

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF MOHAMMED ESSEDIK BEN YAHIA-JIJEL  
FACULTY OF LETTERS AND FOREIGN LANGUAGES  
DEPARTEMENT OF ENGLISH



*Exploring the Role of Personality Trait (Introversion-Extroversion)  
in Developing Speaking Abilities*

*The Case of Third Year LMD Students at the English Language Department  
of Mohamed Seddik Ben Yahia University-Jijel*

*Dissertation Submitted in Partial Fulfilment of the Requirements for the  
Master Degree in Language Sciences*

**Submitted by**

- *Bouamli Salima*
- *Bouanani Chahrazed*

**Supervised by**

*Mrs. Chioukh Chadia*

**Board of Examiners**

*Chairperson : Kouira Loubna*

*Examiner: Neghiz Safia*

*Supervisor: Chioukh Chadia*

*University of Mohamed Seddik Ben Yahia*

*University of Mohamed Seddik Ben Yahia*

*University of Mohamed Seddik Ben Yahia*

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**UNIVERSITY OF MOHAMMED ESSEDIK BEN YAHIA-JIJEL**  
**FACULTY OF LETTERS AND FOREIGN LANGUAGES**  
**DEPARTEMENT OF ENGLISH**



***Exploring the Role of Personality Traits (Introversion-Extroversion)***  
***in Developing Speaking abilities***

***The Case of Third Year LMD Students at English Language Department***  
***of Mohamed Seddik Ben Yahia University-Jijel***

***Dissertation Submitted in Partial Fulfilment of the Requirements for the***  
***Master Degree in Language Sciences***

**Submitted by**

- ***Bouamli Salima***
- ***Bouanani Chahrazed***

**Supervised by**

***Mrs. Chioukh Chadia***

**Board of Examiners**

***Chairperson : Kouira Loubna***

***Examiner: Neghiz Safia***

***Supervisor: Chioukh Chadia***

***University of Mohamed Seddik Ben Yahia***

***University of Mohamed Seddik Ben Yahia***

***University of Mohamed Seddik Ben Yahia***

*Dedications*

*In the Name of Allah, the Most Gracious, and the Most Merciful, All the Praise is due to God*

*alone, the sustainer of the Worlds.*

*God knows how much I worked to give this work into light.*

*With all love that covers my heart, I dedicate this work;*

*To my first teacher, the person whose words of encouragement are still echoing in my memory...who had always been proud of my continuous success... and would have been the happiest person to see this work accomplished MY FATHER,*

*To the most precious person to my heart, who devoted her life to my education, without her I would not be who I am, MY MOTHER, I hope that you are now proud of me*

*To my second mother and sister, NADIRA, I must say that you deserve respect my dear sister, thank you for your help throughout the many years of education.*

*To my dearest brothers YACINE, KHLAR, and HAROUN for their love and kindness*

*To my lovely sisters MALIKA, KARIMA who have supported me and encouraged me to go further.*

*To the first candle that has enlightened my family ABDELBASSET*

*To my elegant and beautiful niece SARA, ASMA, and my wonderful nephews ADAM, AMEN.*

*To my teacher Chioukh Chadia*

*To everyone who loves me.*

*Salima BOUAMLI*

*Dedications*

*In the Name of Allah, the Most Gracious, and the Most Merciful, All the Praise is due to God alone, the sustainer of the Worlds*

*This work is dedicated to:*

*To the source of my life, my mother for her encouragement and endless love*

*To my sympathetic father who has strengthened my will and who raised me*

*To my sisters: Rima, Ahlem, and Iness*

*To my lovely brothers: zineedine, and Azzedine*

*To light of my eyes, my friend Souma who had always supported and encouraged me to complete my study and who was always patient with me*

*To my Aunts and Uncles*

*To my teacher Chioukh Chadia*

*To my friends:, Sara, Marwa, and Salima*

*To everyone who loves me*

*Chahrazed BOUANANI*

### Acknowledgements

We must first give our undeniable and unforgettable thanks to the most graceful and most compassionate the almighty (Allah), that has provided us with a lot of blessing that can never be counted.

We would like to express our sincere gratitude to our supervisor Mrs. Chioukh Chadia for her patience, uncountable guidance, and inspiring ideas, who had patiently read and correct the draft of the various chapters, and supported our research by offering the necessary conditions to conduct the research.

We are extremely thankful to the examiner, Mrs. Neghiz Safia and Mrs Kouira Loubna for accepting to examine and evaluate this study. We appreciate your careful reading of this humble work.

We would also like to extend our special thanks to the teacher and the brother Dr. Bouamli Yacine for providing us with valuable and updated references. We also gratefully wish to thank third year LMD students for their help and seriousness, without their generous cooperation, this work would not have been possible.

Special thanks go to our lovely parents who encouraged us and supported us in hard moments to continue this work.

At last, we pray God to convey that thanks in his own way back to you all “Amen”

### Abstract

Speaking is considered as one of the important skills that is necessary to be mastered in learning a target language. Therefore, classroom participation seems to be one of the primary means of getting foreign language learners more engaged in speaking activities. Hence, one of the current discussions in second language acquisition research is that psychological traits strongly affect the speaking process and influence learners' oral performance. Thus, the present study aims at exploring the relationship between personality trait, namely, introversion-extroversion, and a classroom oral speaking performance. It also aims at highlighting the role of learners' personality trait in preventing or encouraging participation in speaking activities. Moreover, the dissertation in hand intends to unveil which type of speaking activities that helps better the introvert and extrovert learners perform better while speaking. Additionally, the study explores the factors behind extroversion-introversion in oral expression module sessions. Accordingly and to achieve the aim of the research, the methodology adopted in this study is a descriptive one, relying on a questionnaire, a stimulus recall interview and classroom observation checklists as data collection tools. The results obtained showed that there is indeed a strong relationship between students' personality type and speaking performance. Other findings of this study unveiled the truth that anxiety, shyness, and nervousness are the main factors that lead introvert learners to be more reticent to speak in the classroom.

*Key words: personality trait, extroversion- introversion, speaking abilities.*

## List of abbreviations

**SLL:** Second Language Learning

**SLA:** Second Language Acquisition

**L2 :** Second Language

**FL:** Foreign Language

**TL:** Target Language

**WTC:** Willingness to Communicate

**LMD:** Licence-Master-Doctorate

**EPQ:** Eysenck Personality Questionnaire

**Q:** Question

**%:** Percentage

## List of Figures

<b>Figure 1.1.</b> Relationship between Personality and Learning Achievement.....	37
<b>Figure 2.1.</b> Components of Second Language Speaking Competence.....	53
<b>Figure 3.1.</b> Number of Students with Regard to their Personality Type.....	87
<b>Figure 3.2.</b> The Reason behind Choosing to Study English.....	88
<b>Figure 3.3.</b> Learners' Estimation of English Proficiency.....	89
<b>Figure 3.4.</b> Learners' Attitudes towards Speaking .....	90
<b>Figure 3.5.</b> Learners' Preferences for Speaking English in the Classroom.....	91
<b>Figure 3.6.</b> Learners' Use Frequency of English in the Classroom.....	92
<b>Figure 3.7.</b> Waiting for other Partner to Start the Conversation.....	93
<b>Figure 3.8.</b> Comparing One's Oral Performance with Other's.....	94
<b>Figure 3.9.</b> Learners' Prior Preparation to speak in the Classroom.....	95
<b>Figure 3.10.</b> Learners' Turn Taking during Speaking Activities.....	96
<b>Figure 3.11.</b> Learners' Willingness to Communicate Regardless of Producing Non-accurate Grammar and Non- coherent Utterances and Speech.....	97
<b>Figure 3.12.</b> Having Sufficient Vocabulary to Speak about Different Things.....	98
<b>Figure 3.13.</b> Learners' Preferences for Types of Speaking Activities.....	99
<b>Figure 3.14.</b> Learners' Participation in Speaking Activities.....	100
<b>Figure 3.15.</b> The Frequency of Participation in Oral Activities.....	101
<b>Figure 3.16.</b> Learners' Attitudes towards Having Speaking Problems.....	102

<b>Figure 3.17.</b> Reasons for Learners Speaking Problems.....	103
<b>Figure 3.18.</b> Learners' Preferences to be in the Classroom.....	104
<b>Figure 3.19.</b> Keep Silent Despite the Need to Speak.....	106
<b>Figure 3.20.</b> Reasons behind keeping silent Despite the need to speak.....	107
<b>Figure 3.21.</b> Learners' Degree of Self-confidence.....	107
<b>Figure 3.22.</b> Reasons for the Lack of Self-confidence.....	108
<b>Figure 3.23.</b> Learners' Feelings when the Teacher Asks a Question.....	109
<b>Figure 3.24.</b> Frequency of Anxiety while Giving an Oral Presentation.....	110
<b>Figure 3.25.</b> Learners' Attitudes Towards Self-esteem in Enhancing Speaking Skill.....	111
<b>Figure 3.26.</b> Correlations between Willingness to Communicate and Effective Speaking..	112
<b>Figure 3.27.</b> Learners' Reaction to Teacher's and Classmates' Feedback .....	113
<b>Figure 3.28.</b> Learners' Feedback towards Being Corrected in Front of their classmates .....	114
<b>Figure 3.29.</b> Introversion Deprive Learners from Enhancing Their Speaking Skill.....	115

## List of Tables

<b>Table 1.1.</b> Differences between Extroversion and Introversion.....	31
<b>Table 3.1.</b> Learners' Justifications.....	105
<b>Table 3.2.</b> Introverts' Feelings and Attitudes towards their Presentations.....	122
<b>Table 3.3.</b> Introverts' Feelings during the Oral Performance.....	123
<b>Table 3.4.</b> Introverts' Readiness for Giving the Oral Presentation.....	124
<b>Table 3.5.</b> Introverts' Feelings when being Well- prepared for the oral performance.....	124
<b>Table 3.6.</b> Introverts' Feelings when the Teacher Asked them Unexpected Questions.....	125
<b>Table 3.7.</b> Introverts' Attitudes towards the Content of the Presentation Topic.....	126
<b>Table 3.8.</b> Introverts' Beliefs in the Connection between their Level and the Oral Presentation .....	127
<b>Table 3.9.</b> Items Affecting Negatively Introverts' Oral Performance.....	127
<b>Table 3.10.</b> Introverts' Feelings when their Classmates Outperform them at Oral Presentations.....	129
<b>Table 3.11.</b> Introverts' Attitudes towards their Classmates' Presentation.....	129
<b>Table 3.12.</b> Introverts' Silence in the Oral expression Class.....	130
<b>Table 3.13.</b> Introverts' Attitudes towards the Negative Affect of Being Shy in the Classroom on their Future Professional Career as Teachers.....	131
<b>Table 3.14.</b> Extrovert Comments about their Presentations.....	132
<b>Table 3.15.</b> The Extroverted Learners' Feeling about the Oral Presentation.....	133

<b>Table 3.16.</b> The Extrovert Learners' Satisfaction about their presentations .....	134
<b>Table 3.17.</b> Extrovert Learners and Anxiety.....	135
<b>Table 3.18.</b> Extroverts' Attitudes towards Making Grammar and Pronunciation Errors....	135
<b>Table 3.19.</b> Extroversion and Learners Self-confidence .....	136
<b>Table 3.20.</b> The Extrovert Learners' Feelings when they Finished their Presentations.....	137
<b>Table 3.21.</b> The Extrovert Learners' Reaction to Teachers' Question .....	138

## Table of Contents

Dedications.....	2
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations .....	6
List of Figures .....	7
List of Tables .....	9
Table of Contents.....	11
1-Statement of the Problem.....	18
2-Aims of the Study.....	19
3-Research questions.....	19
4-Hypothesis.....	20
5-Means of Research.....	20
6-Structure of the Study.....	20
<b>Chapter One: Affective Domain and Personality Type</b>	
Introduction	
1. Individual Differences.....	24
1.1. Affective Domain.....	25
1.1.1. Definition.....	25
1.1.2. Personality.....	27

1.2. Nomothetic Approach to the Study of Personality.....	28
1.2.1. Eysenck's Theory of Personality.....	29
1.3. Extroversion Vs Introversion.....	29
1.4. Extroversion as a Cause of Higher Sociability.....	32
1.5. Extroversion-Introversion and Second Language Learning and Use .....	33
1.6. Extroversion-Introversion and Language Learning Strategies.....	35
1.7. Application of Eysenck's Theory in English Foreign Language Classroom.....	37
1.8. Affective Factors.....	38
1.8.1. Anxiety.....	38
1.8.1.1. Language Anxiety.....	39
1.8.1.2. Foreign Language Classroom Anxiety.....	40
1.8.1.3. Foreign Language Anxiety and Oral Performance.....	40
1.8.2. Self-esteem.....	41
1.8.3. Empathy .....	43
1.8.4. Inhibition.....	44
1.8.5. Risk taking.....	44
1.8.6. Willingness to communicate.....	46

Conclusion

## **Chapter Two: The Skill of Speaking**

Introduction

2.1. The Skill of Speaking.....	52
2.1.1. Definition of speaking.....	53
2.1.2. Purpose behind Speaking.....	54
2.1.3. The Importance of Speaking a Foreign Language and other Skills .....	54
2.1.4. Micro and Macro Skills of Speaking.....	55
2.1.4.1. Micro Skills.....	56
2.1.4.2. Macro Skills.....	56
2.1.5. Elements of Speaking.....	57
2.1.5.1. Language Features .....	57
2.1.5.2. Mental/Social Processing.....	58
2.2. The Functions of Speaking.....	59
2.3. Oral Communication Activities for Enhancing the Students participation .....	60
2.3.1. Interviews.....	60
2.3.2. Role-Play .....	61
2.3.3. Conversations.....	61
2.3.4. Problems Solving Activities.....	62
2.3.5. Discussions and Debates.....	62
2.3.6. Students' Presentations.....	63
2.3.7. Communication Games.....	63
2.4. Characteristics of Speaking Performance.....	63

2.4.1. Fluency.....	64
2.4.2. Accuracy.....	64
2.4.3. Grammar.....	64
2.4.4. Vocabulary.....	65
2.4.5. Pronunciation.....	66
2.5. Types of Speaking Performance.....	66
2.6. Oral Communication Strategies .....	67
2.6.1. Achievement Strategies.....	68
2.6.1.1. Guessing Strategies.....	68
2.6.1.2. Paraphrasing Strategies.....	69
2.6.1.3. Co-operative Strategies.....	70
2.6.2. Reduction Strategies.....	70
2.6.2.1. Avoidance Strategies.....	70
2.7. Problems with Speaking Activities.....	71
2.7.1. Nothing to Say.....	71
2.7.2. Low or Uneven Participation.....	71
2.7.3. Mother Tongue Use .....	71
2.8. What Makes Speaking Difficult?.....	72
2.8.1. Redundancy.....	72
2.8.2. Reduced Form.....	72

2.8.3. Rate of Delivery.....	72
2.8.4. Stress, Rhythm, and Intonation.....	72
2.9. Characteristics of a Successful Speaking activity.....	73
2.9.1. Talkative learners.....	73
2.9.2. High Motivation.....	73
2.9.3. Acceptable Level.....	73
2.9.4. Participation.....	73
2.10. Kinds of Class participation.....	74
2.10.1. Over Participation.....	74
2.10.2. Forced participation.....	74
2. 10.3. Para-participation.....	74
2.10.4. Exploratory participation.....	75
2.10.5. Small Group Talk.....	75
2.11. Speaking Correction.....	75
2. 11.1. Teachers' Role in Correcting Speaking Errors .....	76
2.11.2. Speaking Error Correction Strategies .....	76
2.12. Teachers' Feedback for Learners Oral Production.....	77
2.12.1. The Effect of teacher Feedback on Learners Oral Performance.....	78
2.13. Assessing Speaking.....	78

Conclusion

**Chapter Three: Field of Investigation**

## Introduction

3.1. The Sample.....	83
3.2. Research Tools.....	84
3.2.1. Questionnaire.....	84
3.2.1.1. Aim of the Questionnaire.....	84
3.2.1.2. Administration of the Questionnaire.....	84
3.2.1.3. Description of the Questionnaire.....	85
3.2.1.4. Data Collection and Analysis.....	87
3.2.2. Classroom Observation.....	116
3.2.2.1. Data Collection Procedures.....	117
3.2.2.2. Aim of Classroom Observation.....	118
3.2.2.3. Data Analysis.....	118
3.2.2.3.1. Classroom Observation Checklists of Individual Works' Analysis.....	118
3.2.2.3.2. Classroom Observation Checklists of Group Works' Analysis.....	119
3.2.2.3.4. Classroom Observation Results.....	120
3.2.3. Stimulus Recall Interview.....	120
3.2.3.1. Data Collection Procedures.....	121
3.2.3.2. Analysis of Stimulus Recall Interview.....	122
3.2.3.2.1. Introverted Learners' Interview Analysis.....	122

3.2.3.2.2. Extroverted Learners' Interview Analysis.....	132
3.2.3.2.3. Discussion of the Results of Introverted and Extroverted Learners' Stimulus Recall Interview.....	139
3.2.3.3 Comparison of the Questionnaire, Stimulus Recall and Classroom Observation Results.....	139
Conclusion.....	140
General Conclusion.....	141
Recommendations.....	142
Limitations of the Study.....	143
References.....	144
Appendices.....	150
Résumé	
ملخص	

## **General Introduction**

### **Introduction**

Personality is one of the affective factors that determine the success or failure of second language acquisition. Personality is said to consist of some internal factors known as personality traits or dimensions. The personality trait that has received most attention in second language learning research is extroversion- introversion, which has been broadly investigated in terms of its influence on second language learners oral performance. It is believed that the differences existing in the performance of learners in the second language were due to individual differences among learners. Researchers tended to associate extroversion with better language performance. It has been found that extroverts who are risk takers benefit from being communicative and adventurous, which gives them opportunity for more second language practice. Thus, they are more successful in oral performance. Introverts do not behave as extroverts do, they are rather reserved and have difficulties in speaking. This is the reason behind the introverts' poor second language oral performance

### **1. Statement of the Problem**

The main objective of learning a foreign language is to be able to communicate in that language. Yet, some third year English language LMD (Licence, Master, Doctorate) learners at Jijel University are willing to develop their speaking skill, since they find themselves sometimes unable to use the English language orally. In fact, the classroom is the primary context in which learners have the opportunity to practise the target language, it was remarked that students do not participate actively in oral tasks. Yet, their poor achievement in oral performance is not always due to linguistic factors because they have learned English for many years. But it might be due to psychological factors such as personality type which influence students' oral performance. Personality type affect to a great extend learners' ways of taking advantage from

language learning opportunities, extroverted learners take full advantage of language use opportunities offered in classroom context and they play an active role in developing their speaking skill while introverted learners benefit less from the learning opportunities and they make little efforts to speak in the classroom. Hence, within the frame of this research paper, we tackle the issue of personality trait namely extroversion-introversion connection with high or low speaking performance in oral expression module sessions.

## **2. Aim of the Research**

Through the present research, we aim to cast some light on third year English language LMD students' personality type and to investigate the relationship between their personality types and the speaking performance. This study also attempts to investigate the role of personality type in preventing or boosting participation in speaking classroom activities. Moreover, the study attempts as well to examine students' awareness of personality type and its impact on their speaking performance. Hence, the focal target behind conducting this piece of research is to bring out the connection between extroversion-introversion variable and oral performance variable.

## **3. Research Questions**

The present study is designed to answer the following questions:

- 1- Which kind of personality trait (extroversion-introversion) do third year LMD students at the English language Department of Jijel University have?
- 2- How does students' personality type affect the involved learners' oral performance?
- 3- What are the factors that lead introvert learners to be more reticent to speak in the classroom?
- 4- Do speaking activities, namely group work and individual oral presentations affect extrovert-introvert learners' oral production?

5- Is introversion due to teachers' feedback, anxiety, or other affective variables as self-esteem, self-confidence etc.?

#### **4. Hypothesis**

As the aim of the current study is to investigate the influence of personality type on students participation in oral tasks, we hypothesize that personality trait namely introversion-extroversion has a great impact on learners' oral performance and plays a major role in preventing or boosting participation in speaking activities.

#### **5. Means of Research**

The study in hand relies on three techniques of collecting data namely, a questionnaire, and the stimulus recall interview and the classroom observation checklists. Firstly, we addressed a questionnaire to third year learners at the English language Department of Jijel University. The questionnaire is composed of two parts; the first part is about the Eysenck Personality Questionnaire (EPQ) which is widely used in classroom settings to distinguish between introverts and extroverts, while the second part comprises of a set of questions to investigate an overall perception of the students' participation in speaking activities. However, a stimulus recall interview is also conducted with the informants to have more reliable data. Finally, the classroom observation checklists are relied on to test the data yielded in the questionnaire i.e. whether there is any correspondence with the participants' responses and their behaviour in oral classroom setting.

#### **6. Structure of the Study**

The present research is composed of three main chapters. The first two chapters constitute the literature review while the last chapter constitutes the practical part of the study.

Chapter one deals with general issues on the affective domain and personality type. It provides a better understanding of the affective domain definition and the relationship between

personality type and language learning. Finally, we give a detailed description of personality factors that influence learners' success and failure in the process of second/foreign language learning.

Chapter two outlines some of the theoretical issues related to the speaking skill namely, definition of speaking, the purpose behind speaking, elements of speaking, oral expression activities, speaking difficulties, learners' strategies for communication. Finally, the roles of the teacher in the process of learning speaking are also considered.

The last chapter deals with data analysis; it provides a detailed analysis of the collected data by means of questionnaire, the stimulus recall interview and classroom observation. The chapter provides a presentation of the full results and it ends with suggesting some pedagogical recommendations and issues for further future research.

## **Chapter One**

### **Affective Domain and Personality Type**

#### Introduction

#### 1. Individual Differences

##### 1.1. Affective Domain

###### 1.1.1. Definition

###### 1.1.2. Personality

##### 1.2. Nomothetic Approach to the Study of Personality

###### 1.2.1. Eysenck's Theory of Personality

##### 1.3. Extroversion Vs Introversion

##### 1.4. Extroversion as a Cause of Higher Sociability

##### 1.5. Extroversion-Introversion and Second Language Learning and Use

##### 1.6. Extroversion-Introversion and Language Learning Strategies

##### 1.7. Application of Eysenck's Theory in English Foreign Language Classroom

#### 1.8. Affective Factors

##### 1.8.1. Anxiety

###### 1.8.1.1. Language Anxiety

###### 1.8.1.2. Foreign Language Classroom Anxiety

###### 1.8.1.3. Foreign Language Anxiety and Oral Performance

##### 1.8.2. Self-esteem

1.8.3. Empathy

1.8.4. Inhibition

1.8.5. Risk taking

1.8.6. Willingness to communicate

Conclusion

## **Chapter One**

### **Affective Domain and Personality Type**

#### **Introduction**

Foreign language learning is a complex process that involves affective factors which differentiate one learner from another. Learners vary on a number of dimensions. One aspect of individual differences which has a crucial impact on learners' academic achievements is personality type. Personality is considered to be a very important category of individual differences which affects learning outcomes. In recent years, the relationship between personality and second language learning has received some research interest. Personality types have been studied in terms of their influence on language skills especially the speaking one. The most frequently examined dimension of personality that has an affective influence on language learning is extroversion–introversion. In this chapter, the literature on individual differences and the relationship of extroversion-introversion to different aspects of academic attainment is reviewed. Moreover, the chapter in hand exposes other affective factors such as anxiety, self- esteem, risk taking ...etc since they are related to personality.

#### **1.1. Individual Differences**

Individual differences refer to the characteristics among individuals that distinguish them, and make each individual as a distinct combination of feelings, emotions, attitudes, and personalities. Dornyei (2005, p. 1) pointed that “individual differences are characteristics or traits in respect of which individuals may be shown to differ from each other.”

These individual differences are likely to influence second language learning (SLL) outcomes. That is to say, they have an effect on how successful second language (L2) learners are. Ellis (1999, p. 707) described individual differences as the differences in how learners are fast and successful in learning a L2. In addition Ellis (1999, p. 523) argued that “individual

differences produce variation in the rate of learning and the ultimate level of second language attainment”. This means that, some L2 learners make rapid progress while other progress slowly with difficulty. Moreover, individual differences among learners are predicted to be crucial for SLL, since they determine how each individual experiences his/her own way of learning language as supported by Pawlack (2012, p. 17) who maintained that learners’ approach to language, the steps they take during this process and the ultimate level of attainment are assumed to be shaped by individual variables which can be characterized into three clusters: cognitive, affective, and social variables.

It is generally known that the affective side of learners is related to attitudes, self-esteem, anxiety, risk taking, and personality. The view of personality as one of the principle individual variables that has an affect on learning outcomes is supported by Ellis (1999, p. 517) who stated that personality is an affective factor of success and failure in SLL. Furthermore, Ellis (1999, p. 484) assumed that individual differences are interrelated, thus personality variable can influence learners’ beliefs, attitudes, and affective responses. Consequently, personality traits are important affective variables of individual differences, and teachers should be sensitive to these differences that exist between learners, because they differ from one to another depending on their personalities. Therefore, teachers should be aware of the affective side of learners.

### **1.1.1. Affective Domain**

#### **1.1.1.1 Definition**

Brown (2007, p. 153) stated that affect “refers to emotions and feelings”, and the affective domain is “the emotional side of human behaviour, and it may be juxtaposed to the cognitive side”, which means that it may be put side by side to the cognitive side.

Bloom and his colleagues (Krathwohl, Bloom, Masia, 1964) (as cited in Brown, 2007, p. 153) provided a useful extended definition of the affective domain which contains five major categories that are listed from the simplest behaviour to the most difficult or complex one. Namely, the 'receiving level' which is the lowest level of learning outcomes, it refers to the willingness to pay attention and listen to others with respect, and individuals must be receptive to those with whom they are speaking and to the language itself. The next level is the 'responding level' in which people actively respond to others and participate in conversations, which means to be responsive to people and to the context of communication. The third level is 'valuing' that is concerned with value, it is based on the internalization of a set of specified value; people must evaluate other people's behaviour, and give them a value. The fourth level is 'organization' and it is concerned with bringing together different values and resolving conflicts between them, in other words, it is the process of organizing the values obtained, and deciding the relationship between them. The fifth and the last level in the affective domain is 'valuing system' that includes people's actions according to their values and beliefs.

Additionally, Oxford (1990) pointed out:

The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. ( p. 140)

That is, the emotional side of the learners is one of the powerful influences on language learning success since emotions play a crucial role in shaping and directing learners' behaviours. Thus, students who have positive emotions and attitudes can make the language more successful and interesting.

In general, the affective domain is consisted of all behaviours and attitudes concerned with emotions. According to Ringness (1975) the affective domain is any behaviour which has an emotional tone, and considered interests, preferences, attitudes, morals, character, and personaliyy as important parts of the affective domain (as cited in Martin and Briggs, 1986, p. 49). That is to say, teachers can increase their effectiveness by taking into account the affective domain in planning activities and assessing students.

However, Oxford (1990, p. 140) stated that “the affective domain is impossible to describe within definable limits”. That is the affective domain is not limited to the feeling alone, it includes other factors which in themselves influence the outcomes of language learners. In this context, Brown (2007, p. 152) added that the “the affective domain is difficult to describe scientifically. A large number of variables are implied in considering the emotional side of human behaviour in the second language learning”.

Our whole personality and emotions are fully involved when learning a L2 since personality type form the affective side of the learners.

### **1.1.2. Personality**

Personality is one of the most individual differences between learners. According to Feist and Feist (2009, p. 9), the concept of personality has its origin in ancient history, it is derived from the Latin word “persona” which is typically used to refer to theatrical mask worn by Roman actors in Greek dramas.

