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The Effects of Personality Variables; Extroversion, Anxiety, and Risk Taking on the Learning of Spoken English at University

Case Study: Second Year Students at the English Department, University Mentouri Bros, Algeria

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Dedications

This thesis is dedicated to my dear parents who help me along my path to learn and succeed.

It is also dedicated to my lovely brothers, sisters, nephews, and niece, who pray most of the time for me, may Allah bless them.

The dedication also extends to my intimate precious friends, my relatives, my teachers, colleagues, and students.

This work is finally dedicated to you, dearest reader.

Acknowledgments

Abstract

This study attempts to investigate the effects of some personality variables on the learning of spoken English at the university level. Extroversion/introversion, anxiety, and risk taking/inhibition are the main personality traits covered along this dissertation. The aim of the present research is to show the possible relationship of the afore-mentioned personality features and the spoken English proficiency with the hypothesis that the more students are extrovert, non-anxious and risk takers the better oral performance they can achieve and, therefore, the native-like proficiency they will gain. As far as the data-gathering tools are concerned, two questionnaires are administered to 112 students to determine their extroversion tendency and anxiety level respectively; a number of classroom tasks are used to find out the risky and inhibited learners in the oral sessions. Furthermore, the classroom observation is a necessary step because all of data-collection is classroom-oriented and the oral exam grades are totally needed to determine every student's spoken English level. Throughout data analysis, it is confirmed that the three personality variables are positively correlated with oral English proficiency; then, the research participants are classified according to their personality traits as extrovert/non-anxious/risk takers; introvert/anxious/inhibited, for instance. Henceforth, the obtained results prove that the students who are extrovert/non-anxious/risk takers are the proficient English speakers according to the classroom observation data analysis and the exam grades. Therefore, the more students are extrovert/non-anxious/risk takers the better-spoken English will be performed.

List of Abbreviations

Anx.→ anxious

CO→ Classroom Observation

EFL → English as Foreign Language

ESP→ English for Specific Purposes

Extro → Extrovert

FL → Foreign Language

Inhi→ inhibited

Intro → Introvert

FLT→ Foreign Language Teaching

LAD → Language Acquisition Device

LL→ Language Learning

LAB → Language Aptitude Battery

LMD → License, Master Doctorate

MBTI → Myer-Briggs Type Indicator

MLAT → Modern Language Aptitude Test

Nanx →Non-anxious

OE → Oral Expression

Q → Question

(r) → Correlation

RT→ Risk Taker

SE → Spoken English

SEL → Spoken English learning

SLA → Second Language Acquisition

SLL → Second Language Learning

TBLT→ Task-Based Language Teaching

TEFL→ Teaching English as a Foreign Language

WE→ Written Expression

L2→ second language

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General Introduction

Every day people attempt to describe each other characteristics or interpret why they are behaving in certain ways; in doing so, people are experiencing without being aware a part of a psychologist job. Indeed everyone is, in a popular understanding, a bit a psychologist at least part of the time because everyone tries to explain, describe, and even think which qualities may reveal people personalities. Thus, they are somehow, playing the role of personality psychologists without the necessary scientific qualifications for doing so. (Carver and Scheier, 2000).

This is only one simple example among many others when lay people attempt to have mixed pictures with what psychologists, specialists, and researchers investigate every day. Teachers, for instance, are used to describe their students as good, excellent, difficult, easy going, sociable, conservative, shy and others; such descriptions do not give an exact picture of what these students could be as human beings, but teachers try their best to relate those personal characteristics with the academic achievement of their students. From that stand point, we try to open the door to carry out the present research, to see to what extent can some personal traits impact the learning of one of the language skills as a scientific area of investigation.

Many studies (Al Kaboogy, 2013; Ehrman and Oxford, 2011; Scovel, 2006) have shown that the language learning process is impacted in a way or another with a multiplicity of factors; individual differences, for example, affect

this process either negatively or positively depending on how the learner integrates within the learning context.

Learning a foreign language and achieving native-like proficiency have never been easy tasks to be achieved. It is noticed that even if students share the same classroom and curriculum, deal with the same teacher and task, have approximately the same cultural and linguistic background, they perform differently in the language classroom. Studies (Sharp, 2008; Shahila, 2012; Levenson, 1990) had shown that personality as an affective factor influences greatly the language learning process. Thus, we are about to see which personality variables are favoured or even required to be a good language speaker. Practically speaking, extroversion/introversion, anxiety, risk taking/inhibition are the major personality themes to be emphasized along that thesis.

1. Statement of the Problem and Hypothesis

Achieving native like proficiency is never counted as an academic degree to be held, it is always seen as an individual ability and a communicative competence that may make one brilliant and successful within and outside the classroom walls. According to our few years of experience in teaching Oral Expression or the speaking skill at the university, and basing ourselves on some formal and informal discussions with students and teachers, we suppose that most students care or are, more precisely, interested in developing fluency in English as a foreign language, i.e. to speak it accurately and efficiently. We have also noticed along our speaking classes that talkative, sociable and outgoing learners find more opportunities to speak and get involved throughout the lesson than some others

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who seem calm, shy, and hesitant, spending most of their class time silent and isolated if not careless.

Therefore, those who talk would practice their English better than their counterparts. Besides, it is believed to some extent among teachers that anxiety has such a role in the classroom; if students are less stressed, feeling at ease, they do their best to achieve the task at hand confidently, otherwise, learners will be disturbed and uncomfortable looking for the least reason to end or leave the lecture.

Based on the afore-mentioned assumptions, a number of questions are raised to meet with the suitable reply throughout this dissertation.

