YAHIA FARES UNIVERSITY –MEDEA

Faculty of Foreign Languages

Comparative Effect of Using Cooperative and Competitive Learning on the Academic Achievement of Introvert and Extrovert EFL Learners

A case Study of First Year French Language Major Students

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in English Linguistics

Submitted by:

- Abdel Karim BENAHMEDI
- Sarah AMROUCHE

Supervised by:

Ayoub BOUKHATEM

Board of Examiners

- Aek. KERMEZLI — Yahia Fares University- Medea
- Amro MAKHLOUF — Yahia Fares University- Medea

2019

Dedication

It gives us an immense pleasure to dedicate our dissertation at the feet of our adorable and affectionate parents who engrained us with the value of education. We are deeply grateful to them for their love, encouragement, and continued support and faith in us in every step and every part of our life.

Acknowledgments

This dissertation could not have been accomplished without the contribution of many People and for whom thanks cannot be enough to express our deep gratitude. First of all, we want to express our sincere appreciation to our supervisor, Ayoub BOUKHATEM
for his constant support, valuable assistance and guidance. Besides, we must acknowledge a special debt of gratitude to all our teachers and friends for their advice and encouragement. Finally, we are greatly indebted to our family members for their immense love, care, and patience.

Abstract

The present study endeavors to examine the effect of using two learning techniques, cooperative and competitive, on the academic achievement of two personality traits, introvert and extrovert EFL learners. Thus, 20 EFL students studying first year Licence from French Language Major at Yahia Fares University in Medea were selected to participate in this quasi experimental research based on their B2 level in Headway Placement Test. After that, they were required to fill the MBTI questionnaire to divide them into extroverts and introverts, subsequently, there were four subgroups. (05) Introverts and (05) Extroverts experienced CL treatment where cooperation between learners has been implied; and (05) Introverts and (05) Extroverts went through the competitive learning treatment where competition between learners has been emphasized. Each group was exposed to the treatment of six sessions. The treatment included the lessons that the participants seemed not grasping very well in the pretest. A two-way ANOVA was conducted to analyze the data in the posttest for the four subgroups. The results displayed is that while extroverts seemed to perform well in the CL treatment, introverts were less interested in this type of instruction, and vice versa, introverts happened to outperform extroverts in the competitive situation.

Key words: Cooperation, Competition, Competitive Learning, Cooperative Learning, Personality Trait, Introvert, Extrovert.

ملخص

تهدف هذه الدراسة الى فحص أثر استعمال طريقتي التعلم التعاوني والتعلم التنافسي في التحصيل الأكاديمي للشخصية الاجتماعية والانطوائية لمادة اللغة الانجليزية. وتكونت عينة الدراسة من (20) طالبا وطالبة موزعون على أربعة مجموعات يدرسون سنة اولى ليسانس تخصص لغة فرنسية بجامعة يحي فارس بالمدية. اختيرت هذه العينة على اساس المستوى المتوسط في اختبار اللغة الانجليزية "هادواي" للمشاركة في هذا البحث الشبه تجريبي. و لغايات الدراسة استخدم الباحثون اختبار اللغة الانجليزية "هادواي" كاختبار قبلي و بعدي و كذالك فقرات اختبار مايرز و بريجز للشخصية لتقيس بعدي الشخصية الخاصة بالانطواء و الانبساط. اختيرت عينت فرعية تتكون من (05) طلاب لديهم ميزة الانطواء و (05) طلاب لديهم ميزة الانبساط كمجموعة تجريبية موزعون على مجموعتين مختلفتين يخضعون للتعلم التنافسي لمدة ستة اسابيع حيث كان التنافس بين الطلبة في الفصل سائدا. و كذالك اختيرت عينة فرعية اخرى تتكون من (05) طلاب لديهم ميزة الانطواء و (05) طلاب لديهم ميزة الانبساط كمجموعة ضابطة موزعون على مجموعتين مختلفتين يخضعون للتعلم التعاوني حيث التعاون بين الطلبة كان سائدا. اسخدم الباحثون تحليل التباين في اتجاهين لتحليل النتائج في الاختبار البعدي. هذا و اشارت النتائج الى وجود فروق ذات دلالة احصائية في التحصيل الاكاديمي تعزى لصالح طريقة التعلم التعاوني. وجود فروق ذات دلالة احصائية بين ثاثير التعلم التعاوني و التعلم التنافسي على الشخصية الاجتماعية. وجود فروق ذات دلالة احصائية بين ثاثير التعلم التعاوني و التعلم التنافسي على الشخصية الانطوائية. وجود فروق ذات دلالة احصائية بين الشخصية الاجتماعية و الشخصية الانطوائية في التعلم التعاوني. وجود فروق ذات دلالة احصائية بين الشخصية الاجتماعية والشخصية الانطوائية في التعلم التنافسي.

كلمات مفتاحية: التنافس، التعاون، التعلم التعاوني، التعلم التنافسي، ميزة الشخصية، الشخصية الاجتماعية، الشخصية الانطوائية.

Table of Content

Dedication ……..……...I
Acknowledgments……..…….II
Abstract ……..……...III
General Introduction ……...……01
1. Introduction…… 02
2. Statement of the Problem……..…….……..…02
3. Research Questions ……...……...…….....03
4. Research Hypotheses……..….04
5. Aim of the Study ……...……...……...04
6. Significance of the Study ……..…...…...……....04
7. Definition of Concepts……...……...……...05
8. Research Methodology…….06
9. Participants……...07
10. Research Instruments……...…….....07
11. Limitations of Research ……...…….…08

Chapter One: Literature Review

Introduction …….10
1.1. Previous Studies…….……...……....10
1.2. Historical Background ……...…….16
1.3. Social Interdependence Theory……...….16
1.3.1. Social Interdependence in Education……..……..…...…….17
1.3.1.1. Cooperative Learning……...……..….18
1.3.1.1.1. Types of Cooperative learning ……...……18
1.3.1.1.2. Methods of Cooperative Learning……..…..……...19
1.3.1.1.2.1. Structured Team Learning ……..……..…...….20
1.3.1.1.2.1.1. Student Teams-Achievement Division (STAD)……....…..20
1.3.1.1.2.1.2. Teams Games-Tournament (TGT)……..…...…….…21
1.3.1.1.2.2. Informal Group Learning……..…...…….21
1.3.1.1.2.2.1. Jigsaw II ……..……...……...21

1.3.1.1.3. Elements of Cooperative Learning……..……..…....22
1.3.1.1.3.1. Positive Interdependence ……..……..…22
1.3.1.1.3.2. Individual Accountability …….....……..23
1.3.1.1.3.3. Face to face and Promotive Interaction ……..…….....23
1.3.1.1.3.4. Social Skills …….....…….……...24
1.3.1.1.3.5. Group Processing ……..……..24
1.3.1.2. Competitive Learning ……..…..……...…..…25
1.3.1.2.1. Goals of Competitive Learning ……...……..……25
1.3.1.2.1.1. Constructive Competition …….……..…25
1.3.1.2.1.2. Destructive Competition …….…….....…..26
1.3.1.2.2. Methods of Competitive Learning ……..……...…...….27
1.3.1.2.2.1. Interpersonal Competition ……..……27
1.3.1.2.2.2. Inter-group Competition…..……...……..…..…….28
1.4. Second Language Acquisition (SLA) …….……..…..….28
1.4.1. Cognitive Theory of Krashen's Comprehensible Input ……..…28
1.4.2. Social-Cultural Theory ……..29
1.5. Personality Type Based Learning ……...……..…...30
1.6. Personality Trait Theory…….…….....31
1.6.1. Psychological Type Theory …….……31
1.6.1.1. Personality in Education ……...…..…….……..32
1.6.1.1.1. Introversion ……..……..33
1.6.1.1.2. Extraversion ……..…….….33
Conclusion…….……..34

Chapter Two: Research Methodology

Introduction…….……..36
2.1. Research Design…….……36
2.1.1. Quantitative Design…….…….….36
2.1.1.1. Quasi-Experimental Research Design……..…….36
2.1.1.1.1. Pretest-Posttest Non Equivalent Comparison Group Design……37
2.2. Sample Population. ……...…...37

2.3. Research Instruments……38
2.3.1. Placement Test "A". ……38
2.3.1.1. Aim of the Test……38
2.3.1.2. Description of Placement Test "A"……38
2.3.1.3. Administering the Test……38
2.3.1.4. Scoring Guidelines of Placement Test……40
2.3.2. Meyer and Briggs Type Indicator. ……41
2.3.2.1. Aims of the Test……41
2.3.2.2. Description of the Test……41
2.3.2.3. Administering the Test……43
2.3.3. Materials……43
2.3.3.1. American Headway "3" ……43
2.3.3.2. Oxford Advanced Learners' Dictionary……45
2.4. Procedures……45
Conclusion……48

Chapter Three: Analysis and Discussion

Introduction……50
3.1. Descriptive Statistics of All Participants in the Pretest……50
3.2. Descriptive statistics of All four groups in the Posttest ……51
3.2.1. Reliability of Placement Test in the Posttest……51
3.3. Two-way ANOVA……52
3.3.1. Normal Distribution……53
3.3.1.1. Tests of Normality……53
3.1.2 The Sample Independence ……54
3.3.3. Sample Size……54
3.3.4. Equal Variance of the Population ……54
3.4. Tests of Between-Subjects Effects……56
3.5. Descriptive Statistics for Learning Type on the Posttest ……57
3.6. Effect Size……59
3.7. Estimated Marginal Means of Score……60
3.7.1. Line Chart……60
3.7.2. Bar Chart ……61
38. Answers of Research Questions ……61
3.8.1. The Main Question……61

3.8.2. Sub-Questions……...….62
3.9. Discussion and Conclusion…….……..63
3.10. Recommendation…….…....64
General Conclusion……..65
List of references……..66
Appendices……...70

List of Tables

Table 01: Categories and Models of CL ……....19
Table 02: Differences between Introverts and Extroverts.....34
Table 03: Reading Scores in Placement Test……..…40
Table 04: Total Score of Placement Test ……..……41
Table 05: Treatment Period Lessons ……..…..……..44
Table 06: Descriptive Statistics of 20 Participants Prior to the Study….....50
Table 07: Descriptive Statistics of all Four Groups in the Posttest….. ...…...51
Table 08: Cronbach's Alpha Reliability Statistic …..……..……52
Table 09: Kolmogorov-Smirnov Test of Normality.....53
Table 10: Leven's Test of Equality of Variances.....55
Table 11: Tests of Between Subjects Effects ……...56
Table 12: The Descriptive Statistic for Learning Type on the Posttest ….....57
Table 13: Effect Size……..……...59

List of Figures

Figure01: Estimated Marginal Means of Score using Line Chart……..…..60
Figure02: Estimated Marginal Means using Bar Chart……..……....61

List of Abbreviations

CL: Cooperative Learning

EFL: English as a Foreign Language

HICIS: High Institute for Computer and Information Systems
KSU: King Saud University
KSA: Kingdom of Saudi Arabia
MBTI: Myers and Briggs Type Indicator
OALD: Oxford Advanced Learners' Dictionary
PI: Positive Interdependence

SLA: Second Language Acquisition

STAD: Student Team-Achievement Divisions

TGT: Teams-Games-Tournament

TPA: Team Points Assessment

TPAD: Team Points Actual Differential

TPPD: Team Points Percentage Differential

UG: Universal Grammar

ZPD: Zone of Proximal Development

General Introduction

1. Introduction

During the last decades, Algeria has witnessed a significant change in the educational sector. It shifted from teacher-centered towards students-centered. Therefore, cooperative learning technique has been proposed to raise students' levels on different materials including foreign languages. Teaching and learning foreign languages have been a difficult issue throughout history and group activities were suggested by different researchers to enhance students learning scores.

Nowadays, cooperative learning technique is the most widely used in the educational settings. Group activities are encouraged and promoted to yield fruitful results and positive outcomes. It has been emphasized to integrate different learners with different psychological dimensions to achieve common goals. However, the impact of modern technology and the widespread of social media in the twenty-first century have created social dilemma and psychological barriers .Despite its real function, People became more introverted and less socialized. They tend to favor being alone hiding behind their phones or computer screens than being in groups, spend more time on their own thoughts than discussing with others face to face.

This hypothetical world diminishes interactions and communication in real life situations and its influence shifted to educational environments that ultimately raise the question on whether CL still has its positive effect on the psychological health and self-esteem of students' learning.

2. Statement of the problem

Learning foreign languages effectively is one of the issues that modern researchers are trying to solve. They have proposed various learning

techniques to engage students within real life situations. Therefore, the predominance of CL technique all over the world attracted teachers and curriculum designers to incorporate it in classroom settings.

Recently, Algeria has adopted the application of CL at schools to raise students' levels and to create a social environment to which students are no more anxious and alone, but the issue of its practice in classroom arose to create some psychological problems over its effectiveness. One of the reasons that may affect the way students learn a foreign language is the inability to incorporate the CL technique in EFL classes with regard to individual differences. CL as a group learning method that requires positive interdependence and promotive interaction may not suit all students' psychological dimensions.

This study seeks to investigate the effectiveness of two learning types (cooperative and competitive) on two personality types (introvert and extrovert) in learning EFL.

3. Research Questions

What is the effect of using cooperative and competitive learning on the academic achievement of introvert and extrovert EFL learners?

3.1 Sub-questions

1- Do introvert EFL learners differ in their academic achievement in cooperative and competitive learning?
2- Do extrovert EFL learners differ in their academic achievement in cooperative and competitive learning?

3- Does cooperative learning have the same effect on introvert and extrovert EFL learners?
4- Does competitive learning have the same effect on introvert and extrovert EFL learners?

4. Research Hypotheses

The current study seeks to investigate the following null hypotheses:

1- There is no significant difference between the effects of cooperative and competitive learning on introvert EFL learners.
2- There is no significant difference between the effects of cooperative and competitive learning on extrovert EFL learners.
3- Cooperative learning does not have a significantly different effect on the introvert and extrovert EFL learners.
4- Competitive learning does not have a significantly different effect on the introvert and extrovert EFL learners.

5. Aims of the study

The present research aims at investigating the effect of using cooperative and competitive learning on introvert and extrovert EFL learners.

1- Determine which learning technique better meets the introvert and extrovert EFL learners' needs.
2- To shed light on the impact of cooperative and competitive learning on the academic achievements of introvert and extrovert EFL learners.

6. Significance of the study

1- Present a model on how to use cooperative and competitive learning that meet both introvert and extrovert EFL learners.

2- Give some propositions and recommendations for teachers and curriculum designers for how to use cooperative and competitive learning with regard to EFL learners' personality types.

