more salient depends on the type of activity and the resources which could be relied on in that particular activity.

> According to Brown (2007, p. 177), those people who possess a high degree of sense are good at organizing, recording, storing, and recollecting the past events. Therefore, one might argue that sensing people are well-equipped to organize various parts of the text and to create a schema of it in their minds. Based on such schema, the missing parts are more easily accessible

Conclusion

Based on the repprted results, this study concluded that sensing and thinking people perform relatively well on cloze test. In contrast, the performance of intuitive and feeling people is relatively weak on this type of test. The other two pairs of personality traits, extroversion / introversion and judging / perceiving, had no significant correlation with the performance on cloze test. Being good at organizing, recording, storing, and recording the previously encountered data were suggested to be a possible key factor that put sensing people in a relatively strong position to perform successfully on cloze passage tasks.

In addition, being objective, having a criterion-based mode of thinking, and being highly aware of categories were proposed to be the possible effective tools that equip thinking people in performing such tasks. However, the involvement of so many factors is an undeniable question. Each factor plays its own specific role. The degree of success in a given cognitive activity is dependent on a wide range of cognitive and affective elements, each of which plays its own role. The relative saliency of each factor depends on the type of activity and the accessible resources that could be employed to perform that activity.

References

Brown, H. D. (2004). *Language assessment: principles and classroom practices.* NY: Pearson.

Brown, H. D. (2007). *Principles of language learning and teaching. NY*: Pearson.

Carrell, P., Prince, M., & Astika. G. (1996). Personality types and language learning in an EFL context. *Language Learning, 46, 75*-99.

Dewaele, J.M., and Furnham, A. (2000). Personality and speech production: A pilot study of second language learners. *Personality and Individual Differences, 28, 355 -365.*

Ehrman, M., & Oxford, R. (1989). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *Modern Language Journal, 73,* 1-13.

Ehrman, M., & Oxford, R. (1990). Adult language learning styles and strategies in an intensive training setting. *Modern Language Journal, 74,* 311-327.

Ehrman, M., & Oxford, R. (1995). Cognition plus: Correlates of language proficiency. *Modern Language Journal, 79, 67-89.*

Ehrman, M. (1989). Ants, grasshopper, badgers, and butterflies: Qualitative and quantitative investigation of adult language learning styles and strategies. Unpublished doctoral dissertation, Union Institute.

Ehrman, M. (1990). The role of personality type in adult language learning: An ongoing investigation. *Language Aptitude Reconsidered* (pp.126-178). New York: Prentice Hall.

Gan, Z. (2011). An investigation of personality and L2 oral performance. *Journal of Language Teaching and Research, 2,* 1256-1267.

Jung, C. (1923). *Psychological types*. New York: Harcourt Brace.

Keirsey, D. & Bates, M. (1984). *Please understand me: character and temperament types.* Del Mar, CA: Prometheus Nemesis Book Company.

Moody, R. (1988). Personality preferences and foreign language learning. *Modern Langue Journal, 72,* 389-401.

Myers, I. (1962). *The Myers-Briggs type indicator*. Palo Alto, CA: Consulting Psychologists Press.

Oxfor, R., & Ehraman, M. (1988). Psychological type and adult language learning strategies: A pilot study. *Journal of Psychological Type, 16,* 22-32.

Soleimani, H., Jafarigohar, M., & Ramezi, A. (2013). Extroversion/Introversion and Test Performance of Iranian EFL Students on Multiple-Choice and True/False Reading Comprehension Test. *International Journal of English and Education, 2, 211-*224.

words raises the chance of another one's occurrence. For instance, the occurrence of the word *make* raises the chances of occurring words such as *mistake*, *money*, *sure*, etc.

According to Brown (2007, p. 177), those people who possess a high degree of sense are good at organizing, recording, storing, and recollecting the past events. Therefore, one might argue that sensing people are well-equipped to organize various parts of the text and to create a schema of it in their minds. Based on such schema, the missing parts are more easily accessible. On the other hand, those readers who possess a high degree of intuition might be ill-equipped to organize the text and to create a well-formed schema of the content. Therefore, they are not in a strong position to reconstruct the missing parts of the text.

