Research Paper

Genre Analysis of English Abstracts and Their Persian Translations

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Abstract

This research aimed to investigate English and Persian abstracts of TEFL theses. To achieve the study's objective, 120 English thesis abstracts and their Persian translations of Iranian TEFL students at the MA level at different universities in Iran were collected and then analyzed. The sampling method used was purposive sampling. First, two raters' qualitative content analysis was done based on Swales' (2004) model. Then, the frequencies and percentages of different moves were calculated in the English and Persian corpora. Finally, Chi-square tests were run to check the significance of the difference between the frequencies of different English and Persian corpora moves. The results showed the occurrence of various moves in the English corpus. The results also confirmed that other moves were present in the Persian corpus. Finally, the results demonstrated that there was a significant difference between the frequencies of different moves in the two corpora, except Move 1 Step 2 Making topic generalizations, Move 2 Step 1B indicating a gap, Move 2 Step 1C Question raising, and Move 3 step 6 (PISF) Stating the value of the present research.

INTRODUCTION

The genre approach has been used in English for Academic Purposes (EAP) to analyze different academic contexts. Among these genres, emails, letters, term papers, theses, reviews, research articles, reports, grants proposals, lessons, speeches, student presentations, research projects, poster presentations, and seminars can be mentioned (Singh, Ali, Yuit, & Tan, 2019). Indeed, genre is a medium for researchers for communicating with each other to share knowledge (Trosborg, 2000).

According to Swales (1990), the genre is a class of communicative events that have some everyday communicative purposes. Martin

(2001) referred to genre as an activity that is step by step and has a goal, and speakers engage in which as members of a given culture. He believed that what serve as yardsticks for classifying genres are speakers' purpose and subject. Various genres consist of moves. In Swales (2004), moves have been defined as functional units with varying lengths named based on text purpose and steps that act as options available for writers to accomplish moves. The issue of genre analysis or move analysis has a long history and has taken the attention of researchers for a long time (Khany & Tazik, 2010). The studies conducted in this regard have mostly addressed move analysis in different sections of academic writings, including introduction, discussion,

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conclusion, etc. Academic writing and paper writing constitute inseparable parts of higher education studies in almost all educational systems. Higher education and paper writing are tightly linked, and this has been taken into account by educationalists, applied linguists, etc. (Lea & Stierer, 2000, as cited in Khany & Tazik, 2010). In the last three decades, the attention paid to academic writing worldwide has been increasingly grown due to the challenges from the globalization and internationalization of higher education and English language education prominence (Lea & Stierer, 2000, as cited in Khany & Tazik, 2010). As a kind of text, the writers should observe various standards to make academic papers meaningful and understandable. An area of academic writing is thesis writing. A main part of theses is abstract which plays an important role in attracting the attention of readers.

Accordingly, genre analysis of this part of theses seems worth conducting. Different models have been proposed for genre analysis of academic writings. One of the most prominent models is the one proposed by Swales (2004). This model's prudence is obvious by estimating the volume of genre analysis works wherein scholars have used this model. Since academic texts are written to communicate a particular function or purpose, they have an essential role in the educational realm; therefore, their analysis is necessary as a kind of genre. In fact, lack of satisfaction of communicative functions of such texts may contribute to readers' misunderstanding, which can have negative impacts on their academic level.

Furthermore, a text whose functions is well satisfied is more comfortable for the readers to comprehend and interpret the writer's message (Poudel, 2018). Therefore, it can be inferred that using moves and steps has a significant and serious in writing academic texts role. However, it can be seen that some writers cannot appropriately use these moves in their writings and this leads to production of papers which are difficult to understand for the readers. As Vyncke (2012) stated, despite the importance of academic writing in today's World, some writers cannot observe standards and perform well in their writings. This is while practically speaking, well-conducted writing is central to a scholar's ability to pose pertinent and timely questions within their field (Boote & Beile, 2005).