7. Definition of Concepts

7.1. Cooperation:

Cooperation (uncountable) is "the act of doing something together or working together towards a shared aim" (Oxford Advanced Learner's Dictionary 323). Cooperation is also "the act of working together to one end" (Mead 8).

7.1.1. Cooperative Learning:

Cooperative learning is "the instructional use of small groups so that students work together to maximize their own and each other's learning" (Johnson and Johnson 45).

7.2. Competition:

Competition (uncountable) varies according to the situation. It may exist between groups of people or between companies. It is "a situation in which people or organizations competes with each other for something that not everyone can have" (Oxford Advanced Learner's Dictionary 293). Competition is the act of seeking or endeavoring to gain what another is endeavoring to gain at the same time (Mead 8).

7.2.1. Competitive Learning:

Competitive learning is defined by Johnson and Johnson as "that type of learning in which students work against each other to achieve a good grade"

(Akinbobola 3). If one student in a group reaches his goal, others are bound to fail.

7.4. Personality Trait:

Personality trait is a fairly fixed characteristic of an individual. It determines how an individual deals with new information and views situations (Jung 3).

7.4.1. Introvert:

An Introvert is a psychological type introduced by Carl Jung to express a person who focuses his perception and judgment on his inner thoughts and ideas. Besides, an introverted individual aims to understand before acting and give matters careful considerations. In addition, he enjoys the opportunity to spend more time in peaceful reflection (Fairhurst & Fairhurst 25 qtd.in Emerson et al 22).

7.4.2. Extravert:

An Extravert is another spelling for Extrovert generated by Carl Jung. An individual who possesses this psychological type generally seeks out activity and change. He is mostly "energized by external world" (Fairhurst & Fairhurst 25 qtd.in Emerson et al 22). He tends to focus on people, things, and events in his outside environment. Therefore, he always looks for excitement and opportunity to interact with other people (Crozier 26).

8. Research Methodology

This study deals with comparing two types of learning, namely cooperative and competitive, and their effects on introvert and extrovert EFL

learners. A pretest/posttest nonequivalent comparison group design as one of the quasi–experimental research designs is employed. Participants are not randomly assigned to the treatment and control groups. Both groups receive a pretest and posttest, but only the treatment group receives the treatment.

9. Participants

To fulfill the objectives of this study, 20 male and female Intermediate EFL learners with the age range of 18-26 studying First year Licence "French Language Major" at Yahia Fares University in Medea, took part in this study. These participants have been chosen, out of 115 learners divided into four classes, through Placement Test 'A' American Headway, Second Edition. This study has been conducted in the second half of the second semester. Twenty learners divided into four classes were under our experiment; two subgroups with a total of 10 learners (05) introverts and (05) extroverts distributed in two different classes underwent CL modality. These two sub-groups have been taken as a control group; another two sub-groups with a total of 10 learners (05) introverts and (05) extroverts splited into another two distinct classes experienced the competitive learning. These two sub-groups have been selected as a treatment group.

10. Research Instruments

Two "placement Tests" as pretest and posttest and a personality questionnaire MBTI to divide students according to their personality preferences have been opted to administer this research.

11. **Limitations of Research**

- This study is conducted in the year 2018/2019.
- The sample of this study is limited to the French language students studying first year Licence at Yahia Fares University in Medea
- This study is limited to the second semester only.
- This study includes both males and females.
- This study is limited to the Intermediate EFL learners.
- This study is limited to the MBTI as a personality measurement and to the Headway placement Test to test students' levels in English Language.

Chapter one

Literature Review

Introduction

The central theme of this chapter is to state the previous studies and to provide the theoretical background to the emergence of cooperation and competition. Besides, it introduces the CL modality: its types, methods, and its elements. Moreover, it brings clarity to the Competitive learning; its goals and its methods. Finally, this section sets forth the second language acquisition cognitive and social cultural theories; personality trait theory, personality types based learning and its place in education.

1.1. Previous Studies

Various researches have tackled the effect of using cooperative and competitive learning in comparison to the traditional method. One research by **Willard and Gloria** examined the effect of the following independent variables related to the learning technique (cooperative, competitive and traditional) on social studies concepts in **1979**. They chose a sample that consists of 96 students from fifth grade divided equally into three groups:

Treatment group one: students are taught with cooperative learning technique. They have been divided into (05) to (06) members within each group. They have been told that the success of each individual is related to the success of the whole group. The researchers allow groups to interact with each other to attain the aspired goal. A teacher asks questions and gives time to group members to collaborate with each other. After a certain time, each group is required to deliver one single answer based on each group's cooperation.

Treatment Group two: they have been taught with competitive learning technique in which each student worked alone in answering questions and exercises. A schedule has been designed to rate the names of students

according to their scores in each session. Therefore, the top five students received rewards for their success.

Control group: are taught with traditional method in which students are just passive observes with little or no interaction with the teacher.

The researchers constructed a criterion instrument. It was made of two subsets, one consisted of forty low questions; that is, items calling for memory or recall of the instructional content. The other was made up of forty high level questions to measure practices, analysis and synthesis. This criterion instrument has been given in the last day just at the end of the experiment.

The main results were:

1- A successful performance in CL and competitive learning in comparison to the traditional learning in the posttest.
2- There is no significant difference between students learning in cooperative technique and students learning in competitive one in the test that measures the level of memorizing and understanding.
3- There is a significant difference between the performance of students learning in cooperative and competitive technique on the test that measures the high levels like practice, analysis and synthesis. And it was for competitive learning.

In his research on University students, **Tsay** led an experiment to determine the effect of cooperative, competitive and individualistic learning on students' learning scores using a computer assisted learning program, and their attitudes towards each type of learning in **1993**. He took a sample of 65 students and divided them into three groups. Each group has been told that their scores are expected to rise to 80% as an educational scale:

1- Cooperative learning: two students work together and each of them is given an assignment to finish, after that, they are given five minutes to teach each other's what they have understood until they grasp the last assignment, at the beginning,
2- Competitive learning: they learn the same as in CL technique using inter-group competition method. The difference is that each group competes with the other groups in order to get a financial reward.
3- Individualistic learning: each student works alone in completing the assignments.

After conducting a pretest-posttest and a questionnaire to test students' attitudes towards each type of learning, the results were as follows:

1- Students in cooperative learning and individualist learning have scored better than students in competitive one in remembering facts. Moreover, there is no significant difference between groups in cooperative and individualistic learning.
2- Students in Individualistic learning have scored better than competitive and CL in solving problems. Besides, no significant difference has been marked between them.
3- A questionnaire has displayed that students prefer individualistic learning more than competitive and cooperative ones.

In other research, **Roger T. Johnson et al** have tried to comprehend the effect of using cooperative, competitive and individualistic goal structures on computer-assisted instruction, measuring their scores in data processing, and the attitudes of students towards each type of learning in **1985**.

For the purpose of this study, a sample of 71 male and female '8^{th} grade students' divided into three groups have been chosen in satisfaction of their

teachers of those classes on the importance of learning using computer assistance. The groups were divided into three types of learning:

1- Cooperative learning group: 24 students (13 males and 11 females) have been assembled in groups of 4 students worked together to accomplish assignments related to computer in a collaborative way, individual success has been measured by the success of the whole group.
2- Competitive learning group: 22 students (11 females and 11 males) have been divided as groups of 4 students. Each member in a group competes with his teammates in the same group to accomplish the required assignments as effectively and as quickly as possible.
3- Individualistic learning group: 25 students (14 males and 11 females) have been divided into groups. Each group consists of four members in which each member works alone.

Students' success has been measured according to:

1- Completing their daily assignments: it requires students to understand and apply what they have learnt.
2- Scores test that measures the ability to perceive and solve problems.
3- Students' performance on assignments like "collecting gold" in which it has been used as an indicator of success and problem solving.
4- A questionnaire that assessed students' attitudes towards the learning type in using the computer.

The results of the study were as follows:

1- The performance of students in CL by using computer was higher than those in competitive and individualistic learning. Moreover, the results have exhibited better scores in tasks related to problem solving, the

process of understanding and applying more than those in competitive and individualistic learning.

2- The superiority of males over females in finishing tasks related to competitive learning; whereas, females have scored better in tasks related to perceiving facts and problem solving in the three learning types (cooperative, competitive and individualistic learning).
3- Males have displayed positive attitudes towards the learning type more than females especially towards the competitive learning

Another study administered by **Ahour and Haradasht** in **2014**. They inspected the effect of using competitive and CL on the reading comprehension of introvert and extrovert EFL. They selected a sample of 120 intermediate EFL learner (male and female) students divided into eight classes. In the first semester 60 learners (30 introverts and 30 extroverts) underwent a cooperative learning modality. Another 60 learners (30 introverts and 30 extroverts) experienced the competitive learning in the second semester.

To fulfill the objectives of this study, the researchers administered two Preliminary English Tests (PETs) and a questionnaire.

The p value was set at = 0.05 and the results were as follows:

1- There was a significant difference between the effects of using competitive and CL on introvert EFL learners' reading comprehension because introverts exposed to competitive learning modality outperformed significantly those exposed to cooperative learning type.
2- There was a significant difference between the effect of competitive learning and CL on extrovert EFL learners' reading comprehension

because extroverts exposed to cooperative learning outperformed significantly those exposed to competitive learning.

3- Competitive learning had a significantly different effect on the introvert and extrovert EFL learners' reading comprehension as introverts outperformed extrovert significantly.
4- Cooperative learning did not have a significantly different effect on the introvert and extrovert EFL learners' reading comprehension because both subgroups undergoing cooperative learning gained the same mean score on the posttest.

Consequently, through delving into some of the previous studies, we noticed the outperformance of cooperative learning in comparison to competitive and individualistic one in the learning scores of different materials. Furthermore, there were a few studies and research that compare the effect of using cooperative and competitive learning, especially in targeting the personality type of the learner. Consequently, the current study explores the comparative influence of practicing competitive and cooperative learning on the academic achievement of introvert and extrovert EFL learners.

1.2. Historical Background

The predominant trend before the 1930s and 1940s has marked the pervasive competition mindset. People used to compete with one another to achieve their goals and get what they needed. This orientation was mostly influenced by the Darwinian Theory "survival of the fittest" in which communities were set apart to depend on their own and the value of individuals as the most important entity is the essence of development and independence (Paul 412 qtd.in spencer). This impact dominated the social, economic as well as the educational sector. Competitive learning was one of the most widely used tradition in old schools. However, the extensive researches made on the effect of using cooperative and competitive learning have altered this mentality since the emergence of social interdependence theory in 1949.

1.3. Social Interdependence Theory

Johnson and Johnson state the historical roots of cooperative and competitive learning theory as follows

The onset of the 1900 has marked the birth of the cooperative learning by one of the founders of gestalt psychology, Kurt Koffka who emphasized that "groups were dynamic wholes in which the interdependence among members could vary"(288).

Stepping on the basics of Kurt Koffka's ideas and the Gestalt principles, Kurt Lewin developed his notion by suggesting that the gist of a group is the interdependence among members (288), which result in the group being a dynamic whole so that a change in the state of any member or subgroup

changes the stat of any other member or subgroup. Also, the state of tension among members leads them to act towards achieving worthwhile objectives.

The beginning of the 1949 has witnessed the formulation of cooperation and competition theory by one of Lewin's students, Morton Deutch. He enlarged his teacher's theory by inspecting the tension systems of individuals. He posited that this state may be interrelated by positive or negative behavior.

The advent of social interdependence theory has been proceeded by one of Morton Deutch graduate students, David Johnson. He states that:

"Social interdependence exists when the outcomes of individuals are affected by each other's actions. There are two types of social interdependence: positive, when the outcomes of individuals promote the achievement of joint goals, and negative, when the actions of individuals obstruct the achievement of each other's goals". (287)

1.3.1. Social Interdependence in Education

From social interdependence theory, researchers have created practical procedures for structuring cooperative, competitive and individualistic efforts in education in both the individual classroom and school wide levels (Johnson & Johnson 326).

David Johnson and Morton Deutch mentioned 600 experimental studies on the competition and individualistic learning and more than 100 studies related to the cooperative learning from 1898 till now. Their results can be classified into three outcomes: effort to achieve, positive relationships and psychological health (Johnson & Johnson 48).

1.3.1.1. Cooperative learning

Johnson and Johnson stated the directional roots of CL. It started in the late eighteenth century in Britain at a larger scale and shifted to the United States of America in 1802.

At the beginning of the nineteenth century, an enormous concern on the application of CL has been put forth in the American schools in the United States of America. The developments of this technique has been enhanced by Parker and been further promoted by John Dewey that his practical procedures of cooperative group learning became the most widely renown approach in the world. Lastly, the work of Roger Johnson, David Johnson and Robert Slavin in various researches marked the positive outcomes of group activities (Johnson & Johnson 58).

Nowadays, the extensive use of CL seems everywhere. It becomes incorporated into schools and universities throughout most of the world in every subject area and from preschool through graduate school and adult training programs (Johnson and Johnson 327). The value of CL allows students to express their opinions clearly, defend them, reform them and shape them.

1.3.1.1.1. Types of Cooperative Learning

There are three types of CL: Formal CL, Informal CL and cooperative base group (Akinbobola 3).

a- Formal cooperative learning: which is used for assignments that last from one class period to several weeks.

b- Informal cooperative learning: which is used with direct teaching for quick discussions that last from a few minutes to one class period.

c- Cooperative base group: which last for a semester or year to provide members with support, help, encouragement, and assistance they need to progress automatically.

1.3.1.1.2. Methods and Models of Cooperative Learning

Various methods and models have been proposed by different researchers over the years. Thus, CL methods and models have been enhanced and put into actual practice in the classroom. CL methods can be classified into two distinct models (structures team learning and informal learning group methods) (Yusnani 979).

Categories	Models
Structured team learning	- Student Teams-Achievement Division (STAD) - TEAMS-Games-Tournament (TGT) - Cooperative Integrated Reading and Composition (CIRC)
Informal group learning methods	Jigsaw II - Learning Together - Group Investigation - Think-Pair-Share

Table 01: Categories and Models of CL

In this study, the researchers focused only on two models of structured-learning (Students Teams-Achievement Division STAD, Teams-Games Tournament TGT) and on one Informal Group Learning Model (Jigsaw II).

