they may get offended easily. They may also hurt people’s feelings while lacking cognizance of what they did, they are egoistic and chiefly adore admiration.

They are normally people that have their own ways of doing things and are self-confident. They may be tyrannical and ignore people to accomplish their goal. They may not concern themselves with laws and promises, and may be excessively critical and judgmental of people and things if it does not meet their standard.

After all been said, they may occasionally ignore what they have said. They normally desire to start a venture themselves; with a thought of accomplishing a certain goal, instead of joining in a communal effort. They are attracted to what is strange and dangerous. They are usually inquisitive and engage in countless disparate hobbies, and are prepared to try anything. They usually have a lot of new ideas. As a result of their countless hobbies, they favor tasks that are new, but lose focus if there are no new challenges, therefore they will be happy when others can finish it for them.

They are likely to become encompassed in a lot of stuffs simultaneously, as the traits of restlessness predispose them to be pursuing a venture that is new. They are often not satisfied and impatient when it comes to methodical work, even they may engage in it if it is vital for the accomplishment of a certain aim – but only if it does not become repetitive or boring. They may sometimes even at the peak of their career, change jobs out of boredom or lack of required skills. (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf).

I – Influence: The “Influencing” person’s style is outgoing, convincing and normally hopeful. Naturally, they discern an opportunity or sees a positive thing in all circumstances even in setbacks. They are really fond of people. They are keen to aid people in their various activities and also to assist them whichever way they can. In this manner, they may not be formal when doing business, but instead are extremely friendly under any circumstance. They may join an association just because they love communal tasks. They readily make new friends even on seeing them the first time they are honest and sincere which make them have life-long friends. They claim to understand an unbelievable amount of people and tend to hang around them.

The “Influencing” person is prone to superficiality and can change factions in an argument without any seeming signal that they are cognizant of this habit. They frequently make fast assumptions and act based on emotional motives. Also, they make conclusion established on a shallow scrutiny of facts, and their belief in people makes them commit errors. They sense that they can convince and inspire others to act. The personality works well in settings where it is vital to empathize with others. As they are not character-wise equipped to annihilate “pleasant atmospheres”, they do not like

giving orders or asking for things.
(http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf).

S – Stability: they are usually approachable, tranquil and calm. They are docile and relaxed, but because they rarely get angry, they can frequently hold or nurse and may not forgive grudges. They are used to having a limited number of connection to a moderately number of people and are comfortable with a small number of people around them. They are usually patient and stable people, and as such appear to others as content and relaxed. They usually have good relationship with people and are always ready to help their friends. They fight to uphold the law by challenging change, particularly if it is unexpected or sudden. Also, after they may have learnt a precise outline of skills, they may go about it with a seemingly determination.

They are usually “acquisitive”, and have an extreme connection with their work cluster, club or their family. They are so attached to his relations and cannot handle been away from them for long periods. The “Stable” people act well as a member of a group and have outstanding abilities for coordinating their effort with those of others. They are fast learners and do well at repeating a procedure (not at a low level)
(http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf).

C – Conscientiousness/Competence: they are calm and blend in easily so as to circumvent confrontations. They are humble and placid, and endeavor considerably to complete a task as perfectly as it can be. They may tend to circumvent confrontation by criticizing themselves first. They are prudent and may take a long time to decide on something, as they always desire to ponder all the obtainable facts. It may result in a basis of annoyance to their associates who may expect a fast response. They like to keep to time and rather take their time in making a right decision than rush into any conclusion.

They tend to conform to peoples opinion and tries to meet up with people’s expectations. They will go to great lengths to stay clear of a fight and hardly ever annoy anyone. They fight to live according to expected standards and may tend to pursue prevailing habits, be it rules or regulations, both in the confidential and company spheres. They like to

complete a work as is seen in the guidelines, and exactly according to laid down procedures. They are usually coordinated and prepared for probable aftermath and steer clear of being in an unexpected situation. (http://ipbpartners.eu/public/artikkel/DiSC_theory_background.pdf).

The adjectives listed in this table are words used to qualify the DISC type of temperament.

Table 2.2: Disc Adjectives

D	I	S	C
forceful	expressive	restrained	compliant
Strong-minded	emotional	satisfied	careful
pioneering	influential	Easy mark	correct
domineering	attractive	willing	exact
determined	stimulating	Even-tempered	fussy
demanding	captivating	patient	shy
Self-confident	companion	kind	Open-minded
persistent	playful	Self-controlled	agreeable
High-spirited	talkative	Good-natured	Soft-spoken
impatient	convincing	contented	resigned
aggressive	Good mixer	gentle	respectful
nervy	poised	accommodating	conventional
argumentative	confident	relaxed	cooperative
restless	inspiring	considerate	well-disciplined
courageous	optimistic	sympathetic	diplomatic
positive	eager	lenient	exacting
adventurous	enthusiastic	loyal	adaptable
Will power	entertaining	Good listener	humble
competitive	Life-of-the-party	obedient	tolerant
vigorous	persuasive	neighborly	cautious
outspoken	eloquent	reserved	strict

dogged	animated	obliging	devout
assertive	gregarious	nonchalant	docile
bold	outgoing	moderate	perfectionist

Source: Hunter, W. (2005).

2.11 Galen Temperament

The Concept of Four-Temperament Theory

The four-temperament theory is an antique medium for comprehending a person attributes and thereby enhancing the human situation. It categories people into assorted behavioral traits that materialize to form their main temperament. Some endeavor to differentiate between a person's temperament and his/her personality by saying that temperament features are inborn while personality traits are the consequence of nature and nurture. But, the difference is not always probable or clear. The four temperament groups are Sanguine, Choleric, Melancholy, and Phlegmatic. Every single type or kind is described by a catalog of illustrative terms. Then people are allocated to one or other kinds by placing the person according to the features or traits observed.

Temperament comes from a Latin word *temperamentum*, it infers right blending. The belief is that the different fluids found in the organs were decreased in various degree by balancing the humors with every single supplementary, next curing should transpire (Media Spotlight, 1994).

The word has Latin origin. Although, the Four-Temperament theory is devoted to as a method projected exceptionally by the psychologists in order to understand man's attributes or nature, that helps in enhancing man's situation and additionally gathering them into assorted features that materialize as their true temperaments (Martin & Bobgan, 1992). Therefore, temperament is the characterized occurrences of a person's emotional nature as personality is the combination of the physical, mental, emotional and communal traits of a person. Temperaments are innate attributes as personality exist as a result of nature and nurture.

2.12 The Origin and Chronological Analysis of Four-Temperament Theory

The temperament theory as asserted to could have started from the Antique Egypt or Mesopotamia but was afterward industrialized as a health theory by an outstanding Greek physician Hippocrates (460-377 BC) [Martin & Bobgan, 1992]. Although the issues concerning human personality and temperaments that ended in the origination of the Four- Temperament theory seemed to might have be drawn from the previous researchers coordinated in order from Empedocles, Hippocrates, Plato, Aristotle to Galen (Media Spotlight, 1994).

From the antique periods, there were myths and occult habits, physicians and philosophers who utilized the four humors of body fluids (blood, yellow bile, black bile and phlegm), four temperaments and additionally the signals of zodiac used to cure sicknesses and to try to learn about the differences in people's behaviour.

Zodiac sign is a star sign in which the sun, satellite and supplementary planets materialize from, and it has twelve different but equal portions every single one with a distinct term and signal (Oxford Advanced Learner's Dictionary, 2010). The four-temperament is connected with the twelve signs of zodiac in astrology (the discovery of the locations of the stars and the movements of the planets in the belief that they impact human affairs) (OALD, 2010). These connections has relations to the same view of blood been related to (Gemini, Libra and Aquarius), yellow bile with (Aries, Leo and Sagittarius), black bile with (Taurus, Virgo and Capricorn) and phlegm with (Cancer, Scorpio and Pisces) (Media Spotlight, 1994).

According to an outstanding Greek theorist recognized as Empedocles (495-425 BC), the four major agents that were utilized to delineate the temperaments were: fire (that could be honest and dry), air (that might be honest and wet), earth (that might be dry and cold) and water (that might be wet and cold). Also, across the Empedocles period, each was attributed to a certain deity or god. The deity and god allocated to the agents were: Zeus (the fire), Hera (the air), Aidoneus (the earth) and Nestis (the water) (Media Spotlight, 1994, p.2).