1. Is it very important for students and teachers equally to take into account the dominant personality traits they hold when getting involved in a learning task?
2. Can an extrovert, sociable, outgoing student perform better in the speaking class than an introvert, silent one?
3. Does anxiety affect the learners' spoken English production negatively?
4. Can risk takers do better than inhibited learners during the OE class?
5. Are extrovert/risk taker students better than introvert/inhibited ones while practicing spoken English?
6. Which among the afore-mentioned personality variables are favoured to achieve spoken English proficiency?

7. Can some personality variables be grouped together to facilitate being a proficient English speaker?

These can be the primary research questions while many others can be highlighted along the study. In order to investigate such questions, the researcher organizes a number of hypothetical constructions or building blocks for our two main hypotheses.

➢ As much as a learner is extrovert, open, talkative and sociable he/she is going to find enough opportunities to talk and practice oral English frequently and therefore he/she will use it proficiently.

➢ Since students are less stressed and non anxious, they can contribute comfortably, and feeling at ease makes students perform much better in class, so they will attempt to speak accurate English.

➢ Spoken English proficiency can be well achieved if learners take enough risks in the classroom practicing regardless of the mistakes and wrong answers, they may commit.

Based on these hypothetical constructions, we can now state the two main research hypotheses:

➢ Thus, it is hypothesized that the more learners are extrovert, non-anxious and risk taker the better oral English is going to be achieved.

➢ It is also hypothesized that the more learners are introvert; anxious and inhibited, the less spoken English proficiency can be achieved.

2. Aims of the Research

The present research is implicitly addressing teachers and researchers to deal with students as individuals and never as classrooms or groups that may hold various types of learners. It aims primarily at finding out the relationship that may exist between being a proficient English speaker and being introvert, outgoing, anxious, hesitant, risk taker and other personality traits (aptitude, motivation, and so on). In other words, this research will attempt to discover to what extent extroversion/ anxiety/ risk taking are correlated with spoken English proficiency, and therefore, one can hopefully determine which personality variables are preferred to learn spoken English successfully. Moreover, it is very important to highlight the suitable personality features that can be grouped together to facilitate the learning of spoken English. Dealing with such aims, the present research is attempting to drive students, teachers, researchers, and the whole academic community attention to reconsider the role of personality as an affective factor during the language learning process.

3. Methodology: Population and Tools of Research

112 second year students of English as a foreign language at the university of Mentouri Bros, English Department are considered as the research participants, selected randomly from a total population of 550 students. The data collection procedure lasts along a whole academic year (2010/2011). As much as the research variables differ, it is much recommended to adopt different research tools.

An interview for the students needs analysis is undertaken at the beginning of the year, to probe the learners' needs, interests, desires, and preferences about

how and what to learn during their oral expression classes on the one hand, and to help the teacher (the researcher) to design a suitable curriculum to teach speaking on the other hand to suit the research objectives. The extroversion/introversion questionnaire is administered to participants to determine who is extrovert and who is introvert among the informants. A second questionnaire which is entitled "the Anxiety Questionnaire" is also given to the students to identify the anxiety degree of each one participating in filling in the questionnaire. Last but not least, to indicate who are the risk takers in the classroom and who are the inhibited ones, a series of classroom tasks is undertaken.

Once all the data are gathered, it will be time to convert them into scores to be calculated. The results of all the questionnaires and tasks will bring light to many points in the present research about speaking learning, personal preferences and so forth. The interview, questionnaires and the classroom tasks are all presented in the appendices (1, 2, 3, and 4).

4. Structure of the Thesis

The present dissertation consists of seven main chapters which are divided up in turn into two major parts. The former is considered as the research theoretical background about the fundamental concepts such as: language learning, personality, extroversion, anxiety, risk taking, speaking skill; it covers the first, the second, the third, and the fourth chapters. The latter deals with the practical part, i.e. the research main questions and hypothesis: the questionnaires analysis, the results interpretations and discussion; it covers the fifth, the sixth, and the seventh chapters.

Chapter one is counted as a point of departure where the researcher offers a general literature review about language learning as an area of study from different angles: first language, second language, different methods of learning and teaching 1st and 2nd language. What is really specific in this chapter is that it will show the main aspects of the English language and its status in Algeria particularly, and the world globally. The chapter also specifies the system of communication in Algeria which is considered the linguistic context of the research participants. The vital objective of the chapter is that it will familiarize the audience with the social, linguistic, and communicative context of the research participants and setting.

The chief psychological aspects are going to be discussed along the second chapter which is entitled "Personality Variables". This chapter is an attempt to clarify the major affective factors that are used to impact the language learning process. We will mainly focus on personality as a major theme and research variable in this study. Practically speaking, we will shed some light on a number of personality angles: definitions, theories, types, models of measurements, and variables. The researcher's main intention to develop such a chapter is to drive the readers' attention to the principal research independent variables: extroversion, anxiety, and risk taking. Besides, narrowing down the focus of the research on the afore-mentioned personality variables, it will also tackle the interdependence of such traits to end up the chapter.

The third chapter is divided up into two subsections. The first subsection will be devoted to the academic aspect, where the researcher will introduce the process of teaching and learning spoken English differently through a plethora of techniques and methods; particularly, an illustration of teaching spoken English or

"OE" at the English department, University of Constantine One is going to take place at a certain level in this chapter. The second will be devoted to the psychological aspect, because we will describe the different personal characteristics or the individual preferences of English learners during their spoken English classes in details. Through that chapter, the researcher tends to provide a clear description of what may happen during the OE classrooms.