The Collins Cobuild Dictionary defines personality as one’s “whole character and nature”. And for psychologists, Feist & Feist (2009, p. 10) stated that “personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person behaviour”. This means that, personality is a combination of permanent features that are responsible for the differences among individuals’ behaviours. A

similar definition is given by Child (1968, p. 83) who viewed personality as “more or less stable, internal factors that make one person’s behaviour consistent from one time to another, and different from the behaviour other people would manifest in comparable situation”. That is to say, traits contribute to individual differences in behaviour across time and across situations. In addition, Pervin and John (2001) (as cited in Schuller and Batliner, 2014, p. 6) argued that personality represents those traits of a person that include consistent patterns such as feeling, thinking and behaving. From this part, Hampson (2001, p. 13) viewed personality as internal and it appears in a person’s behaviour.

Research into personality has tended to be split between two approaches, the idiographic and the nomothetic approaches, which reflect the differences in the way psychologists view people. Abbott (2001, p. 6) argued that taking an idiographic approach means researching a theory by studying people individually, that is we cannot rely on common behaviours to describe people such as people who are shy or aggressive and the result could not be applied to anybody else.

## **1.2. Nomothetic Approach to the Study of Personality**

Nomothetic as a term is derived from the Greek word “nomos” which means law. This approach is a key to the study of personality, it provides interesting ideas about the nature of human personality.

According to Abbott (2001, p. 7), this approach involves the study of the behaviour of many individuals, it assumed that individuals share traits and characteristics with each other and we rely on common behaviours such as sociability or generosity to describe individuals, and it is based on statistical tests to reveal trends and differences.

Additionally, Abbott (2001, p. 7) stated that personality theories categorized as idiographic or nomothetic, and Eysenck’s type theory is nomothetic, because Eysenck believed

that the basic core of human personality is made up of a number of traits and dimensions. Eysenck put introversion–extroversion as a universal personality dimension that can be employed to describe and measure part of any individual’s personality in varying degrees.

### **1.2.1. Eysenck’s Theory of Personality**

Eysenck’s theory of personality has a strong psychometric used to measure the structure of human personality. According to Hampson (2001, p. 47), the personality theory of Eysenck is described initially by two dimensions: introversion-extroversion and neuroticism-stability and more recently he proposed a third dimension of psychoticism. Moreover, Feist & Feist (2009, p. 416) stated that Eysenck regarded these three dimensions as a part of the normal personality structures and the factors of extroversion, neuroticism and psychoticism exist at one pole and the other at the opposite. That is to say, introversion described as the opposite of extroversion, similar to neuroticism and psychoticism.

Eysenck and Eysenck (1991) (as cited in Matthews, Deary and Whiteman, 2009, p. 23-24) provided a full description of the three dimensions:

Extroversion (E): refers to people who are sociable, craves excitement, take chances, fond of practical jokes, not always reliable, some time they lose their temper.

Neuroticism (N): refers to individuals who tend towards anxiety, depression, worries, have bad sleep and preoccupied with things that might go wrong.

Psychoticism (P): involves individuals who are solitary, troublesome, cruel, unempathic , cold and aggressive .

### **1.3. Extroversion Vs Introversion**

Extroversion and its counterpart introversion are identified as the main personality traits. Furthermore, these personality variables are classified as two important affective elements in SLL. Dornyei (2015, p. 21) defined an extrovert individual as a person who receives energy

from outside sources, in other words, the extrovert is usually energized by being with other people and often think best when he can discuss his ideas. Whereas an introvert is more concerned with the inner world, and learns more effectively in individual independent situations that are more involved with ideas and situations, this means that the introvert thinks best by himself by producing ideas in his own mind, and he can be tired out by too much contact with other people. Moreover, Brown (2007, p. 166) made a cognitive definition of extroversion and introversion, he stated that extroversion is “the extent to which a person has a deep-seated need to receive ego enhancement self-esteem and a sense of wholeness from other people as opposed to receiving that affirmation within oneself”. Introversion, on the other hand, “is the extent to which a person derives a sense of wholeness and fulfilment apart from a reflection of this self from other people” Brown (2007, p. 167). That is to say, the extrovert prefers to work, communicate with excitement and enthusiasm with other people while the introvert hides in his inner world and prefers to work on his own.

To understand the differences between extroversion and introversion in terms of behaviour Eysenck and Chan (1982) put the following definition:

Extroverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk-takers like practical jokes and are lively and active. Conversely, introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement (as cited in Ellis, 1999, p. 531).

Thus, extroverted and introverted learners do not learn in the same way, and each one of them adopted an approach to learning which makes him comfortable with.

The following table as proposed by Myer and Myer (1995, p. 77), explains better the basic differences between extroversion and introversion.

Extroversion	Introversion
<ul style="list-style-type: none"> <li>-Prefer the outer world of people and things to reflection.</li> <li>-Active</li> <li>-Gain energy from others.</li> <li>-want to experience things in order to understand them.</li> <li>-work by trial and variety.</li> </ul>	<ul style="list-style-type: none"> <li>-Prefer reflection and the inner world of action.</li> <li>-Prefer writing to talking.</li> <li>-May enjoy social contact but need to recover from it.</li> <li>-want to understand something before trying it.</li> <li>-Like a quiet place to work in.</li> </ul>

Table 1.1 The Differences between Extroversion and Introversion

Extroversion and introversion are part of a continuum, this means that the extroversion-introversion dimension consists of extroversion at one end of the continuum and introversion at the other end. That is, the extroversion-introversion dimension is an aspect of personality conceptualized as a line on which individuals can be ranked according to the personality trait they possess. Eysenck (2004, p. 461) drew attention to the fact that individuals might not tend totally to extroversion or introversion, and the scale of extroversion-introversion is continuous and the majority of people have been found to give two scores at an intermediate level between two poles of this continuum. In other words, personality dimension of extroversion-introversion does not simply determine that a person is either extroverted or introverted but show their degree of extroversion-introversion and places them at the relevant point on the continuum.

#### **1.4. Extroversion as a Cause of Higher Sociability**

Sociability is one of the major defining characteristics of extroversion that influences the rate, the success of SLL in general, and enhances learner's performance in particular. Eysenck (1981, p. 211) believed that extroverts are more interested in initiating contact with others. In fact, extroverts are very social, they enjoy being part of a conversation, they often work well with others and interested in trying new things. According to Eysenck (1981, p. 210) "the extrovert is more sociable, active, impulsive in his social behaviour than the introvert". Extroverts enjoy to interact with others and exchange ideas with them. On the contrary, the introverts are defined as being introspective, timid, and solitude, they dislike interaction with others and prefer to work alone. Moreover, Freud (1924) believed that the introvert is an individual in whom exists an exaggeration of the thought processes with a tendency to withdraw from social contacts (as cited in Eysenck, 1997, p. 57).

Sociability is an influential factor that helps learners to develop their oral communicative competence, which is important in learning a L2. Therefore, the tendency of extroverted learners to be more sociable and interactive give them more opportunities to practise the language. Gardner (1985, p. 31) stated "sociability makes intuitive sense that students who are sociable and willing to interact freely with others should be more successful at learning a second language than students who are more reserved". Thus, the introverted learners are more reticent to participate in practice activities as supported by Dornyei (2005, p. 27) "introverts who are inclined to be rather taciturn and not willing to take risks, usually suffer when it comes to creating opportunities to practise speaking the FL in the environment other than the classroom". Furthermore, Gardner (1985, p. 33) asserted that the research literature does not permit a definite conclusion as to whether sociability is positively or negatively linked with successful second language acquisition (SLA).

### **1.5. Extroversion- Introversion and Second Language Learning and Use**

It is argued that extroversion-introversion as a personality trait affects the process of SLL, since a typical introvert differs from a typical extrovert in behaviours, these behaviours might correlate differently with SLL. According to Brown (2007, p. 197) “extroversion and its counterpart introversion are important factors in the acquisition of a second language”. An extroverted person is identified as being out going, risk takers, and an introverted is often seen as inhibited and unwilling to take risk in terms of seeking opportunities for practising language.

Personality affects the learners’ preference of language learning skills. Ellis (1999, p. 520) suggested that personality determines what individuals feel relaxed with and get better with a given skill. He identified two major hypotheses, the first one is that “extroverted learners will do better in acquiring interpersonal communication skills”. The second hypothesis maintained that “introverted learners will do better at developing cognitive academic language ability”. In support to the first claim, Ellis (1999, p. 520) argued that sociable learners are more likely to increase language use opportunities and tend to participate more in oral activities through which they gain input and offer more chances to practise the L2, but concerning to the second claim, Ellis (1999, p. 520) believed that introverted learners have more opportunities to develop cognitive academic abilities perhaps they spend a lot of time reading and writing.

Oral performance is also linked to the study of extroversion-introversion, it is argued that extroverted learners take full advantage of language use opportunities and they have a role to play in the development of oral skills. ( Rossier, 1975) ( as cited in Cook , 2008, p. 152) found that extroverted individuals are more fluent when speaking a L2. Moreover, Matthews et al (2009, p. 234) pointed out that extroverts are more likely to initiate conversations and ask more questions than introverts. Similarly, ( Eysenck, 1982) (as cited in Matthews, et al, 2009, p. 368) stated that “extroverts tend to show superior performance to introverts on some tasks

particularly relatively demanding tasks, requiring divided attention resistance to distraction or resistance to influence”. That is to say, extrovert and introvert learners differ in terms of directing their attention to what others speak in the classroom, extroverts listen to others only when the topic is interesting, introverts, on the other hand, are more inclined to listen to others than speaking. As a result, introverted learners find a difficulty to follow a conversation and saying things quickly, they tend to be slower to respond, hesitate and use more pauses, they also benefit less from learning opportunities and speaking tasks that require participation

In terms of language learning and use, Matthews et al (2009, p. 390) assumed that extrovert learners have limited long term memory and perform better in verbal short term memory tasks, and this make them outperform introverts at communicative oral skills and underperform introverts at explicit accademic learning and problem solving tasks.

Eysenck (1997) believed that the extroverts and the introverts learners are physiologically different from each other, and the difference is rooted in the reticular activating system of the brain, which is dependent on the balance between excitation and inhibition process. This system monitors incoming neural impulses resulting from environmental stimulation, and controls the arousal level of the cortex of the brain which is inherited rather than learned (as cited in Feist, 2009, p. 418). Duffy (1922) defined cortical arousal as “continuum of states of activity of the organism, ranging from deep sleep to highly aroused states of excitement or agitation” (as cited in Matthews et al, 2009, p. 210). In addition, (Eysenck, 1997) believed that extroverts are characterised by a lower level of cortical arousal than introverts, this cause extroverts and introverts to have different behavioural, attitudinal, preferences and tendencies. Thus, the extroverts have higher sensory thresholds that leads to lesson reactions of sensory stimulations, and they are more likely interested in exciting and stimulating activities. The introverts, on the other hand, have a higher level of cortical arousal, thus they have lower sensory stimulations. As a result, they attempt to seek a reduction of

stimulation and avoid situations that cause too much excitement such as group work and role plays in order to maintain an optimal level of stimulations (as cited in Feist & Feist 2009, p. 418). This explanation of physiological differences between extroversion and introversion gives a clear idea about why an extroverted person is different from an introverted person.

Eysenck (1997) concluded that extroversion was not positively correlated with learning due to several neuro-chemical phenomena in the human brain, that is an introvert would be a better language learner (cited in Feist & Feist, 2009, p. 418). However, the SLA theorists tend to disagree with Eysenck's conclusion, ( Naiman et al. 1978 ; Donough, 1981) argued that an extroverted person is well suited to language learning, because the more he is likely to join group activities, the more he increases the amount of input, which maximizes the language output ( as cited in Skehan, 1989, p. 101). Moreover, Brown (2007, p. 166) pointed out that the view of extroversion as more successful in learning a L2 is misleading , and there is no positive relationship between successful SLL and extroversion, also it is not clear whether introversion helps or hinders the process of SLA. Furthermore, Brown (2007, p. 167) stated that in some cultures, it is improper to speak in the classroom, thus teachers should take into consideration cultural norms in their assessment of students' participation, because in some cultures introversion may be a sign of respect.

### **1.6. Extroverted-Introverted and Language Learning Strategies**

Researchers indicated that personality traits also affect learning styles and strategies which, in turn, affect learning outcomes, according to Furnham et al (1999) a strong correlation was observed between personality types and language learning styles and strategies(as cited in Ibrahimoglu et al, 2013, p. 97). Oxford (1989) defined learning strategies as behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable" ( as cited in Ellis, 2012, p. 329). In other words, learning strategies are the particular

approaches or techniques which learners employ to try to learn a L2, these strategies can facilitate the internalization, storage, retrieval or use of new language. In addition, Celce-Murcia (2001, p. 363-365) pointed out that Oxford (1990) identified two major groups of L2 learning strategies, the first group represents direct strategies that are divided into three categories: cognitive strategies, memory strategies, comprehension strategies. The second group represents the indirect strategies which include metacognitive strategies, affective strategies, and social strategies. Whereas learning style was defined by Dornyei (2005, p. 121) as “an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills”. In other words, learning style reflect students’ preferences on how they perceive the learning environment, interact, and follow the steps of receiving and processing information with this environment. These categories of learning styles and strategies are varied according to extroversion-introversion personality type. According to Dornyei and Ryan (2015, p. 31) “researchers found that introverts performed best when studying in a familiar environments, whereas extroverts performed better in more novel conditions”. Thus, introverts prefer to do activities with the same people and extroverts are likely to become bored in routine activities with the same people. Wakamoto’s (2009) stated that the extrovert and the introvert learners prefer different learning styles and strategies. That is, the extroverts prefer social forms of learning while the introverts prefer to solve problems individually, or to work in pairs especially with close friends since they found it difficult to speak in front of a crowded audience (as cited in Dornyei & Ryan, 2015, p. 31). Moreover, Busato, Prins, Elshout, and Hamakera, (1998) pointed out that extroverts correlate with direct learning strategies and introverts on the other hand prefer indirect learning strategies. (as cited in Kaewkatorn & Lynch, n.d, p. 93).

Kaewkatorn & Lynch (n.d, p. 93) provided the following figure which represents the relationship between personality and learning achievement .

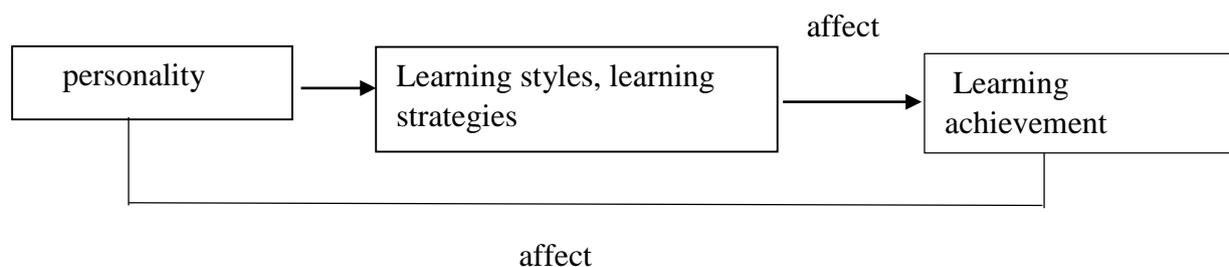


Figure 1: Relationship between Personality and Learning Achievement.

### 1.7. The Application of Eysenck's Theory in English Foreign Language Classroom.

In a teaching and learning situation, learners should discover their personality type in order to improve their study habits and teachers should provide different activities to help both the extroverts and the introverts. Brightman (2003) stated that in order to help extroverted learners, teachers should provide them with activities that involve discussion (as cited in Kaewatorn & Lynch, n.d). And in order to help introverted learners on the other hand, teachers can teach them how to connect knowledge and build up concept maps. Moreover, teachers should give importance to the learning situation, According to Eysenck (1983) extrovert learners understand the learning materials better when they are in very stimulating environments and introverts learn better when they are in quiet environments (as cited in kaewkatorn and lynch, n.d). Therefore, Leith and Shadbolt (1978) argued that studies have indicated that extroverts benefit more from informal, and unstructured teaching methods and approaches of teaching while introverts benefit more from structured approaches (as cited in Eysenck, 1981, p. 229). In addition, teachers need to understand the personality of learners. Wilze (2000) stated that "awareness of students personality type allows teachers to have a better understanding of classroom dynamics, and to be better able to determine what kind of classroom activities and strategies would be most effective with a majority of students in the class" (as cited in Bagheri, 2012, p. 1641). As a result of understanding students' personality types, teachers can understand why students approach tasks differently and help them explain why

some students succeed while others fail. These pedagogical implications need to be taken with a great awareness by English foreign language teachers.

### **1.8. Affective Factors**

SLL process depends on a series of affective factors. Pawlake (2012, p. 158) described affects as “aspects of feeling, emotion or attitude that have an impact on our behaviour”.

Affective learners’ characteristics play an important role in the SLL process, they have a great impact on language learners. Pawlake (2012, p. 157) pointed out that “affective factors preoccupied with an individual’s cognitive capacities, in many instances, it is emotion rather than intellect that account for the difficulties students may experience when learning a foreign language”. Consequently, learners affective factors are of a crucial importance in accounting individual differences in learning outcomes. That is, the influence of affective variables help to explain the difficulty some learners experience in language learning as compared to others.

#### **1.8.1. Anxiety**

Anxiety is one of the most important affective variable in SLL process, it is an important characteristic with regard to SLA and use. Dornyei &Rayan (2015) stated that:

Anxiety can manifest itself in many forms of fear-a fear of speaking; a fear of misunderstanding others, and a fear being misunderstood;a fear of being laught at. And it can also induce other negative feelings such as worry, embarrassment, and self-consciousness. (p. 176)

So, language learning anxiety is the worry and the negative emotions experience by students when learning and using a L2.

Researchers have mentioned different types of anxiety. Ellis (1999, p. 479) stated that anxiety can be divided into three types, trait anxiety, state anxiety, and situational specific anxiety. (Scovel, 1978 ) defined trait anxiety as “a more permanent predisposition to be anxious” (as cited in Ellis, 1999, p. 479). It is viewed as a personality characteristic, a person who is always tense and nervous about many things in a wide range of situations. Spielberger (1983) (as cited in Ellis,1999, p. 480) described state anxiety as the emotional state of feeling nervous that can fluctuate over time and vary in intensity, i.e. moment to moment experience of anxiety . The third type consists of the anxiety which is aroused by a specific type of situation or events such as public speaking, examination or classroom participation.

A distinction is also made between facilitating and debilitating anxiety. (Scovel, 1978) (as cited in Ellis, 1999, p. 482 ) drew attention to Alpert and Haber’s distinction between these two types, anxiety can have a facilitating effect on SLL and helps learners to perform better. Brown (2007, p. 162) further suggested that it can keep one alert, and just slightly unbalanced to the point that one cannot relax entirely until to get the job done, a debilitating anxiety on the contrary hinders a learner’s performance. Similarly, Dornyei (2005, p. 198) concluded that anxiety does not always hinder performance but it sometimes develops it. Moreover, Williams (1991) suggested that facilitating and debilitating anxiety sometimes cancel each other resulting in no clear effect on learners’ achievement (as cited in Ellis, 1999, p. 483).

#### **1.8.1.1. Language Anxiety**

According to Horwitz, Horwitz and cope (1986, p. 128) language anxiety can be defined as a “distinct complex of self-perceptions, feelings, and behaviours related to classroom language learning arising uniqueness of the language learning process”. Moreover, Horwitz et al (1986) maintained that language anxiety have different aspects in language learning situation

i.e. unknown materials, instructors' methods and attitudes, perceived negative evaluation on the part of peers and teachers, fear of tests.

### **1.8.1.2. Foreign Language Classroom Anxiety**

Researchers agreed that learners frequently experience language anxiety, a type of situation specific anxiety. According to ( Horwitz, et al. 1986, p. 125) “when anxiety is limited to the language teaching situation, it falls into the category of specific anxiety situation.” That is to say, learners who feel anxious only in a specific situation, it refers to the apprehension they experience in attempt to learn a L2 and communicate in it. According to Ellis (1994) researchers indicated that learners become anxious when they compare themselves with their classmates and found themselves less proficient, and when they become more proficient their anxiety will decrease (as cited in Ni, 2012, p. 159).

Researchers provided the primary sources of anxiety which are useful for the description of foreign language (FL) anxiety, Horwitz (1986, p. 127) identified three FL anxieties namely, “communicative apprehension”, which refers to the fear of communicating with other people. The next is “test anxiety” which is about the fear of exams and quizzes stemming from a fear of failure. The third is “fear of evaluation” which refers to the apprehension about other's evaluation. Students may experience fear from being negatively evaluated by their classmates or the teacher, fear from having other students laugh or even being aware of their mistakes during the communication, which often produces large amount of apprehension.

### **1.8.1.3. Foreign Language Anxiety and Oral Performance**

Anxiety has a negative effect on FL oral performance, it is the cause of poor performance. According to Young (1999) (as cited in Wu, 2010, p.126), speaking or giving a presentation in classroom produces a high level of anxiety. Moreover, in their influential study

(Horwitz et al. 1986, p. 127) confirmed that FL anxiety is associated with oral performance of language use. This means that FL speaking is the most provoking aspect for most learners, they feel that they are expressing themselves badly when they are in a position in which they are not ready to express themselves. According to Dewaele (2013) (as cited in Dornyei & Ryan, 2015, p.178) found that high anxiety can lead to breakdown in automatic processing and hinder FL fluency. Furthermore Gardner (1994) argued that anxiety negatively affects students' attention, the choice of learning strategies, the processing of new materials, as well as their ability to retrieve these materials from memory, and their willingness to use them in communication (as cited in Pawlak, 2012, p. 164). Researchers proved that anxiety has a great effect on learners' communicative competence, learners who have difficulty to speak in front of their classmate are the less likely to develop communicative skills. As Horwitz et al (1986) stated that, the current emphasis on speaking as the most important aspect of the FL learning that leads to the development of competence poses great difficulties for anxious students. Consequently, teachers should create a non-threatening environment in which learners feel free to express themselves and therefore learn efficiently, and students who are not ready to participate should not be forced to do so.

### **1.8.2. Self-esteem**

Self-esteem is an important affective variable investigated in much SLA research, it is believed to be a crucial aspect for success in learning a L2. Brown (2007, p. 154) provided the following definition:

self-esteem is probably the most pervasive aspect of any human behaviour. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self esteem, self confidence, knowledge of yourself, and self-efficacy,

belief in your own capacities to successfully perform that activity.

Self-esteem reflects the personal judgement of oneself in which an individual evaluates his/her competence according to some values. Coopersmith (1997) maintained that self-esteem refers to the evaluation which individuals make about themselves, and reflects the extent to which individuals believe themselves to be successful and capable (as cited in Brown, 2007, p. 154).

According to Brown (2007, p. 155), there are three levels of self-esteem namely: general or global self-esteem, situational or specific self-esteem and task self-esteem. The first level refers to general evaluation of individuals about themselves, it represents the way people feel about themselves Carver (1994) (as cited in Dornyei, 2005, p. 211) defined global self-esteem as “individuals overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves”. That is to say, global self-esteem refers to the general value that a person places on himself or herself. The second level refers to the one’s evaluation of the value of a particular life situation like social interaction, work and education. The third level describes the way people evaluate their various abilities and attributes of a specific situation.

Self-esteem correlates effectively with language learning, Demo and Parker (1987) (as cited in Bagheri, 2012, p. 1642) stated that language learning affects the degree of self-esteem and vice versa, that is to say, by strengthening one factor the other factor will be strengthened. Moreover, (Maslow, 1987) suggested that self-esteem is essential in learning a language, it is central to success or failure and also influences teaching methods and materials, thus teachers should minimize criticism and encourage students to feel good about themselves (as cited in Harmer, 2001, p. 74).

Researchers found that self-esteem affects achievement, and learners who feel good about themselves are most likely to succeed. Raffin (1996) maintained that “students with high self-esteem are more likely to succeed in learning because they have a clear sense of direction regarding their priorities and goals” (as cited in Dornyei, 2005, p. 212). In addition, Brown (2000, p. 145) pointed out that there is no successful learning activity carried out without some degree of self-esteem. On the other hand, low academic achievement correlates with lack of self-esteem. Branden (1985) indicated that low self-esteem is the biggest barrier to success and learners cannot express themselves with confidence and this hinders proficiency (as cited in Bagheri, 2012, p. 1642).

### **1.8.3. Empathy**

Tylor et al (1971) defined empathy as ‘an individual’s sensitivity to cues in interpersonal situations’ (cited in Gardner, 1985, p. 35). In all definitions of empathy, the idea of acquiring another person’s perspective is crucial. As pointed out by Bohart and Greenberge (1977), most definitions of empathy include the idea of perceiving the world, that is, to be able to see things from the viewpoint of others (as cited in Chen, 2013, p. 88).

There are two necessary aspects of the development and exercising of empathy. Hogan (1969) stated that the first aspect refers to the awareness and the knowledge of one’s own feeling (as cited in Brown, 2007, p. 165). The second aspect refers to the identification of another person, this means that you cannot fully empathize or know someone else until you adequately know yourself.

In a L2, learners can get some benefits from empathy, because it enables them to understand the context, condition of others they speak to, and this enables them to use a language properly in communication. Tylor (1971) (as cited in Gardner, 1985, p. 35) assumed that “the more sensitive an individual is to the feelings and behaviours of another person the

more likely he is to perceive and recognize subtleties and unique aspects of the second language and incorporate them the speaking". That is, empathy is the starting point of interpersonal communication, and affective communication requires to understand the other person's state and clarify meanings, thus communication breaks-down when false assumptions are made about the other person.

#### **1.8.4. Inhibition**

Inhibition is one personality type that has big impact in the SLL process. For Ur (2000, p.111) when learners try to say things in a FL in the classroom they are often inhibited, they are worried about making mistakes, fearful of criticism or losing face, or they are shy of the attention that their speech attracts.

Learners with low self-esteem are believed to display more inhibition, it is commonly known that by lowering inhibition in the language classroom we can promote communication and a willingness to learn from trial and errors, since inhibition prevents L2 learners from expressing themselves because of the fear of making mistakes to protect their self ego. Additionally, inhibition has a negative effect on L2 pronunciation. When the learners have a great inhibition they will become shy and do not like to speak in the L2.

It is suggested that inhibition discourages risk-taking, which is necessary for progress in language learning. Inhibition is often considered to be a particular problem for adolescence who are more self-conscious than young learners.

#### **1.8.5. Risk Taking**

According to Brown (2007, p. 160), risk taking is an important factor in successful SLL, and learners have to be willing to take risks of being wrong. Risk taking refers to the learners' ability to try out new information, to use it for meaningful communication, to ask questions, and to face all risks come out from the language learning process. Brown (2000, p. 63) stated

that “successful language learners... must be willing to become gamblers in the game of language to attempt to produce and to interpret language that is a bit beyond their absolute certainty”.

Some L2 learners prefer to keep silent all the time, they fear to take the risk to answer unless they are sure that their answer is correct to avoid making mistakes. Brown ( 2007, p. 161) maintained that:

The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made. Self-esteem seems to be closely connected to a risk taking factor: When those foolish mistakes are made, a person with high global self-esteem is not daunted by the possible consequences of being laughed at .