Degree of thinking / feeling and performance on cloze test

As was mentioned in the results, those participants who had a high degree of thinking performed relatively well on the cloze test. In contrast, those who had a high degree of feeling were relatively unsuccessful on the test. According to Brown (2007, p. 177), thinking people are objective and sensitive to criteria and categories. In addition, they perform relatively well in inferential and intellectual activities. On the other hand, feeling people are subjective and tend to rely on estimations. In other words, in the process of forming conclusions, they are not dependent on clearly-defined criteria. Having an objective and criterion-based view toward the events could somehow be related to the successful performance

of thinking people on a cloze test. Finding the correct words that could fill the blank spaces in a cloze test involves gathering information from various sources, including sentence structure (grammatical points), propositional content (meanings of the parts of the text as well as the whole meaning of the text), inferential deductions, and perhaps a long list of other possible factors which might come into play depending on the type of the text and the involved cognitive activities. However, it must be noted that success in any cognitive activity, such as cloze passage task, could be reliant on numerous known or perhaps unknown factors. Degree of significance of a given factor or its saliency in that particular cognitive activity is dependent on the type of activity. To put it another way, the degree of success in an activity is dependent on a collection of factors that are in operation simultaneously. Which factor becomes

Table 1. Coefficients of Correlation Between Test Scores & Degrees of Personality Traits

	Extroversion	Introversion	Sense	Intuition	Thinking	Feeling	Judging	Perceiving
Participants' scores	0.0084	-0.0136	0.7692	-.07741	0.7725	-0.7799	0.2739	0.2807

As can be seen, Personality traits of sense and thinking show a significant positive correlation with cloze test scores. The personality traits of intuition and feeling show a significant negative correlation with cloze test scores. Coefficients of correlations between participants' scores and the other two pairs of personality traits (extroversion / introversion, judging / perceiving) are not siginificant

Discussion

The results suggest that sensing / intuition and thinking / feeling might have a significant correlation with the performance of L2 learners on cloze test. Degrees of sense and thinking were found to be positively correlated with participants' scores. In contrast, intuition and feeling were found to be negatively correlated with participants' scores. In other words, as the degrees of sense and thinking increase among L2 learners, they tend to perform better on cloze test. On the other hand, as the degrees of intuition and feeling increase, L2 learners tend to perform poorly on cloze test. The other two personality traits, extroversion / introversion and judging / perceiving, were found to have no significant correlation with the performance on cloze test.

Degree of sense / intuition and performance on cloze test

Why those people who have a high degree of sense perform successfully on cloze test is a question that might be answered in several ways. To answer this question, we should look at the cognitive processes involved in this type of task. The reader should create a mental representation of a text some of whose parts are absent. The first tool which can help him/her to find the correct option is the structure of the sentence; that is, the grammatical points based on which some options could be rejected. In the structure of English sentences (and any other language), we are not allowed to put nouns, verbs, prepositions, etc. in some places within the sentence. The placement of parts of speech is dependent on the structure of the phrases defined by phrase structure rules.

The second tool on which the reader can rely is the propositional content of the text. That is, the meaning of that part of the text which has been read and correctly understood by the reader. These meanings create a foundation based on which the missing parts of the text can be identified. The propositional clues might originate solely from semantic elements within the sentence itself or perhaps from the whole text. As the reader advances through the text, his/her mental structure of the text grows gradually and becomes more complete. A more complete and comprehensive structure of the text provides more clues for the reader to find the missing words. Another relation among words that can function as a supporting tool for the reader is collocation patterns. Some words tend to come together in a sentence. The occurrence of these

were provided with clear oral instructions to ensure that they knew how to answer the items. One day later, the cloze passage task was administered. The participants were required to answer the items in 75 minutes.

Data analysis

Using an online software (www. humanmetrics.com), the researchers of the current study analyzed the data collected by the Myers-Briggs questionnaire. In the first stage of data analysis, degrees of personality traits were calculated for each pair of two contrasting traits on a range between 0 and 100, which were the two extreme ends of the range. For example, if degree of extroversion of a participant was 64, degree of introversion would be 36. In the second stage, the participants' scores on the cloze passage test were obtained. One score was assigned to each correct answer. No negative point was assigned

to incorrect answers. Therefore, maximum and minimum possible scores were 40 and 0 respectively.