Chapter four will be concerned with the description of the research design and methodology followed to carry out the present study. All what concerns the research setting, participants, tools, data collection procedure and analysis, and the research validity and reliability is going to be covered step by step in this chapter. This latter will clearly describe the interview, questionnaires and the classroom tasks undertaken, respectively. The chapter intends to show the major steps that accompany the research progress.

Chapter fife will open the door for the practical background of the study. It is going to introduce the analysis of the interview, the questionnaires, and the classroom tasks. The obtained data from the above mentioned research instruments will be tabulated and illustrated via a number of figures.

Chapter six is entitled "Classroom Observation and Results Analysis". It will analyze the classroom observation checklists developed during the data collection process. It is also going to be considered as a core chapter since it will show how the research data are transformed from qualitative to quantitative i.e. how they are converted into scores and how they will be calculated to find out the possible correlations among the research variables. This chapter can be counted as a simple introduction for the last one.

The last, but not least, is the seventh chapter which will close the whole dissertation. It is also divided into two subsections. It starts tackling the variety of the students' personality categories obtained from the data analysis presented along the previous chapter and interpreting the major research results. Moreover, the other subsection will present the fruitful part of the research that is going to be covered in the pedagogical recommendations. This part introduces certain implications which may help both teachers and learners to improve the learning process, and how to cope with some idiosyncratic personal traits already taking a great part in the students' and even teachers' personalities.

Introduction

Learning a new language besides one's mother language becomes a necessity in nowadays world; many people seek to learn other linguistic codes formally or informally for a variety of reasons. In this respect, Ellis points out that:

> "As never as before, people have had to learn a second language, not just as a pleasing pastime, but often as a means of obtaining an education or securing employment" (1997, p.3).

The main objective people attain is to be able to use and specifically speak the second language successfully and effortlessly, considering the fact that people are known as good language users if they are referred to as good language speakers (Ur, 1991). As far as it is regarded as a vital variable in this study, language learning is initially covered in this opening chapter. Moreover, the difference between first and second language with each one's major stages of development is well detailed. Practically speaking, the English language learning is considered as an important section in this chapter; the research sample is made up of Arabic native speakers who are learning English as a foreign language in Algeria. For that reason, we will introduce the actual status of English in Algeria referring to its importance in schools, universities, and non academic life.

1. 1. Language Learning

Socially speaking, the human daily life is symbolized with verbal language use; classroom interactions, doctor-patient conversations, business transactions, boss-employees' speech and many other social

activities. Language is the property of everyone; normal babies come to life with an ability to use language, 'why' and 'how' are questions to be answered during a whole learning process. Language is considered as a basic human biological need and people use it progressively and differently according to their idiosyncratic needs and objectives (Elliot, 1981). How language is learned or acquired is a debatable question, such a question will lead us first to try to know what language is?

Scholars determine language as the basic tool of communication and primary medium of human interaction. Jordan, Carlile and Stack (2008, p. 184) put a clear definition of language and say: "By language we mean the socially shared conventions that govern communication using words, symbols or gestures". More explicitly, Salkind (2008, p. 565) defines language as: "a multifaceted phenomena, with particular *form* through which unlimited *meaning* may be expressed and understood in the context of the situation of its *use*". The last definition seems to be more scientific and pragmatic in comparison with the first one which is more comprehensive. Now, it is significant to clarify how native language is developed and learned, but first we ought to know what is meant by first language.

1.1.1 First Language

First language, mother tongue, native language, or mother language are terms used interchangeably to identify the same concept which refers to the first language used by a child in his/her early months. In their first months, children hear continuous usual formulae which are counted to be the language of the speech community they belong to. Whatever the language is, children attempt to

use the linguistic items heard from their birth, i.e. the first items and words uttered by any child made up his/her first language. This latter denotes not only the language babies learn from their mothers and caregivers, but also their dominant home language, i.e. not only the first language according to the time of acquisition, but the first with regard to its importance and the speaker's ability to master its linguistic and communicative aspects (Jones and Bartlett, 2011). Children start using their 1st language long before attending schools with a great speed knowing the majority of their language items. They become extremely sophisticated language-users, applying a system for self-expression and communication that no other creature, or invention comes close to matching (Yule, 2006).Whatever the language is, the first language seems always to be the most expressive and easiest one for its speakers. As much as first language is briefly explained, we will see how scholars distinguish various ways and theories to clarify first language learning.

1.1.2 Major First Language Learning Theories

Language development deals with how children develop their verbal behaviour during their growth period. Despite their limited knowledge of the world, children can make and hear contrasts among dozens of speech sounds, could learn a plethora of terms without coming across a single definition, and they are able to build and understand sentences of impressive complexity (O'Grady, 2005). Children language development has been an issue debated among linguists and scholars over a long period of time. Experts (Piaget, Skinner) have opposing views on how infants acquire language. Well known authors and psychologists attempt to answer the question, How to learn or acquire or more exactly start speaking the first language? And to give convincing arguments and explanations,

various theories have emerged. Indeed, there are four main theories of language development and they all have different thoughts concerning the language acquisition process. Subsequently, we will denote the four theories accompanied with brief explanations.