Learners with high global self-esteem take more risk and have positive results in learning a L2. It is argued that high risk takers seek more opportunities to practise the language and improve their proficiency. Yashima (2002) (as cited in Cervantes, 2013) maintained that “the more one communicates, the more practice one has in talking and the more one learns”. This means that their willingness to communicate encourages them to use language effectively. On the contrary, low risk takers lack fluency. Beebe (1983) argued that fossilization is due to unwillingness to take risk, and fossilized structures tend to be common in low risk takers since they are unwilling to make mistakes and look for opportunities to practise the language (as cited in Brown, 2007, p. 161). Consequently, teachers should encourage risk-taking behaviour. Moreover, Beebe (1983) argued that in order to handle risk taking situations, low risk takers tend to be more inhibited and use less complex structures so that their levels of linguistic oral accuracy do not decrease and they facilitate oral production (as cited in Cervantes,2013,p.426).

Risk takers show extroverted traits, Orgtega (2009) (as cited in Cervantes,2013, p. 426) reported that extroversion is a characteristic of risk takers and extroverts are more fluent, because of their ability to initiate interaction regardless of the situation, the number and type of interlocutors, and their lack of fear towards negative evaluation.

#### **1.8.6. Willingness to Communicate**

Willingness to communicate (WTC) is an essential characteristic of successful language learners. It refers to the idea that language learners who are willing to communicate in the L2 actually look for opportunities to communicate. Dornyei (2015, p. 180) stated that “ L2 WTC describes how a number of factors interact to influence an individual’s likelihood of initiating communication in a specific situation”. It reflects the learner’s preparedness to use the language when the opportunity arises through classroom participation.

In the process of SLL, trying to practise the language in the real communication is very important. Pawlak (2012, p. 164) argued that “the personality characteristic of WTC and the affective variables that have an impact on it should be relevant to those educators who believe in the value of teaching English as communication and for communicative purposes”. That is, in communicative language teaching, educators should help learners to be more willing to use language communicatively and to get involved in classroom interaction. In fact, some learners have a big willingness to communicate while others do not. Dornyei & Rayan (2015, p. 180) asserted that many learners tend to avoid L2 communication even though they possess a high level of communicative competence. Furthermore, Dornyei (2003) argued that competence is not enough and learners should not be able to communicate but willing to communicate (as cited in Mehrgan (2013, p. 172). Since communication plays an important role in the development of a SL higher language proficiency leads to higher WTC and higher WTC is a result of language learning. Moreover, Macintyre (1994) claimed that variables such as anxiety,

attitudes, time, place, the speaker, and the listener have an impact on how willing an individual is to communicate (as cited in Mehrgan, 2013, p. 127).

Finally, affective aspects of language learners may influence the learners' performance positively or negatively, thus a right understanding of affect by teachers in FL learning can lead to more effective language learning and teaching.

### **Conclusion**

This chapter has dealt with the literature review of personality characteristics of extroverted and introverted learners and other affective factors related to personality. Research on the field of personality and language learning indicated that personality is a variable which is related to achievement, and plays an important role in acquiring a second language. Additionally, researchers found that an outgoing personality is more likely to be successful in learning a second language, because of his/her willingness to initiate interactions and risk taking behaviour. However, an introverted personality is found to be hesitating and has more fear to take risk in terms of interaction, and he does not speak with others unless he is sure of his/her accuracy. Therefore, the role of the teacher is to be aware of learners' personality type and determines the kind of activities that go with each personality for reaching their preferences and creating successful learning environments. Finally, extroverted and introverted learners need to know their personality traits for enhancing their learning outcomes.

## **Chapter Two**

### **Speaking Skill**

#### Introduction

#### 2.1. The Skill of Speaking.

##### 2.1.1. Definition of speaking

##### 2.1.2. Purpose behind Speaking

##### 2.1.3. The Importance of Speaking in Foreign language classes

##### 2.1.4. Micro and Macro Skills of Speaking

###### 2.1.4.1. Micro Skills

###### 2.1.4.2. Macro Skills

##### 2.1.5. Elements of Speaking

###### 2.1.5.1. Language Features

###### 2.1.5.2. Mental/Social Processing

#### 2.2. The Functions of Speaking

#### 2.3. Oral Expression Activities for Enhancing the Students participation

##### 2.3.1. Interviews

##### 2.3.2. Role-Play

##### 2.3.3. Conversations

##### 2.3.4. Problems Solving Activities

##### 2.3.5. Discussions and Debates

### 2.3.6. Students' Presentations

### 2.3.7. Communication Games

## 2.4. Characteristics of Speaking Performance

### 2.4.1. Fluency

### 2.4.2. Accuracy

### 2.4.3. Grammar

### 2.4.4. Vocabulary

### 2.4.5. Pronunciation

## 2.5. Types of Speaking Performance

## 2.6. Oral Communication Strategies

### 2.6.1. Achievement Strategies

#### 2.6.1.1. Guessing Strategies

#### 2.6.1.2. Paraphrasing Strategies

#### 2.6.1.3. Co-operative Strategies

### 2.6.2. Reduction Strategies

#### 2.6.2.1. Avoidance Strategies

## 2.7. Problems with Speaking Activities

### 2.7.1. Nothing to Say

### 2.7.2. Low or Uneven Participation

### 2.7.3. Mother Tongue Use

## 2.8. What Makes Speaking Difficult?

2.8.1. Redundancy

2.8.2. Reduced Form

2.8.3. Rate of Delivery

2.8.4. Stress, Rhythm, and Intonation

## 2.9. Characteristics of a Successful Speaking activity

2.9.1. Talkative learners

2.9.2. High Motivation

2.9.3. Acceptable Level

2.9.4. Participation

## 2.10. Kinds of Class participation

2.10.1. Over Participation

2.10.2. Forced participation

2.10.3. Para-participation

2.10.4. Exploratory participation

2.10.5. Small Group Talk

## 2.11. Speaking Correction

2.11.1. Teachers' Role in Correcting Speaking Errors

2.11.2. Speaking Error Correction Strategies

## 2.12. Teachers' Feedback for Learners Oral Production

2.13.1. The Effect of teacher Feedback on Learners Oral Performance

2.13. Assessing Speaking

Conclusion

## **Chapter Two**

### **The Speaking Skill**

#### **Introduction**

Speaking skill is regarded as a major skill to be developed because it is important for displaying the language proficiency. The use of English as a foreign language in real communication is one of the most necessary skill to be considered when learning the English language. This chapter devoted to shed light on the concept of speaking skill and to deal with certain important related elements. First of all, the chapter starts with the definition of speaking in order to make it more understandable, the importance of speaking in the classroom and learners' strategies for communication. With some focus on the types of speaking activities which play a good role in developing the skill of speaking in the foreign language classes. Finally, it deals with correcting speaking that gives both teachers and learners ideas about how errors should be corrected.

#### **2.1. The Skill of Speaking**

The speaking skill is a crucial part of SLL and teaching, it is considered to be important in the development of other language skills. The mastery of the speaking skill in English is a priority for many SL learners, since many learners regard the speaking ability as a measure of knowing a language as mentioned by Celce- Murcia (2001, p. 101) who maintained that for many people, the ability to speak a language is synonymous with knowing that language. Therefore, speaking seems to be the most complex skill as argued by Baily and Savage (1994) "speaking in a second or foreign language has often been viewed as the most demanding off all the four skills" (as cited in Celce-Murcia, 2001, p. 101). That is to say, speaking is not a simple skill, and its mastery requires some experience and practice from the part of the learner. Additionally, Burns (2012, p. 167) assumed that speaking in a SL involves the use of knowledge and discourse, core speaking skill, and communicative strategies. The first component requires

the mastery of sound patterns of language, knowing the grammar and vocabulary and understanding the connected speech. The second involves developing fluency and the ability to negotiate speech. The last component requires developing strategies to compensate limitation in knowledge such as avoidance strategies. Burns (2012, p. 167) presented the following model of SL speaking competence.

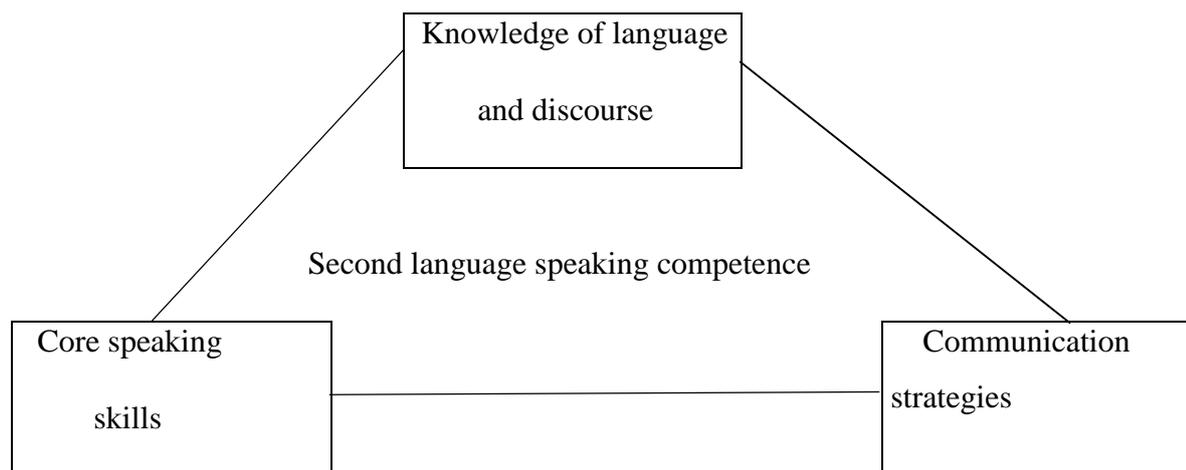


Figure2.1. Components of Second Language Speaking Competence

### 2.1.1. Definition of Speaking

Speaking is a productive skill that involves expressing meaning, changing thoughts, and achieving certain goals through the use of language. Graubers (1997, p. 201) defined speaking as a task which normally occurs in social and occupational environments where people speak to each other to request information, to share experiences or demonstrate sociability. Moreover, Pawlak, Klimczak and Majer (2011, p. 132) pointed out that speaking is a process in which people rely on the background and linguistic information to create meaningful messages to other people. Thus, speaking involves a communicative ability to use language and express ideas which is the main aim of learning a foreign language FL. In addition, Widdowson (1978, p. 59) assumed that “Speaking is a part of reciprocal exchange in which both reception and production play apart. In this sense the skill of speaking involves both

receptive and productive participation”. That is to say, speaking is a medium through which learners interact with each other and it involves listening, because through speaking and listening, learners develop vocabulary, learn new concept and perceive the structure of language as an essential part of learning.

### **2.1.2. The Purpose behind Speaking a Foreign Language.**

It is important to mention the purpose behind speaking skill because the success FL learner concerned with the ability to communicate as argued by Nunan (1991, p. 39) “mastering the art of speaking is the single most important aspect of learning a second or a foreign language, and the success is measured in terms of the ability to carry out a conversation in the language”. Moreover, speaking helps students to develop their vocabulary and grammar .Through speaking, learners can display the different functions of language i.e. through speaking learners can express their personal feelings, opinions or thoughts, inform or request information, and explain or discuss ideas, as supported by Jones (1996), “ in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world or simply being together” (as cited in Richards, 2008, p. 19). Furthermore, speaking is very important outside the classroom as well, in educational competitions learners who speak English very well are selected for the purpose of employment. According to Baker and Westrup (2003, p. 5) “a student who can speak English well may have greater chance for further education of finding employment and gaining promotion”.

### **2.1.3. The Importance of Speaking a Foreign Language and the Other Skills**

The speaking skill has not always figured so centrally in traditional approaches of language teaching and learning because the focus was mainly on reading and writing. Grammar translation method is one example, Richard and Rogers (2001, p. 6) argued that “reading and writing are the major focus; little or no systematic attention is paid to speaking or listening”.

But in contemporary approaches such as the communicative approach a high degree of attention is given to the skill of speaking, and the development of oral communication was one of its main goal where learners are engaged in meaningful communication in which they express themselves and interact with others. Sarosdy, Bencze, Poor and Vadnay (2006, p. 57) declared that “of all the four simplex skills, speaking seems to be the most important as people who know a language are referred to as ‘speakers’ of that language, as if speaking included all the other kinds of knowing a language.

Accordingly, Pawlak et al. (2011, p. 2005) assumed that none of the language skills occupy such position in pedagogy as the speaking skill, and the ultimate goal of many learners is to express themselves with ease, and the evaluation of one command of a foreign language concerns with the ability to speak and communicate. Moreover, Huges (2011, p. 15) maintained that the dominance of theories of first language acquisition which influences theories of SL acquisition made the spoken form the basis since the child learned to speak before he/she learned to write.

#### **2.1.4. Micro and Macro Skills of Speaking**

Brown (2003, p. 142) introduced a list that provides a taxonomy of speaking skills that is based on the forms and the functions of language. The former is called micro skills which refer to producing smaller chunks of language such as phonemes, morphemes, words, phrases collocations and phrasal units. The latter are called the macro skills that imply the speaker’s focuses on the target elements like fluency, discourse, function, style, cohesion and strategic options. It is argued that one or many skills can serve as the objective(s) of an assessment task. In what follows Brown (2003) explained the micro and macro skills of speaking.

### 2.1.4.1. Micro Skills

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of language of different length.
- Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor one's own oral production and use various strategic devices, pauses, fillers, self-connections, backtracking to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc ), systems (tense agreement, pluralization) word order, patterns, rules and elliptical forms.
- Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

### 2.1.4.2. Macro Skills

- Appropriately accomplish communicative functions according to situations, participants and goals.
- Use appropriate styles registers, implicatures, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to face conversations.

- Convey links and connections between events, feeling, new information and given information, generalization and exemplification.
- Convey facial features, kinesics, body language, and other non-verbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context or interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

Brown (2003, p. 142-143)

### **2.1.5. Elements of Speaking**

To speak fluently and accurately, second language learners should know some elements which are necessary to develop their speech production. Harmer (2001, p. 269) introduced the following elements that refer to the knowledge of language features, and the mental and social processing skills that are necessary when interacting with others.

#### **2.1.5.1. Language Features**

According to Harmer (2001, p. 269), Language features are necessary for an effective communication. They include the following.

##### **• Connected speech**

Affective speakers need to be able to produce more connected sound not only individual phonemes, these sounds are modified (assimilation), omitted (elision), added (linking r) or weakened through construction and stress.

- **Expressive devices**

The ability of speakers to create affective communication happened through the use of phonological rules which refer to a change in the pitch and stress of particular parts of utterances, vary volume, speed, and the ability to show their feeling by physical and non-verbal means which help them to convey meaning easily.

- **Lexis and grammar**

Fluent speech is marked by the use of a variety of lexical phrases. Therefore, the teacher's role is to provide them with different phrases that carry different functions during interaction such as agreeing, expressing surprise, shock and appraisal.

- **Negotiation language**

Fluent speakers use negotiation and clarification of language when they are listening to conversations. Thus, the teacher should provide learners with some useful expressions to help them when asking for clarification, monitor their production, and determine the areas that need development.

#### **2.1.5.2. Mental/Social Processing**

The necessary processing skill of speaking skill are the following:

- **Language processing**

Affective speakers should be able to process language in their minds by putting it into a coherent order to help the interlocutors to get the intended meaning, they also need to retrieve words and phrases from their memories to use them when communicating with others.

**•Interacting with others**

The speaking situations involve interaction between two or more the participants. That is to say, the speaker has to listen and understand the others then takes turns with them.

**• Information processing**

It refers to the ability of the speaker to process the information when getting them and respond to others' talk rapidly.

Harmer (2001, p. 269)

**2.2. The Functions of Speaking**

Brown and Yule (1983, p. 11) made a useful distinction between the interactional and transactional functions of speaking. The former is a kind of conversation in which the primary purpose of the speaker is to establish and maintain social interaction i.e. when people meet they exchange greeting and engage in small talk. It is listener oriented since the focus is on the speaker and how to present himself to others. The latter concerned with the exchange of information, It refers to situations where the focus is on what is said or done, it is message-oriented since the speaker is concerned with conveying his message and make himself clearly understood, that is it often involves more specific vocabulary and the message must be spelt out clearly since the speaker assumes that much less information is shared with the listener. Consequently, in order to learn the spoken form of language, learners need to be able to express their transactional intentions and transmit the intended meaning. (Brown and Yule, 1983, p. 14).

Richards (2008, p. 29) emphasized that the interactional function of language is the most difficult skill to teach, because it is a complex phenomenon which takes place under the control of unspoken rules and it is best taught by providing examples embodied in naturalistic

dialogues such as reacting to others' talk, and making small conversations. Additionally, teaching transactional form is more easily planned since information gap activities, group discussion, and role-play provide a source for practising talk and sharing information (Richards 2008, p. 30).

According to Nunan (1983, p. 27) another basic distinction concerning the development of speaking skills is made between monologues and dialogues, this means that the ability to give an oral presentation is different from interacting with speakers for transactional and interactional purposes. While all native speakers can use language interactionally, not all of them can do a presentation on a given topic for a group of listeners, this skill according to Nunan, has to be learned and practised.

### **2.3. Oral Communication Activities for Enhancing Students' Participation**

Oral expression activities are conducted to give each learner the chance to participate orally and overcome the feeling of shyness and fear. According to Harmer (2007, p. 123), speaking activities provide opportunities for learners to practise speaking in the classroom, and to activate the different elements of language such as words, and phrases they have stored in their minds until they become able to use them fluently without thought, and help the teacher to see the language problems learners are experiencing.

The following activities are used in teaching the speaking skill:

#### **2.3.1. Interviews**

Conducting interviews on selected topics give students the chance to develop their speaking ability. Klipple (1984, p. 24) argued that in the FL classrooms, interviews are considered as useful activities because they help students to practise the language and develop their speaking ability. The teacher should make sure that the students can use the necessary question and answer structure or he can write few samples of sentences on the board as a help

for less able students. Moreover, the success of an interview depends on the skill of the interviewer, his ability to ask the right questions, and the use of some language functions as insisting or asking for confirmation ( Did you mean that...?), hesitation(Well, let me see...), contradicting and interpreting ( Hold on a minute...) Klipple (1984, p. 25).

### **2.3.2. Role-Play**

Another way of getting students to speak is role- playing. The term role- play refers to a set of activities in which students are given roles to practise the language. According to Harmer (2001, p. 125), in a role play, students are given particular roles then they are asked to speak and act from their viewpoints. Furthermore, Klipple (1984, p. 121) pointed out that role cards and cues cards are the two tools of the role-play. In role cards, students are shown their roles and they are let to act freely without giving them orders on what they must say in their acts. Whereas, in cues role cards, students are given what they must say in details.in role plays, students have to use the foreign language correctly and adequately in terms of the role they are acting.

### **2.3.3. Conversations**

A third major speaking activity is conversation. Students in conversations have to analyse and evaluate the language they or other students produce, as assumed by Cele- Murcia (2001, p. 108) “one speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of communication”. That is to say, conversation is the major form of communication in which the learners have to asses and analyse others’ language production. Therefore, Thornbury (2005, p. 105) mentioned that language learners feel that developing conversation competence is their principle need and objective.

### 2.3.4. Problem Solving Activities

According to Klipple, in the problem solving activities learners have to find solutions to different types of problems, and the language which is needed for this kind of activities depends on the topic of each activity (1984, p. 102). Moreover, problem solving activities require students to put a certain number of items from a given list into an order of importance or preferences like in ranking activities, students must give suggestions or reasons, accept, change or refuse suggestions or reasons ( Klipple, 1984, p. 102).

### 2.3.5. Discussion and Debates

Discussion and debates are the most common activities that help students to develop communicative abilities and to produce the language in different situations. Thornbury (2005, p. 102) maintained that for many teachers, the best discussions in the class are those arise spontaneously from topics interest or selected by students. And for Harmer (2007, p. 128) discussion occurs when students suddenly want to talk about something in a lesson.

Additionally, Thornbury (2005, p. 102-103) suggested five discussions formats

- Discussion cards:** The teacher prepared in advance sets of cards in which statements relating to pre-selected topic are written, and one student chooses a card, reads it the discusses it and so on.
- Warm-up discussion:** The teacher sets some questions for pair and group discussion to prepare students to a new topic.
- Balloon debates:** It is based on the idea that a hot-air balloon is dangerously overloaded by passengers and at least one passenger has to be jettisoned, then students present famous people in history in various professions, and put them in this case and say why someone should be sacrificed and the other should be saved. This can be done in pairs and learners have time to prepare their case in order to make a debate.  
have time to prepare their case in order to make a debate.

•**Pyramid (consensus) debate:** Students first work in pairs to achieve an agreement on particular issue to convince the other pairs before forming groups.

•**Panel discussion:** This adopt the format of television debates in which some students present their opinions on a topic under the guidance of a student, and the other the students act as audience and ask questions.

### **2.3.6. Students' Presentations**

Class presentation is a famous activity where students make presentation on a topic of the teacher choice or according to their own choice. Harmer (2007, p. 130) stated that before students gave a presentation on a given topic, the teacher must offer a model to help students and give them time to gather information and structure it.

### **2.3.7. Communication Games**

For Harmer ( 2001, p. 272) games which are designed to provoke communication between students depend on information gap in which students have to talk with each other in order to solve a puzzle, draw a picture describe and arrange or find similarities and differences between pictures. Moreover, it is argued that television and radio games practised in the classroom often provide good fluency activities.

## **2.4. Characteristics of Speaking Performance**

Learners should develop communicative competence through classroom practice, because they are going to put it in situations where communication in English is needed. However, they must know how the language system works in a correct and appropriate way to develop fluency. Therefore, learners have to focus on a number of things in their production of spoken language mainly, accuracy, grammatical structure, vocabulary and pronunciation.

### **2.4.1. Fluency**

Fluency is the main characteristic of the speaker performance and the major goal of teaching the productive skills. Skehan (1998) defined fluency as the ability of the speaker to use the language system to express meaning, and it relies on the data stored in the memory-based system from which chunks of language can be drawn, and communicative strategies are provided when facing problems (as cited in Pawlak et al, 2011, p. 247). In addition, Thornbury (2005, p. 7) argued that speed is an important factor in fluency and pausing too, because speakers need to take breath, and suggested what is called 'tricks' or production strategies. This means that, the ability of the speaker to hide pauses by filling them, and the most common pauses fillers are 'uh' and 'um', vagueness expressions like 'sort of' and 'I mean' or the repetition of one word to fill a pause.

### **2.4.2. Accuracy**

The problem of many SL learners is when they seek to be more fluent they forget about being accurate. According to Skehan (1998) accuracy is the capacity of the speaker to conform to the target language norms, and it reflects the speaker's need to manage the resources and to avoid making mistakes (as cited in Pawlak et al, 2011, p. 247). That is, accuracy includes the use of correct grammar rules, appropriate vocabulary, and pronunciation.

### **2.4.3 Grammar**

Harmer (2001, p. 12) stated that grammar is the description of the way in which words change their form and can be combined into sentences in that language. According to Coleman and Klapper (2005, p. 68) for a target language to be acquired, learners have to know the spoken and the written features of grammar, and to be able to use it accurately and fluently in their production.

The grammar of speech differs from the grammar of written language. Harmer (2001, p. 15) listed the following features of spoken grammar:

- Frequent non-clausal unit (e.g. Mmm, no, uh huh, yeah)
- A variety of tags not found in written style, such as question tags
- Interjection (e.g. ah, oh, wow)
- Hesitators (er, umm, erm )
- Condensed questions (e.g. More Milk ? Any luck?)
- Echo questions (e. g. oh did say san Francisco? white chocolate cocou?)
- Response forms (e.g. yeah or sure to acknowledge a request.) Fixed polite speech formulate (e.g. Happy birthday! Congratulations?).

That is, the use of grammar in the written form refers to the knowledge about how to organize the structure of sentences for example, a sentence needs at least a subject and a verb followed by an object. The grammar of speech on the other hand, has its own structure, principles and discourse markers.

#### **2.4.4. Vocabulary**

It is impossible to speak without vocabulary, vocabulary has been called the building block of language learning. Coleman and Klapper (2005, p. 57) maintained that vocabulary learning requires various levels of autonomy from the part of the learner who must take responsibility for his/her own learning vocabulary. However, SL learners find difficulties when they try to express what they want to say, they are unable to use the appropriate vocabulary. Rivers (1983) asserted that vocabulary is an essential element for successful second language use, because without an extensive vocabulary, speakers cannot use the structures and functions they have learned for comprehensible communication ( as cited in Nunan, 1991, p. 117). This means that, the more learners have vocabulary the more they are able to speak about different things.

### **2.4.5. Pronunciation**

Harmer (2001, p. 183) stated that pronunciation is important in teaching because it makes students aware of different sounds and sound features, improves their speaking ability and gives them extra information about spoken English, and helps them to achieve the goal of comprehension achievement. However, in order to develop the speaking skill, SL learners should be aware of the various sound features, where words should be stressed, and when to use the raising and falling intonation.

### **2.5. Types of Speaking Performance**

The role of interaction is necessary and useful as an educational strategy for enhancing the skill of speaking. Brown (2003, p. 144) stated that there are many types of oral production that learners are expected to carry out in a FL classroom. They are:

- **Imitative**

Imitative speaking is a kind of practising intonations and vowel sounds, it is carried out for the purpose of focusing on some particular element of language form that is, the ability to imitate a word, phrase or a sentence, while a number of lexical and grammatical properties of language can be imitated in their production. This activity is usually performed in the form of drilling.

- **Intensive**

Intensive speaking goes one step beyond imitative speaking to include any speaking performance that is designed for some grammatical and phonological aspects of language. It refers to the ability of the speaker to produce short stretches of oral language to demonstrate competence in grammar, lexis, phonological relationship like stress and rhythm. Intensive speaking helps learners to develop their oral production.

- **Responsive**

Responsive speaking means by being able to give short replies to the teacher, student questions or comments.

- **Interactive**

It is like the responsive, but the difference is in the length and the complexity of interaction. The interaction can take two forms, the interpersonal speaking is carried out in a dialogue for maintaining social relationships as the relationship in the conversation. The transactional which is carried out for the purpose of exchanging or conveying specific information.

## **2.6. Oral Communication Strategies**

According to Pawlak & Klimczak (2015, p. 236), SL learners use communicative strategies to overcome problems connected with imperfect vocabulary and structures. That is, learners who are less skilled and fail to communicate in the SL because of their limited knowledge, may find a way to deal successfully with their difficulties in oral performance. Fauette (2001) defined communicative strategies as “the way in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available resources” (cited in Pawlak & Klimczak, 2015, p. 122). So, communicative strategies are an immediate response to breakdowns in communication. In addition, Oxford and Crookall (1989) defined communicative strategies as “potentially conscious plans for solving what to an individual present itself as a problem in reaching a particular communicative goal” ( as cited in Brown, 2007, p. 137). That is to say, communicative strategies are techniques which are used by learners to express their intended meaning when they are faced with some difficulties.

Bygate (1987) divided communicative strategies into two main parts, achievement strategies which include guessing strategies, paraphrasing strategies and co-operative strategies. The second part is reduction strategy that includes avoidance strategies (as cited in Dagarin, 2001, p. 136). All these strategies are subsequently explained.

### **2.6.1. Achievement Strategies**

According to Bygate (1987), the speaker uses achievement strategies to compensate for a language gap by substituting a missing word in order to be able to transmit the intended meaning successfully (as cited in Dagarin, 2010, p. 136). That is, learners use achievement strategies to find a way to convey their message by filling the absent vocabulary without changing the intended meaning. It involves the following strategies.

#### **2.6.1.1. Guessing Strategies**

Guessing strategies are used by the speaker to replace some words that he does not know or he is not sure about their meaning, and if the listener understands the word or the expression then his strategy was successful (Bygate,1987) (as cited in Dagarin, 2001, p. 136).

