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The effects of personality traits (introversion, extroversion) on interactive attitudes or behaviors of L1 learners in the classroom

Dissertation Submitted to the Department of English in Candidacy for the Degree of Master in Applied linguistic studies

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Abstract

This study attempts to investigate the effects of some personality variables (Introversion\Extroversion) on the interactive behaviors and Attitudes of L1 learners in the English department. The aim of the present research is to show the possible relationship of the afore-mentioned personality features and the learning process with the hypothesis that the more students are Introverts, the more it can affect their classroom performance and their teachers' evaluation.

This study is performed at Yahia Fares University of Medea, involving around fifty participants of the English department L1. As far as the data gathering tools are concerned, Students are tested with the Myers Briggs (MBTI) personality test online, in order to identify their personalities and to arrange them accordingly. The second step takes place in the classroom where a questionnaire is administered to 50 students to determine their introversion tendency and anxiety level respectively. Furthermore, 6 teachers are also asked to answer a questionnaire that identifies their opinions on the effect of these traits on their students and the possibility of these results affecting their evaluation and attitudes. Henceforth, the obtained results prove that the introvert and extrovert learners differ in terms of the way they receive and share information in the classroom, as well as the way they communicate with teachers. While extrovert may use the discussion method with teachers through the lesson, introverts choose to stay silent and listen, also extroverts tend to produce longer sentences and speak loudly and clearly, while introverts use short sentences filled with pauses. As to the third step which concerned teachers' opinions, results show that teachers pay more attention to the extrovert learners as they are more active.

Dedication

First and foremost, this thesis is dedicated to our dear parents, our pillars of strength, who have been helping us along the path to learn and succeed. We are truly grateful for their never ending support and motivation through the battle obstacles in life. A role model does not have to be a famous person, it can be anyone who makes us believe in ourselves, and our role models for today and every day.

After dedicating this work to my dear parents, I, Chaima zouambia, would like to dedicate this work to all introvert students who are being neglected and feeling unappreciated in a world that can't stop talking. Also to Dr. Ayoub Boukhatem for being the teacher who gives life to not only the classroom but also to his students as he motivates them and makes sure to help them realize their potential.

I, Feriel Alili, would like to dedicate this work to the love of my life, my dear husband: Mohamed Islam Boukhadcha. thank you for all the love and secure that you game me when being in my downs, thank you a million times for believing in me, thank you for your support.

We finally, dedicate this work to each one of you, dearest readers.



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In the Name of Allah, the most Gracious and the most Merciful. Allpraises are to him alone for all blesses so that we could accomplish thisthesis. In addition, may peace and salutation be given to the prophet Muhammad (peace be upon him) who has taken all human beings from darkness to the lightnetss.

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General Introduction

Nowadays, Psychology plays an important role in what we do on a day-to-day basis, and this is especially true for students. How they learn a language and incorporate information is directly and indirectly influenced by psychology. Thus, learning a language is a complex process where learners are faced with different challenges at different aspects. It is noticed that even if students share the same classroom and curriculum, deal with the same teacher and task, and even have approximately the same cultural and linguistic background, they perform differently in the language classroom. Therefore, when learning English, students differ from one to another, each individual carries a different personality trait which leads each learner to have his own attitude and behavior in accepting the language he is attempting to learn. Many studies (Al Kaboogy, 2013; Ehrman and Oxford, 2011; Scovel, 2006) have shown that the language learning process is impacted in a way or another with a multiplicity of factors. Additionally, researchers (Sharp, 2008;Shahila, 2012;Levenson1990) have shown that personality as an affective factor influences greatly the language learning process.

In English as a Foreign Language (EFL) environments, learners tend to have different characteristics which may affect their progress in language learning either negatively or positively depending on how the learner integrates within the learning context. One reason for having these different and stable characteristics is related to personality types of individuals; Recent studies showed that not only cognitive factors have an effect on successful second language learning (Ehrman, 1995), but also affective, motivational, personality and other external factors(Oxford & Ehrma,1992) have significant effects on this complex process. In

addition, many studies shed the light on the learner variables, such as gender, age and even family background, which have an impact on learning in EFL context. However, in this study and from that stand point, only one factor, personality traits (Extroversion /Introversion), will be examined. We try to open the door to carry out the present research, in order to determine their effects on interactive attitudes and behaviors of L1 learners in the classroom as well as their effects on teachers' evaluation.

1- Background of the study

Acquiring a foreign language (FL) is a complex process that can be influenced by many factors, one of which is individual differences. These differences for FL learners must be recognized and investigated to see progress with their own learning performance. One of these individual differences is student's personality which is counted among the major factors that impact the second language learning process. Its role in language learning has been the subject matter of a plethora of studies from the beginning of the 20thcentury. In fact, personality has great effects on second language (L2) and foreign language (FL) learning and this is the subject matter of the present research.

As stated previously, learners with different personality traits tend to differ in the process of developing the language, thus, various psychological theories were devoted to personality traits.These factors have been researched since the 1970's. Moreover, different dichotomies have been raised such as extroversion and introversion pairs. It is believed that these personality traits cannot be treated as separate variables influencing the learning of FL.

Extroversion and introversion relate to the general attitude of the learner, which Wakamoto (2000) states that extroversion/introversion is the most important gateway through which we can see whether personality can affect student's L2 progress or not. Hence, it is possible to say that the term "extrovert" defines a person who is an outward-turning and action-oriented, prefers crowded places and entertains himself/herself in social interactions. However, on the other hand, the term "introvert" on the other hand, defines a person who is inward-turning and thought-oriented, enjoy spending time alone and feel recharged from their internal world.

Extroversion/Introversion dichotomy is used mainly to describe how people prefer to respond and interact with the world around them. in addition, it plays a crucial role in affecting student's L2 learning performance. Ellis (1994) stated that extroverts come to do better in acquiring English. However, in some articles (Cunningham, 1968; Enwistle& Welsh, 1969), found the opposite that introverts perform better than extroverts.

2- Statement of the problem

Like many other personality traits, the extroversion/introversion variable has been investigated in the domain of language learning, especially, in English as a foreign language (EFL) contexts, therefore, it is viewed to be a factor that influences the learner's success in the process of learning a second language. Since the personality differ from one another, many psychologists pointed out that teachers should take into consideration this aspect in EFL classrooms. Ellis (2015), as cited in Davies(2004) stated that in research, extroversion appeared to receive great attention by scholars among other traits of personality. In addition,

it is believed to some extent among teachers that the learning performance of extrovert students is better than introverts; thus, another point came in sight, some teachers may tend to pay less attention to the introvert learners which discourage them and make the learning process more difficult to achieve. Besides, if students are less stressed, feeling at ease and encouraged, they do their best to achieve the written and speaking tasks at hand confidently. Despite the fact that little interest has been given to the effect of personality traits (Extroversion/Introversion) on learners' behaviors in the classroom, it is worth then, to investigate the impact of these personality attributes on interactive attitudes of learners.

3- Purpose of the study

The present research is implicitly prompting teachers and researchers to deal with students as individuals and never as classrooms or groups that may have various types of learners. It aims primarily at finding balance between being introvert, extrovert, anxious, hesitant, risk taker and being a second language learner. In other words, this research will attempt to discover to what extent extroversion and introversion are correlated with learning a new language, and how the pedagogy used in higher education is heavily biased toward extroverts. Dealing with such aims, the present research is attempting to drive students, teachers, researchers, and the whole academic community attention to reconsider the role of personality as an affective factor during the language learning process.

4- Research Questions

Based on the research purpose mentioned above, this study will address the following research questions:

1- Can personality traits affect the second language learning process?

2- Can students participate without speaking out loud?

3- How might silence be reframed as a “Productive” or useful contribution to participation in classrooms?

4- To what extent does input-based instruction favor certain personality types (extroversion and introversion)?

5- Is the pedagogy used in higher education heavily biased toward extroverts?

6- Is it very important for students and teachers equally to take into account the dominant personality traits they hold when getting involved in a learning task?

7- Does introversion affect the learners' spoken English production negatively?

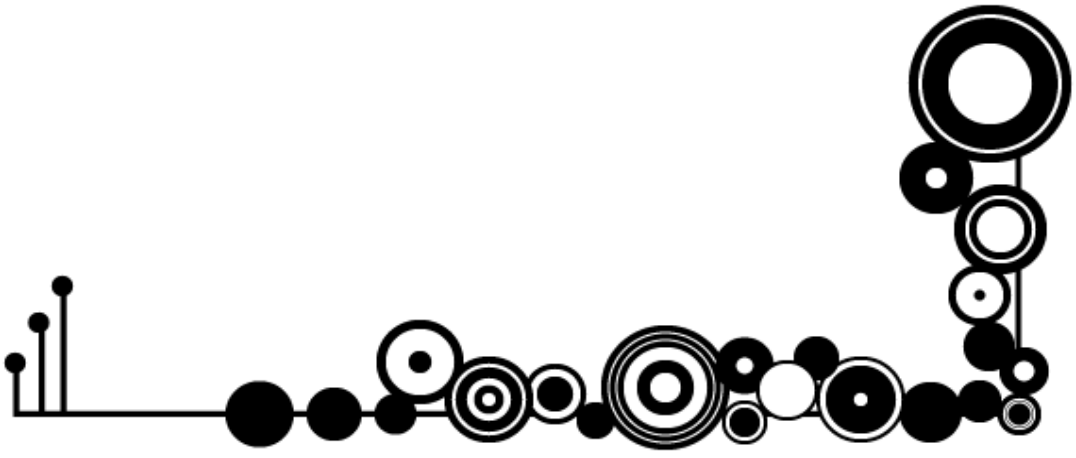
5- Significance of the study

The impact of personality traits on language learning has been investigated in various theoretical and empirical studies. However, because standardized measures and interpretations of subscales in different studies vary, few conclusive results are generated from previous studies in terms of extroversion and introversion in language learning

process (Ellis, 2008). Despite the disagreement between researchers, there have been improvements in the theoretical and empirical literature on the role of personality in language learning in order to apply further research in this area (Dörnyei, 2005). Hence, this study aims to provide more conclusive results in the area of the relationship between extroversion and introversion and language performance in EFL settings. It also indicates the significance of the connection between personality variables and brain processing in language learning and teaching. Finally, it is expected that the results of this study will provide teachers with ways to utilize their students' personality types to design more effective classroom activities and assignments, including methodological choices, recognition of individual differences and improving teacher-student understanding in EFL and English as a Second Language (ESL) classr

Chapter One

Theoretical Framework



Introduction

As a human being, any person shows certain specific patterns of thinking, feeling and acting. They represent who he/she is and provide the basis of their interaction with other individuals. In everyday life we often find people who are called “aggressive”, “jolly”, “happy” and so on. These are impressions of people which we carry with us and use while interacting with them. It is in this sense that the word ‘personality’ is frequently employed, thus, it has attracted the attention of many psychologists in which they have developed various theories of personality as well ascertain tools to assess people's personality.

Personality is a mirror of what a person does and speaks. Essentially, a person’s behaviorreflects his/her personality and informs us about how different he/she is from others. Hence, in the field of acquiring a target language, understanding student's personalities is a necessary step towards creating a good teaching and learning experience.Therefore, personality is counted among the major factors that impact the second language learning.

Although the relationship between personality and many other concepts have been investigated in numerous studies, studies on the relationship between personality and learning are quite limited. However, the close relationship between personality and learning is generally accepted. It is a common sense that mere effort may not be enough for effective learning. Instead of spending too much time on a certain topic, acting according to certain learning styles will make the process more effective. In addition, by using certain learning styles, people can achieve higher motivation in terms of cognition and they can adapt to the learning process better. Considering

that learning styles emerge as habits, the interference of personality trait, which is a relatively more abstract entity, will affect the learning behavior.

Therefore, personality traits serve as preparation in achieving specific objectives or certain situations (Caligiuri, 2000). In other words, personality traits facilitate learning behavior and motivate the person, and these traits are decisive for the person in insisting or giving up (Blickle, 1998). Considering that learning is actually processing information, the most important elements of the process are perception, attention, memory, and thinking. In this context, personality traits seem to have some effects on learning styles, and there seems to be a significant relationship between some personality traits and learning styles.

This chapter is about reviewing the literature on this topic. It sheds light on the concept of personality, personality psychology and its main theories.In addition to that, the personality measurement of the Myer-Briggs Type indicator (MBTI) is discussed briefly. Also, in this chapter we will clarify the underlying major psychological concepts that play a crucial role for the understanding of what is meant by personality variables (Extroversion, Introversion, and shyness) and to explain the main differences between them. Along each personality variable, we will point to its relation with the language learning process.

1.1.1. Definition of personality

Through the history, personality is known as a very hard concept to define because it is a quite elusive concept, and psychologists have disagreed for a long time about a universal definition of personality. Each psychologist defines it according to his/her field of research and depending on their theories. Usually, when we talk about one’s personality, we are

talking about what makes a person different from other people, and perhaps even unique. In this respect, Halsman (2007) concluded that the definition of this term started from a literary meaning which is a “mask” to distinct contemporary and purely psychological definitions. Furthermore, personality is often seen as more or less stable internal factors that make one person’s behavior consistent from one time to another and different from the behavior other people would manifest in comparable situations (Child, 1968). According to another definition, personality is the unique features of every human being; exhibition of characteristic adaptations; unique identifications towards life and a set of cultural differences (Hogan, Hogan & Roberts, 1996; McAdams & Pals, 2006)

In spite of the multiplicity of approaches to the concept of personality, as Haslam (2007) stated, there is a common characteristic of the majority of the psychological denominator definitions of the term. Personality is often seen as a distinctive characteristic of human beings, in which it represents people's psychological differences; and for this purpose, it has been considered as “the pattern of characteristic thoughts, feelings, and behaviors that distinguishes one person from another and that persists over time and situations” (Phares, 1988, p.4).Indeed, authors focus on the fact that personality consists of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. As a matter of fact, all the definitions given to the psychological concept of personality underline a sole fundamental idea with many interpretations. Thus, scholars argue that personality is determined through various views and theories.