1.3.1.1.2.1. Structured Team Learning

It involves rewards to teams based on the learning progress of their members, and they are also characterized by individual accountability, which means that success depends on individual learning, not group products

1.3.1.1.2.1.1. Student Team-Achievement Divisions (STAD)

The creativity of a skilled teacher appears in his ability to design lessons that cover both form and content. At every session the teacher should consider the different backgrounds of his learners. In assigning students into groups of four or five. The instructor pays careful attention to their gender, ethnicity, and their level of performance. Besides, the steps that every teacher must follow in this method is to introduce his lesson, present reading assignment and ask different questions to trigger their understanding, allow them to discuss, then answer in a form of group. After a period of practice, all students take individual quizzes. To this end, student will be motivated to work alone based on the information they have already mastered with their group mates (Slavin 199)

To achieve this, student's scores will be compared to their previous averages, then sum up to combine group average. STAD is regarded as the best method to practice in which students will no more see their instructor as a boss but as a knowledge source provider. It allows them to behave freely and respectfully. Therefore, No place for boredom and tedious environments that traditional methods used to imply anymore; instead social relationships will be enhanced and gender barriers will be vanished to create new friendship

1.3.1.1.2.1.2 Teams-Games-Tournament (TGT)

TGT is almost identical to STAD in every aspect. But instead of using quizzes, it undertakes weekly-tournaments that discard the system of score improvement. TGT can be used in a variety of different subjects from mathematics to language arts to social studies and throughout different grades (Slavin, 199).

In this method, students play individual academic games to show their personal understanding of subject matter, each group members within one group compete with other group members from different groups to gain points to their team scores and work hard to do better than the rest of the groups. Students compete "tournament tables" in which one team representative competes against other team representatives whom they share the same task or subject matter. Hence, the winner at each tournament table brings the same number of scores to his or her team. After weeks of competition, the top scoring team will be the winner.

1.3.1.1.2.2. Informal Group Learning Methods

It includes the methods that are more focused on social dynamics, projects, and discussion than on mastery of well-specified content.

1.3.1.1.2.2.1. Jigsaw II

Jigsaw is one of the forms of CL proposed by Elliot Aranson and his students in 1978 at Texas and California University (Slavin 201). It is an effective teaching strategy that motivates students to work effectively in teams. The jigsaw model requires students to work on mixed teams of six members. Each group receives four or five sections in a form of a puzzle

pieces and each member in a group works on a specific section related to the academic material. After that each member in a group explains to the proposed expert member what their sections all about, he takes notes to be ready for transferring group understanding to his own group, after that, expert students return to their seats and explain to their group mates the discussed sections with careful attention.

At john Hopkins University, Jigsaw was extended to become Jigsaw II. This model was easy for teachers to implement in classrooms. They were not required to write for every section; instead all students are supposed to work on the same part, Students were to be divided into four to five members similar to STAD and TGT (Slavin 201), but the difference between them is that all students share the same reading assignment. This includes a book chapter, a short story, or a biography to read.

1.3.1.1.3 Elements of Cooperative Learning

Johnson and Johnson posited five elements that are necessary for effective group learning environment: Positive Interdependence (PI), Individual Accountability, Promotive Interaction, Social Skills, and Group Processing (329)

1.3.1.1.3.1. Positive Interdependence

PI describes the degree to which group members are motivated to help each other succeed (Johnson & Johnson 314). Each member within a group works with the principle of either “we sink or swim together” (Johnson et al 17). Within groups, positive interdependence leads to positive conflict management, which improves group cohesiveness and effectiveness. Therefore, through positive interdependence, group members are likely to

focus on larger, positive group goals, and isolate conflict to the task at hand rather than conflict between group members. Sharan stated that the technical term for dual responsibility was positive interdependence. Thus, students within cooperative learning activities have two responsibilities: 1) learn the assigned material, and 2) ensure that all members of the group learn the assigned material (22).

1.3.1.1.3.2. Individual Accountability

Individual accountability is critical to the success of cooperative learning because it makes everyone personally responsible to the other group members and fully contributes to the success of the entire group. Salvin claimed that personal accountability helps build a strong sense of community. Essentially, group members become only as strong as the weakest member, which increases individual desire to help others .furthermore, group success should be based on a compilation of scores by individuals, thus placing relevance on each student's output (202-204). Individual accountability exists when the effort of each individual student is assessed and the results are given back based on group and the individual performance (Jonshon & johnsnon 96). Consequently, no one gets a free ride or "Hitchhiking" (22), everyone contributes to the success of the group.

1.3.1.1.3.3. Face to Face and Promotive Interaction

The face-to-face interaction among group members enhances the effectiveness of positive interaction. Students encourage and challenge each other in order to achieve group goals. There are cognitive activities and interpersonal dynamics that occur only when students get involved in promoting each other's learning. This involved oral explanation on how to

solve problems, discussion of the concepts being learned, teaching one's knowledge to classmates and connecting present with past learning (Johnson and Johnson 97)

1.3.1.1.3.4. Social Skills

Social skills as leadership, communication, trust and conflict resolution skills are very important for successful CL. According to Schultz, Social skills should be explicitly taught to the students so that students could work among themselves, not only in terms of cooperation but also without hostility and without the teacher's authority (qtd.in 79 Marashi & Baygzadeh).

Groups cannot function effectively if members do not have and do not use social skills. Collaborative and social skills include instructorship, decision-making, trust- building, communication, and conflict-management skills (Johnson et al 329).

1.3.1.1.3.5. Group Processing

Group processing requires members to exhibit effective interpersonal communication and group skills. Therefore, Students must be taught explicitly how to cooperate and interact with others. Johnson and Johnson argued that group processing would allow learning groups to focus on maintaining good working relationships among members, facilitate learning of cooperative skills, ensure that students think on the met cognitive as well as meta cognitive level, and provide a means to celebrate the success of the group and to reinforce positive behaviors. Processing at the class level can be done by having the teacher occasionally observe groups, analyze problem and then provide feedback to the whole class (321).

1.3.1.2. Competitive Learning

Johnson and Johnson declare that Competitive learning involves "oppositional interaction" in which individuals engage in actions that reduce the likelihood of others' successful achievement of the joint goal; individuals focus both on increasing their own productivity and on preventing any other person from producing more than they do (292).

Competitive learning promotes hatred and coercion among group members. It enhances selfishness and egocentrism. It also consists of such variables such as obstruction of each other's goal achievement efforts, tactics of threat and compulsion, ineffective and misleading communication, distrust, and striving to win the conflicts (293).

1.3.1.2.1. Goals of Competitive Learning

Deutsch et al. state that there are two kinds of competitive goal structures that can be seen: (1) constructive, and destructive. The desired form of competitiveness, which is called constructive, is the one in which the winner tries to assist the loser by giving him/her some tips as to how they could achieve the breakthrough stage. Quite the contrary, in the destructive form of competitiveness, the winner does not help the loser in no way at all (Ahour & Haradasht 207)

1.3.1.2.1.1. Constructive Competition

Researchers attempting to identify factors contributing to the potential constructiveness of competition have theorized that competition tend to be more constructive (Johnson & Johnson 323-324) when the following points are true:

1- Winning is relatively unimportant: If winning is too important, high levels of anxiety results, which interferes with performance, especially on motor tasks
2- All participants have a reasonable chance to win: Those who believe they cannot win will cheat, avoid challenge, not try, use superficial and effort-minimizing strategies, engage in impaired problem solving, use other self-handicapping strategies, or have less interest in and enjoyment of the experience
3- There are clear and specific rules, procedures, and criteria for winning.

Ambiguity in competition interferes with achievement because energy is directed toward worrying about what is fair and unfair

By controlling factors such as fairness of the rules, motivation to compete and win, the perception that one's chances of winning were good, a strong positive relationship among competitors, fair play during competition, and a history of confirming each other's competence, group leaders can enhance the constructiveness of competition.

1.3.1.2.1.2. Destructive Competition

In a competitive situation, competitors resist attempts to induce their assistance, work to prevent or obstruct a participant's effective actions, and will be willing to assist a participant's bungling actions (Johnson & Johnson 292). Accordingly, when working toward competitive goals, individuals tend to engage in self-protective strategies such as self-worth protection, self-handicapping, and defensive pessimism. (322)

1- Self-worth protection: involves withholding effort so that failure can be attributed to not trying rather than to incompetency.

2- Self-handicapping: involves creating an impediment to one's performance (e.g., procrastination and unrealistically high expectations) so that an excuse is ready if one fails.
3- Defensive pessimism: involves unrealistically low expectations for succeeding and valuing of the task to minimize stress about succeeding.

Kohn states that Strategies like Self-worth protection, Self-handicapping, and Defensive pessimism tend to lower achievement in competitive situations. Furthermore, many discussions portray it as so destructive that its elimination is recommended and proposed, especially from school and the workplace (Johnson & Johnson 322)

1.3.1.2.2. Methods of Competitive Learning

Competitive learning methods can be interpersonal (between individuals) or inter-group (between groups) (Akinbobola 3). Thus, interpersonal competition and intergroup competition have different implementation in classroom situations.

1.3.1.2.2.1. Interpersonal Competition

Students are distributed in heterogeneous groups according to their scores level, each student compete with his team members in the group to get a higher score. The teacher gives them assignments to read and analyze, after that, he distributes a test to determine which person gets high scores. Subsequently, according to the level of scores each students get, the winner will move to another group to compete with them for the next assignment.

1.3.1.2.2.2. Inter-Group Competition

Students learn similar to cooperative group situation. Each member contributes to the success of his own group against other groups. The teacher gives questions that students answer in a form of group work, after that, each group questions will be corrected and scores are given based on each individual work. Consequently, the group who get higher scores will be the winner.

1.4. Second Language Acquisition

Several theories have been proposed to explain ways on how students acquire their second language. In this research, we will highlight these theories from two different angles (the cognitive and the social cultural perspectives) related to aforementioned learning techniques namely cooperative and competitive related to this study.

1.4.1. Cognitive Theory of Krashen's Comprehensible Input

Among the cognitive theories that we have selected to fit this study is krashen's comprehensible input hypothesis. Krashen theorized that all human beings have direct access to universal grammar as a distinction from the Chomskyan's notion that all children but no adults can access to UG (Apple 281). Krashen's fundamental principle of second language acquisition lays on one single claim in which:

> "People can acquire a second language only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. When the filter is 'down' and appropriate input is presented (and comprehended), acquisition is inevitable. It is, in fact,

unavoidable and cannot be prevented- the language ‘mental organ’ will function just as automatically as any other organ”. (4)

Much evidence in real life support the input hypothesis. “The silent period” as one example provided by Krashen in which a new immigrant to another country may experience this by being silent for a short period of time. After receiving a great amount of competence during this period from school and from the surrounding people (Krashen 9) by just listening and reading, he will eventually produce the language. According to Krashen, because the learner’s access to UG, grammar will be acquired naturally and without any hindrances. Speaking as part of it will also be acquired in the process of a natural growth in competence and confidence from understanding the target language (Apple 282).

The input hypothesis has two corollaries:

1- Speaking is a result of acquisition and not its cause. It resulted from the building competence of comprehensible input.
2- If input is understood, and there is enough of it, the necessary grammar is automatically provided.

The output is not part of language learning or acquisition; instead it is the result of the large amount of input in each individuals ‘mind. Hence, Krashen has repeatedly denied that “language output or production has any place in language learning” (Apple 282).

1.4.2. Social-cultural Theory

This theory has been developed by the Soviet-era Psychologist Lev Vygotsky to propose that all types of learning occur as result of interaction between individuals. He gave rise to the concept of “social constructivism”

(Apple 283). He developed two important concepts: Zone of Proximal Development (ZPD), and Scaffolding

Zone of proximal development:

It is the limit to which someone can learn new information with the assistance of someone else (Vygotsky 86). This assistance may come from a teacher or any other fellow member.

Scaffolding:

It is the process of giving support to learners at the appropriate time and at the appropriate level of sophistication to meet the needs of the individual in many ways (Wood et al. 90). This can occur in a variety of ways: through discussion, provision of materials, designing tasks that match and give help to the individual or by working cooperatively.

1.5. Personality Type Based Learning

Within classroom setting, teachers sometimes are unaware of the individual differences that their students possess. Each student has his own personality and his approach to learning. Educationalists suspect that there are educational differences between students (Crozier 4). Thus, in an attempt to understand individual differences in classroom, Marton and Saljo identified Two approaches to learning. They distinguish between deep level and surface level approach.

In their experiment, students has been given an article to read and been asked to tell what the article is about. In the deep level approach, students aimed to grasp what the article is about, emphasize on its main points and the relationships between its arguments and its evidence; whereas in the surface

level, students devotes their attention to detail of the text and mostly rely on root memorization. This distinction raises further questions to psychologists (qtd.in Crozier 5).

1.6. Personality Trait Theory

Personality theories tend to provide explanations for different psychological layers of each individual and classify them according to their personality types. Personality Trait theory is considered as the core to the individual differences embedded by various psychologists (Rimmerman 3). Different trait theories and models have been formulated during the last century (Psychological Type Theory, The big five, Fulfillment Model and Eysenck's theory). These theories have tried to understand the psychological dimensions of each individual.

In this research, we will only shed light on Psychological Types Theory related to our study.

1.6.1. Psychological Type Theory

Delving into the world of personality psychology will give everyone insightful ideas about the psyche of his own personality and understanding of his inner thoughts. Everyone is guided by a certain behavior and these behaviors do not come from a vacuum but have certain explanations. Carl Jung, a Swiss psychiatrist comes up with the theory of psychological Types to explain individuals' attitudes. He inspected that what appears to be random behavior is not random at all but it is actually the result of differences in the way people prefer to use their mental capacities (Rimmerman 18). He further inspected that people generally engage in one of the two cognitive functions: Taking in information, which he called perceiving, or organizing information and coming

to conclusions, which he termed judging. Besides, he further analyzed that people are a mixture of these two preferences.

In his attempts to defend his stands, he exclaimed that although everyone takes in information and makes decisions, some people prefer to do more taking in information (perceiving) and others prefer to do more decision making (judging). To this end, Jung observed that each person seems to be energized more by the external world (extraversion) or the internal world (introversion) in which he named a person's psychological types. In support of this view that introversion and extraversion are not either categories but are points along continuum, Jung states that "there is no such a thing as pure introvert or pure extrovert, such a man would be in a lunatic asylum" (Cain 14). Therefore, everyone possesses both qualities of introversion and extraversion.

In order to practice Jung's ideas in everyday life, Two American women, Isabel Briggs Myers and her mother, Katherine Cook Briggs formulated an easier way to do that. They wanted people to be able to identify their psychological types without shifting to Jung's original academic theory. Consequently, Myers and Briggs Type Indicator (MBTI) emerged to be one of the most widely used personality test nowadays.

