YAHIA FARES UNIVERSITY OF MEDEA

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH SECTION

The Influence of Teaching Strategies on Enhancing Oral Fluency of Extrovert and Introvert Students. A Case Study of students of English at Yahia Fares University

Dissertation Submitted in Partial Fulfilment of The Requirements for The Master Degree in Applied Linguistics

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Academic Year: 2021/2022

Acknowledgement

First and foremost, we address praise to almighty Allah for giving us strength, knowledge, ability and the opportunity to undertake this study and complete it satisfactorily.

We owe a debt of gratitude to many people who helped us during the process of writing this thesis. First, we would like to express our sincere gratitude to our respected teacher and supervisor Dr AYOUB BOUKHATEM for his guidance and invaluable help and patience.

Our heartfelt appreciation for the constant encouragement of our beloved parents; mothers, fathers, sisters, brothers, friends; Nadjat Nasri, Sabrina Benlakehal, Selma, Sabrine and Dina and husbands, and every precious member of our families. Thank you so much for your great support that helped us endure the pressure, and for believing in our abilities to complete this study, without you we wouldn't be here.

Finally, we warmly thank all the professors of the foreign languages department at Yahia Fares University for their hard work and efforts over the past five years. We would like to extend our sincere thanks to our classmates for their inspiration and motivation, Thank you all.

Abstract

The present study aims at investigating the influence of personality traits; mainly extraversion and introversion on students' oral fluency. It also describes how strategies of teaching can affect speakers' skills. This study used a mixed method to collect and describe the data. In this regard, 46 EFL learners at Yahia Fares university from different levels were selected to participate in this research. As instruments, students were given the MBTI test to be categorized as extroverts and introverts. Besides, a questionnaire was used to analyze their viewpoint toward the teaching strategies and activities used in speaking classes. In addition to classroom observations to support and maintain the research findings. The results revealed that extraversion and introversion affect students' fluency. Moreover, it demonstrated that extroverts were not affected by the classroom activity since they showed similar performance in all classes. Conversely, introverts' oral fluency was influenced as they showed better results in the conversation class.

Keywords: Oral Fluency, Personality traits, Extraversion, Introversion, Teaching Strategies, Teaching Speaking, Foreign Language Learning.

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General Introduction

1. General Overview

Taking into consideration the importance of the relationship between personality types and learning new languages is a key to a successful teachinglearning process. Learning foreign languages can be affected by several factors; however, personality traits mainly extraversion and introversion are critical factors that affect the students' language skills; speaking, writing, reading, and listening; by improving or weakening them.

Many studies were conducted on the theory of personality types and their influence on the learning process; however, results have been disparate from one society and one particular group to another. Extraversion and introversion are widely discussed topics. Usually, it is referred to extroverts as smarter, more successful language learners because they are better at basic interpersonal communication, and talkativeness which is considered a variable of success meanwhile urging introverts to believe their shyness and quietness should be changed (Leung 2015) to approximate extroverts' performance.

Teachers on the other hand encounter great challenges in diversifying their teaching strategies to be responsive to both their extrovert and introvert students. Furthermore, attention has been paid to the importance of having an overall idea of teaching strategies and studying them not separately but in a larger view including learning situations, aim, and learners' personality differences. John Hattie's (as cited in Orlich et al.,2012) research findings affirmed that teachers are the most important characters when it comes to classroom learning. In this regard, they are asked to manage tasks relying on the individual traits of their students.

2. The statement of the problem:

The existence of different strategies of teaching is one way to reduce the disparate oral performance between introvert and extrovert students. Lack of motivation, passive learning, and slow development of language skills are some outcomes of using less effective teaching techniques toward specific types of learners. Focusing only on the active group of learners and neglecting the quiet ones besides implanting the belief of extroverts being preferred in foreign language classes is an opposing concept to the appreciation of individual differences.

3. Significance of the study:

This study demonstrates the strategies of learning that result in fruitful outcomes in terms of enhancing both introvert and extrovert students' speaking skills. It affirms that using one particular method and applying it on all types of students regardless of their preference leads to oral incompetency thus to incomplete learning.

4. Objectives of the study:

The main purpose of this study is to examine the existence of a relationship between teaching strategies and introvert and extrovert learners' oral proficiency, and how adopting such strategies can help them improve their oral fluency, achieve their learning goals, and help the teacher as well to create a successful teaching/learning environment.

5. Research Questions:

In the study of the influence of teaching strategies on enhancing oral fluency of extrovert and introvert students of English the addressed questions are the following:

1- How do extroversion and introversion personality traits affect students' oral proficiency?

2- What are the teaching strategies used to enhance introvert and extrovert learners' speaking skills?

6. Hypotheses:

1- It is hypothesized that having different personality traits (Extroversion/ Introversion) influences EFL learners' oral fluency.

2- It is hypothesized that the best teaching strategies used to improve extrovert students' speaking are performing tasks while engaging introvert students in interactional activities.

7. Definitions of terms

The present study deals with both strategies of teaching speaking and personality traits presented in the MBTI test namely extraversion and introversion.

7.1- Personality traits:

A personality trait is a distinguishing characteristic of a person's ideas, feelings, and behaviours that distinguishes him or her from others.

7.2- Introversion:

Introverts tend to get their energy from their inner experiences and ideas. (Myers,1998). They are usually people who prefer solitude, they are quiet, conservative, and they think more than they talk, they also choose to write rather than speak, and need to return to their individuality in order to refill their energy. (Dossey, 2016)

7.3- Extraversion:

Extroverts' source of energy is based on the outer world where they emphasize people and objects surrounding them. (Myers, 1998). Extroverts' characteristics include "sociability, gregariousness, assertiveness, engagement in activity, sensation seeking and susceptibility to positive affect" (McCrae & Costa as cited in Dauvier et al., 2019).

7.4- Learning skills:

Learning skills are what we often call the 4Cs which means these skills are related to critical thinking, collaboration, communication and finally creative thinking. They help individuals, especially learners to perform effectively at reading, writing, listening and speaking.

7.5- Teaching Strategies:

Teaching strategies are approaches used to assist students to understand the intended course topics and set feasible objectives in the future, as well as to enable them to develop the correct strategy to interact with the target group. Lawton defines, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". (As cited in Sarode, 2018, p.58)

7.6- Oral fluency:

Hughes (2002) says that oral fluency is the capacity to explain oneself rationally, intelligibly, correctly, and without hesitations. Moreover, fluency is a cover phrase for oral proficiency, which means that it is the highest point on a scale that evaluates someone's ability to speak a foreign language like English, and assesses how far language learners are good enough at learning speaking skills.

8. Methodology:

In this descriptive study which aims at investigating the effective teaching strategies that positively influence the oral fluency of EFL learners, students were first classified as extroverts and introverts by answering the MBTI test questionnaire. Furthermore, in order to attain more valid and reliable data about the study under investigation, students were observed later while applying different strategies in their classes. Classroom observation has been executed since it provides the researchers with the opportunity to obtain live data.

9. Research Limitations:

The observations were taken in the last sessions before the vacation, as a result, small samples were observed especially in the group discussion class. Due to the previously mentioned reason, researchers were obliged to change the instrument into an online questionnaire. Moreover, there was a lack of free online sources and documents with limited free pages.

Chapter One

Literature Review

Introduction:

This chapter deals with the literature related to the present study. It provides previous works that have tackled teaching speaking, its importance, and its background. Furthermore, it deals with oral proficiency and the influence of individual differences; mainly extraversion and introversion, and it defines them as influencing traits. It also mentions the communicative language teaching, and speaking functions, in addition to the teacher's role. Moreover, it includes communicative competence and presents its types.

1. Speaking:

Speaking is one of the major four skills of language that is essential for successful communication. In speaking the meaning is delivered through speech sounds, intonation, stress, and pitch shift as well.

According to Harmer, speaking is considered a productive skill along with writing. Where students are required to construct language and produce speech themselves. (p. 265)

1.1. Teaching Speaking:

There are several reasons that make teaching oral skills less effective, one of them is the fact that in classrooms the priority is given mainly to writing, reading and grammar, which are considered to be the aims of the learning process. In addition, students and teachers avoid speaking due to the fear of making mistakes that may be because of a lack of confidence in their speaking capacities. According to research in pedagogical content knowledge (Shulman 1986, 1987), it is hypothesized that because the importance is given to writing and grammar teaching, teachers start losing their confidence concerning their spoken language. (Brog,2006; Chen & Goh, 2014 as cited in Pakula, 2019).

Baker and Westrup state that they mean by speaking "using language for purpose" (p. 7). in other words, instead of asking the learners to repeat what they hear, present a topic and ask them to explore the possible answers and related expressions.

The awareness of the learning context in the classroom makes it possible for teachers to determine what is suitable for learners, taking into consideration how much students practise English outside the classroom and is their motivation low or high, what they know and what they lack. These aspects are what should teachers be focusing on when designing their courses and activities.

Because many examinations and tests are in a written form, which spreads the idea of giving more importance to writing elements both teachers and students may neglect speaking especially during the period of exams. Nevertheless, practising and revising orally will contribute to recalling and learning vocabulary and grammar and thus will help them enhance their writing skills. So, they end up improving both speaking and writing in English.

1.1.1. Teaching pronunciation:

Some teachers may find difficulties dealing with pronunciation features, and feel that it is overwhelming to focus on pronunciation with the syllabus they have. In addition, some teachers believe that many students are able to acquire acceptable pronunciation without getting them into formal pronunciation teaching. This idea leads to giving fewer attempts towards pronunciation lessons.

language skills "feed off" each other (p.266) and if we take the speaking skills as an example, we can say that the input learners see and listen to turns into a new acquisition of new output. Such input can be in various ways: teachers' and listeners' feedback, reading texts, watching videos and listening to audios, native speakers 'media, interacting personally with native speakers, and sometimes

learners' create their input with the contribution of their own output. Harmer says: "the students' response to their own output becomes input". (p.266)

In Brown's book (2001) he claimed that in pronunciation, many learners aim at achieving accent-free speech. However, due to the high spread of English in the world, accents have become acceptable, and they are even considered a symbol of one's heritage. Thus, instead of focusing on teaching native-like speech, teachers should emphasize a clear, and understandable one.

1.1.2. Importance of Teaching Speaking:

Brown claimed that in an English classroom, students' personalities differ from one another because personality and attitudes influence English learners as Foreign Language (EFL) in attaining the target language and acquiring good speaking skills. Thus, Anxiety, nervousness, and a lack of self-confidence are all characteristics that influence student speaking performance.

According to Collie and Stephen (2006 p.15), speaking is defined as the ability to communicate orally or expression of thoughts, ideas, and feelings in the form of words throughout the teaching-learning process. So, both extrovert and introvert personalities can express their thoughts freely and create comfortable social interactions with other students. so, the goal of teaching speaking is to help students communicate effectively.

including the four-learning skills Speaking is the most significant skill to master while studying English as a language of communication with others. Brown (2001 p.267).

Because Speaking is the evidence of one's capacity to achieve pragmatic goals via interactive dialogue with other language speakers because it is considered the basis of accomplishing oral activities, (Bailey and Savage 1994 p.7). Language is used as a tool for communication. However, a distinct register is required when

teaching speaking because there are numerous situations in everyday life where people and students need to communicate, such as talking to someone face to face, chatting on the phone, answering others' questions, and maybe requesting instructions in the street, at stores, at meetings, or chatting with friends. Those activities help to feel more at ease and confident when having English conversations.

Brown and Yule (1983) say, "Speaking is the skill that the students will be judged upon most in real-life situations". (As cited in Hakim, 2017)

According to Brown (2000 p.143), there are various elements that impact students' speaking performance, such as anxiety, nervousness, lack of confidence, and bad pronunciation.

1.1.3. Teaching Speaking Background:

Language growth was measured not by the learner's capacity to speak the target language, but rather by his or her ability to read prominent literary classics and translate passages from one language to another. Richards and Rodgers (1986) argued: "Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening" (p3)

According to Johnson (2001), the Grammar-Translation approach tended to increase intellectual discipline rather than provide a communication pathway.

According to him, a lack of communication leads to what current readers refer to as a "lack of authenticity," because it tends to utilize phrases constructed to include specific grammar points that were being taught.

1.1.3.1 Grammar Translation Method:

In the early nineteenth century, the Grammar Translation Method arose. This strategy is focused on a series of activities in the classroom. The sequence begins with a clear declaration of rules, followed by a long list of vocabulary words to memorize.

There is a range of translation activities into and out of the target language in the classroom if students are learning a foreign language using this method. The Grammar Translation Method is said to necessitate a great deal of mental effort. (Johnson,2001)

The use of the Grammar Translation Method revealed a clear acknowledgement of the importance of speaking fluency over reading, grammar or appreciating literary texts as the primary goal of language training. As a result, a novel approach to foreign language instruction has emerged. It is the direct method.