Furthermore, having reviewed the existing literature, the researcher found that the volume of existing literature on genre analysis of thesis abstracts and their translation is low in general. This is while abstracts are important in motivating or demotivating readers to continue to read theses. Furthermore, in the scarcity of research on theses abstracts, the researcher found that research on English and Persian abstracts of TEFL theses is also scant. These issues in combination motivated the researcher to identify moves used in English and Persian abstracts of TEFL theses. To this end, the following research questions will be addressed in the present study:

1. What are the generic structures of English abstracts of Iranian students' TEFL theses?

2. What are the generic structures of Persian abstracts of Iranian students' TEFL theses?

3. Is there any significant difference between generic structures of the English and Persian abstracts of TEFL theses?

LITERATURE REVIEW

Dudley-Evans (1986) for the first time introduced genre analysis as text analysis with the aim of obtaining the necessary information to identify the genre the text belongs to, with the focus on the features and conventions which are common in different texts, without any focus on the informational content of the text. Swales (1981) referred to genre analysis as a kind of analysis through which a system of organizing a genre is revealed. Bhatia (1993) defined genre analysis as a type of discourse analysis which explains the convention of genre construction and interpretation. However, contrary to discourse analysis which deals with description and emphasis on the linguistic aspects of text construction and interpretation, in genre analysis, the communicative purposes of particular text genre is concentrated on (Bhatia, 1993).

The move analysis is one of the most typical instances of a text-degree analysis of discourse structure. As move analysis was fundamentally improved as an instrument to teach non-native speakers the rhetorical constructions of research papers (Swales, 1981), this component has been effectively shared to other scopes of English for Specific Purposes (ESP) instruction. Swales's component of move analysis has stimulated substantial investigation on the rhetorical constructios of educational and skillful texts. In academic writing, it has been imposed to educational disciplines involving biochemistry, biology, computer science, and medicine as well as on a difference of educational genres, consisting of university lectures and textbooks. More currently, skillful discourse has also been searched by the lens of move analysis (Bhatia, 1993b). Genre analysis has been in the focus of attention during past two decades. The enhancing interest in this field is promoted by a requirement to provide types of educational and technical texts for the pupils, so that they can provide those texts suitably. In contrast, researches and scientists need to interact their opinions and discoveries utilizing publications, and it needs them to have a complete range of the discourse community's agreements (Martin, 2003). English has long been made as the language of technical interaction (Flowerdew & Dudley-Evans, 2002); it is a standard for journals published in any other language to need the writers to prepare English outlines for their papers (Lores, 2004). Unluckily, lack of knowledge of text construction and audience expectations has led to non-native authors to be remarkably ineffective in the universal community (Connor, 2000, as cited in Martin, 2003).

Genre analysis has usually been a systematic attempt, with researches concentrating on only a few texts. In other words, a corpus-based method needs analysis of a well-designed 'representative' collection of texts of an especial genre. These texts are inscribed electronically, permitting for more complicated and universal study discoveries, disclosing linguistic models and repetitive data that would otherwise be too labor thorough to

reveal by hand (Baker, 2006). That is not to mention that a corpus-based methodology is directly a numerical methodology. Corpus based discourse analysis relies on both numerical and non-numerical data. Samarj (2008) investigated the Introduction part of 30 masters' theses from three disciplines based on Swales' move structure. In the analysis of the corpus, he utilized both discourse analysis and interviews with subject professionals. An analysis of the comprehensive structure of the thesis introductions showed discourse characteristics that separate this genre from research papers and also pointed to disciplinary difference within this genre. Rashidi and Ghaffarpour (2010) sought to identify generic structures of abstracts in TEFL and Astrophysics. To this end, 80 research article abstracts were analyzed, using Swales' (1990) CARS (Create-A-Research-Space) model. According to the results of content analysis, the authors more or less benefited all Swales' (1990) moves in writing article abstracts.

Ali Asghar, Muhammad Asghar and Mahmood (2015) dealt with the analysis of the preface of 80 English textbooks in the field of linguistics. For the purpose of data analysis, Swales' s (1990) model and Bhatia' s (1993) model were used. Having analyzed the data, the researchers identified the following moves: introducing the book, stating the purpose, describing the book, readership identification, expressing gratitude and accepting the responsibility of the shortcoming. The only move absent in the preface sections was calling for responses from readers. Zekrati (2015) took an examination on Discussion parts of 60 medical papers by Iranian and non-Iranian writers using Yang and Allison's (2003) model. Based on the findings, move 2 Reporting the outcomes was identified as the most common move. The lowest frequency belonged to move 5 Summarizing the study and move 3 Summarizing the outcomes. Moreover, an important variation was found between Iranian writers and non-Iranian writers concerning the repetition of different moves.