1.6.1.1. Personality in Education

Within the classroom environments, individual differences between students can be observable. There are different students from different backgrounds and ethnicity. Each student's behavior is determined by his psychological preferences. Therefore, introversion and extraversion paved the way to explain students' behavior.

Different results in the classroom situations have been investigated from a very narrow and specific perspective to include the psychological dimensions of each learner. Personality traits allow predicting scores on tests of educational achievement and confirming that personality factors are as important as intelligence for influencing attainment (Crozier 23). Therefore, Personality types play an important role in students' achievement.

Today, introversion and extroversion are two of the most exhaustively researched subjects in personality psychology. It arouses the curiosity of hundreds of scientist (Cain 13). Within the educational context, introverts and extroverts differ in their ways of acquiring information. Each psychological type adheres to certain behaviors and the digestion of the incoming data.

1.6.1.1.1. Introversion

Introverts tend to focus their perceptions and judgments on their inner thoughts and ideas, aim to understand before acting, give matters careful consideration, and relish the opportunity to spend time in peaceful environments (Fairhurst and Fairhurst 22 qtd.in Emerson et al 22). In the educational context, introverts find interaction with others more demanding. They generally prefer to think through new concepts without interruption and to process information fully before taking the risk of discussing it with peers or instructors.

1.6.1.1.2. Extraversion

'Extraversion' is another spelling for extroversion generated by Carl Jung. They tend to focus on people, things, and events in their external environment, and are prone to action. They perceive life better by experiencing it and often feel most energized by the external world. In the

classroom, extroverts tend to process and clarify new information by talking; enjoying the opportunity to share ideas with others and to receive feedback from peers and instructors as they learn (Fairhurst and Fairhurst 25 qtd.in Emerson et al 22).

Jacobs summarizes the psychological types introduced by Carl Jung and highlights the different perceptions and attitudes of each personality type based on Cain's work in the following table (84).

Introverts	Extraverts
Tend to prefer less stimulation, e.g., being alone or with a small number of familiar people; listening to fairly quiet music.	Tend to prefer more stimulation, e.g., being with many people, including new people; riding a roller coaster.
Tend to prefer to do one task at a time; are less inclined to take risks; often proceed more cautiously.	Tend to prefer multitasking; enjoy risks; are less cautious.
Tend to prefer listening more than talking; like to think before speaking; would often rather write than speak.	Tend to prefer talking to listening; can speak well with little preparation; would often rather speak than write.

Table 02: Differences between introverts and extroverts

Conclusion:

This chapter has provided the theoretical framework needed to advance in our research. It has identified the basic premise of learning types and its main figures. Besides, it has introduced the SLA theories related to each learning technique. Finally, this section highlighted the personality type theory for executing our research.

Chapter Two

Research Methodology

Introduction

This chapter provides a clear description about the research design undertaken. It includes sample population selected for experimentation, the research instruments to collect the data and the materials available for doing the practical part. Finally, explicit explanation for the procedures to do this research has been provided to mark the end of this section.

2.1. Research Design

2.1.1. Quantitative Design

Quantitative research involves data collection procedures that its main interest revolves around numerical data which will be analyzed mostly by statistical methods (Dornyei 24). The designs associated with this kind of research are those related to the post positivism paradigm which covers both the true experiments and the Quasi-experiments (Creswell 307-309).

2.1.1.1. Quasi-Experimental Research Design

Quasi-experimental research is designed more like a true experiment except that in quasi-experimental design, the participants are not randomly assigned to experimental groups. In Random assignment, the participants are randomly distributed to either a treatment or control group in order to control for extraneous variables (independent variables).Thus, In a true experiment, research participants have an equal chance of being assigned to any condition of the independent variable, the one being manipulated by the researcher that is involved in the study, but in quasi-experiments, the researcher is interested in independent variables that cannot be randomly assigned. Usually this happens

when the independent variable in question is something that is an innate characteristic of the participants involved (Dornyei 117)

In our research, the researchers seek to inspect the effect of using two learning types on the academic achievement of two personality types (introverts and extroverts) learning EFL. The latter independent variable is considered to be innate qualities of the participants. Subsequently, quasi-experimental research design was employed.

2.1.1.1.1 Pretest-posttest Non Equivalent Comparison Group Design

One of the quasi-experimental research designs that have been chosen to effectively manipulate the independent variables in our study is the pretest-posttest comparison group design. This design requires one group to receive a new treatment and the other group receives a treatment that has been used previously or as a placebo. Consequently, this design permits the examiner to assess the new treatment relative to the previously used treatment (Gliner et al, 500). The reason that led the researchers to adopt the pretest-posttest comparison group design because they have already been using the cooperative learning technique at the very beginning of the second semester for five weeks.

2.2. Sample Population

The population selected for this study is first year students studying French Language at Yahia Fares University in Medea. Therefore, a sample of twenty male and female Intermediate EFL learners with the age range of 18-26 has been opted to participate in this quasi-experimental research. These participants have been chosen out of 115 learners divided into four classes through American Headway Placement Test “A” as a pretest and MBTI

personality questionnaire. This study was proceeded in the final six weeks of the second semester.

2.3. Research Instruments

2.3.1. The American Headway Placement test "A"

2.3.1.1. Aim of the Test

The placement test is used for two main purposes: to homogenize and unite students according to their levels in the pretest. Hence, the sample under investigation must have B2 level which stands for Intermediate students), and to examine the students' developments after the experiment as the posttest.

2.3.1.2. Description of the Test

The test was borrowed from American Headway, Second Edition. It is designed to help instructors place new students into their proper level of American Headway. This test consists of four sections (Grammar, Everyday English, Vocabulary and Reading) attached with an answer sheet. Each section consists of multiple choice answers for each item. Grammar section has 36 items, Everyday English includes 24 items, Vocabulary part covers 20 items. Lastly, the Reading section consists of 15 items.

2.3.1.3. Administering the Test

The researchers explained the test in the native language to confirm that all the participants will answer in a good way. Firstly, they made enough photocopies of placement Test "A" and staple the pages together for each student with the answer sheets. Besides, they made sure that all students have pens or pencils and provide erasers or ink erasers for those who don't have ones if they

needed during the test. Secondly, they told them not to answer until they give them the order to do that. After that, they distributed the test and made sure that everyone has been given the test. Further, they demanded to take out the answer sheets from the stapled pages that contain the test and told them to write their full names, the date and their group number. Thirdly, the teachers explained to the students in each class that they should mark the answer sheets only and displayed that there are four sections in the test that they should be careful to mix the answers. Furthermore, they clarified that there is only one correct answer for each item. Fourthly, the researchers reminded their students that the purpose of the test is just to place them according to their suitable level, it is not graded and it is totally fine if they were not able to answer all of them. In addition, they emphasized that it is better for them to work quickly until difficulties in the questions occur. When that happens, they should stop and move to the next section. Fifthly, they enquired that they have 45 minutes and they must give back their answer sheets when time is over even if they haven't finished the test. Finally, having all the instructions provided, students were given the green light to start working.

During the test, the researchers checked if the students were answering in the sheet papers correctly without disturbing them. Further, some students were trying to use their phones to look for the correct answers and the researchers were required to assure again that the test is "not graded" and there is nothing to be worried at. In addition, some others were asking questions and the researchers made sure that everything is clear without giving answers or hints.

After the test, students were required to submit the Headway Placement Test and the sheet papers separately.

The same procedures have been followed during the posttest except that this time the test was graded, and has been counted as their official test.

2.3.1.4. Scoring Guidelines of the Placement Test

The scoring system of the placement test is by counting the correct answers of the first three sections (Grammar, Everyday English, and Vocabulary). This scoring system of the three parts was out of 80. The researchers recoded the number on the answer sheets of each student. Then, add the reading score according the chart below:

Reading score	
0-2 Correct	-8 points
3-5 correct	-5 points
6-7 correct	-2 points
8-10 correct	+2 points
11-12 correct	+5 points
13-15 correct	+8 points

Table 03: Reading scores in placement test

Each student's score is classified based on the assembling of the scores of the three parts (Grammar, Everyday English and Vocabulary) plus the reading score. To this end, the Total scoring system of the American Headway Placement Test displays students according to their appropriate level. The following table exhibits the American Headway Placement Test Levels:

Total score	
Below 10 points	Starter
11-20 points	Level 1A
21-30 points	Level 1B
31-40 points	Level 2A
41-50 points	Level 2B
51-60 points	Level 3A
61-70 points	Level 3B
71-77 points	Level 4
Above 78 points	Level 5

Table 04: Total score of Placement Test

2.3.2. Myers and Briggs Type Indicator (MBTI)

2.3.2.1. Aim of the Test

The MBTI test is used to divide the participants each according to their personality type preferences (introverts or extroverts). Students were not told about their psychological types because the researchers were afraid that it may cause certain constraints between them.

2.3.2.2. Description of the MBTI

The MBTI is an instrument that was devised by Catherine Briggs and Isabel Myers to measure individuals according to their psychological types. They added judging and perceiving to the three Jungian polarities (extraversion vs. introversion, sensing vs. intuition, thinking vs. feeling). Each polarity describes individuals' reactions to the world around them (Myers & McCaulley,1)

1- Extraversion vs. introversion (how each individual becomes energized).
2- Sensing vs. intuition (the perception of information of each individual).
3- Thinking vs. feeling (the decisions made by each person).
4- Judging vs. perceiving (the life style that each individual tends to adopt).

There are several versions of the MBTI test; the most widely used is Form M online which consists of 93 items. It is considered to be a self-scoring assessment and takes roughly 15 to 25 minutes to complete.

This study is targeted first year French language students, studying EFL at Yahia Fares University in which our participants were not good enough to answer the original MBTI test. Consequently, the researchers conducted the translated version of the MBTI questionnaire

For the sake of obtaining more accurate results. The researchers administered the translated version of the MBTI validated by the High Institute for Computer and Information Systems (HICIS).

The Arabic translated version of the MBTI questionnaire was designed by D.r Eman Ahmed Azmi, one of the training and educational experts in administrative and professional developments of human resources in the Arab world. A former assistant professor at KSU, the first institution of Higher Education in the Kingdom of Saudi Arabia (KSA).

This translated version consists of four parts; each part is dedicated to one polarity. The first part consists of seven items related to the introversion extroversion polarity. The second part contains nine items related to the sensing intuition polarity, the third part covers five items concerned with the thinking feeling polarity, and the final part includes seven items linked to the judging perceiving polarity.

The present study is connected only with the first dichotomies, namely introversion and extraversion. Thus, the researchers took what is necessary from the Arabic translated version of the MBTI test. Therefore, we surveyed only the first part of the test.

2.3.2.3. Administering the Test

The MBTI questionnaire was conducted at the end of the second session directly after selecting 39 intermediate EFL learners whom their scores met with the B2 Level in placement test. It was surveyed to 21 learners in the first two groups and to another 18 intermediate EFL learners in the remaining two classes. This questionnaire took no more than 10 minutes.

When only 15 minutes left to the end of the second session, the researchers asked those students who scored more than and below B2 Level to leave the classroom in order to conduct the MBTI test to those intermediate EFL learners only. After that, the teacher distributed the translated version of the MBTI and asked them to complete the test. In addition, they emphasized that the questionnaire is just part of a routine test and their answers are completely confidential.

The researchers collected the test and never told them about their personality preferences.

2.3.3. Materials

2.3.1.1. American Headway 3 “Student’s book”

The main text book that we relied on to conduct our experiment is American Headway ‘3’ designed for intermediate EFL learners. It consists of (twelve) units. Therefore, we undertook the lessons in which our participants

misconceived according to the pretest. These lessons related with units seven, eight, nine and ten in the treatment period. It includes the use of present perfect, conditionals, modal verbs and present perfect continuous for the sake of improving our students' level. In each lesson, we tried to cover both form and content.

	Grammar	Vocabulary	Everyday English	Reading
Unit 07 "The world of work" 2 sessions	Present perfect	Phrasal verbs	Daily Expressions.	Dream jobs
Unit 08 "Just imagine!" 2 sessions	Conditionals (1 & 2) Time clauses	Base and strong adjectives Modifying adverbs	Making suggestions	Do you want to be a millionaire
Unit 09 "Relationships" 1 session	Modal verbs	Character adjectives	Agreeing and disagreeing	Family matters
Unit 10 "Obsessions" 1 session	Present perfect continuous Time expressions	Compound nouns	Expressing quantity	Famous for not being famous

Table 05: Treatment Period Lessons

2.3.1.2. Oxford Advanced Learner's Dictionary (OALD)

The OALD was used during our treatment period for the purpose of providing synonyms, antonyms, phrasal verbs meanings, as well as idiomatic expressions. Students were required to bring either the printed material of the dictionary or to download the digital one into their phones for easy use.

2.4. Procedures

At first, it appeared difficult to conduct such a study due to the successive events that Algeria has witnessed and Medea is part of it, we encountered such difficulties as truancy and collective truancy in particular. But, that didn't prevent us from doing our research. We motivated our participants by promising to give extra marks if they attend and so we did.

In order to conduct this study, the researchers first administered the American Headway, Second Edition, Placement Test 'A' among 60 learners to the first and second classes. We selected 21 students whom their scores fell from 41 to 50 points as classified on 2B Level.

The next step was to conduct the translated version of the MBTI among the 21 students for selecting (05) introverts and (05) extraverts as our control group. These participants sat in two different classes and continued to receive the CL technique during the second half of the second semester which lasted six sessions of 90 minutes (an hour and half) throughout six weeks.

The participants knew that they were under study for the whole semester but they were not told about their introversion/ extraversion attitudes. The reason we didn't tell them because we thought it might cause certain complications for them if they knew their personality type. Thus, they were just asked to fill out

the translated MBTI questionnaire as part of a routine test and confirmed that their answers will be completely discreet and kept hidden away from anyone.

The researchers continued to apply the CL technique during the second half of the second semester. They have applied various CL learning methods and stressed on the use of its elements and types when designing lesson plans. Such learning methods that have been made use of in this study were: STAD, TGT and Jigsaw II.

First, we asked our students to split up into groups of four or five (cooperative base groups) that lasted for the whole semester. Besides, during our experimentation, we have tried to apply different learning methods according to each session (formal and informal cooperative groups). Moreover, all the sessions have been prepared based on the American Headway Book "3".

From this book, namely American Headway, we didn't cover every single detail; we only took what is needed. We have tried to cover the lessons that our students seem not doing very well in the pretest. Besides, we designed reading assignments that includes both form and content in each session. These sessions aims to uncover the grammatical, everyday English, vocabulary, and the reading part that are still ambiguous and do not have clear understanding of them.

At the end of the experiment, the researchers immediately conducted the posttest. This test was graded as their official test of the second semester.

