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Impact of Self-Correction on Extrovert and Introvert Students in EFL Writing Progress

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Abstract

To investigate the impact of self-correction method as an alternative to the traditional teacher-correction method, on the one side, and to evaluate the impact of personality traits of Extroversion/Introversion, on the other side, on the writing progress of the pre-intermediate learners three null-hypotheses were proposed. In spite of students absolutely different personalities some teachers probably expect all the students to react to their incompetent feedback in an indistinguishable way. To put it in other words, these teachers pay no attention to the fact that each student is completely a different human being with his/her exclusive personality. These instructors pursue the traditional correction method and correct every error and even do not agonize to present work for different correction methods let alone thinking of making learners engage in their own learning.

Therefore, 120 pre-intermediate Iranian female EFL students were selected through employing of Nelson English Language Test (NELT) and the Eysenck Personality Questionnaire (EPQ). They were assigned to four different groups-two groups include extroverts and two groups include introverts. Subsequently, they were given five expository topics to write about in a five-week period. While two groups, one extroverted and one introverted enjoyed self-correction, the teacher corrected the writings of the other two groups.

The obtained results showed that personality type had no significant effect on learners' progress in writing. Nevertheless, self-correction method showed to be significantly effective at 0.5.

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