In trying to analyze the structure of moves in Results and Discussion sections of 90 Mas-

ter theses in the field of TEFL by Vietnamese students, Nguyen and Pramoolsook (2015) used Chen and Kuo's (2012) framework. As shown by the results, moves Reporting major findings, summarizing, evaluating, and deducing from the reported study were most frequent in Results and Discussion parts of Master theses. In a study by Ershadi and Farnia (2015), move structures of the discussion parts of 150 English and Persian computer research papers were investigated according to Swales' (1990) eight-move structure. According to the results, in the English articles, the most frequent moves included move 1 background data, and move 2 sentences of outcomes. In the Persian articles, move 2 statement of results was more frequent than the other moves. Shirani and Chalak (2016) examined the Introduction part of 160 Iranian TEFL students' master theses according to Swales' (1990) model. The discoveries indicated that all the moves were used in about all theses which were analyzed in the study. Also. The difference between the frequencies of different moves was found to be insignificant.

Ghazanfari, Hosseini Mohtasham and Amirsheibani (2016) sought to analyze conclusion sections of 80 papers written in ELT and Nursing majors in terms of move structures according to Yang and Allison's (2003) model.

The findings showed that Yang and Allison's (2003) moves were used in the conclusion sections of the papers. Moreover, it was revealed that the frequencies of the moves used in the papers of different fields were not significantly different. Soodmand Afshar and Ranjbar (2016) explored generic structure of Research Questions and Method sections of 35 papers in the field of applied linguistics in international and Iranian journals. Content analysis was done based on Swales' (2004) model and Lim's (2006) model of genre analysis.

The researchers reported that the observed difference between the frequencies of different moves utilized in papers published in national and international journals was not significant. Moreover, it was shown that various moves were employed in articles.

Rahimi and Farnia (2017) touched genre analysis of the introduction sections of 70 English and Persian dentistry articles using Swales' (2004) model. Move 1 step 1 claiming centrality, Move 2 step 1a counter-claiming and Move 3 Announcing present research descriptively and/or purposively were the moves used more than the other moves by writers. Also, a significant difference between the frequencies of different moves in English and Persian articles was found in the results.

Soodmand Afshar, Doosti, and Movassagh (2018) followed the objective of analyzing the generic structure of Introduction sections of 60 Applied Linguistics and Chemistry articles based on Swales' (2004) framework. The results of data analysis reported frequency differences which were significant statistically.

In other words, Applied Linguistics and Chemistry articles were not similar concerning the frequency of different moves. Hosseini Massoum and Yazdanmehr (2019) aimed at doing a genre analysis of discussion parts of 100 M.A theses composed by TEFL American English and Iranian students according to Yang and Allison's (2003) model. Data analysis led to the finding that the discussion genres written by Iranian and English students were statistically significant. As the most dominant difference, English students provided a summary of the study in discussion section, but Iranian students did not. Numerically important variations were also discovered in the distribution of mandatory, traditional and optional moves. English-speaking authors showed constraints in the discussion part positively, more than Iranian authors.

The generic structure of the introduction parts of 50 oral presentations of English language and Administrative Sciences fields was explored based on Swales' (1990, 2004) model in the study done by Singh, Ali, Yuit and Tan (2019). The researchers found that the pattern of moves and steps use was similar in the papers of English language and Administrative Sciences majors.

As seen in the reviewed literature, while preface sections of books have been analyzed using different genre analysis models, missing in the literature is the place of a study on genre

analysis of the English and Persian abstracts of Iranian students' TEFL theses. This study aimed to fill this gap.

METHODS

This study used a descriptive qualitative design which dealt with the content of the English and Persian abstracts of TEFL theses. To be more specific, a qualitative content analysis design was used in the present study since the content of the selected corpus was qualitatively analyzed to answer the proposed research questions. In order to achieve the objective of the study, 120 English thesis abstracts and their Persian translations of Iranian TEFL students at MA level during 2015 to 2020 at Shiraz State University, Shahid Bahonar University, Yazd University, and different branches of Islamic Azad University were collected and analyzed. This number was selected based on data saturation point.

That is, after the analysis of this corpus size, no new finding was found. The sampling method used was purposive sampling. The reason for selecting the above-mentioned universities was their accessibility to the researchers. To collect the data for the purpose of this study, 120 English abstracts and their Persian translations of Iranian TEFL students at the above-mentioned universities during 2015 to 2020 were collected through purposive sampling and analyzed qualitatively.

The qualitative content analysis was done by two raters including the researcher and a TEFL expert who was university instructor with PhD in translation field and whose research interest was discourse analysis.

In this qualitative process, the moves used in the corpus were identified based on Swales' (2004) model.