At a glance, in the early 2000s, a few influential studies showed that personality traits can and do change, opening up a new area of research at the intersection of personality, developmental, and social psychology. Despite the fact that individuals’ personalities are unique and special like

fingerprints, however, the person's skills, attitudes and behaviors can be changed and developed through his/her life as Alloport (1961) points out that personality: “is a dynamic organization inside the person, of psychological systems that create the person’s characteristic patterns of behavior, thoughts, and feelings” (cited in Carver and Scheier, 2000, p.5). So, according to this claim, personality involves active organization, which is constantly evolving and changing, and which involves motivation and self-regulation. Thus, it is dynamic, not static.

Understanding personality has proved to be a difficult and challenging task. It’s so complex that no single theory is able to cover the total personality. Though personality is such a vague psychological concept that requires a number of books, authors, fields, and specialists to be defined and well understood, we attempt to provide a better understanding of this concept and also to simplify it only to cover the necessary aspects needed to carry out the research in hand.

1.1.2. Personality Psychology

Psychology is such a huge topic and conveying the depth and breadth of the subject can be difficult. As a result, a number of unique and distinctive branches of psychology have emerged to deal with specific subtopics within the study of the mind, brain, and behavior. Moreover, because human behavior is so varied, the number of subfields in psychology is also constantly growing and evolving, thus, each field of psychology represents a specific area of study focused on a particular topic. One of the major branches of psychology is "Personality psychology".

Personality psychology is the branch of psychology that focuses on the study of the thought patterns, feelings, and behaviors that make each individual unique. Since the study of the psychological concept of

personality has a long history in psychology, Pervin and John say: “Personality is the part of the field of psychology that most considers people in their entirely as individuals and as complex beings” (in Dornyei, 2005, p.10). Furthermore, classic theories of personality include Freud's psychoanalytic theory of personality since it has its roots in classic psychoanalytic theory at the beginning of the 20th century (Dornyei, 2005), and to investigate personality as a psychological concept it is compulsory to refer to its main theories and traits as it is going to be shown in the coming sections.

1.1.3. Personality theories

Personality is a broad field that requires various worldviews and scholars’ argumentations. In order to elucidate and better explain the concept of personality, we will introduce the paramount personality theories that attempt to give personality dissimilar dimensions.Initially, since in this section we are referring to personality theories, we should then explain the term "theory". the term "theory" comes from the Greek word *theoria*, which refers to the act of viewing or thinking about something. Hence, a theory is a set of abstract concepts developed about a group of facts in order to explain them. Boeree (2006) defines theory as: “A model of reality that helps us to understand, explain, predict, and control that reality” (p. 5).More specifically, he points out that in the study of personality, such models are often verbal which means that the basic form is with words. In addition to that, a theory of personality is an organized system of beliefs and argumentations that helps to better understand the human nature.

Through the history of psychology, a major debate emerges among researchers on whether the inherited traits or life experiences that play a greater role in shaping one's personality, which is often referred to as the "nature vs. nurture" argument. In this respect, the nature versus nurture debate is one of the oldest issues in psychology.Thus, it centers on the relative contributions of genetic inheritance and environmental factors to human development. Moreover, those who adopt the "nature" perspective of the origin of personality believe that individuals come to life with a personality which is determined by genetics regadless to the role of the environment. On the other hand, the "nurture" view believes that "Personality is not determined by genetics, but rather by a host of environmental forces and personal experiences, such as geography, social-economic status, and parental upbringing" (Simmering, 1998). Today, the majority of experts believe that both factors play a crucial role on influencing behavior and personality development.

Theories of personality vary from one psychologist to another; it depends on their view of personality.They could be biological, cognitive, humanistic, psychodynamic, traits and so forth. Now, we will attempt to introduce each theory briefly in order to illustrate the researcher's chief components of personality.

1.1.3.1. Psychodynamic theory

Personality psychology is the focus of some of the best-known psychology theories by a number of famous thinkers including Sigmund Freud. Some of these theories attempt to tackle a specific area of personality while others attempt to explain personality much more broadly. The recent psychodynamic theory was been heavily influenced by the work

of Sigmund Freud and emphasizes the impact of the unconscious mind with a great importance given to childhood experiences. Freud was the founder of this school and the leader of the perspective, he believed that people are only aware of a small amount of their mind's activities and that most of it remains hidden in their unconscious.Thus, the information in the unconscious affects their behavior, although they are unaware of it. According to Freud, our personality develops from a conflict between two forces: the biological aggressive and pleasure-seeking drives versus the internal control over these drives. Therefore, our personality is the result of our efforts to balance these two competing forces. He suggested that personality has three significant components: the id, the ego, and the superego (Nicholas, 2009). The job of the ego, or self, is to balance the aggressive/pleasure-seeking drives of the id with the moral control of the superego.

The unconscious id contains our most primitive drives or urges, and it is present from birth. Freud believed that the id operates on what he called the "pleasure principle," in which the id seeks immediate gratification. Through social interactions with parents and others in a child's environment, the ego and superego develop to help control the id. The ego, On the other hand, deals with reality demands and uses reasoning to take decisions; it acts according to the reality principal. It is what Freud considered to be the self, and it is the part of our personality that is seen by others. Finally, the superego or the consciousness acts to fix the moral judgments and social rules upon the ego, and it follows the ideal ego (Rathus, 2011). Therefore, Freud's theory argues that personality is based on the dynamic interactions of these components; according to his theory, personality development is reached through fixed psychosexual stages and he believes that adult personality may be the result of childhood

experiences (Boeree, 2006).Adler (1911) agreed with Freud on the role of childhood in forming one's personality and especially birth order. Hence, personality is shaped as the drives are modified by different conflicts at different times in childhood (during psychosexual development), and according to the psychodynamic theory, events that occur in childhood can remain in the unconscious, and cause problems as adults. Adler (2013) believed that birth order had a significant and predictable impact on a child's personality, and according to him, the first-born children have inherent advantages due to their parents recognizing them as "the larger, the stronger, the older" in which it gives them the traits of "a guardian of law and order". Henceforth, the second-born children are constantly in the shadow of their older siblings.They are incessantly "striving for superiority under pressure," driven by the existence of their older, more powerful sibling. While the youngest children operate in a constant state of inferiority. They are constantly trying to prove themselves, due to their perceptions of inferiority relative to the rest of their family. Finally, the only children, according to Adler, are also an unfortunate case.Due to their being the sole object of their parent's attention, the only child becomes "dependent to a high degree, waits constantly for someone to show him/her the way, and searches for support at all times". Hence, this is only a brief review to indicate the psychodynamic view of personality development.

1.1.3.2. **Humanistic Theory**

Among the well-known theories of personality is the humanistic theory that deals exclusively with the human behavior. Humanistic psychology is a perspective that emphasizes looking at the whole individual and stresses concepts such as free will, self-efficacy, and self-actualization. Furthermore, this area of psychology emerged during the

1950s as a reaction to psychoanalysis and behaviorism, which had dominated psychology during the first half of the century. Abraham Maslow, as a leader of the humanistic theory, approached the study of personality psychology by focusing on subjective experiences and free will. He was mainly concerned with an individual's innate drive toward self-actualization which is a state of fulfillment in which a person is achieving at his or her highest level of capability. Moreover, this theory emphasizes that people are positively motivated and progress towards higher levels of functioning;this perspective tends to have an optimistic perspective on human nature (Ewen, 1998). According to the humanistic view, people are responsible for their lives and actions and have the freedom and will to change their attitudes and acts. Maslow and Roger are the pioneers of this view; Rogers, for instance, believes that individuals have an innate self-actualizing tendency which can be promoted or inhibited by the environment imposed on them. Maslow emphasizes that certain basic needs must be satisfied before a person can reach self-actualization or fulfilment (Maslow, 1943). In this respect, Maslow creates a pyramid to illustrate the basic needs for humans ordered according to their importance: physiological needs, safety needs, belonging needs, and esteem needs so to reach self-actualization which is marked by peak experiences and it is the feelings of happiness and peace in life (Boeree, 2006). Roger (1940) has proposed atheory called the "person-centered theory" which draws on clinical case studies to come up with his conclusions. According to his view, the self-concept is the most important feature of personality, and it includes all the thoughts, feelings, and beliefs people have about themselves and he believes that people are aware of their self-concepts (Ewen, 1998). Hence, the concepts central to humanistic psychology are seen in many disciplines including other branches of psychology,

education, therapy, political movements, and other areas. For example, transpersonal psychology and positive psychology both draw heavily on humanist influences.

1.1.3.3. The Behaviorist Theory

The behaviorist theory is another attempt to explain human personality, it argues that human beings are largely affected by their environment which determine their behaviors and so their personalities. Hence, behaviorism emphasizes the role of environmental factors in influencing behavior, to the near exclusion of innate or inherited factors. This theory was developed by B.F. Skinner who believes that there is a mutual interaction between an individual and the external world which determines the behavior (Leal, 1994).Skinner (1945) called his theory radical behaviorism which assumes that behavior is determined by a desire to gain "positive reinforcement" i.e., a reward and to avoid "negative reinforcement" or punishment. Hence, some behaviors are repeated because of reward and others are avoided because of punishments (Grice, 2010). Hence, Skinner's theory is based on operant conditioning, so when the organism is operating on the environments, the organism will encounter a special kind of reinforcing stimulus or simply reinforcement. Unlike the psychodynamic theory that overestimates the importance of childhood in shaping personality, the behaviorist perspective argues that personality develops over the whole life span and people's responses change as soon as they face new situations (Ewen, 2003).One of the major benefits of behaviorism is that it allowed researchers to investigate observable behavior in a scientific and systematic manner. However, many thinkers believed it fell short by neglecting some important influences on behavior such as the role of biological factors. Henceforth, the belief of the

behaviorist theory is very deterministic as far as it views the human acts as results of the impact of the environment (Boeree, 2006).

1.1.3.4. The Social Cognitive Theory

The social cognitive view of personality suggests that cognitive processes such as thinking and judging have a fundamental role in making up one's behavior. This theory focuses on the individual's thoughts as the determination of his/her emotions, behaviors and therefore personality. Many cognitive theorists believe that without thinking, one could have no emotions and no behavior and acts. Precisely, thoughts always come before any feeling and before any action. Social cognitive theory describes how individuals think and react in social situations. Bandura as a social cognitive theorist proposes that the environment causes behavior and vice versa, and he labeled his concept as "reciprocal determinism" (Dumont, 2010). Social cognitive theory favors a model of causation involving triadic reciprocal determinism. In this model of reciprocal causation, behavior, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally. The psychologist Bandura was mostly known in the 70swith his "bobo doll experiment". The experiment involved exposing children to two different adult models; an aggressive model and a non-aggressive one. After witnessing the adult's behavior, the children would then be placed in a room without the model and were observed to see if they would imitate the behaviors they had witnessed earlier. The results of this experiment shows that the children who observed the non-aggressive adult model are less aggressive than the children who observed the aggressive model. Hence, the bobo doll experiment supported Bandura's social learning theory in which it

assumes that learning occurs through observations and interactions with other people.Essentially, people learn by watching others and then imitating these actions. Thus, he identifies his study and results as observational learning, or modeling (Boeree, 2006). Moreover, the bobo doll experiment becomes one of the most interesting examples to illustrate the social cognitive theory of personality. The cognitive theory of personality gains popularity among researchers in terms of application and treatment thanks to its clear belief of the influence of thinking on one's acts and henceforth personality.

1.1.3.5. The Jung's Theory

Jung's personality theory was actually invented to demonstrate the complexity of human personality and its consequences. It was actually developed to label people based on their personality types. This theory was created by the psychiatrist Carl Jung seeking to find one's real being and his goal was for one to truly define oneself and reach what onewas meant to do. He developed this theory based around eight personality types.Furthermore, his notable contribution to psychology was particularly pervasive due to its definition and classification of the introversion and extroversion as the main personality types; we are going to clarify these terms later on because they are counted as major concepts in this study. Jung assumes that an extravert's source and direction of energy expression is mainly in the external world, while an introvert has a source of energy mainly in their own internal world. He called the Extraversion-Introversion preference "general attitude", since it reflects an individual's attitude toward the external world distinguished by the "direction of general interest" (Jung, 1971). Henceforth, in combination with extroversion and introversion orientations, Jung suggests that there

are four functions that make up the eight different personality types. The first two conscious functions are feeling and thinking, but the last two unconscious functions are sensation and intuition.He develops eight different personality types as, extrovert thinking, introverted thinking, extroverted feeling, introverted feeling, extroverted sensing, introverted sensing, extroverted intuitive, and introverted intuitive. Each type is distinguished with certain qualities and individual characteristics (Luttrel, 2009).