Finally, the Pearson Product moment correlation formula was used to find the degree of correlation between each personality trait and scores of cloze passage test. Since in each pair, personality traits were contrasting, a significant positive correlation between a personality trait and scores on cloze passage test meant a significant negative correlation between the contrasting trait and scores on cloze passage test. Moreover, a non-significant correlation between a personality trait and scores on cloze passage test meant a non-significant correlation between its contrasting personality trait and scores on cloze passage test. To give two examples, a significant correlation (such as 0.81) between degrees of judgment and cloze test scores meant a significant negative correlation (such as -0.82) between degrees of perceiving and test scores. Also, a non-significant correlation (such as 0.32) between degrees of judging and cloze test scores meant a non-significant correlation (such as -0.33) between degrees of perceiving and test scores. To obtain a clear picture of such correlations, the data were shown on diagrams.

Results

Participants' scores on cloze test and their degrees of personality traits were entered into a sheet of Excel software. Coefficient of correlation between participants' scores on the cloze test and degrees of personality traits were calculated by Pearson formula. The results are presented in Table 1.

of words that have been left out of the text. According to Brown (2004, p. 201), the reader can close the gaps by "calculated guesses, using linguistic expectancies (formal schemata), background experience (content schemata), and some strategic competence". Cloze passage tests could be used for native or non-native speakers.

This study intended to find whether there is a relationship between personality traits of L2 learners and their level of success in performing cloze passage tasks. To achieve this objective, the Myers-Briggs personality test and a test consisting of two cloze passages were used and the following rasearch questions were proposed:

1. Is there any relationship between personality traits and the level of success in performing cloze passage tasks?
2. How could personality types impact the performance of L2 learners on cloze passage tasks?

Method
Participants

Participants of this study were selected from among advanced L2 learners in two branches of ILI in Tehran. This group consisted of 80 L2 learners, 49 of whom were females and 31 were males. They were between 17 and 24 years old.

> There is no doubt that the type of an activity determines the resources which are called into play as well as the extent to which various cognitive and affective factors impact on the performance. In the case of cloze passage test, which can be considered a cognitive and linguistic activity, linguistic and subject matter knowledge as well as some degree of deduction are essential. For a given item of the test, one of these factors might take the main role

Instrumentation

In this study, the Myers-Briggs personality trait questionnaire and a cloze passage test were used. The aim was to determine the degrees of extroversion / introversion, judging / perceiving, sensing / intuition, and thinking / feeling of the participants on a range between 0 and 100. The cloze passage consisted of two Cambridge Michigan ECPE cloze passages, each one including 20 questions. The participants were expected to select the best choice that could fill the blank spaces.

Procedure

Before giving the Myers-Briggs questionnaire to the participants, they

(1923), includes four pairs of personality types: extroversion / introversion, sensing / intuition, thinking / feeling, and judging / perceiving. In each pair, the two traits are in contrast. For example, being more extrovert means being less introvert and vice versa. According to Keirsey and Bates (1984, pp. 25-26), extrovert people are sociable and external, while introverts are interested in internal reactions. They add that sensing people are mainly reliant on experience and actuality, while intuitive people are speculative and imaginative. While being objective and analytic is the main characteristic of thinking people, being subjective is one of the dominant features of feeling people. Finally, while judging people are fixed and decided, perceiving people are flexible and open to various options (pp. 25-26).

The relationship between Myers-Briggs personality traits and degrees of success in L2 learning and related activities has been investigated by a number of studies (Carrell, Prince, & Astika,

1996; Ehrman & Oxford, 1995; 1989; Ehrman, 1990, 1989; Moody, 1988; Oxford & Ehrman, 1988). According to Ehrman and Oxford (1990), sensing L2 learners tend to rely on memory strategies. Another interesting point in their study was that thinking L2 learners, in contrast to feeling L2 learners, tend to employ metacognitive and analytic strategies. According to Dewaele and Furnham (2000), extrovert bilinguals are more fluent than introvert bilinguals. Gan (2011) found no significant correlation between extroversion / introversion and L2 learners' oral performance. In a study conducted on a group of Iranian L2 learners (Soleimani, Jafarigohar, Ramezani, 2013), no significant correlation was found between extroversion / introversion and the performance on multiple-choice and true false tests.