1.1.3.2. The Direct Method:

The direct method assumes that the native speaker's language serves as the model, but it also encourages the development of an oral-based methodology. Its main focus is on spoken language, which could be achieved by paying close attention to pronunciation. Richards and Rodgers 1986 claim that: “Teachers must encourage direct and spontaneous use of the foreign language in the classroom”. (Richards and Rodgers, 1986. p.9).

Richards and Rodgers (1986) add: “In the Direct method, oral communication skills were built up in a carefully graded progression organized around questions and answers exchanged between teacher and students “(p.32).

1.1.3.3. The Audio-lingual Method:

The Audio-Lingual method emphasizes oral skills. Its goal is to help learners enhance their public speaking skills. Language elements are delivered to learners in spoken form without referring to the native language in order for them to properly master language abilities. The Audio-lingual method's purpose is to teach vocabulary and grammatical patterns through dialogues, to allow learners to reply rapidly and correctly to the dialogues that have been memorized using the spoken language.

1.1.3.4. The Silent Way:

Caleb Gattegno developed The Silent Way as a technique of language training. It is established on the notion that the teacher should remain as silent as possible in the classroom while encouraging the learner to produce as much language as possible.

According to Bruner 1966, The Silent Way is part of a tradition that sees learning as a problem-solving, creative process and finding practices in which the learner is a key player rather than a passive listener.

"Repetition consumes time and encourages the scattered mind to remain scattered" (Richards and Rogers (1986), p.102).

1.1.3.5. Total Physical Response:

According to J.Asher Total Physical Response (TPR) is a learning approach that is used to mimic how young toddlers acquire languages by listening to the command line. The basis of TPR is learning by moving a limb. The same as when a child first begins to learn a language and receives a number of orders from the parents. Then carry out the command. TPR encourages students to avoid stress during the learning process.

1.1.3.6. Communicative Language Teaching:

A communicative approach comes with a broader view of language, it mainly makes us think about language not only regarding its structures (grammar, vocabulary) but also in terms of the communicative roles it fulfils, particularly we start to look at not only language structures, but also what individuals do with these structures when they wish to communicate with one another.

Since its inception in the early 1980s, definitions of CLT and its applicability in certain cultures have been intensively contested. According to Brown (1994), CLT is founded on a broad theoretical viewpoint about the nature of language, as well as language learning and teaching. This wide theory has resulted in a variety of interpretations, definitions, and applications of CLT, confounding classroom instructors' understandings of what it actually means.

Communicative Language Teaching is best considered an approach rather than a method. Thus, although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. (Richards and Rodgers 1986, p.83)

1.1.3.6.1 Role of The Teacher In CLT:

In communicative language teaching, the teacher is a facilitator. He facilitates the communication process between all participants in the classroom. He also acts as an independent participant within the learning-teaching group he is an organiser of resources. They encourage communication among all participants in the classroom and operate as a liaison between students, tasks, and the text in use. Also, teachers behave as if they are independent members in the learning-teaching group. They must interact with their students as both learners and guides.

1.1.3.6.2. Role of the learner in CLT:

In CLT learners act as mediators, between themselves, the learning process, and the learning object. They become negotiators between their own learning processes, cooperation with classmates, and all of the actions that take place during the course. In other words, learners are supposed to play a part as much as they gain in the classroom, learning in a self-directed way. They also have to be collaborative in the learning process.

1.1.3.6.3. Functions of speaking:

There have been various attempts to categorize the functions of speaking in human interaction. Brown and Yule (1983) distinguished between the interactional functions of speaking (which assist to develop and maintain social relationships) and the transactional functions (which emphasize information transmission).

1.1.3.6.3.1 Talk as interaction:

Talk as interaction is what we generally refer to as "conversation," and it reflects interaction that is mainly related to social functions. When people meet, they greet each other, engage in small conversations, and share recent experiences, in order for them to build a more comfortable communication. The emphasis is on the individuals and how they want to be perceived. rather than on the content These exchanges might be casual or even formal. depending on the situation. (Brown and Yule 1983)

Some features of talk as interaction are the following: it has a primarily social function, it reflects speakers' identity, it may be rather formal or informal, it uses conversational conventions and it employs many generic words and uses a conversational register.

According to C.Richards some of the skills involved in using talk as interaction include: opening and closing conversations, choosing topics, making small talk, Joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others and using an appropriate style of speaking.

1.1.3.6.3.2 Talk as transaction:

This kind of conversation refers to situations in which the emphasis is on what has been said or done. The major focus here is on the content and making oneself known clearly and precisely, rather than the speakers and how they engage socially with one another (Jones,1996).

Some features of talk as transaction are: It has a primary information focus, its main focus is on the message and not on the participants, Participants employ communication strategies to make themselves understood, there may be frequent questions, repetitions, and comprehension checks, there may be negotiation and digression and finally the Linguistic accuracy is not always important.

Some of the skills needed in using talk as transaction are: explaining a need or intention, describing something, asking questions, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons and agreeing and disagreeing.

1.1.3.6.3.3 Talk as performance:

Talk as performance is related to public speaking or speaking in front of an audience, such as morning talks, public announcements, and speeches (Jones, 1996).

The main features of talk as performance are: There is a focus on both message and audience, it reflects organization and sequencing, form and accuracy are important, Language is more like written language, it is often monologic.

Using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary and finally using appropriate opening and closing.

1.2. Language learning strategies:

Besides teaching approaches, learning styles and strategies is another important factor in SLA.

As it is stated by Oxford (1990) cited in Hardan, these strategies are best described as actions that help to an easy, enjoyable, faster, more self-directed and effective learning of a language.

Personality traits are the distinctive pattern of thoughts, feelings, and behaviours of people, which means that if someone has a trait of Extraversion one is expected to be sociable in various situations. Thus, trait psychology is based on the idea that people differ from one to another based on where they stand on a set of their basic trait dimensions (Extraversion/ Introversion) that remains over time and through situational forces. There are a lot of theories that tackled the importance of the learner's personality in achieving proficiency in learning a language.

1.3. Role of the teacher:

Teachers must be familiar with the personalities of their students in order to select the most appropriate learning approach to apply in the classroom.

Frederico (2000) suggested that there is no strategy that is best for all students, but teaching methods are adapted to accommodate their individual differences and various personalities.

Based on the theories of Harmer, J. (2007) Personal competence (personality traits and personal qualities), social competence (ability to socialize with others), pedagogical competence (related to teaching), and professional competence (related to the topic being taught) are vital requirements of teachers and lecturers to follow.

The teacher also has the main role as a planner (planning activities before teaching) of lessons, deliverer, and evaluator of students' performance while speaking during lessons. In addition, teachers are important components that influence student development.

1.4. Communicative Competence:

According to Chomsky, competence refers to the linguistic system that a perfect native speaker of a language has acquired.

Hymes, Campbell, and Wales propose a larger concept of competence called communicative competence, which they define as including not only grammatical competence (i.e., implicit and explicit knowledge of grammar rules) but also contextual or sociolinguistic competence.

Hymes' (1972) presentation of the idea of communicative competence shifted the way people think about language learning and teaching. It signalled a change away from grammar-based education and toward Communicative Language Teaching, which has remained the dominant method to this day (Leung 2005). In addition to implicit and explicit knowledge of grammar rules, communicative competence includes rules of language use in context, or the knowledge of whether a given structure is formally possible, feasible, appropriate, and actually performed,

according to Communicative Competence Theory (Hymes 1972). Because the major goal of learning a foreign language is to communicate with native speakers, language learners' use of the target language should be as near to that of a native speaker with the utmost authority as possible.

Some researchers (e.g., Argyle and Kendon, 1967; Dance & Larson, 1972; Duncan, 1968; Ruesch, 1957) believe there is a link between an individual's ability to communicate and his ability to operate in society.

Accepting this assumption, it may be argued that to function effectively in society, a person must attain a certain level of proficiency in the use of language and nonverbal conduct for the purpose of communication. This ability is referred to as communicative competence. In ordinary social settings, the concept of communicative competence has the ability to find a middle ground between theory and performance (Wiemann, Note 1)

The concept of communicative competence is relatively recent. Although other scholars (e.g., Argyle &Kendon, 1967; Argyris, 1962; Goffman, 1959) have addressed communicative competence in various ways, it was Hymes' publications (1971). that first brought the word to widespread attention He coined the word to describe a person's understanding of how to communicate via language. Many people have written about communicative competence since Hymes, although they have used a range of definitions. While this lack of conceptual and theoretical consistency is typical of notions in development, it indicates that more clarity and expansion of this notion are required if a viable theory is to be established.

Larson, Backlund, Redmond and Barbour (1978) also use a behavioural definition of communicative competence: "the ability of an individual to demonstrate knowledge of the appropriate communicative behaviour in a given situation" (p. 16).

Wiemann (1977) provides a comprehensive definition of communicative competence, one not limited to language usage: communicative competence is the

ability of an interactant to choose among available communicative behaviours so that he/she may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactants within the constraints of the situation, (p.198)

1.4.1. Types of Communicative Competence:

Canale and Swain identified communicative competence as a global competency that encompassed four distinct but connected skills: grammatical, sociolinguistic, discourse, and strategic**.**

Grammatical competence: The acquisition of phonological, morphological, syntactic, semantic, and lexical components is referred to as grammatical competence. It's now referred to as language proficiency.

Sociolinguistic competence: Sociolinguistic competence is the acquisition of pragmatic aspects of diverse speech actions, such as cultural values, norms, and other socio-cultural conventions in social circumstances. They are the discourse's context and topic, the Participants' social class, gender, and age, as well as other elements that determine style and speech registers.

Discourse competence: is the understanding of norms governing the cohesion and coherence of diverse types of discourse.

Strategic competence: is a subset of communicative competence that is related to the mastery of verbal and nonverbal skills for the sake of overcoming obstacles when communication breaks down.

2. Personality and personality traits:

Personality and personality traits have been studied wisely since Freud and

Jung. Personality traits and learning styles also play considerable roles in influencing the academic achievement of second language learners. Personality traits are a very important function in language learning. Some students have difficulties learning a language, whereas others appear to have an easy way of absorbing and learning a foreign language like English.

Many studies have shown that people with specific personality traits appear to perform better than others when it comes to language acquisition. According to Zafar and Meenakshi, Extraversion and introversion personality features are best known to be adopted by different students, so it is timely to investigate how certain characteristics of these traits motivate humans to learn a second language. Therefore, the focus of this study is on how certain personality traits (Extraversion/Introversion) can help students succeed in second language learning, and to have the best performance in oral activities and speaking skills.

As reported by Akeem and Stapa, personality is a matter of identity. So, it has a great impact on influencing the way students learn, what they learn, their thinking and also behaviour, and that leads to the support of teachers to enhance and develop their skills.

2.1. Gordon Allport's Trait Theory of Personality:

Gordon Allport who was born in 1897, is a pioneering American psychologist, who developed the Gordon Allport Personality Theory. Allport, the son of a doctor and an educator was raised in a home that valued education and science. He started his schooling at Harvard, where he majored in economics and philosophy. He is regarded as one of the forefathers of personality psychology. Allport was of the opinion that a person's personality was determined from birth. An individual's experiences and surroundings influenced their personality.

As for Gorden Allport, extraversion is seeking pleasure from external stimuli, and introversion; seeking pleasure internally, those two traits are two well-known personality qualities. He began developing this theory by going through a dictionary and noting every term he found that has a relation to personality traits, he organized them into three 3 categories:

-Cardinal traits

-Central trait

-Secondary traits

2.1.1. Cardinal traits:

These are characteristics that dominate a person's whole life. Individuals with such identities are usually so well-known for these traits that their names have become associated with them. Allport claimed that cardinal traits are unusual and often tend to emerge later in life and are the rarest kind.

2.1.2. Central traits:

These are common traits that shape the essential foundations of personality. These traits are the true attributes you may utilize to represent someone else.

Clever, fair, timid, and so on are examples of terms. Cleverness, fairness, timidity and honesty.

2.1.3. Secondary traits:

These are the traits that are sometimes associated with states of mind and frequently appear only under specific circumstances or specific settings.

An example of secondary traits would be like getting nervous before delivering a speech to a large group of people.

2.2. Jung and personality traits:

Carl Gustav Jung's vocabulary was developed between 1921 and 1971. Jung classified personality types into two categories. They are Extroverts and Introverts. Extroverts are more impacted by their surroundings than by their inner world, whereas introverts are tuned into their inner world with all of its biases, fancies, dreams, and personalized perceptions (Feist, Gregory J. Feist, p.122).

In learning speaking skills, both of these traits have different degrees of involvement in the process of learning to talk; For example, Extroverts are more dominating and have higher learning accuracy in speaking than introverts, who are quieter and remain silent if they are unsure about what they want to say in oral lectures. So, it is vital to know that personality traits play a significant function.