Jung's important principle of possessing good motor memory and the ability to respond quickly (D. Fleming, 1992).

1.1.3.6. Trait Theory

The trait theory of personality is one of the major theoretical areas in the study of personality; it suggests that individual personalities are made up of broad dispositions. (Allport, 1961) defines personality as " the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought", in addition to that , personality is explained as the characteristics or blend of characteristics that make a person unique (Weinberg & Gould, 1999). Henceforth, both definitions emphasize the uniqueness of the individual and consequently adopt an idiographic view which assumes that each person has a unique psychological structure, and that some traits are possessed by only one person; and that there are times when it is impossible to compare one person with others. Trait theorists believe that traits are stable and static over time, traits are different among individuals and they influence behaviour (Dumont, 2010). Furthermore, the term trait can be thought of as a relatively stable characteristic that causes individuals to behave in certain ways. And unlike many other theories of

personality, such as psychoanalytic or humanistic theories, the trait approach to personality is focused on differences between individuals. In this respect, researchers develop various models to clarify the trait theory scope, like Allport who assumes that every person is different from others and owns an idiosyncratic uniqueness. Hence, he mentioned two types of traits:

- ***Common traits:*** They are those which are reflected in the behavior of most of the persons in a society or a community or culture. Allport assumes that each community or culture has shared traits among its peoples. These dispositions are culture-bound, we can say individuals of certain culture share some traits and are defined for them (Boeree, 2006). For example. If Xa person shows a trait of cooperativeness in his behaviors in various situations, and if similar behaviors are obtained in a large number of persons from that community or culture, this trait will be considered Common Trait.

- ***Personal traits:*** This refers to the unique characteristics of a person and not shared by other members of the society, community or culture.These traits are inculcated by a person more in the process of socialization and thus many of do's and don'ts of the parents or caregivers become part of the personality and these traits are unique to this individual. Another important aspect is that, these traits are highly consistent and can be seen in almost all behaviours of this individual irrespective of the situation concerned. To give an example, trait of parsimony, is something which an individual will show in almost every aspect of his/her behavior whether he/she is at home, office, school or anywhere else. He/she will for example put off the lights to economize on

electricity consumption. Allport furtherdividedpersonal traits intothreesubcategories:

a) Cardinal dispositions: Traits that dominate one's whole life, often to the point that the person becomes known specifically for these traits, they tend to define a person to such an extent that their names become synonymous with their personality. Like famous people who are known for their traits such as Mother Teresa (religious service), and Mahatma Gandhi.

B)Central dispositions: These general characteristics form basic personality foundations. While central traits are not as dominating as cardinal traits, they describe the major characteristics one's may use to describe another person. For instance, terms such as intelligent, honest, shy, and anxious are considered central traits.

c) Secondary dispositions: These traits of a person are less consistent and less explicit for the person and hence are called secondary traits. The secondary traits are present under specific circumstances and include preferences and attitudes. For example, one person gets angry when people try to tickle him, or a learner who is not normally an anxious person feel nervous before making a speech in front of an English class.

Besides Allport's work, many trait theorists like Cattell, Eysenck, Goldberg who have presented "the 16 Personality Factor Model", "the Eysenck Personality Questionnaire (EPQ)", and "the Big Five" respectively; and others who introduce a multiplicity of models to gather basic personality traits. However, many researchers felt that Cattell's theory was too complicated and Eysenck's was too limited in scope. As a result, the five-factor theory emerged to describe the essential traits that serve as the building blocks of personality. Hence, the 'Big Five' model

has a considerable amount of empirical research that makes it reliable, these big five traits are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Finally, the trait theory of personality is usually criticized for the belief of stability of personality traits over all situations and circumstances, and its prediction of behavior because of one's traits.

1.2. Personality Variables

The previous review of personality theories highlights that it is a complex system made of many variables and characteristics. As they have different facial expressions and hair colors, people vary very much regarding their personality types. Furthermore, it is entirely noticeable that within the same personality there is a multiplicity of traits and factors which make individuals feel and act differently depending on situations they come across.

The Personality variables scope is considered to take the greatest share concerning the present research that attempts to find out the correlation between some personality variables and the learning of spoken English as a second language. The major personality variables that will be discussed now are the difference between extroversion vs. introversion learners, as well as, the difference that exists between introversion and shyness. These variables are selected among others because a plethora of second language studies (van Daele, 2005; Tóth, 2008; Phillips, 2009; Sharp, 2004; Ely, 1986) prove that they have a vital role during the learning process.

1.2.1. Extroversion versus Introversion in education

The traits of extroversion (Extraversion) and introversion are a central dimension in most of human personality theories. These terms were introduced into psychology by the Swiss psychiatrist and psychoanalyst Carl Jung. He defined extroversion as "an attitude-type characterized by concentration of interest on the external subject", while introversion is an "attitude-type characterized by orientation in life through subjective psychic contents". Extroverts prefer to get energy from outside sources or outer world, but introverts prefer solitary activities and the inner world of ideas as the source of their energy. According to Jensen and Ditiberio (1984), it is the first dimension of Jung's system identified a person's general orientation toward life. Extroverts mainly focus their energy outward and tend to interact with people and things. Outer experience (i.e., talking and acting) is so highly important for them that they often begin performing tasks with little planning, then rely on trial and error to complete the task. Since they spend more time dealing with outer experience rather than inner experience (i.e., reflecting and observing), they think most clearly and develop more ideas in action or in conversation. Moreover, they state that introverts mostly focus their energy inward; they tend to consider and contemplate. More cautious about the outer world; they anticipate and reflect before becoming involved in action to avoid errors. When they are alone and uninterrupted by people and incidents, they think best and develop more ideas. Jung also recognizes that most people share characteristics of both introversion and extroversion and fall somewhere along a continuum from extreme extroversion to extreme introversion (Krimgold, 2002). He suggests that everyone has both an extroverted side and introverted side, with one being more dominant than the other.

Regarding education, many works have been done on the relationship between personality types and language learning. In a study, in 1973, Smith, Irey, and McCaulley found that personality types can influence second language learners' attitude and performance in self-paced instruction. Milton and Cranney (1979) conducted a study on the relationship between personality type and learning style in reading comprehension and found a significant relationship between personality types of introversion, intuition, and perceiving and learning style. Besides, Busch (1982) investigated the relationship between extroversion/introversion and English proficiency among the EFL students in Japan. He rejected the hypothesis that the extraverts are more proficient than the introverts. Pazhuhesh (1994), also, examined the relation between extroversion/introversion and reading comprehension among EFL Iranian students. It was indicated that the introvert students were more successful than their extrovert counterparts.

Henceforth, it is very mistaken if we assume that extroverted students are better and more successful than introverted students or vice versa, since each one could fit certain situations and tasks (Ancowitz, 2009). Regarding the objective of the present study, it is of great importance to understand the major distinctions between introverted and extroverted learners.

1.2.1.1. Introvert learners:

According to the Myers-Briggs typology, introverted students tend to focus on internal thoughts, feelings or impressions. They draw their energy from their inner experience. They prefer to study alone with little noise or interruption, they also tend to participate less in classroom, since they prefer to process ideas by thinking to themselves rather than by speaking to others.

Introvert learners are known to be quiet and calm in class as they are usually in their outside life, always spend much time thinking before participating verbally. Because they are often calm, they favor working independently and avoid group work. They are regarded as good listeners who prefer to listen to their classmates' discussions rather than contributing in oral debates. Some teachers and students think that introverts are unmotivated and even bad students as much as they do not show their skills and knowledge in the classroom oral performance. While learners are speaking about certain issue, introverts are quietly processing and thinking of the discussed information. Furthermore, they get energized from their internal world; introverts usually need time to process learned information privately because of that they seem calm and silent. They are often very good at writing assignment because it is a suitable way to convey their thoughts to the outside world.

Introvert learners tend to be more likely to experience anxiety than non-introverts and it can happen mostly when they are suddenly asked to participate in classroom discussions. They experience different stressful symptoms such as: supreme fatigue, loss of language, physical unwellness, disconnection, nervous twitches, breathing difficulty and even stomach problems. However, these symptoms lessen if the introverted students are given a sign before being asked to speak or participate in classroom. Typically, introverts can communicate when they want or when it is necessary, but, more frequently they choose to remain quiet. Processing information varies from an extrovert to an introvert. The former draws upon small amounts of information in his short term memory in developing his thoughts, but the latter recalls thoughts stored in his long term memory to build more complex associations; this is why introverts needs more time, therefore, to develop his/ her ideas and express them (Isaacs, 2009). They have a great power of concentration

and capable to avoid distractions of the outside world; more likely to work deeply and once they finish they give the main results without mentioning the details of what they did (Sword, 2002).

Bush (1976) tried to investigate the relationship between extroversion and college level Japanese learners of English. Even though she could not find a significant correlation between personality and English proficiency scores, a weak negative correlation between extroversion and the section of grammar/vocabulary was found. In her oral interviews with the participants in order to examine personality effects on oral proficiency, she found a significant negative correlation between extroversion and pronunciation, which concluded that introversion was a better predictor in pronunciation. The results of this study also confirmed the results of Swain and Burnaby's (1976), who also pointed out introverts' better performance on pronunciation.

1.2.1.2. Extrovert learners:

Extroverts are known to be sociable, active and impulsive; while the language class is often characterized by speaking opportunities, group works, and continuous oral participation. According to their personality trait, extroverts tend to be participating by raising their hands, giving answers without hesitation even trying to dominate the class talking time. In this respect, Hedge (2000) argues that extrovert learners are more willing to participate, more willing to experiment and take risks. Although their language is not really good for their level, they are usually not afraid of making mistakes and to try to communicate. They are also more likely to join groups and exchange ideas verbally; more inclined to engage in conversations and discussions even if they have a very simple background about the scope of the discussed topic. Reviewing the same qualities of extroverts on class, many authors (Naiman et al, 1978;

McDonough, 1981) claim that more sociable learners are more likely to talk, join groups, participate in class, to volunteer and engage in practice activities, and practically more likely to maximize language use-opportunities outside and inside the classroom by using language to communicate (Skehan, 1989).

Extroverts are more interested in what is happening around them than in their own thoughts and emotions. Specifically, extroverts inevitably seek stimulation outside themselves, and their orientation of energy is toward the outer world (Myers, 2003). Eysenck (1991) suggests that extroverts are less easily distracted and that is why they are better equipped to performance under stress, namely they are better at engaging in language study by lowering their anxiety levels. These arguments are also supported by classroom teachers. Lightbown (2013) suggests that many classroom teachers are convinced that extrovert students are more successful in second language learning than their introvert counterparts, especially in terms of being superior in their communicative ability.

1.2.2. Shyness versus Introversion

Shyness and introversion have long been confused. Some people who are introverted resent being called shy, and vice versa. Others use the two terms interchangeably.

Yet many psychologists argue that there is a major and compelling difference between the two states. According to Louis A. Schmidt, director of the Child Emotion Laboratory at McMaster University, “though in popular media they are often viewed as the same, we know in scientific community that, conceptually or empirically, they are unrelated”. Introverts can choose to be social and interact with others; they often just don’t want to. Shy people can’t make that same choice

without a high cost. Sophia Dembling, author of “the introvert’s way”, puts it more succinctly: “introversion and shyness get confused because they are both related to socializing, but lack of interest in socializing is very clearly not the same as fearing it”. In other words, people can get therapy for shyness, but not for introversion.

There is a shared bias in our society against both traits. The mental state of a shy extrovert sitting quietly in classroom may be very different from a calm introvert, the shy person is afraid to speak while the introvert is overstimulated. However to the outside world, the two appear to be the same, and neither type is welcome.

Shyness has been defined as a personality trait that is characterized by anxiety, fear of new and different social situations, and reluctance to take action because shy people feel awkward and nervous among other people (Cheek & Buss, 1981). According to Cordon and Ruth-Sahd (2013), shyness can hamper the development of social skills, potential capabilities, creativity and responsiveness in social interaction with others, and, thus, shy people might be considered unsociable or unfriendly by other people. There is also considerable evidence that shy people tend to be nervous and averse to social interactions (Leary, 1983a,b), including in personal conversations (Buss, 1980).

Psychologists have also found that shyness and introversion do overlap, meaning that many shy people are introverted, and vice versa. There are several reasons for this overlap. For one thing some people are born with “high-reactive” temperaments that predispose them to both shyness and introversion.

1.3. The relationship between personality attributes and learning styles:

The source of the relationship between personality and learning styles is based on the Theory of Personality Types Carl Jung (1927) (Ekici, 2013). Personality traits and learning styles are so intertwined with each other that personality shapes an important aspect of learning style. Learning strategies do not work on their own but are directly dependent on the learner's learning style and other personality variables (Cohen, 1996; Sadeghi, November, Tan & Abdullah, 2012). According to Schmeck (1988), learning styles should be considered and evaluated in the context of the overall personality factors such as introversion-extraversion, mindfulness-thoughtlessness, self-esteem, self-competence, productivity, anxiety and motivation (Schmeck, 1988). Studies in the literature (Busato, Prins, Elshout& Hamaker,1998; Fallan, 2006; Furnham, Jackson & Miller, 1999; Kolb, 1984) showed that personality types have effects on learning styles.