Another outstanding theorist that became popular after Empedocles came Hippocrates (460-377BC) that improved and obviously made more elaboration on human personality from previous views by employing four body fluids from time to time termed humors: blood, yellow bile, black bile and phlegm. According to Hippocrates, the human condition will profit with the correct mixture of the four humors and there is a connection with the body fluids and the seasons. For example, phlegm comes with winter and decreased in summer. Hippocrates consequently came up with the pursuing schema labeling them according to Empedocles as stated: blood is connected with spring, yellow bile and summer are same, black bile has link with autumn, and phlegm has with winter (Media Spotlight, 1994 p.2).

After Hippocrates, came Plato (427-347 BC) who asserted that humors truly had a high benefit to a person. For example, a mad person was as a consequence of sad humors in touch with that person's soul. He afterward finished that "the truth is that the intemperance of affection is an illness of the soul due chiefly to the moisture and fluidity which is produced in one of the agents by loose consistency of the bones" (Media Spotlight, 1994 p. 2). In Plato's view however, he made extremely interesting remarks considering bad behavior that:

"For no man is voluntarily bad; but the bad became bad by reason of an ill disposition of the body and bad education, things which are hateful to every man and happens to him against his will. For where the acid and briny phlegm and other bitter and bilious humors wander about in the body, and find no exit or escape, but are pent up within and mingle their own vapors with the motions of the soul, and are blended... and being carried to the three places of the soul... they create infinite varieties of ill-temper and melancholy, of rashness and cowardice, and also forgetfulness and stupidity" (Media Spotlight, 1994, p. 2).

Aristotle (384-322 BC) a scholar under Plato, accepted the views of other renown gurus who learned the personality and temperaments of humans. He argued that the shape of the body to a little extent imitated the hobbies of the soul as well and he connected warm and deep blood with strength, chilly and slender blood with smartness.

Though Empedocles utilized the four elements as mentioned earlier, to delineate human personality and temperaments, however, Hippocrates, Plato and Aristotle examined the

body fluids to categorize a little human behavior. Later, the theory was then industrialized by Claudius Galen (131-200 AD) who nevertheless understood the humors or body fluids in order to group human attributes and features, and also looked into the physiological reasons as the main reason behind human behaviors, moods and emotions. He grouped them as hot and chilly, dry and wet. It was afterward divided into four temperaments technically referred to as sanguine, phlegmatic, choleric and melancholic.

He finished by asserting that if one is a sanguine in that one is affected by blood then one comes to be happy, lively, social, sturdy/strong, intrepid, hopeful, and love physical pleasures. If one is phlegmatic, one is affected by phlegm, then one comes to be chilly, remote, cold, passive, dependable, and dull. If one is choleric, one produces yellow bile from the liver, hence, one displays attributes like anger, disgust and have fits of temperament (giving in to most bad impulses). If one is delineated as melancholic then one is driven by a worse black bile from liver hence one is always wretched, sad and suicidal (Media Spotlight, 1994).

2.13 Developments and Application of the Four-Temperament Theory

From the research carried out by some scholars, it is extremely obvious that human personalities and temperaments lies on the body fluids that's why the ensuring categorization emerged: sanguine, phlegmatic, choleric and melancholic. Though, a person's attributes of the aforementioned traits/types of temperaments have been debated and given attributes contrarily to fit in all kinds of situation and jobs. For example, according to Martin and Bobgan (1992) the ensuring attributes can be noted on every single group of temperaments such as: Sanguine [cheerful, approachable, talkative, lively, restless, self-centered and undependable], Phlegmatic [calm, dependable, effectual, easy-going, passive, stubborn and lazy], Choleric [optimistic, active, confident, strong-willed, short-tempered, hostile and unreliable] and Melancholic [melancholic/sad, sensitive, analytical, perfectionist, antisocial, moody and rigid].

In comparison however, other scholars delineate these temperaments in little supplementary methods such that the sanguine is believed to be fairly extrovert, relish

communal meeting, make new friends easily, is boisterous and quite creative, frequently daydreams, a little alone period is critical to him, very sensitive, compassionate and deep thinker; but with the resulting flaws: never on time, inclined to be absent, slightly sarcastic, loses attention swiftly after pursuing a new hobby, talks a lot, introverted, and frequently emotional.

The phlegmatic tends to be self-contented and kind, extremely consenting and affectionate, extremely receptive and introverted, favor constancy to uncertainty and change, extremely stable, relaxed, calm, relational, inquisitive, observant, can be good administrators, can be extremely passive and aggressive.

The choleric is active, have a lot of drive, power and passion and always endeavor to instill it to others, love to control others who have supplementary attributes particularly the phlegmatic, countless great charismatic martial and governmental figures are choleric, and their flaw is that they always want to be the head in everything they do and can additionally be controlling.

Lastly, they are, extremely thoughtful and becomes rather troubled when they are late. They can be exceedingly creative in hobbies like poetry and fine art, and can be overly moved with the tragedy and cruelty in the globe, frequently a perfectionist, self-reliant, and dependent on no one; but with a flaw that they can become so profoundly encompassed in what they are doing and ignore others.

When including the report on “The Next Big Thing” in Temperament theory, Barends (2006) realized that the theory has an outstanding relationship with the progress of human resource. Being the founder of Inter-strength Associates (ISA), a company training firm industrialized to serve associations that target to increase individual and firm productivity, the researcher applied this theory to delineate core benefits, motivations and needs of people and thus explicate these into useful company requests in the firms in question.

A lot of companies use this theory in improving association progress, motivation of employee, retention of creativity and cause change. The scholar used the theory in companies basing the argument on three main points: alertness, ensuring a contribution

to the association, and additionally, talent as well. In line with this, Barends (2006) gave the public nomenclature of the four-temperament theory different terms like, stabilizers, improvisers and the catalysts. These names have been exceedingly accepted by operatives of assorted company bodies.

The following table presents every single one of the four temperaments with a list of attributes generally associated with each.

Table 2.3: Traits of the Four Temperaments

Sanguine	Choleric	Melancholy	Phlegmatic
Cheerful	Optimistic	Melancholy	Calm
Friendly	Active	Sensitive	Dependable
Talkative	Confident	Analytical	Efficient
Lively	Strong-willed	Perfectionist	Easy-going
Restless	Quick to anger	Unsociable	Passive
Self-centered	Aggressive	Moody	Stubborn
Undependable	Inconsiderate	Rigid	Lazy

Source: www.psychoheresy-aware.org/e-books/4temp-ebk.pdf.

The table is both short and incomplete. As the theory has been passed down across the centuries, the definition of every single kind have been adjusted and elaborated. Illustrative words for every single kind are not always consistent amidst people that use the four-temperament system. For instance, a certain feature such as association could be utilized to describe the Choleric; for others it should delineate the Sanguine. Thus, the catalogs are not perfect or completely reliable. It differ according to the person who is giving them .Martin & Bobgan, (1992).

Temperament groups are extremely colossal and general. It is not particular. Yet, after many scholars described the temperaments, the descriptions may seem extremely specific and exact. For example, how particular the ensuing definition of the Sanguine might look like, as composed by Immanuel Kant:

“...the sanguine person is carefree and full of hope; attributes great importance to whatever he may be dealing with at the moment, but may have forgotten all about it the next. He means to keep his promises but fails to do so because he never considered deeply enough beforehand whether he would be able to keep them. He is good-natured enough to help others but is a bad debtor and constantly asks for time to pay. He is very sociable, given to pranks, contented, does not take anything very seriously, and has many, many friends. He is not vicious but difficult to convert from his sins; he may repent but this contrition (which never becomes a feeling of guilt) is soon forgotten. He is easily fatigued and bored by work but is constantly engaged in mere games – these carry with them constant change, and persistence is not his forte.” (Martin & Bobgan, 1992, p.10)

Dr. Fred Owiti, an established Nairobi Psychiatrist, Nyongesa (2004) concluded that personality is conventionally put into two main categories: extrovert (outward persons) and introvert (internal persons). It is worthy of note that people who are usually followers are grouped as introverts while the heads are grouped as extroverts they are usually believed to be talkers, assertive and answer to issues quickly. The psychiatrist consequently finished on the note that the officials, evangelists and preachers normally fit extremely well in this group of the extroverts. The two colossal classification of personalities of extroverts and introverts can therefore further categorized into assorted four temperaments as had been aforementioned in this paper, such that the sanguine might be termed as an elevated-level extrovert, the choleric as a low-level extrovert, the melancholic as a low-level introvert, and phlegmatic as an elevated-level introvert.