Carl Gustav Jung's theory of psychological types has been considered the basis for the development of personality categorization in the 1920s, including tests such as the Myers-Briggs Type Indicator (MBTI) as cited in Liang (2010), and he was the first who coined the main personality traits; extraversion and introversion. According to him, an extrovert seeks intensive contact with the outside world. While an introvert turns the psychic energy inwards. Jung believed that no one is 100% extravert or 100% introvert instead we carry both traits. However, most minds tend to lean either on one side or the other. If both characteristics are equally present, we can speak of someone who has an ambivert personality. The preferences for extraversion and introversion are often called attitudes because Carl

Jung believed an individual's personality was made up of his or her preferences, or the way he or she chooses to do certain things. Thus, each personality type is unique for that reason the MBTI test is useful for self-understanding and life-long development.

2.3. Learners' personality in language learning:

Learning style is considered an effective theory and indicator of how students learn and respond to the learning environment (John & Srivastava,1999), the idea is that every student has his/her own ways of learning, Individual differences between learners play an important role in achieving a second language success. Students learn speaking skills in many ways, and teachers use a variety of teaching strategies. Though, both students and teachers share the same goal which is to reach the desired learning as mentioned in (Austin, Evans, Magnus & O'Hanlon, 2007). Because of their distinctive personality features and preferred learning styles, students behave and perform differently in classes. Students who are Extroverted and socially skilled may struggle to concentrate on academic content and do badly in school, whereas Introverted students who are ambitious and organized may strive for and enjoy academic success (Gilles & Bailleux, 2001). The failure to recognize individual differences in the teaching and learning process has negative effects on both students and teachers. Students become inattentive, disheartened, and compelled and have low academic achievements. Teachers report inattentive classes, low attendance, and low self-confidence, Shelton (2003)

2.3.1. Extraversion:

In detailed research of extroverts, Brown (2000) and Jung in Friedman and Schustack (1999) There are two types of students learning English based on their different types of personalities.

Yet the research revealed that Students with extrovert personality traits (as indicated by a conventional personality inventory) would do better than introverts. Brown (2000) and his data did not support his idea. In fact, introverts outperformed extroverts in terms of pronunciation. As a result, according to Jung,

personality may influence motivation and egoism in the real world when an interaction between people occurs.

According to Rod Ellis in the Handbook of Applied Linguistics edited by Davies (p.81), 6 out of 8 studies employ oral language tests, and extroverts performed better than introverts. The extroverts are more open and easier to communicate and express their thoughts and have leadership ability with the skill of speaking. Whereas introverts are more closed learners who have less ability in speaking than extroverts. Both of these students have different levels of involvement in learning speaking, (Feist Gregory& J. Feist, p.122)

2.3.2. Introversion

Introverts are people who are more engaged in their own ideas and feelings than in things outside and they are generally hesitant and unwilling to communicate or participate in activities with others. Zhong et al., (2008) (p.9)

According to Rauch, around one-quarter of the world's population is introvert (p.24).

He also stated that introverts must always switch off (turn off) and recharge their energy after interacting with others in order to refresh their mind and not to be embarrassed when talking during classroom classes.

According to Laney (2002 p37), introvert students do not derive their major energy from outward activities yet they like to be fuelled by their interior environment, which includes thoughts, sensations, and emotions. They are not generally quiet or reclusive as we all think but their attention is on their thoughts.

The introvert students who are the stolid person prefer to observe than practice, but extrovert learners when practising English speaking in class, they can easily rehearse and remember the pronunciation or imitate the active speaker but without paying attention to the structure of the sentences like the Introverts do.

(Rofi'i, 2018) revealed that extrovert students performed better in terms of accent, vocabulary, and fluency, whereas introvert students performed better in terms of grammar and comprehension.

Chapter Two

Research Methodology

Introduction:

This chapter describes the empirical phase of the research. It aims at investigating the questions of this research. Moreover, it includes the study design and methods, the sample population and the instruments used to collect data. In addition, it contains the description of classroom observations and the analysis of the questionnaire and students' responses.

1. Research design and methods:

This study was conducted in the form of a case study of students of English and used both qualitative and quantitative research methods. In addition, the MBTI test, a questionnaire and classroom observations were used as instruments of this research.

1.1 Case study:

According to Nunan (1992), a case study includes a precise description of a particular instance of a phenomenon, where data can be collected through observations and interviews. It investigates how the instance functions inside its context. (p.75-76).

It is defined also as a research method that involves "an up-close, in-depth, and detailed examination of a subject of a study (the case), as well as its related contextual conditions." (DiClemente, et al., p. 231).

1.2 Mixed method design:

In this study, the researchers used a mixed-method design which is a combination of qualitative and quantitative methods through using techniques from both methods in one research. Using this design allows the researcher to

comprehend data qualitatively in addition to the ability to analyse the phenomenon using numerical statistics.

1.3 Descriptive research:

It is to present an accurate description of the features of a group, situation or person. This type of studies aims at portraying existing phenomena. It also reveals relationships between the studied variables which are independent and cannot be controlled.

2. Participants:

The selected participants for this study were licence and master students of English at Yahia Fares university in Medea. The 47 students who participated were females with the age range of 18-25.

3. Instruments:

Wilkinson and Birmingham (2003) define research instruments as a variety of tools used to collect data related to the study undertaken.

3.1 Surveys:

Cohen and Manion (1985) state that surveys are the most used and common method in educational studies. (Cited in Nunan 1992). The survey data are collected through questionnaires or interviews or they can be used together in one research.

3.1.1 Questionnaire:

It is a common instrument used in collecting data. Nunan (1992) divided the questions of a questionnaire into two types: closed and open. Closed questions are the ones with pre-determined questions by the researcher. On the other hand, open

questions give the participants the right to answer using their own words. Goddard and Melville (2004), believe that some characteristics of a good questionnaire are: complete, short, it asks relevant questions, it gives clear instructions, and its questions should be precise, unambiguous, and understandable.

3.1.1.1 The students' questionnaire:

The questionnaire given to students has both multiple-choice questions, and one open-ended question. The first section of the questionnaire deals with students' personal information, including their gender, age, level, personality type and when they actually started learning English. The second section aims at testing the students' motivation toward speaking in English. The next section focuses on the strategies of teaching speaking and what extrovert and introvert students prefer. Moreover, it aims at examining the existence of a relationship between their preferences and the personality traits studied in this research.

3.1.2 MBTI test:

The MBTI was first introduced by Carl Jung and developed later by Catherine Briggs and Isabel Myers is based on dichotomies (Extraversion/ Introversion, sensing/ intuition, thinking/ feeling, judging/ perceiving). In this research, the MBTI test is used to divide informants according to their types, and it only focuses on one dichotomy (Extraversion and introversion).

The MBTI test has multiple versions. The most common one is an online selfscoring test which consists of 130 questions and takes about 10 to 20 minutes to complete.

Due to time constraints and the busy schedule of the students, the researchers have utilized a summarized version of the test that focused on the main traits needed in this study. The test is posted by the high institute for computer and information systems (HICS) and it is designed by Dr Eman Azmi; an expert in the domain of administrative and professional development of human resources. The test is divided into four parts concerning each dichotomy; the first part is concerned with extraversion/ introversion, the second part focuses on sensing/ intuition, the third part is linked to thinking/ feeling, and the last part is related to judging/perceiving. Since the present study deals only with extraversion and introversion polarity, the students were given only the first part of the questionnaire.

3.2 Observation:

Observational research is one of the qualitative methods where the researcher has no control over the variables of the study. The observer has to fit in the context and avoid influencing the events of the situation under discovery which sometimes results in unexpected incidents. Observation includes different types, and techniques. In the present study, the researchers used direct participant observation.

The researchers met the students and distributed the MBTI test right before the class started.

Chapter Three
Data Analysis

Introduction:

This chapter entails the statistical analyses of the data gathered throughout this study. It describes the students' questionnaire and classroom observations. Furthermore, it provides an interpretation of the results and a conclusion that answers the research questions

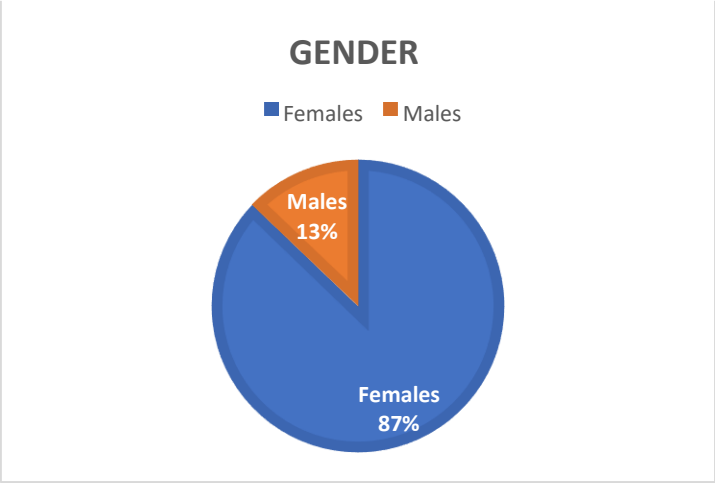
1. The students' questionnaire analysis:

This part deals with the analysis of the students' answers to the questionnaire.

• The first section focuses on students' personal information **Question 01:** Gender.

Ge ıder	
Females	Males
41	6
87.2%	12.8%

Table 01: Students' Gender.



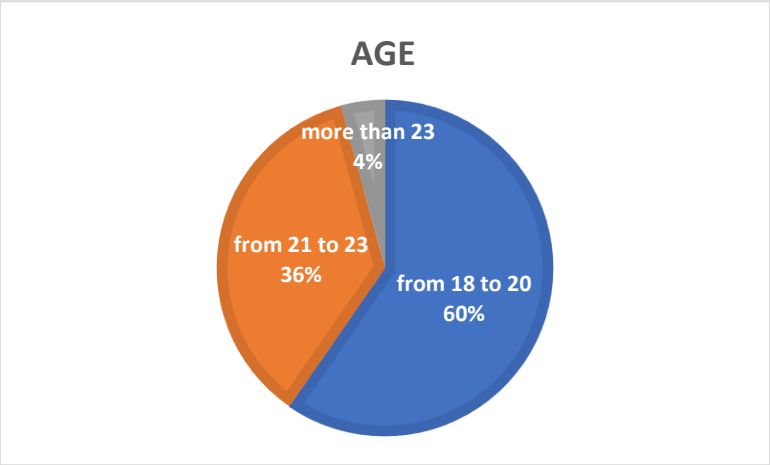
Pie Chart 01: Students' Gender.

Table 1 and pie chart 1 show that the majority of students who answered the questionnaire are females (41 female), representing 87.2%. on the other hand, 6 males representing 12.8% of the whole sample answered the questionnaire.

Question 02: Age

Number of students		percentage
From 18 to 20	28	60%
From 21 to 23	17	36%
More than 23	2	4%

Table 02: students' age



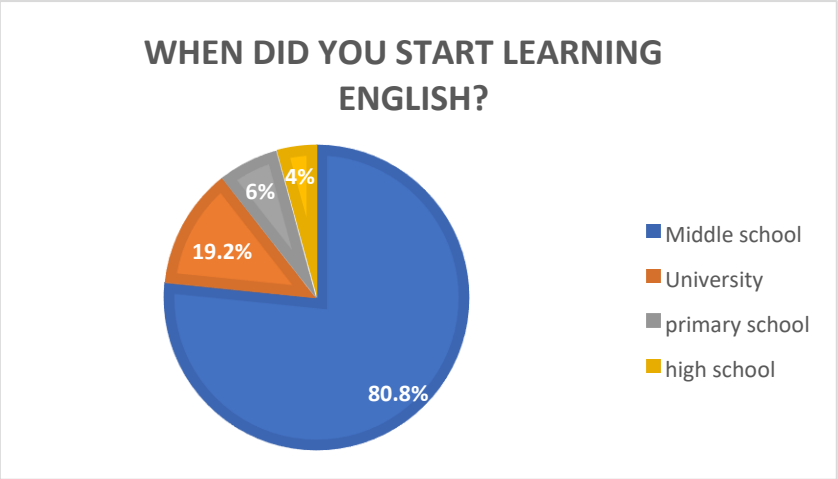
Pie Chart 02: Students' Age

the second question aimed at having information about students' age. The answers showed that 28 students are from 18 to 20 representing 60% of the participants, moreover, there were 17 students from 21 to 23 (36%), the answers also showed that there were only 2 students aged more than 23 years old representing 4% of the total participants.

Question 03: When did the students start learning English

Primary school	Middle school	High school	University
3	36	2	6
6.4%	76.6%	4.2%	12.8%

Table 03: Students' 1st stage learning English.