There are various types of guessing strategies:

- **Foreignizing**

According to Bygate (1987) the speaker may use a word from his mother tongue and pronounce it as if it belonged to a target language (TL) (as cited in Dagarin, 2010, p. 136). This means that the learner uses his first language word by changing it to the L2 phonologically. Thornbury (2005,p.29) gave an example about foreignizing a word such as turning the Spanish word *unacarpeta* ( meaning a file for papers) into the English sounding *a carpet* .

- **Borrowing**

Bygate (1987) maintained that the speaker may borrow a word from his mother tongue and says it as it is without changing it (as cited in Dagarin, 2010, p. 136). Moreover, Thornbury

(2005, p. 29) pointed out that borrowing means using the first language word or expression, and it is called also code switching or language switch.

- **Literal translation**

According to Bygate (1987), this strategy occurs when a speaker provides a literal translation of his mother tongue use. For instance, a speaker say “*Big Britain*” instead of “*Great Britain*”. Such example shows students’ creativity which is an important step in language learning (as cited in Dagarin, 2010, p. 136).

- **Coining**

Bygate (1987) argued that a speaker may invent a word in the target language on the basis of his knowledge of the language even if he knows that it does not exist in the target language (as cited in Dagarin, 2010, p. 136). Thornbury (2005, p. 29) provided an example about word coinage, a speaker may say *vegetarianist* instead of *vegetarian*.

### 2.6.1.2 Paraphrasing Strategies

According to ( Bygate, 1987) (as cited in Dagarin, 2010, p. 136), paraphrasing strategies are used by the speaker to replace a missing word ,this mainly involves looking for an alternative to the word or the expression that the learners need in the TL. They are divided into two main types:

- **Lexical Substitution Strategy**

According to Bygate ( 1987) the speaker searches for a synonym or a more general word to express meaning, that is replacing a word by another word which includes the meaning of the missing word or a word that has a broader meaning (as cited in Dagarin, 2010, p. 137).

- **Circomlucution**

Bygate (1987) argued that this strategy is applied when the speaker uses more than one word to express his intended meaning for example when the speaker says “*you clean your teeth*

*with it*” instead of saying “*tooth brush*” (as cited in Dagarin, 2010, p. 137).

### **2.6.1.3. Co-operative Strategies**

The third type of achievement strategies is co-operative strategies, the speaker uses this kind of strategies to search for help in different ways, for example he may ask for a translation of his mother tongue word, point to the object he wants to name or by miming ( Bygate, 1987; cited in Dagarin, 2001, p. 137).

## **2.6.2. Reduction Strategy**

When speakers feel unable to compensate through achievement strategies, they may succeed in reduction strategies for solving their difficulty in their oral production. The speaker uses reduction strategy when a part or a complete message is abandoned, he makes his message smaller in length or leaves what he wants to say or substitutes a message by another one to speak successfully and without difficulty (Bygate, 1987; cited in Dagarin, 2010, p. 137).

### **2.6.2.1. Avoidance Strategies**

Brown (2007, p. 139) stated that avoidance strategies are common communicative strategies used by the speaker to avoid communicative troubles, and they are divided into two main types. The first type is message abandonment, which means leaving a message unfinished because of language difficulties. The second type is topic avoidance where learners avoid a topic that leads to language difficulties.

Finally, Pawlak & Klimczak (2015, p. 236) asserted that at elementary and intermediate levels, students make use of achievement strategies mainly based on their mother tongue (foreignizing, code switching, and literal translation) or interlanguage (word coinage, paraphrasing). However, advanced students tend to use reduction strategies.

## **2.7. Problems with Speaking Activities**

Practising the speaking skill of FL is not about knowing this language, learners often find some difficulties when practising the speaking skill. According to Ur (1991, p. 121), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These problems are:

### **2.7.1 Nothing to Say**

Ur (1991, p. 121) believed that learners who have nothing to express themselves are not motivated, or may be they have little or no ideas about what to say. However, it is difficult for many learners to respond in the FL because of the chosen topics as argued by River (1968, p.192)

The teacher may have chosen a topic which uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.

### **2.7.2. Low or Uneven Participation**

Another problem in speaking class is that participation is low or uneven. According to Ur (1991, p. 121) in a large group, each student has very little talking time because only one student can talk at a time, and the others hear him/her. There is a tendency of some learners to dominate while others very little or not at all.

### **2.7.3 Mother Tongue Use**

Atkinson (1987) suggested some reasons why students use mother tongue in the class. That is, in some activities as grammar explanations, learners use the mother tongue to explain something to others. In discussing a topic when they are asked to have a discussion about a certain topic learners use the mother tongue because they are incapable to say anything about

that topic, also the teacher can use the students' language to perform these tasks efficiently (as cited in Harmer, 2001, p. 132).

## **2.8. What Makes Speaking Difficult?**

Spoken language has a good deal of redundancy. Brown (2000, p. 252) stated that SL learners need to pay special attention to a number of characteristics of spoken language, because they strongly influence the processing of speech and make comprehension difficult.

### **2.8.1. Redundancy**

According to Brown (2000, p. 252), learners should know how to take advantage of redundancies such as repetitions, rephrasing, elaboration, and the insertion of "I mean" and "you know", because the hearer needs to process meaning by offering more time and making meaning clear.

### **2.8.2. Reduced Form**

Brown (2000, p. 252) maintained that spoken language contains many reduced forms. These reductions can be phonological, morphological, syntactic, or pragmatic. And pause significant difficulties for learners who may have been initially exposed to the full forms of English language.

### **2.8.3. Rate of Delivery**

According to Brown (2000, p. 254), salient characteristic of fluency is rate of delivery. Learners should be able to comprehend language delivery at varying rate of speed, time, and few pauses to achieve an acceptable speed.

### **2.8.4. Stress, Rhythm, and Intonation**

According to Brown (2000, p. 254), stress, rhythm, and intonation are the most important characteristics of pronunciation. Because English is a stress-timed language, speech

can be a terror between stress points for some learners. Also, intonation patterns are very significant for a speaker to be understood.

## **2.9. Characteristics of a Successful Speaking Activity**

According to Ur (1991, p.120), successful speaking activities which develop learners' ability to express themselves are an important component of a language course. The following characteristics contribute to the success of speaking activities

### **2.9.1. Talkative Learners**

Ur (1991, p. 120) asserted that learners must be involved in the classroom interaction most of the time when discussing activities, they should be aware of the goals of learning a specific activity and direct their efforts towards achieving them.

### **2.9.2. High Motivation**

According to Dornyei (2015, p. 112), motivation reflects learners' willingness to invest effort, desire to communicate and speak in the TL. Therefore, Ur (1991, p. 120) mentioned that in a successful speaking activity, learners are eager to speak because they are interested in the topic and have what to say about it, or they want to achieve a task objective.

### **2.9.3. Acceptable language**

UR (1991, p. 120) maintained that in successful speaking activities learners must express themselves in relevant and accurate words that are comprehensible to others, select understandable and appropriate vocabulary for the audience.

### **2.9.4. Participation**

Howard (2015, p. 5) argued that active learning requires students' verbal participation in classroom discussion which take many forms such as questions or comments in the class, interacting with others, or making oral presentations. Students who interact and participate are

actively engaged in learning and they are most likely to develop their critical thinking skills. Therefore, participation leads to a greater motivation, improves communication skills and makes the class more interesting and enjoyable.

## **2.10. Kinds of Class Participation**

Participation is an important part in the learning process in which it may yield the opportunity for learners to practise the FL and to express ideas clearly. Burhfield and Sappington (1999) defined participation as “the number of unsolicited responses volunteered” (as cited in Rocca 2010, p. 187) that is, participation is an active engagement which allows learners to become more involved in the classroom. Class participation has many types:

### **2.10.1. Over Participation**

According to Rocca (2010, p. 187), over participation deals with active learners who take a great part in the classroom discussions, they are always ready to answer questions. This participation can create a problem between the teacher and other quiet learners thus the teacher must give the opportunity for each one to contribute in classroom discussions.

### **2.10.2. Forced participation**

According to Bean and Peterson (1998, p. 2), forced participation is also called cold-calling, it is a technique that is used by the teacher in which he/she may nominate or oblige the silent learners to answer a question without knowing whether they know the answer or not.

### **2.10.3. Para-Participation**

Allwright and Baily (1991) maintained that this type of participation provides the opportunity for shy learners to have a direct relationship with their teacher after the lecture has finished. Moreover, para-participation involves non-verbal feedback and discussion about some points related to the lecture.

#### **2.10.4. Exploratory Talk**

Tsui (1995) stated that in this kind of participation learners try to speak in front of other classmate by using a set of words and utterances which are generally not well-organized, or they may use the FL without paying attention whether it is grammatically correct or not.

#### **2.10.5. Small Group Talk**

According to Tsui (1995), some learners cannot participate individually and prefer to work collectively thus, small group talk is an essential way for learners to contribute in the classroom, it allows them to engage in communication and to have a chance to participate.

#### **2.11. Speaking Correction**

Correcting errors is one response that teachers make to students' language production. Harmer (2007, p. 96) defined errors as mistakes in which students cannot correct themselves and which need explanation.

Hedges (2000, p. 289) distinguished between three types of errors : Systematic errors, global errors, and local errors. Systematic errors are errors which appeared at the first stage of learning a FL, learners make this type of errors because of the lack of knowledge. However, global and local errors are communicative errors. The former refers to errors that cause misunderstanding to the listener. The latter has to do with what a hearer can understand from an utterance. Hedges (2000, p. 289) provided an example of local errors, 'there are long trees on each side of my street' can be understood by the learner as all trees. Therefore, Maxom (2009, p. 102) asserted that errors which stop communication should receive the most attention because it indicates that the learner may not grasp the information that have already presented, thus the student needs an explanation that shows his errors and exactly why it is wrong.

### **2.11.1 Teachers' Role in Correcting Speaking Errors**

Lewis (2011, p. 53) argued that teachers should have a clear aim about how to focus on error correction, and how it is related to motivation and over all students performance. And, in order to help students develop their spoken fluency, teachers must encourage them to take risks and make it clear that mistakes such as false starts, repetition and clarification are natural in native- speaker speech and must be tolerated in non-native speaker speech because it forms a natural part of the language process. Moreover, Harmer (2007, p. 131) pointed out that the role of the teacher is to correct learners' shortcomings such a mispronunciation. But if the teacher stops and correct learners many time during the discussions, this will inhibit them from activating their knowledge about the language which leads to break the major aim of speaking in the classroom. Thus, teachers must let learners conduct their activities and should keep silent and observes what mistakes are done by them.

### **2.11.2. Speaking Error Correction Strategies**

Hedges (2000) made a list of six main strategies used at the moment of making an error during conversations or discussion.

- The teacher frowns and says 'no, you don't say that. What do you say? Can anybody help Juan?'
- The teacher repeats a sentence the student has just said with raising intonation up to the point of the mistake, and wait for the student to self-correct.
- The student has just produced present- tense answer to past-tense question from the teacher. The teacher repeats the question, stressing the past tense form and waits for the student to self-correct.
- The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks the class for choral repetition, an individual repetition, and finally returns to the original student.

-The teacher looks puzzled and requests clarification by asking 'what did you say?' which indicates an error for the student, the teacher waits for the student to self-correct.

-The teacher moves his or her hand to indicate errors, gives the correct version, and asks the student to repeat it ( p. 290-291).

Harmer (2007, p. 131) argued that error correction strategies make some problems, because the interruption from the teacher destroys the conversational flow and the purpose of speaking activity. Moreover, Harmer (2007, p. 131) introduced another strategy in which the teacher takes notes about the students' mistakes during discussion, then asks students to give their opinions about the discussion and which mistakes they hear, at the end mistakes are either discussed with the class, written on the board or given to the students who make the mistakes individually (2007, p. 131). In addition, Lewis (2011, p. 43) considered that giving delayed feedback after the completion of tasks would be more affective.

### **2.12. Teacher Feedback for Learners' Oral Production**

According to Richard and schmith (2002, p. 199), the term feedback refers to comments or other information that learners receive concerning their success or failure in learning tasks. Feedback is generally provided by the teacher in the classroom for the purpose of error correction.

Ellis (2009, p. 3) distinguished between two aspects of feedback: positive and negative feedback, the two aspects of feedback are considered as consequences of learners responses. Positive feedback affirms that a learner's response to an activity is correct, it may indicate the truthfulness of the content or the linguistic correctness of a learner's utterance. Negative feedback, on the other hand, affirms that the learner's utterance lacks truthfulness or is linguistically incorrect.

### **2.12.1. The Effect of Teacher Feedback on Learners**

According to Brookhart (2008), the teacher who regularly provides negative feedback is likely to create a sense of failure and annoyance among learners and inhibits them from participating in classroom talk. Whereas a teacher who provides encouraging feedback is more likely to get learners motivated to learn and practise the language. Harmer (1983) argued that when learners are engaged in communication activities, the teacher should not intervene by telling them that they are making mistakes and asks them for repetition (as cited in Ellis, 2009, p. 5). Moreover, Sàrosdy et al (2006, p. 125) assumed that teacher must be aware of the effects of correcting errors on each learner, and the teacher should use different strategies according to the kind of errors, the personality of the learners, and the type of the activities.

### **2.13. Assessing Speaking**

Assessing oral proficiency has become one of the most important issues in language assessment, since the importance of the speaking ability became more central in language teaching. According to Sàrosdy et al (2006, p. 131), “assessment involves testing, measuring or judging the progress, the achievement or the language proficiency of the learners”.

The diversity of assessment types of foreign languages are due to the functions of assessment which are often divided into formative and summative for the purpose of considering different objectives for assessment practices. According to Brown (2003, p. 6) “formative assessment refers to evaluating students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue that growth process”. That is, formative assessment is a continuous process and carried out throughout a course. On the other hand, Brown stated that “summative assessment aims to measure, or summarize what a student has grasped” (2003, p. 6). And it is generally carried out at the end of a course.

Thornbury (2005, p. 127- 129) proposed four categories which are used to assess speaking ability.

**-Grammar and vocabulary:** Students get marks for the accurate and appropriate use of syntactic forms and vocabulary to meet the task requirements.

**-Discourse management:** Teachers look for evidence of the students' ability to able express ideas and opinions in coherent and connected speech, in this term the learner must be to construct sentences and produce utterances in order to convey information to express or justify opinions.

**-Pronunciation:** Students must be able to produce comprehensible utterances to fulfil the task requirement like the production of individual sounds, the appropriate linking of words, the use of stress intonation to convey the intended meaning

**- Interactive communication:** It refers to the learners' ability to interact with the interlocutor and other learners by initiating and responding appropriately with required rhythm and the ability to use functional language and strategies to perform interaction.

Additionally, Palmer (2014, p. 181) introduced some traits of affective oral communication that a teacher can take into consideration when assessing speakers orally. This includes good pace, the ability to use gestures, and eye contact. That is to say, the speaker should not use points for distracting speech and takes into account speed when talking, and uses body motions such as swaying right and left smoothly.

Palmer (2014, p. 107) made a useful distinction between two distinct components of oral communication, building the speech and performing the speech, and argued that without this distinction the teacher cannot be able to accurately evaluate students' ability to do either one. The first, that is building the speech refers to constructing the talk, all the things that a speaker does before starting to speak, whether he selected supporting details carefully, or

whether he used impressive figurative language or the precise use of technical language. Secondly, performing the speech or delivering the talk which refers to all the things a speaker does while speaking, and whether the speaker is capable of impressing the audience. Moreover, Palmer (2014, p. 175) argued that to assess students' oral communication ability, teachers can use the same way used to evaluate writing whether a message is written or spoken it must be well organized, this means that a spoken message requires a good beginning, a well developed body and an effective close.

Pawlak & Klimczak (2015, p. 252) maintained that speaking is the most difficult language skill to assess and time-consuming, because speech is temporary and the teacher must conduct assessment immediately during face-to-face interaction when the student is talking, and has to rely on his/her memory to provide an accurate evaluation and feedback. In order to overcome this problem, the assessor can use technology by recording students' oral performance.

Finally, assessing speaking helps learners to get feedback on areas of relative strengths and weaknesses, and helps the teacher to get data about how well each student is progressing in impressing the audience, and how well they understand the elements of performance.

## **Conclusion**

This chapter has explained plainly issues related to the speaking skill and its effectiveness on learning process, since speaking is a very important skill that helps to evaluate learners proficiency in the target language. The chapter in hand unveiled, as well, insights about the difficulties that account for the low achievement in developing speaking the skill. Thus, learning to speak entails learners' engagement in communicative situations and require active use of accurate and fluent language that is correct in its grammar and pronunciation.

## **Chapter Three**

### **Field of Investigation**

#### Introduction

#### 3.1. Sample

#### 3.2. Research Tools

##### 3.2.1. Questionnaire

###### 3.2.1.1. Aim of the Questionnaire

###### 3.2.1.2. Administration of the Questionnaire

###### 3.2.1.3. Description of the Questionnaire

##### 3.2.2. Classroom Observation

###### 3.2.2.1. Aim of the Classroom Observation

###### 3.2.2.2. Data Collection Procedures

###### 3.2.2.3. Data Analysis

###### 3.2.2.3.1. Classroom Observation Checklists of Individual Works' Analysis

###### 3.2.2.3.2. Classroom Observation Checklists of Group Works' Analysis

###### 3.2.2.3.3. Classroom Observation Results

##### 3.2.3. Stimulus Recall

###### 3.2.3.1. Data Collection Procedures

###### 3.2.3.2. The Analysis of Stimulus Recall Interview

###### 3.2.3.2.1. Introverted Learners' Interview Analysis

###### 3.2.3.2.2. Extroverted Learners' Interview Analysis

###### 3.2.3.2.3. Discussion of the Results of Introverted and Extroverted

###### Learners' Stimulus Recall Interview

### 3.2.3.3. Comparison of the Questionnaire, Stimulus Recall Interview and Classroom

#### Observation Results

#### Conclusion

## **Chapter Three**

### **Field of Investigation**

#### **Introduction**

Chapter one and two presented a review literature about personality traits and the speaking skill. The present chapter, however, is about the practical part of the research in hand. It is descriptive in nature; it aims at giving a detailed description of learners' personality type and its effect on their performance in oral tasks. Moreover, this chapter is devoted to the presentation and the analysis of the data obtained from the implementation of the used research tools. Since learners' personality type is investigated in this study, their attitudes and beliefs are very crucial to test the stated hypothesis. The most appropriate tool to investigate this is through addressing a questionnaire to learners. However, personality is a psychological state and we cannot rely only on the questionnaire thus, a classroom observation as well as a stimulus recall interview are also used as tools of data collection.

#### **3.1. The Sample**

In order to meet the requirements of this study, the research was done with the contribution of third year LMD learners of Mohamed Seddik Ben Yahia Department of English language at Jijel University. Since it is impossible to conduct the research on the whole population, a representative sample of sixty (60) learners i.e. three groups were chosen among the total number of third year learners. The reasons behind choosing third year English language learners as a sample of population is that they are no longer given two tests in the oral expression module. They are all along the year tested and evaluated by their teacher. Moreover, those learners are supposed to graduate this year and therefore being introverted does not help them later in their future career as far the practice of English language is concerned.

### **3.2. Research Tools**

Three research instruments were adopted to collect the needed data they are namely: a Questionnaire, the stimulus recall interview and classroom observation. These tools were implemented In order to gain much information about the chosen topic as well as to achieve both qualitative and quantitative data.

#### **3.2.1. Questionnaire**

In actual facts, questionnaires are the most widely used procedure for eliciting information from some target informants about their attitude and beliefs. The questionnaire is a kind of document which contains a series of questions about a certain topic that are addressed to the informants. According to Brown (2001) “ questionnaires are any written instrument that present respondents with a series of questions or statements to which they are to react by writing out their answers or selecting from among existing answers” (as cited in Dornyei, 2010, p. 4).

##### **3.2.1.1. Aim of the Questionnaire**

The main aim behind the use of the questionnaire is to classify learners into extroverted and introverted, and to find out whether personality type plays an important role in preventing participation in oral tasks. We also attempted to investigate learners’ awareness about the effect of personality factors on their oral performance.

##### **3.2.1.2. Administration of the Questionnaire**

The questionnaire were administered to the participants in their classrooms with the presence of the teacher. Learners were given instructions before the completion of the questionnaire on how to complete them. It is worth mentioning that the questionnaire took place on 24<sup>th</sup> and 25<sup>th</sup> April, 2016 at the end of the oral sessions. It took learners about 20 minutes to finish filling in the questionnaire then it was collected to test the stated hypothesis.

### **3.2.1.3. Description of the Questionnaire**

For the present research, the questionnaire handed was composed of two sections. Section one is composed of Eysenck Personality Questionnaire (EPQ). Section two, on the other hand, is composed of 25 questions that are classified into two parts.

#### **Section One: Eysenck Personality Questionnaire**

In this section, EPQ was used in order to find which learners were introverts and which ones were extroverts. Learners were asked to answer “yes” or “no” according to their usual way of acting, feeling, and behaving. According to Gan (2011, p. 1262), EPQ is one of the most widely used psychometric tools in research on personality. The questionnaire has some questions that assess the personality trait of a person, and determine the degree of extroversion. That is, the higher the score on the items of extroversion-introversion scale the more the subjects tend towards the extroversion personality trait.

#### **Section Two:**

##### **Part One: Background Information**

This part contained three questions which were asked to know some of the learners' background information. Learners were asked to specify, evaluate their level in English, and to show their attitudes about speaking English. Concerning question one (Q1), learners were asked why they chose to study English. In (Q2), learners were asked about their beliefs in their level: four rating options were proposed as options: very good, good, average, weak. In (Q3), learners were asked about their attitudes toward speaking English whether it is a difficult task or an easy one.

**Part Two: Extroversion -Introversion and Speaking Performance in the Classroom**

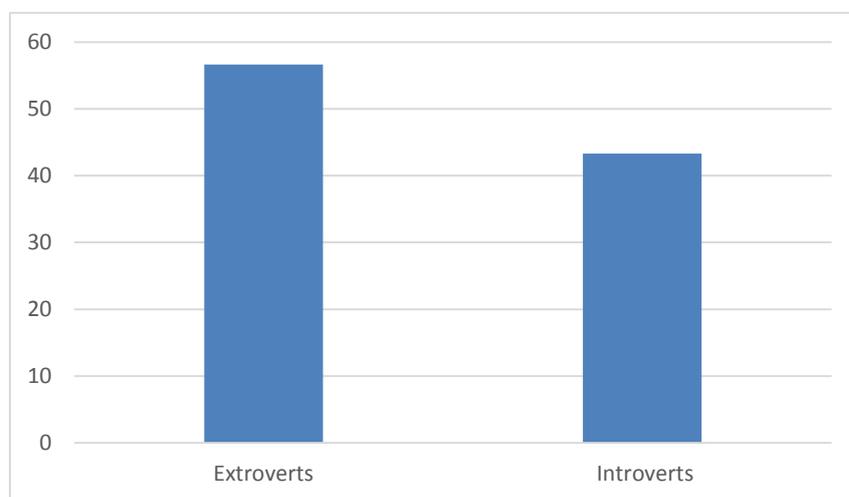
This part of the questionnaire was devoted to investigate the impact of extroversion-introversion on speaking in the classroom. With regard to (Q4), it was directed to know whether learners like speaking English in the classroom. (Q5) was addressed to learners to know if they use English much often in the classroom. Then (Q6) intended to know whether learners want to communicate and initiate talk or they wait from their partner to start the conversation. In (Q7), learners were inquired if they kept thinking that the other learners are better at oral performance. As far as the following questions are concerned (Q8) and (Q9), we wanted to know the way in which learners spoke in the classroom: plan speech, spontaneous oral performance, start speaking first or waiting for teacher's turn allocation. Next in (Q10) and (Q11), learners were asked if they communicated even though they did not have sufficient vocabulary, accurate grammar and connected speech. (Q12) aimed to discover which types of classroom speaking activities learners prefer. Concerning (Q13) and (Q14), learners were inquired if they participated in speaking activities and whether they had some problems that hindered their participation. Then, (Q15) and (Q16) looked for the way learners preferred to be in the classroom, whether they kept silent even they felt the need to speak English. In the (Q17) and (Q18), learners were asked how they felt while speaking in the classroom: four rating options were proposed ranged from: all the time confident, often confident, rarely confident, never confident and to specify why they felt so. (Q19) was designed to investigate students' reaction when the teacher asked a question. Concerning the twentieth question (Q20), we wanted to know whether giving an oral presentation in front of the whole class made students feel anxious. After that, (Q21) investigated learners evaluation of self-esteem and whether it helped them in enhancing their speaking skill. In (Q22) learners were inquired if they considered the will to communicate as a crucial component of effective speaking. Then (Q23) and (Q24) aimed to discover the reaction of learners towards their teacher's and classmates'

feedback and whether the fact of being corrected in front of their classmates inhibited them from participating in speaking activities. The last question (Q25) investigated learners' opinions about whether being shy in the classroom deprived them from enhancing their speaking skill.

### 3. 2.1.4. Data Collection and Analysis

#### Section One: Eysenck Personality Questionnaire

In order to get the required data, EPQ was administered to learners which was aimed at determining which participants were extroverts and which ones were introverts. This questionnaire contained ten traits that extroverted learners are supposed to display and ten traits which are supposed to be demonstrated by introverted learners. That is, a total of twenty (20) yes/no question items were addressed. If a student answered "yes" to nearly all the traits belonging to extroverts he is then considered extrovert . However, if a student answered "yes" to nearly all the traits belonging to introverts he/she is then considered introverts.



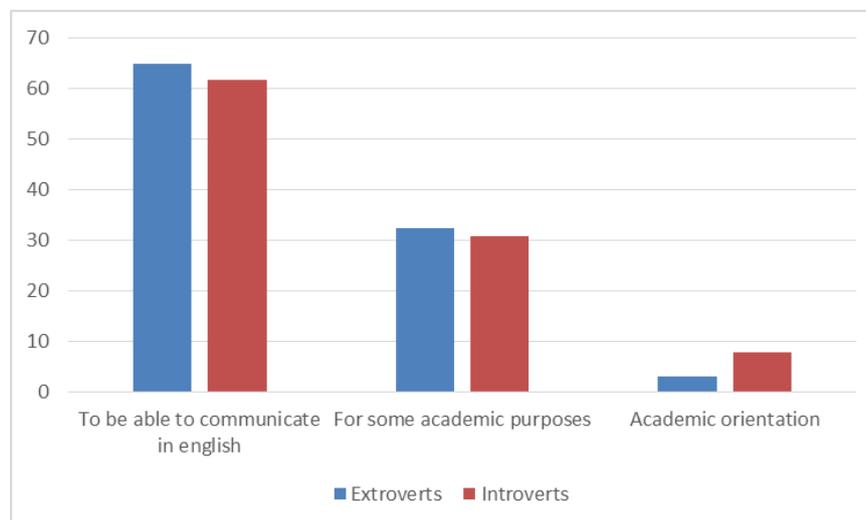
**Figure 3.1. Number of Students with Regard to their Personality Type**

The results revealed that thirty four learners out of sixty were extroverts and twenty six were introverts. That is (56,67%) of the population were extroverts and other (43,33%) of the population were introverts. Based on the results of this question, it seems that half of the targeted population are extrovert learners.