Then, the frequencies and percentages of different moves were calculated in the English and Persian corpora. Finally, Chi-square tests were run to check the significance of difference between the frequencies of different moves in the English and Persian corpora. Data analysis was conducted at both qualitative and quantitative levels.

At the qualitative level, the content of the abstracts was analyzed by the two raters based on Swales' (2004) model to identify the moves used in them. At the quantitative level, the frequency and percentages of the moves in the English and Persian abstracts were calculated.

Moreover, a series of chi-square tests were run to check the significance of differences between the frequencies of different moves used in the English and Persian abstracts.

RESULTS

Table 1 indicates the results of the comparison of the microstructures in the English and Persian abstracts of theses.

As seen in Table 1, the frequencies with which different moves have occurred in the English and Persian abstracts are different. Therefore, in the next section, the identified moves, some examples of the moves, and Chi-square tables are provided.

Move 1 Establishing a territory Step 1 Claiming centrality was occurred mostly at the beginning parts of the abstracts, in English and Persian. This move states centrality of the work under investigation. This move was absent in the Persian abstracts. An example of this move is presented in the following:

Example:
 • Learning English has been turned into a must in today's global village.

As shown in Table 1, the frequency and percentage of this move in the English abstracts 20 and 33.33%. These values are zero in the Persian abstracts. A Chi-square analysis was run to check the significance of difference between the frequencies of this move in the English and Persian abstracts. Table 4.2 shows the results.

As Table .2 indicates, there is a significant difference between the frequencies of this move because the p-value is smaller than α (p = 0.029, α = 0.05). Move 1 Step 2 Making topic generalizations Move 1 Step 2 Making topic generalizations states some general points about the topic. An example of this move is as follows:

According to Han (2021), "Corrective feedback has consistently ranked among the most resilient topics in second language acqui-

sition (SLA) research over its five decades of existence, garnering attention transcending theoretical boundaries (and research and practice divide, for that matter) (p. 23). CF is a type of information given to the L2 learner on what is not sanctioned in the target language (TL) – is part of the environmental stimulation, a form of negative reinforcement, and it allegedly helps the learner realign his or her behavior with the grammatical norms of the TL (Han, 2021). Apart from the different types and effects that CF can have on developing the language learners' macro-skills, learning requires the participation of both learner external linguistic influence and learner-internal formation of habit, as well as CF, needs both external (e.g., the teacher's) and internal (e.g., the learner's) efforts (Han, 2021).

CF can be provided in different modes i. e. through class discussion or on writing projects delivered by language learners but the question here is whether all individuals take advantage form CF provided to them equally and beneficially. That is to say, do individuals with different personality types benefit similarly from CF provided?

In numerous studies carried out in the field of second language teaching and learning, the experts have greatly focused on the different personality types which would have any effects on second language learning achievement; research such as Blair (2022); Chen et al. (2022); Ito (2022); Asmali (2014); Oz (2014); Sadeghi et al. (2012); Nikpour & Farsani (2010) and Sharp (2008). In all of these studies, the importance and impact of personality traits on second language learning achievement have been explored and proven.

Theoretical Framework of the Study

One of the widely-discussed subjects in the literature on L2 learning and L2 acquisition, according to Banaruee et al. (2017), is CF. In his work, Harmer (1983) reasoned that the instructor should not meddle in the L2 learners' communication when they make mistakes. This perspective is e held up by experts such as Basturkmen, Loewen, and Ellis (2004). Although these experts support the idea of correcting mistakes made by L2 learners, there

are masters rejecting this idea, those who believe that correcting the mistakes in a composition cannot lead to grammatical accuracy improvement while this interference can stop L2 learners from making the same mistakes in subsequent drafts (Truscott, 2007).

The following research question was, therefore, addressed:

> *RQ: Does class discussion feedback have a different impact on extrovert and introvert language learners' written performance?*

LITERATURE REVIEW

CF in Second Language Teaching and Learning

Brandt (2008), as cited by Seyedebrahimi et al. (2022), explained that feedback is the information given to learners dealing with some aspects of what they perform on a task. He continued to say that this information can be provided to language learners by teachers and instructors. He also declares that there should be a balance in the feedback provided to the language learners.

In earlier studies, it was asked whether CF provision would be influential on L2 learning or not (Day et al. 1984, and Chun et al. 1982). In accordance with the aforementioned question, the effectiveness of CF provision on language elements has been investigated in the work of Ruegg (2017&2018) and Banaruee & Askari (2016). They confirmed that provided CF could be beneficial for improvement in the macro-skills development. As Sinha & Nassaji (2021) reveals, the relevance of error correction in foreign or second language learning is a controversial issue and simultaneously not a new phenomenon, but in recent years empirical studies have been carried out and found inconclusive results.