Furthermore, while referring to Dr Tim Lahaye’s report on recognizing and comprehending strengths and weaknesses of temperaments, Nyongesa (2004) asserted that a sanguine (super extrovert) has the following positive features – talkative, compassionate, responsive, honest and friendly, passionate, and social, and also has flaws like emotionally unstable, egocentric, undisciplined, exaggerates, and unreliable.

The choleric (a low-level extrovert) has these strengths – visionary, head, forcefully willed, autonomous, and decisive, but has flaws such as cold and unemotional, sarcastic, blunt, dominant, easily angered, and mean. The phlegmatic who is considered as a low-level introvert has strengths such as calm and tranquil, political, dependable, humorous, and reliable, but has weaknesses such as inactive, not advancing, stingy, worrier, easily frightened, and a procrastinator. The melancholic who is considered an elevated-level or super introvert has these affirmative traits – gifted, analytical powers, industrious, aesthetic, self-disciplined and self-sacrificing, but has these flaws – moody, pessimistic, revengeful, persecution-prone, self-centered, and unsociable.

2.14 Some Findings on Personality Traits on Language Proficiency, Written and Oral Skills

A study was carried out by Tuen Mun at Lingnan University, English Department in Hong Kong with 100 university students with the purpose of checking the personality differences [making use of MBTI which is the strategic use of Strategy Inventory for Language Learning (SILL)]; if there is any notable difference between these variables and student language proficiency which was also tested using standardized English test. However, the result of this test failed to find any direct relationship between learning strategies, personality traits and second language learning. Others studies which also failed to find a link between personality and language learning are Carrell. et al. (1996), Ehrman and Oxford, (1995) and Carrell and Anderson (1994).

2.15 Personality Traits and Oral Skills

This part tries to present the past studies that have investigated the effect of the personality traits on oral performance. As was hypothesized and to a little extent confirmed by Berry (2007, p.23), “extreme extroverts and extreme introverts perform differently on an oral test depending on the degree of extroversion present in the individual.”

A lot of Second Language Acquisition (SLA) theorists believe that extroverts are more skilled language learners in general, and perform better than introverts in oral skills in

particular (Bush, 1982), Dewaele and Furnham,1999). This belief may be as a result of the fact that extroverts have the features a good speaker ought to have; that is, they are more talkative and are more likely to start conversation (Gill et al., 2004). In comparison, Ellis (1994) argues that there is no precise hypothetical basis for forecasting that personality variables will be affirmatively or negatively connected to that aspects of Second Language (L2) proficiency.

However, despite his negative opinion on personality research, Ellis (1994, p. 520) has suggested a theory that “extroverts do better in attaining basic interpersonal communication skills (BICS).” In line with that, one may expect that the degree of extroversion has an influence on the oral fluency, complexity and accuracy of a foreign language (FL) learner. One of the forceful proponents of extroversion as a factor affecting communicative speech creation is Dewaele & Furnham (1999). Their belief was that extroversion could not be a determination of accomplishment in SLL/FLL but it does impact L2/FL speech creation (Dewaele & Furnham, 1999, p.509).

In their research a formal context of the oral task was used, because there was the belief that more complexity brings about more obvious difference between introversion and extroversion. In their scrutiny a proper context of the oral task was utilized, because it was consented that complexity brings about more obvious difference amid introversion and extroversion. What the researchers have discovered is that the extrovert members were far extra fluent on the verbal examination when compared to the introverts; though, the difference was not so obvious as regards accuracy. This is how they clarified the extroverts’ predominance on oral proficiency: “the stress of the formal situation could cause an excessive degree of arousal in the brain of the introverts, which would overload their Short term memory (STM) and affect efficient incremental processing, resulting in a breakdown of fluency” (Dewaele & Furnham, 1999,p.535).

In addition to in hindering fluency, Cook (2002, p.235) pointed out other probable reasons of introverts’ bad performance such as the higher probability of making semantic errors and limited skills of making speeches of outstanding lengths. In line with this, it may be concluded that the introvert learners are anticipated to have worse results on oral performance in general, and on oral fluency in particular. However, it is

not as one may think because as is observed by Van (2005, p.97) studies done on the effect of extroversion on one or more aspects of oral speech production display varied outcomes.

One of the first studies that used the Eysenck Personality Questionnaire (EPQ) as a compute of personality traits was carried out by Rossier (1975). His unpublished research encompassed Spanish-speaking high school students in the United States. The hypothesis that was given by Rossier was that certain temperament features impact the Second language learner's skill to learn real English speech, thereby altering their progress in discovering the language (Rossier, 1975), as quoted in Bush, 1982, p. 112). He anticipated good connections between extroversion and four constituents of oral proficiency encompassing articulation, fluency, oral vocabulary and grammar. What he discovered instead was negative irrelevant correlations of extroversion and oral articulation and vocabulary, as well as extremely low affirmative correlations between extroversion and the total oral scores gotten. The replication of his study displayed little relevant correlations between fluency and extroversion. Nevertheless, Rossier's study was disapproved on the fields of improper design (Berry 2007, p. 48).

Another study on extroversion and Foreign Language (FL) proficiency which showed stunning results was the one conducted by Bush (1982) who made use of a group of adult Japanese learners of English in Japan. The hypothesis that extroverts would perform higher than introverts on a collection of English L2 proficiency tests was not confirmed. Surprisingly, a negative significant correlation was found between extroversion and one of the sub-components of speech, like pronunciation.

Brown (2000, p.155) endeavored to report for the surprising outcome by asserting that introverts who are more cogent learners, link extra importance to the right articulation of sounds and imitation of the suprasegmental aspects of pronunciation. Besides, external factors like tradition and culture of the subjects, like that in Japan where more introverted-type behaviour is expected from the students, might have had a cogent effect on the outcome. Extroversion, which is connected with high level of socialization and communication abilities, was also checked in interpersonal interactive situations (Gill et

al. 2004). It was hypothesized that extroversion jointly with neuroticism would have a great result on learners' language production ability.

That is the reason 40 English native speakers were chosen to participate in a dialogue game that encompassed matching and describing pictures. The NEO-PI (Neuroticism, extraversion, Openness Personality Inventory) questionnaire was utilized as a tool for measuring personality. The outcomes surprisingly showed that "extroversion has no priming effects" (Gill et al., 2004). The researchers however gave the suggestion that there should be more investigation involving larger range of experimental population and also, the use of a disparate personality measurement.

Another research on extroversion in L2 oral proficiency was studied by Van (2005), who did a long term study on 25 Dutch-EFL speakers. To get a valid results, two languages – English and French was the focus. The degree of extroversion was measured by the EPQ, but an oral retell task was used for computing oral proficiency. The researcher assumed that the extrovert personality variable has effect on the development of oral fluency, complexity and accuracy of English as a L2.

However, the results was not what was expected, extroversion was noted as having "little effect on the oral speech production" (Van, 2005, p.108). It was merely on the lexical complexity component that extroverts outperformed their introverted peers. The choice of the reliant variable along with the absence of proper context, that would show more obvious contrasts between introverts and extroverts, were seen as responsible for the lack of the expected outcomes.

Most recently, Berry (2007) tried to examine the interaction of extreme introverts and extroverts with each other both in homogeneous group or heterogeneous pairs. The EPQ was utilized to compute students' personality preferences. What was noted was that, introverted learners got better scores for accuracy. Extroverts in contrast, scored higher on the fluency component.

The contrasts between the two extreme temperaments were most obvious when students worked in heterogeneous pairs (Berry, 2007, p.95). She rounded up however, saying that "when an appropriate instrument [the EPQ] is utilized to measure personality, and when

theoretically sound hypotheses gotten from psychological literature are tested, great differences can be noted in the responses of extroverts and introverts on particular oral test tasks” (Berry, 2007, p. 195).

