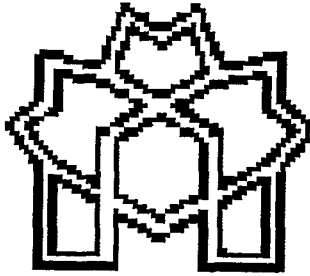


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Allameh Tabatabaee University

Faculty of Persian Literature and Foreign Languages English Department

**Writing Performance in Narrative and Argumentative Rhetorical Modes
and Personality Types of Iranian EFL Learners**

Advisor :

Dr. Marefat

Reader :

Dr. Khatib

در اسنادت استاد محترم
محمد خاتیب

A Thesis Submitted in Partial Fulfillment of the Requirements for Master
of Arts (M.A) in Teaching English as a Foreign Language

By :

Damoon Zaghi

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دماون زحی

Allameh Tabatabaei University

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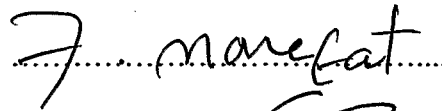
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is accepted in partial fulfillment of the requirements for the degree of master of arts (MA)
in teaching English as a foreign language (TEFL).

Committee on final examination:

Dr. Marefat: Advisor



Dr. Khatib: Reader



Dr. Fahim: Examiner

.....

Dr. Tajeddin: The head of English language
department



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عنوان: کنش نوشتاری در سبک های بلاغی داستانی و استدلالی و تیپ های شخصیتی زبان آموزان ایرانی	
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1. Personality types	
2. Rhetorical modes	

اساسی

چکیده

الف: موضوع و طرح مساله (اهمیت موضوع و هدف):

نوشتار یکی از مهمترین مهارت های زبانی است که می تواند ارتباط مستقیمی با پاره ای از متغیر ها داشته باشد. از طرفی دیگر تیپ های شخصیتی انسان مقوله ایست که می تواند در هر جنبه از زندگی فرد مداخله کند. بنابر این هدف این تحقیق این است که ارتباط بین کنش نوشتاری در سبک های بلاغی مختلف و تیپ های شخصیتی زبان آموزان ایرانی را مورد بررسی قرار دهد.

ب: مبنای نظری شامل مرور مختصری از منابع، چارچوب نظری و پرسش ها و فرضیه ها:

تحقیق کنونی تلاشی است برای پاسخ دادن به سوالات زیر:

آیا ارتباطی بین کنش نوشتاری در سبک های بلاغی مختلف و تیپ های شخصیتی زبان آموزان ایرانی وجود دارد؟
برای پاسخ دادن به این سوال، سوالات زیر مطرح شدند:

- آیا ارتباطی بین کنش نوشتاری در سبک بلاغی داستانی و تیپ های شخصیتی زبان آموزان ایرانی وجود دارد؟
- آیا ارتباطی بین کنش نوشتاری در سبک بلاغی استدلالی و تیپ های شخصیتی زبان آموزان ایرانی وجود دارد؟

پ: روش تحقیق شامل تعریف مفاهیم، روش تحقیق، جامعه ی مورد تحقیق، نمونه گیری و روش های نمونه گیری، ابزار اندازه گیری، نحوه ی اجرای آن، شیوه ی گرد آوری و تجزیه و تحلیل داده ها:

شرکت کنندگان در این تحقیق ۵۷ نفر از دانشجویان سال سوم ادبیات انگلیسی دانشگاه ازاد قائمشهر بودند که دو مقاله در سبک های بلاغی داستانی و استدلالی نوشتند و تیپ های شخصیتی آنها بوسیله پرسشنامه MBTI تعیین گردید. نمرات به همراه تیپ های شخصیتی وارد نرم افزار SPSS شدند و برای تحلیل داده ها از همبستگی چند رشته ای استفاده گردید.