Another crucial factor affecting the type of feedback provided to the language learner, according to Esmaeeli and Sadeghi (2020), is the language learner's proficiency level. In other words, teachers should consider the type of feedback they give to the learner based on their level of mastery of the second language (Wei & Cao, 2020). Furthermore, Abalkheel and Brandenburg (2020) revealed in one of their studies that

feedback provided by the teacher could affect the writing task done by the language learners beneficially. Again, Esmaeeli and Sadeghi (2020) confirm that error correction could enhance the grammatical accuracy of the learners' L2 writing performance. Although there are some scholars such as Eslami and Derakhshan (2020) support feedback provision by instructors, there are other experts who believe that feedback provision can suppress learners' emotions and stop them from continuing communication (Truscott, 1996).

It was first proved in 1994 (Aljaafreh & Lantolf) that CF had a leading role in second language learning. After that Hyland (2006), research highlighted the important role of CF provision in improving skills such as speaking and writing.

Different Types of Feedback

As cited by Lyster et al. Lyster and Ranta (1997) pinpoints six types of FB which are categorized into two major kinds, namely prompts and reformulations (2013). They define prompts as signals pushing L2 learners towards self-correction. By signals, we mean elicitation, metalinguistic clues, clarification request, and repetition. On the other hand, reformulations refer to recast and elicitation which gives learners "target reformulations of their non-target output" (p. 3).

Ellis & Sheen (2006) classify FB into implicit and explicit ones. The reason for this kind of classification is the correction direction made by the instructor. They call FB as an explicit correction when the correct form of learner's production is given to them by the instructor while the implicit correction is withholding the correct form like what happens in metalinguistic clues and elicitation.

Yilmaz (2016) has a similar classification of FB which focuses on the FB exposure condition. In his opinion, the learner's exposure to CB defines the feedback condition which is divided into direct or indirect. In the former, FB is given on the wrong utterance, and in the latter, FB is given on the incorrect production for other learners to listen not for the learner who makes that mistake.

Different taxonomies and classifications of CF have been presented so far. Rezaei (2011) contends that there are five corrective strategies other than recasts (i.e., explicit correction, clarification requests, metalinguistic information, elicitation, and repetition). According to Zhao & Ellis (2020), CF strategies are distinguished into implicit and explicit types. Table 1 groups them according to Lyster and Saito (2010). Ellis (2006), like several other studies, compared the correlative effect of implicit and explicit correction such as metalinguistic clues and recasts. But, as stated by Lyster and Ranta (1997), there seems to be a problem with this comparison because each CF type can differ regarding their implicitness/explicitness. They determined three elicitation strategies:

1. elicitation completion (see example in Table 1),

2. a question (e.g. How do we say A in Italian?), and

3. asking students to reformulate their utterances (e.g. Can you say that again?).

1 and 2 clearly attract the language learner's attention to the wrong form and thus are explicit but 3 is more obscure. The most ambiguous strategy is recast.

Table 1
Explicit and implicit corrective strategies

Dimension	Corrective Strategies
Explicit	Direct correction; e.g. No, not 'goed'
	Explicit correction, e.g. Went not goed
	Elicitation; e.g. 'the man---?'
	Metalinguistic clue ; e.g. 'You need the correct past tense form'
	Metalinguistic explanation; e. g. 'Go is an irregular verb so you can't say 'goed'; you need irregular verb form 'went'
Implicit	Recast; e. g. S1: The man goed home. S2: The man went home

Confirmation Check; e. g. S1: The man goed S2: The man went home?

Clarification request; e. g. S1: The man goed home. . S2: Sorry?

Repetition; e. g. S1: The man goed home. S2: The man goed home?

Recast is explained by Long (2007, p. 77) as a "reformulation of all or part of a learner's immediately preceding utterance in which one or more non-target-like items are replaced by the corresponding target language form(s), and where throughout the exchange, the focus of the interlocutors is on meaning, not language as an object". According to Long (2007), recast is incidental and implicit. Correspondingly, Lyster and Ranta (1997) regarded recasts as "implicit provision" (p. 46).