Considering the features of the introvert and extrovert learners, it should be expected that it is the introvert who is more likely to have worse results on oral tests. There are reasons that may be responsible for this. It may be the studies on the physiological basis of personality that have shown that extroverts possess superior Short Term Memory to introverts. So, it takes a longer time for the latter to access information from Long Term Memory, mainly because the trail of data decoding for introverts has been proved to be far longer.

Besides, extroverts have more efficient parallel processing ability than introverts who it is more difficult for to decode countless item of data simulatously, just like in speech. Also, when over-aroused introverts are exposed to strong stimuli, they reach their tolerance levels faster than extroverts. In consequence, the former are put at a disadvantage especially when coping with speech production under stressful conditions (Cook, 2002, p. 233).

Apart from the physiological conditions, it can be said that social factors to a precise extent coming from biology may be the reason for the extroverts’ predominance in communication. Precisely, it is attributed to sociability, the feature related to extroversion that seems to play a great part in language learning. In EFL situations, introverts who are normally passive and not willing to try out new things or ideas, are usually at a disadvantage in practicing speaking the FL in an environment other than the classroom (Dörnyei 2005: 27).

2.16 Personality Traits and Written Skills

As can be noted, in relation to the few studies carried out in the field of personality research by the theorists, most have aimed at discovering a linear relationship between extroversion and different linguistic variables as regards to oral performance. There are hardly more studies where major consideration was given to introversion, that in fact,

from the biological point of view, turns out to be of outstanding importance as far as written skills are concerned.

Contrary to the predictions of applied linguists, who supported Eysenck's theory are sure that introverts are better language learners because of the claim that they have the ability for "extra mental concentration and can thus focus more on the task at hand" (Van, 2005, p. 96).

Although, as have been discussed, it takes a while for the introvert learners to decode information; though, having LTM gives them the supremacy of coding new material more efficiently. This ability, according to Eysenck (1974), "makes them the prime candidates for successful learning" (as quoted in Eysenck et al. 1981, p. 211). In line with this hypothesis given by Ellis (1994, p. 520) that "introverted learners will do better at developing Cognitive Academic Language Ability (CALP)" seems to be plausible.

Ehrman and Oxford (1990) also carried out a study where they examined what methods are used by twenty adult language learners with various style preferences. To define participants' psychological types, that included the introvert-extrovert dimension, the MBTI instrument was utilized. The researchers' outcomes, among other things, showed "some language learning supremacy for introverts" (1990, p. 323).

When the researcher's correlated students' scores obtained by means of MBTI with the scores on the Strategy Inventory for Language Learning (SILL), the outcome was that there was an absence of correlations discovered between extroversion and the dependent variable. In line with this, it was concluded that been an introvert can be an advantage in a classroom where concentrated study and focus are needed.

Another research where the correlations between extroversion and scores on written performance tests turned out to be greatly important, is the study done by Carell et al. (1996). Some EFL students group in Indonesia who took part in a course that ran for one semester (longitudinal study) and it includes different types of EFL Language measures eg non-standardized reading, grammar, vocabulary and writing test every month.

The temperament of those who took part was checked with MBTL instrument. The statistically significant difference between introverts and extroverts showed that introvert considerably outscored their extroverted peers when it comes to the term based composite grades (Carrell, 1996, p. 94). The researchers, amazed at the outcome, suggested further research in this field.

Kiany (1998) study examined the influence of the introvert-extrovert traits on academic achievement and L2 proficiency. Forty Iranian, non-English PhD students were used as subjects for this research. The Iranian version of the Eysenck Personality Questionnaire (EPQ) was made to compute the participants' level of extroversion. Besides, TOEFL and IELTS standardized tests were utilized to compute the FL proficiency and the Grade Point Averages (GPAs) for computing academic achievements.

The outcomes showed negative but non-significant correlations between extroversion and scores on the written tests of the instruments mentioned before. The researcher rounded up that introverts may have an edge in written tests. Introverts in comparison with extroverts, that are perceived as more social and outspoken students, may be seen as less apt language learners. In fact, as shown, introverts tend to have better grades on the reading and grammar parts of the standardized English tests.

Besides, Dörnyei (2005, p.21) have the opinion that “[introverts’] better skill to consolidate learning, lower distractibility and better study habits” may be the reason why they have higher scores than extroverts. Nevertheless is no clear outline instituted between introversion and composed proficiency so far, the relation between them is worth investigating, because as it has been proved, there is a forceful biological basis in favour of introverts.

It is not clear from the literature review which dimension of personality is more desirable in relation to language learning. This is due to the fact that the results obtained by the various studies have been divergent. One reason for that may be the use of different language proficiency measures because as is stated by Larsen-Freeman & Long (1991: 185), “while all of these [measures] may be valid in their own right, none of them may provide a global measure of language proficiency.” Besides, each study employed

different personality measurements, including the EPQ, NEO-PI, MBTI, in addition to the different linguistic and psychological hypotheses.

Kezwer (1987), who reviewed various personality studies, drew a conclusion that in order to obtain more consistent results, researchers have to control the variety of contributing factors, in view of this, more controlled research has to be undertaken (Kezwer 1987, p.55). Since the research involving personality traits and their influence on L2 learning has been hitherto not rigorously pursued, and the few studies have not produced consistent results, research on the effect of temperament will be the main focus of the present study.

Extroverts, who possess greater communication skills, tend to perform higher on oral proficiency tests in terms of fluency, complexity and accuracy, in a very formal situation where different oral components such as fluency, vocabulary, grammar and pronunciation are assessed. Introverts, on the other hand, are more likely to outperform extroverts when it comes to written skills because it can be assumed that they handle analytical tasks better.

This ought to be seen by means of the proficiency tests including writing, grammar-lexical and reading components. Since many studies have not supported the view that extroversion is a 'desirable trait' in FL learning, better language learners might be those students who have more introverted personality and at the same time possess higher level of aptitude.

3. RESEARCH METHODOLOGY

3.1 Aims

This investigation was carried out with the intention to show how temperament can affect L2 acquisition. There are different temperaments as reviewed in the preceding chapters and the way people learn varies; however what is constant with everyone is the personality – which is the general makeup of an individual. These temperament types can, however, be summarized as seen below. This diagram reflects Eysenck's personality type theory also.

The table below elaborated more on Eysenck personality types and their features and even went further to classify them as stable and unstable.

Table 3.1: Eysenck's personality type

STABLE			
TEMPERAMENT	FEATURES	TEMPERAMENT	FEATURES
SANGUINE	Leadership, Carefree, Lively, easygoing, Responsible, Outgoing, Sociable.	PHLEGMATIC	Calm, Even-tempered Reliable, Controlled, Peaceful, Thoughtful, Careful, Passive
CHOLERIC	Active, Optimistic, Impulsive, Changeable, Excitable	MELANCHOLY	Quiet, Unsociable, Reserved, Pessimistic Sober Rigid, Anxious,

	Aggressive, Restless Touchy.		Moody.
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UNSTABLE

Source: (Nodoushan, Mohammad, 2011, p.39)

English language as a second or third language to learners may no longer be acquired once a certain age of infancy is over, it is however learned. Since acquisition is more unconscious for infants, learning is a conscious effort and in a sense there is a high possibility that temperament aids or hampers the learning process of this second language, this claim is supported by Skehan (1989).

The effect and how it happens and the extent of the existence of temperament in English learning is the main focus of this study. To be precise, this study was motivated by factors mentioned below:

- i. The complex learning process which springs from the consciousness of getting to know, understand, speak and write a language (in this case, English Language) other than the mother tongue.
- ii. The individual differences which show that different people learn language at varied speed, while some are fast learners, some are slow learners, while some can write it not as well as speaking it, and others are opposites; the divergent personality may be the reason behind this. (Carroll, 1963).

In this vein, the teaching method that works for one personality may not work for another, it tends to show that temperament comes into play then.

3.2 Procedure

The first instrument used (O4TS), was printed out from the internet and given to the test subjects to be filled and afterward it was collected and the responses was inputted on the website to get the temperament types. This was important because the responses had to be submitted online in order to be calculated by the instrument. The second instrument

which was a questionnaire was administered immediately after the first questionnaire was collected from the subject, and in the oral part, the subjects were interviewed (see Appendix 2)

3.3 Research Instruments

The first instrument is the Personality test (O4TS) which was administered online, it is based on the four temperaments and it gives space for respondents to indicate their knowledge or ignorance of these temperaments. It is largely based on the theory of Galen. There are a total of 40 questions which respondents answered on: how it describes them, how it almost describes them, neutral, or how it does not describe them, on a scale of one to five (see appendix 1). There is also the part where it features some characteristics they either agree with, disagree with or where they are neutral, also on a scale of one to five. The last part measures their awareness of temperament according to their personal opinion.