Cloze passage test is a type of task in which the reader should provide a number

Fill in the blanks

Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

In animals, nutrition consists of 4 main processes in the order of [____] [____] [____] and [____]

Food enters the body through the mouth, which leads into the [____] This then connects to the pharynx, followed by the [____] and [____] [?] . The pharynx is also connected to the [____] which leads to the lungs. Both [____] and [____] must pass through the pharynx when they enter.

The oesophagus passes through the [____] and [____] to lead to the stomach. [____] muscles and [____] muscles, found on the outside and inside of the gut respectively, are found along the gut from the oesophagus to the

Introduction

The ways that any intellectual activity is affected by cognitive and affective characteristics of the performer might differ according to the type of activity. A variety of resources can be employed to do a cognitive or linguistic activity.

The present article is concerned with the relationship between personality traits of advanced L2 learners on the basis of Myers-Briggs personality questionnaire and their level of success on cloze passage test. If it is demonstrated that such a relationship exists, more complex questions will follow. For example, one might ask how various influencing factors interact with each other, or which factor plays a more outstanding role. There is no doubt that the type of an activity determines the resources which are called into play as well as the extent to which various cognitive and affective factors impact on the performance. In the case of cloze passage test, which can be considered a cognitive and linguistic activity, linguistic and subject matter knowledge as well as some degree of deduction are essential. For a given item of the test, one of these factors might take the main role.

Review of the Literature

The relationship between personality traits on the one hand and various linguistic and cognitive skills on the other has been the subject of numerous studies in recent decades. Various models of personality traits measurement have been suggested by leading researchers. The Myers-Briggs Type Indicator (Myers, 1962) is one of the most popular tests which has been widely used by researchers. This test, which to some extent is based on the model suggested by Carl Jung

cloze passage

Personality Type and Cloze Passage Task: A Study of Correlation between Personality Traits and Performance on Cloze Passage Tasks

Babak Yazdani Fazlabadi (MA), EFL Teacher in Iran Language Institute, Tehran Branch
Email: byazdani2003@yahoo.com
Omid Khatinzadeh (MA), Shahid Chamran University, Ahvaz
Email: khatinzadeh.omid@yahoo.com

چکیده

هدف از این تحقیق بررسی ارتباط میان نوع شخصیت زبان‌آموزان و میزان موفقیت آنان در آزمون بسته بود. هشتاد نفر از زبان‌آموزان کانون زبان ایران برای شرکت در این تحقیق انتخاب شدند. پرسش‌نامهٔ مایرز بریگز و یک آزمون بسته به‌عنوان ابزار در این تحقیق مورد استفاده قرار گرفتند. میزان همبستگی میان نمرات زبان‌آموزان در آزمون بسته و شاخص‌های شخصیت با استفاده از فرمول پیرسون محاسبه گردید. نتایج نشان داد که "حس" و "تفکر" ارتباط قابل ملاحظه‌ای با عملکرد زبان‌آموزان در آزمون بسته دارند. عملکرد خوب در ذخیره سازی، ساماندهی و فراخوانی اطلاعات می‌تواند از جمله عوامل موفقیت افرادی باشد که دارای "حس" بالایی هستند. همچنین، هدفمندی و تفکر معیارگرایانه می‌تواند از جملهٔ عوامل موفقیت افرادی باشد که دارای درجه بالایی از "تفکر" بر مبنای پرسش‌نامه مایرز بریگز هستند.

کلیدواژه‌ها: پرسش‌نامه مایرز بریگز، آزمون بسته، نوع شخصیت

Abstract

The aim of this study was to investigate the relationship between personality traits of L2 learners and their degree of success in performing cloze passage tasks. To this end, 80 advanced L2 learners in ILI were selected. The Myers-Briggs personality questionnaire and a test of cloze passage were used as the instruments. Coefficient of correlation between the participants' scores and their degree of personality traits were calculated by Pearson formula. The results indicated that degrees of sense and thinking had a significant positive correlation with the performance on cloze test. Being good at organizing, recording, storing, and recollecting the previously encountered data are suggested to be the main reasons that put sensing people in a strong position to perform relatively well on cloze passage test. Also, having an objective and criterion-based mode of thinking are proposed to be a possible reason behind the success of thinking people on cloze passage test.

Key Words : Myers-Briggs questionnaire, cloze passage, personality traits