The same participants' selection procedure was conducted again with another 55 participants divided into two other classes distinct from the first ones. They have been given placement test as the pretest to select 18 students whom their scores fell between 41 to 50 as B2 level that stands for Intermediate EFL learners. Next, at the end of the following session, these students were asked to

complete the translated version of the MBTI questionnaire to finally select our treatment group that consists of two subgroups: (05) introverts and (05) extraverts.

During this treatment period. Students were asked to form groups of four or five similar to STAD and TGT in the CL technique. The only difference between them is that the interaction between group members was prohibited. Therefore, group members were competiting against each other to get extra marks in the test.

Similar to cooperative treatment, the teacher introduces the lesson. Highlights the grammatical points, ask students to form groups in which interaction between them is de-emphasized. Give reading assignments and write questions on the board to trigger text comprehension grammatical understanding, new vocabulary and everyday expressions.

After six sessions of the treatment period, the researchers conducted the posttest. This test was graded as their official test.

In both learning techniques, the researchers provided reading assignments and ask questions that elicited the four parts of the placement test. Two questions related to each part have been enquired. In the cooperative technique, students were asked to work each one on one part, give them time to answer their parts and another time to discuss them together before being told to stop and present their answers. In the cooperative learning technique, each individual was aware that his cooperation makes a difference. In the interpersonal competitive learning, students were asked to answer the four part questions individually without seeking help from anyone; interaction was de-

emphasized because the teacher has promised to give extra marks for those who answer them as quickly as possible and correctly.

At the end of the semester, our participants were asked to fill out a short Placement Test that consists of 20 items. Five items were selected from each part to confirm the reliability of our findings in the posttest.

Conclusion

This chapter has tried to lay the foundation to advance this study. We started by identifying the pretest posttest non-equivalent comparison group design, one of the quasi-experimental research designs related to quantitative studies. Besides, we highlighted the sample under experimentation (20) extrovert and introvert EFL learners. Further, we exhibited the research tools to fulfill that (American Headway placement test and MBTI, the psychological questionnaire). In addition, we stated the materials used in furnishing the experiment (Headway Book 3 and OALD). Finally, we provided a clear description in executing our research.

Chapter Three

Data Analysis and Discussion

Introduction

This chapter tackles the statistical analysis of the findings throughout this study. It provides descriptive analysis for the participants in the pretest and the posttest. Moreover, it introduces Two-way ANOVA analysis of variance and its conditions to obtain statistical significance. At the end of this section, the answers has been given to the the research questions and suggestion for fruitful ways to better grasp the second language effectively with regard to the learning types as well as the individual psychological dimensions has been put forth.

3.1. Descriptive Statistics of all Participants in the Pretest

Descriptive statistics of 20 participants in the four groups prior to the study, 20 learners whose scores fell on 2B Level (between 41 to 50) were selected out of 115 learners.

	N	Minimum	Maximum	Mean	Std. Deviation
Score	20	41.00	49.00	44.9000	2.42574
Valid N (listwise)	20				

Table 06: Descriptive Statistics of 20 Participants Prior to the Study

According to the aforementioned selection, 20 students were not randomly assigned into four experimental sub-groups. After the selection process has been determined, the researchers began to do their intended treatment in each group.

3.2. Descriptive statistics of all four groups in the posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Introverts in cooperative learning	5	48.00	51.00	49.6000	1.14018
Extroverts in cooperative learning	5	50.00	53.00	51.2000	1.30384
Introverts in competitive learning	5	49.00	52.00	50.8000	1.30384
Extroverts in competitive learning	5	44.00	49.00	46.0000	2.00000
Valid N (listwise)	5				

Table 07: Descriptive Statistics of all Four Groups in the Posttest

Table 07 displays the outperformance of extroverts in comparison to the introverts in CL; whereas the introverts surpassed the extroverts in competitive learning.

3.2.1. Reliability of Placement Test in the Posttest

Cronbach alpha is used to measure internal consistency reliability. If the Cronbach alpha of a scale does not reach 0.60, the vulnerability to obtain unreliable data mostly occur (Dornyei 207)

To do Reliability Analysis using SPSS, we only need to proceed the following procedures: Analysis ⟶ scale ⟶ Reliability Analysis.

Cronbach's Alpha	N of Items
.728	20

Table 08: Cronbach's Alpha Reliability Statistic

This table displays that internal consistency is at an acceptable level for all groups of study by using Cronbach alpha reliability statistic scale in SPSS.

3.3. Two-way ANOVA

Two-way ANOVA analysis of variance allows to investigate two independent variables and one dependent variable

Conditions to do Two-way ANOVA:

1- The populations from which the samples were obtained must be normally or approximately normally distributed
2- The samples must be independent
3- The groups must have the same sample size
4- The variance of the population must be equal

Solution:

This study seeks to investigate the following null-hypotheses:

H01- There is no significant difference between the effects of cooperative and competitive learning on introvert EFL learners.

H02- There is no significant difference between the effects of cooperative and competitive learning on extrovert EFL learners.

H03- Cooperative learning does not have a significantly different effect on the introvert and extrovert EFL learners.

H04- Competitive learning does not have a significantly different effect on the introvert and extrovert EFL learners.

3.3.1. Normal distribution

Normal distribution means that some of the values are low, some high, and the majority of the values are centered around the middle that is around the mean. And if we plot the data, we can get a symmetrical, bell-shaped curve.

In order to decide whether our data is normally distributed, we went through the following steps in SPSS: the explore procedure of SPSS (Analyze descriptive statistics → explore) offers a special 'normality plots with tests' function under the plot option, producing different plots as well as the results of Kolmogorov-Smirnov.

3.3.1.1. Tests of Normality

	Learning Type	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Competitive	.180	10	.200*	.909	10	.271
	Cooperative	.210	10	.200*	.955	10	.732

*. This is a lower bound of the true significance.

Table 09: Kolmogorov-Smirnov Test of Normality

The level of significance of both introverts and extroverts in competitive learning is more than 0.05, 0.05<0.200. Besides, the level of significance of both

introverts and extroverts in CL is also more than 0.05, 0.05<0.200. As a result the sample under study is normally distributed according to Kolmogorov-Smirnov.

3.3.2. The sample independence

The samples are independent because each group has been given a special treatment; the first sample (05 extroverts and 05 introverts) underwent cooperative learning technique as a control group. As for the other sample (05 extroverts and 05 introverts) experienced competitive learning modality treatment.

3.3.3. Sample size

Each group has the same sample size, the researchers have already selected 20 participants and divide them equally each according to their learning type and to the learning groups under study. This can be observed by looking at the sample size n=20 and the subgroups n=5.

3.3.4. Equal variance of the population

To test the equality of variance among the four subgroups, Leven's test of equality of error variances as a homogeneity test is used. Therefore, table (10) shows that the variances among the four subgroups were not significantly different ($F(3, 16) = 0.253$, $p = 0.858 > 0.05$.

F	df1	df2	Sig.
.253	3	16	.858

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Personality_Type + Learning_Type

Table 10: Leven's Test of Equality of Variances

If the resulting p-value of Leven's test is less than some significance level (typically 0.05), the obtained differences in sample variance are unlikely to have occurred based on random sampling from a population with equal variances. Thus, the null hypothesis of equal variances is rejected and it is concluded that there is a difference between the variances in the population.

In this case the Leven's test of equality of error variances is more than 0.05, $0.05 < 0.855$. We concluded that there is no significant difference between the variances in all the different four subgroups.

Now, the four conditions are available. Hence, conducting a two way ANOVA is necessary to test our hypotheses. Table 11 shows the results of between subject effects. Therefore, the significance value is set at $P = 0.05$ which indicates that If the p value is more than 0.05 we accept the null hypotheses and if the p value is less than 0.05 we refuse the null hypotheses. To do two way ANOVA in SPSS, we go through the following procedures: analyze general linear model → univariant → put the dependet variable and the two independent variables → set the significance into 0.05 → continue.

3.4.Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	84.000[a]	3	28.000	12.874	.000
Intercept	48807.200	1	48807.200	22440.092	.000
Personality_Type	12.800	1	12.800	5.885	.027
Learning_Type	20.000	1	20.000	9.195	.008
Personality_Type * Learning_Type	51.200	1	51.200	23.540	.000
Error	34.800	16	2.175		
Total	48926.000	20			
Corrected Total	118.800	19			

a. R Squared = .707 (Adjusted R Squared = .652)

Table 11: Tests of Between Subjects Effects

Statistical significance indicates whether a particular results observed in a sample is “true” for the whole population and therefore generalizable (Dorneiy 210). Hence, As table 11 indicates, the significance value is less than 0.05 (F (3, 16) = 12.847 p = 0.000).

There is a significant difference between the extroverts and introverts who participated in the study in general (F (1, 16) = 5,885 p = 0.027 < 0.05.

There is a significant difference between the impact of two learning modes on all the participants (F (1, 16) = 9,195, p = 0.008 < 0.05.

The interaction of the personality type and learning type proved significantly different (F (1, 16) = 23,540, p = 0.000 < 0.05), the general conclusion is that the interaction of two learning types (cooperative and competitive) with two personality types (extroverts and introverts) proves significant.

3.5. Descriptive Statistics for Learning Type on the Posttest

	Learning_Type			Statistic	Std. Error
Score	Competitive	Mean		48.4000	.94516
		95% Confidence Interval for Mean	Lower Bound	46.2619	
			Upper Bound	50.5381	
		Std. Deviation		2.98887	
		Minimum		44.00	
		Maximum		52.00	
	Cooperative	Mean		50.4000	.45216
		95% Confidence Interval for Mean	Lower Bound	49.3772	
			Upper Bound	51.4228	
		Std. Deviation		1.42984	
		Minimum		48.00	
		Maximum		53.00	

Table 12: The Descriptive Statistic for Learning Type on the Posttest

Table: (12) shows that the mean for competitive group was lower than that of cooperative group (48.40 compared to 50.40). Therefore, the cooperative group outperformed the competitive group significantly.

Hypotheses Testing:

With reference to table (07), significant differences were revealed. Thus, the first hypothesis of the study that there is no significant difference between the effect of competitive and cooperative learning on introvert EFL learners was rejected because introverts exposed to competitive learning modality outperformed significantly those exposed to cooperative learning modality.

Significant differences were also displayed regarding the second hypothesis which states that there is no significant difference between the effect of using competitive learning and cooperative learning on extrovert EFL learners was also rejected as the extroverts exposed to cooperative learning outperformed significantly those exposed to competitive learning.

The third hypothesis which states that competitive learning does not have a significantly different impact on the introvert and extrovert EFL learners was rejected as introverts outperformed extroverts significantly.

Finally, the fourth hypothesis which indicated that cooperative learning does not have a significantly different impact on introvert and extrovert EFL learners was also rejected as extroverts outperformed introverts significantly.

3.6. Effect size

Source	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	.707	38.621	.998
Intercept	.999	22440.092	1.000
Personality_type	.269	5.885	.625
Learning_Type	.365	9.195	.812
Personality_type * Learning_Type	.595	23.540	.995
Error			
Total			
Corrected Total			

a. R Squared = .707 (Adjusted R Squared = .652)

b. Computed using alpha = .05

Table 13: Effect size

To determine the strength of the findings of the research, that is, to evaluate the stability of the research findings across samples, effect size was also estimated using partial eta squared.

The partial eta squared as shown in table (13) came out to be .27 and .37 for the personality type and learning type respectively.

Regarding Cohen's effect size criteria of (η= .01 is small; η= .06 is medium; η= .138 is large) (Cohen 283-287), we conclude that the effect sizes of .27 and .37 are large.

27% of the variance in the participants' scores is explained by their personality type (Introverts vs. extroverts).

37% of the variance in the participants scores is explained by the learning type (cooperative vs. competitive).

Consequently, the findings of the study can be considered strong enough of the purpose of generalization.

3.7. Estimated Marginal Means of Score

3.7.1. Line Chart

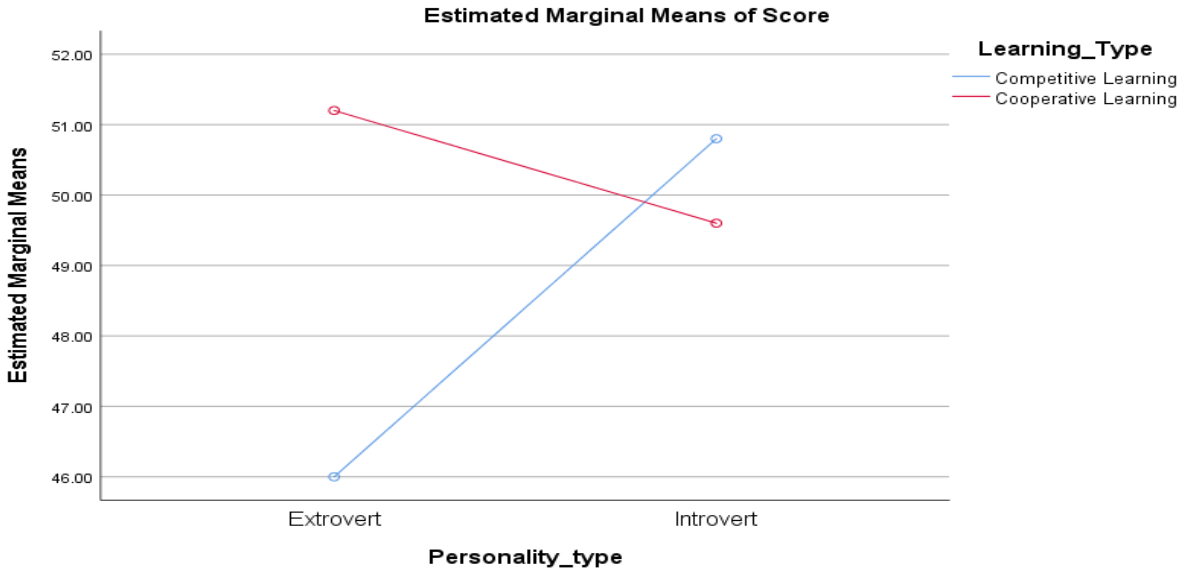


Figure 01: Estimated Marginal Means of Score using Line Chart

We notice that there is a difference between extroverts' means of score in competitive learning and extroverts in the cooperative one, whereas there is not much difference between introverts in cooperative and competitive one.