## Section Two:

### Part One: Background Information

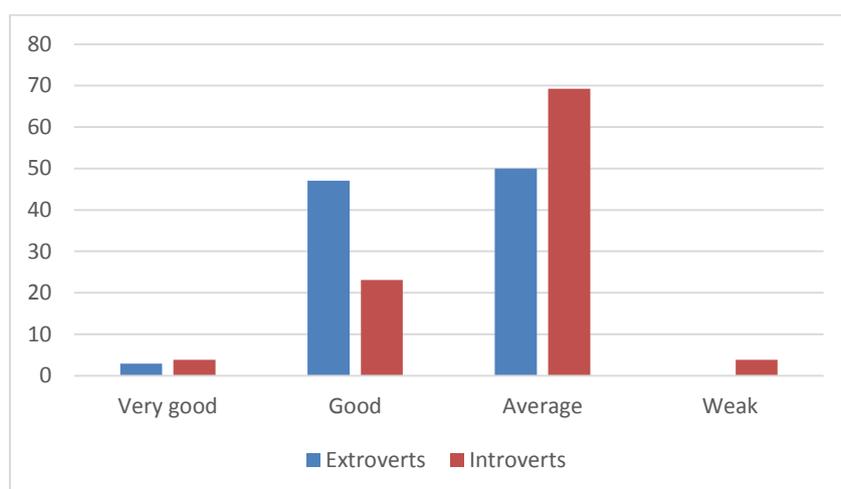
#### Q1. Why did you choose to study English?



**Figure 3.2. The Reason behind Choosing to Study English**

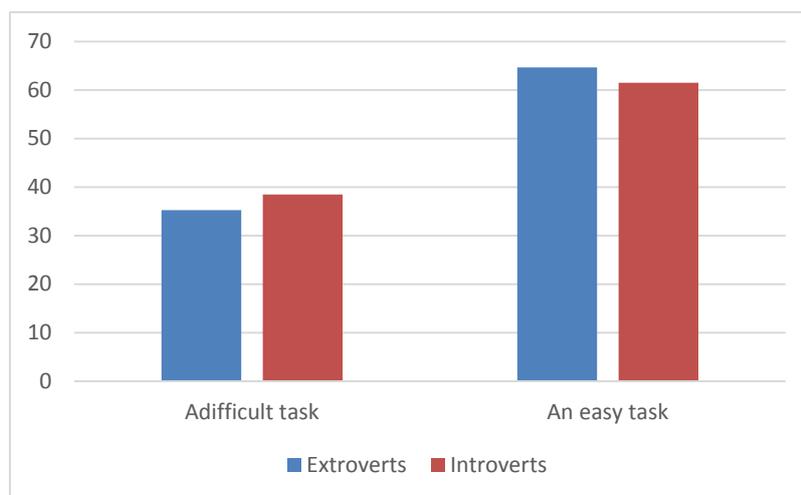
This question was directed to learners in order to find out the reasons behind choosing to study English. The results above showed that the majority of extroverts, twenty two out of thirty four; that is a percentage of (64,70%) and sixteen of introverts (61,53%) chose to study English in order to be able to communicate in English. Then eleven extroverts (32,35%) and eight introverts (30,77%) chose to study English for some academic reasons. Only one extroverted learner (2,94%) and two introverted learners (7,69%) linked their answers to academic orientation. Thus, it is very clear from the responses got from this question that more than half of the population studied English willing to be able to communicate with and this seems to be a motive for them to avoid being introvert as speakers in classroom.

## Q2. How do you consider your overall level of proficiency in English?

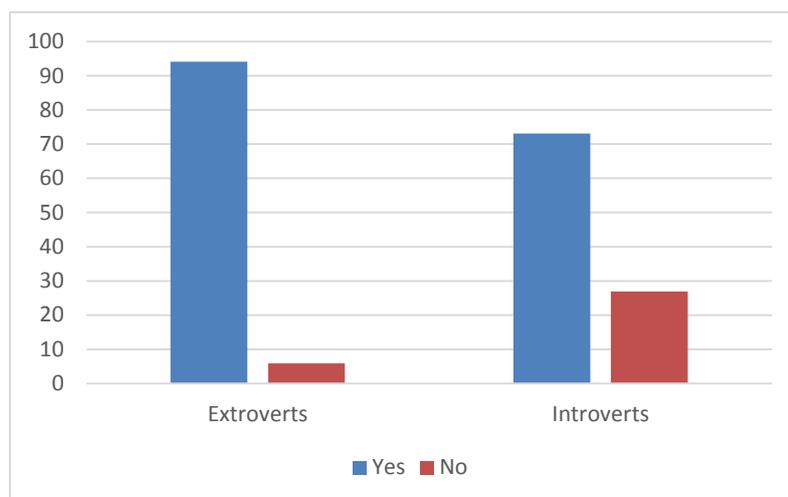


**Figure 3.3. Learners' Estimation of English Proficiency**

The second question addressed to learners was to know their level of English proficiency, seventeen among thirty four extroverts; that is a percentage of (50%), and eighteen introverts among twenty six (69,23%) claimed that their level in English were average. Whereas, sixteen extroverts (47,05%) and six introverts (23,07%) agreed that their level was good. Then, one extrovert (2,94%) and one introvert (3,85%) have indicated that their level was very good. Only one introvert (3,85%) said that his level was weak. Accordingly, most of the involved learners in this piece of research seem to be satisfied with their actual level as far as the English language is concerned. And the fact of being satisfied with their level certainly make learners more introvert while speaking.

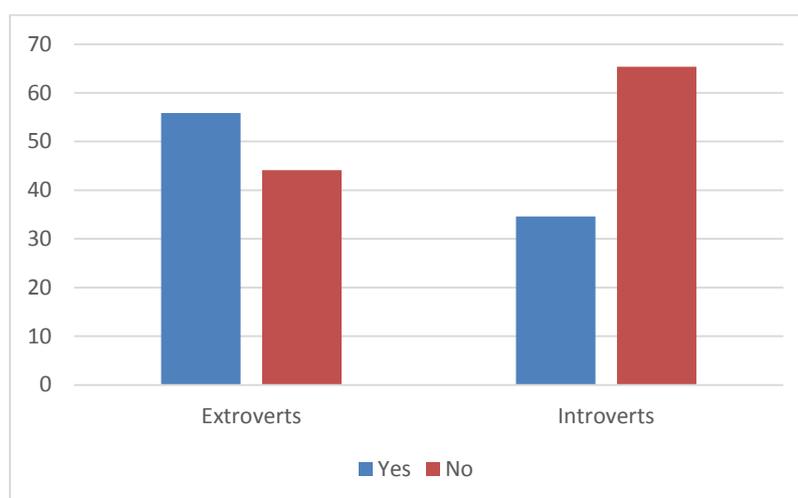
**Q3. How do you find speaking in English?****Figure 3.4. Learners' Attitudes towards Speaking in English**

The subjects were asked whether they found speaking in English a difficult or an easy task. Twelve among thirty four extroverts i.e. a percentage of (35,29%) and ten among twenty six introverts (38,46%) believed that speaking in English was difficult. Whereas, the majority of extroverts, twenty two (64,71%) and sixteen introvert (61,53%) agreed that speaking was an easy task. However, this does not necessary mean that they were good speakers. The results showed a slight difference between extroverts and introverts, we can notice that the highest percentage of learners who claimed that speaking was difficult are introverted ones. Meanwhile, extroverted learners showed that speaking was an easy task.

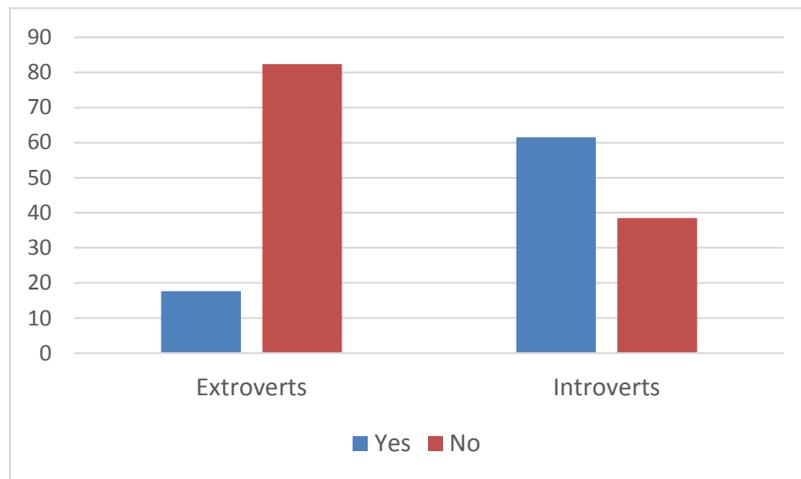
**Q4. Do you like speaking English in the classroom?**

**Figure 3.5. Learners' Preference for Speaking English in the Classroom.**

As shown in the chart, nearly all the respondents have opted for the “yes” answer. Thirty two extroverts (94,11%) and nineteen introverts (73,07%) admitted that they liked speaking English in the classroom. While the rest two (05,88%) extroverts and seven introverts (26,82%) confirmed that they did not like speaking English. We notice that the majority of extroverts and introverts have the same standpoints toward speaking English in the classroom. The greatest majority of learners seem to have positive attitudes towards speaking, this fact simply implies that the majority of the participants are supposed to be daring to speak.

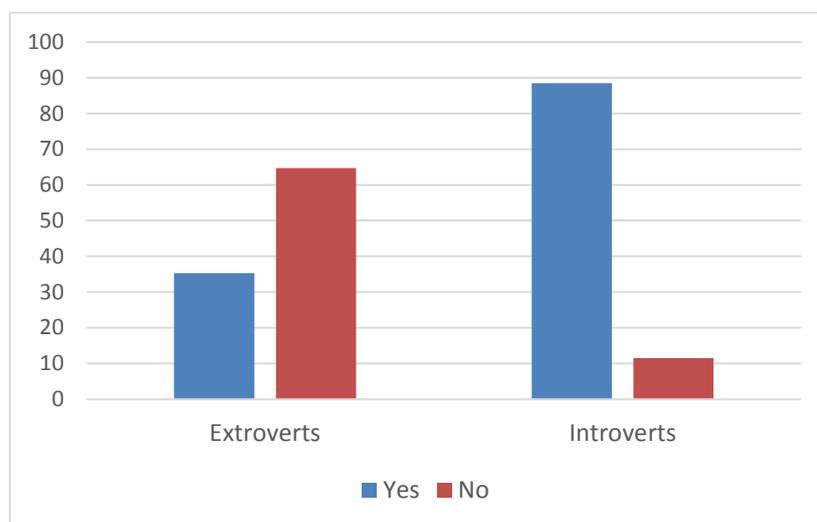
**Q5. Do you think that you use English much often in the classroom?****Figure 3.6. Learners' Use Frequency of English in the Classroom.**

The above question aimed at knowing whether extroverted and introverted learners use English much often in the classroom. The obtained results showed that, nineteen of extroverts (55,88%) opted for the “yes” answer, and the rest fifteen of extroverts (44,12%) answered by “no”. Accordingly, more than half of extroverted learners agreed that they used English much often in the classroom. Whereas, seventeen introverts (65,38%), and the rest nine (34,61%) introverts admitted that they used English much often in the classroom,. What is remarkable here is that a high number of introverts agreed that they did not use English much often, this implies that introvert kept silent in the classroom.

**Q6. Do you always wait for your partner to start the conversation?****Figure 3.7. Waiting for Other Partners to Start the Conversation.**

In addressing the question above, we wanted to know whether extroverted and introverted learners did initiate conversations and take the floor to speak. Six extroverts (17,64%) selected the “yes” answer while twenty eight (82,35%) agreed that they did not wait for their partners to start the conversation, this is an expected result since the extrovert are likely to be talkative learners. Whereas, sixteen introverts (61,53%) admitted that they waited for their partners to start the conversation, and the rest ten introverts (38,42%) answered “no”. We notice here that a high percentage of introverts do not initiate conversations because they are silent.

**Q7. During speaking sessions, do you keep thinking that the other students are better at oral performance than you?**



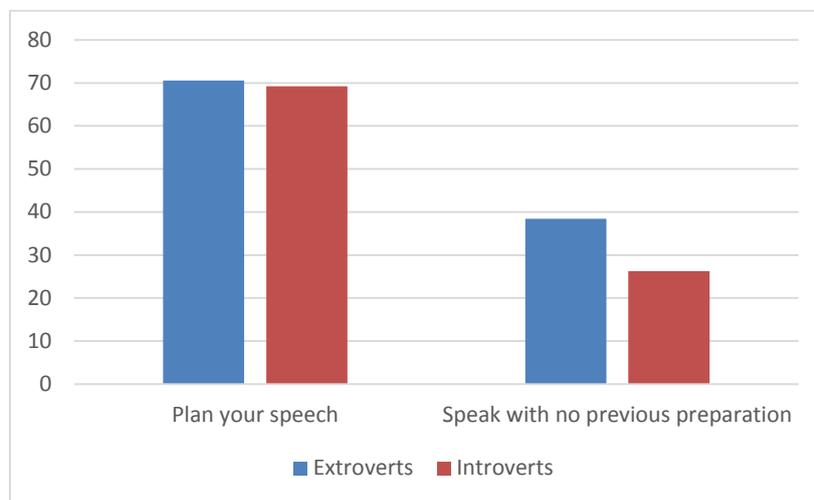
**Figure 3.8. Comparing One's Oral Performance with Other's**

From the obtained results shown above, twelve extroverts (35,29%) selected the "yes" answer, while twenty two extroverts (64,71%) replied "no". Whereas, twenty three introverts (88,46%) chose the "yes" answer, and the rest three answered (11,54%) "no". In view of the results, we notice that more than half of the extroverts agreed that they did not think that the other students outperformed than they did orally, in other words, extroverts seemed to be satisfied with their levels at oral performance. And nearly all introverts thought that the other students were better than them. This reveals that introverts are not satisfied with their levels at oral performance. Hence, feeling inferior to others in terms of speaking may simply lead learners to withdraw from the process of communicating as already exposed in the theoretical part.

**Q8. In speaking sessions, do you:**

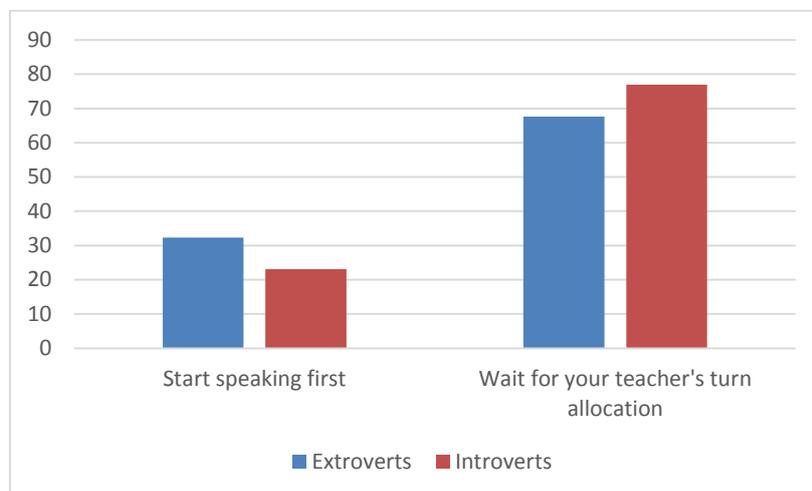
**a) Plan your speech**

**b) Speak with no Previous Preparation.**



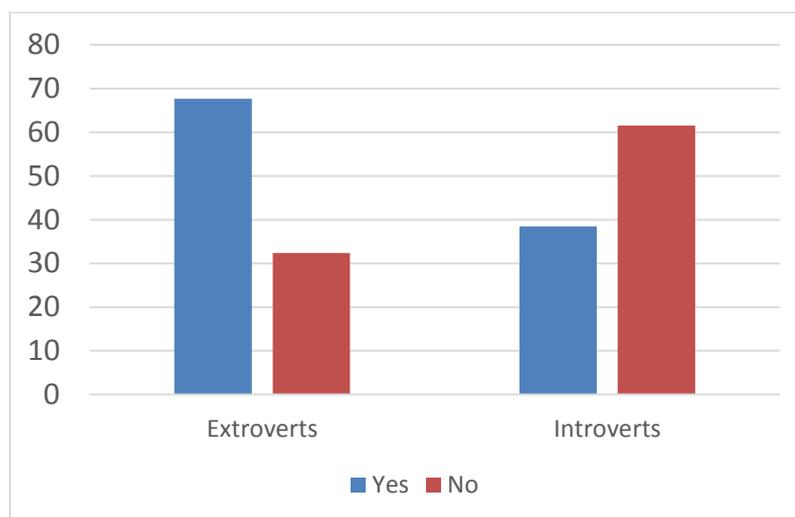
**Figure 3.9. Learners' Prior Preparation to Speak in the Classroom.**

This question was set to investigate the way extrovert and introvert learners behave during speaking sessions. According to the results, the majority of the respondents agreed that they planned their speech in advance. Twenty four extroverts (70,59%) and eighteen introverts (69,23%) stated that they planned their speech, while the rest ten extroverts (38,48%) and seven introverts (26,92%) admitted that they spoke with no previous preparation. Having a percentage of (69,23%) of introverts and (70,59%) of extroverts who acknowledged the fact of preparing beforehand what to say in classroom means that they both (introvert/ extroverts) are not spontaneous as they are expected to be as third year students.

**Q 9. In the classroom, do you:****a) Start speaking first.****b) Wait for your teacher's turn allocation.****Figure 3.10. Learners' Turn Taking during Speaking Activities.**

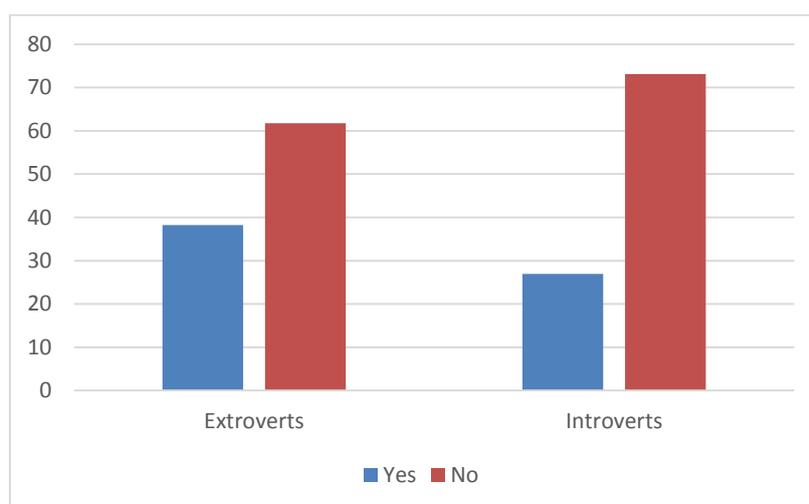
The result above showed that nearly all extroverts and introverts wait for their teacher's turn allocation. That is, twenty three extroverts (67,65%) and twenty introverts (76,92%) agreed that they wait for their teacher's turn allocation. The rest eleven extroverts (32,35%) and six introverts (23,07%) admitted that they started speaking first. This means that both extroverts and introverts do not like to initiate speaking in the classroom and they waited for their teacher to give them a turn. In fact, the more learners are extroverts, the more are expected to initiate speaking. Surprisingly, (67,65%) of the extroverts stated that they waited for their teacher's turn allocation. This fact seems to be somehow contradicting in the sense that normally being extrovert lead learners to seek for chances to initiate speaking.

**Q10. Do you communicate, even though you might not produce accurate grammar utterances and coherent connected speech?**



**Figure 3.11. Learners' Willingness to Communicate Regardless of Producing Non-accurate Grammar and Non-coherent Utterances and Speech.**

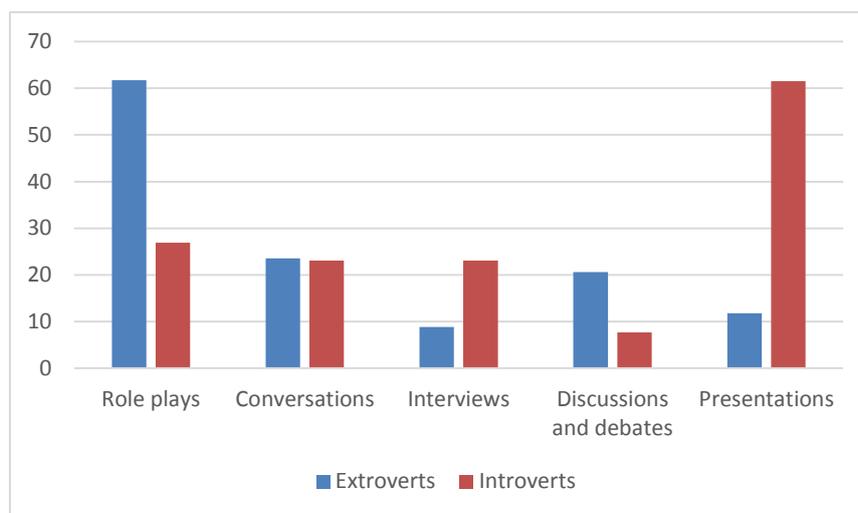
This question was addressed to extrovert and introvert learners to know whether they both liked to speak even though they might not produce connected speech and accurate grammar. Twenty three extroverts ( 67,64%) selected the “yes” answer and the rest eleven (32,35%) answered by “no”. We notice then that more than half of extroverts liked to take the risk and speak no matter how accurate and coherent in their speech. Whereas, sixteen introverts (61,53%) opted for the “no” answer and ten (38,46%) of them answered by “yes” .That is, more than half of introverts do not take the risk to speak, and this is one of the most discernible feature of introversion as reviewed in the theoretical chapter.

**Q11. Do you have sufficient vocabulary to speak about different things?**

**Figure 3.12. Having Sufficient Vocabulary to Speak about Different Things.**

As far as this question is concerned, we wanted to know whether extroverts and introverts have sufficient vocabulary to speak about different things. Thirteen extroverts (38, 23%) said “yes” and other twenty one (61, 76%) selected “no” as an option. While, only seven introverts (26, 92%) opted for the “yes” answer and nineteen (73, 08%) answered by “no” . In view of the results above, we notice that the majority of both extroverts and introverts agreed that they did not have sufficient vocabulary. The fact of lacking vocabulary; as reviewed in the theoretical part, might be a reason behind learners’ introversion.

### Q12. Which types of classroom speaking activities do you prefer?

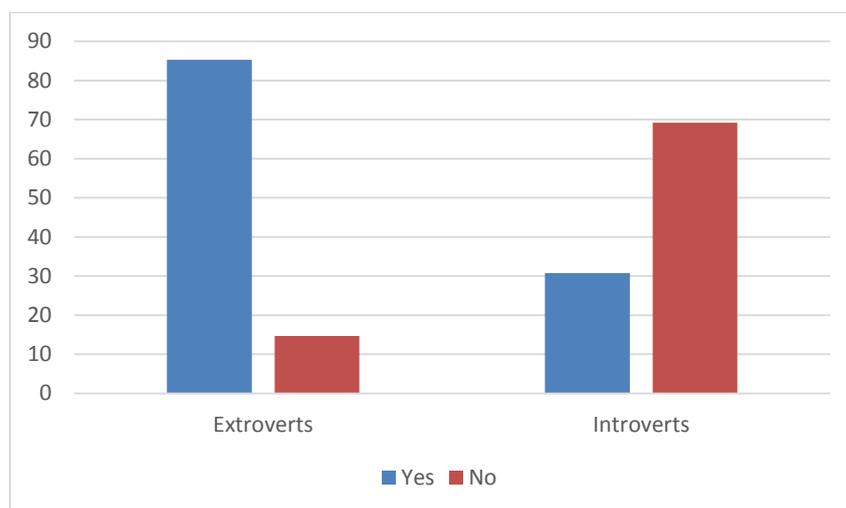


**Figure 3.13. Learners' Preferences for Types of Speaking Activities.**

This question was designed to know which activities extroverted and introverted learners preferred to engage in. Twenty one extroverts (61,76%) and seven introverts (26,92%) claimed that they preferred role plays, they defended their answers by saying that role plays made them feel less shy and more comfortable, some of them admitted that they had short breaks to organize their ideas while other students speak . Eight extroverts (23,53%) and six introverts (23,07%) agreed that they enjoyed conversations. Other Three (8,82%) extroverts and six introverts (23,07%) preferred interviews. While seven extroverts (20,59%) and two introverts (7,69%) admitted that they preferred discussions and debates because they enjoyed discussing the same topic from different points of views. The rest four (11,76%) extroverts and sixteen introverts (61,53%) claimed that they preferred presentations because they prepared the topic at home and had the time to pronounce all the words in their presentations . It is worth mentioning that some students who selected two or three answers. The results showed that the a high percentage of extroverted learners opted for the option of role play in their answers this because extroverts enjoyed working with others, while the highest percentage of introvert learners opted for presentations because they preferred to work alone. Accordingly, it is very

evident ,then, that introvert learners do prefer performing individual presentations since their personality prevents them from being daring and outgoing when being with other partners.

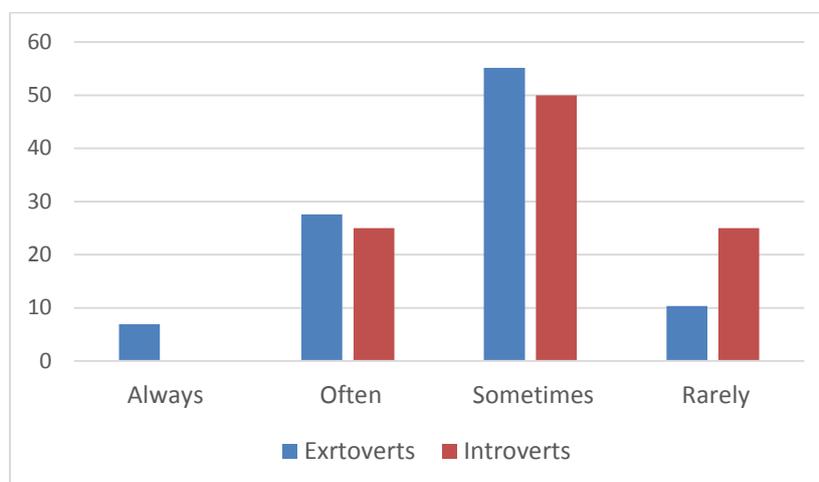
**Q13. Do you participate in different classroom speaking activities?**



**Figure 3.14. Learners' Participation in Classroom Speaking Activities.**

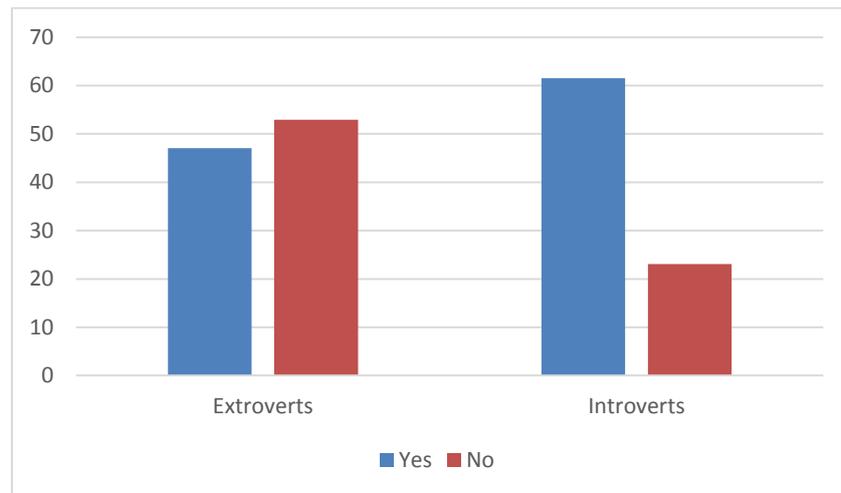
This question was addressed to know which personality type is active and which one is passive in speaking activities. Twenty nine extroverts (85, 29%) among the total number of the sample population ticked the “yes” box while the rest five (14,70%) ticked the “no” one. It is very evident that the majority of extroverts take an active part in the speaking activities. Whereas, eight introverts (30, 76%) selected the “yes” answer and eighteen introverts (69,23%) answered “no”. In view of the results, we notice that the majority of introverts did not participate in speaking activities. This implies that the students who participated in speaking activities are the extroverts. Hence, it is very evident that introversion does prevent introvert learners from participation.