1.1.2.1 The Cognitive View of Language Learning (Piaget)

Jean Piaget (1896-1980) the Swiss biologist and psychologist was much interested in child's development and learning. He developed a new theory accompanied with new technical terms in the area of developmental psychology. Piaget's theory was based on two major aspects: the cognitive development process and the different fixed stages that children go through to build their knowledge of the world and their own environment. Assimilation and accommodation are vital complementary processes that made up the theory that describes how children perceive the world (Vialle and Verenikina, 2000). Assimilation is the process where a child may transfer what he perceives in the outside world that could fit the pre-existing knowledge in the internal world, which means the external complex elements are simplified to fit the pre-existing cognitive structures. However, accommodation goes the other way around; in such a process children external world may change their cognitive structure to fit the outside world. It occurs when children perceive information which could not fit into a pre-existing category. Hence, these processes are used in life while individuals progressively get adapted to the environment in a more complex manner (Huit and Hummel, 2003). Piaget distinguishes four main stages in cognitive development:

a. Sensorymotor (Infancy from 0 to 2 years): In this primary stage, children attempt to talk, walk, and make sense of the world around them. According to Piaget (1952, 1954), children in this stage develop a remarkable ability which is called « Object Permanence ». Children in the first months of their life could only recognize objects that are right in front of them; as much as they become mature they could recognize that objects still exist even if they are out of their sight (object permanence).

b. Pre-operational Stage (Early childhood from 2 to 7): In this stage, child's knowledge development exceeds object permanence. Children's linguistic behaviour develops rapidly and enables them to better express their thoughts. Moreover, they become 'egocentric' and believe that others perceive the world the way they do. Conservation is among the main indicators of that stage because children confuse between the quantity and the shape. For instance, if the same quantity of a liquid is poured into two glasses; one is tall and thin and the other is short and wide, children will say that the tall glass contains more. Henceforth, children are still unable to recognize that the height of the tall glass compensates the width of the short one (Roe and Smith, 2011).

c. Concrete Operations (from7 to 11): In that age children start to think logically with an ability to solve complex problems in comparison with the previous stages. They could gather similar items under the same category even if they are not identical; for example, they could indicate that apples, strawberries, and oranges are fruits even if they are not the same. Furthermore, they develop an ability to order things according to their size i.e. from the tallest to the shortest. Despite the developmental

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advancement of this stage, children still have problems to understand things which they have not personally seen, heard, touched or smelled (Reynolds and Fletcherjanzen, 2007).

b. Formal Operations (Early and Late Adolescence, 11 and beyond): Piaget concludes children cognitive development by this stage. This latter is characterized by the demonstration of intelligence through logical manipulation of symbols linked to concrete concepts. Children become entirely familiar with the world around them and develop an abstract way of thinking. Hypothesis and deductive reasoning to draw conclusions are common in this stage that expose individuals to a wider knowledge more than before (ibid).

Piaget believes that language acquisition is just an aspect of children cognitive development, and notices that they learn language through actions and interactions with the world. From a glance at the fixed stages, one could recognize that language acquisition may take place at the first two stages; sensorymotor and pre-operational stages. Thus, children associate language acquisition with the learning of other concepts which define their environment.

1.1.2.2 The Innatist View of Language Learning (Chomsky)

The American structuralist linguist Noam Chomsky (born in 1928) approaches language learning from a totally different angle expressed in his books 'Syntactic Structures' (1957) and 'Aspects of the Theory of Syntax' (1965). He perceives that all children regardless of the language they are learning have an inborn ability to learn language. Language acquisition is seen as a biological inheritance that is flourished and progressed through children interaction with their environment.

Furthermore, language development is just like the growth of an organ as an arm or a leg which are determined by internal biological mechanisms (Miskimon, 2010). In accordance with Chomsky's theory, children speak language at an early age before attending schools; it means that they have already an ability of language patterns in their brains. The innate perspective indicates that the human brain contains what is called « Language Acquisition Device » LAD. This latter means that human beings have an innate mental ability to acquire and use language effortlessly (Keenan and Evans, 2009).

Despite its fame, Chomsky's perspective of language learning creates major criticisms and debates from various scholars who do agree that his theory needs revision and modifications. Indeed, he modifies his theory to take into account the impact or the role of environment on language learning. Therefore, he concludes that children have an innate ability of language patterns which are ameliorated and developed via interactions with the world.

1.1.2.3 The Behaviourist View of Language Learning (Skinner)

Burrhus Frederic Skinner is one of the representatives of the behaviourist theory who believes that children's learning of the world is achieved through imitation, habit formation and reinforcement. Human and animal behaviours could be observed and measured. Skinner in 1957 published a book titled "Verbal Behavior" to highlight that human language could be learned as other human behaviours and skills. He argues that children environment has a great impact on language learning which is

regarded primarily as a process of habit formation. Skinner demonstrates that children acquire language by imitating their parents and care-givers (Keenan and Evans, 2009).

Once children verbal imitation is achieved, the next step of reinforcement will take place. Behaviourism has long believed that the reward/punishment system could work out while bringing up children. Reinforcements could be positive or negative, positive reinforcement   is a reward and negative one is punishment. Hence, child's verbal attempts are rewarding if he/she could successfully repeat or produce an utterance and because of that reward he/she will learn adequate pieces of language. Otherwise, the unsuccessful verbal attempts will be forgotten and neglected (Jackson, 2010).