3.7.2. Bar Chart

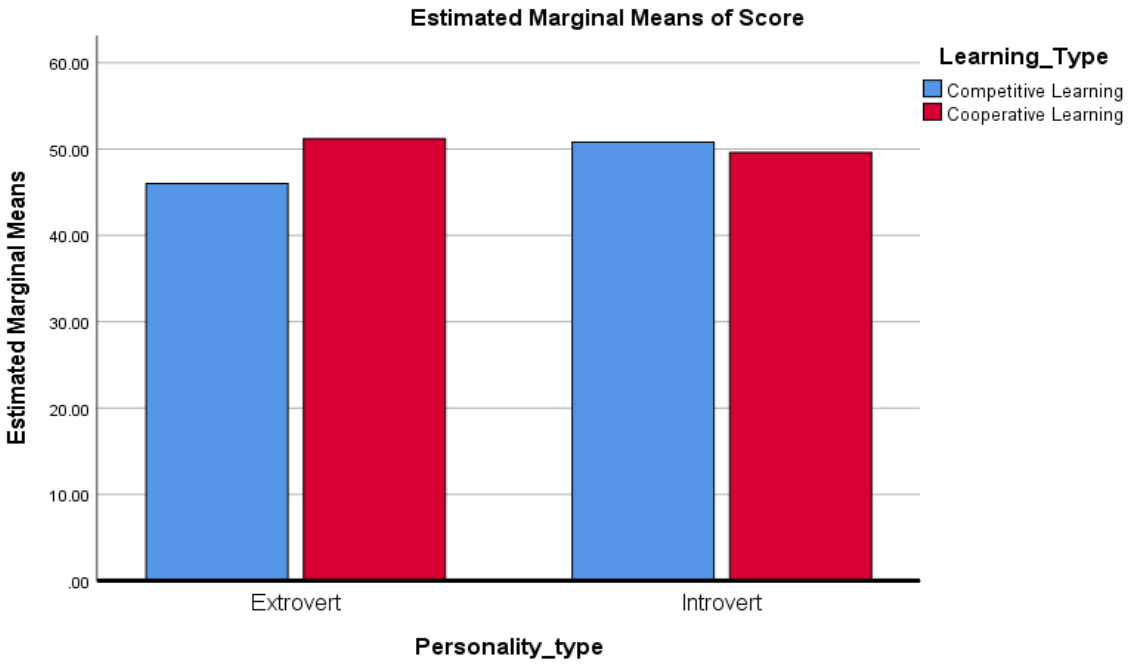


Figure 02: Estimated Marginal Means using Bar Graph

This bar graph shows that while extroverts are good learners in cooperative learning technique, they tend to have fewer results in the competitive one. However, introverts displayed more advantageous in competitive modality, but they do not match effectively with the CL technique.

3.8. Answers of Research Questions

3.8.1. The main Question

What is the effect of using cooperative and competitive learning on the academic achievement of introvert and extrovert EFL learners?

The answer

CL has a positive effect on the academic achievement of extrovert and negative effect on introvert EFL learners. And vice versa, competitive learning matches

positively with introverts in regard to their academic achievement and negatively with extrovert EFL learners.

3.8.2. Sub-questions

Question One:

Do introvert EFL learners differ in their academic achievement in cooperative and competitive learning?

The answer:

Yes, introvert EFL learners differ in their academic achievement in cooperative and competitive learning.

Question Two:

Do extrovert EFL learners differ in their academic achievement in cooperative and competitive learning?

The answer:

Yes, extrovert EFL learners differ in their academic achievement in cooperative and competitive learning.

Question Three:

Does CL have the same effect on introvert and extrovert EFL learners?

The answer:

CL does not have the same effect on introvert and extrovert EFL Learners.

Question Four:

Does competitive learning have the same effect on introvert and extrovert EFL learners?

The answer:

Competitive learning does not have the same effect on introvert and extrovert EFL learners.

3.9. Discussion and Conclusion

Although various studies proved the efficiency of group activities as the C L technique implies without including the personality factor, this study did not display much of a difference as the previous studies.

The results of this study revealed that although students in cooperative group were more successful than those in the competitive group, the extroverts in cooperative group achieved more than extroverts in competitive group. The reason for the latter statement is that extroverts have a great tendency to be engaged in group activities.

Extraverts outperformed introverts in the cooperative group meaning that CL does not match the personality of introverts. Thus, introverts did not benefit much from the CL.

Final conclusion of this study is that introverts outperformed extroverts in the competitive group meaning that competitive learning does not match the personality of extroverts. Thus, extroverts did not benefit much from competitive learning.

3.10. Recommendation

By analyzing the above answers, we suggest that teachers should apply various learning techniques in EFL classroom environments to meet all the psychological aspects of their students. Subsequently, applying different learning techniques will yield more tangible results than sticking to only one type of learning.

General Conclusion

The main concern of this study is to shed light on the mystifying ideas over the impact of the use of two learning types (cooperative and competitive) on the academic achievement of introvert and extrovert EFL learners. At first the researchers conducted a pretest to categorize the participants according to their B2 level. These participants were required again to fill in the MBTI psychological test to classify twenty learners into extrovert and introvert personality types. During the experiment, our participants were fully engaged under the cooperative and competitive situations. Through a period of six weeks in which the researchers applied various methods and models for both learning techniques. They relied on Headway book '3' designed for Intermediate EFL learners and Oxford Dictionary for searching difficult words on their own. At the end of the experiment, the researchers administered the posttest. Right before the end of the semester, a short test similar to the placement test was taken again. It consists of 20 items, five items related to each part of the placement test to inspect the reliability of the present findings to mark the end of our study. Two-way ANOVA analysis of variance was adopted due to the present of two independent variables. The results obtained from this study were statistically significant as for the cooperative learners outperformed the competitive ones. As for introverts in CL, they seem not good learners in comparison to the extroverts. And better learners in competitive environments in comparison to the extroverts. Therefore, teachers should apply various learning methods to satisfy the psychological dimensions of different learners from different backgrounds that could yield better results.

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List of References

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Appendices

ANSWER SHEET

Name:_____ Date: _____

PART I: Grammar

	a	b	c	d
1.	○	○	○	○
2.	○	○	○	○
3.	○	○	○	○
4.	○	○	○	○
5.	○	○	○	○
6.	○	○	○	○
7.	○	○	○	○
8.	○	○	○	○
9.	○	○	○	○
10.	○	○	○	○
11.	○	○	○	○
12.	○	○	○	○
13.	○	○	○	○
14.	○	○	○	○
15.	○	○	○	○
16.	○	○	○	○
17.	○	○	○	○
18.	○	○	○	○
19.	○	○	○	○
20.	○	○	○	○
21.	○	○	○	○
22.	○	○	○	○
23.	○	○	○	○
24.	○	○	○	○
25.	○	○	○	○
26.	○	○	○	○
27.	○	○	○	○
28.	○	○	○	○
29.	○	○	○	○
30.	○	○	○	○
31.	○	○	○	○
32.	○	○	○	○
33.	○	○	○	○
34.	○	○	○	○
35.	○	○	○	○
36.	○	○	○	○

PART II: Everyday English

	a	b	c	d
1.	○	○	○	○
2.	○	○	○	○
3.	○	○	○	○
4.	○	○	○	○
5.	○	○	○	○
6.	○	○	○	○
7.	○	○	○	○
8.	○	○	○	○
9.	○	○	○	○
10.	○	○	○	○
11.	○	○	○	○
12.	○	○	○	○
13.	○	○	○	○
14.	○	○	○	○
15.	○	○	○	○
16.	○	○	○	○
17.	○	○	○	○
18.	○	○	○	○
19.	○	○	○	○
20.	○	○	○	○
21.	○	○	○	○
22.	○	○	○	○
23.	○	○	○	○
24.	○	○	○	○

PART III: Vocabulary

	a	b	c	d
1.	○	○	○	○
2.	○	○	○	○
3.	○	○	○	○
4.	○	○	○	○
5.	○	○	○	○
6.	○	○	○	○
7.	○	○	○	○
8.	○	○	○	○
9.	○	○	○	○
10.	○	○	○	○
11.	○	○	○	○
12.	○	○	○	○
13.	○	○	○	○
14.	○	○	○	○
15.	○	○	○	○
16.	○	○	○	○
17.	○	○	○	○
18.	○	○	○	○
19.	○	○	○	○
20.	○	○	○	○

PART IV: Reading

	a	b	c	d
1.	○	○	○	○
2.	○	○	○	○
3.	○	○	○	○
4.	○	○	○	○
5.	○	○	○	○
6.	○	○	○	○
7.	○	○	○	○
8.	○	○	○	○
9.	○	○	○	○
10.	○	○	○	○
11.	○	○	○	○
12.	○	○	○	○
13.	○	○	○	○
14.	○	○	○	○
15.	○	○	○	○

Score

Parts I, II, and III: _____

Part IV (adjusted): _____

Total Score: _____

Level: Starter

1A 1B

2A 2B

3A 3B

4

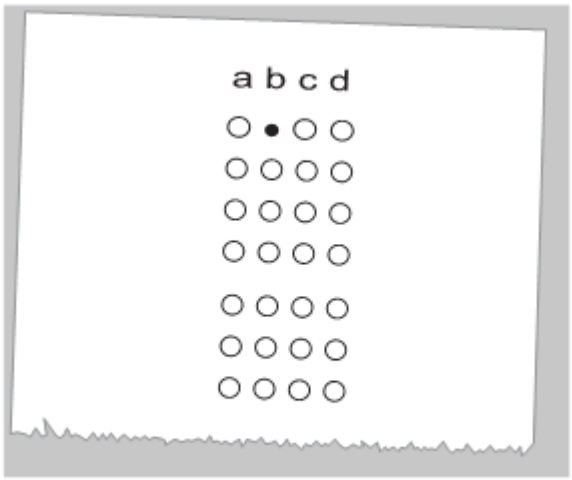
5

SAMPLE QUESTION

Read each question and the choices below it. Then choose the answer that best completes the sentence. Fill in the corresponding circle on your Answer Sheet.

My name_____John.

a. am
b. is
c. are
d. be



PART I: GRAMMAR

Read each question and the choices below it. Then choose the answer that best completes the sentence. Fill in the corresponding circle on your Answer Sheet.

1. A: Are those new glasses?
B: Yes, they_____.
a. is
b. am
c. aren't
d. are

2. A: Is that your bicycle?
B: Yes! That's_____bicycle!
a. your
b. my
c. her
d. his

3. Where_____they go to school?
a. are
b. do
c. is
d. aren't

4. A: Is James short?
B: No, he_____.
a. is
b. aren't
c. isn't
d. are not

5. Does Erin_____in the shopping mall?
a. works
b. working
c. is work
d. work

6. What_____you do yesterday morning?
a. was
b. do
c. did
d. were

7. Did Mark eat dinner_____?
a. on 7:00 P.M.
b. in 7:00 P.M.
c. at 7:00 P.M.
d. 7:00 P.M.

8. A: Would you like_____cookies?
B: No, thanks. I'm on a diet.
a. a
b. an
c. much
d. some

9. The Empire State Building is_____than the Statue of Liberty.
a. more taller
b. more tall
c. taller
d. tallest

10. A:_____bag is that?
B: That's my bag.
a. Which
b. Who's
c. What kind of
d. Whose

11. I'm going to Brazil_____down the Amazon.
a. to travel
b. travel
c. for traveling
d. and travel

12. Has Robert ever_____sushi?
a. eat
b. eaten
c. ate
d. eats

13. Steve's going to become a chef_____.
- **a.** every day
- **b.** since he finished cooking school
- **c.** last week
- **d.** in the future

14. My cell phone rang when I_____for the bus.
- **a.** waited
- **b.** waiting
- **c.** have waited
- **d.** was waiting

15. A: Can I borrow some money for lunch?
B: Sure. How_____money do you need?
- **a.** little
- **b.** many
- **c.** much
- **d.** few

16. What are you looking forward _____ this summer?
- **a.** to do
- **b.** to doing
- **c.** doing
- **d.** do

17. Chris loves hamburgers. He_____them since he was a kid.
- **a.** has eaten
- **b.** was eating
- **c.** eats
- **d.** ate

18. A: I'm really hungry.
B: Would you like_____lunch?
- **a.** some
- **b.** a
- **c.** a few
- **d.** much

19. A: Have you washed Dad's car yet?
B: No. He told me that I_____do it.
- **a.** didn't have to
- **b.** didn't have got to
- **c.** must not have
- **d.** have not to

20. If I fail the entrance exam,_____you still love me?
- **a.** would
- **b.** did
- **c.** must
- **d.** will

21. A: Are you ready to go dancing?
B: No. I don't know what_____.
- **a.** to wear
- **b.** to wearing
- **c.** wear
- **d.** will wear

22. The first Impressionist paintings_____over 100 years ago.
- **a.** were painting
- **b.** were painted
- **c.** was painted
- **d.** painted

23. Has Emma_____her contact lenses yet?
- **a.** been finding
- **b.** been buying
- **c.** found
- **d.** find

24. A: When is your class going to visit the zoo?
B: Mr. Jones said that we_____go this year.
- **a.** can
- **b.** couldn't
- **c.** do
- **d.** are

25. **A:** I didn't laugh at his joke.
B: Why?_____you heard it before?
a. Had
b. Did
c. Have
d. Were

26. Hold on._____be right there.
a. I'm going to
b. I'll
c. I
d. I'd

27. The book_____William Woo at his kitchen table in 1937.
a. was writing by
b. wrote
c. is written by
d. was written by

28. All passengers_____have a valid ticket to board the airplane.
a. can
b. are allowed to
c. must
d. should

29. **A:** Could you speak English before you moved to Canada?
B: Yes, I had studied it_____.
a. before I came here
b. when I came here
c. after I came here
d. as soon as I came here

30. I stopped_____after the dentist said it was hurting my teeth.
a. to eat candy
b. eat candy
c. eating candy
d. ate candy

31. **A:** Jacob's been Class President forever!
B: Oh yeah? How many times_____?
a. has he been electing
b. was he elected
c. has he been elected
d. has he elected

32. If I won one billion dollars, I_____live in the Plaza Hotel.
a. can
b. will be able to
c. will
d. would

33. **A:** Why do you think Jeff wasn't at work today?
B: He_____.
a. may have overslept
b. could oversleep
c. should have overslept
d. is oversleeping

34. **A:** My husband has designed hundreds of houses.
B: How long_____houses?
a. has he been designed
b. has he been designing
c. was he designing
d. he's been designing

35. Kim has a_____money in her savings account. She needs to save more for a new car.
a. not many
b. few
c. not much
d. little

36. I_____eaten all these cookies. I feel sick!
a. wouldn't have
b. couldn't have
c. might have
d. shouldn't have

PART II: EVERYDAY ENGLISH

Read each question and the choices below it. Then choose the answer that best completes the sentence. Fill in the corresponding circle on your Answer Sheet.