Metalinguistic clues, as Wiboolyasarin (2021) explains, is a brief explanation with or without examples given to the learner. According to Li & Vuno, this kind of FB was first deemed as indirect FB, but later other experts labeled them as both metalinguistic and indirect (2019). A study (Montazeri and Salimi, 2019) revealed that metalinguistic FB was positively effective on the learners' enthusiasm for speaking.

As Nateghian & Mohammdnia state, Repetition is when the error is repeated to the language learner with an emphatic intonation and stress to attract the learner's attention to the error. Clarification request, as Nateghian & Mohammadnia (2022) explain, is when the learners are asked to change their utterance structure because the meaning is not communicated. Spada and Frö̈hlich (1995) believe that when a message is not understood by the teacher, the teacher asks questions like "Excuse me? What did you mean by…?" Or "I did not get the message, would repeat that?" to ask the learners to give more information about their utterance or correct the erroneous utterance (p. 25). Elicitation, according to Nateghian & Mohammadnia (2022), forces the L2 learner to correct their erroneous utterance by the teacher's pausing. Lyster & Ranta (1997) define elicitation as the teacher's pause to elicit the correct form from the student. the teacher pauses for the students to fill in the blank.

Explicit correction or explicit FB is provided to the L2 learner when they produce an ill-formed structure (Samaee et al., 2021). Varnosfadrani & Basturkmen (2009), showed that L2 learners performed better in their post-test than in the pretest after receiving explicit FB. As stated by Lyster & Ranta (1997), explicit correction happens when the instructor explicitly provides the correct form after the student has given the wrong production.

Personality Traits in Second Language Teaching and Learning

According to Boroujeni et al. (2015), people's traits influence their life and anything they do in their life like learning or acquisition. This is the individual differences that create this diversity. Even in 2000, Freguson showed that although the behavior style is relatively fixed over time in a person, people are different in their personality types. Again, Funder (2007, p. 5) contends that "an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns". Mayer (2007, p. 14) defines this condition as "the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems". As one of the main macro-skills, speaking is assumed to be effective in L2 learning (Cumming, 2006). According to him (2007, p. 473), speaking is a "uniquely personal form of individual expression". Therefore, the assumption that personality traits affect people's behavior can lead to the differences learners shows in studying and learning a language.

The relationship between personality type and optimal benefits from CF is a matter that has not been properly sought in the literature of the field. 16 participants were labeled as extroverts and 18 were labeled as introverts. These 34 participants were excluded from 164 EFL learners who took a TOEFL test and scored as intermediate ones.

According to Nateghian & Mohammadnia (2022), "Personality traits and particularly ex-

traversion have received only sporadic attention in studies of corrective feedback preferences" (p. 158).

As reported by Cheraghi Shehi & Khezrab (2020), despite the influence of several factors on language learning improvement, personality factors should not be ignored as affecting elements of language learning also. Montero et al. believe that individual differences can be effective on the decrease or increase in the level of L2 learning (2014). Zafar & Meenakshi (2012) claim that language learners take their affective states to class with them, states which affect L2 achievement. They also contend that for L2 learning, just cognitive ability would not be sufficient. In addition, according to Dornyei (2005), since the arrival of psychology, this science has been trying to shed light on the picture of the mind and understanding individual differences and the relationship between these differences and learning. As Deutsch assumes, individual differences can affect human decisions thus teaching and learning, presumed to be human's decisions, cannot be untouched by these factors (2006).

As a behaviorist, Eysenck (2004), states that individual differences which are mostly inherited have an iconic role in personality. As confirmed by Ahour & Haradasht (2014), these differences can result in several kinds of feelings, intellect, and performance. Plus, character comprises personal adaptation for living and feeling models (Cervone & Pervin, 2010). And finally, educational experts have discovered that each person learns diversely because of their personality type which determines how well that person learns something (Chen & Hung, 2012).

Introversion/ Extroversion, according to Sakano (1990), both exist in an individual. In other words, all people can have both traits to some extent in them but in a different ratio, and these qualities are not fixed. It is believed that a typical extrovert is more sociable, has many friends, and needs to talk with people while introverts are assumed to be morindoorsor and not be interested in communicating with other people (Chen at al., 2012). Naiman et al. (1978) and Griffiths (1991) state that extroversion and introversion

are major elements affecting success and failure in language learning. it is generally held that extroversion is advantageous to foreign/second language learning, while introversion is disadvantageous to foreign/second language learning (Skehan, 1989, p.101).