ت: یافته های تحقیق:

یافته های این تحقیق بدین شرح اند:

- هیچ ارتباطی بین کنش نوشتاری در سبک بلاغی داستانی و تیپ های شخصیتی زبان آموزان ایرانی وجود ندارد.
 - هیچ ارتباطی بین کنش نوشتاری در سبک بلاغی استدلالی و تیپ های شخصیتی زبان آموزان ایرانی وجود ندارد.
- در نتیجه:
- هیچ ارتباطی بین کنش نوشتاری در سبک های بلاغی مختلف و تیپ های شخصیتی زبان آموزان ایرانی وجود ندارد.

ث: نتیجه گیری و پیشنهادات:

نتیجه بدست آمده از این تحقیق این است که هیچ ارتباطی بین کنش نوشتاری در سبک های بلاغی مختلف و تیپ های شخصیتی زبان آموزان ایرانی وجود ندارد.

یافته های این تحقیق پیشنهادات زیر را به همراه دارد:

- معلمان زبان دوم نیازی به در نظر گرفتن نقش شخصیت در تعیین کردن تکالیف نوشتاری در سبک های بلاغی مختلف ندارند.
- طراحان برنامه های درسی فعالیت محور نیازی به طراحی فعالیت های نوشتاری که مطابق با ارجحیت های فعالیتی فردی برای تیپ های شخصیتی بخصوص باشد ندارند.
- آزماینده های زبان نیازی به در نظر گرفتن نقش شخصیت به عنوان یک عامل خارجی در تحلیل نتایج تست های نوشتار ندارند.

صحت اطلاعات مندرج در این فرم بر اساس محتوای پایان نامه و ضوابط مندرج در فرم را گواهی

می نمایم

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Dedication	i
Acknowledgments	ii
Abstract	iii
List of tables	iv
List of figures	v
Table of contents	vi

To my dearest parents

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Abstract

Within the communicative framework of language teaching, the skill of writing enjoys special status. The process of writing has always been recognized as a demanding task. However, literature suggests that learners perform differently when they write in different rhetorical modes (Nemati, 2003; Wong, 2005). Therefore, rhetorical mode of writing is a factor which may affect writing performance. On the other hand, learners have individual differences which affect the way they learn and perform in the classroom. Among the various aspects of the notion of individual differences, personality is of great concern. Considering the importance of the role of writing skill in second language acquisition along with the effect of rhetorical modes on it and its potential relationship to personality, the present study was an attempt to investigate the relationship between writing performance in different rhetorical modes and personality types of Iranian EFL learners. The data were obtained from a sample of 57 students studying at Islamic Azad university of Ghaemshahr. They were asked to write in two different rhetorical modes, namely narrative and argumentative. The selection of these two modes was not made in random. Literature suggests that narrative is the easiest mode of writing while argumentative is the most difficult one. The 90 papers were scored by two raters using the Jacobs, Zinkgraft, Wormuth, Hartfield and Hushey's (1981) profile. The participants' personality types were determined by the 93 item, Persian version of the MBTI questionnaire. After the data collection process, Point multiserial correlation was run to see if there is any relationship between the variables. It was found that there is no relationship between the Iranian EFL learners' writing performance in different rhetorical modes and their personality types. The findings of this study has implications for second language teachers, task based syllabus designers and language testers.

List of tables	Page
Table 4.1 Frequency of each personality type.....	68
Table 4.2 Descriptive statistics of writing mean scores in narrative and Argumentative modes for each personality type	70