Research on the role of personality in the learning process has increased rapidly especially in the last 20 years (Sadeghi et al., 2012; Threeton& Walter, 2009). For example, in a study conducted by Furnham (1992), statistically significant relationships were found between Kolb's learning style scores and psychoticism, neuroticism and extroversion (Furnham,1992). This shows that the main factors of personality are closely related to learning styles. In another study, Highhouse&Doverspike (1987) examined the relationship between college students' learning styles and personality types. In this study, Kolb's learning styles scale was used, and a significant relationship between learning styles and personality types was found (Highhouse&Doverspike, 1987).

Furnham and his colleagues (1999) have also addressed the relationship between personality and learning styles. In this study, learning styles are classified as, active (flexible, open minded, optimistic), thoughtful (careful, thorough, thought-filled), theorist (logical, rational, objective) and pragmatic (practical, realistic, system), and the relationship between certain personality types and learning styles is also examined. The results of this study indicated that extroverted personalities have active, persistent and a relatively honest personality; and thoughtful, introspective and theorist personality types appeared to have low levels of psychosis. On the other hand, participants with pragmatic learning styles were found to be extroverted. As a result, a strong correlation was observed between personality types and learning styles (Furnham et al., 1999).

In another study, a positive relationship between open and extroverted personality traits and active-minded and responsive-intuitively learning styles was found. Specifically, a positive interdependent relationship was found between the extraversion and active-cautiousness and openness and sensitive-intuitive features (Sottilare, 2006).

In another study conducted by Rashid (2012), the participants were divided into four groups based on their learning styles as accommodating, converging, assimilating and diverging and the relationship between assimilating learning style and personality traits was examined. In the study, it was concluded that agreeable personality trait was associated with assimilating type of learning style (Rashid et al., 2012). Kamarulzaman (2012) examined the relationship between personality-learning styles in the related literature and came to the conclusion that personality has effects on learning styles. He stated that extroverted individuals are particularly suitable for accommodating learning style.

1.3.1. Learning Styles

It is very hard to come to an agreement on definitions of concepts that are directly related to human beings. When it comes to define learning, which is innate in human nature, it is even harder to come up with one universally accepted definition (Shuell, 1986). However, there are common points in the statements trying to define human learning.

First of all, learning involves some changes in behavior that result from experience (Taylor &MacKenney, 2008) and that endures over time (Schunk, 2012). Lafrancois (2000) restricts the definition by claiming that we can talk about learning if a relatively permanent change is not the result of fatigue, maturation, drugs, or physical injury. From these different perspectives we could deduce that learning is a relatively permanent change in human behavior that happens over time as a result of natural experience that people go through.

Research has shown that learning style shows a linear relationship between academic achievements. For example, while there is a positive relationship between deep learning and academic averages, superficial learning has a negative relationship with exam results (Chamorro-Premuzic and Furnham, 2008). Accordingly, to demonstrate the best learning style, a variety of learning style approaches have been developed. The best known among these is Kolb (1984)'s approach to learning styles. According to Kolb, learning is composed of two intersecting dimensions namely concrete experience (reflective observation, active experimentation), and abstract conceptualization; and four types of learning styles are mentioned namely, diverging, assimilating, converging, and accommodating (Busato et al.,1998; Gencel, 2007). There are also four types of learners:

1.3.1.1. Visual Learners

Visual Learning is one of the four different learning styles popularized by Neil D. Fleming in his VAK model of learning. The visual learning style means that people need to see information to learn it, and this "seeing" takes many forms from spatial awareness, photographic memory, color/tone, brightness/contrast, and other visual information. Naturally, a classroom is a very good place for a visual learner to learn. Teachers use overheads, the chalkboard, pictures, graphs, maps, and many other visual items to entice a visual learner into knowledge.

1.3.1.2. Auditory learners

Auditory learners retain information best when it is presented through sound and speech. They generally remember what their teacher says and readily participate in class. They are good listeners and often very social, which means they can sometimes get distracted from the lesson by everything *else* going on in the classroom. Auditory learning methods range from studying with voice recordings to memorizing vocabulary words by inventing short songs (D. Fleming, 1992).

Students who prefer auditory learningover tactile or visual will be focused on listening instead of seeing, reading, or physically trying in order to learn. They like to hear things in order to process the information best, which is often a good option for classroom *learning*.

1.3.1.3. Reading-Writing learners:

Sometimes known as the second visual modality for learning, reading and writing is a learning style where individuals are able to absorb and retain the most information through reading and writing text, versus imagery and symbolism. The primary means of learning for reading/writing learners are through reading lecture notes, writing essays,

reading through textbooks, writing notes, etc. The reading/writing learners prefer to have information displayed in word and text form, as it is easiest for them to absorb and store for future use (D. Fleming, 1992).

Teachers and students tend to lean towards reading/writing learning styles. The ability to read and write well are qualities in a person that are highly sought after, especially by employers, project leaders, and post-secondary institutions. As well, the modalities in which reading/writing learning styles present themselves are very common within the school system, and easy to replicate and distribute (D. Fleming, 1992).

1.3.1.4. Kinesthetic learners:

Kinesthetic learning is a style of obtaining information. Kinesthetic learning's primary premise is that a student learns best when shown simulations, presentations and videos or when moving around in a hands-on environment. Similar to tactile learning, which emphasizes the likes of drawing, touching and building in educational circumstances, kinesthetic learning stresses full-body movement to process new information, for example, pacing back-and-forth while memorizing or drawing flowcharts and underlining notes while tapping legs. Moreover, these learners understand best with concrete or real-life examples.

Kinesthetic learning refers to the need for movement and realistic, situational examples when acquiring information. Part of the VARK Modalities (visual, aural, read/write, kinesthetic) that describe the different ways students acquire information, kinesthetic learning is often best suited to situations like role plays, field trips, hands-on projects and competitions, with learners typically

1.3.2. Language learning at the department of English in the Algerian universities

English is deemed to be the second foreign language in Algeria after French, and the interest of learning English has become higher and higher through the last 20 years. It has long been stated that English is a compulsory subject introduced in the Algerian public schools; all children are required to attend English lectures along the middle and secondary schools. At middle schools from the first to the forth year, learners attend about three classes of English per week. At that level, children learn basic English Grammar, vocabulary, practice reading and writing.

In addition, private schools and international centers are widely provided in Algeria to teach English according to the learners' levels, choices, needs and objectives as well such as "El Hourouf International School of Algiers", "Hope land Institute" in Cheraga and others. In the majority of private schools, learners are required to pass through an entrance examination to detect their level. Learning English is different from a learner to another according to their goals. Some would like to learn English to pursue their studies whereas others need it to travel and live in English speaking countries. On the bases of such choices and to answer these needs, different private schools develop different programs, for instance, schools to teach English for business, for aviation, communication, medicine and so forth. Among young people it is more spread; they use English informally in their emails, phone messages, in their daily conversations and jokes.

As it is reviewed previously, English appears as a foreign language in Algeria and to be specialized in English one should attend university. This is the key objective of that part in the research, i.e. to clarify the learning of English as a field of specialization at the university level, in Algeria.

There is a number of universities throughout the country, especially in big cities like Algiers, Oran, Constantine, Béjaia, Stife and many others. Approximately, in each university there is a department of English where students could study English as their own major of specialization.

Algerian universities experience two different systems, the classical regime and the LMD system over many fields. As far as English learning is concerned, we will demonstrate the procedure following the LMD system.

1.3.2.1. Under the LMD system

The LMD is a system newly introduced into the Algerian higher education structure. It is designed to meet the various imperatives stated by the national and international contexts, and is geared towards achieving a more functional system. The main objective of changing the system of teaching in our educational system at the university level is to create an overall innovation within the Algerian universities to permit them follow the flow of real foundations that are adequate with the evolution of not only scientific research and educational techniques, but the world as well (Idri, 2010). The LMD regime started to be applied in the flow of the academic year (2004/2005) and not all universities agreed to start applying it. It was only applied in certain universities as Béjaia, Constantine and Mostaghanem. We shall first introduce the three phases of the system. LMD is made of the "Licence" with 6 semesters (three years of study and the equivalence of the BA i.e. Bachelor Degree), a "Master" degree of two years (4 semesters) is the second phase whereas the last period is the "Doctorate" studies of three years of research (6 semesters) (Idri, 2010). It is a semester-based credit system involving courses and examinations, to succeed and pass from one year to another, this system contains new regulations like "teaching units" and "credits".

As far as the English learning is concerned, students in their first and second year attend classes of different modules such as oral expression, written expression, Grammar, phonetics, linguistics, literary texts, culture of language, methodology, ESP, computer sciences, French as a foreign language, and recently psychology.

In spite of the fact that language learners share the same learning environment, teachers, classmates, time, and material; they have personal qualities and individual behaviors while learning a foreign language (FL). This research attempts to prove the impact of some personality variables (extroversion, introversion) on the English learning.

It is not surprising that our culture, which tends to favor extraversion, would also have an educational system that tends towards an extraverted teaching style such as the LMD system. This style tends to favor group work, grading for participation, discussions to brainstorm ideas and 'active learning'. While there is certainly merit to many of these activities, the way that they are often structured discourages participation of introverted students and favors the participation of extraverted students. With introverts making up an estimated twenty five to forty percent of the population, the individual learning of introverts may be adversely impacted with such approaches (and arguably the broader learning of a class may also be negatively impacted as the class only benefits from hearing one third to one half of the students in the class (Cain, 2013).

The way the LMD system is set up tends to reward extroverts.They have the advantage in participation grading since they rarely experience anxiety attacks, they raise their hands to answer questions and take charge of group projects. Unlike introverts who have a difficult time being put on the spot and rarely participate.

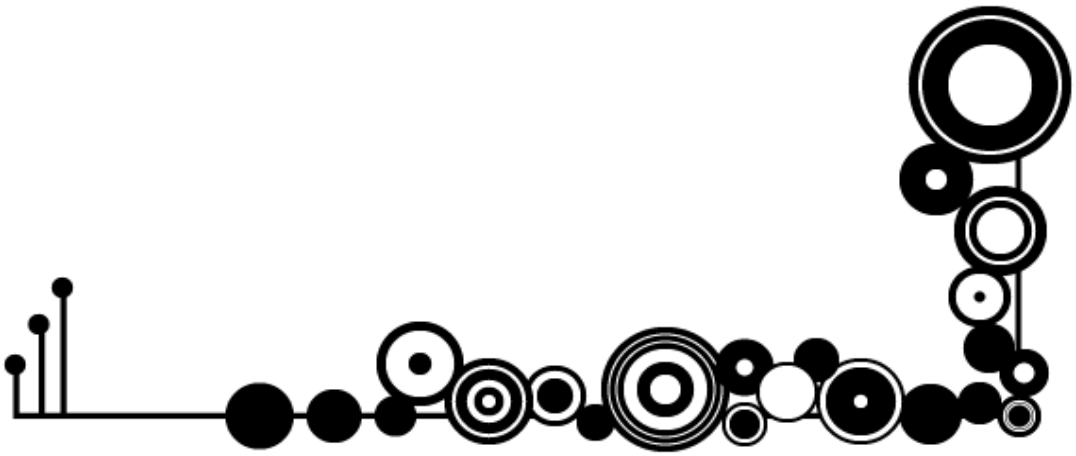
A classroom participation grade generally rewards students who are active communicators. Sometimes, it even includes a teacher's perception of students' behavior. It may help teachers to "manage" the class and perhaps compensate for students who struggle in other areas; thus, the student who works hard, but continues to fall short on tests, may find a grade increase when class participation factors in. What for many expressive students provides a boost, for introverted students creates a barrier. The quiet learner who finds traditional classroom discussion challenging may be penalized by a teacher who interprets introversion as disinterest or silence as confusion about the content.

However, introverted or quiet learners may have various reasons why they don't participate as actively as their more extroverted counterparts. Some quiet learners include students from cultures that do not expect them to challenge their teachers' ideas, ask questions, speak without prompting or debate with peers. Other students might simply value listening and thinking as much as participating in discussions. The spontaneous nature of some discussions may be difficult for introverted learners who need time to process ideas before sharing them with a group (Cain, 2013). personality being represented by one type from two opposing types is featured strongly in the models developed by Isabel Briggs Myers and her mother Katharine Cook Briggs. Essentially, they developed Carl Jung's theories into a usable methodology and system for understanding and assessing personality in order to make it an easier way for people to use Jung's description of personality types in practical daily life. Practically speaking, they introduce a scale known as the Myers-Briggs Personality Type Indicator (MBTI) and it is one of the most famous personality theories out there. The MBTI instrument contains four separate indices (extroversion and introversion, sensing and intuition,

thinking and feeling, judging and perceiving),and it classifies people into 16 different groups based on these four different Jungian preferences. An individual's preference affects not only what they attend to in a particular situation, but also how they draw conclusions about what they have perceived. The different combinations of the four preferences give 16 unique combinations each of which has its own personality characteristics (Henry, 2002). Besides this classification, scholars are always carrying out studies to simplify the human personality concept. Consequently, another personality classification emerged to adopt a new scale, it is called "Type A and Type B personality "and developed by Meyer Friedman (1950). This type of personality test concerns how people respond to stress.Moreover, type A personality is characterized by a constant feeling of working against the clock and a strong sense of competitiveness. Individuals with a Type A personality generally experience a higher stress level, hate failure and find it difficult to stop working, even when they have achieved their goals. Finally, other classifications were viewed like "face reading type theory" and "behavior prediction based on past actions", these were highly criticized because they lack scientific validity and empirical framework.