1. A: Is 6:00 OK with you?
B: Yes. 6:00 is fine.
A: OK._____.
a. It is good
b. Look at you
c. See you later
d. It isn't bad

2. A: $5.00, please.
B:_____.
a. Thanks a lot
b. I'm fine
c. That's OK
d. Good morning

3. A:_____.
B: Yes?
A: Do you have an eraser?
a. Excuse me
b. I'm sorry
c. Thanks anyway
d. It doesn't matter

4. Did you buy a turkey for_____?
a. Friday
b. Valentine's Day
c. Thanksgiving
d. Easter

5. A: Would you like some more dessert?
B:_____.
a. Milk. No sugar, please
b. Sure, here you are
c. Yes. I'm glad you like it
d. I'd love some more. It's delicious

6. A: Can I help you?
B: Yes._____.
a. The fitting room is over there
b. I like that one more
c. Credit cards are fine
d. I'm looking for a pink sweater

7. It's snowing again. Let's_____.
a. go to the beach
b. make a snowman
c. put on our shorts
d. go on a picnic

8. A: Great to see you! Did_____?
B: Yes, the weather was wonderful.
a. they say gate 12
b. you have any carry-on luggage
c. you have a good time
d. we see each other again

9. A:_____. There's a lot of traffic today.
B: That's OK. I understand.
a. I'm sorry I'm late
b. Hello. I'm Andy Smith
c. Excuse me
d. Thanks anyway

10. A: How are you today?
B: Fine. Thanks._____?
a. How are you
b. What did you do
c. What do you do
d. Are you

11. I'm_____. I have a big test today.
a. tired
b. a little nervous
c. sick of my job
d. very excited

12. The cafe_____has the best coffee in town!
- **a.** in the corner
- **b.** on the corner
- **c.** through the street
- **d.** out of the train station

13. I keep throwing up today. I think I have_____.
- **a.** diarrhea
- **b.** a cold
- **c.** a sore throat
- **d.** food poisoning

14. The sign on the door says_____.
- **a.** Please Wait To Be Seated
- **b.** Elevator
- **c.** No Entry
- **d.** Reserved

15. **A:** Did you go to the concert last night?
B: No, I stayed home._____?
- **a.** Same to you
- **b.** Don't worry
- **c.** What about you
- **d.** Excuse me

16. **A:** Can I talk to David Burns, please?
B: I'm_____he's out.
- **a.** frightened
- **b.** sure
- **c.** afraid
- **d.** worried

17. **A:**_____?
B: Really? You're kidding!
- **a.** Did you see my sister's cat
- **b.** Were they home last night
- **c.** Did you hear that Andrew quit his job
- **d.** Did you know that guy

18. I loved that book. It was so exciting! I_____.
- **a.** couldn't put it down
- **b.** don't think she was right for the part
- **c.** fell asleep
- **d.** wanted to go again

19. **A:**_____?
B: Yes, sir. I'll get it right away.
- **a.** Should I get the check
- **b.** Can you tell me where the bathroom is
- **c.** Could I have the check, please
- **d.** Can I give you a ride

20. **A:** Excuse me, are you checking any luggage?
B: Yes,_____.
- **a.** I have a boarding pass
- **b.** just this suitcase
- **c.** in the departure lounge
- **d.** I have a carry-on

21. **A:**_____?
B: Just looking, thanks.
- **a.** Can I help you
- **b.** Is something wrong
- **c.** A table for two
- **d.** What are you doing here

22. **A:** Ouch! I lost a filling.
B: You better make an_____with the dentist.
- **a.** meeting
- **b.** call
- **c.** appointment
- **d.** conversation

23. I've been studying all night. I'm totally_____!
- **a.** wiped out
- **b.** well off
- **c.** dying
- **d.** fed up

24. My computer isn't working very well. It's_____.
- **a.** facing the facts
- **b.** on its last legs
- **c.** pulling your leg
- **d.** getting back on its feet

PART III: VOCABULARY

Read each question and the choices below it. Then choose the answer that best completes the sentence. Fill in the corresponding circle on your Answer Sheet.

1. My sister eats_____a day.
- **a.** a magazine
- **b.** a camera
- **c.** an orange
- **d.** a ticket

2. _____ works in a hospital.
- **a.** A nurse
- **b.** A journalist
- **c.** An architect
- **d.** A pilot

3. Doug buys CDs at the_____.
- **a.** public restroom
- **b.** parking lot
- **c.** grocery store
- **d.** music store

4. We_____a DVD last night in our living room.
- **a.** wrote
- **b.** gave
- **c.** lost
- **d.** watched

5. In China, people eat rice with_____.
- **a.** their fingers
- **b.** a fork
- **c.** chopsticks
- **d.** a fork and knife

6. Don't forget your umbrella. It's probably going to_____.
- **a.** jump
- **b.** sneeze
- **c.** rain
- **d.** fall

7. _____ help people in court.
- **a.** Lawyers
- **b.** Journalists
- **c.** Sales assistants
- **d.** Pilots

8. I_____a friend and she laughed.
- **a.** made a sandwich for
- **b.** told a joke to
- **c.** gave a present to
- **d.** carried an umbrella for

9. **A:** I like_____at home.
B: Really? I like eating in restaurants.
- **a.** watching TV
- **b.** reading
- **c.** listening to music
- **d.** cooking

10. **A:** Paul and Julia are so_____.
B: Yeah, they're not generous at all.
- **a.** fake
- **b.** stingy
- **c.** wealthy
- **d.** awful

11. I forgot my hair_____.
- **a.** glasses
- **b.** light
- **c.** coat
- **d.** dryer

12. I got to work on time today because I didn't _____the train.
- **a.** make
- **b.** miss
- **c.** send
- **d.** have

13. Don't forget to_____the stove.
- **a.** go out with
- **b.** pick up
- **c.** turn off
- **d.** take off

14. Evan usually drives more_____on highways.
- **a.** exactly
- **b.** fluently
- **c.** carefully
- **d.** seriously

15. People who keep themselves very busy are _____.
- **a.** active
- **b.** action
- **c.** actor
- **d.** acting

16. We laughed all night at Jim. He was_____.
- **a.** pretty exciting
- **b.** absolutely awful
- **c.** very fascinating
- **d.** absolutely hilarious

17. Only a few students use the school's swimming pool. It's a shame it is so_____.
- **a.** underused
- **b.** misused
- **c.** overused
- **d.** disused

18. You have worked hard all day. You must be _____.
- **a.** excited
- **b.** annoying
- **c.** exhausted
- **d.** confusing

19. People_____ice cream cones.
- **a.** lick
- **b.** bite
- **c.** climb
- **d.** stare at

20. Ava wants to_____for an expensive new car.
- **a.** sort out
- **b.** make up
- **c.** find out
- **d.** save up

PART IV: READING

Read the texts. Then complete the sentences on the right. Fill in the corresponding circles on your Answer Sheet.

THE EVANS FAMILY AT WORK

Matthew Evans is a math teacher. He's thirty- nine. He's at school now. His address is 34 King Street. His wife, Natalie, is at work in her office. She's a bank manager. Her phone number at work is 830-9771. They have two children, Mark and Ella. Mark is ten and Ella is seven. They are at school.

1. Matthew and Natalie are_____.
- **a.** brother and sister
- **b.** teachers
- **c.** bank managers
- **d.** married

2. Natalie_____.
- **a.** is at home
- **b.** has two children
- **c.** is thirty-nine
- **d.** is at school now

3. Mark_____.
- **a.** is seven
- **b.** has two children
- **c.** is a bank manager
- **d.** is ten

4. Ella is_____.
- **a.** at school
- **b.** in her office
- **c.** at work
- **d.** ten

5. _____ is a math teacher.
- **a.** Ella
- **b.** Mark
- **c.** Matthew
- **d.** Natalie

HEART MAN ALIVE AND STILL KICKING

Taxi driver Gabriel Young is celebrating a very special anniversary today. It is exactly one year since he was operated on at City Hospital and was given a new heart. Mr.

Young, 47, is now training to play in a charity soccer game that has been organized by the hospital to raise money for the transplant program. So far, 11 people have been given new hearts by the doctors at the hospital. "I hope more people will be helped as I was," said Mr. Young. "And I hope I can score the winning goal in the game!"

6. "Alive and kicking" probably means_____.
- **a.** ill
- **b.** angry
- **c.** happy to be alive
- **d.** athletic

7. Gabriel Young is celebrating his one year anniversary by_____.
- **a.** quitting his job as a taxi driver
- **b.** asking more people to get heart transplants
- **c.** scoring the winning goal
- **d.** helping raise money for heart transplants

8. Gabriel Young says he hopes_____.
- **a.** more people will help the hospital
- **b.** he will live a healthy life
- **c.** people with his problem will be helped
- **d.** the game is a tie

9. "Raise money" probably means_____.
- **a.** spend money
- **b.** save money
- **c.** collect money
- **d.** lose money

10. A charity soccer game is_____.
- **a.** a professional game
- **b.** a game played on TV
- **c.** a game played to help people
- **d.** a game played only for fun

THE LOCH NESS WALLET

Fourteen years ago, Japanese tourist Nobu Matsuda dropped his wallet into the waters of Loch Ness in Scotland. His passport, his car keys, his credit cards, and his money were lost in 500 feet of water. This week, the phone rang in Mr. Matsuda's apartment in Tokyo and a Scottish policeman told him, "Sir, your wallet was found! It was discovered last Sunday by some scientists in a submarine looking for the Loch Ness monster!" Mr. Matsuda said, "The whole thing is absolutely amazing. Apparently, my wallet and its contents were mailed to me already. I should get them soon. I can't believe it!"

11. Nobu Matsuda must have thought_____.
- **a.** he'd never get his wallet back
- **b.** the Loch Ness monster would eat his wallet
- **c.** Scottish policemen were very talented
- **d.** a submarine would find his wallet

12. Mr. Matsuda's wallet_____.
- **a.** is with the police in Scotland now
- **b.** is lost in 500 feet of water now
- **c.** is not in Japan yet
- **d.** arrived in Japan this week

13. "I can't believe it!" probably means:_____.
- **a.** It's a lie
- **b.** I don't want to believe it
- **c.** It's very surprising but true
- **d.** It's nothing unusual

14. The scientists_____.
- **a.** were looking for his wallet
- **b.** found his wallet by mistake
- **c.** contacted the police from the submarine
- **d.** discovered the Loch Ness monster

15. Mr. Matsuda should_____.
- **a.** get a massage to relax
- **b.** go to Scotland to get back his stuff
- **c.** get a new wallet and passport
- **d.** receive the contents of his wallet soon

ANSWER KEY

PART I: Grammar

	a	b	c	d
1.	○	○	○	●
2.	○	●	○	○
3.	○	●	○	○
4.	○	○	●	○
5.	○	○	○	●
6.	○	○	●	○
7.	○	○	●	○
8.	○	○	○	●
9.	○	○	●	○
10.	○	○	○	●
11.	●	○	○	○
12.	○	●	○	○
13.	○	○	○	●
14.	○	○	○	●
15.	○	○	●	○
16.	○	●	○	○
17.	●	○	○	○
18.	●	○	○	○
19.	●	○	○	○
20.	○	○	○	●
21.	●	○	○	○
22.	○	●	○	○
23.	○	○	●	○
24.	○	●	○	○
25.	●	○	○	○
26.	○	●	○	○
27.	○	○	○	●
28.	○	○	●	○
29.	●	○	○	○
30.	○	○	●	○
31.	○	○	●	○
32.	○	○	○	●
33.	●	○	○	○
34.	○	●	○	○
35.	○	○	○	●
36.	○	○	○	●

PART II: Everyday English

	a	b	c	d
1.	○	○	●	○
2.	●	○	○	○
3.	●	○	○	○
4.	○	○	●	○
5.	○	○	○	●
6.	○	○	○	●
7.	○	●	○	○
8.	○	○	●	○
9.	●	○	○	○
10.	●	○	○	○
11.	○	●	○	○
12.	○	●	○	○
13.	○	○	○	●
14.	○	○	●	○
15.	○	○	●	○
16.	○	○	●	○
17.	○	○	●	○
18.	●	○	○	○
19.	○	○	●	○
20.	○	●	○	○
21.	●	○	○	○
22.	○	○	●	○
23.	●	○	○	○
24.	○	●	○	○

PART III: Vocabulary

	a	b	c	d
1.	○	○	●	○
2.	●	○	○	○
3.	○	○	○	●
4.	○	○	○	●
5.	○	○	●	○
6.	○	○	●	○
7.	●	○	○	○
8.	○	●	○	○
9.	○	○	○	●
10.	○	●	○	○
11.	○	○	○	●
12.	○	●	○	○
13.	○	○	●	○
14.	○	○	●	○
15.	●	○	○	○
16.	○	○	○	●
17.	●	○	○	○
18.	○	○	●	○
19.	●	○	○	○
20.	○	○	○	●

PART IV: Reading

	a	b	c	d
1.	○	○	○	●
2.	○	●	○	○
3.	○	○	○	●
4.	●	○	○	○
5.	○	○	●	○
6.	○	○	●	○
7.	○	○	○	●
8.	○	○	●	○
9.	○	○	●	○
10.	○	○	●	○
11.	●	○	○	○
12.	○	○	●	○
13.	○	○	●	○
14.	○	●	○	○
15.	○	○	○	●

المعهد العالي للحاسب آلالي و نظم المعلومات
High Institute for Computer & Information Systems (HICIS)

اختبار MBTI لتحديد نمط الشخصية

د. إيمان عزمي

إرشادات

قبل البدء ولأغراض دقة النتائج في تحليل شخصيتك يجب مراعاة ما يلي:

- الهدف من هذا الاختبار أثناء الفصل الدراسي هو اختيار مجموعات العمل قبل البدء في مشروعات العروض التقديمية المطلوبة في المقرر الدراسي، كما سيساعدك في التركيز على نقاط القوة وتلافي نقاط الضعف في مجموعة العمل الخاصة بك، استعد لمناقشة النتائج أثناء ومد لوالتها في القاعة الدراسية.
- الأسئلة التالية طرحت في الأصل بفصل دراسي، ولذلك فإن معظمها يتحدث عن جو الدراسة وفي محيط الجامعة.
- اختار الإجابة التي تعكس اعتقادك أنت، وليس ما ترغب في أن يعتده الناس عنك.
- تحرى الصراحة والصدق في الإجابات، سيساعدك ذلك قبل أن يساعدنا على تحديد المهام المناسبة لك في المجموعة.