List of Figures

Page

Figure 2.1 Jung's eight psychological types..... 41

Figure 4.1 Frequency of each personality type found in the study..... 69

Table of contents **Page**

Chapter one: Introduction

1.1 Introduction..... 1

1.2 Statement of the problem..... 4

1.3 Purpose of the study..... 4

1.4 Research questions..... 5

1.5 Null hypotheses..... 5

1.6 Significance of the study..... 6

1.7 Definition of key terms..... 7

1.8 Limitations and delimitations..... 9

Chapter two: Review of the related literature

2.1 Writing and its purposes in second language classrooms..... 11

2.2 Spoken and written modalities..... 14

2.3 Writing and reading..... 17

2.4 Overview of rhetorical modes..... 18

2.5 Genre Vs. Rhetorical modes..... 21

2.6 The taxonomy of rhetorical modes..... 23

 2.6.1 Exposition..... 24

 2.6.1.1 Definition..... 24

 2.6.1.2 Cause and effect..... 25

 2.6.1.3 Comparison and contrast..... 25

 2.6.1.4 Classification..... 26

 2.6.1.5 Anaysis..... 26

 2.6.2 Argument..... 27

2.6.3 Description.....	28
2.6.4 Narration.....	30
2.7 Rhetorical modes in pedagogical research.....	31
2.7.1 Writing and rhetorical modes in pedagogical research.....	32
2.7.2 Reading and rhetorical modes in pedagogical research.....	34
2.8 Definition of personality.....	36
2.8.1 Trait theory.....	38
2.8.2 The psychodynamic approach.....	39
2.8.3 A behavioral approach to personality.....	41
2.8.4 The humanistic approach to personality.....	42
2.8.5 The Jungian theory.....	43
2.9 Personality and second language learning.....	46
2.10 A short history of the MBTI.....	50
2.11 Characteristics of the MBTI.....	52
2.11.1 The four scales.....	54
2.11.1.1 Extroverted Vs. Introverted.....	54
2.11.1.2 Intuitive Vs. Sensing.....	55
2.11.1.3 Thinking Vs Feeling.....	56
2.11.1.4 Judging Vs. Perceiving.....	57
2.12 MBTI and conducted researches.....	59
 Chapter 3: Methodology	
3.1 Introduction.....	64
3.2 Participants.....	65
3.3 Instrumentation.....	65

3.3.1 Writing tasks.....	66
3.3.2 The MBTI.....	67
3.3.2.1 Charectristics of the MBTI.....	67
3.3.2.2 Reliability of the MBTI.....	69
3.3.2.1 Validity of the MBTI.....	70
3.3.3 Jacobs etal's profile.....	70
3.4 Design.....	71
3.5 Procedure.....	71
3.6 Data analysis.....	73

Chapter 4: Data analysis

4.1 Introduction.....	74
4.2 Descriptive statistics.....	75
4.3 Inferential statistics.....	78
4.3.1 Testing the first null hypothesis.....	78
4.3.2 Testing the second hull hypothesis.....	79
4.3.3 Testing the main null hypothesis.....	79

Chapter 5: Summary, conclusion, implications and suggestions for further research

5.1 Summary and conclusion.....	80
5.2 Implications.....	82
5.3 Suggestions for further research.....	84

References.....	85
Appendix.....	94

Chapter 1

Introduction

Introduction

Learners have individual differences which affect the way they learn and perform in the classroom. It is difficult to ignore such correlations (Skehan, 2003). Unlike first language, success in second language is very much variable because of individual differences. Good language learners have certain characteristics which are not possessed by less successful learners (Ganz, Hamp-Lyons & Humphreys, 2004; Norton & Toohy, 2001). An understanding of learner differences helps us increase our success as language teachers and enhance learner autonomy through better suited metacognition and learning strategies. The more we learn about how different learners are, the more complicated our field becomes. What appears to us as being unitary traits has proved to be ambiguous composites of multiple factors (Ehrman, Leaver & Oxford, 2003). Teachers of a second language need to identify and comprehend significant individual differences in their learners if they are to provide the most effective instruction possible (Crawford, 2002; Oxford & Ehrman, 1993; cited in Burden & Williams, 2000). An awareness of the findings in psychology about individual differences helps get away from the monolithic view of a faceless learner whose individual identity is lost in group averages (Dewaele, 2005). Success in second language learning is due to cognitive as well as affective factors among which personality is of great importance (Brown, 2000; Astica, Carrel & Prince, 1996).