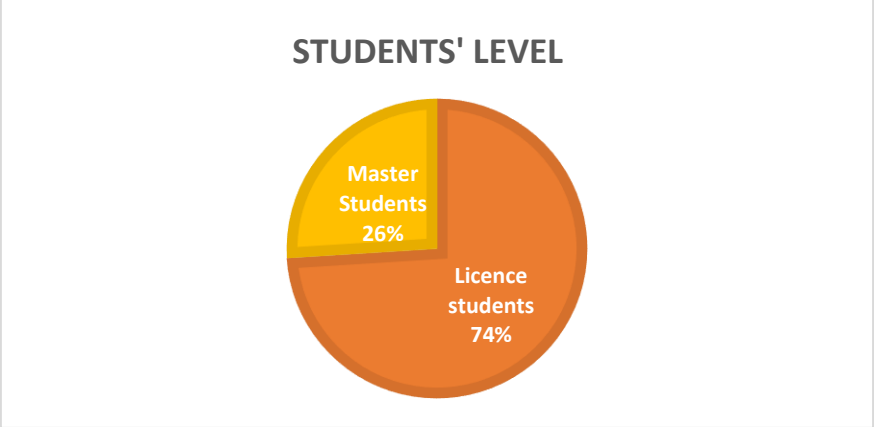
Pie chart 03: Students' 1st stage learning English.

table 3 and chart pie 3 show that 3 students representing 6.4 % started learning English at primary school, and 36 students claimed to start learning English at middle school (76.6%). Only 2 students (4.2%) started learning English at secondary school, and the remaining 6 students which represent 12.8% of the whole participants said that they started learning it only when they got to university.

Question 04: Students' level

	Number of students	percentage
Licence Students	35	74%
Master Students	12	26%

Table 04: Students' level



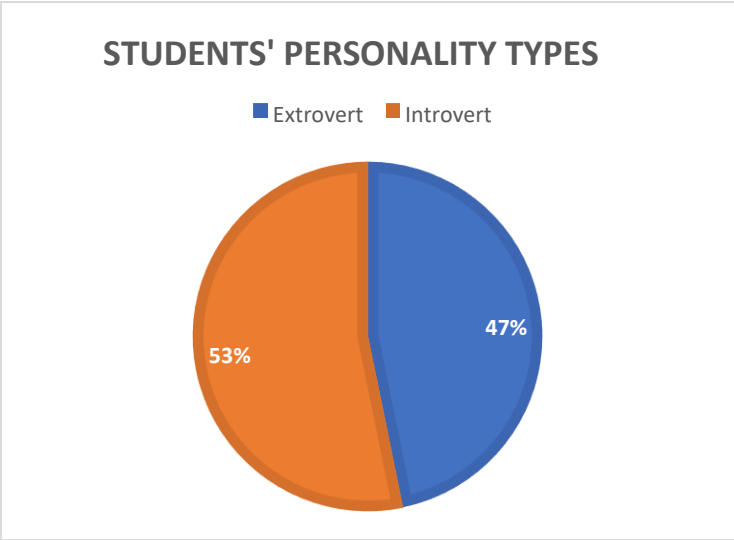
Pie Chart 04: Students' Level

The answers of the fourth question showed that 35 students which are licence students representing 74%, and 12 students are master students which represent 26 %.

Question 05: Students' personality types

Extrovert	Introvert
22	25
46.8%	53.2%

Table 05: Students' personality types



Pie Chart 05: Students' personality types

question number five aimed at classifying the participants into introverts and extroverts. 25 students showed to be introverts representing the majority of the participants 53.2%, whereas 22 of them claimed to be extroverts (46.8%).

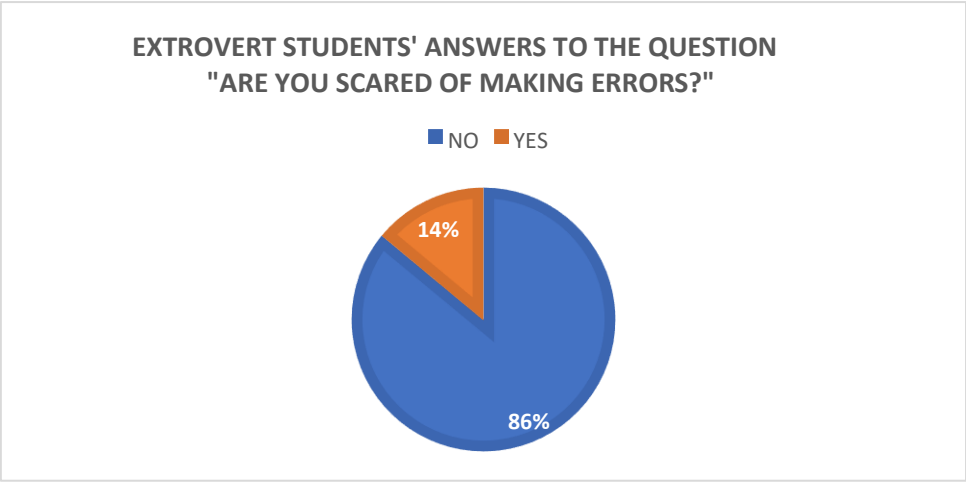
- **The second section of the questionnaire aims at exploring students' attitudes toward speaking English and making errors.**

- In order to get reliable data extroverts and introverts were equated throughout the analysis of the coming questions.

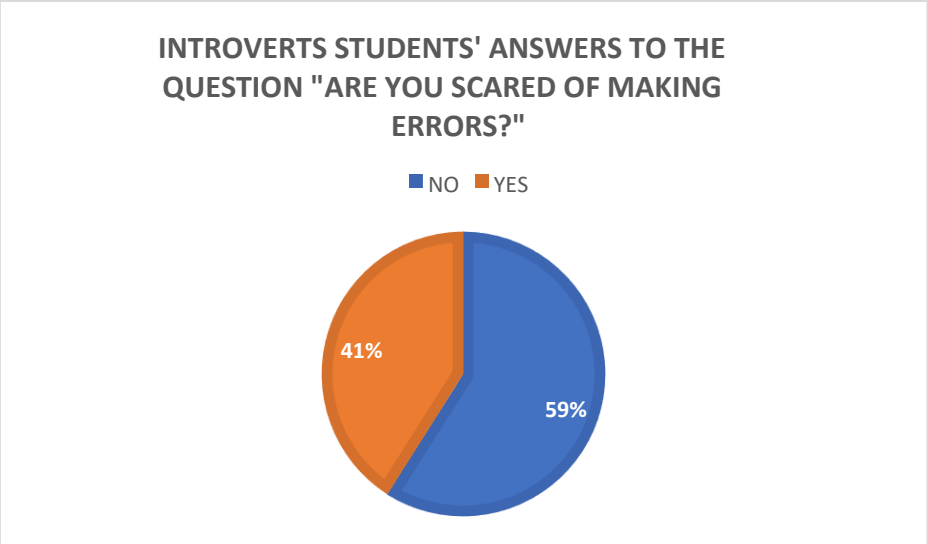
Question 06: Are you scared of making errors?

Extrovert students		Introvert students	
No	Yes	No	Yes
19	3	13	9
86%	14%	59%	41%

Table 06: Making Errors.



Pie Chart 06: Extrovert students and making errors.



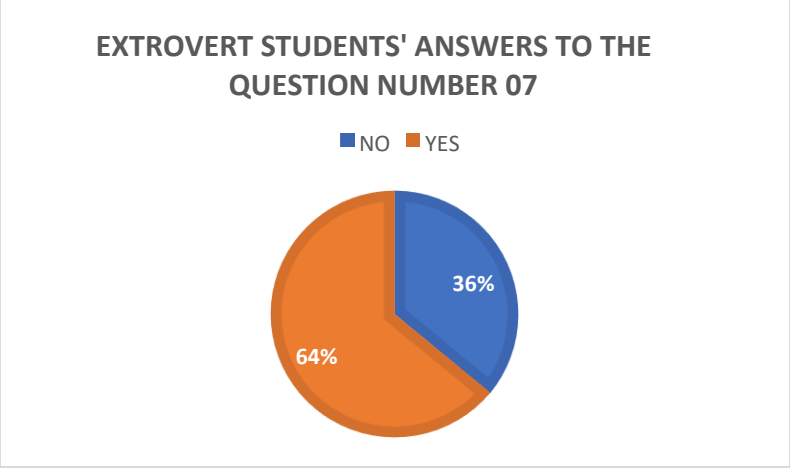
Pie Chart 07: Introvert students and making errors.

Question number 6 aimed at finding out if introverts and extroverts are afraid of making errors. the extroverts' answers showed that 19 students (86%) are afraid of making errors, while the remaining 3 of them (14%) answered no. While introverts' answers showed that 9 of them answered yes (41%) and 13 students (59%) answered no.

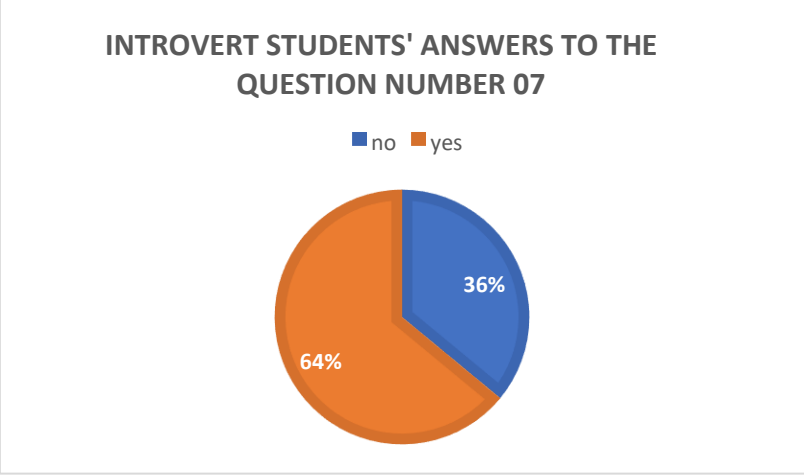
Question 07: Do you think oral fluency is influenced by the teaching strategy used in the classroom?

Extrovert students		Introvert students	
No	Yes	No	Yes
8	14	8	14
36%	64%	36%	64%

Table 07: Oral fluency and teaching strategies.



Pie Chart 08: Extroverts' viewpoint on the relation between oral fluency and teaching strategies.



Pie Chart 09: Introverts' viewpoint on the relation between oral fluency and teaching strategies

When students were asked if the teaching strategies used in the classroom influence their oral fluency,14 of the extroverts answered yes representing 64%

of them, while 8 answered no (36%). on the other hand, 14 introvert students answered yes representing 64% and 8 of them answered with no representing 36 %.

Question 08: When speaking in public what technique do you use to reduce your stress?

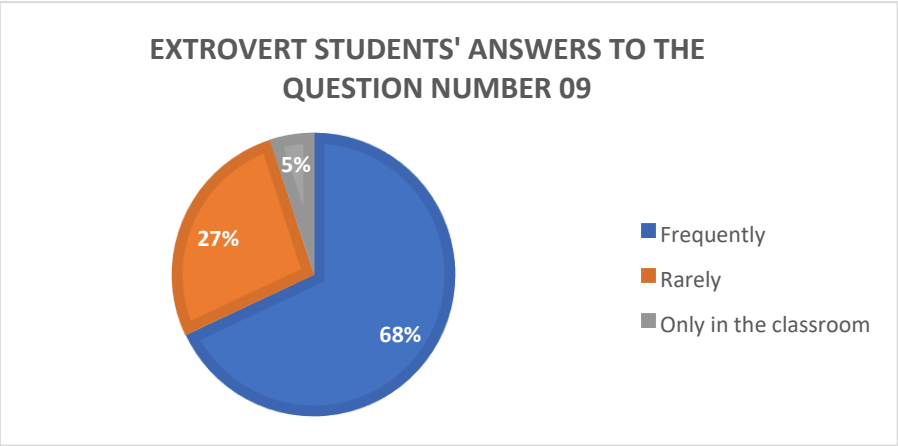
When students were asked which technique do they use to reduce shyness and stress when speaking in public most introverts focused on the fact that they always try to make eye contact only with the ones they feel comfortable with or at staring into empty places such as the tables and walls, to avoid looking at the others. Another thing is that most of them claimed to pay high attention to every word coming out of their mouth so that they won't make errors

Unlike introverts, extroverts tend to make eye contact with everyone, they claimed that it makes them feel more comfortable as it allows them to make a connection with the audience, therefore interaction will occur between them creating some kind of comfort.

