**The Effect of Task Repetition on Resilience of Introvert and Extrovert EFL Learners**

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**Abstract**

The present study investigated the effect of task repetition on resilience of extroverted versus introverted Iranian EFL learners. For this purpose, 150 female intermediate EFL participants were selected through administration of the standardized Preliminary English Test (PET). Then they were assigned into two groups of sixty, namely control group and experimental group. Then, the Eysenck Personality Questionnaire (EPQ) was administered to the participants in both groups to identify their learning styles. After that, the Connor-Davidson (2003) Resilience Scale was administered to the learners in both groups as a pre-test. Then, the experimental phase of the study began. In control group, the teacher used task based language teaching without any task repetition. On the contrary, in the experimental group, students once performed five distinct tasks during the first five sessions and later they repeated performing the same tasks during the second five sessions. After ten sessions of the treatment, the researcher administered the Connor-Davidson (2003) Resilience Scale once more as the post-test. The results of the study showed that task repetition had a positive impact on resilience and the impact of which was shown to be more significant in extrovert learners than in introvert ones.

**Keywords:** *extroversion, introversion, resilience, task, task repetition*