1.1.2.4 The Interactionist View of Language Learning (Vygotsky and Bruner)

Vygotsky (1978) and Bruner (1983) seem to be the first developers of the interactionist theory of language learning. This theory argues that children language learning has biological and social basis. From their birth children are surrounded by people who talk to them in a way or another, and the babies talk involves the children full exposure to language. Conversely speaking, the environment and adult interactions/ communications underlie the development of children language. Besides the impact of environment, the biological factors have a great role to play in the language acquisition process; in accordance with this view Hur points out: "Repeated social interactions work in conjunction with the child's innate understanding of Grammar and develop a working language" (2010, p.19). Therefore, the association of the social environment and the biological innate readiness result in the language development. The Russian psychologist

Vygotsky introduces the "Sociocultural Model" to approach human language development into two stages. Firstly, a child observes the adults' communication around him and then he/she will develop the ability to communicate. Furthermore, Vygotsky theorizes that children learn best problem-solving through interactions. Bruner who is well known for his "Discovery Learning Theory" believes that children learn more efficiently the moment they discover knowledge themselves. Hence, social interactions and verbal communications through games for instance form a linguistic background long before the child is able to communicate verbally (Henschel, 2010). Henceforth, one can notice that the interactionist theory seems to be the sole theory that views language learning to have biological and social basis.

From the above review of language learning theories, we find out that some scholars perceive language as learning i.e. an environmental-centered continuum (Skinner). While, other scholars (Chomsky/Piaget) believe that it is a biological and genetic-centered continuum. Beyond this controversy, the interactionist perspective seems to be the bridge that links the other different theories as much as it views language learning as a result of nature and nurture (the interaction of environmental and biological elements). Thus, it goes without saying that to acquire certain language one should have innate abilities to be accompanied by the environmental factors of one's world.

1.1.3 Second Language

After mastering and becoming proficient speakers of the first language, many children try to learn another language besides their own native tongue. That new language is called usually the second language, but what is a second language? Second language (L2) is the learning of any language after the first language; Ellis mentions that: "second language acquisition can be defined as the way in which people learn a language than their mother tongue, inside or outside of a classroom" (1997, p.3). The learning process of the first and the L2 highlights a multiplicity of differences that classify each process independently. For instance, age factor is not compulsory during acquiring the first language. However, it is a crucial affective factor that impacts the L2 learning process. Scholars believe that learning a L2 early in life could facilitate being a native like speaker.

"Achieving native like competence in a 2L requires that you begging learning as a child. This is an idea that is widely and unquestioningly accepted" (Bowden, Sanz and Staford, 2005, p. 106).

Many children learn 1st and 2nd language simultaneously and naturally and, then, consequently they become bilingual. For example, immigrant children who could learn a second language better than their parents. Therefore, they could learn and use the language spoken by their parents as their native tongue and the language used in the social environment they live in as a second language. To accomplish L2 learning, like first language acquisition, learners have certain fixed stages to pass through; preproduction, early production, speech emergence, intermediate fluency, advanced fluency (Hill and Flynn, 2006). These are considered to be the various stages L2 learners pass through to reach native likeness. This is the fashion how L2 learning process takes place in schools and

universities, formally speaking. In natural environment and informal context L2 learning process varies slightly according to learners themselves. Concerning the SLA process, many linguists view it differently according to their trends; henceforth, they develop various approaches and theories in teaching a second language.

1.1. 4 Second Language Teaching Approaches

There are four basic features that students need when learning any new language: be exposed to the language, understand its meaning, understand its forms and practice it. In order to cover all these needs, linguists develop a number of approaches and methods for teaching L2. The subsequent ones are the most frequent used methods in teaching foreign language.

1.1.4.1 The Grammar-Translation Method (The Indirect Method)

It is a method that focuses on the teaching of the grammatical rules; grammarians and linguists prescribe rules to show people how a language ought to be used. Translation from and into the 2L and the mother tongue was largely preferred. The focus was on the written language, whereas reading was only for memorizing vocabulary and translation. Speaking, oral proficiency, accurate pronunciation and intonation were completely neglected in the application of that approach. This method was originally used to teach classical languages (Latin, Greek) that did not meet the students' needs and interests of the daily life language (Al-Mutawa and Kailani, 1989).

1.1.4.2 The Direct Method

Because of the Grammar-Translation Method neglect of oral proficiency, the Direct Method was highly developed with a great focus on speaking a L2 without any attempt to translation. Rules of grammar are not taught but acquired through an intensive practice of L2 (speaking and listening). In this method, literary texts are not analyzed grammatically; moreover, intonation and pronunciation are highly emphasized. Though its benefits, the direct method was criticized for time-consuming to prepare students. Furthermore, it does not prepare students for real life situations. The language activities practiced are mainly related to the classroom context but not connected to real life situations (Al-Mutawa and Kailani, 1989).

1.1.4.3 The Reading Method

Unlike the previous method which underestimates the value of reading, the reading method is greatly based on reading. This method gives priority to practice the reading skill in L2 for a variety of purposes such as: comprehension, vocabulary acquisition and grammatical rules knowledge. Translation is not tolerated and students are asked to guess the words meaning from the context through reading. This method helps learners to develop their reading skill to acquire grammar and more vocabulary items. Nonetheless, it neglects the rest of language skills as speaking, listening and writing (ibid).

1.1.4.4 The Aural-Oral Approach (The Audio-Lingual Method)

Regarding the significance of speaking and listening, a new method was introduced to teach the L2. The Audio-Lingual or the Aural-Oral Approach

emerged in 1960; it was largely based on the behaviourist view that regards language learning as primarily a process of habit formation where the role of linguistic environment was all vital. Through this method, language was taught by imitation where students try to imitate the structures modeled by their teacher. In order to apply this method, many schools introduced laboratories and the necessary equipments to teach the L2. However, it was criticized mainly for its belief of the nature of language; Morgan and Neil say:" It was thought that language was more than imitation and habit formation the learner should have a creative role in the process" (2001, p.3). In addition, this method seems useless for some students who are excellent at imitating their teachers' L2 in class or in a language laboratory, though they are incapable of expressing themselves in real life situations using the L2 (ibid).