As Skehan (1989) shows, learning English is influenced by factors such as intelligence, language aptitude, motivation, age, and the personalities of learners. In this study, he focused on personality traits such as extroversion and introversion and investigated their effects on language learning; these aspects of personality were thought to be effective in improving communicative language ability in Japanese learners. Pornsakulvanich et al. (2012) and Pashler et al. (2008) showed that classroom tasks like writing are thought to be as solitary endeavors while tasks such as speaking are not. In their opinion, extroverts could perform better at academic levels and these learners engage in activities involving communication such as speaking and class discussions more than introverts. On the contrary, Wafiqoh (2019) and Sharp (2008) mentioned that the inner world of thought would motivate L2 learners and directs their attention inward and gets the energy from thoughts and memories. Introverted L2 learners need time and space to pull themselves together and try to grasp the world and things around them before they are ready to speak. Sadeghi at al. (2012) and Sharp (2008) believe that introverted L2 learners understand and learn through thoughtful reflection. Their focus is on inside ideas and impressions. According to them, considering class activities, these learners prefer reading and writing which do not involve communication with others. They would rather be working independently because they depend on time for internal information processing. These learners cannot solve problems by listening to teachers who talk and teach fast because, as it was mentioned earlier, they need time to process new information. They do not feel safe when participating in class discussions and working in groups and delay speaking. Although they fall short in class discussions, they perform better than extroverts in writing, reading, and listen-

ing tasks and they avoid being forced to talk and discuss. (Molinuevo & Torrubia, 2013).

In 1979, Milton & Cranney carried out research to investigate the relationship between learning styles and personality traits. They examined introversion/extroversion in reading comprehension tasks. They witnessed a meaningful relationship between learning style and introversion. The relationship between reading comprehension among Iranian EFL learners and extroversion/introversion was investigated by Pazhuhesh et al. (2014). She found that introverted learners outperformed their extroverted counterparts. In a similar study, Badran (2001) as cited by Ahmadi et al. (2015), the researcher tried to see whether there was a relationship between extroversion/introversion and correct pronunciation or not. the results showed that extrovert learners were better at pronunciation than introvert learners.

Alibakhshi (2011) did a study to investigate the effect of personality and gender on teaching performance preferences and efficacy. This research involved 280 male and female Iranian EFL teachers. The instruments applied in this study were MBTI, the Teaching Activity Preference questionnaire, and Teaching Efficacy. No significant personality and gender effects were found in teachers' teaching efficacy but a meaningful effect was revealed for gender and personality of teachers on teaching activities preference.

Carrell (1995) and other researchers examined the influence of personality types on L2 learners' writing and studied their role in writing among raters and writers. They discovered that writers' personality types influenced their received ratings on the essays and raters' personality types influenced the process of their rating. Callahan (2000) carried out research to examine the relationship between teacher FB and student reflective writing. He used MBTI to identify the writers' types. Finally, he showed that writers went beyond their interests and appreciated the readers' comments on their writing. Layeghi (2011) examined the relationship between EFL learners' performance and their personality types by focusing on extroversion/introversion aspects. She discovered that introverted learners performed better than ex-

troverted ones. In 2015, Salameh & Khaled revealed no significant difference between extrovert and introvert writing performance.

METHOD
Design of the Study
This study explored a quasi-experimental design to check the effect of personality types on benefiting from CF provided which would be improving the writing quality of Iranian EFL learners. For this matter, the introvert and extrovert participants were given 6 types of CF during 10 sessions of class discussion, each session lasted for 60 minutes.

Participants
Thirty-four intermediate (male and female) EFL learners comprised the candidates for this study. They were learners of 4 English language schools in Tabriz, Iran, and had been studying English for at least 5 years. Their age ranged from 16 to 22. They were selected from among a larger group to which a TOEFL test had been administered. Those who scored between 477 and 510 were included in the study.

Instruments
The tool or instruments used in this study were, first, a TOEFL to screen the participants. Second, the NEO-FFI to find out the introverted and extroverted participants, third, a pretest writing task of 200 words. After implementing the treatments, the fourth instrument; namely, another writing task of 200 words was implemented as the post-test.