Chapter Two

Methodology



Introduction

The major goal standing behind this chapter is to reveal the research design and the methodological issues concerning the progress of this study. Through a detailed description of the research terms, we start reviewing all the practical steps to collect data. Therefore, we will describe the research setting, participants, and instruments. Besides the definition of each used tool, a detailed identification of the research instruments' administration and description takes place. Furthermore, it is of great importance to refer to what extent the present research is valid and reliable.

2.1. Research design

A research design is a plan, structure and strategy of investigation to find answers to the questions presented in a study (Ogula, 2005). The methodological approach adopted in this study is the quantitative design. Creswell (2009) claims that quantitative research methods focus on measurements that are objective, with statistical analysis or numerical data collecting. Briefly, Aliaga and Gunderson (2000) define quantitative research as: "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)" (in Muijs, 2010, p. 1). The aim behind choosing the quantitative method is based on the nature of the research and the purpose of conducting it. The main question that is aimed to be answered is whether or not the personality traits affect the interactive attitudes or behaviors of L1 learners in the classroom, as well as its effects on teacher evaluation.

2.2. Research setting

In carrying out research, it is of great importance to specify the environment or the place where it has taken place. The role of a research setting contributes chiefly in assuring the validity of a given study.

The present research was carried out in the English department of Yahia Fares Universtiy, Medea. More precisely, the investigation took place inside the classroom of L1 which is the frequent academic place where our research participants learn spoken English.

2.3. Participants

The population of a study basically refers to the total number of people in the form of thorough headcount of all elements the findings of the study seek to represent (Sekaram, 2003). Our target population for this research was first year students in the English department of Yahia Fares University. Total number of students in this population was approximately 200 students. However, we chose to work on a small and specific sample and then to generalize the results on all the population. Denscomble (2010) defined the term "sample" as a small and specific part of a whole population that gives knowledge and conclusions that reflect the whole population. Our sample consists of 50 students, aged between 18 and 19. These students followed different streams in their secondary schools like literary studies, foreign languages, scientific stream and so on. Our sample is made up of two groups among 4 groups studying First year.Along with the students, we also selected 5 different teachers of 1st year classes, teaching oral, writing and grammar.

The rationale behind selecting 1st year is based on some facts. We are investigating the effects of some personality variables on the behaviors of students in classroom and their evaluations. From that stand point we see

that our research is basically psychological more than pedagogical. Hence, we are attempting to select students who are still in the process of growing to know more about themselves and their surroundings.

For the above-mentioned reason, selecting 1st year students is believed to be the most appropriate sample that fits the aim of our investigation focusing on indicating the impact of some personal and psychological features on the attitudes and evaluation of English learners. The subjects are Algerian students learning EFL; their first language is Arabic which is very different from English. Thus, they use Arabic and French in their daily life, while in classroom English seems the language of communication at least with teachers and the material studied while with their classmates, they most probably use Arabic. This is only to expose a general image of our sample daily linguistic behaviour.

2.4. Research gathering tools

This study consisted of two major measurements: Myers-Briggs Type Indicator® (MBTI) and Psychographic Questionnaires.

2.4.1. The Myer-Briggs Type indicator (MBTI):

Different psychologists identified different personality traits based on different theories. In order to better understand individual learners' personality traits, many researchers have employed the Jungian personality traits measured by the Myers-Briggs type indicator (MBTI) (Matthews, Deary & Whiteman, 2003).

The MBTI is originally developed by Katharine Cook Briggs and her daughter Isabel Briggs Myers; the creation of the indicator started during World War II, when they believed that knowing people personality type would help them select jobs and occupations that suite their personalities

and preferences (Quenk, 2009). The MBTI was developed in the mid of the 20th century based on Carl Jung theory of personality type, as Myers and McCaulley (1985) mention, the MBTI is a means to implement Jung's psychological type theory. Its mechanism focused on measuring individuals on four dimensions comprising of opposite pairs: Extraversion/Introversion (E-I), Sensation/Intuition (S-N), Thinking/Feeling (T-F), and Judgment/Perception (J-P), resulting in 16 possible psychological types (Carducci, 1998). Each type is introduced by a four-letter code. For example, INFP would identify a person with introversion, intuitive, feeling, and prospecting personality.

- **Extroversion and Introversion:** Extraversion (E) and introversion (I) dichotomy deals with the way people prefer to attain energy and focus their attention.
- **Sensing /Intuition (S/I):** this dichotomy expresses how people prefer to grasp and interpret knowledge and collect information from the world around them.
- **Thinking/Feeling (T/F):** the present dichotomy is entirely used to demonstrate how individuals prefer making decisions i.e. express how some people rely on objective thinking to come to conclusions and others prefer to use their feelings and take into account special circumstances.
- **Judging/Perceiving (J/P):** the last but not least dichotomy presents how people are dealing with the outside world, some are judgmental and others are adaptable.

2.4.2. Psychographic Questionnaire:

Psychographic questionnaires are used to study and classify people according to psychological criteria like their attitudes, aspirations, values,

lifestyle, and personality. The word psychographic comes from the word psyche, the human soul, spirit, or mind, and graphics, to give a clear and effective picture.

The purpose of choosing psychographic questionnaire is to reach the data we seek, because through their answers, students and teachers will point indirectly to the way they behave in some contexts, the way they prefer to learn or to interact with others and their preferred methods of participation in class. Therefore, all their responses will be interpreted according to our research scope and hypotheses. In other words, the main objective of this questionnaire is to indicate the extrovert students and introvert ones in our sample, and to present their preferable ways of learning which are related to their types of personalities.

2.5. Data analysis producers

In the previous section, we have mentioned the different instruments used to collect the research data. As aforementioned, there is MBTI test, two questionnaires for students and teachers and the last but not the least one is classroom observation. Therefore, each one of these tools needs to be analyzed differently comparing to others.

2.5.1. Analysis of the MBTI test:

The purpose of the use of MBTI test is to differentiate between extraverted and introverted students. 50 participants were asked to take the test online, their personality type was identified through a specific scale:

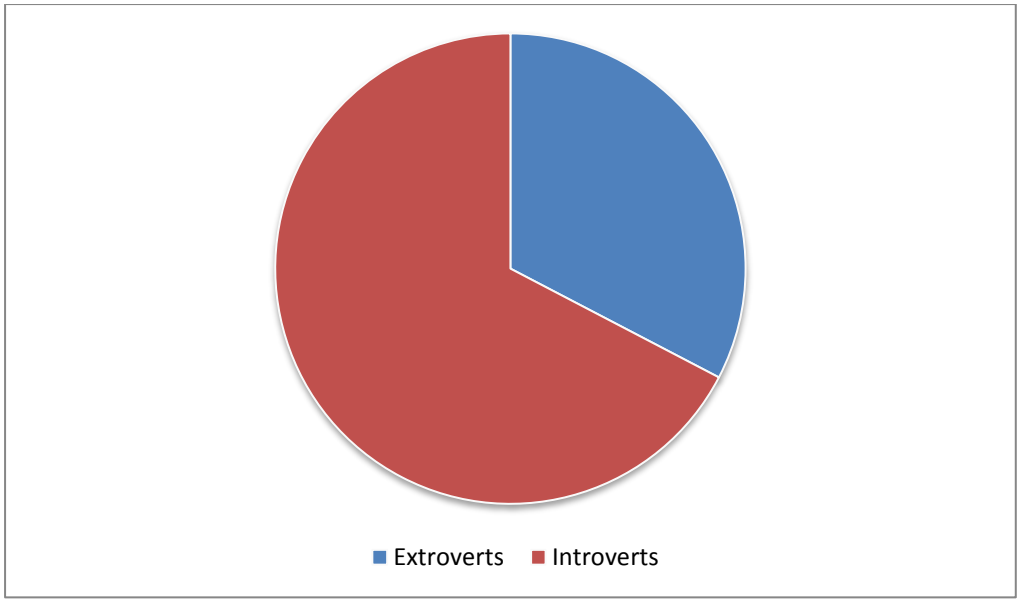


Figure 01: Extroversion and Introversion results

As shown in the pie chart, the dark red represents the 34 students who were identified as introverts, while the dark blue represents the 16 students who were extroverts. This proves that there are more introverts in the classroom than the teachers think.

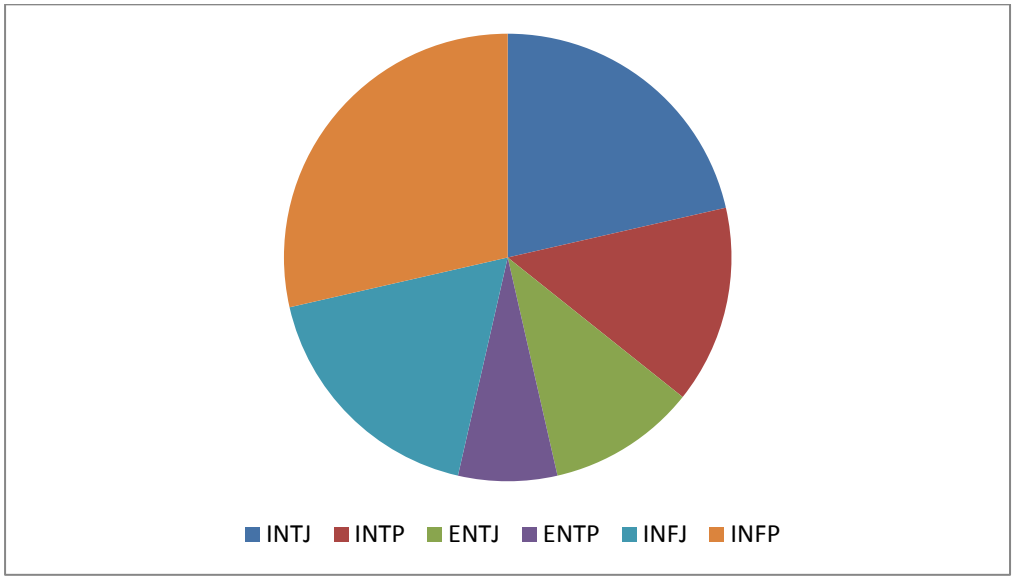


Figure 02: Personality types results

From the results given in this pie chart, INFP and INTJ personality types are the most common among the students unlike ENTP.

INFP: is someone who possesses the Introverted, Intuitive, Feeling, and Prospecting personality traits. These rare personality types tend to be quiet, open-minded, and imaginative (16Personalities n.d).

INTJ: is a person with the Introverted, Intuitive, Thinking, and Judging personality traits. Their inner world is often a private and complex one(16Personalities n.d).

INFJ: is someone with the Introverted, Intuitive, Feeling, and Judging personality traits. They tend to approach life with deep thoughtfulness and imagination. Their inner vision, personal values, and a quiet, principled version of humanism guide them in all things (16Personalities n.d).

INTP: is someone with the Introverted, Intuitive, Thinking, and Prospecting personality traits. These flexible thinkers enjoy taking an unconventional approach to many aspects of life (16Personalities n.d).

ENTJ: is someone with the Extraverted, Intuitive, Thinking, and Judging personality traits. They gather information to construct their creative visions but rarely hesitate for long before acting on them (16Personalities n.d).

ENTP:is a person with the Extraverted, Intuitive, Thinking, and Prospecting personality traits. They tend to be bold and creative, deconstructing and rebuilding ideas with great mental agility. They pursue their goals vigorously despite any resistance they might encounter(16Personalities n.d).

2.5.2. Analysis of the Students Questionnaire

As it is already mentioned in the previous chapter, this questionnaire seeks to determine the students' types of personalities. Therefore, we will analyze the most important questions in order to highlight the number of frequencies and options students selected.

Q1: what are you more into?

This question objective is identifying in which situation students feel more comfortable when they are working with group of people or individually. It intends to make students think which one of the two situations looks more comfortable and suitable for them. As a result, many students say that they feel more comfortable if they work individually, the following table will show the results of 50 students.

Option	Frequency
Individual work	30
Group Work	20

Table 01: Students' working in class

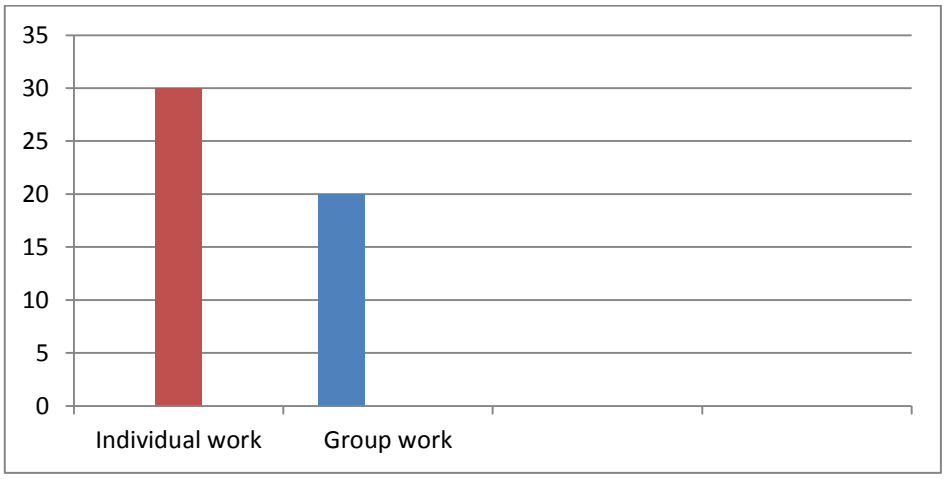


Figure 01: Students' working in class

Q2: Do you find it difficult to participate in classroom activities?