1.1.4.5 The Situational and Contextual Approach

According to this method, contextualization plays a crucial role in L2 teaching. The use of physical demonstration of notions, objects and pictures is highly encouraged to facilitate L2 learning. The focus on context, as an important component, serves as a helper to teach the L2 in relation to real life situations which take mainly the form of dialogues titled such as: ' at the supermarket', 'a school library', 'going to the post office' and so forth (Al-Mutawa and Kailani, 1989).

1.1.4.6 The Communicative Approach

In language learning process, students do their best to be communicatively competent in the L2 learnt. Hence, the communicative approach emerged in the

early 1970 in order to meet mainly the needs and interests of adult learners. This method was mainly developed to teach people the rules they need for communication in real life situations, rather than being interested in developing only the ability to produce grammatical sentences. In this respect, Hedge points out that:

> "As communicative approaches have developed, teachers have been concerned to ensure that students not only practise speaking in a controlled way in order to produce features of pronunciation, vocabulary, and structure accurately, but also practise using these features more freely in purposeful communication" (2002, p.261).

Oral communication is encouraged without any neglect of grammar rules to convey meaningful and appropriate messages in real life situations. While teaching communication, many aspects should be covered such as: the level of participants, the aim of conversation, the context, the degree of formality and so forth. As communication is the heart of this method, mistakes are tolerated to some extent, and fluency is more controlled than accuracy. Furthermore, teachers are no longer the centre of the classroom, but it is a method that encourages learner-oriented teaching. Thus, learners are the core of teaching the L2.

In spite of the effective and widespread role of this method, still it has its own shortcoming, in relation to this idea, Al-Mutawa and Kailani say:

> "A major premise underlying the communicative approach is its emphasis on pupils' needs and interests. This implies that every teacher should modify the syllabus to correspond with needs of his (learners).This is not possible to implement as it will require the teacher to write a

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separate syllabus for each (learner) in the class. Such a
goal is very ambitious and impossible to realize"(1989,
p.26).

Moreover, assessing communication is a serious problem. It is still unclear how to measure the language appropriateness in the actual communication context. Hence, the application of this method is really difficult as it requires a multiplicity of vital elements such as: qualified teachers, a limited number of learners, laboratories, equipped classrooms, videos, real life situation, long and intensive exposure to the L2 (ibid).

Despite these difficulties, the communicative approach is still preferred and encouraged in the teaching of L2 compared with the rest of methods. The communicative approach suits to some extent the learners' and teachers' needs and interests in the learning and teaching of L2.

1.1.4.7 The Learner-Centered Approach

It is an approach which focuses on the needs and goals of students rather than those of others involved in the learning process such as teachers and administrators. In the application of this method, the teacher is no more the monitor or the core of the learning process. The students-centered approach is focused on the students' needs, abilities, interests and learning styles (visual, aural, verbal…..etc) with the teacher as a facilitator of learning. The teacher's and the learner's roles differ completely in both teacher-centered and learner-centered approaches. The former has the teacher as its centre in an active role and students in a passive, receptive role, whereas the latter requires students to be active, responsible participants in their own learning. Furthermore, the curriculum

development differs from teacher-centered to learner-centered approach. In this respect, Nunan points out:

> "The key difference between learner-centered and traditional curriculum development is that, the former, the curriculum is a collaborative efforts between teachers and learners, since learners are closely involved in the decision-making process, regarding the content of the curriculum and how it is taught"(1988, p.02).

It is not only on the basis of the learner's role or curriculum development that this approach differs from the traditional ones, but also, on the basis of source of information as well. In the traditional methods, the teacher is the major source of information, while in the learner-centered approach; knowledge is the combined efforts of both teacher and learner (Aliponga, 2004). Moreover, the use of the knowledge in the learner-centered approach is different in comparison with the teacher-centered approach. In accordance with this idea Aliponga says:

> "[Teacher-centered approach's] emphasis is on the acquisition of knowledge (frequently memorization of knowledge) outside the context in which it will be used. [However, learner-centered approach's] emphasis is on effectively using and communicating knowledge to address problems similar to those that will be experienced in real life" (ibid).

From this brief description, we can state that this approach is different from other approaches. Therefore, the learner-centered approach is the one which takes into account the learner as a vital component in the learning process.

1.1.4.8 The Competency-Based Approach

The main objective of all the language teaching methods is to develop among the learners the capacity for using the 2L correctly and appropriately. The competency-based approach is as an approach that insists on developing the learners' skills and competencies to be used effectively in the work-places and real life situations. In this respect, Richards claims:

"An approach that has been widely used as the basis for the design of work-related and survival-oriented language teaching programs for adults. It seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life"(2006, p.45).

The approach based on competency does not limit the teacher's role to give knowledge or evaluate learners, but the teacher ought to negotiate with the learners and accept their points of view about the lesson development. On the other hand, the learner's role is of great importance since it is an approach based on the learners' skills and competencies which are identified through a needs analysis. Among the aims of this approach are the following: enabling students to cope with the demands of the world, teaching learners to communicate efficiently in real situations rather than knowing language forms, making both teacher and learners contribute in the course progress, designing the curriculum according to the learners' needs analysis.

The main concern of this approach is the learners' outcomes regardless of the methodology used to reach these outcomes (Richards, 2006). Mainly, this approach is used for teaching learners with specific language needs, rather than seeking to teach general English. These particular language needs are required to be useful in some specific contexts in real life. For instance, teaching learners to

use language appropriately in some real life situations (workers in factory, restaurant employee, nurse…) (ibid).