Data Collection Procedure
According to the researcher's investigations, from 4 English language institutes in Tabriz, 317 intermediate students took part in TOEFL tests. 271 of them got a score that fell between $\pm 1SD$. 34 of them agreed to be included in the rest of the study. These participants were asked to produce a 200-word composition on a given subject. Their written productions were analyzed based on complexity, accuracy, and fluency (CAF) criteria which are depicted in Table 2. Afterward, they were administered the NEO-FFI test (See Appendix) to be divided into two groups of introverted and extro-

verted participants. 16 participants were labeled as extroverts and 18 were labeled as introverts. The introverts formed one experimental group and the extroverts formed another experimental group. both groups went under 10 one-hour sessions of class discussions through which they received 6 types of CF. after passing this treatment period, the participants were asked to deliver another 200-word composition on the same topic in the pre-test phase. The renderings of both pre-test and post-test were analyzed based on CAF criteria which come from Wolfe-Quintero et al. (1998,

p. 119) which is depicted in Table 2. To measure the grammatical complexity, the number of dependent clauses per clause was calculated, to measure accuracy, the number of error-free units per T-units was calculated and to measure fluency, the number of words per T-unit was calculated.

Data Analysis Procedure
Regarding Table 2, the participants' compositions were analyzed for measuring grammatical complexity, accuracy, and fluency.

Table 2
CAF Measures Used in the Current Study

Construct	Measure	Code
Grammatical complexity	Dependent clauses per clause	DC/C
Accuracy	Error-free T-units per T-units	Error-free
Fluency	Words per T-unit	W/T

RESULTS
The results of the pre-test and post-test are illustrated in the following Table 3 below:

Table 3
The mean and standard deviation of the variables points in the introvert and extrovert groups in pre-test and post-test

Groups	Measures	Grammatical complexity		Accuracy		Fluency	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Introvert	Mean	0/22	0/3	0/23	0/3	5/51	6/42
	SD	0/01	0/04	0/02	0/03	0/24	0/27
Extrovert	Mean	0/23	0/28	0/22	0/01	5/34	6/45
	SD	0/01	0/02	0/02	0/01	0/25	0/34

DISCUSSION
In the present undertaking, the researcher tried to conduct an experimental study considering the effects different personality types would have on benefiting from CF which was provided in-class discussion sessions in an Iranian context. The results of the study showed that the two personality traits, namely introversion, and extroversion had no significant effect on the introverted

and extroverted participants gaining from CF provided. Consequently, the quality of their writing projects in the pre-test was not meaningfully different from the quality of their writing in the post-test. Several reasons for this event can be assumed.

A look at the results reported in Table 3 reveals a few significant findings summarized. An improvement in the CAF of the two groups is reported while comparing the pre-

test and post-test of the introverted group shows no significant difference. Similarly, there is no meaningful difference between the pre-test and post-test of the extroverted group. Boroujeni et al. (2015) showed that although there was an assumption that extroverts could express themselves quite better in speaking skills, in writing, they were not as successful as introverts.

There can be a few arguments for these findings. First, based on the literature, the effect of providing CF on improving the quality of writing is undeniable, that is to say, the observed difference in the pre-test and post-test of the two groups was not far from believed assumptions. However, the related literature contends that personality traits would affect L2 achievement and improvement. Nonetheless, in the present study, it was not reported that introverted and extroverted language learners benefit differently from the CF provided to them through class discussion sections. In other words, the writing quality of introverted and extroverted language learners could not be affected by the way CF is given.

CONCLUSION

Correcting the written production of language learners is undoubtedly an important role of a teacher and a significant part of any writing process as well. However, how and when this correction could happen has been under exploration in the last few years and has attracted much attention from practitioners in the field of L2 teaching and learning. But whether language learners with different personality types benefit from this correction similarly or not has recently gained a great deal of attention i. e. as well as focus on the effect of personality types on L2 achievement and development, in the present undertaking, the focus has been shifted to the difference the personality types would create on profiting from CF delivered to language learners.

In a few ways, there would be some limitations to carrying out such research. It is wished that these obstacles would be removed in future undertakings. One of the constraints of this study was that the participants were mostly employed and busy doing their job, thus

holding class discussion sessions when would be available to all participants was quite problematic. Another limitation was that the participants had to undergo a few evaluations such as a TOEFL test, the NEO-FFI for personality evaluation, a pre-test, a post-test, and finally 10-class sessions as treatment. Managing the time for these activities was quite problematic.

However, besides all the difficulties, a few things attracted the attention of the participants doing this research. For example, nearly all participants were eager to know whether they were introverts or extroverts. As a result, they enthusiastically took the NEO-FFI test. Another thing that made them participate in this study was that they wanted to know their proficiency level in English, so they took the TOEFL test. But the most important of all was that the participants could take part in a 10-session class discussion without any charge and this alone was enough to encourage them to cooperate with the researcher. At last, the researcher is grateful for the participant's help in this research.

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