Introvert people usually do not speak until they are asked to; this is why this question is posed to detect who would like to participate freely as usual extroverts do, and who would not speak until the teacher asks. Many students find it difficult to participate and the table below illustrates the data.

Option	Frequency
Yes	29
No	21

Table 02: Students' participation

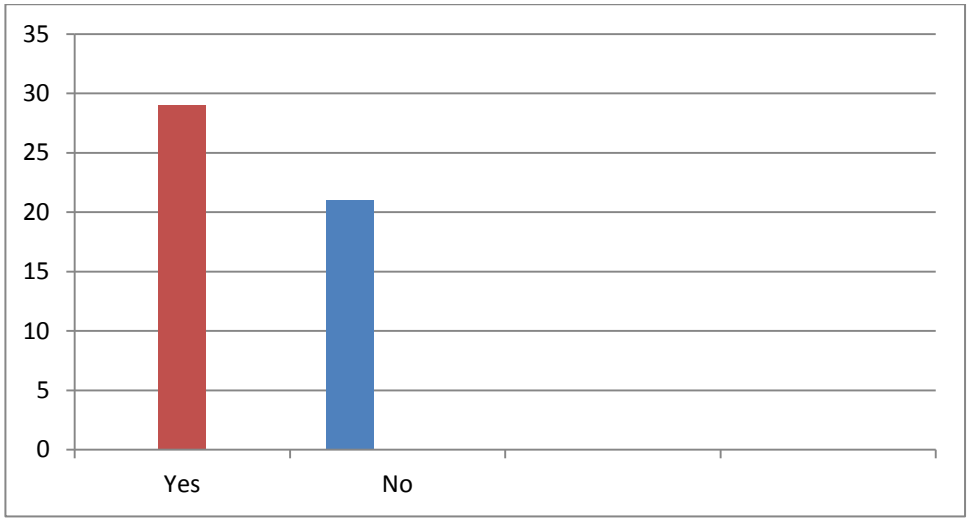


Figure 02: Students' participation

Q3: Are your mark better in:

Weattempted in this question to know if students are able to evaluate themselves. We believe that there is a category of students who do better in written tests/exams than in oral. Therefore, we pose this question to probe who is extrovert, who can do better in oral exams, and who is introvert and feels doing better in written ones.

Option	Frequency
Oral tests	13
Written tests	37

Table 03: Students' performance in exams

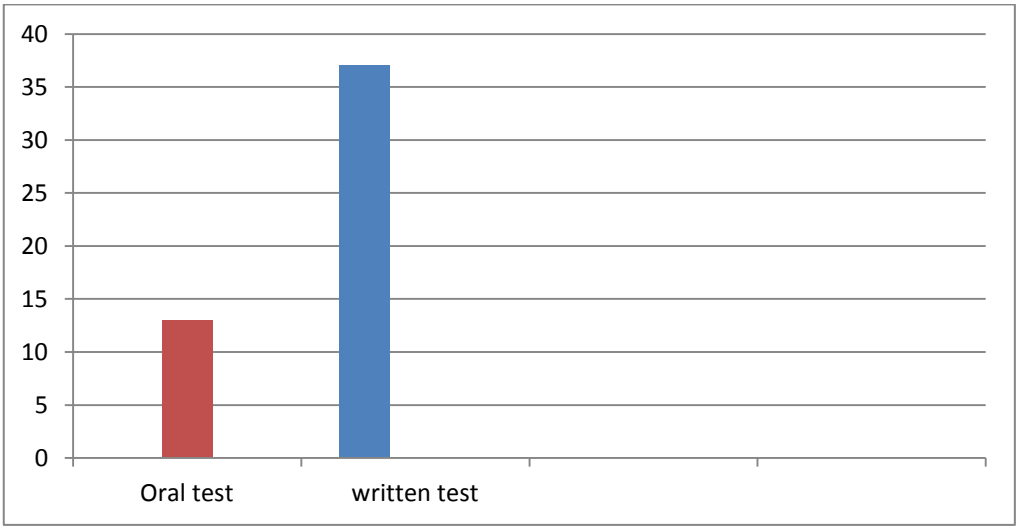


Figure 03: Students' performance in exams

Q4: Under the LMD system, are the two points of participation:

Since the LMD system tends to favor group work, grading for participation, discussions to brainstorm ideas and 'active learning'. This question intends to discover whether this system motivate all students to learn or discourage them and effect their learning process.

Option	Frequency
Conducive	21
Discouraging	29

Table 04: Students' opinions on LMD system

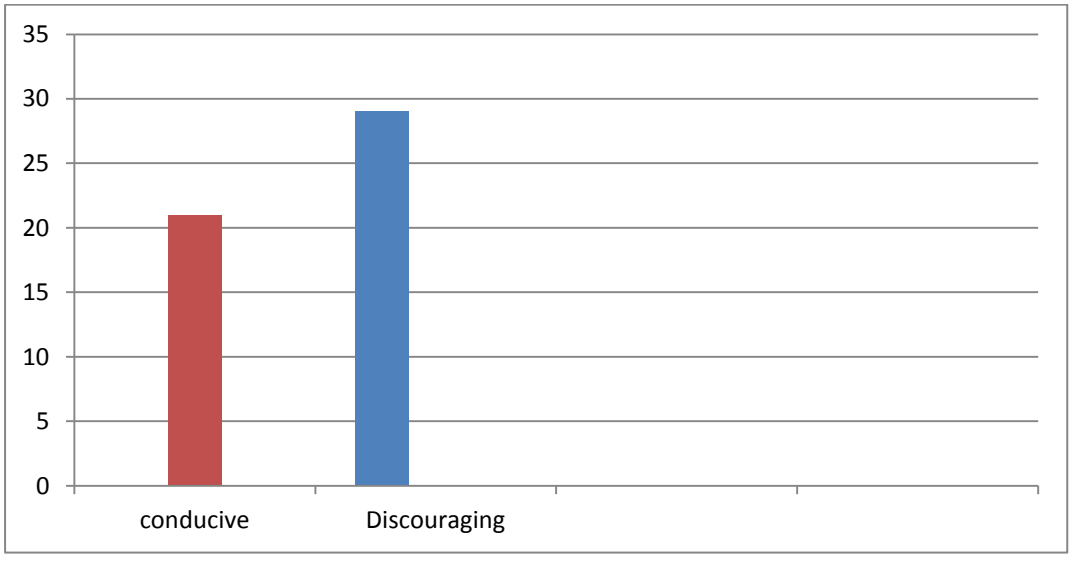


Figure 04: Students' opinions on LMD system

Q5: Are you satisfied with teachers' evaluations?

From this item, we attempt to know how students feel about their marks and whether they aresatisfied or not with teachers' evaluation. Answering this question, students identify different answers and the results show that most of them were "somehow" satisfied and not fully.

Option	Frequency
Yes, I am	13
Not really	12
Somehow	25

Table 05: Students' satisfaction on teachers' evaluation

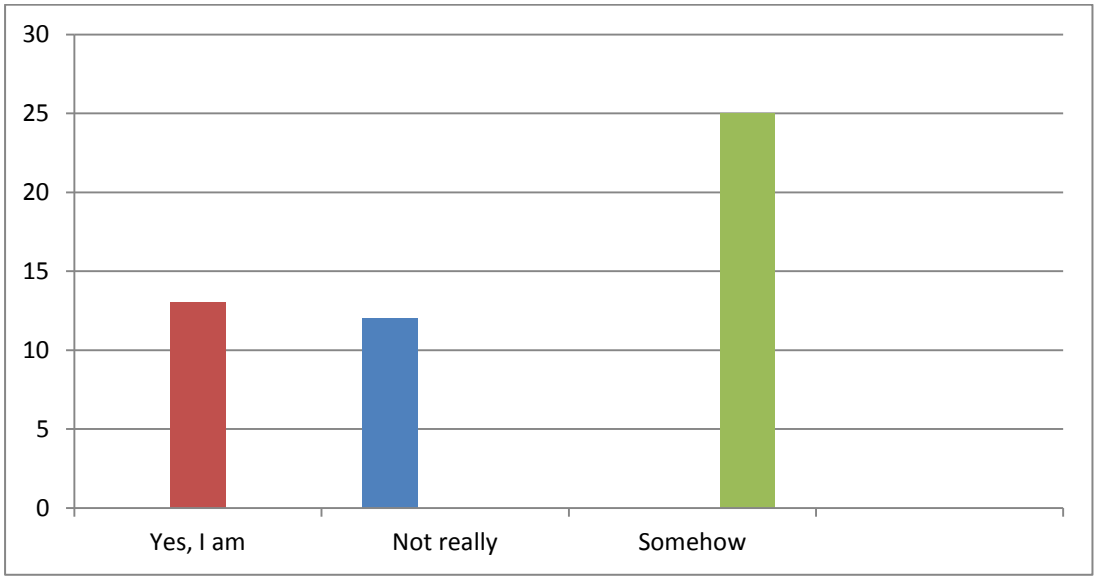


Figure 05: Students' satisfaction on teachers' evaluation

Q6: Do you think your personality traits (extroversion/introversion) are affecting teachers' evaluation?

As previously shown, students weren't fully satisfied with their teachers' evaluation. Therefore, we posed this question to discover to what extent they think their personality traits are affecting the evaluation, and the table clarifies the results.

Option	Frequency
A lot	22
Slightly	14
Not really	13

Table 06: students' personality traits effects.

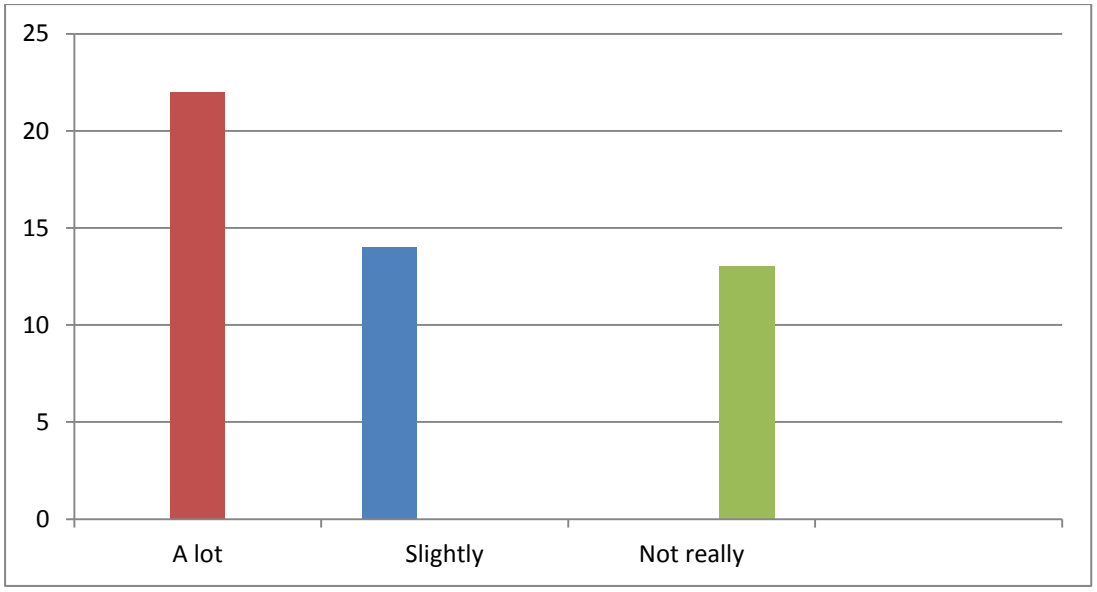


Figure 06: students' personality traits effects.

Q7: During classroom activities, do you feel:

In this question, the students are supposed to reflect their state of being while they participate in classroom activities. In fact, these options are carefully chosen to provide the most common feelings and students' states in class. Practically speaking, the data show that most of them feel anxious while speaking or sharing their ideas in the classroom.

Option	Frequency
Anxious and tongue tied	27
Excited and energetic	23

Table 07:Students' States of participating in classroom activities

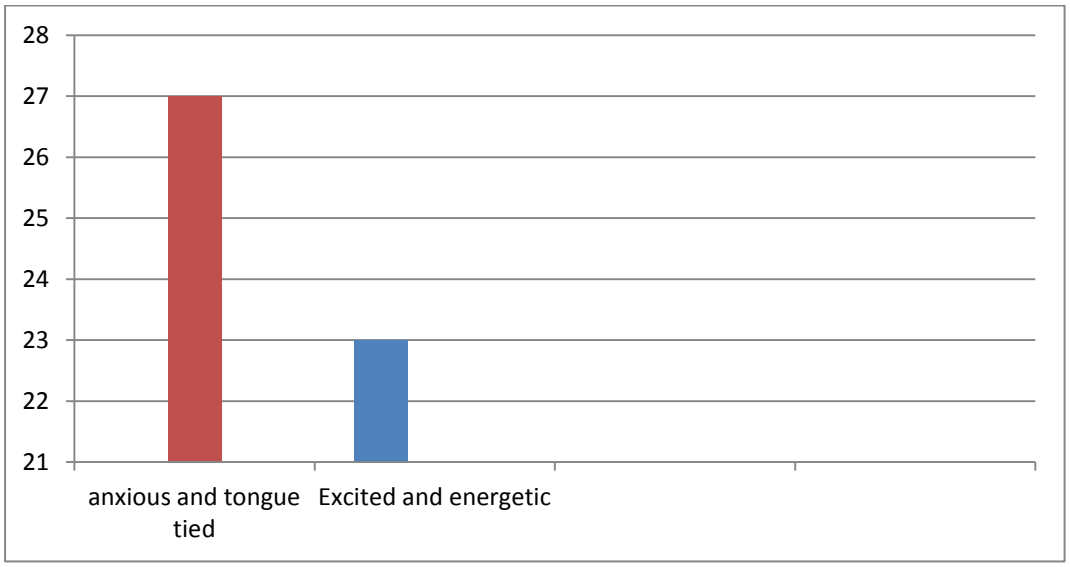


Figure 07:Students' States of participating in classroom activities

Q8: Do you believe that you need more time to process the information before sharing it with your teacher?