Learners who answered “yes” were asked to indicate in the second part of this item their frequencies of oral participation.



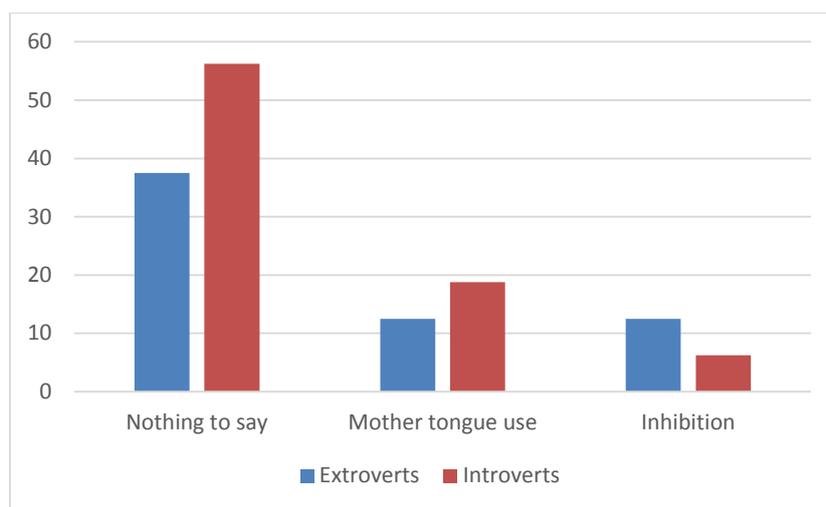
**Figure 3.15 . The Frequency of Participation in Oral Activities.**

According to the obtained results, only two extroverts (6,89%) replied with “always” option, while eight extroverts (27,58%) and two introverts (25%) responded with “often”. sixteen extroverts (55,17%) out of twenty nine and four introverts (50%) out of eight responded with “sometimes”. The rest three extroverts (10,34%) and two introverts (25%) replies “rarely”. What is remarkable here is that the majority of extroverts and introverts participate sometimes in speaking activities because they lacked the ability to communicate.

**Q14. Do you have some speaking problems that hinder your participation****Figure 3.16. Learners' Problems towards Having Speaking Problems**

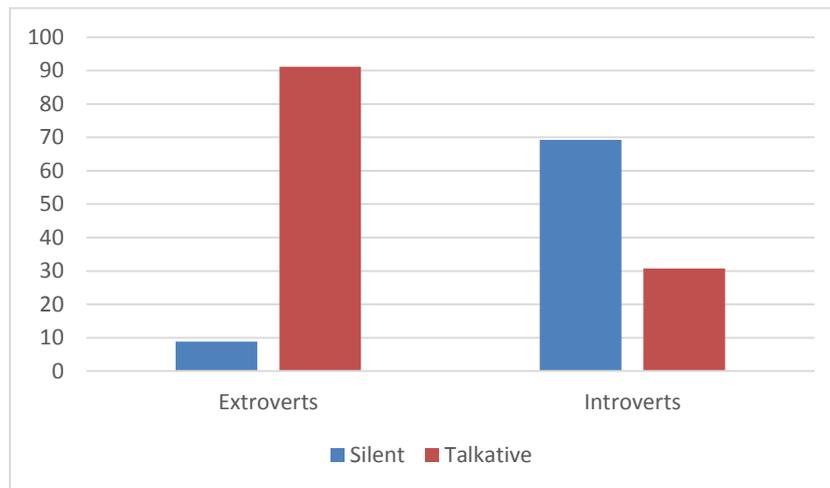
This question addressed to extroverted and introverted learners was set to investigate whether they had some speaking problems that hindered their participation. Sixteen extroverts (47,05%) and sixteen introverts (61,53%) acknowledged that they had some speaking problems. Whereas, eighteen extroverts (52,94%) and six introverts (23,07%) claimed that they do not have speaking problems. Other four introverts (15,38%) provided no answer. What is remarkable here is that more than half of introverts did have speaking problems and this provide a reason why in the previous question most introverts agreed that they did not participate.

Having discussed the issue of learners' participation and the problems that hindered their participation, another question was subsequently asked to them to specify which kind of problems they generally faced, and they were provided with three choices.



**Figure 3.17. Reasons for Learners Speaking Problems.**

The result obtained above show that the majority of extroverts and introverts chose the answer of 'nothing to say'. That is, six extroverts (37,5%) out of sixteen and nine introverts (56,25%) out of sixteen have indicated that they had nothing to say about the chosen topic. While two extroverts (12,5%) and three introverts (18,75%) said that they did not participate because of the mother tongue use that is, they are incapable to communicate in the foreign language. The rest two extroverts (12,5%) and one introvert (6,25%) related their answers to inhibition. Other six extroverts (37,5%) and three introverts provided (18,75%) no answer. What is noticeable here is the fact that 'inhibition' is not, according to both extroverts and introverts, the motive behind their reticence to participate.

**Q15- How Do you prefer to be in the classroom****Figure 3.18. Learners' Preferences to be in the Classroom.**

This question was formulated to know how extroverted and introverted learners preferred to be in the classroom. Three extroverts (8,82%) among the total number of the sample population said that they preferred to be silent while thirty one extroverts (91,18%) replied that they preferred to be talkative. Eighteen (69,23%) introverts acknowledged that they preferred to be silent and the rest eight (30,73%) preferred to be talkative, one student commented “I prefer to be talkative but unfortunately something prevents me to be what I want”. This implies that some learners preferred to be talkative but they kept silent because they were unable to communicate. The results showed differences between extroverted and introverted learners in terms of being silent and talkative, nearly all extroverts preferred to be talkative and a great number of introverts preferred to be silent, this is because they are shy by nature.

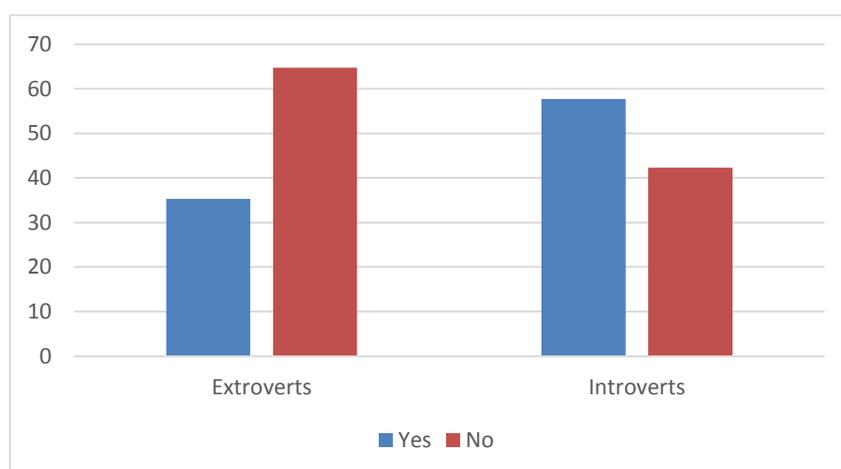
The following table presents students' justifications for being silent and talkative:

Table 3.2

*Students' Justifications.*

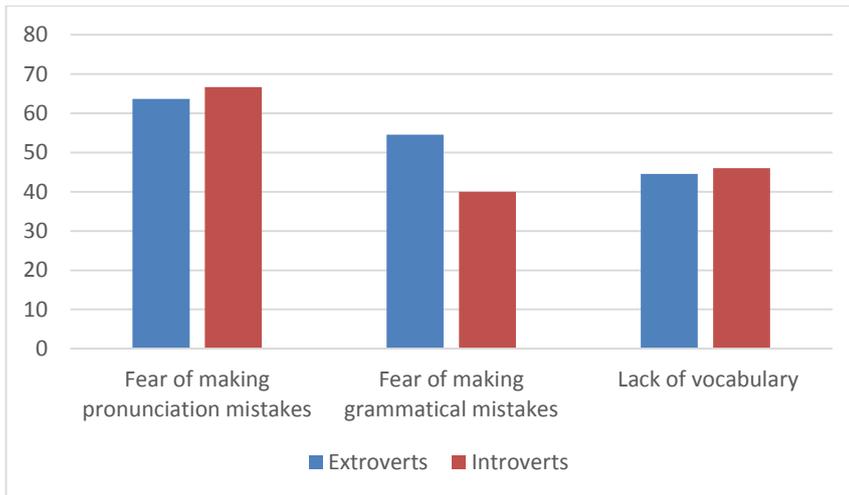
Options	Justification
-Silent	<ul style="list-style-type: none"> <li>- I feel a great stress that influences me and my thoughts.</li> <li>- I do not like to talk too much because I am silent by nature.</li> <li>- because the teacher remarks that I make mistakes when speak.</li> <li>-I need to keep silent to understand the others.</li> <li>- I am a shy person so I prefer to keep silent unless the teacher asks me.</li> <li>- I do not have enough vocabulary to express myself.</li> <li>- I feel that if I speak I say something silly or wrong.</li> </ul>
-Talkative	<ul style="list-style-type: none"> <li>-I want to practise my English and improve it.</li> <li>-I want to share my ideas and opinions with my teacher and Classmates.</li> <li>- I like arguing and discussing ideas with the teacher and other students</li> <li>- To gain vocabulary and develop the speaking skill.</li> <li>-It is my habit I cannot stop talking.</li> <li>-To be active and build self-confidence.</li> </ul>

According to the table above, it is evident that silent learners are shy by nature, and they were afraid of making mistakes. Talkative learners on the other hand, were active and wanted to practise and develop their speaking skill. What is remarkable here is that silent learners do not like to talk because they do not have sufficient vocabulary to express themselves, and talkative learners talk to gain vocabulary.

**Q16-Do you keep silent even if you feel the need to speak English ?****Figure 3.19. Keeping Silent Despite the Needs to Speak**

The aim of this question is to know whether extroverted and introverted learners overcome the fear of speaking when they need to speak English. Eleven extroverts (35, 29%) selected the "yes" answer and twenty two (64,71%) said "no", this implies that extroverted learners overcome the fear of speaking and take risks to speak. While fifteen introverts (57,69%) admitted that they kept silent even if they felt the need to speak English, and the rest eleven introverts (42,30%) claimed that they talked when they felt the need to speak.

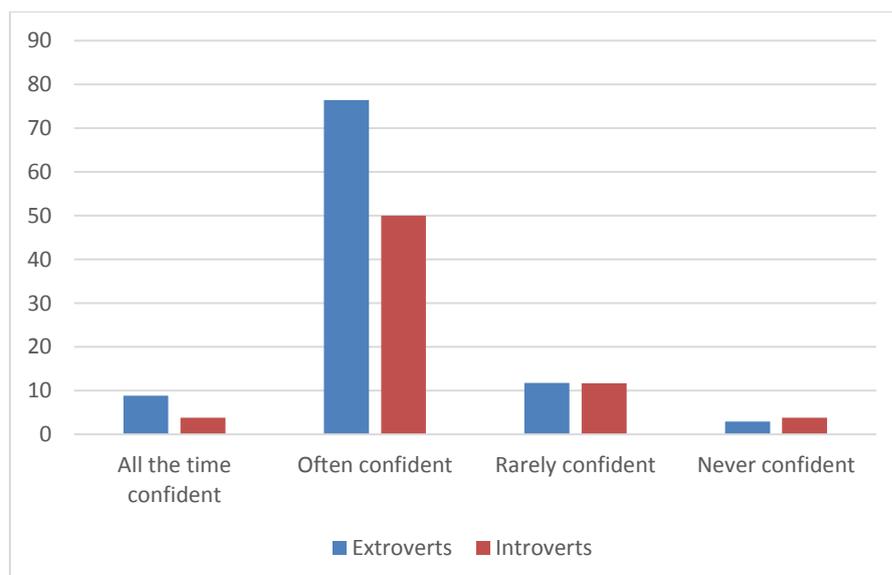
Further in this question, we attended to highlight some of the linguistics problems behind learners' silence in speaking sessions, and learners were provided with three possible choices:



**Figure 3.20. Reasons behind keeping Silent Despite the Need to Speak**

The results above show that the major problem that made students silent was the fear of making pronunciation mistakes. Ten introverts (66,67%) and seven extroverts (63,67%) kept silent because they were afraid of making pronunciation mistakes. Moreover, the findings demonstrate that six introverts (40%) and six extroverts (54,55%) kept silent because they were about making grammatical mistakes. The rest seven introverts (46%) and six extroverts (54,55%) indicated that they lacked vocabulary.

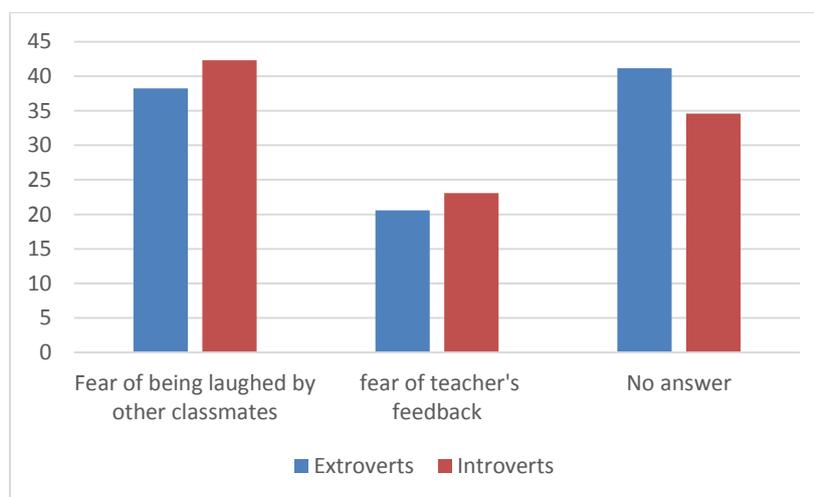
**Q17-While speaking in the classroom, do you feel**



**Figure 3.21. Learners' Degree of Self-confidence**

This question was addressed to extroverted and introverted learners to know the degree of self-confidence while speaking in the classroom. Three extroverts (08,82%) and one introvert (3,84%) admitted that they were “all the time confident”, while twenty six extroverts (76,47%) and half introverts (50%) agreed that they “often felt confident”, and four extroverts (11,76%) and eleven introverts (11,73%) believed that they were “rarely confident”. The rest one (2,94%) extrovert and one introvert (03,84%) said that they were “never confident”. The results above showed that more than half extroverts and introverts agreed that they were “often confident”, this implies that both extroverted and introverted learners have a high degree of self-confident. In short, and according to the findings, self- confidence is not a major fact of learners’ reticence to speak.

#### Q18-if your previous answers are (c) and (d) is it because

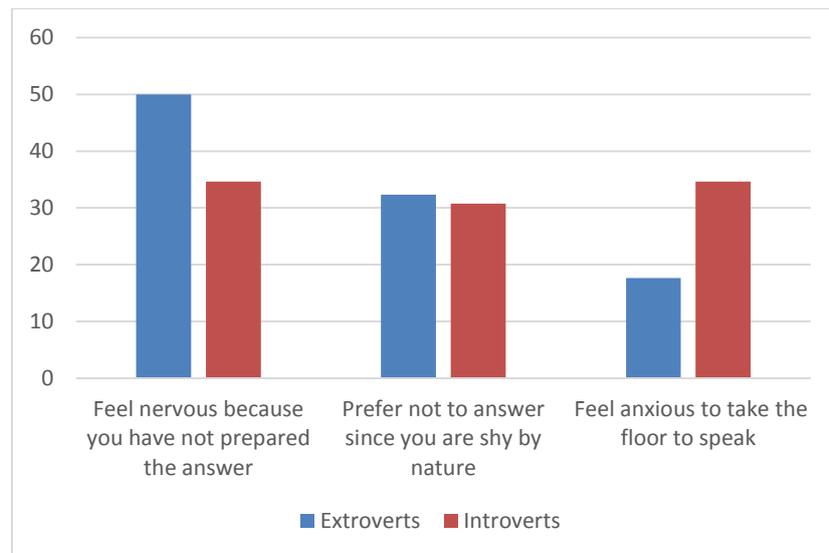


**Figure 3.22. Reasons for the Lack of Self-confidence.**

According to what has been indicated in the previous question, learners were asked to specify their answers, they had two choices to select. Thirteen extroverts (38,24%) and eleven introverts (42,31%) revealed that they were afraid of being laughed at by their classmates while speaking. And seven extroverts (20,58%) and six introverts (23,07%) acknowledged that they got afraid of teacher’s feedback. While, fourteen extroverts (41,17%) and nine introverts (34,61%) provided no answer. Hence a high percentage of both extroverts and introverts were

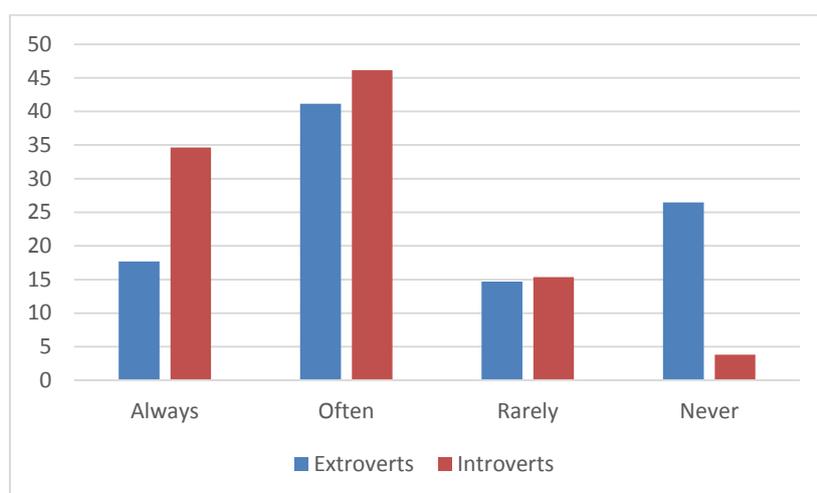
afraid of being laughed at by other classmates. Even though this question was addressed to learners who claimed that they rarely felt confident and learners who never felt confident, we notice that the majority answered the question. That is, this does not confirm the previous result in which most learners admitted that they often felt confident. So, there is a kind of contradiction between their previous answers and the ones provided in this question.

### Q19. When the teacher asks a question, do you



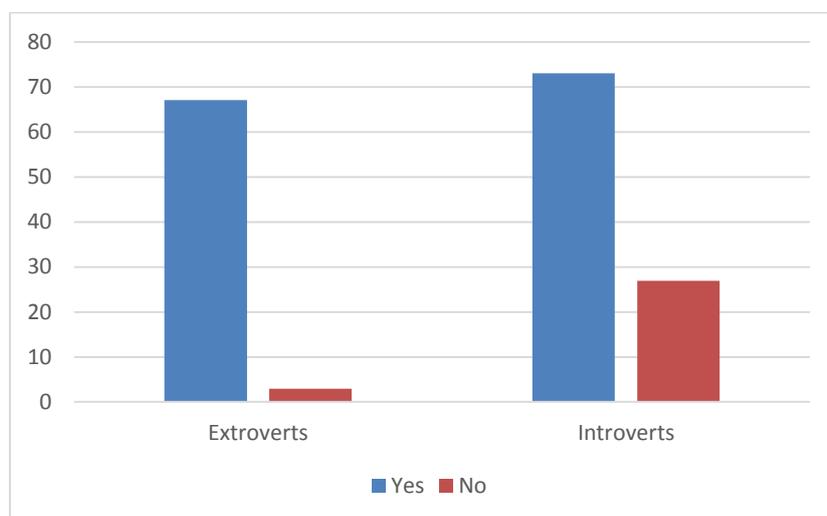
**Figure 3.23. Learners' Feelings when the Teacher Asks a Question.**

In the above question, learners were asked about their feelings when the teacher asked a question and they had three choices to select. Seventeen extroverts (50%) and nine introverts (34,62%) acknowledged that they felt nervous because they had not prepared the answer. Other eleven extroverts (32,35%) and eight introverts (30,77%) admitted that they preferred not to answer since they are shy by nature. While the rest six extroverts (17,65%) and nine introverts (34,62%) said that they feel anxious to take the floor to speak. In view of the results we notice that both extroverts and introverts experienced the feeling of nervousness, shyness, anxiety while the teacher asked a question because they did not have a previous answer and they lacked the ability to communicate.

**Q20. Do you feel anxious when you give an oral presentation in front of the whole class?****Figure 3.24. Frequency of Anxiety while Giving an Oral Presentation.**

This question aimed at investigating whether giving an oral presentation in front of the whole class made learners feel anxious. Six extroverts (17,69%) and nine introverts (34,62%) answered that they were always anxious. Other fourteen extroverts (41,17%) and twelve introverts (46,15%) admitted that they often felt anxious. While nine extroverts (14,70%) and four introverts (15,38%) said that they are rarely felt anxious. The rest nine extroverts (26,47%) and three (3,84%) introverts believed that they never felt anxious. It is very evident that the majority of extroverted and introverted learners experienced the feeling of anxiety while giving an oral presentation. Thus, and as explained in the first chapter, one of the major factors that inhibits learners to speak in the classroom and lead them to be introvert is the feeling of anxiety.

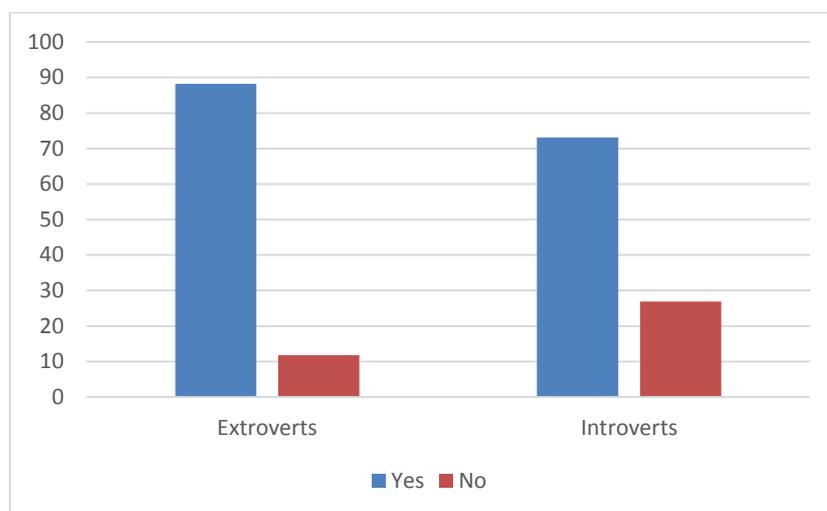
**Q21. Do you think that having a high feeling of self-esteem helps you enhance your speaking skill?**



**Figure 3.25. Learners' Attitudes towards Self-esteem in Enhancing Speaking Skill.**

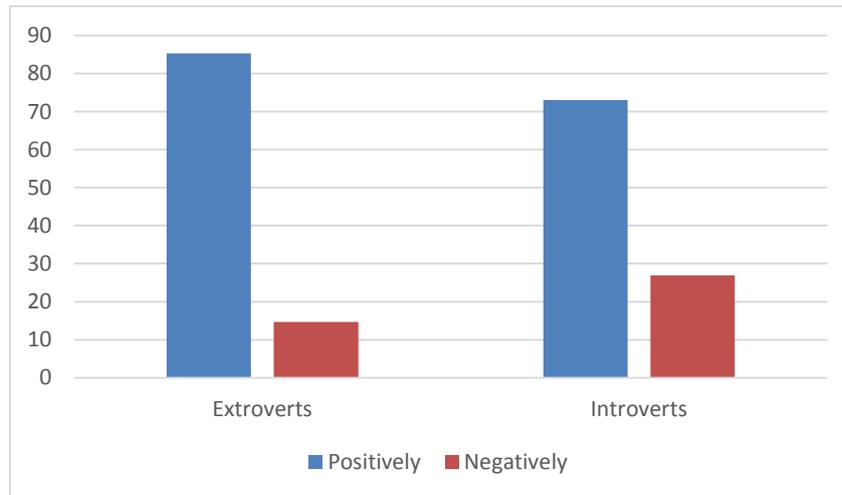
This question was about learner's evaluation of self-esteem, whether it helped in enhancing their speaking skill or not. Nearly all students agreed that self-esteem affected their oral production. Thirty three extroverts (97,06%) and nineteen introverts (73,08%) opted for the "yes" answer. While only one extroverts (2,94%) and seven introverts (26,92%) answered "no". The result revealed a slight difference between extroverts and introverts and the high part of both subjects recognized the importance of self-esteem feeling in improving their speaking skill.

**Q22. Do you consider the will to communicate in classroom a crucial component of effective speaking?**



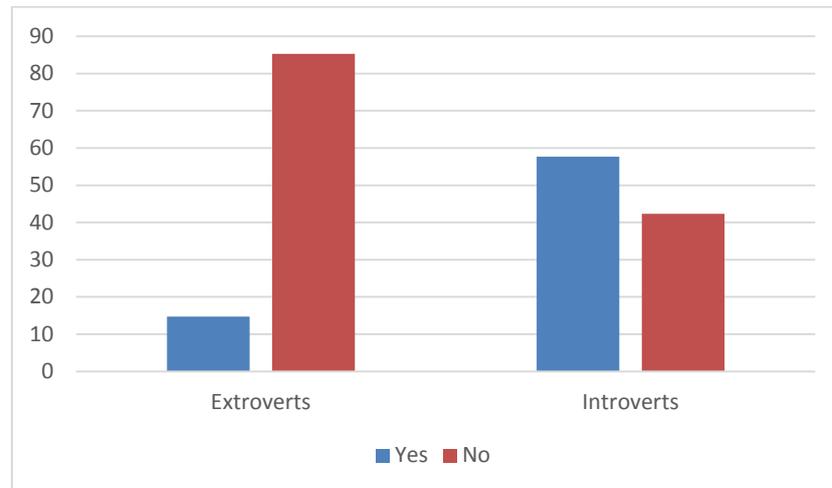
**Figure 3.26. Correlations between Willingness to Communicate and Effective Speaking.**

This question was directed to recognize whether extroverted and introverted learners believed that the will to communicate enhanced their speaking skill. Thirty extroverts (88,24%) and nineteen introverts (73,08%) have selected the “yes” answer. The rest four extroverts (11,76%) and seven introverts (26,92%) opted for “no” answer. In view of the obtained results, we notice that the majority of extroverts and introverts regarded the role of the willingness to communicate as a crucial component of effective speaking. Learners agreed that the will to communicate helped them to get information, correct mistakes and develop the speaking skill.

**Q23. How do you react to your teacher's and classmates' feedback?****Figure3.27. Learners' Reaction to Teacher's and Classmates' Feedback**

In this question, learners were asked about their reaction to teachers' and classmates' feedback. Twenty nine extroverts (85,29%) and nineteen introverts (73,07%) agreed that they reacted positively to the issue of feedback. Whereas, five extroverts (14,70%) and seven introverts (26,92%) claimed that they reacted negatively to their teacher's and classmates' feedback. According to the results, we notice that the majority of extroverted and introverted learners reacted positively to the issue of feedbacks.