الجزء الأول				
1	E	أفضل الدراسة مع مجموعة من زملائي/ زميلاتي	I	أفضل الدراسة لوحدي
8	E	عندما أدرس مع غيري، معظم استيعابي يكون من خلال مشاركاتي وطرحي لآرائي في المجموعة	I	عندما أدرس مع غيري، معظم استيعابي يكون من خلال الاستماع لأفكار وآراء الغير
3	E	عندما أدرس مع غيري، أقدم عدة آراء بسرعة بمجرد تفكيري فيها حتى وإن لم أتأكد من صحتها	I	عندما أدرس مع غيري، أرائي الاي أقدمها إلا عندما أفكر فيها جيدا
4	E	عندما أبدأ العمل على مشروع ما، أبدأ بالعمل فيه مباشرة ثم أفكر بالنتائج	I	عندما أبدأ العمل على مشروع ما، أفكر فيه وأحلله جيدا قبل أن أبدأ بالعمل فيه
5	E	عندما أدرس أو أعمل لوحدي أحتاج لأوقات للراحة ولا أتضايق لو قاطعني أحد أثناء دراستي.	I	عندما أدرس أو أعمل لوحدي يمكنني البقاء لأوقات طويلة دون راحة ويضايقني جدا لو قاطعني أحد
6	E	عند عرض معلوماتي، أفضل أن أثبت وجهة نظري وأقنع بها زملائي/ زميلاتي	I	عند عرض معلوماتي، أفضل أن أشرح وجهة نظري فقط للعلم دون محاولة للإقناع.
7	E	أحب أن أعرف ما الذي يتوقع الناس مني إنجازه	I	أحب أن أضع لنفسي قواعد وطموحات خاصة بي.

هذا الاختبار ودليله المفتاحي منشور على صفحة د .إيمان عزمي العامة في الفيسبوك على الرابط التالي:
https://www.facebook.com/E.A.eman.ahmed.azmi/posts/737704149600618

الجزء الأول		
رقم السؤال	الحرف	الحرف السائد
1		
8		
3		
4		
5		
6		
7		

✓ الكلمة المفتاحية لشخصيتي هي:

هذا الاختبار ودليله المفتاحي منشور على صفحة د .إيمان عزمي العامة في الفيسبوك على الرابط التالي:
https://www.facebook.com/E.A.eman.ahmed.azmi/posts/737704149600618

Institution: Yahia Fares University **Topic: Dream Jobs**

Student Teacher: Abdelkarim Benahmedi

Date: 10th of April, 2019

Lesson Sample 01

STAD (Assignment 01)

Stages	Teacher's Activities	Students' Activities	Resources and Materials	Time
presentation	The teacher starts the lesson by asking his students 'what kind of work they would like the most?'	Students answer were like 'a teacher' related to their field of study		15 minutes
	The teacher presents the lesson, ask students about the ongoing events in Algeria	Students raise their hands and answers 'manifestations'		
	Has this protest finished yet?	No		
	Which tense do we use when we talk about actions that starts in the past and still not finished	Past simple		
	Are you sure, when do we use the past simple?	To talk about actions that finished in the past		
	The teacher now gives them the answer and clarifies that the tense that we use to talk about actions that happened before now and still continues to the present is the "Present Perfect".			

	Could you give other examples? What is the form of the present perfect? Then we form a sentence like this "The protest has started since February" Or "The protest has lasted for three months"	The students give some examples. Have/has + Past Participle of the verb		
Practice	The teacher delivers the reading assignments and questions related to each of the targeted four parts 1- Grammar 2- Everyday English 3- Vocabulary 4- reading	Each member will work on his part and write them in a sheet of paper	Oxford Advanced Learners' Dictionary Sheet of papers pencils	20 minutes

Production	The teacher asks the members to stop and take turns to answer and explain their required part to their team mates	Each member has to listen carefully to his mates and take notes After finishing that, the students give the answers in a form of one group answer covered all the four parts. The students write their names and submit their answers to the teacher.		20 minutes
correction	The teacher corrects the answers on the white board.	Students interact with the teacher		15 minutes
Test	The teacher gives a Test in a form of multiple choice questions related to the four parts	Students work individually without interaction		10 minutes
Correction	The teacher collects the papers and give the correct answers the Test.	The students interact with the teacher while answering the test		10 minutes

Institution: Yahia Fares University **Topic: Dream Jobs (02)**

Student Teacher : Abdelkarim Benahmedi

Date : 17th of April, 2019

Lesson Sample 02

STAD (Assignment 02)

Stages	Teacher's Activities	Students' Activities	Resources and Materials	Time
Ice-breaker	The teacher starts the lesson by asking his students about the previous lesson The teacher check on students understanding of the present perfect form by asking 'Could you remind me of the present perfect form?' or 'How do we form the present perfect?'	Student's answers vary from one to one, but all of them were correct. The students gave correct answers		5 minutes
Presentation	The teacher asks the students about the kind of job they hate the most? **Have** you <u>ever</u> **been** in a boring job before? Here the question is important to trigger student answers In indirect way, the teacher shifted to ask one student by saying her name and asking her "Amina, <u>have</u> you	The students give answers. Yes, I **have been** in a boring job <u>for</u> three weeks.No, I **have** <u>never</u> **been** in a boring job <u>before</u> or 'I **haven't been** in a boring job'. Not <u>yet</u>		10 minutes

	attended the retake exam yet". The teacher interferes to ask" could you please give me a full sentence" The teacher emphasizes on the use of the negative and **Yet**	I **haven't attended** the retake exam yet.		
Practice	The teacher deliver the reading assignments and questions related to each of the targeted four parts 1- Grammar 2- Everyday English 3- Vocabulary 4- reading each member will work on his part and write them in a sheet of paper	Each member will work on his part and write them in a sheet of paper	Oxford Advanced Learners' Dictionary Sheet of papers pencils	20 minutes
Production	The teacher asks the members to stop and take turns to answer and explain their required part to their team mates.	Each member has to listen carefully to his mates and take notes After finishing that, the students give the answers in a form of one group answer covered all the four parts. The students write their names and submit their answers to the teacher.		20 minutes

correction	The teacher corrects the answers on the white board.			15 minutes
Test	The teacher gives a Test in a form of multiple choice questions related to the four parts	Students work individually without interaction		10 minutes
correction	The teacher collects the papers and corrects the Test.	Students interact with the teacher.		10 minutes

The teacher corrects the assignment (2), fill-in the points they obtained in the STAD model and classifies them according to their ranks, collect them and make the TPPD, after that, the teacher calls the winner groups at the beginning of the third session (10% change from the first assignment to the second one), they get chocolate bars, those who made progress less than 10%, they obtained small chocolate bars, and candies for the groups who made less than 5%. The teacher delivers the rewards at the end of the session in small bags.

Date (Assessment 01) : …… *Lesson (01) :* ……...

Date (Assessment 02) : …… *Lesson (02) :* ……...

Student Teams-Achievement Division (STAD)

Team		Assessment 01		Assessment 02	
	Student	Rank	Points	Rank	Points
1	1				
	2				
	3				
	4				
2	5				
	6				
	7				
	8				
3	9				
	10				
	11				
	12				
4	13				
	14				
	15				
	16				
5	17				
	18				
	19				
	20				
6	21				
	22				
	23				
	24				
7	25				
	26				
	27				
	28				
8	29				
	30				
	31				
	32				

Student Teams-Achievement Division (STAD)

Team Differences

Team	Team Points Assessment (TPA) 01	Team Points Assessment (TPA) 02	Team Points Actual Differential (TPAD)	Team Points Percentage Differential (TPPD)
1				
2				
3				
4				
5				
6				
7				
8				

1- TPA = Total scores of team members
   Example: Team 01= (1+2+3+4)

2- TPAD = TPA02 – TPA01
3- TPPD = TPAD/ TPA01* 100

Less than 5% change = A candy for each member

Less than 10% change = Small chocolate bar for each member

10% change = Chocolate bar for each member

Institution: Yahia Fares University **Topic: Just Imagine**

Student Teacher: Abdelkarim Benahmedi

Date: 24th of April 2019

Lesson Sample 03

TGT

Stages	Teacher's Activities	Students' Activities	Resources and Materials	Time
Presentation	The teacher starts the lesson by "if anybody comes late, I will expel him" and he will never be able to attend again. How do we use the conditional type I? When do we use the present simple? The teacher appraises the students answers and clarifies more by stating that we do not only use the present simple, but we rather call it present tense, we can use (present simple, present continuous, present perfect, present perfect continuous) in the if clause.	The students answer: in order to form conditional type I, we use of present simple in the if clause and the future simple in the main clause Here, the answers vary from "we use it to talk about scientific facts" to "talk about probable actions".		15 minutes

	Concerning the main clause, the teacher explains that we do use only the future simple, we can also use imperatives and modal auxiliaries. The teacher provides examples by using base and strong adjectives and how to make suggestions. The teacher provides examples focusing on three points in the main clause: Future simple, imperative, or the use of modal auxiliaries (may, shall, can) alternatively			
Practice	The teacher deliver the reading assignments and questions related to each of the targeted four parts 1- Grammar 2- Everyday English 3- Vocabulary 4- reading		Oxford Advanced Learners' Dictionary Sheet of papers pencils	15 minutes

Production	The teacher asks the members to stop and take turns to answer and explain their required part to their team mates,	Each member has to listen carefully to his mates and take notes After finishing that, the students give the answers in a form of one group answer consists of all the four parts. The students write their names and submit their answers to the teacher.		15 minutes
correction	The teacher corrects the answers on the white board.			10 minutes
Tournament	The teacher designs a game in which each member within a group will be responsible for his answers and compete with other team representatives having the same task to answer as quickly and correctly as possible. The scores he will get will make a difference for all group members.	Each student will be responsible to answer one part similar to the one taken before. Each member will work on his part and will do his best to answer it quickly and correctly better than the representatives of other groups; each one's score will be added to the score of his group mates. Students will have to write their answers in a sheet of paper and submit it to the teacher which he will number them according to the time they spent in giving the correct answer.		25 minutes

Group Recognition	The teacher corrects the papers and fills in the scores in the TGT score model, each member's points will be added to his teammates within the group and receives a total score. Group scores will be classified and the winner will take a reward.			10 minutes

Date: …….

Lesson: …….

Team Games Tournament (TGT)

Team	Team Representative		Team Representative		Team Representative		Team Representative		Teams total points
	Time	Points	Time	points	Time	Points	Time	Points	
1									
2									
3									
4									
5									
6									
7									
8									

20 points 1st place; **18 points** 2nd place; **16 points** 3rd place; **14 points** 4th place; **12 points** 5th place;

10 points 6th place; **8 points** 7th place; **6 points** 8th place

Institution: Yahia Fares University **Topic: Relationships**

Student Teacher: Abdelkarim Benahmedi

Date: 3rd of May 2019

Lesson Sample 04

Jigsaw II

Stages	Teacher's Activities	Students' Activities	Resources and Materials	Time
Presentation	The teacher deliberately ask question like this, where are the others? Are they protesting? Today is Wednesday, They must be protesting. Or they can't be because normally, students' protest is on Tuesday. Isn't it?	Yes, they are		15 minutes
Practice	The teacher delivers the reading assignments and questions related to each of the targeted four parts 1- Grammar 2- Everyday English 3- Vocabulary 4- reading	Each member will work on his part and write the answers in a sheet of paper	Oxford Advanced Learners' Dictionary Sheet of papers pencils	20 minutes

Production	The teacher asks the members to stop and move to the experts group in which they discuss what they have and deepen their understanding of his part.	They take notes and refine their misconceived notions with their interactions with other members in expert groups.		20 minutes
Correction	The teacher asks the students to write their answers and point of views if existed, then to submit their required parts in a sheet of paper to the teacher.	After finishing that, each member goes back to his seat and explains to his team mates his required working part.		15 minutes
Test	The teacher gives a Test in a form of multiple choice questions related to the four parts in which they work individually without interaction.			10 minutes
correction	The teacher collects the papers and give the correct answers to the Test.	Students interact with the teacher to give answers.		10 minutes

Institution: Yahia Fares University **Topic: Dream Jobs**

Student Teacher: Abdelkarim Benahmedi

Date: 10th of April, 2019

Lesson Sample 05

Interpersonal Competition

Stages	Teacher's Activities	Students' Activities	Resources and Materials	Time
Presentation	The teacher starts the lesson by asking his students 'what kind of work they would like the most?' The teacher presents the lesson, ask students about the ongoing events in Algeria Has this protest finished yet? Which tense do we use when we talk about actions that starts in the past and still not finished Are you sure, when do we use the past simple? The teacher now gives them the answer and clarifies that the tense that we use to talk about actions that happened before now and still continues to the present is the "Present Perfect".	Students answer were like 'a teacher' related to their field of study Students raise their hands and answers 'Manifestations' No Past simple To talk about actions that finished in the past		15 minutes

	Could you give other examples? What is the form of the present perfect? Then we form a sentence like this: "The protest has started since February" Or For how long this protest has lasted?	The students give some examples. Have/has + Past Participle The students recognize that the teacher is asking for duration (length of time) , they start counting the months "The protest has lasted for three months"		
Practice	The teacher asks his students to disperse into groups of four or five, the he delivers the reading assignments and the questions related to each of the targeted four parts: 1- Grammar 2- Everyday English 3- Vocabulary 4- reading The teacher promises to give extra marks for those who deliver correct answers (i.e., the ones who get higher scores than his team members).	Students will work on their own and the interaction between them is obstructed. Each student competes with his team-mates in doing the activity Each student is motivated to give correct answers and hide them from his team mates.	Oxford Advanced Learners' Dictionary Sheet of papers pencils	30 minutes

Production	The teacher asks the team members to stop, organize their answers and handed it to him.	The students give the answers Individually covered all the four parts. Each student writes his name on the answering paper and submits it to the teacher.		05 minutes
Correction	The teacher corrects the answers on the white board with the help of his students and explains whenever possible (i.e., when students seem not following).	The students raise their hands and wait for the teacher to allow them to give their answers		15 minutes
Test	The teacher gives a Test in a form of multiple choice questions related to the four parts in which they work individually without interaction.			10 minutes
Correction	The teacher collects the papers and give the correct answers to the Test.	The students interact with the teacher in answering the test		15 minutes

Date: ……. Lesson: …….

Interpersonal Competition

Team	Student	Assessment		The winner
		Rank	Points	
1	1			
	2			
	3			
	4			
2	5			
	6			
	7			
	8			
3	9			
	10			
	11			
	12			
4	13			
	14			
	15			
	16			
5	17			
	18			
	19			
	20			
6	21			
	22			
	23			
	24			
7	25			
	26			
	27			
	28			
8	29			
	30			
	31			
	32			