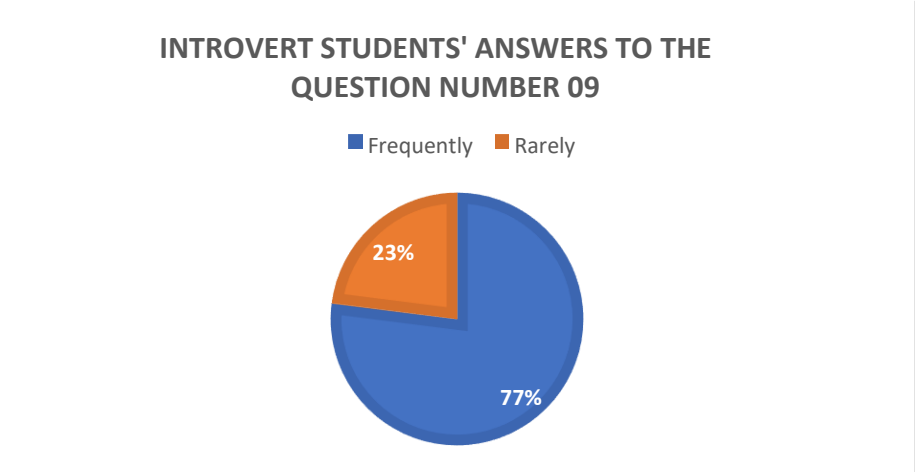
Question 09: How often do you practise English outside the classroom?

Extrovert students			Introvert students	
Frequently	Rarely	Only in classroom	Frequently	Rarely
15	6	1	17	5
68%	27%	5%	77%	23%

Table 08: Practicing speaking.



Pie Chart 10: Extroverts speaking English.



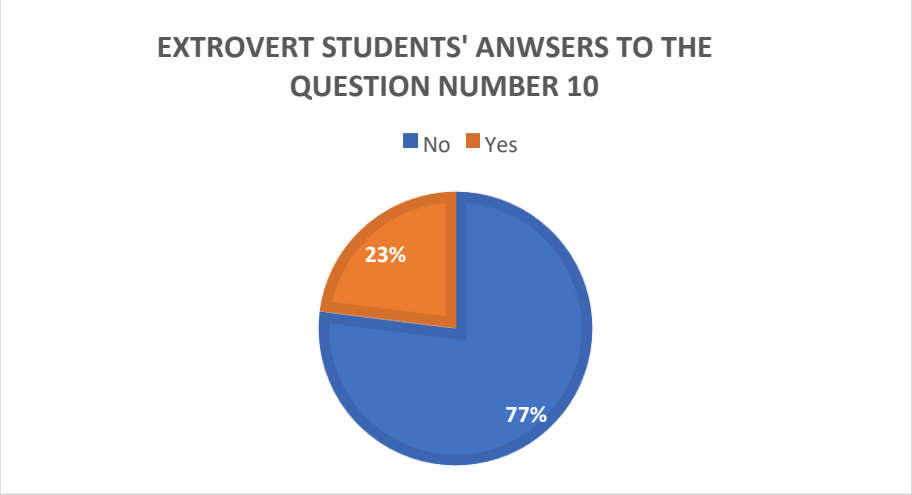
Pie Chart 11: Introverts speaking English.

when extroverts were asked to what frequency do they practice English outside the classroom 15 of them answered that they frequently practise English outside the classroom (68%) while 6 of them answer that they rarely practice it, and 1 extrovert student claimed to practice English only in class. On the other hand, 17 introvert students (77%) claimed that they frequently practise English out of school and only 5 of them representing 23% rarely do it.

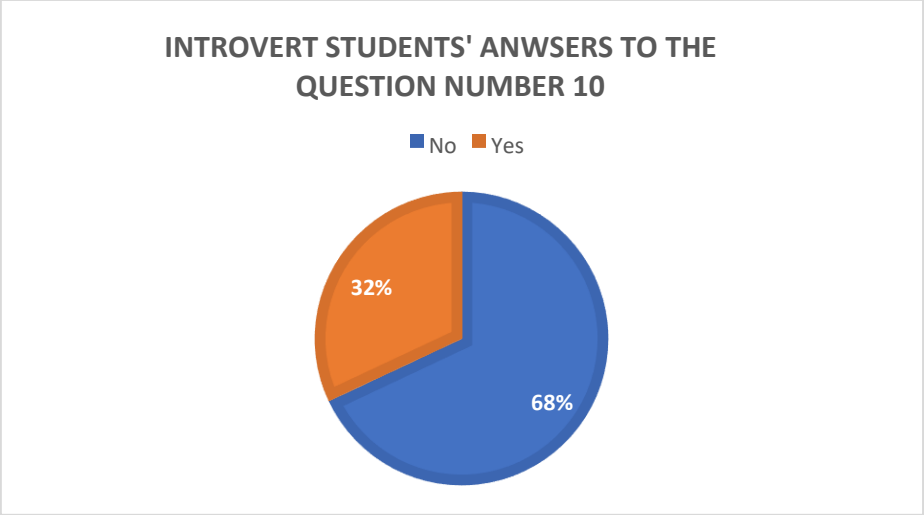
Question 10: Do you think you have sufficient time to practise speaking in classrooms?

Extrovert students		Introvert students	
No	Yes	No	Yes
17	5	15	7
77%	23%	68%	32%

Table :09 Speaking in classrooms.



Pie Chart 12: Extroverts' viewpoint on speaking in the classroom.



Pie Chart 13: Introverts' viewpoint on speaking in the classroom.

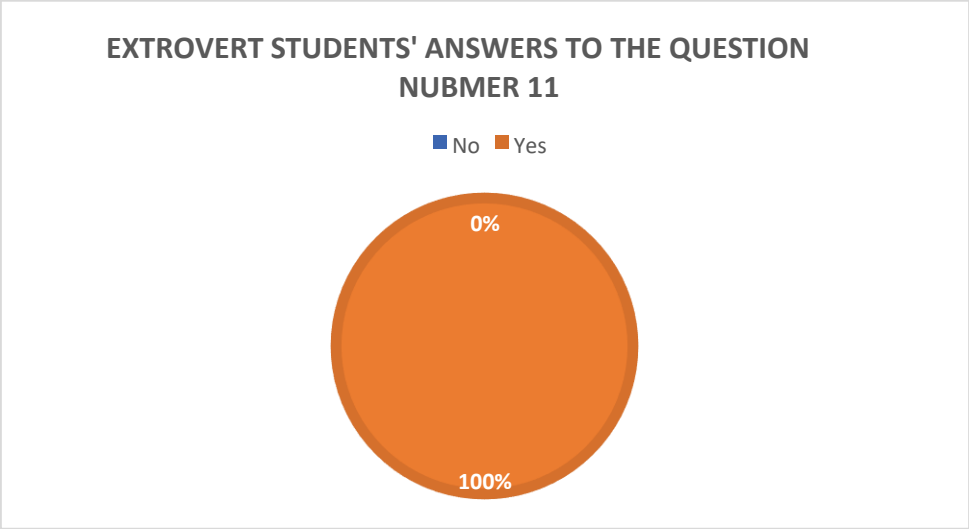
Table 10 and the pie charts 12 and 13 present the answers of both students extroverts and introverts to the question “do you have sufficient time to practice speaking in your classrooms?”. 17 Extroverts replied with No which represents (77%) and 5 of them said Yes (23%). In addition, 15 Introvert students said No (68%), and 7 participants represent (32%) said Yes which revealed that both types think that they do not have sufficient time to practice speaking in their classes.

- **The third section emphasizes the practical side of the questionnaire what students actually prefer in speaking classes.**

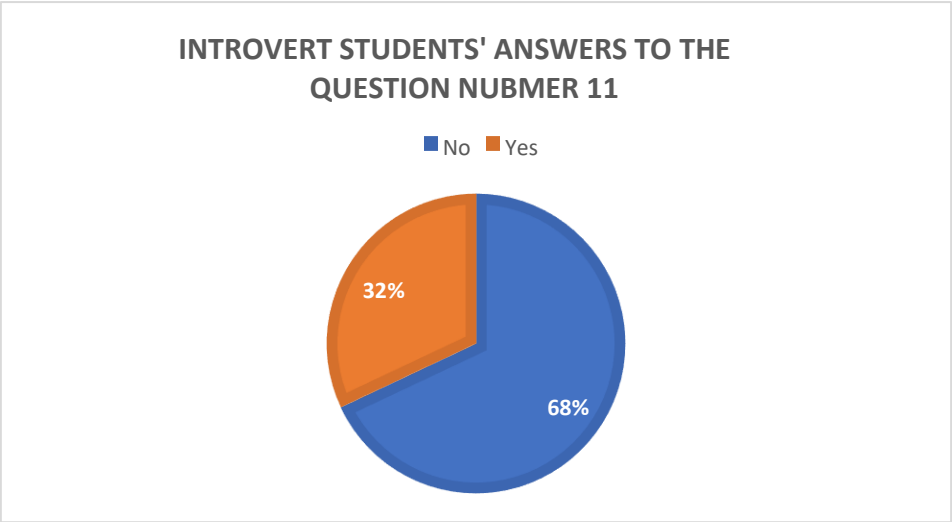
Question 11: Do you like workshops

Extrovert students		Introvert students	
No	Yes	No	Yes
0	22	15	7
0	100%	68%	32%

Table 10: Workshops.



Pie Chart 14: Extroverts and workshops.



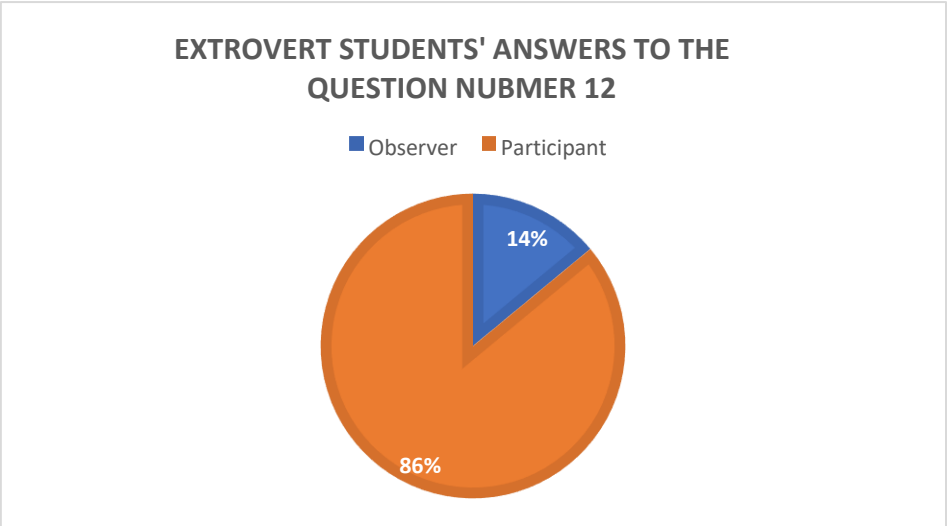
Pie Chart 15: Introverts and workshops.

From table 11 and pie charts 14 and 15 above, we have noticed that all the extrovert participants replied Yes (100%), however, the majority of the introvert students said No (68%) and 7 other introverts said Yes (32%). This result shows that the quieter learners do not prefer to be in workshops whereas extroverts enjoy social interactions in workshops.

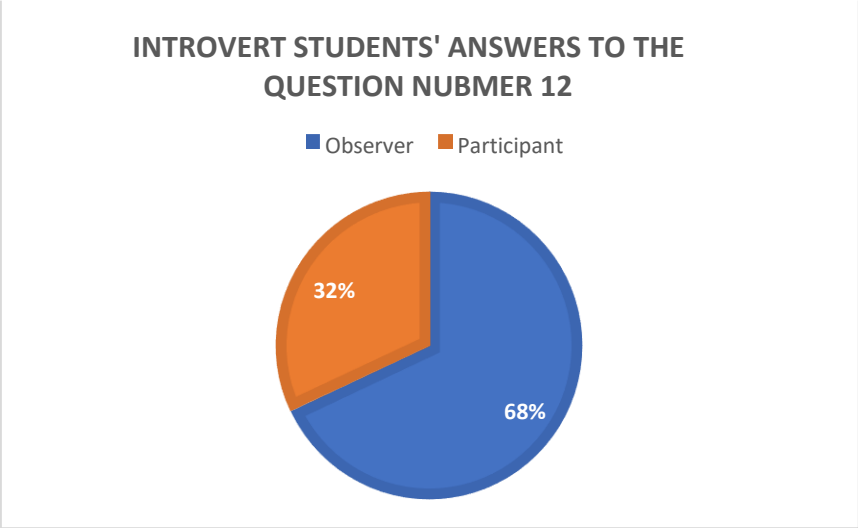
Question12: in group work do you behave more like a participant or an observer?

Extrovert students		Introvert students	
Observer	Participant	Observer	Participant
3	19	15	7
14%	86%	68%	32%

Table 11: Students' behaviour in group work.



Pie Chart 16: Extroverts' behaviour in group work.