The second instrument measures their English language skills, this is the reading, writing, listening and speaking part (see appendix 2). There is a comprehension passage for the reading part, and they are to answer the questions that follow according to what they understand from the passage stating if each statement is true or false. Next they have to give their opinion as to the way they perceive the world when it comes to having a cold and going to work. This goes together with the next section which is basically writing about what they do when they are cold. This is to check their grammatical statement and how they construct their structures. Next in this instrument comes word recognition and vocabulary test, in which they are to fill in the gaps with the right words given, this also goes along with the word vocabulary and word structure to test their lexicon.

Furthermore, there is the listening and speaking part, where they are to listen to the question which will only be repeated once and to answer it after two seconds. Their understanding of what they heard is reflected in their responses and they are rated as such.

3.4 Research Design

The research is both quantitative and qualitative and the population will include L2 (Turkish learners) taken from L2 language schools in Istanbul. The purpose is to ensure a correct data collection of all the temperament to be considered and to try checking the manifestation in the acquisition of L2.

The research utilized both the primary and secondary data. The primary data was qualitative in design; the three main instruments used were the personality test through a well-structured questionnaire, oral interview based on speaking language skills, and a test consisting of reading comprehension, written expression exercise, word production vocabulary exercise and word recognition exercise. The questionnaire was designed to accommodate suited questions that could be used to identify the personality of individual respondents. This personality identification was divided into two; the first part focused on individual differences in terms of characters and attitudes and the other on the individual disposition to life using 5 scale system. The 5 scale generated 5 possible responses ranking from 5-1 for strongly describes me, describes me, neutral, does not describe me and strongly does not describe me options respectively, and strongly agree, agree, neutral, disagree, and strongly disagree respectively, for the second construct addressing respondents' beliefs and dispositions to life. These responses were run using the online personality test to determine the temperament type for each of the respondents.

Spearman is used because of its suitability for Likert scale system of surveying (ordering method: 12345 for various degrees of conviction). Numbers were used to show differences in individual responses, not weight or scale as observed in appendix 1. Pearson is however suitable for scaly and numerical data. So when integers are used to present responses to data, it is better to establish relationship between variable with spearman.

ANOVA is a technique used to determine whether there is any significant differences or not among variables with more than two groups (between the temperament types and test scores for various types of the test done). There must be more than two groups and

each group must have replicates: questionnaires eliciting the same response from different individual with different response which showed differences in their scores and grades even among the same type of temperament. Once significance was found, we went further to determine which temperament was different.

Standard deviation determines spread of data (not tendency): determines whether the data is skewed or not, if there is outlier or not, whether the pole is very far from mean (average value).

Participants

For the study 100 people were selected randomly from four language course centers in Istanbul- Turkey, their English language proficiency was not taken note of at this point. Their gender and age was also not taken into consideration, the selection however include, adults of working class, and teenagers.

3.5 Participants and Sampling Techniques

For the primary data, respondents were 50 males and 50 females of Turkish origin who study English. Multi-stage sampling was used for this study. Stage one involved a purposive selection of city of Istanbul, the capital of Turkey. This was because L2 EFL speakers were the targeted audience for this study and mainly clustered around Istanbul. Second, four Local Government Areas (LGA) where L2 intermediate students were densely populated were randomly selected and these were Halkali, American Language Kulture, Deiko at Belikdizule, American Kulture at Belikdizule and English Time at Kadikoy. Third, 25 intermediate English students were sampled from each area using the snowball sampling technique to make up a total of 100 respondents. The Turkish English Speakers included adult (working class) and teenagers (students), High school and university students who were selected from different English proficiency level (advanced, intermediate, beginner).

3.6 Data Analysis

A well-structured questionnaire and oral interview were used to elicit information about respondents' personalities and English language performances in the skills of reading, writing, word recognition exercise, word production vocabulary exercise, word structure exercise, as well as, listening and speaking skills. The data collected were analyzed utilizing SPSS (version 20.0) for descriptive and inferential statistical approaches.

The descriptive statistics employed were frequency counts, percentage, weighted mean score, tables, and standard deviation; the inferential statistics were ANOVA and Spearman's Correlation Analysis. Descriptive statistics such as weighted mean score method and standard deviation were used to capture objective one which was to examine the influence of temperament on performance in L2 acquisition by Turkish EFL Speakers; this was statistically tested for significance through Analysis of Variance (ANOVA). The selected level of significance or probability level was 5% ($\alpha=0.05$ or $P<0.05$), while the minimum and maximum acceptable level was 1% ($\alpha=0.01$ or $P<0.01$) and 10% ($\alpha=0.1$ or $P<0.1$).

Spearman's Correlation Analysis was employed to capture objective two that aimed at investigating the extent to which temperament variation influences L2 acquisition in Turkish EFL speakers; while descriptive statistic such as frequency counts and percentages are indicated.

4. RESULTS AND DISCUSSIONS

4.1 The Awareness of Temperament Types Among Turkish L2 Speakers.

This table shows the information about subject's knowledge of what they temperament is; obviously not all know what temperament they belong to but some were confident of the group they belong to.

Table 4.1: Respondents' personal information about the four dominant temperaments

Item	Option	Frequency	Percentage
Temperament awareness	No	49	49.0
	Yes	24	24.0
	Indifferent	27	27.0
Temperament type	sanguine	7	19.4
	phlegmatic	7	19.4
	I don't know	11	30.6
	Indifferent	12	30.5
Confidence level	not very confident	7	13.5
	confident	21	40.4
	very confident	9	17.3
	no response	12	23.1
Years spent in learning about temperament types	None	34	34.0
	0-1	39	39.0
	2-5	13	13.0
	6-20	14	14.0
Temperament accuracy	No	3	3.0
	Yes	65	65.0
	no response	32	32.0

The distribution of the respondents with respect to their personal information about temperament types is presented in Table 4.1 above. Of all the 100 respondents, 24% were aware of their temperament types while 76% were not. Among those that were sure of their dominant temperaments, 19.4% believed that they were the sanguine and phlegmatic-dominant personalities, while others were not sure of their temperament type. In total, 13.5% were not very confident of their knowledge of personal temperament, 40.4% were confident, while 17.3% were very confident.

With regards to the number of years spent in learning about temperament types, 34% of the respondents had not learnt about temperament types, 39% learnt for 0-1 year, 13% learnt for 2-5 years and 14% learnt for 6-20 years. The numbers of the respondents with adequate knowledge of their temperament types were very few, and this personal awareness could not be relied upon for detection of temperament types among the respondents for this study.

Although more than half (65%) of the respondents that knew their temperament types agreed that their judgments were accurate; however, to ensure an objective result it is very important not to base the result on how accurate they think of what their personality is, but on a general method which will be used also for those who were not sure of what their temperament may be.

4.2 The Accuracy of the Knowledge of Temperament Types Validation

This table calculated the result gotten from the website when their responses was inputted; the result from the website is regarded as the valid result as opposed to the objective responses from the respondents.

Table 4.2: Distribution of Respondents by Temperament Types

	Frequency	Valid Percent
Sanguine	29	29.0
Phlegmatic	39	39.0
Choleric	19	19.0
Melancholic	13	13.0
Total	100	100.0

The distribution of the respondents as pertaining to the temperament type is presented in Table 4.2 above. This temperament was obtained via the personality test conducted online for each of the respondents. The result showed that the phlegmatic and the sanguine-dominant temperaments were major among the participants. The two temperaments are jointly responsible for almost 70% of the respondents. In all, 29% were the sanguine, 39% were the phlegmatic, and the choleric were simply 19% while 13% had the melancholic-dominant temperament. From this result, the four dominant temperaments are not evenly distributed among the Turkish EFL Speakers, and this variation as is being investigated has the tendency to influence performance in L2 acquisition by Turkish EFL Speakers.

4.3 The Influence of Temperament on the Level of Performance in L2 Acquisition by Turkish EFL Speakers using Correlation Analysis

This table shows the positive and negative correlation as a result of temperament on the L2 performances gotten from the test subjects.