This question deals with the students' preferences of behaving in class. It is always believed that language learners have various learning styles (visual, auditory) and several ways of processing the information given to them, that purpose this question is administered; we believe that different students have different ways of working in class. The following table will show that the great majority need more time to process the information before sharing it with teachers.

Option	Frequency
Yes, I believe so	36
No, once I get the idea I directly share it	14

Table 08: Students' processing the information.

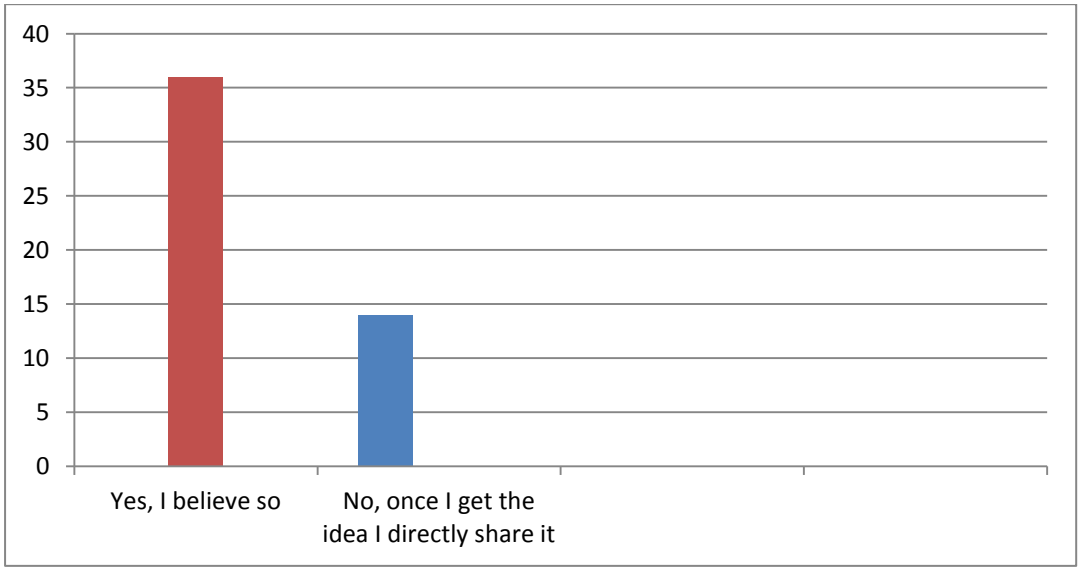


Figure 08: Students' processing the information

Analysis of the teachers Questionnaire

We selected 5 teachers of L1 to answer this questionnaire. The latter seeks to reveal the truth behind students' answers in the previous questionnaire and to test teachers' knowledge about the personality traits.Therefore, we will analyze the most important questions in order to highlight the number of frequencies and options teachers selected.

O1: Are you familiar with the personality traits studies?

This question attempts to discover whether the teachers are aware of having different personalities in the classroom or not. The results show that they didn't have enough knowledge about it as most of them answered.

Options	Frequency
Absolutely	1
Little bit	4
Not at all	0

Table 09: Teachers' knowledge about personality traits.

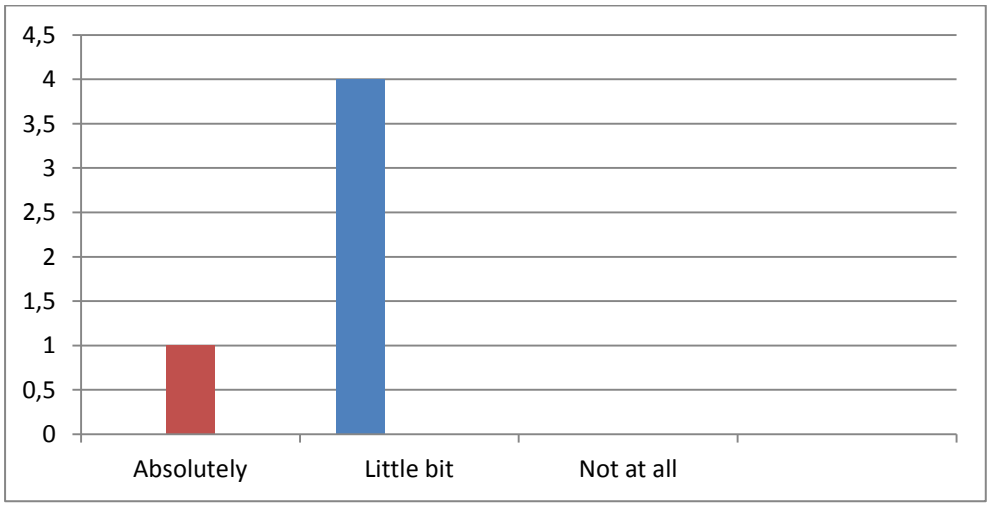


Figure 09: Teachers' knowledge about personality traits.

Q2: Do you think your students perform better in:

The purpose of this question is to ensure the results found in the previous questionnaire. The results were almost 100% similar, as the majority of teachers also agreed that students can do better in written tests/exams.

Options	Frequency
Written tests	4
Oral tests	1

Table 10: Students' performance in tests.

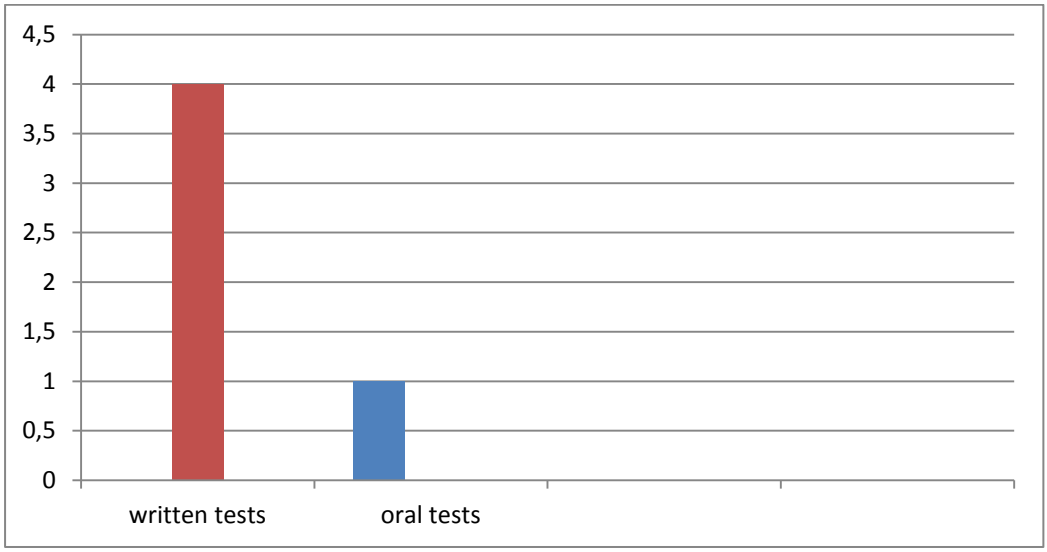


Figure 10: Students' performance in tests.

Q3: Do you evaluate your students according to their participation in the classroom?

While participation marks are a common feature of the modern classroom especially in LMD system, it intends to foster student engagement and critical discussion, but as some students thrive through in-class discussions, others, struggle with the grade value placed on verbal communication. In this sense, this question aims to find out the importance of participation marks in teachers' evaluation. The outcomes in the following table reveal that all teachers in our sample rely on students' participation for grading.

Options	Frequency
Yes	5
No	0

Table 11: The importance of participation in teachers' evaluation.

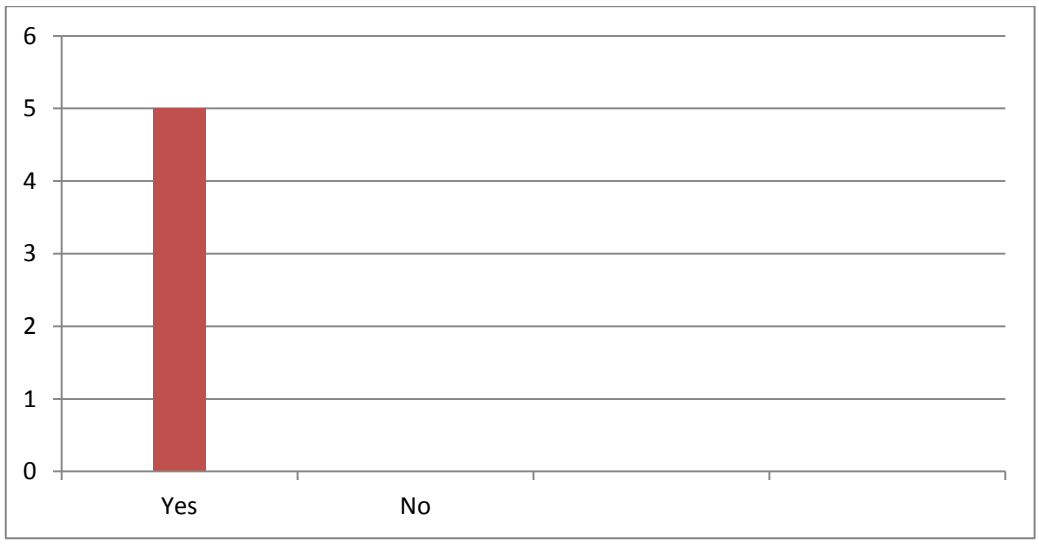


Figure 11: The importance of participation in teachers' evaluation.

Q4: Do you believe that the participation marks affect student's learning process?

Although classroom participation is seen as an important aspect of language learning, it is still proven by some researchers (e.g., Cortazzi&Jin, 1996) that students are poor participants in the language classroom. Gan (2012) claims that students who learn English as a second language (L2) are usually passive and reluctant to speak in a classroom; they have difficulties in communicating and getting themselves involved in any speaking activities conducted during the speaking lessons. Le Thi Mai (2011) asserts that students lack the confidence and are shy to speak in English as they are afraid of losing face in front of their classmates who are more proficient. The students' speaking reluctance influences their participation in language learning and this situation can be considered as a major problem faced by many L2 learners (see, e.g., Mustafa et al., 2010). Therefore, this question aims to figure out if the participation marks are trulyaffecting students' language learning. The results on the table show that 3 teachers agree.

Options	Frequency
I agree	3
I disagree	2

Table 12: Participation marks on language learning.

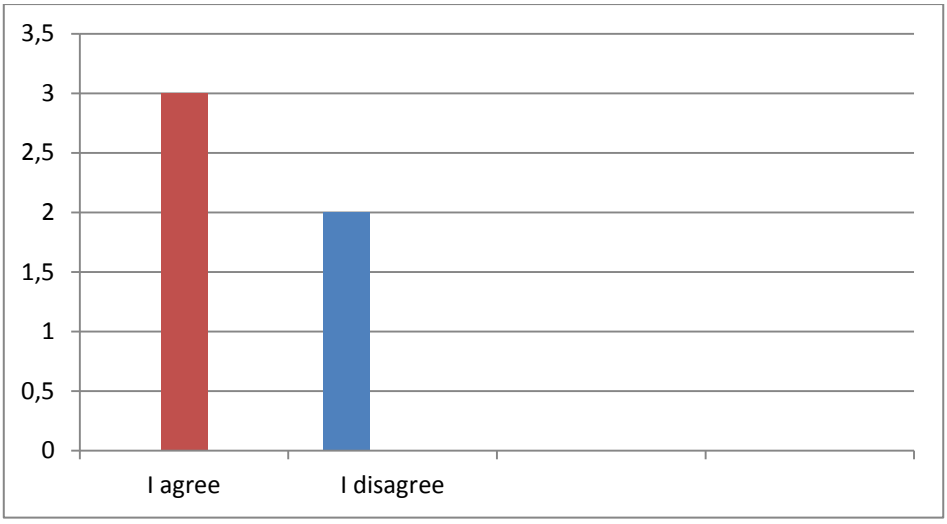


Figure 12: Participation marks on language learning.

Results

This investigation suggests that personality traits (E/I) affect the interactive attitudes and behaviours of L1 learners in classroom. There was evidence for a statistically significant effect of E/I on the students' attitudes and performance in the classroom, in addition to their influence on teachers' evaluation. Therefore, we will attempt to cover the interpretation of the research outcomes and answer the research questions based on the results of the previous section. As well as clarifying a number of useful pedagogical implications that should be applied either to manage one's classroom, to cope with classroom personality differences or to get closer to students.