What is remarkable in the competency-based approach is that indicating competencies is not always possible. Moreover, the application of this approach is limited to some countries and fields.

Emphasizing the role of language acquisition and learning is really important, but also clarifying the status of a given language as English, for instance, in the whole world is of great importance as far as the present research is concerned.

1. 2. English Worldwide

English is a wide world language used in the majority of daily activities and businesses and spoken by an enormous number of people all over the Continents. Before discussing the globalization of English, we see first what is English? Who uses English as a first or a second language?

1.2.1 English

It is a Germanic language which emerged around the sixth and seventh centuries in the British Isles (Lerer, 1998). As a number of languages, English passed through many versions and modifications such as: Old English, Middle English, and Modern English, to reach the present day English which is used by millions of people universally. Via its evolution, like any other language, English influenced and being influenced by many languages when they co-existed together in certain eras such as French, German, Spanish and others. Despite the impact of these languages, English preserves its origin as an Anglo-Saxon

language to become one of the world's richest languages (KryssTal, 2002). The main objective behind this brief journey about the history of English is to highlight how much it is different from Arabic is the first language used by the sample of the study in hand.

1.2.2 English as a First Language

As it is viewed previously, a first language is the language used by a new born child. Indeed, English is used as a 1st language by more than 370 million people approximately, mainly in UK and USA and other countries. It is announced as a 1st language in different countries like UK, USA, Australia, Ireland, and Canada. In terms of studies and statistics, the use of English as a 1st language is decreasing in comparison with its use as a second one which is increasing day after day, accordingly Lovgren, 2004 points out: "In the mid 20th century, nearly 9% of the world's population grew up speaking English as their first language. In 2050 the number is expected to be 5%". Thanks to its development and over use in many domains in the world, English is estimated to be the next language as the first language after the Mandarin variety of Chinese (KrysTal, 2002).

1.2.3 English as a Second Language

English as a second language, English as a foreign language and other names are to refer to the use and the study of the English language besides one's first language. Regarding the over use of English for scientific and academic purposes in various domains, many people are attempting to learn and use English as a second or additional language to answer their academic and professional needs. Actually, 300 million people approximately use English as a SL and more

than 100 million as a foreign language. Furthermore, English is an official or a co-official language in more than 45 countries in the world (ibid). Accordingly, Crystal argues:

> "English is now the language most widely taught as a foreign language- in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil- and in most these countries it is emerging as the chief foreign language to be encountered in schools" (2003, p.5).

1.2.4. English as a Global Language

If one talks about English as a global language, it is inevitably to mention the reliable reference "English as a Global Language" written by David Crystal. This latter claims in this book that a language to reach the status of a global has to exist in many countries in the world where it is originally not used as a 1st language and such countries should give that language special place within their communities (Crystal, 2003). English is now used all over the world by more than 300 as native speakers and over one billion of non- native speakers in more than 60 countries. English becomes global and wide world language thanks to a plethora of aspects. It is used in most of the developed countries as a 1st language or a primary foreign language, without denying the fact that such countries are ruling the whole world. It plays a significant part in the political, economic and cultural life in the majority of international organizations and world associations. Effectively, Crystal argues that:

> "The UN now consists of over fifty distinct organs, programs, and specialized agencies, as well as many regional and functional commissions, standing committees, expert bodies, and other organization. English

is one of the official languages within all of these structures" (Crystal, 2003, p. 87).

Besides its role in the world political life, English is the language of technology, science, aviation, diplomacy, trade, tourism, art and many other fields. Statistically speaking, half of all business deals are conducted in English, two thirds of all scientific papers are written in English and over 70% of all mails are written and addressed in English (Krysstal, 2002). People all over the world enjoy going to cinema to watch movies and favorite actors, listen to pop music and follow advertizing. Since Hollywood is the base of film production, star system, cinema direction and actor home is situated in California at the US, it is taken for granted that the main language used there is obviously English. Henceforth, people awareness of English learning increases and becomes a must. Nowadays, English is considered as the fundamental language of computing and technological/electronic devices, Crystal has mentioned:

"By the time the net spread, its linguistic patterns-like its principal architecture and best software- were all Made in USA'. Although computer languages are not like natural languages, being very restricted, they have inevitably been greatly influenced by the mother-tongue of the programmers and this has largely been English" (2003, p.121).

As-afore mentioned, the great contribution of English in the world government, law courts, universities, schools, hospitals, organizations, hotels, restaurants, banks, military bases, theaters, cinemas and more intimately homes is undeniable. All this could make English a global language which is quite important in the majority of international affairs, personal concerns. From that

scope, we shall see the role and the status of English in Algeria which is the main social and cultural context of the present research.

1.3. English in Algeria

Algeria is among the Arabic speaking-countries and the Algerian Arabic is part of the Maghreb Arabic dialect continuum. Officially speaking, Arabic is the language of the state, however, the Algerian speakers use various codes and varieties in their daily conversations. Regarding the Algerian historical development, languages in that speech community took different status in various periods of time.

Centuries ago, Algeria was conquered by Berbers like the other North African countries (Morocco and Tunisia). Up to the 7th century, Arabs were the new settlers of Algeria. They brought a new religion with new norms and Islamic conventions. The Arabs could leave a great impact on the Algerian community, particularly, and North Africa, entirely, when the majority of Berber tribes were influenced in that era. The Ottoman Empire was the next step invasion of the country, by the beginning of the 16th century; Turks governed Algeria for a long period. Despite the multiplicity of empires invading Algeria, the French settlement in 1830 was the paramount invasion the country had ever lived. 132 years is a notable period, Algerians were ruled by a nation whose cultural norms and identity were entirely different from their own (Salhi, 2000).