Table 4.3: Correlation Analysis Showing the Relationship between Respondents' Temperaments and L2 Performance

		L2 performance						
		Reading	Writing	Word Recognition	Word production	Word structure	Listening and speaking	Pooled
Temperament	Spearman's Correlation	.396**	.036	.056	.117	-.001	.100	.174***
	Sig. (2-tailed)	.000	.719	.579	.247	.993	.324	.083
	N	100	100	100	100	100	100	100

* Significant at 0.01 and *** at 0.1.

The result of Spearman's Correlation Analysis in Table 4.3 above shows the influence of temperament types on the level of language skills of L2 performance among EFL Turkish speakers. The test shows that skills of reading, writing, word recognition, word production and listening and speaking were positively correlated, while the skill of structuring word was negatively correlated. It further revealed that there is a significant relationship between L2 temperament type of the Turkish speakers and performance in reading of English language. This relationship was statistically proven with correlation coefficient of +0.396 at $P < 0.01$ which means that about 40% relationship existed between temperament type and the ability to read English Language effectively. This implies that the type of dominant temperament of EFL Turkish speakers influences the ability to read English language.

Similarly, the correlation coefficient for the overall performance (pooled) was also significant at $P < 0.01$ and positive. This implied about 17% relationship between temperament type and English language performance among the EFL Turkish speakers. However, skills of writing, word recognition, word structures, and listening and speaking were not significantly correlated to temperament types among the EFL Turkish speakers.

4.4 The Influence of Temperament on the Level of Performance in L2 Acquisition by Turkish EFL Speakers Using ANOVA and F-test Analysis.

This table shows the different temperament and their effect on the L2 performances as indicated in the variation making use of Mean, Standard Deviation and F-test.

Table 4.4: Relationship between Temperament Variation and L2 Performance

L2 Option	Temperaments										F-test
	Sanguine		Phlegmatic		Choleric		Melancholic		Pooled		
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Reading	4.76	3.66	7.75	2.06	9.36	0.81	7.15	2.66	7.11	3.09	26.999*
Writing	0.72	0.92	2.59	2.31	2.05	1.84	0.61	0.96	1.69	1.95	8.142*
Word recognition	7.17	4.09	8.64	2.79	8.16	2.85	7.69	4.38	8.00	3.45	1.055
Word production	3.28	1.69	4.41	1.19	4.31	1.11	3.61	2.10	3.96	1.54	3.904*
Word structure	2.48	1.33	3.02	1.55	3.53	0.51	1.92	1.89	2.82	1.47	4.238*
Listening and Speaking	2.28	1.6	3.05	2.29	3.42	2.84	2.77	4.32	2.86	2.58	0.870
combined (60)	20.79	10.12	30.9	7.83	31.26	6.4	23.46	10.62	27.07	9.8	9.734*

NB: * significant at $P < 0.01$. 10 marks is the maximum mean value obtainable

As presented in Table 4.4 above, the extent of variation in temperament and the effect(s) on L2 acquisition by Turkish EFL speakers was considered using the mean scores, standard deviations and ANOVA analysis. The result showed that EFL Turkish speakers with the choleric-dominated temperament had the best performance in the reading of English language followed by the phlegmatic, the melancholic and then the sanguine-dominated temperaments with weighted mean scores and standard deviations of 9.36 ± 0.81 , 7.75 ± 2.06 , 7.15 ± 2.66 and 4.76 ± 3.66 respectively.

The F-value (26.999) obtained from ANOVA was significant at $P < 0.01$ thereby revealed temperament differentials, and that there is significant difference in the reading performance among the L2 EFL Turkish speakers with respect to temperaments.

In contrast, writing skill was generally poor among the EFL Turkish speakers. The result showed that the phlegmatic individuals did much better than the others. In order of performance, phlegmatic-dominant respondents scored 2.59 ± 2.31 , followed by the choleric respondents (2.005 ± 1.84), then the sanguine (0.72 ± 0.92), and the melancholic (0.61 ± 0.96). F test (8.142) at $P < 0.01$ showed significant difference among the performances which implies that differences in the temperament types caused differences in L2 writing performance among the EFL Turkish speakers.

In terms of word recognition, phlegmatic learners took the lead. According to Table 4.4 above, phlegmatic respondents had mean score of 8.64 ± 2.79 , followed by 8.16 ± 2.85 for the choleric, then, 7.69 ± 4.38 for the melancholic while 7.17 ± 4.09 was scored by the sanguine personalities. However, the F-test (1.055) was not Significant at $P > 0.1$ which implied that performance of the individual EFL Turkish speaker is no different based on the temperament type.

Another important L2 EFL performance type considered was word production among the respondents. The result showed that overall performance was less than five (3.54 ± 1.54). In collective term, the phlegmatic respondents had the best performance with 4.41 ± 1.19 followed by the choleric (4.31 ± 1.11), after which we had the melancholic (3.61 ± 2.10) while the sanguine had the least performance in word production.

To determine if these temperaments have significant difference to word production performance, F-value was 3.904 and significant at $P < 0.01$. Thus, we can say therefore that there is significant difference in word production performances across the temperament line.

Similarly for word structure, the highest mean score was below 4.00 out of 5.00 points adduced to word structure. Nevertheless, individual of the choleric type put up a very

good performance with mean score and standard deviations of 3.53 ± 0.51 followed by the phlegmatic individuals (3.02 ± 1.55), then the sanguine (2.48 ± 1.33) while the melancholic respondents performed the least (1.92 ± 1.89). This performance was shown to be significantly different from one temperament type to another ($F=4.238, P<0.01$).

In the same manner, listening and speaking skills were examined for performance differentials among L2 EFL Turkish Speakers. The result showed mixed performances within and across the temperament line. Table 4.4 indicated that respondents with dominant temperament of the choleric origin showed the best sign of good performance (3.42 ± 2.84) followed by the phlegmatic (3.05 ± 2.29), then the melancholic (2.77 ± 4.32), while the sanguine gave the least performance (2.28 ± 1.60). The result was however not significantly different from one another across the temperament line ($F=0.870, P>0.1$).

The performance for all the acquired L2 EFL was examined and as documented in Table 4.4, it was found out that choleric individuals gave the overall best performance (31.26 ± 6.4). This was followed by the Phlegmatic (30.9 ± 7.83), then the Melancholic (27.07 ± 9.8), while the sanguine put up the least overall performance (20.79 ± 10.12).

The standard deviations were very high which is suggestive of different performance level with each temperament type. This result implies that temperament type clearly caused significant differences ($F=9.734, P<0.01$) among the L2 performances of EFL Turkish speakers but this difference is not absolutely associated with the temperament type only.

4.5 Answering the Research Questions

The aim of this research was to answer two important questions regarding the effect of temperament on learning English Language as regards Turkish English learners. The result however produced some significant findings which will be discussed in this section.

4.6 Determination of Temperament Types And The Role Temperament Play In L2 Acquisition.

This section tries to answer the question that, can people determine the temperament they belong to?

According to the findings as indicated in table 4.1, there is a limited knowledge of what the four temperaments are by the respondents. However some have a vague idea of what their temperaments might be. This means majority are aware of the differences in human behavior and as can be seen in table 4.2, some actually took their time to study what temperaments may be and how it may affect human behavior.

Even though from table 4.1 as regards the subjective response, the accuracy level of the temperament they believe they belong to is high, however the next table (4.2) becomes important in a bid to be objective in the findings of this research.

There is the high awareness of sanguine-phlegmatic tendencies by the respondents. These two temperaments which belong to the two vast extreme of extroversion and introversion point to the fact that even though there is a personal record from the findings of these temperament, most likely not all the characteristics of the respondents was taken into note by those who acknowledge that they may belong to this group. This is because there is always a mix of the temperament even though one is always dominant.

The validation of accuracy of temperament knowledge (table 4.2), however, shows that sanguine and phlegmatic temperaments are major while choleric and melancholic temperaments are minor in the respondents tested. This however supports the knowledge of temperaments as displayed in the first table (4.1). Even though, some are not sure what group they belong to, their observation about what they think they are is right as verified.