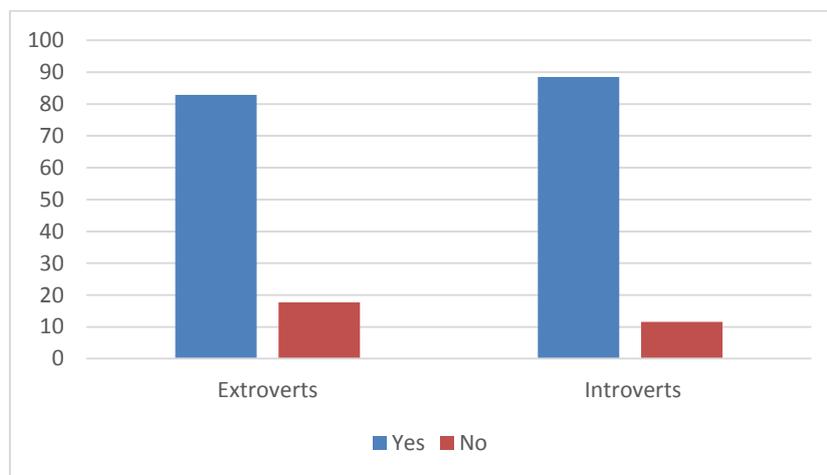
**Q24. Is being corrected in front of your classmates inhibits you from participating in the speaking activities?.**



**Figure 3.28. Learners' Feedback towards Being Corrected in Front of their Classmates.**

According to the obtained results, five extroverts (14,71%) selected the “yes” answer, and twenty nine extroverts once (85,29%) answered “no”. Whereas, eleven introverts (42,30%) answered “yes” while fifteen introverts once (57,69) selected the “no” option. What is remarkable here is that about half of the introverts claimed that being corrected in front of their classmates inhibited them from participating in speaking activities and related their answers to their shyness, one students commented “when I made mistakes and the teacher corrects me I feel shy and less confident”. Hence, teacher’s correction feedback plays a pivotal role to enhance extroversion among introvert learners.

**Q25. Do you consider that being introvert (reserved and shy) in classroom deprives English language learners from enhancing their speaking?**



**Figure 3.29. Introversion Deprives Learners from Enhancing their Speaking Skill.**

Concerning the last question, learners were asked whether being introvert affected the speaking skill. From the obtained results shown above, nearly all the respondents answered by “yes”. Indeed, twenty eight extroverts (82,35%) and twenty three introverts (88,46%) considered the fact of being shy and reserved in the classroom deprived learners from enhancing their speaking skill, one student commented “shy students miss a lot of opportunities and without trying to speak you will fail in acquiring the speaking skill”. While six extroverts (17,65%) and three introverts (11,54%) considered that being introvert did not affect the speaking skill, Another student commented “shyness is something you cannot get rid of , and you can improve your speaking skill even you are a shy person”. In short, the involved participants in this piece of research ; being introvert or extrovert, seem to be well-informed about the necessity to avoid being shy in the classroom for the sake of developing one’s speaking skill.

## **Discussions of the Results**

The analysis of the questionnaire's results revealed that a large number of responses were quite positive in the sense that they confirmed the stated hypothesis in this study. The first major finding is that the extroverted learners in this study apparently demonstrated a more active role for participating in speaking activities reflecting a desire to communicate and speak in the classroom. However, the introverted learners seemed to be reticent and passive in terms of speaking in the classroom. That is to say, extroverts preferred to talk and participate in different speaking activities and introverts did not participate and preferred to keep silent despite of their need to speak. A second major finding is that there are different obstacles that affect learners' participation, these barriers includes linguistic problems such as grammar mistakes, pronunciation mistakes, and the lack of vocabulary . Hence, it should be made quite explicit that these linguistic factors influence both extroverted and introverted learners' participation. Therefore, extroverted learners take the risk to speak while introverted ones do not because they are afraid of making mistakes. If we consider again the results of the questionnaire, we can say that extroverted and introverted learners agreed with the significance of self-esteem and the willingness to communicate in enhancing the speaking skill, and being shy and reserved would certainly deprive learners from enhancing the speaking skill.

### **3.2.2. Classroom Observation**

Classroom observation is considered as one of the most practical instruments for collecting data, in order to reach concrete results and to make the study well structured. Griffiee (2012, p. 178) defined classroom observation as “the systematic, intentional and principled looking, recording and analysis of the results of our observation for the purpose of the research”.

For Griffiee (2012, p. 178), there are two types of Classroom observation

-Open observation which means that the researcher does not prepare, specify or plan any item in advance.

- Close observation in which the researcher has to prepare well a plan in order to mention the items in advance.

### **3.2.2.1. Data Collection Procedures.**

Due to the insufficient answers provided in the students' questionnaire, it was important to attend certain sessions to observe them while being in the oral expression module sessions. Hence, in conducting the observation, a direct observation was used. According to Dawson (2002) direct observation involved the observation of subjects in a certain situation using technology such as video camera ( as cited in Pramuktiyono, p. 4 n.d) . Thus, attended some sessions with three groups of third year students while presenting group works and individual ones, each group was observed once a week and three times within a month in a total of nine observation sessions, the latter was conducted by using HD digital video camera. The sessions started on 12th April, 2016 and ended on 9th May, 2016 However, it is important to point out here that the observation process was supported by observation checklists in which detailed information of the classes were registered. The checklist is then, considered as an important tool when observing and for making the results more valid. It was defined by Griffiee (2012, p. 180) as “a form with predetermined or closed category, usually listed down one side of the page and space is given to remark the presence and the absence of the predetermined item”. It is worth mentioning that the individual and group work checklists that were implemented in the classroom observation of the current study comprises 26 items stem from the literature review about personality trait ( extroversion-introversion) and oral performance.

### **3.2.2.2. Aim of Classroom Observation.**

The purpose behind conducting classroom observation was to obtain a general insight about what was happening in the speaking sessions. That is, to get clear ideas about the behaviour of the participants within the classrooms, and to see students' performance in various speaking activities. Classroom observation was necessary to scrutinise the effect of being extroverted or introverted on the speaking performance and to examine learners' performance in two different types of activities (group work and individual presentations). Finally, classroom observation help us to see the level of participation and whether learners who found to be extroverted or introverted in the questionnaire showed any tendency to extroversion-introversion in classroom setting .

### **3.2.2.3. Data Analysis**

This part is devoted to the analysis and discussion of the data collected from individual work and group work checklists. That is, each item of the checklist will be analysed.

#### **3.2.2.3.1. Classroom Observation Checklist of Individual Works.**

According to the results of all the checklists used for the individual works, the most obstacles which learners were confronted with while speaking were grammar mistakes, pronunciation mistakes and the lack of vocabulary. That is, in attempting to use English to express their own feelings and thoughts, introvert learners found themselves struggling to produce correct pronunciation with accurate grammar utterances. We, as well, noticed that they used very simple vocabulary. For that, most learners appeared to be overtly anxious and they lowered their voices while speaking. However, when they were asked to speak up they were speaking slowly and carefully with low speech rate. Hence, it was very noticeable that the learners' ability to express feelings by physical and non-verbal cues is so limited and the majority were even unable to express their ideas in connected speech with stress and intonation.

However, learners answered the teacher questions and few of them needed time to organise their ideas before responding to the teacher's questions.

Concerning the second part of the checklists which were devoted to notice the students who were listening to others' presentations and to see the level of participation in the speaking activities, we noticed that they were not participating actively during the speaking activities, only one student initiated questions and short comments without being asked by the teacher. Therefore, it is worthy to state that teacher's feedback did not always negatively affect students' participation. It is worth mentioning here that some students were called by the teacher on purpose and they refused to present their works because they had nothing to say.

#### **3.2.2.3.2. Classroom Observation Checklists of Group Works' Analysis**

According to the results of all the checklists used for group works, it was highly observed that learners were active and talkative in group works, thus, the latter helped introvert learners to be more active and allowed them to get rid of shyness and the fear of making mistakes. That is, the majority of learners were so motivated and excited in group works and this helped them to decrease the level of anxiety. Moreover, it was highly observed that group works allowed introvert learners to build their self-confidence and to feel more comfortable, and this give them the opportunity to improve the speaking skill and to develop their oral performance. However, learners were not accurate in their pronunciation and the majority were not able to express themselves in coherent and connected speech. That is, the latter criteria needs improvement on the part of the learners. Hence, it was noticeable that learners used gestures and facial expressions while performing their works thus, in group works learners made their presentations enjoyable for other classmates. Therefore, learners responded directly to the teacher's questions and few of them needed time to organize their answers. Therefore,

we noticed also that learners were not seem afraid when the teacher corrected every mistake they made.

The results of classroom observation checklists of group work activities strongly indicate that group work is a good strategy used to teach the speaking skill, because it gives the learners more opportunities to express their views and to practice the language. Besides, through group works, learners interact freely, fluently and they are likely to use as much vocabulary as possible without inhibition. So, group work helps the learners to negotiate ideas and at the same time it assist learners to understand and learn from each others, also it enable them to get rid of shyness. On the other hand, group work is not suitable for learners in some cases. That is, group work is not efficient in developing the learners pronunciation and grammar.

#### **3.2.2.3.3. Classroom Observation Results**

Classroom observation was conducted in order to see the relationship between the learners' character and the speaking performance. Based on classroom observation results, we noticed that extroverts communicated easily even though they were not sure about their answers, while introverts seemed to be shy, reticent and anxious to speak in the classroom.

The results of individual works and group works observation checklists' analysis indicated that group works help learners to get rid of anxiety which is considered as the major problem that affected introverts' individual presentations, because introverts were aware of their limited ability to communicate in English, so, they felt embarrassed of making mistakes while taking the floor to speak.

#### **3.2.3. The Stimulus Recall Interview.**

The second step in the data collection process is done through conducting the stimulus recall interview. The stimulus recall is one of the most practical instruments for collecting data

when investigating affective variables. Relying on this instrument helps in getting more reliable data about the issue under investigation. According to Goldman, Pea, Barron and Deary (2014, p. 59) “stimulus recall consists of various techniques used to record and remind students of their previous thoughts, then participants verbalize the thoughts they had during the event”. That is, an event is observed and recorded then participants are interviewed.

### **3.2.3.1. Data Collection Procedures**

In order to collect the required data for this study through the stimulus recall tool, three classes were videotaped, each class was videotaped three times. The teacher proposed a topic in which students were suggested to choose a real video or a picture through which they could express their emotions. Then, the teacher selected some learners on purpose to perform their presentations. Each learner was videotaped when performing the individual presentation. But before being filmed, the teacher asked for the students' permission.

In attempt to explore learners' perceptions about their presentations and to unveil the causes behind their speaking difficulties; a structured interview was conducted with a representative sample of extroverted and introverted learners. That is, twenty introverts and twenty extroverts were selected to participate in the interview, we have adopted such an instrument in order to elicit information directly from the informants. However, the interview is a research tool used to gain a better insight and to collect data about the respondents' attitudes and opinions. Johnson and Christensen (2008, p. 207) defined interview as “in-depth information about participants' thought, beliefs, knowledge, reasoning, motivations and feelings about a topic”. Therefore, the interviews were conducted 8<sup>th</sup> and 9<sup>th</sup> May 2016, and the time interval between students' presentations and the stimulus recall interview was one week.

Learners were shown the videos of their presentations to recall their memories about their performance that day, then a set of questions was addressed to both extroverts and introverts. It is worth emphasizing here that the extrovert and introvert learners were not given the same questions, there were ten questions for introverts and eight for extroverts. These prepared formulated questions were based on the research questions posed in the present study. Each student interview lasted about ten minutes, therefore all interviews were audiotaped.

### 3.2.3.2. Analysis of the Stimulus Recall Interview

#### 3.2.3.2.1. Introverted Learners' Interview Analysis

The main objectives of selecting introverted learners to contribute in the interview is to know about their feelings and attitudes while performing the oral presentations, and to find which factors that had negative influence on their performance that day, as well as to discover how anxiety affected their performance.

Q1. Would you, please, give a short comment about your feelings and attitude when you presented this topic that day?

Table 3.2

*Introverts' Feelings and Attitudes towards their Presentations.*

Answers	Subjects	Percentage
1-I felt anxious but the presentation was good.	2	10%
2- I felt anxious and the presentation was not good.	13	65%
3- The presentation was messy and not well organized.	3	15%
4-I felt anxious and The presentation was very bad.	1	5%
5- I felt nervous and it was the worst presentation	1	5%
I have ever presented.		

The results in the table above show that the majority of the introverts were not satisfied with their presentations. However, they justified their answers by saying that anxiety negatively affected their performance. One student commented “I felt anxious because when I stood in front of the whole class I forgot all the ideas that I wanted to speak about”. The student who felt nervous said that I prepared myself to speak about a video but when I came to the classroom I realized that the video did not work so I selected another video which I have no ideas to talk about.

Q 2. How did you feel when you gave the oral presentation in front of your classmates?

Table 3.3

*Introverts' Feelings during the Oral Presentation.*

Answers	Subjects	Percentage
- Nothing	2	10%
- Nervous	1	5%
- Anxious	10	50%
- Stressed	3	15%
- Afraid and shy.	4	20%

The table revealed that half of the introverted learners (50%) felt anxious when they gave the oral presentation. The rest eight (40%) felt nervous, stressed and shy. They justified their answers by saying that they were so afraid of making mistakes, and that they forgot words especially when the other classmates looked at them. One student stated “ I felt anxious because when I perform my presentation at home I presented perfectly but when I stood in the front of the whole class I forgot all what to say” . Only two introverts claimed that they felt nothing

during the presentation, that is, they claimed that they did not feel any kind of anxiety while performing.

Q3. Were you well-prepared that day for giving your oral presentation? Did you feel anxious then even though you were well-prepared?

Table 3.4

*Introverts' Readiness for Giving the Oral Presentation*

Answers	Subjects	Percentage
- Yes	13	65%
- No	7	35%

As shown in the table (3) nearly all introverts prepared well for giving the oral presentation. That is, thirteen (65%) prepared well while seven (35%) believed that they did not prepare well.

The second part of the question is represented in the following table.

Table 3.5

*Introverts' Feelings when being Well- prepared for the Oral Performance*

Answers	Subjects	Percentage
- Yes	12	29,30%
- No	1	7,69%

We aimed to know whether the introverted learners felt anxious about the presentation even though they were well- prepared. The results in the above table showed that nearly all

introverted learners felt anxious about the oral presentation, they argued that they were not able to express themselves as they were expected to do, only one student who said “ it does not bother me to prepare myself or not, I can explain what I want to say”. We deduce then from the yielded findings of this question that the good preparation before the oral presentation does not help learners too much in performing well and it does not push them forward to be more daring and extrovert.

Q4. How did you feel when your teacher asked you a question which you did not expect in advance?

Table 3.6

*Introverts' Feelings when the Teacher Asked them Unexpected Questions.*

Answers	Subjects	Percentage
- Anxious	8	40%
- Ashamed	4	20%
- Shy	2	10%
- Confused	3	15%
- I felt nothing, I can answer her question	3	15%

In this question, introverts were asked about their feelings when the teacher asked them a question which they did not expect in advance. Nearly all introverted learners experienced negative feelings when the teacher asked them unexpected questions, the majority of the participants shared the same feeling in the sense that they were afraid they could not find the answers and they got confused when the teacher was waiting for their answers. This implies

that introverted learners do plan their speech and they lack the ability to communicate effectively and spontaneously, and this is one of the key reflections of introversion i.e. the ability to respond to unexpected questions.

Q5. Did you remember all the content of the presentation topic? Or you forgot some content when you were in front of your classmates and started speaking

Table 3.7

*Introverts' Attitudes towards the Content of the Presentation Topic*

Answers	Subjects	Percentage
-Remembered the content	6	30%
-Forgot the content	14	70%

This question intended to find out whether being shy and introvert make students forgot the content of the presentation. The majority of introverted learners admitted that the content that they had prepared was not the same content that they performed, that is they forgot the whole contents. One student stated that "I forgot everything because I felt shy when I stood in front of the whole class, but when I return to my place I remembered all what I wanted to say". Another student stated that "when I go to the board I forgot everything and when all classmates look at me I feel that I made a mistake". Forgetting things to say while speaking is one of the reasons that lead to learners' introversion.

Q6. Do you believe that the performance reflected your English level?

Table 3.8

*Introverts' Beliefs in their the Connection between Level and the Oral Presentation*

Answers	Subjects	Percentage
- Yes	15	75%
- No	5	25%

The purpose of asking such question is to know whether the oral performance that day reflected the actual level of introverted learners. Fifteen (75%) introverts believed that the oral performance reflected their English level. Therefore, the oral performance of introverts was not good as it was supposed to be since they were third year students. The rest five (25%) admitted that the presentation did not reflect their English level because they did not prepare it well.

Q7. Among the following items which ones had more negative influence on you when you were performing orally that day?

Table 3.9

*Items Affecting Negatively Introverts' Oral Performance.*

Options	Subjects	Percentage
Nervousness and anxiety.	13	65%
-Shyness.	11	55%
-Lack of self-confidence.	8	40%
-Fear of being laughed at and negatively judged by your peers and classmates.	3	15%

---

-The fear of receiving negative feedback from my teacher.	5	25%
-The fact of not having sufficient vocabulary items to express your ideas coherently and correctly	9	45%
Having no further things to say when I was asked to clarify a point.	5	25%
-Fear of being asked a question that I was not prepared to answer.	8	40%

---

With regard to the overall scores displayed in table (8), it can be noticed that nervousness and anxiety received the highest number of scores followed by shyness. That is, nervousness, anxiety and shyness can be identified as the major items that had a negative influence on students' performance. Some students stated that they felt nervous and anxious because they could not speak English very well as the other classmates did, others related shyness and the lack of self-confidence to their level in English, that is to say, when they noticed that the other classmates were better at expressing themselves they felt shy and this in turn affected self-confidence. The rest introverts admitted that they did not have sufficient vocabulary items to express their ideas and to clarify their view points and this made them afraid of being asked a question whose answer was not prepared beforehand.

Q8. Did you feel nervous when your classmates performed better than you did that day? Or did you consider it as a positive point which encouraged you to speak well?

Table 3.10

*Introverts' Feelings when their Classmates Outperform them at Oral Presentations*

Answers	Subjects	Percentage
- Yes	11	55%
- No	9	45%

The aim behind asking introverted learners this question was to know whether they felt nervous about others' presentations. The findings showed that half of the participants (55%) agreed that they did feel nervous when their classmates performed better, and the rest half (45%) agreed that they did not. Accordingly, feeling inferior to others in terms of oral performance is another reason behind learners' reticence to speak as it was plainly explained in the theoretical part.

In the second part of this question we asked learners whether they consider other classmates' performance a positive point that pushed them forward to speak better.

Table 3.11

*Introverts' Attitudes towards their Classmates' Presentations.*

Answers	Subjects	Percentage
- Yes	13	65%
- No	7	35%

We intended by asking this question to know introverted learners' views towards other students' presentations. The majority of introverts (65%) considered their classmates outperformance a positive point, they believed that it gave them a reason to do better in the next presentations. The rest seven (35%) considered it as a negative point because they were not ready and the presentation did not reflect their actual level, another student stated "I consider it negative because of the mark, my friends will get better mark than me". Hence, more than half of the informants showed positive attitude to the fact of being outperformed by their classmates. This simply means that more than half of introverts do feel inferior to their classmates and this may simply increase their introversion.

Q9. Are you silent in oral expression module sessions? If yes, is it because you are shy and introvert by nature?

Table 3.12

*Introverts' Silence in the Oral Expression Sessions*

Answers	Subjects	Percentage
- Yes	16	80%
- No	4	20%

This question tends to find out whether introverted learners were silent in oral expression sessions. Sixteen introverts (80%) acknowledged that they were silent in oral expression. Among those sixteen students who agreed that they were silent, eight (40%) of them stated that they kept silent because they were shy and they did not have the courage to reveal that they wanted to say, thus they waited for the teacher to give them a turn. The other four introverted learners (20%) among sixty ones admitted that they did not like to speak too much they spoke only when they were obliged to. The rest four informants out of twenty introverts

(20%) agreed that they kept silent because they had nothing to say and sometimes they felt that their answers was not good or could be wrong.

Q10. Do you think that being shy and introvert in classroom would negatively affect your future professional career as a teacher?

Table 3.13

*Introverted Learners' Attitudes towards the Negative Effect of being Shy in the Classroom on their Future Professional Career as Teachers.*

Answers	Subjects	Percentage
- Yes	18	90%
- No	2	10%

Through asking this question, we intended to identify introverted learners' perceptions about the fact of being shy in the classroom and the effect of shyness on their future professional career as teachers. Nearly all introverts believed that being shy in the classroom would negatively affect their future professional career as teachers, they stated that they could not develop their language and they would not be able to handle all the students and to explain the lessons as ought to be. Surprisingly, these learners admitted that they would never become teachers as one student stated "after graduation, I will go to study something else I want to be anything except an English teacher". Other two (10%) introverted learners agreed that the situation of being a student in the classroom is not similar to a situation in which she/he is a teacher with her/his own learner.

### 3.2.3.2.2. Extroverted Learners' Interview Analysis

The main objective of involving extrovert learners in the stimulus recall is to unveil the factors behind their extroversion and the fact being so outgoing while performing orally in classroom. That is, we attempted to find out an explanation of extrovert learners' strengths that enables them outperform orally. The interview was accomplished by the contribution of twenty extrovert learners. We started by Showing the extrovert learners their previous filmed presentations in oral class, then we addressed a set of questions to recall their memories about their presentations.

Q1- Would you please, give short comments about your feelings and attitudes when you presented this topic that day?

Table 3.14

#### *Extrovert Comments on their Oral Presentations*

Answers	Subjects	Percentage
-Extroverted learners felt nervous just At the beginning of their presentations.	10	50%
-Extrovert Learners felt happy and excited about their presentations.	6	30%
-Extrovert learners felt comfortable for their performance.	4	20%

This question is designed to elicit short comments about the feelings and attitudes of twenty extrovert learners about their presented topics. The above table clearly show that the

ten extrovert learners (50%) replied by saying that they felt nervous just at the beginning of their presentations, and some of them justified their answers by saying that they lost some ideas that were related to their presentations, and that the problem encountered which using the data show made them feel initially perplexed but they later on they could forget about their nervousness. Other six extrovert learners (30%) replied by saying that they were so excited and happy for their presentations. The rest four extroverts (20%) felt and comfortable about their presentations, and some of them justified their answers by saying that their teacher and classmates really got their intended message. According to the findings yielded from this question, it is evident that extrovert learners did feel satisfied about their oral presentations. Accordingly, we deduce that there is a strong correlation between self- satisfaction and extroversion

Q2- How did you feel when you give the oral presentation in front of your classmates?

Table 3.15

*The Extroverted Learners' Feeling about the Oral Presentation*

Answers	Subjects	Percentage
Extrovert learners felt nervous and shy only at the beginning of their presentations	10	50%
-Extrovert learners felt comfortable and proud of their presentations.	10	50%

This question was addressed in order to figure out extroverts learners' feelings when they gave the oral presentations in front of their classmates. The table revealed that ten extrovert

learners felt shy and nervous just at the beginning, but when they started speaking they felt good. And some of them commented that the smile of the teacher helped them to get rid of shyness, and one of them said that shyness is something normal in the human being. Moreover, ten extrovert learners stated that they felt, comfortable and proud of their presentations and some of them justified their answers by saying that they liked sharing ideas and presenting topics in front of their classmates.

Q3- Did you get satisfied with your presentation? Or do you think you could have presented it better?

Table 3.16

*The Extrovert Learners' Satisfaction about their Presentations*

Answers	Subjects	Percentage
- Yes	11	55%
- No	9	45%

This question intended to know whether extrovert learners were satisfied with their presentations or not. From the results that are displayed in the table above, eleven extrovert learners (55%) affirmed that they were satisfied with their presentations, and the majority of them justified their answers by saying that both their teacher and classmates enjoyed their presentations, and they thought that they presented all what they have planned beforehand. While nine extrovert learners declared that they were not satisfied with their presentations, that is why they thought they could have presented it better. Then, some of them justified their answers by saying that they forgot some parts of their presentations.

Q4-During presenting your topic, did you feel any kind of anxiety?

Table 3.17

*Extrovert Learners and Anxiety*

Answers	Subjects	Percentage
- Yes	7	35%
- No	13	65%

This question was addressed to know whether the extroverts felt with any kind of anxiety while performing their presentations. The results in the above table showed that seven extroverts (35%) stated that they felt anxious during their performance and some of them ensured that anxiety is something normal in the process of learning, while thirteen extrovert learners (65%) did not feel anxious while performing. It can be said here, that the majority of extrovert learners did not endure anxiety while speaking, they rather enjoyed speaking and performing oral presentations.

Q5- Were you worried about making grammatical and pronunciation errors during your oral performance?

Table 3.18

*Extroverts' Attitudes towards Making Grammar and Pronunciation Errors*

Answers	Subjects	Percentage
- Yes	6	30%
- No	14	70%

The purpose behind asking such question was to know whether extroverted learners were worried about making grammatical and pronunciation errors while speaking. According to learners' answers, six extroverts (30%) said that they were worried about making errors while performing . While fourteen extroverts (70%) confirmed their answers by stating that they were not worried about making grammatical and pronunciation errors, and they justified their answers by saying that they just expressed ideas and tried to speak spontaneously. One can notice here that the majority of extrovert learners were not very concerned with the fear of making errors; grammatical or pronunciation ones. This simply indicates that the key element behind their extroversion was the fact that they could get rid of the fear of making errors while talking so they would be daring and extrovert while speaking.

Q6-did you feel confident that day while speaking in front of your classmates?

Table 3.19

*Extroversion and Learners' Self-confidence.*

Answers	Subjects	Percentage
- Yes	20	100%
- No	0	0%

This question was set to find out whether the involved extrovert learners felt confident or not when speaking in front of their classmates. The results showed that all extrovert learners (100%) felt confident, and the majority of them defended their answers by saying that being confident is their nature. It can be conclude here, that the majority of extrovert learners felt confident while presenting topics in oral expression sessions. Thus, it is clearly stated then that extroversion is strongly linked to self-confidence.

Q7- when you finished your presentation did you:

a-Feel relaxed because you got rid of it .

b- It does not bother you to have more topics to present orally.

Table 3.20

*The Extrovert Learners' Feelings when they Finished their Presentations*

Answers	Subjects	Percentage
a-Feel relaxed because you got rid of it	1	5%
b- It does not bother you to have more topics to present orally.	19	95%

This question was asked to know whether the extrovert learners felt relaxed because they got rid of the assignment or it did not bother them to present other topics. Hence, nineteen extroverts (95%) reported that it did not bother them to have more topics to present orally. Most of them justified their answers by stating that they wanted to show their talents and abilities, and others stated that they enjoyed role plays. Yet, only one extrovert (5%) stated that he/she really felt relaxed when he/she finished his/her presentation. The yielded findings revealed that the extrovert learners do appreciate performing oral presentations. Extroversion does enhance their willingness to speak. The latter is the heart of developing one's speaking skill.

Q8-when the teacher addressed those questions to you about your oral performance that day, did you feel that you needed more time in order to organize your ideas before answering?

Table 3.21

*The Extrovert Learners' Reaction to Teachers' Question*

Answers	Subjects	Percentage
- Yes	19	95%
- No	1	5%

The last question was addressed to know whether extroverts answered the teacher's questions directly, or they needed more time in order to organize their ideas before answering. According to the responses obtained, the targeted extrovert learners seems to be spontaneous. According to the issue discussed in the theoretical part, being introvert deprives learners from being spontaneous. But it is worthy to mention that the only extrovert learner said that he/she needed time to organize his/her ideas before answering; by justifying that time helped him/her to avoid grammar mistakes. We can notice here that the majority of extrovert learners were active and talkative, and they did not need time to process their information before answering. In comparing the findings of EPQ and the other asked question in the questionnaire with the stimulus recall interview, we find a strong accordance between them. The similarity between them might be summarized in the two subsequently stated points:

- Extrovert learners are active and engage easily with other learners during interaction, because they are really interested in trying new things in order to enhance their speaking performance.
- Extrovert learners have the willingness to communicate because of the high self –confidence they have.