In recent years, there has been an increasing awareness of the necessity in second language research to examine human personality in order to find solutions to perplexing problems. There are grounds for research in the area of personality and second language learning. There are profitable theories of personality which can be

profitably built on. Mainstream psychological research shows that there are personality variables and interactions which can be fruitfully investigated in second language classrooms (Griffiths, 1991). According to Liyanage (2004), since personality forms the person's inclination toward certain characteristic reactions in any given situation, it can certainly help inform linguistic performance. If we were to devise theories of second language acquisition that were based only on cognitive considerations, we would be omitting the most fundamental side of human behavior, namely, personality factors within a person that contribute in some way to the success in language learning. Careful, systematic study of the role of personality in second language acquisition has already led to a greater understanding of the language learning process and to improved language teaching methods (Brown, 2000). However, the progress in this area has been slow (Skehan, 2003).

Limiting our discussion to the area of writing, except for a few studies (e.g. Callahan, 2000; Marefat, 2006) little has been done to understand the relationship between personality preferences and writing performance. This is largely due to its complicated nature and the toiling it demands, beside the fact that the skill of writing has always been considered an integral part of second language acquisition.

Within the framework of communicative language teaching, the skill of writing enjoys special status. It is extremely important in the modern world, whether the interaction takes the form of traditional paper and pencil writing or the most advanced E-mail writing (Kroll, 1991). The process of writing has always been recognized as a demanding task. According to Rivers (1981), writing is a complex skill to master. Nunan (1999) believes writing is the most difficult thing there is to do in language. He

further goes on to say that even most native speakers never master it. Such claims are also confirmed by Murcia (2001). "The ability to express one's ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement; many native speakers of English never truly master it" (Murcia, 2001, p.205). So it seems worth spending time and energy investigating the factors affecting this process.

Every piece of text is written for a specific purpose. Sometimes it aims at entertaining or stirring our emotions. Sometimes giving explanation is the primary purpose for writing an essay. Sometimes the purpose is changing one's mind or behavior, that is make one choose one path over another. The purpose any essay is written for, its reason for being, controls its approach to the topic, and overwhelmingly affects the organization and arrangement of ideas in an essay. Essays with a specific purpose and organization are believed to belong to a particular rhetorical mode (Stiffler, 2002). Literature suggests that second language learners perform differently when they are asked to write in different rhetorical modes (Nemati, 2003; Wong, 2005). Therefore, the rhetorical mode of writing is a factor which may affect writing performance. Considering the importance of the role of writing skill in second language acquisition along with the effect of rhetorical modes on it and its potential relationship to personality, the present study is an attempt to investigate the relationship between writing performance in different rhetorical modes and personality types of Iranian EFL learners.

Statement of the problem

Research in second language writing has addressed different issues and provided fruitful results but, as the nature of all sciences entails, there are countless unanswered questions and problems. Students find writing a demanding task. According to Nunan (1999), “ Producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language” (p. 271). All real world communication has a purpose and language teachers must consider this in their classrooms (Chastain, 1988). It has been observed that students tend to perform differently when asked to write for different purposes.

Most research in second language learning has focused on groups rather than on individuals (Dewaele, 2005). We do not have enough knowledge about personality factors that affect learning to draw upon teaching. Specifically, there is a lack of insight into learners’ personality types which may be an asset for writing in one rhetorical mode, i.e. for one purpose, and a liability in the other.

Purpose of the study

Considering the importance of the writing skill in second language classrooms and many potential factors that may affect this complex process, this study intends to investigate the relationship between Iranian EFL learners’ personality types and their writing performance in different rhetorical modes. In other words, the attempt is to find out whether a meaningful relationship exists between the Iranian EFL learners' personality types and the way they perform when they write in different rhetorical modes.