As seen in table (4.3), the role that temperament plays in reading is important, that is, the temperament one has goes a long way to either positively or negatively influence the ability to read in English as indicated. However, when it comes to writing, speaking and listening, the influence of a particular dominant temperament type may not be important as they were not significantly correlated to any temperament type. This claim is evident in Ellis (1994) affirmation that there is no sound theoretical basis for predicting which

personality variables will be positively or negatively related to which aspects of L2. Some other studies which failed to find a relationship between personality and language learning are Carrell and Anderson (1994), Ehrman and Oxford, (1995) and Carrell. Et.al. (1996). Also there was no significant difference in the Oral and Listening skills across the temperament line (Table 4.4). this was also observed in a study that made use of 40 subjects, using NEO-PI questionnaire to measure their personality, however, the result showed that, “extroversion has no priming effects: (Gill et al., 2004).

However, the total performance shows that there was an influence of temperament which is important, as can be seen in the variation in the overall performance in reading, writing, word production and structure; which means it cannot be ruled out but it may not be the only cause, since no variation was noted in oral and listening. As regards the last table, the different temperament types showed different result which goes a long way to show the importance of temperament (dominant) on reading skills.

However, writing skills was generally poor among EFL Turkish speakers but the phlegmatic and choleric perform better than the sanguine and melancholic which shows that there is an influence on what the temperament is to affect the skill tested here.

There is no positive or negative effect as regards word recognition by temperament but for word production, there is a high influence by temperament, that is, the dominant temperament type determines the success or failure in English word production. The same thing can be said about word structure.

But when it comes to listening and speaking skills, there is no significant difference caused by the dominant temperament type. The overall performance as computed shows the choleric coming first, followed by phlegmatic, then the melancholic, while sanguine comes last. This shows that to some extent temperament type has either a positive or a negative role as discussed in the findings in chapter two. But while this effect or role is prominent in some skills like reading, word production and structure, it is less prominent in others like listening and writing and almost not prominent at all in others.

In conclusion, however, even though the result shows that temperament shows some kind of role in the performance of the respondents, the differences noted may not totally be as a result of the temperament type alone.

4.7 Receptive and Productive Skills

It will be of note to mention the receptive and productive skills. When one learns a language, there is the development of both receptive skills and productive skills. Receptive skills include understanding when listening and when reading – a person receives the language and decodes the meaning to understand the message. While productive skills refer to speaking and writing – when language is acquired and there is a production of a message through speech or written text that is meaningful. When anyone is learning English [or any language], he or she is learning [or is supposed to learn] all of these skills, and herein, people have their strengths and weaknesses.

Another example of receptive and productive skills is related to the study of vocabulary. It is easy to develop receptive vocabulary. Words can be studied independently, memorizing the definitions, the word forms, the collocations and different uses of the words in context. Receptive vocabulary can grow and when one sees a list of words to study, there will be the recognition some of them already. If one does, it has moved into the productive vocabulary. This is the goal of the vocabulary study in the Language Institutes.

Lastly, independent practice can help to practice one's receptive skills. Just like the example of vocabulary, an individual can do extra reading and extra listening independently to improve their receptive skills. Improving the productive skills is more difficult.

However, just like in the example with vocabulary, the more one develops receptive skills, the more it can affect productive skills in a positive way. Reading more will help written skills. Listening more will help improve speaking skills. Productive skills make receptive skills stronger.

5. SUMMARY AND CONCLUSION

This chapter is based on the summary of the research done and the concluding part; will be followed by the discussion of the pedagogical implication, the limitations the study encountered as regard the participants and the instrument used. The chapter ends with recommendation for future studies.

The study was conducted to investigate if temperament has anything to do with the performance of Turkish native speakers in acquiring English as a Foreign Language. 100 samples were taken, a personality test was first conducted and later their proficiency in English language was checked with another questionnaire. The findings showed that even though there was some variation in the different level of performances of the subjects as regards the different dominant temperament of each, these variation may not only be as a result of the dominant temperament; because while temperament variation effect is obvious in some aspect of English language proficiency like reading, writing, word production and word structure, it is not so for listening, speaking and word recognition.

5.1 Pedagogical Implications

The findings of the study have serious implications for both the students of EFL and the language teacher, and according to Ellis (1994, p.517): “in the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning.”

Besides, in this study, it shows that temperaments affect acquisition of oral skills; this means that not just the teacher but the students should realize the importance of temperament dynamism in language learning process. As stated by Ausubel (1968,

p.44), there is the high likelihood of students teachers observe to have exceptional performance from others to be treated as teachers' pet or favorite. This may be true as those who are outspoken in the class (extroverts) as opposed to the quiet ones (introverts) learn in different ways and manner as a result of their personal characteristics, but the latter may be at a disadvantage with the teachers than former in the classroom.

Even though it is true that communicative abilities are really significant in the process of acquiring a language, it should be noted that learner's proficiency should not solely be evaluated on the basis of oral skills alone. Those who possess personalities that makes them quiet should be exposed to tasks that they are more comfortable with so as to ensure that their capabilities are maximized and demonstrated, this view is supported by Brown (2000, p.156), as he asserts that "the facilitating or interfering effects of certain language teaching practices that invoke extroversion need to be carefully considered." This means that teachers should watch out for methods involving drama, humor which may put some at a disadvantage.

The teacher should encourage the most reticent students by increasing opportunity for communication and trying to make sure that the most outspoken do not shout the latter down, or hinder them from learning (to prevent any group shying away from learning). The fact that some may not participate actively in the classroom does not mean they don't have knowledge of the material nor does it mean learning is not taking place. The method employed should be applied to cater for the different temperaments.

Furthermore, the information obtained as regards the temperaments of people helps the teacher to adapt his/her teaching methods to suit that of the learner in the classroom. On the other hand, student knowledge about their temperament helps them to maximize their advantages and minimize their shortcomings as regards their dominant temperament to enhance learning.

In conclusion however, the teacher should not expect the student to change their temperament even if it is possible, since it is not something that can be trained. It occurs early in life and is biological, however as pointed out by Moody (1988, p.2), it is

teachers who must however design teaching methods which will be to the advantage of all type of learners, but how they choose to do this should be left entirely to their discretion.

5.2 Limitations of the study

The aim of this study seems to be accomplished since there is the provision to the answers of the questions in connection with the temperament (awareness or lack of knowledge), and its relationship and contribution to EFL acquisition and learning.

First, the present research involves respondents who study English as a second or third language and whose mother tongue is Turkish, thus it constitutes a sample of the academic populace which is assumed to have some potential for learning languages. However, the results obtained cannot be applicable to the whole population because there may be some variance in the sample.

Second, in terms of the choice of the respondents' level of language proficiency, since all do not have the same level of English Language proficiency which may result in the variation in the overall performance, this may negate their temperament affecting their performance.

The third limitation has to do with the failure to differentiate between the subjects as regards gender. Although, there is no conclusion as to whether gender affects acquisition of second language, Pavlenko et al., (2001, p.11) asserts that gender has no influence, while Mroczek & Little (2006, p.90) state that the differences in gender makes boys and girls act in different ways and that this makes girls to have more advantage over boys when it comes to learning a second language.

Another limitation comes from the fact that part of the measuring language skill used for the study was adapted by the researcher, and this process of adaption may have some interference with the instrument itself; it may not totally capture the skills entirely. Furthermore, as regards the instrument – the questionnaire as a measuring tool, a number of researchers like Bush, 1982; Skehan, 1989; Larsen-freeman & Long, 1991; Ellis, 1994; and Matthews & Deary, 1998, state that they may not be reliable because they do

not measure what they are supposed to, also, self-respect questionnaire are susceptible to 'desirability bias', that is, the subjects may most likely choose options that are generally more acceptable or desirable which may not be true as regards them, this is also supported by Dornyei (2003a, p.12).

Related to the above limitation is the oral interview. This is because it was evaluated alongside listening which should have been separated. Also, the topic selected by the examiner may have been influenced by external factors such as the topic of discussion itself, and the time of the day respondents took the test may have influenced the scores.

Even Berry (2007, p.2) pointed out that "tests of oral ability are particularly susceptible to extraneous effects", and it is of note that oral ability is the most difficult to evaluate accurately. It will need to be replicated to establish its reliability. The written aspect might also be considered short and may not be enough to evaluate all the grammatical and structural level that exists in a real essay write-up.