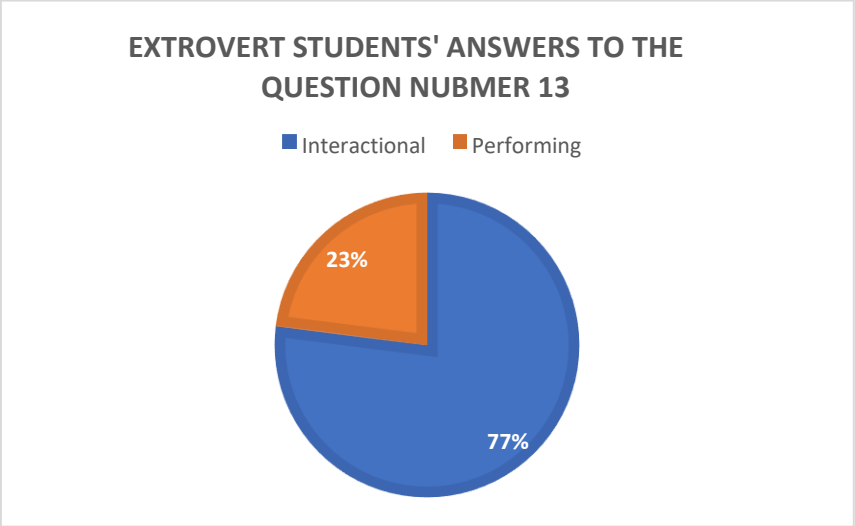
Pie Chart 17: Introverts' behaviour in group work.

According to table 12 and the Pie charts 16 and 17, 86% of Extrovert students act as participants in group work during speaking classes while 14% were observers. On the other hand, 68% of introvert students act as observers and only 7 of them chose to be participants in group work (32%).

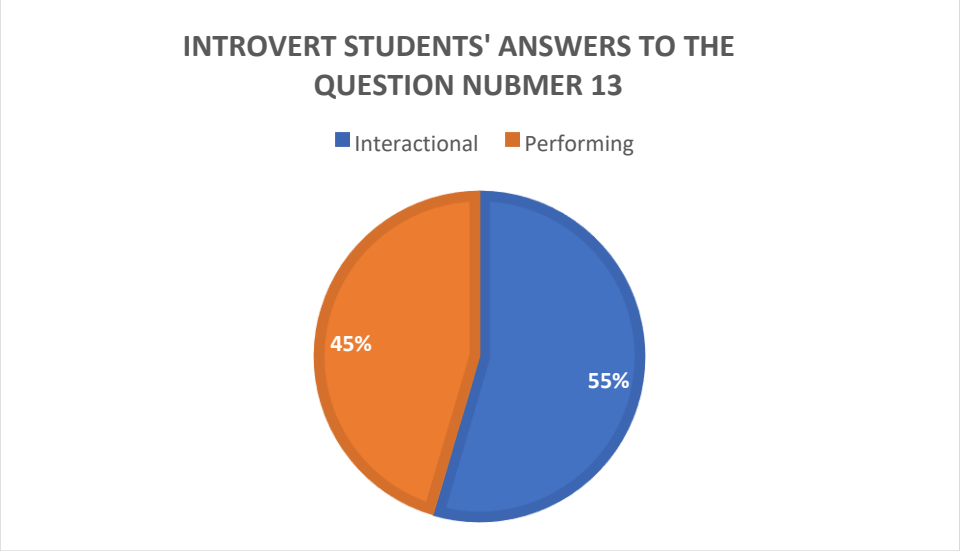
question 13: which class activities make you speak more fluently?

Extrovert students		Introvert students	
Interactional	performing	Interactional	Performing
17	5	12	10
77%	23%	54%	45%

Table 12: Favourite type of activities.



Pie Chart 18: Extroverts' favourite type of activities.



Pie Chart 19: Introverts' favourite type of activities**.**

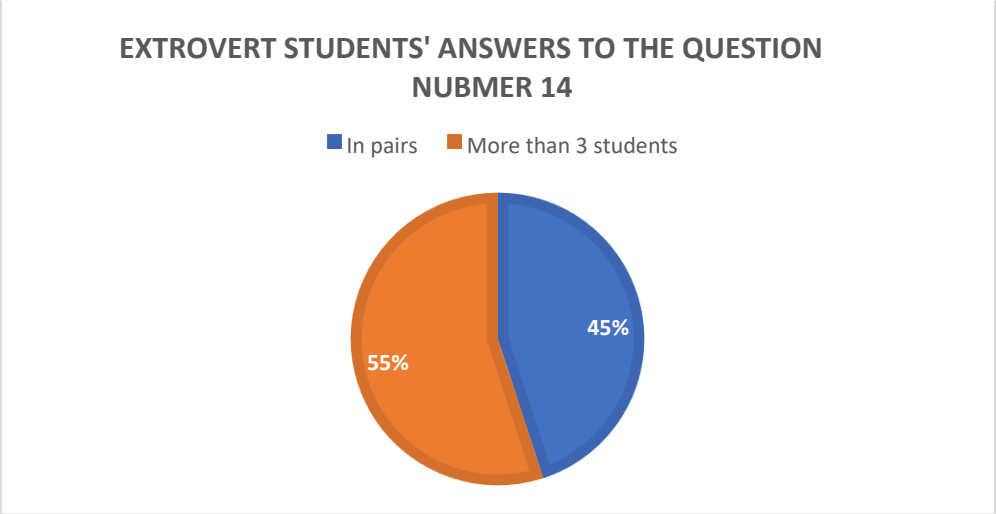
Table 13 and pie charts 18 and 19 present the students' favourite types of activities (interactional or performing). 17 out of 22 Extrovert students (77%) voted for Interactional activities such as (Jigsaw, Ice Breakers, role play, and interviews...).

Moreover, only 5 of them represent (23%) have chosen the performing activities. On the other hand, 10 introvert students (45%) prefer performing activities and 12 among 22 participants like the interactional activities characterize (54%).

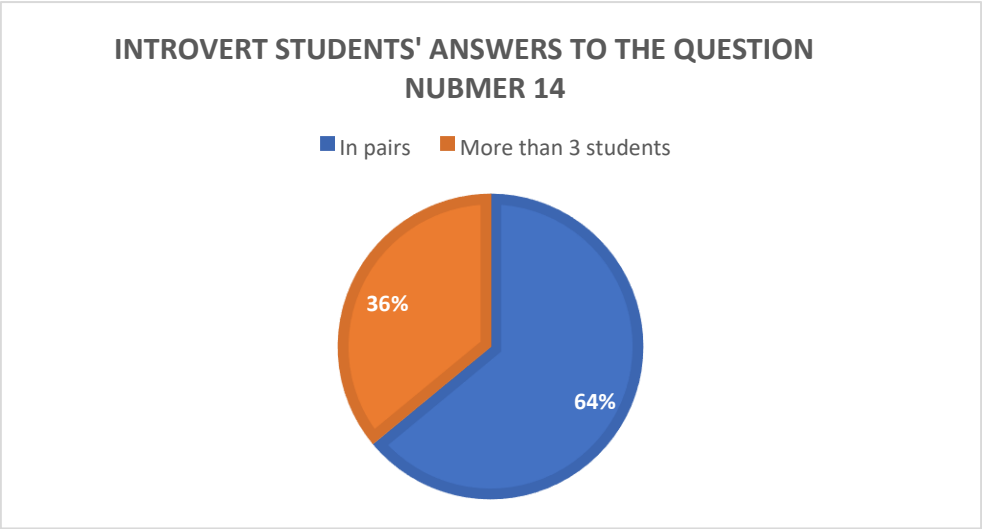
Question 14: in group work do you prefer working in pairs or in a group of more than three students?

Extrovert students		Introvert students	
In pairs	More than 3 students	In pairs	More than 3 students
10	12	14	8
45%	55%	64%	36%

Table 13: Group work preferences.



Pie Chart 20: Extroverts' group work preferences.



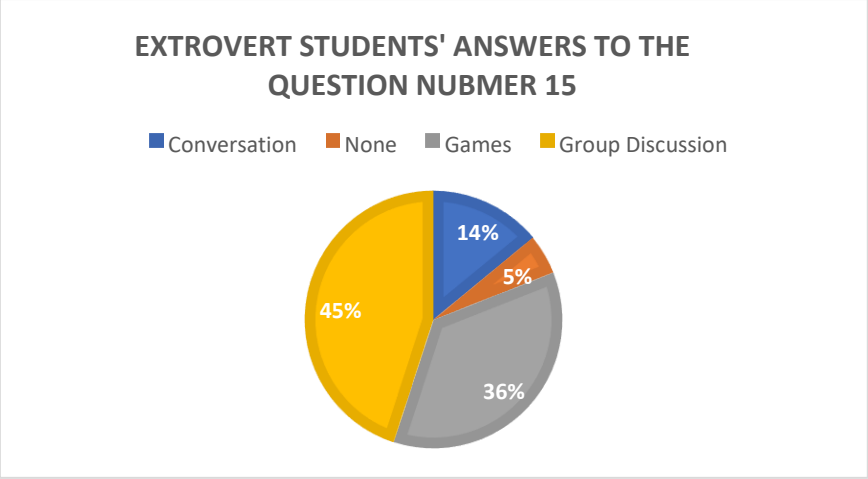
Pie Chart 21: Introverts' group work preferences.

According to the table 14 pie charts 20 and 21, the results show that 14 Introvert students like to work in pairs (64%), whereas only 8 of them (36%) like to work in a group of more than three students. In addition, 10 extroverts (45%) like to work in pairs, however, 12 students representing (55%) prefer working in a group of more than three students.

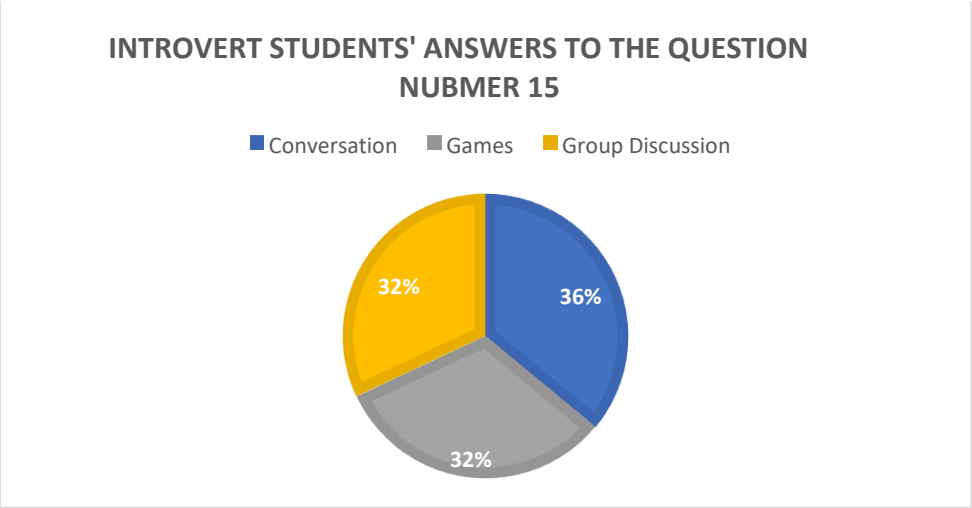
Question 15: Among these interactional activities which one do you prefer?

Extrovert students				Introvert students		
Conversation	None	Games	Group discussion	Conversation	Games	Group discussion
3	1	8	10	8	7	7
14%	5%	36%	45%	36%	32%	32%

Table 14: Interactional activities.



Pie Chart 22: Extroverts' favourite interactional activity.



Pie Chart 23: Introverts' favourite interactional activity.

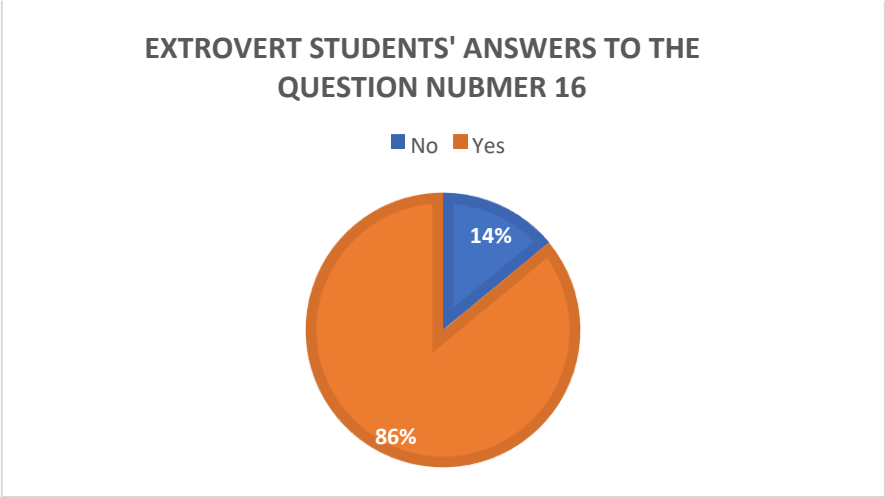
In table 15 and pie charts 22 and 23, Extroverts' student preferences were divided into four sections, the first section was the conversation; 3 among 22 students liked the conversation activity which represent (14%), and 10 students chose Group Discussion which represent (45%), and 8 voted for Games which characterize (36%) and the last 1 student voted for None (5%). Nevertheless, introverted students differ from the other type as follows, introverts seem to like Conversations more than the other activities representing 8 out of 22 students (36%). Whereas 7 students prefer Games as an activity to interact with others representing (32%).