Along the research data collection and analysis, we found out that students belong to different personality categories if one can say. As far as the research keystone is concerned, we are analyzing two dominant personality dimensions across the research (E/I) and thus, Introversion is classified as the most common trait among students, as much as the data shows that 34 out of 50 students are introverts, the remaining 16 students are counted to be extroverts.The previous outcomes also showed that these two categories are affecting students' attitudes in classroom more than teachers think, 29 of these students agreed that it is difficult for them to participate in classroom activities, and 22 of them believe that their personality traits are affecting teachers' evaluation. The LMD system in the other hand, is also an evidence of the dominance of participation marks in the evaluation. For decades now, universities have made introverts feel like they should always be talking. Class discussions, group projects and constant hand-raising all socialize them into a culture that glorifies extraversion. For many professors, this is conveniently

summed up into a participation mark, and it can be seen in teachers' answers in our sample, as all of them admitted on evaluating their students according to their participation. But what about students that prefer to keep to themselves? Over a quarter of the population is introverted. Mandatory participation marks marginalize the shy and instead serve as easy grades for those to whom speaking comes most naturally. As a result, universities have forced introverts between a rock and a hard place: either participate in class or lose participation marks. However, forced participation doesn't only discourage introverts. When teachers make participation part of the grade, while not promoting a genuinely stimulating environment themselves, they encourage discussion that is not constructive. While participation is designed to fix a lack of discussion, it instead promotes meaningless comments by students who exploit the participation grade.

Participation in class is a noble ideal but its implementation must be more thoughtful. Some introverts have a terrible fear of public speaking. Others fear their answers aren't adequate and are not worth sharing. 36 of the students proved this idea by stating that they need more time to process their thoughts before sharing with their teacher. According to the Social Anxiety Association, social anxiety is the chronic fear of social situations that involve interactions with other people. It often stems from the fear of being judged or humiliated and can manifest in both social and physical symptoms, such as sweating, nausea, and shaking. 27 students pointed that they experience such symptoms while speaking in classroom activities, they feel anxious and tongue tied.

The key to effective and equitable student engagement is flexible pedagogy — whether that means providing alternatives to verbal participation through writing, assigning more group or one-on-one work, or preparing students to speak up so that everyone feels welcome and comfortable voicing their opinion.

Many students believe that teachers are their enemies and universities are a fighting environment where they ought to ask for their rights and defend their opinions. In fact, it is the teacher's job to gain students confidence and guarantee a good and safe atmosphere inside the classroom. That is why, teachers along history attempt to find out effective techniques to manage classrooms and warm up their lectures. But, it is not always successful to make all students involved in the lesson progress; while some learners interact enthusiastically in the classroom exposing all their skills and abilities, others seem very calm and silent. A number of teachers think naively that silent students are less intelligent, careless, absent minded or simply reluctant or unwilling to participate in the class discussion. In a way or another, teachers cannot tolerate students' silence which can be problematic particularly for SLA teachers, and this is deeply explained by Tsui (1996) who has argued that "Many educators dislike or are afraid of silence and…… feel very uneasy or impatient when they fail to get a response from students (….). This dislike or fear is quite understandable, for silence can disrupt not only a lesson but also the deeply held personal construct of the participants in that lesson about the particular learning that ought to be taking place. Implicit in those understanding are assumptions about who has the power, and what that power consists of in the teacher-learner relationship" (Granger, 2004, p.115).

Therefore, it is of great importance for teachers to understand their students' personality nature and, should be equipped pedagogically about how to cope with the different personality traits.

Furthermore, the knowledge and awareness of personality type is efficient for both teachers and students: students will develop their natural gifts and strengths that will motivate their involvement, but what is really beneficial is helping teachers in the recognition of individual differences and improving the teacher-learner relationship and understanding. A good teacher-student relationship will make the learning process easy for the teacher to communicate with the student and easy for the student to learn.

Think-Pair-Share strategy:

TPS is a cooperative structure in which partners privately think about a question (or issue, situation, idea, etc.), then discuss their responses with one another. As a relatively simple structure that can be implemented quickly, TPS can be incorporated into almost any form of instruction. It is particularly useful for actively involving all students during lectures. (B. Bennett & C. Rolheiser, Cooperative Learning: Where Heart Meets Mind, 1991, p. 201.)

Kathy Schultz, the dean of the education school at the University of Colorado and the author of *Rethinking Classroom Participation: Listening to Silent Voices*, said the emphasis on giving students extra time to think before articulating their ideas in a whole-class setting is just good all-around teaching. But she's skeptical of the organization's emphasis on personality. Schultz thinks teachers should be able to recognize the ways quiet students think and participate, and she's not just talking about head nodding or eye contact.

“This is about more than just teaching students the cues that are going to make them successful in a classroom,” she said. “There are cultures where listening is more important than talking. We have to get to know who students are.”

Schultz suggests teachers learn to “listen to the silence.” Students are quiet for a whole range of reasons, she said, and labeling them introverts just ends up hindering them in the end. “They may just be thoughtful in a different kind of way,” she said. Schultz’s own daughter was graded poorly in class participation, but it turned out she didn’t feel the need to speak when another student already voiced a similar idea that she had brewing in her own head. “She felt that she didn’t have a unique perspective to add to the discussion,” Schultz said. “That’s valuable. If she’s aiming for a unique perspective then it wouldn’t be productive to push her to talk more.”

Conclusion

In support of the previous sections, this one appears also to reinforce the answers to the main research questions and hypotheses. It also contains the appropriate conclusions the researcher attempts to reach. Thus, great classroom management will necessarily result in having motivated learners. Besides, a multiplicity of different personal characteristics, abilities and skills will certainly spice up the learning atmosphere to seek more challenges and enthusiasm that, in turn, will result in original thoughts and creativity.

General conclusion

.The purpose of the present research was built upon the idea that some students are pointed to as proficient English speakers whereas, others are seen as average or even weak, Although, all of the students share the same teacher, classroom, material, and educational backgrounds approximately. This study attempted to tackle the topic of extraversion and introversion personality types as a continuum in the EFL classes. The prime aim of this investigation was to see whether or not the personality traits (Extraversion/Introversion) affect the interactive attitudes of L1 learners in EFL contexts, as well as its effects on the teacher's evaluation.

Among the multiple and complex individual differences, personality was chosen as a debatable concept to be analyzed throughout this work. Many scholars and investigators have attempted to prove that personality has such an impact on language learning, in considering personality with its multifaceted traits and types. As far as our research is concerned, we have investigated how extraversion/introversion as personality variables affect the process of learning the target language at the university level.

To reach this end, the work was divided into two main chapters. The first chapter dealt mainly with the theoretical background and the concepts, the definitions and previous studies related to personality in general, and specifically the extraversion/introversion variable. The second chapter was the empirical phase of the work where we used two major measurements: The Myer-Briggs Type Indicator (MBTI) in order to classify L1 learners into extraverts and introverts, and also to better understand their personality traits. And the second tool used in this research is a Psychographic Questionnaires for both learners and teachers,

besides the classroom observation. Finally, the data collected from these tools was really helpful to reach the results we seek and to answer the research questions that have been raised.

The findings of this study revealed that the personality traits affect significantly the interactive attitudes of L1 learners as well as the teacher's evaluation. Hence, it is worth pointing out that the learning context is managed by human beings who vary a lot from to another in terms of their personalities. To end with, teachers and learners should be aware of the fact that no global fixed teaching method can be successful to be adopted in all classrooms, but it depends on the teacher, the learner, their personalities, the learning context, the needs, and the interests.

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Appendices

Appendix 1: Student's Questionnaire.

University of Yahia Fares, Medea
Department of English
First Year Students

1- Do you consider yourself an:

- Introvert learner.
- Extrovert learner.

2- Are you more into:

- Group work.
- Individual work.

3- You don't mind being the center of attention:

- Yes.
- No.

4- Do you tend to be more:

- Deliberate than spontaneous.
- Spontaneous than deliberate.

5- You find it difficult to participate in classroom activities:

- Yes.
- No.

6- You feel more comfortable with:

- Oral tests.
- Written tests.

7- Do you easily share your ideas with your teacher:

- Agree.
- Disagree.

8- Do you prefer:

- Staying quiet and listen.
- Speaking and share.

9- During classroom activities, do you feel:

- Anxious and tongue tied.
- Excited and energetic.

10- Are your marks better in:

- Writing exams.
- Oral exams.

11- In the classroom, do you feel:

- Neglected and pushed aside.
- Appreciated and valued.

12- Does your teacher help you realize your full potential:

- Definitely.
- Not really.
- At all.

13- Under the LMD system, are the two points of participation:

- Conducive.
- Discouraging.

14- Are you satisfied with teachers' evaluations:

- Somehow.
- Not really.

15- Do you think your personality trait (Introversion, Extroversion) effect their evaluation:

- A lot.
- Slightly.

16- During classroom presentations, do you get these symptoms?:

- Shaking, dry mouth, rapid heartbeat, squeaky voice and breathing difficulty.
- I don’t have any of these.

17- Do you think teachers are unfair to introvert students:

- I totally believe so.
- I disagree.

18- Do you think teachers favouritise extrovert students and treat them differently:

- I always notice that.
- They treat us all the same.

19- Do you believe that you have great potentials but your introversion is holding you back:

- Definitely.
- Somehow.

20- Are your emotions and efforts validated?:

- Rarely.
- Always.

21- Do you believe that you need more time to process the information before sharing it with your teacher?

- Yes, I believe so.
- No, once I get the idea I directly share it.

Appendix 2: Teachers' Questionnaire.

University of Yahia Fares, Medea
Department of English
First Year Students

1 - Are you familiar with the personality traits studies?

- Absolutely.
- Little bit.
- Not at all.

2 - Can you distinguish between Introvert learners and extrovert learners?

- Definitely.
- Not really.

3 - Do you evaluate your students according to their participation in the classroom?

- Yes.
- No.

5 - Do you think, your students perform better in:

- Written exams.
- Oral exams.

6 - Do you rely more on:

- Group activities.

- Individual activities.

7 - Under the LMD system, are "participation points" :

- Unfair to students.

- Advantageous to students.

8 - Do you help all your students in realizing their potential?

- Definitely.

- Sometimes.

9 - Do you validate your students' emotions and feelings?

- Very often.

- Rarely.

10 - Do you feel closer to the students who speak often?

- Yes, very much.

- Sometimes.

11 - Do you prefer:

- Active students

- All students.

ملخص

تحاول هذه الدراسة التحقق من تاثير بعض سمات الشخصية (الانطواء / الانبساط) على السلوكيات التفاعلية واتجاهات متعلمي المستوى الأول في قسم اللغة الإنجليزية. الهدف من البحث الحالي هو إظهار العلاقة المحتملة لميزات الشخصية المذكورة أعلاه وعملية التعلم مع الفرضية القائلة بأنه كلما كان الطلاب اكثر انطوائية، زاد تأثير ذلك على أداءهم في القسم وتقييم معلميهم.

أجريت هذه الدراسة في جامعة يحيى فارس بالمدية، وشارك فيها حوالي خمسين طالب من قسم اللغة الإنجليزية. بالنسبة لأدوات جمع البيانات ، يتم اختبار الطلاب من خلال اختبار الشخصية مايرز بريجز عبر الإنترنت من أجل تحديد شخصياتهم وترتيبها وفقًا لذلك. تتم الخطوة الثانية في القسم حيث يتم تقديم استبيان إلى 50 طالبًا لتحديد ميولهم للانطوائية ومستوى القلق.علاوة على ذلك، يُطلب من 6 اساتذة أيضًا الإجابة على استبيان يحدد آرائهم حول تأثير هذه السمات على طلابهم وإمكانية تأثير هذه النتائج على تقييمهم ومواقفهم. تثبت النتائج التي تم الحصول عليها أن الطلاب الانطوائيين والمنفتحين يختلفون من حيث الطريقة التي يتلقون بها المعلومات ويشاركونها في القسم، وكذلك طريقة تواصلهم مع الاساتذة. في حين أن المنفتح قد يستخدم طريقة المناقشة مع الاساتذة خلال الدرس ، يختار الانطوائيين البقاء صامتين والاستماع ، كما يميل المنفتحون أيضًا إلى إنتاج جمل أطول والتحدث بصوت عالٍ وواضح ، بينما يستخدم الانطوائيين جمل قصيرة مليئة بالإيقاف المؤقت. بالنسبة للخطوة الثالثة التي تتعلق بآراء المعلمين، تظهر النتائج أن المعلمين يولون المزيد من الاهتمام للمتعلمين المنفتحين لأنهم أكثر نشاطًا.

ربما لو استوقفْنا أحد الطلاب الانطوائيين لنسأله كيف يصنف نفسه على سلم الانفتاح الاجتماعي، فسيحاول لاشعوريا أن ينفي عن نفسه "تهمة" الانطوائية، فالثقافة العامة تعطي الأولوية للمنفتحين في فرص الدراسة و العمل والنجاح، مع أن الإحصاءات تقدر أن حوالي ثلاثون بالمائة من سكان العالم انطوائيين، والعلم يؤكد أن نمط شخصياتهم ليس طبيعيا فحسب بل يحمل الكثير من عوامل القوة والتميز.