Another drawback in this study is that the particular strategy which influences learning and acquisition is left out in this study. This is the strategy of motivation which plays an important role in terms of testing as suggested by Dewaele & Furnham (1999, p.29).

In conclusion, the limitations of this present study should be taken into account while interpreting and generalizing the results of the current research and also considered in future studies.

5.3 Recommendations

Age might be an important factor in learning as suggested by Skehan (1989) who asserts that "age most likely affects the relations between learning and personality; before puberty, extroversion tends to have a positive relationship with achievement, whereas after puberty, introverts are more successful" (1989, p.104). Since this study establishes that a dominant temperament makes oral ability better, it can be tested on the basis of age also. Other studies can also test if there are changes with ages and language acquisition as people grow older but this will be some sort of longitudinal type of

research. In addition, there should be some research to test the assumption whether gender influences temperament in L2 acquisition.

Furthermore, researchers may apply a different way of measuring temperament because as suggested by Brown et al (1973), there are limiting factors in individuals who depend on external factors like situation and people which is why a step-by-step observation may be reliable than a single data collection method (1973:242). Wilt & Revelle (2008) proposed a recording device called 'Big EAR' which records respondents for couple of minutes throughout the day, which makes the collection of objective data in natural environments possible.

Lastly, there could be a replication of the current research to cross-check the findings obtained in this present study. But it should probably involve more non-academic samples of the participants to check if temperament diversity has significant influence on the L2 acquisition of the whole population and not just a small group.

5.4 Conclusion

The main aim of this study was to examine how and if temperament does affect L2 acquisition among Turkish EFL speakers. The study made an attempt to check the different level of English Language proficiency and if there was really any effect as a result of a particular dominant temperament. It also tries to check the level of awareness of people about temperament.

This study found that temperament affect the skill of reading in English language by Turkish English speakers but when it comes to the skills of writing, speaking and listening: the influence of temperament is not seen. This study found the choleric having the best overall score in all the English language skills followed by the phlegmatic and melancholic with the sanguine having the least overall performance. One point of caution is that the result should not be taken so far, it cannot be generalized because the number of the participant is not as promising as there is no equal representation of the four temperament, and moreover, the people studied in this study belonged to different English proficiency level.

However, the sample taken may not be sufficient enough as the true representation of the whole population which may have affected the outcome of the result. Time factor and the instruments used may also have been a constraint.



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APPENDICES

APPENDIX 1: Temperament Questionnaire

APPENDIX 2: English Language Test

APPENDIX 1

	Does not describe me				Describes me
melancholy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
worrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
quick to anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
peaceful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bouncy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
paranoid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
workaholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
can be lazy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
moody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hardcore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hides anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
affectionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
insecure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
strong-willed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

passive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree		Neutral		Agree
I have difficulty starting tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like poetry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do things I later regret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need a push to get started.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to get up and leave everything behind some days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to act confident, but it does not come naturally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to psych myself up before I am brave enough to make a phone call.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't make the best choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm a full time daydreamer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not nearly as in control as I seem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my life lacks direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I love to daydream.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel attacked by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not quite sure what I want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I'm unable to deal with things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My whole body shivers sometimes when I listen to good music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait for others to lead the way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ideas are often ignored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My life isn't really headed anywhere right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think hypnosis is fake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You have completed the personality test. Just a few more questions before your results.

Do you already think you know what your temperament is?

Yes

No (then skip these questions)

What do you think your temperament is?

How confident are you that this is your type?

- Not very confident
 Confident
 Very confident

Approximately how many hours in your life have you spent learning or thinking about the four temperaments?

- 0-1 hours
 2-5 hours
 6-20 hours
 21 or more hours

Were your answers accurate and can they be used in our research?

- Yes. No.

Continue

Appendix 2

Colds: A Reading and Writing Comprehension Exercise

Adapted from www.elcivics.com/worksheets/cold-healthcare

Pedro has a cold. His nose is stuffed up, he coughs a lot, and he has a sore throat. He felt fine last night, but now he is very sick. Pedro wants to go home and rest, but he can't. He is an accountant and payroll is due today. He needs to print and sign payroll checks so the employees get paid on time. Pedro's boss went on a business trip to Springfield, Illinois. He won't be back until next week. Before he left, he asked Pedro to take care of the office. There are twenty office workers, and they are all very busy. Hopefully, they won't catch Pedro's cold. If the employees catch colds, they might take several days off work.

B. True or False

1. _____ Pedro is sick.
2. _____ All twenty office workers are busy.
3. _____ Pedro's boss is on vacation.
4. _____ An accountant needs to be good at math.
5. _____ Employees get payroll checks.

C. Yes or No – Share your opinion.

1. _____ Pedro should stay at work.
2. _____ Pedro should go home immediately and eat chicken soup.
3. _____ The employees should avoid touching their nose, eyes, and mouth.
4. _____ Pedro should cover his mouth when he coughs.
5. _____ It's okay if the employees get paid late.

D. Writing – What do you do when you have a cold?

Word Recognition Vocabulary Exercise

Family Photos

lives	pictures	are	husband	was	anniversary	movie	wait	dinner	people
-------	----------	-----	---------	-----	-------------	-------	------	--------	--------

Directions: Complete the story with the vocabulary words in the box.

Rosario and Karen are at work. Karen has pictures of her family on her desk. Rosario wants to know who are in the (1) _____. “Hi Karen, how (2) _____ you today?” says Rosario. “I’m fine,” answers Karen, “how (3) _____ your weekend?” she asks. “It was okay. We didn’t do anything special. I cleaned the house on Saturday, and Benny and the kids went to see a (4) _____. We ordered pizza and chicken wings for (5) _____, so I didn’t have to cook,” says Rosario. “That’s good. You had a relaxing weekend,” says Karen. “Hey, who are the (6) _____ in the photos?” says Rosario. “This is a picture of my daughter and my mother. My mom came out to visit us last summer. She (7) _____ in Montana. And this is a picture of my husband and me when we got married. The last picture is of our dog, Ralph,” says Karen. “I’ve never met your (8) _____. How long have you been married?” says Rosario. “We’ve been married for twenty-four years. Our (9) _____ is in June,” says Karen. “Our daughter is eighteen years old. What about you? Are you married?” she asks. “No, I’ve been dating my boyfriend for two years. We talked about marriage, but we decided to (10) _____,” says Rosario.

Word Production Vocabulary Exercise

1. The meeting is _____ for 7pm tonight.
A. Scheduled B. covered C. argued D. alighted
2. She was so _____ with the gift.
A. transfixed B. augmented C. Delighted D. described
3. The policeman asked her to _____ the thief.
A. Describe B. narrate C. prescribe D. tell
4. You should exercise _____ regularly.
A. most B. More C. never D. best
5. I have to meet your parent for the _____.
A. setting B. workings C. alternative D. Arrangement

Word Structure Exercise

Adapted from www.ingleseemilano.it/pdf/esl-exam-b1

1. I'm not sure this is the size. Can I try _____ to see if it fits?
A. on it B. it up C. It on D. out it
2. The brochures _____ by a printer.
A. is produced B. Are produced C. are producing D. has been produced
3. He began driving six hours ago. He _____.
A. has driven since six hours B. has been driven for six hours C. Has been driving
for six hours D. is driving for six hours
4. The soldiers _____ out the officer's orders
A. put B. Carried C. got D. took
5. Although he had little money, he offered to pay for her lunch. In spite _____ little
money, he offered to pay for her lunch.

A. of have B. to have C. he had D. Of having

Listening and Speaking Parts

Imagine a celebrity coming to your country to interview random people and you were selected and asked the following questions.

Question 1: What do you do in your free time?

Question 2: Tell me about your family.

Question 3: Where do you see yourself in five years?

Question 4: Describe your favorite television show?



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Enstitümüz Y1312.020052 numaralı İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı tezli yüksek lisans programı öğrencilerinden DAMILOLA JOYCELYN OJO' nun "AN INVESTIGATION ON THE INFLUENCE OF TEMPERAMENT ON L2 ACHIEVEMENT IN TURKISH INTERMEDIATE LEVEL OF EFL SPEAKERS" adlı tez çalışması gereği "Personality Test" ve "English Language Proficiency Test" ile ilgili anketleri 18.07.2016 tarih ve 2016/12 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.

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