Moreover, 7 introvert students chose Group Discussion (32%).

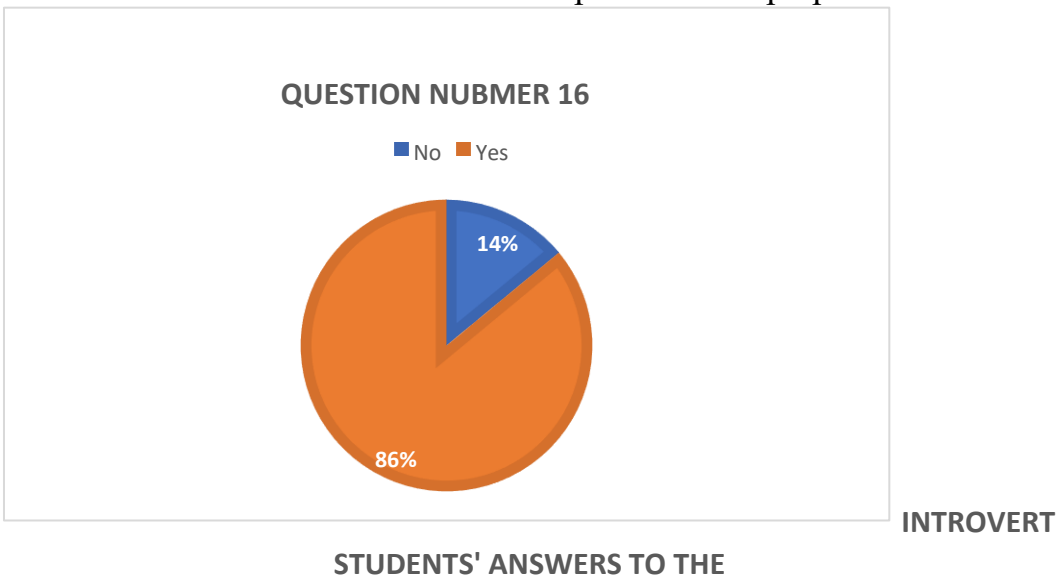
Question 16: Do you think oral tasks that require preparation have a positive impact on your speaking performance?

Extrover: students		Introvert students	
Yes	No	Yes	No
19	3	19	3
86%	14%	86%	14%

Table 15: Task preparation.



Pie Chart 24: Extroverts' viewpoint toward preparation



Pie Chart 25: Introverts' viewpoint toward preparation

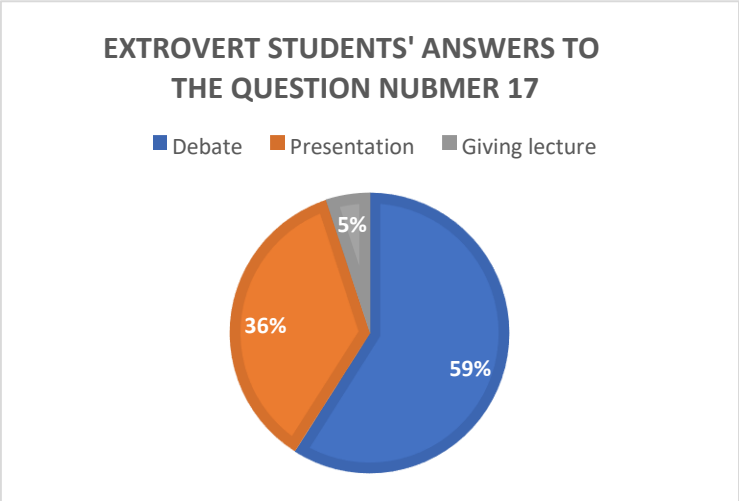
Table 16 and pie chart 24 and 25 show the answers to the questionnaire on oral tasks that requires preparation and if it has a positive impact on the speaking

performance of students. 19 out of 22 extrovert learners answered Yes (86%), and only 3 persons answered No (14%). As for the introvert students, 19 responded Yes (86%), and 3 students represent (14%) answered No. This means that preparation has a positive impact on the speaking performance of both personalities.

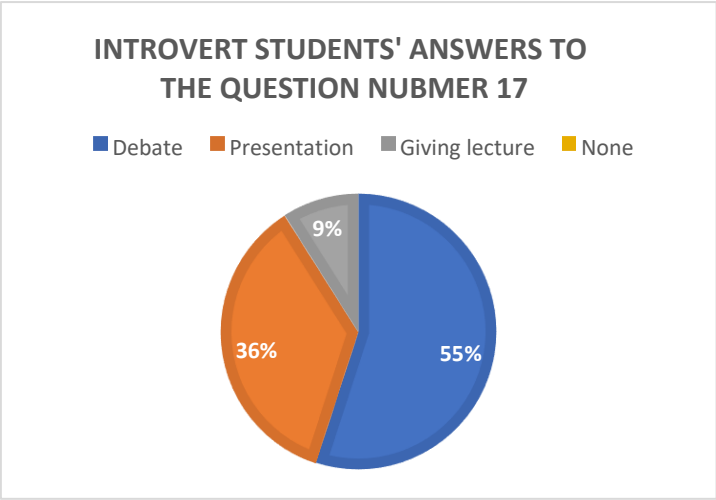
Question 17: Among these performance activities which one do you prefer?

Extrovert students				Introvert students			
Debate	Presentation	Giving lecture	None	Debate	Presentation	Giving lecture	None
13	8	1	0	12	8	2	0
59%	36%	5%	0%	55%	36%	9%	0%

Table 17: Performing Activities.



Pie Chart 26: Extroverts' favourite performing activities.



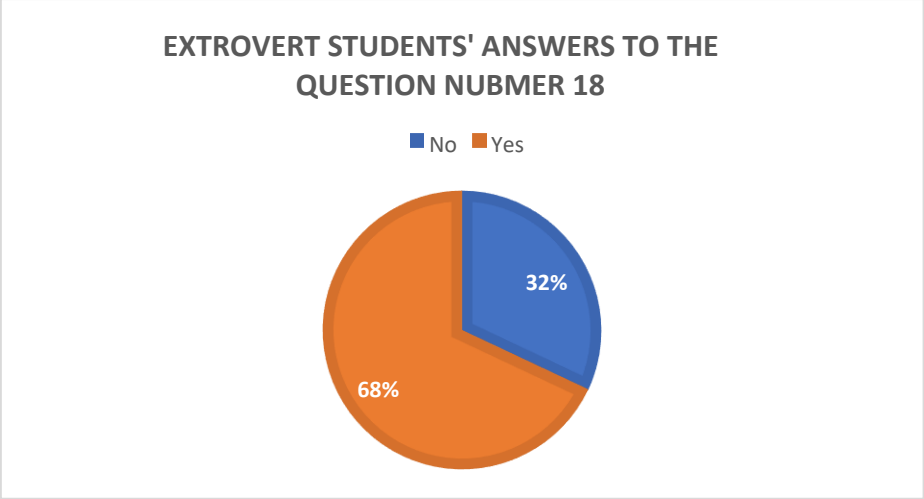
Pie Chart 27: Introverts' favourite performing activity.

in table 17 and pie charts 26 and 27 we found out that most extrovert students represent 13 out of 22 characterize (59%) actually like Debates and 8 of the others prefer presentations (36%). The last participant who replied in lectures represented (5%). As for the Introvert learners, the majority 12 out of 22 like debates (55%) and another 8 students represent (36%) prefer presentations. Moreover, (9%) which means 2 students prefer giving lectures.

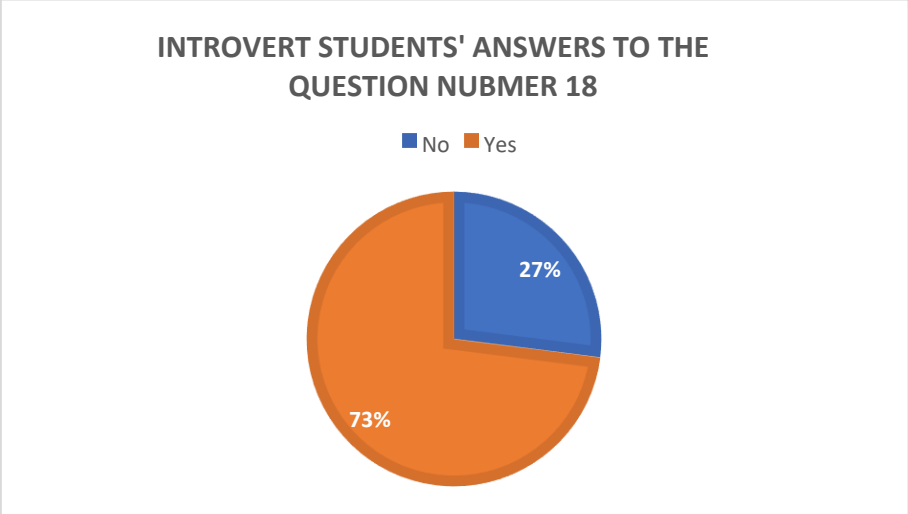
Question 18: Do you think receiving the teacher's negative feedback helps the students' fluency?

Extrovert students		Introvert students	
Yes	No	Yes	No
15	7	16	6
68%	32%	73%	27%

Table 18: Teachers' Feedback.



Pie Chart 28: Extroverts' answers to the teachers' feedback.



Pie Chart 29: Introverts' answers to the teachers' feedback.

In table number 18 and by looking at the pie charts 28 and 29, results are quite similar between extroverts and introverts in the selection of answers. 15 Extrovert students replied Yes (68%) and 7 students represent (32%) said No. 16 Introverts said Yes symbolize (73%). the rest of the 6 introverts represent (27%) responded with No. This means both personalities consider it as a positive method and a positive way to enhance their performance and correct their errors.

2. The analysis of class observations:

2.1. Oral presentation observation

	Sentences length	Pauses and hesitations	pronunciation	grammar
Extroverts	Long sentences.	Few pauses to gain time to think.	L1 interference Stress misplaced Correct Intonation Mispronouncing some vowels i.e.: /i/ and /i:/	Some grammatical mistakes but they don't affect the meaning.
introverts	Short sentences/ utterances	Many pauses to search for words, and a lot of hesitations.	Good pronunciation Stressed well placed Correct intonation	Few to no grammatical mistakes.

Table 18: Oral presentations observation

The participants' oral performance during the presentations was measured in terms of posture, eye contact, fluency, intonation, volume, timing, pronunciation, vocabulary and grammatical mistakes.

Most extroverts during their presentations stood straight, looked relaxed, and confident, and established eye contact with all of the audience, moreover, most of them were fluent during their presentations making no hesitations except some who made few pauses in order to recall information. They all seemed to know well about their topics. Moreover, most of the extroverts' intonation seemed like that of their native language and that's due to the interference of L1 on L2. Furthermore, all of the speakers' volume was loud enough to be heard throughout the presentations and could be understood easily. Besides, almost all their presentations respected the allotted time, they were neither short nor too long. Researchers have noticed that most extroverts' pronunciation was influenced by their mother tongue as it sounded more like Arabic. In addition, most extroverts during their presentations used very accurate vocabulary, and tried to define words that might be unfamiliar to the audience. One last point is that the majority of

extroverts made a few grammatical mistakes, however, it did not affect the meaning.

Concerning introverts' presentations, it was observed that most of them were stressed and nervous and that could be easily noticed through their shaky hands and voice during speaking. Furthermore, some of them were reading the speech and the majority of them were trying to avoid looking at the audience. Nearly no eye contact was made.

Concerning fluency, it was noticeable that almost all introverts were fluent during their speech. They paused from time to time in order to recall information. In addition, all of the introverts' intonations were good, and the stress was most of the time well placed, however, some of them struggled to speak loudly, and needed to be alerted every time in order to raise their voice. Moreover, most of the presenters respected the allotted time, except some of them who were speeding up and that was because they were reading from papers which made their presentations too short. Besides, most of the speakers used simple vocabulary that could be understood by the audience. Concerning grammar, most of the introverts committed few to no grammatical errors without affecting the meaning of sentences.