### **3.2.3.2.3. Discussion of the Results of Introverted and Extroverted Learners' Stimulus**

#### **Recall Interview**

The analysis of the data obtained from introverted and extroverted learners' stimulus recall interview indicated that there is a significance difference between extroverts' and introverts' feelings and attitudes towards their oral performance. That is, introverts feel shy and anxious to speak in front of their classmates and they are afraid of making mistakes. Furthermore, introverts get easily nervous because they feel that everyone is looking at them and judging them. The results also showed that they keep silent because they are shy by nature and do not like to speak too much and often lack self-confidence because they do not have the ability to communicate like the other classmates. Extroverted learners on the other hand, feel comfortable to speak in the class and they are not worried about making mistakes. Moreover, extroverts are active and they are more willing to take the floor in the classroom and this helps them to build self-confidence. In short we can conclude that extroverts differ from the introverts in terms of oral performance in classroom context.

### **3.2.3.3. Comparison of the Questionnaire, Stimulus Recall and Classroom Observation**

#### **Results**

From all what we have mentioned so far, we can conclude that the results of the questionnaire showed some differences with the results of the stimulus recall, and the latter was highly supported by classroom observation. That is to say, the result of extroverted and introverts learners' stimulus recall confirmed the results of the classroom observation. However, introverted learners' responses in the interviews do not go in accordance with their previous answers in the EPQ questionnaire, that is to say, introvert learners admitted that they liked presentation and speaking English in the classroom, and that they often felt confident. yet, in the interview, they said that they did not like oral presentations because they make them feel

shy and anxious, they further did not like speaking in the classroom and they most of the time lacked self-confidence because they felt that the other classmates were better at oral performance. Extroverted learners, on the other hand, got rid of shyness and took risks to speak even when they made mistakes.

### **Conclusion**

The analysis of the data obtained from the questionnaire, the stimulus recall interview and classroom observation confirmed the research hypotheses and revealed that learners' personality type of extroversion-introversion had a significant relationship with their oral performance. That is, learners' oral performance seemed to be affected by their personality type. Furthermore, the results in this study strongly indicated that introverted learners were passive and unable to take the risk to speak, since they were worried of making mistakes, and they were less active than their classmates, introverts revealed their fear of being negatively evaluated by their peers in the classroom. Additionally, the results showed that shyness, nervousness and anxiety are the major factors that influence introverts' performance. However, extroverts were extremely comfortable when they had to speak English in front of others, they could get rid of their shyness and they did not get worried about making mistakes. Finally, the evidence concerning the difficulties that learners were confronted with and their feeling of nervousness, anxiety and shyness to speak during speaking activities affirms the role of personality type in preventing participation in oral tasks.

## **General Conclusion**

The personality traits of extroversion-introversion received most attention in second language learning research and have been broadly investigated in terms of its influence on learners' oral performance. That is, learners' tendencies towards extroversion or introversion affect their oral performance. For this reason, this research tried to unveil the role of the learners' personality traits of extroversion-introversion in enhancing and reducing participation in oral tasks. It was mainly interested in testing the fact that extroverted learners who are more talkative engage more in speaking activities than introverts who are silent and reticent in the classroom.

Of the dissertation in hand, the first two chapters were concerned with the theoretical basis of personality type and the speaking skill. Whereas, the last chapter is practical in nature in which the questionnaire, the stimulus recall and classroom observation were used as tools of data collection. The results obtained confirmed our hypothesis and revealed that the learners who were involved in the research paper whose personality type affect their performance of spoken language. The findings gathered from this study demonstrated that extroversion-introversion personality traits had a significant relationship with learners' oral performance. That is, introverted learners were shy, anxious and reticent to speak in the classroom, while extroverts attained a good level in spoken language, despite the fact that extroverted learners had also linguistic problems they got rid of shyness and anxiety reflecting a tendency to participate and talk in speaking activities.

Other finding of this study unveiled the truth that anxiety and shyness were the main factors that lead introvert learners to be more reticent to speak in the classroom. Moreover, group work helped introvert learners to get rid of anxiety and shyness which had great influence on their individual presentations. That is to say, introvert learners felt comfortable to work in

group because the latter helped them to get rid of the fear of making mistakes and to decrease the feeling of anxiety.

### **Pedagogical Recommendations and Suggestions for Further Future Research.**

On the basis of the results obtained from the analysis of the research data which confirmed that extroverted and introverted learners' performance in speaking activities is correlated with their personality type. In fact, introverts meet psychological barriers whenever they tend to speak in the classroom, while extroverts communicate easily without any inhibition. For this reason, the following recommendations are suggested:

-Since the results of this study showed that extroverts' oral performance is better than introverts' one, it seems important for introverted learners to be aware of their personality trait; thus, they should try to be talkative to develop the speaking skill effectively. And they have to change their negative feelings and attitudes towards speaking, and this can be achieved only if they get rid of their fear of making mistakes and enjoy being involved in speaking activities.

- Teachers should pay significant attention to the personality trait of introversion to increase introverts' level in oral performance, and encouraged them to speak even though they may not produce accurate grammar utterances and correct pronunciation. Introvert learners, on the other hand, should pay more attention to the practice of the speaking skill inside the classroom to benefit from language use opportunities offered in the classroom.

-Group work is of highest importance to introvert learners to get rid of shyness and the fear of making mistakes. Thus, oral expression teachers should be aware of the role of group work in enhancing the introvert learners' oral performance. Therefore, the oral tasks should be prepared in accordance to the students' personality traits.

-Oral expression teachers are advised to continue viewing anxiety as a serious problem which should be taken into account if they want to encourage the development of the speaking skill.

Therefore, teachers are responsible for creating an atmosphere in the classroom where introvert learners feel comfortable and at ease to participate and speak without hesitation.

.-Teachers should pay attention to the type of feedback addressed to learners because negative evaluation might inhibit students' participation and make them more introverts.

-Future research should be done to investigate the relationship between extroversion-introversion and oral performance components including fluency, accuracy, and pronunciation.

And discover the correction strategies that make introvert learners less embarrassed.

### **Limitations of the Study**

The first limitation of this study is that the data collected by the questionnaire was so limited because many students did not answer some questions and refused to justify their responses and gave no explanation for their answers. Another important limitation is the lack of primary sources on personality type on e-books for that we relied too much on secondary sources. In addition to that, for time constraint it has been almost impossible to deal with a large sample of students, the number has been reduced to cover only 60 students. Therefore, the result in the present study cannot be generalized .

## References

- Abbott, T. (2001). *Social and Personality Development*. New York: Routledge
- Allwright, D. & Baily, K. M. (1999). *Focus on the Language Classroom: An Introduction classroom research for language teachers*. Cambridge: Cambridge University Press.
- Bagheri, M.S. Faghih, M. (2012). The Relationship between self-esteem, personality type and reading comprehension of Iranian EFL students. *Academy Publisher Manufactured in Finland*, 2 (8), 1641-1650. doi:10.4304/tpls.2.8.1641-1650
- Baker, J. & Westrup. H. (2003). *Essential Speaking Skills: A handbook for English Language teachers*. London: Continuum International Publishing.
- Brookhart, M. S. (2008). *How to Give Effective Feedback to your Students*: Alexandria, Virginia.
- Brown, H. D. (2007). *Principle of Language Learning and Teaching* (5<sup>th</sup> ed.). New York: Pearson Longman.
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. Pearson Education, Inc. Longman.
- Brown, H.D. (2000). *Teaching by Principle: An interactive approach to language pedagogy* (2<sup>nd</sup> ed.). San Francisco, California: Longman.
- Brown, G, & Yul, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Burns, A. (2012). *A Holistic Approach to Teaching Speaking in the Language Classroom*. New York: Cambridge University Press.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3<sup>rd</sup> ed ). Boston, MA: Heinle & Heinle.

- Chen, C. (2013). Empathy in language learning and its inspiration to the development of Intercultural communicative competence. *Academy Publisher Manufactured in Finland*. 3(12), 2267-2273. doi:10.4304/tpls.3.12.2267-2273
- Coleman, J. & Klapper, J. (2005). *Effective Learning and Teaching in Modern Language*. New York: Routledge
- Cervantes, I. M. (2013). The role of risk taking behaviour in the development of speaking skills in English second language classroom. *Escuela de Lenguas Modernas Universidad : Costa Rica*. 19, 1633-1659.
- Cook, V. (2008) *Second Language Learning and Teaching* (4<sup>th</sup> ed.). London: Hodder Education.
- Dagarin, M. (2010). Classroom interaction and communication strategies in English as a foreign language. *Ljubljana: Faculty of education*. 127-139 doi: 10.4312/elope.11(2).127-139.
- Dornyei, Z. & Ryan. S (2015). *The Psychology of the Language Learners Revisited*. New York: Routledge.
- Dornyei, Z. P. D. Machmtyre & A, Henry (2015). *Motivational Dynamics in Language Learning*. Multilingual Matters.
- Dornyei, Z. & Taguchi T. (2010). *Questionnaire in Second Language Research*. Construction, Administration and Processing (2nd ed). New York: Routledge
- Dornyei, Z. (2005). *The psychology of the Language Learner: Individual differences in second language acquisition*. New Jersey, US: Longman.
- Ellis, R. (2012). *Language Teaching Research and Language Pedagogy*. UK: John Wiley and Sons, Inc Publication.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, UC Consortium

for Language Learning & Teaching, UC Davis : California. 1, 3-18.

Ellis, R. (1999). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Eysenck, M. W. (2004). *Psychology: An International Perspective*. New York: Tylor and Francis.

Eysenck, H. (2004). *Eysenck Personality Inventory. Interpretation of Scores*. Heinemann Educational Publishers. 1-7.

Eysenck, H. (1998). *Dimensions of Personality*. London, New Jersey.

Eysenck, H. J. Eysenck, M. w. Fulker, D. W. Gray, J. Lavery, A. B. Martin, I... &Wilson, G. (1981). *A model For Personality*. Berlin: Springer Verlage.

Feist, J. & Feist. G. (2009). *Theories of Personality* (7<sup>th</sup> ed). McGraw-Hill Grefee.

Gan, Z. (2011). An investigation of personality and L2 oral performance. *Academy Publisher Manufactured in Finland*. 2(6), 1259-1267. doi:10.4304/jltr.2.6.1259-1267.

Gardner. R.C. (1985). *Social Psychology and Second Language Learning: The role of attitudes and motivation*. London: Longman.

Goldman, Pea, Barron & Deary (2014). *Video Research in the Learning Sciences*. New York Routledge.

Griffee, D. T. (2012). *An Introduction to Second Language Research Methods: design and data*. U. S. A: Congress.

Hampson, E.S. (2001). *The Construction of Personality: An introduction* (2th ed). London: Routledge.

Harmer, J. (2007). *How to Teach English*. London: Longman.

Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd ed). London: Longman

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press

- Horwitz, E. K., M.B. Horwitz & J. A. Cope (1986). Foreign language anxiety. *Modern Language Journal*. 70,125-132
- Howard, J. (2015). *Discussion in the College Classroom: getting your students and participating in person and online*. John Wiley and sons. Inc: San Francisco.
- Hudges, R. (2011). *Teaching and Researching Speaking* (2<sup>nd</sup> ed). New York. Pearson Education.
- Ibrahimoglu, N., Unaldi, I., Samancioglu, M., Baglibel, M. (2013). The relationship between personality traits and learning styles : *A Cluster Analysis*, 2, 93-107.
- Johne, C. Peaterson, B. D. (1998). Classroom participation. UK: John Wiley.
- Kaewkatorn, C, & Lynch, R. (n.d). The Relationship between personality type and learning achievement among advertising students *Assumption University: Thailand*, 93-102.
- Klippel, F. (1983). *Keep Talking: Communicative fluency activities for language teaching*. Cambridge: Cambridge University Press.
- Lewis, S. (2011). Are communicative strategies teachable? *Perspectives TESOL Journal: Italy*. 1, 46-54.
- Mathew, M & Ian, J. Deary &Whiteman, M. C. (2009). *Personality Traits* (3<sup>rd</sup> ed). Cambridge Cambridge University Press.
- Martin, L. B & Briggs L. J. (1986). *The Affective and Cognitive Domains: Integration for instruction and research*. Educational Technology Publications, Englewood Cliffs: New Jersey.
- Maxom, M. (2009). *Teaching English as a Foreign Language for Dummies*. John Wiley and Sons. Ltd: Chichester.
- Myers, B. P. & Myer, I. (1995). *Gifts Differing: understanding personality types*. Oxford University press.

- Ni, H (2012). The effects of affective factors in SLA and pedagogical implications. *Academy Publisher Manufactured in Finland*. 2(7), 1508-1513. doi:10.4304/tpls.2.7.1508-1513
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). *Language Testing Methodology: A textbook for Teachers*. Prentice Hall International English Language Teaching.
- Oxford, R. (1990). *Language Learning Strategies, What Every Teacher Should Know*. U.S. A : Heilene & Heilene Publishers
- Palmer, E (2014). *Teaching the core Skills of Listening and Speaking*. Alexandria. Verginie.
- Pawlack, M. (2012). *New Perspective on Individual Differences in Language Learning and Teaching*. New York: Springer Heidelberge
- Pawlak, M. Klimczak. E. W. (2015). *Issues in Teaching, Learning and Testing Speaking in a Second Language*. New York Springer Heidelber
- Pawlak, M. Klimczak. E.W. & Major. J. (2011). *Speaking and Instructed Foreign Language Acquisition*. New York: Multilingual Matters
- Pramuktiyano, A. (n.d). A study of foreign language anxiety on EFL classroom in the seventh grade. *Ronggolawe Tuban: East Java*.
- Richards, J. C. (2008). *Teaching Listening and Speaking from Theory to Practice*. Cambridge: Cambridge University Press
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Rocca, K.A. (2010). Student participation in the college: *An extended Multidisciplinary Literature review*. *Communication Education*, 59 (2), 185-213.

- Richards, C. J. & Schmidt, R. (2006). *Dictionary of Language Teaching and Applied Linguistics*. (4th ed) London: Pearson
- Sarosdy, J. Bencze, T, F, Poor, Z, Vadnay, M. (2006). *Applied Linguistics I for BA Students in English. Bölcsész konzorcium: Minden jog fenntartva*
- Schuller, B, & Batliner, A. (2014). *Computational Paralinguistic: emotion, affect and personality in speech and language processing*. UK: John Wiley.
- Skehan, P. (1989). *Individual Differences in Second Language Learning*. London: Edward Arnold.
- Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman.
- Tsui, A. B. M. (1995). *Classroom Interaction*. London: Penguin English.
- UR, P. (1991). *A course in Language Teaching: practice and theory*. Cambridge: Cambridge University Press.
- Widdowson, H.G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Wu, K. H. (2010). The relationship between language learners' anxiety and learning strategy in the CLT classroom. *International Educational Studies: Taiwan*. 3(1), 174-190.

## Appendices

**Appendix A :** Questionnaire

**Appendix B :** Classroom Observation Checklist of Individual Work

**Appendix C:** Classroom Observation Checklist of Group Work.

**Appendix D :** Question for introverted learners

**Appendix E:** Questions for Extroverted Learners

## Appendix A

**Questionnaire**

Dear students,

This questionnaire is part of a research work. It aims at investigating the role of personality type in preventing/boosting participation in oral performance tasks.

You are kindly requested to respond to the questions stemming from Eysenck Personality Questionnaire and the subsequent questions. Please tick (  $\checkmark$  ) in front of the chosen option(s), and justify your answer when needed.

My I thank you in advance for your collaboration.

**Section One****Eysenck Personality Questionnaire**

<b>Questions</b>	<b>Yes</b>	<b>No</b>
1-Are you a talkative person ?		
2-Are you rather lively ?		
3-Do you often long for excitement ?		
4-Do you often need understanding friends to cheer you up?		
5-Are you usually carefree ?		
6- Do you stop and think over before doing anything?		
7- Do you enjoy meeting new people ?		
8- Do you generally do and say things quickly without stopping to think?		
9- Do you suddenly feel shy when you want to talk to an attractive stranger ?		
10- Generally do you prefer reading to meeting people?		
11-Do like enjoy going out a lot?		

12- Do you prefer to have few but special freinds ?		
13- Can you usually let yourself go and enjoy yourself at a lively party?		
14- Do other people think of you as being very lively ?		
15- Are you most quite when you are with other people ?		
16- Do you like doing things in which you have to act quickly?		
17- Have you ever being late for an appointment or wok?		
18- Can you easily get some life into a rather dull party ?		
19- Do you occationally have thoughts and ideas that you would not like other people know about?		
20- If there is something you want to know about, would you rather look it up In a book than talk to someone about it?		

## Section Two

### Part One: Background information

1- Why did you choose to study English?

a- To learn how to communicate in English

b- For some academic purposes

c- Administrative orientation

2- How do you consider your overall level of proficiency in English?

a- Very good

b- Good

c- Average

d- weak

3- Do you find speaking in English

a- A difficult task

b- An easy task

**Part Two: Extroversion-Introversion and speaking Performance in the classroom**

1- Do you like speaking English in the classroom?

Yes  No

2- Do you think that you use English much often in the classroom?

Yes  No

3- Do you always wait for your partner to start the conversation?

Yes  No

4- During speaking sessions, do you keep thinking that the other students are better at oral performance than you?

Yes  No

5- In speaking sessions, do you

a- Plan your speech i.e. presentation beforehand?

b- Speak with no previous preparation i.e. spontaneous oral performance?

6- In the classroom, do you

a- Start speaking first?

b- Wait for your teacher's turn allocation?

7- Do you communicate, even though you might not produce accurate grammar utterances and coherent connected speech?

Yes

No

8- Do you have sufficient vocabulary to speak about different things with high speech rate and correct pronunciation?

Yes

No

9- Which types of classroom speaking activities do you prefer?

a- Role plays

b- Conversation

c- Interviews

d- Discussion and debate

e- Presentation

Would you please justify your answer

(s).....  
 .....  
 .....

10- Do you participate in different classroom activities?

Yes

No

If yes, how often do you do?

Always

Often

Sometimes

Rarely

11-Do you have some speaking problems that hinder your participation?

Yes

No

If yes, specify which kind of speaking problem (s) you generally face

a- Nothing to say about the chosen topic

b- Mother tongue use

c- Inhibition

d- Others, please mention them

.....

.....

12-How do you prefer to be in the classroom?

a- Silent

b- talkative

Justify your choice, please

.....

.....

13-Do you keep silent even if you feel the need to speak English?

Yes

No

If yes, it is because of the

a- Fear of making grammatical mistakes

b- Fear of making pronunciation mistakes

c- Lack of vocabulary

d- Others, please mention them .....

.....

14- While speaking in the classroom, do you feel

a- All the time confident?

b- Often confident?

c- Rarely confident?

d- Never confident?

15- If your previous answers are (c) and (d) is it because

a- You are afraid of being laughed at by your classmates while speaking?

b- You are afraid of your teacher's feedback?

Other reasons, please mention them

.....

.....

16- When the teacher asks a question, do you

a- Feel nervous because you have not prepared the answer?

b- Prefer not to answer since you are shy by nature?

c- Feel anxious to take the floor to speak in classroom?

17- Do you feel anxious when you give an oral presentation in front of the whole class?

Always  Rarely  Often  Never

18- Do you think that having a high feeling of self-esteem helps you enhance your speaking skill?

Yes No 

19- Do you consider the will to communicate in classroom a crucial component of effective speaking?

Yes No 

Would you, please, explain how?

.....  
.....

20- How do you react to your teacher's and classmates' feedback?

Positively Negatively 

21- Is being corrected in front of your classmates inhibits you from participating in the speaking activities?

Yes No 

If yes, would you, please, explain why?

.....  
.....

22- Do you consider that being introvert (reserved and shy) in classroom deprives English language learners from enhancing their speaking skill?

Yes No 

- Whatever your answer is, would you, please, explain why?

.....

Thank you so much for your cooperation!

## Appendix B

**Classroom Observation Checklist of Individual Works**

Department .....

Class observed.....

Teacher's Name (Last) .....

Observer's Name (Last).....

Date.....

Time.....

Behaviour Observed	Student 1	Student 2	Student 3	Student 4
1. Making grammatical mistakes. 2. Making pronunciation mistakes. 3. Lack of vocabulary. 4. The use of stress and intonation to convey the intended meaning. 5. The ability to express ideas and opinions in coherent and connected speech . 6. Showing feelings by physical and non -verbal means along with verbal language to convey meaning easily. 7. The student appears overtly anxious when he has to speak in front of the class i.e. show tense or				

<p>worried expressions, tremble.</p> <p>8. Answering immediate questions asked by the teacher.</p> <p>9.The student gets nervous (or ashamed) when he is corrected by the teacher.</p> <p>11.lowering the voice while presenting.</p>				
---	--	--	--	--

This part is devoted for students who are listening to other’s presentations, it helps in noticing the level of participation and to distinguish between talkative and silent students.

12. Students initiate questions or comments in the classroom and interact with others without being asked by the teacher.

Comment

.....

.....

13-Students participate actively in the classroom discussion.

Comment

.....

.....

14. Students’ participation after receiving the teacher’s feedback.

(shy students become less likely to speak in classroom when the teacher gives them feedback and stop participating just because they do not want to be corrected.)

Comment

.....

.....

Other Comments

.....

.....

## Appendix C

**Classroom Observation Checklist for Group Works**

Department .....

Class Observed .....

Teacher's Name (Last) .....

Observer's Name (Last).....

Date .....

Time .....

Criteria	Highly Observed	Needs Improvement	Not Observed
1. Learners are talkative and more active in group works.			
2. Group works allow learners to get rid of shyness and fear of making mistakes.			
3. Group works allow the learners to build their self-confidence and to feel more comfortable.			
4. Learners are accurate in their English language pronunciation.			
5. Learners have insufficient vocabulary to speak about different things.			
6. Learners express ideas in coherent connected speech with accurate grammar sentences.			
7. Learners use long sentences instead of short ones			
8. Learners have the ability to process information and respond rapidly when the teacher interrupts them and asks them questions.			

9. Learners seem afraid that their teacher is ready to correct every mistakes they make.			
--	--	--	--

Comments

10-The learners' major strengths as demonstrated in the observation.

.....  
 .....

11-Areas that did not go well during this particular class.

.....  
 .....

12-Suggestions for further development.

.....  
 .....

## Appendix D

**Questions for Introverted Learners**

Dear student,

After viewing the video of your presentation in Oral Expression class that day, we will address a set of questions to you to recall your memories about your performance that day.

Your responses would certainly be anonymous and of great value and assistance in the data collection and analysis as well.

1. Would you, please, give a short comment about your feelings and attitude when you presented this topic that day?
2. How did you feel when you gave the oral presentation in front of your classmates?
3. Were you well-prepared that day for giving your oral presentation? Did you feel anxious then even though you were well-prepared?
4. How did you feel when your teacher asked you a question which you did not expect in advance?
5. Did you remember all the content of the presentation topic? Or you forgot some content when you were in front of your classmates and started speaking?
6. Do you believe that that oral performance reflected your English level?
7. Among the following items which ones had more negative influence on you when you were performing orally that day?
  - a. Nervousness and anxiety.
  - b. Shyness.
  - c. Lack of self-confidence.
  - d. Fear of being laughed at and negatively judged by your peers and classmates.

- e. The fear of receiving negative feedback from my teacher.
  - f. The fact of not having sufficient vocabulary items to express your ideas coherently and correctly.
  - g. Having no further things to say when I was asked to clarify a point.
  - h. Fear of being asked a question that I was not prepared to answer.
- Would you, please, explain your answer?
8. Did you feel nervous when your friends performed better than you did that day? Or did you consider it as a positive point which encouraged you to speak well?
9. Are you silent in Oral expression class? If yes, is it because you are shy and introvert by nature?
10. Do you think that being shy and introvert in classroom would negatively affect your future professional career as a teacher?

Thank you so much for your cooperation!

## Appendix D

**Questions for Extroverted Learners**

Dear student,

After viewing the video of your presentation in Oral Expression class that day, we will address a set of questions to you to recall your memories about your performance that day.

Your responses would certainly be anonymous and of great value and assistance in the data collection and analysis as well.

1. Would you, please, give a short comment about your feelings and attitude when you presented this topic that day?
2. How did you feel when you gave that oral presentation in front of your classmates?
3. Did you get satisfied with your presentation? Or do you think you could have presented it better?
4. During presenting your topic, did you feel any kind of anxiety?
5. Were you worried about making grammatical and pronunciation errors during your oral performance?
6. Did you feel confident that day while speaking in front of your classmates?
7. When you finished your presentation did you:
  - a) Feel relaxed because you got rid of it?
  - b) It does not bother you to have more topics to present orally?
8. When the teacher addressed those questions to you about your oral performance that day, did you feel that you needed more time in order to organize your ideas before answering?

## Résumé

La compétence communicative est l'une des compétences la plus importante, Pour maîtriser une langue étrangère, Ainsi que la participation dans les activités orales qui est considéré comme moyen très important d'aide à l'engagement dans telles activité, L'une des études actuelles dans l'acquisition d'une deuxième langue, affirme que les facteurs psychologiques affectent la performance des étudiants dans la pratique de cette langue. La présente étude vise à explorer la relation entre la personnalité des étudiants introvertis et extrovertis et leur performance dans les activités orales. Elle vise aussi à mettre en évidence le rôle de la personnalité des étudiants dans la prévention ou le renforcement de la participation dans les activités orales. En outre, l'étude vise à déterminer le type d'activités orales qui aident les étudiants introvertis et extrovertis à une meilleure performance. La méthodologie adoptée dans cette étude est une méthode descriptive, en appuyant sur le questionnaire et le rappel de relance, ainsi que des observations en classe. On a atteint à travers les résultats qu'il existe une forte relation entre la personnalité des étudiants et leur performance dans les activités orales.

## ملخص

تعتبر مهارة التواصل من أهم المهارات الضرورية في تعلم لغة أجنبية، كما تعد المشاركة في أنشطة التعبير الشفهي من أهم الوسائل التي تهدف لمساعدة الطلبة على تحسين أدائهم في هذه الأنشطة. من أهم الدراسات الحالية في مجال بحث اكتساب اللغة الثانية، هو أن العوامل النفسية تؤثر بشدة على أداء الطلبة في استخدام هذه اللغة. هذه الدراسة الماثلة بين أيدينا تهدف إلى استكشاف العلاقة بين شخصية الطلبة الانطوائيين والانبساطيين ومدى أدائهم في الأنشطة الشفهية. كما تهدف إلى تسليط الضوء على دور شخصية الطلبة في منع أو تعزيز المشاركة في أنشطة التعبير الشفهي. بالإضافة إلى ذلك فإن الدراسة الحالية تهدف إلى تحديد نوع الأنشطة الشفهية التي تساعد الطلبة الانطوائيين والانبساطيين على أداء أفضل. منهجية البحث المعتمدة في هذه الدراسة هي منهجية الوصف، وذلك بالاعتماد على الاستبيان والمقابلة، بالإضافة إلى استطلاع لبعض حصص التعبير الشفهي. توصلنا من خلال النتائج إلى أن هناك علاقة قوية بين شخصية الطلبة وأدائهم في أنشطة التعبير

الشفهي