The session of presentations was mainly student-centred, as there was no interference, no interruption and no instructions from the teacher. She did not comment on the students' way of presenting but her comments focused on the content only.

2.2. Conversation Observation

	Sentences length	Pauses and hesitations	pronunciation	grammar
Extroverts	Long sentences	Few to no pauses and almost no hesitations	Pronunciation is affected by L1 interference. Errors in pronouncing some letters and sounds.	Correct grammar
Introverts	Long sentences	Few to no pauses and almost no hesitations	Pronunciation is good to great. A slight influence of L1 Correct Intonation and stress is well placed	Correct grammar

Table 19: Conversation class conversation

In the conversation class, the teacher had already explained (in their previous class) the characteristics of a good conversation by providing them with phrases that speakers usually use in order to keep the conversation going so during the observed session the students were asked to practice speaking using the expressions they learnt.

The teacher asked each student to choose a partner in order for them to create an immediate conversation. After they were divided, he gave them about 3 minutes to get prepared and then asked them to sit in front of their classmates and start their conversation.

In this strategy, both extroverts and introverts had a close performance. Both students spoke for almost the same period of time each pair had a maximum of 10 minutes time to speak.

Students were comfortable, some introverts were stressed at first but became relaxed while engaging with the topic. Both students used long complete and grammatically correct sentences. They paused very few times and were fluent with almost no hesitation.

Concerning pronunciation, they had disparate remarks. Extrovert students had a clear influence of their mother tongue on their speech, they mispronounced some sounds such as /p/ and misplaced the stress in some cases. On the other hand, most introvert students did not have the same obvious influence of their mother tongue. All sounds were pronounced correctly, and they did not have problems in the placement of the stress.

2.3. Group discussion Observation

	Sentences length	Pauses and hesitations	Pronunciation	Grammar
Extroverts	Very long sentences. Some interruptions. Making use of the course techniques.	Almost no pauses nor hesitation. Organized ideas.	Good pronunciation Correct intonations Well placed stress.	Few to no errors.
Introverts	Simple and short sentences	Pauses between utterances. Relying on their extrovert classmates to keep the discussion going.	Good pronunciation	Few to no errors.

Table 20: Group discussion observation

In the group discussion, students were asked to form a group by the teacher and to sit in a form of a big circle to be able to face each other and talk about various topics like experiences, most liked movies, and other topics chosen by the teacher. The participants' oral performance in a group discussion during the classroom lecture was measured in terms of sentence length, pauses and hesitations, pronunciation, and finally grammatical errors. In addition, students were speaking individually and shared their thoughts under the guidance of the

teacher. Extrovert students spoke freely, they used long sentences without paying attention to the structure of the complex ones. Whereas introvert students used short phrases and simple sentences and were careful in choosing the appropriate words to say.

Besides, when comparing extroverts' and introverts' speaking performance in terms of pauses and hesitations, most extrovert speakers had organized ideas for example when speaking about their favourite type of movies; they did not pause or hesitate to talk but they kept discussing without stress, or any help from the teacher. Meanwhile, Introverts who paused sometimes and showed some hesitations were supported by the teacher who kept involving and encouraging them to speak especially when they got interrupted by their mates. Furthermore, because everyone had the right to speak, extroverts were more talkative and kept interrupting their classmates when they had new ideas to share. While introverts were more observers than participants they listened more and produced less speech.

Concerning pronunciation, both students had good pronunciation. Just like introverts, extrovert speakers had correct intonation, well-placed stress, and understandable clear words with few phonological errors. Introvert speakers often resorted to slow speech, and self-correction without repetition but mostly struggled with finding new words to express their ideas and to reach a well-spoken discourse.

Finally, concerning grammar and vocabulary, extrovert students had a rich vocabulary and had few to no grammatical errors. On the other hand, introvert learners had limited errors with an adequate basic vocabulary to express their viewpoints.

3. Discussion of the findings:

The main findings of the present study emphasized the existence of a relationship between the personality traits of EFL learners and their oral proficiency. Although the findings cannot represent 100% of the cases however it shows that extraversion and introversion are factors that influence the way we speak.

Extroverts were easily adapted to all teaching strategies and dealt with various situations comfortably. On the other hand, Introvert students found difficulties adapting to different strategies, and their performance was distinct according to the class activity they were exposed to. In addition, Extrovert students performed better in terms of speech continuity, they paused less and explained more. On the other hand, introvert speakers outperformed extroverts in terms of pronunciation and language accuracy.

The collected data from the observations, and the questionnaire denoted that although extroverts preferred interactional tasks, they showed similar performance in all types of activities. Extrovert learners like to work in groups and they pay attention to the content of their speech rather than focusing on correct pronunciation and sentence structure which consequently leads them to make more errors. Introvert students made fewer grammatical and phonological errors and when it comes to group work, they prefer to work in pairs which helped them to record their highest performance in the conversation class.

Concerning teachers' feedback, throughout the observations, it has been proved the efficiency of teachers' opinions on students' outcomes. Moreover, according to students' answers, both types of students believe teachers' instructions and comments are important to improve their speaking skills and they do not get shy or confused by their negative feedback, instead, they consider it a positive method to encourage them to keep trying and correct their errors.

4. Recommendations:

Depending on the analysis of this study findings, researchers suggest that teachers should build an appropriate learning environment to help students feel more confident to take risks. And that could be released by paying more attention to the communicative aspect in the classroom. Moreover, in speaking classes, teachers are asked to focus on conversation class strategy as it allows both extroverts and introverts to act more comfortably and have better results in terms of fluency. Last but not least, teachers should provide their students with feedback; positive or negative as it plays an important role in enhancing students' skills.

5. Conclusion:

This chapter includes the analysis of the research data which were collected through a questionnaire and class observations where three types of activities were used; presentations, group discussion and conversations. The findings of the study proved that extraversion and introversion affect the oral fluency of students. In addition, it revealed that extroverts' performance is not affected by the strategies used in the classroom. However, introverts speaking skills were influenced when using different types of activities as they showed better results in conversation class.

General Conclusion

General conclusion

The present study tried to explore the influence of personality traits; namely extraversion and introversion on learners' speaking as well as to examine learning strategies used in oral sessions and how they distinctively influence extrovert and introvert students' speaking performance. It draws two main hypotheses. The first hypothesis claimed that extroversion and introversion influence EFL learners' oral fluency. The second hypothesis stated that performing tasks are better for extrovert learners while interactional activities suit introvert students. This study was divided into three chapters to approve the validity of the mentioned hypotheses. The first chapter shed light on teaching speaking and personality traits theories. The second chapter focused on the practical part of the research. Researchers have utilized various instruments such as the MBTI test to categorize students, an online questionnaire, and to maintain the results, observations took place in classrooms of different levels. Furthermore, the last chapter dealt with data analysis and the findings of the study.

From the observations and the answers of the questionnaire conducted throughout this study, the drawn conclusions revealed that extraversion and introversion influence the way students perform orally. Moreover, extrovert students' performance is not influenced by the strategy used in the classroom as they showed the same performance in different activities. While interactional tasks especially creating conversations helped enhancing introvert speakers' fluency much better than other activities.

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Appendices

Appendix One: The MBTI Test.

المعهد العالي للحاسب الآلي ونظم المعلومات
High Institute for Computer & Information Systems (HICIS)

اختبار MBTI لتحديد الشخصية

د. إيمان عزمي

تعليمات أساسية:

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

- الأسئلة التالية طُرحت في الأصل بفصل دراسي و لذلك فإن معظمها يتحدث عن جو الدراسة و في محيط الجامعة.
- اختار الإجابة التي تعكس اعتقادك أنت و ليس ما ترغب في أن يعتقده الناس عنك.
- تحرَى الصراحة والصدق في الإجابات. سيساعدك ذلك قبل أن يساعدنا على تحديد المهام المناسبة لك في المجموعة.
- يتكون الاختبار من (٤) أجزاء تمثل (٢٨) سؤالا. اختار حرف السؤال الذي تعتقد أنه يقترب من تفكيرك أو تصرفك ثم اكتبه في الجزء المخصص لذلك في الاختبار. اجمع الحروف لكل جزء ثم احسب أيهما أكثر في اختياراتك: في أسئلة الجزء الأول مثلا. الحرف (E) أم (I) هو الأكثر ليكون هو الحرف السائد. و هكذا لكل جزء حتى يتكون لديك ٤ حروف سائدة.

اختبار MBTI:

الجزء الأول				
١	E	أفضل الدراسة مع مجموعة من زملائي/ زميلاتي	I	أفضل الدراسة لوحدي
٢	E	عندما أدرس مع غيري. معظم استيعابي يكون من خلال مشاركاتي وطرحي لآرائي في المجموعة	I	عندما أدرس مع غيري. معظم استيعابي يكون من خلال الاستماع لأفكار و آراء الغير
٣	E	عندما أدرس مع غيري. أقدم عدة آراء بسرعة بمجرد تفكيري فيها حتى وإن لم أتأكد من صحتها	I	عندما أدرس مع غيري. أرائي لا أقدمها إلا عندما أفكر فيها جيدًا
٤	E	عندما أبدأ العمل على مشروع ما. أبدأ بالعمل فيه مباشرة ثم أفكر بالنتائج	I	عندما أبدأ العمل على مشروع ما. أفكر فيه و أحلله جيداً قبل أن أبدأ بالعمل فيه
٥	E	عندما أدرس أو أعمل لوحدي أحتاج لأوقات للراحة و لا أتضايق لو قاطعني أحد أثناء دراستي	I	عندما أدرس أو أعمل لوحدي يمكني البقاء لأوقات طويلة دون راحة و يضايقني جداً لو قاطعني أحد
٦	E	عند عرض معلوماتي. أفضّل أن أُثبِت وجهة نظري وأُقنع بها زملائي/ زميلاتي	I	عند عرض معلوماتي. أفضل أن أشرح وجهة نظري فقط للعلم دون محاولة للإقناع
٧	E	أحب أن أعرف ما الذي يتوقع الناس مني إنجازه	I	أحب أن أضع لنفسي قواعد وطموحات خاصة بي

Appendix Two: Students' Questionnaire

The questionnaire is addressed to students of English at Yahia Fares University in order to find the strategies used in classrooms that help enhancing their speaking proficiency.

Section One: Personal Information

1- Gender: Female ○ Male ○

2- Age:

1. from 18 to 20 ○
2. From 21 to 23 ○
3. More than 23 ○

3- How long have you been studying English?

1- Primary school ○
2- Middle school ○
3- High school ○
4- University ○

4- You are a student of

1- First-year ○ 2- Second-year ○ 3- Third-year ○ 4- Master 1 ○
5- Master 2 ○

5- Your personality type is

1- Extrovert ○ 2- Introvert ○

Section Two: students' motivation

1- Are you scared of making errors?

1- Yes, I feel shy and anxious when I make errors. ○

2- No, errors are part of the learning process. ○

2- Do you think Oral fluency is influenced by the teaching strategy used in the classroom?

1- Yes, certain strategies influence our speech fluency.○

2- No, speech fluency cannot be affected by teaching strategies. ○

3- **When speaking in public, what is the technique you do that reduces your shyness and stress**

1- ……

4- How often do you practice English outside the classroom?

1- I speak English frequently outside the classroom. ○

2- I rarely speak English outside the classroom. ○

3- The classroom is the only place where I speak English.○

5- Do you think you have sufficient time to practise speaking in classrooms?

1- Yes ○

2- No ○

<u>Section Three:</u> teaching speaking strategies

1-Do you like workshops?

1- Yes, it is a great strategy that helps me speak and be active more in the classroom.○

2- No, I don't like to work with others, I prefer working alone. ○

2- In group work, do you behave more like a participant or an observer?

1- participant, I share my ideas and opinions with my classmates. ○

2- observer, I prefer to listen to what other members say rather than giving my own ideas. ○

3-Which class activities make you speak more fluently?

1- I like activities that require interactions such as group discussions, conversations, games… etc ○

2- I prefer performing tasks and activities that give me enough time to prepare such as presentations. ○

4-In group work, do you prefer working in pairs or in a group of more than three students?

1. In pairs ○
2. In a group of more than 3 students ○

5-Among these interactional activities which one do you prefer?

1- Conversation ○

2- Games ○

3- Group discussion ○

4- None ○

6- Do you think oral tasks that require preparation have a positive impact on your speaking performance?

1. Yes, preparation helps me to perform better in terms of fluency. ○
2. No, preparation stresses me and negatively affects my performance. ○

7- Among these Performing activities, which one do you prefer?

1. Presentation ○
2. Debate ○
3. Giving lectures ○ 4- None ○

8-Do you think receiving the teacher's negative feedback helps the students' fluency?

1- Yes, when the teacher corrects my errors right after speaking, I can remember his/her remarks and avoid making the same errors again. ○

2- No, receiving negative feedback makes me lose confidence and avoid speaking. ○