1.3.1 The System of Communication in Algeria

Via this brief review of the different cultures and civilizations passed through Algeria, one could remark the linguistic impact of these nations on

nowadays Algerian language use; Berber, Arabic, Turkish, French and others contribute to make up the Algerian system of verbal communication. That pure Algerian variety varies from one region to another along the country.

Standard Arabic is decided to be the country official language just after the independence in 1962 with French. Then from 1970 up to the present day only Arabic is the official language of the state (Benrabah, 2007). Arabic is the sole national and official language in Algeria as it is determined in the third article of the Algerian constitution "L'Arab est la langue nationale et officielle" which means Arabic is the national and official language (text in the Algerian constitution in the 28th November 1996).

Although Tamazight is required and asked to be an official language by many members of the society, still it is only a national language that reflects minority identities but could not reach the status of Arabic in the country. French is a largely used language in the country regarding its historical background in the community. It is widely used and even equally as Arabic in media, government, services, universities and schools. Despite the fact that it does not reflect the Algerian identity, it is so prestigious spoken and understood by many people and often is a requirement in the fulfillment of some official objectives.

3. 2. The Status of English in Algeria

English is deemed to be the second foreign language in Algeria after French, and the interest of learning English has become higher and higher through the last 20 years.

Algeria is a wealthy country naturally speaking; it possesses raw materials like Gas and Petroleum. Consequently, it invites foreign experts to invest their money and experience on its land; this is why many foreign companies and multinational ones are opened, particularly, in the vast Sahara "Hassi Massaoud", for instance. Many building and road projects are carried out by foreigners like Italian, Turkish, and Chinese who prefer to use English than their mother tongues.

Furthermore, Algeria has different trade partners in the world wide that encourage Algerians to have some private business deals and contracts with foreigners; and the Algerian market becomes full of foreign products and goods that promote Algerian buyers to experience their utility as well. As a developing country, many students and researchers are so much interested in traveling abroad to obtain high scientific grades and international educational qualities. Though Algerians could use French efficiently, still it could not reach the world wide status English does to be the appropriate code used in such a multiplicity of choices and situations.

Henceforth, English has become a great challenge and necessity as well to be learnt and used in Algeria. In order to meet with the different needs of Algerians concerning English, the Ministry of Education and the curriculum designers introduce an efficient syllabus to teach English in the public schools and universities.

It has long been stated that English is a compulsory subject introduced in the Algerian public schools; all children are required to attend English lectures along the middle and secondary schools. At middle schools from the first to the forth year, learners attend about three classes of English per week. At that level,

children learn basic English Grammar, vocabulary, practice reading and writing. At the secondary level, the volume of English classes per week is different from one stream to another; for example, followers of natural sciences stream attend less English classes in comparison with those who are learning foreign languages, though English is an obligatory class for all grades at the secondary level. The English curriculum at that level is developed to meet with the learners' skills, capacities and desires; it is about literature, different aspects of cultural norms, grammar, writing skills and so forth. Getting the baccalaureate is a chance to attend university in Algeria; at that level, learning English varies from the previous levels. New bachelors could study English as a field of specialization, and whenever they choose another major, they will learn it as a module besides the fundamental modules of their specialty. Textbooks, curriculums and instructions are well stated by the Ministry of Education in each level.

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

1.4. English Learning as a Field of Specialization at the Algerian University

As it is reviewed previously, English appears as a foreign language in Algeria and to be specialized in English one should attend university. This is the key objective of that part in the research, i.e. to clarify the learning of English as a field of specialization at the university level, in Algeria. There is a number of universities throughout the country, especially in big cities like Algiers, Oran, Constantine, Béjaia, Stife and many others. Approximately, in each university there is a department of English where students could study English as their own major of specialization.

Getting the baccalaureate and subscribing as an English student means that you ought to attend all lectures and examinations in English along the academic year from October to June. Algerian universities experience two different systems, the classical regime and the LMD system over many fields. As far as English learning is concerned, we will demonstrate the procedure following both different systems.

1.4.1 Under the Classical System

Learners study four years to get their 'License' degree or the BA in English. The whole teaching system is a yearly or semester-based modular system, where modules bear different coefficients involving lectures and practical sessions. Every year, learners are required to attend courses of many modules like Grammar, American and British civilization and literature, speaking and listening, writing, phonetics and linguistics. In each semester, students ought to take an examination to assess their abilities concerning what they have learnt. To pass to the next year, students should have an average equal or superior to 10/20. Once

they finish their fourth year, students get their diploma. Students under that classical system have the right to subscribe in order to pass an entrance competitive exam to pursue their graduate studies first cycle "Majister" degree under certain rules and conditions. The "Doctorat" degree is the second cycle of the graduate studies, and the registration to this level requires a graduation from the first cycle "Majister".

1.4.2 Under the LMD System

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

As far as the English learning is concerned, students in their first and second year attend classes of different modules such as oral expression, written expression, Grammar, phonetics, linguistics, literary texts, culture of language, methodology, ESP, computer sciences, French as a foreign language, and recently psychology. In the phase of "License", the third year is a year of specialization in three main options (Applied Language Studies, Literature and Civilization and Science of Language), the student is free to be specialized in any option he/she selects. The modules are slightly different from one option to another depending upon the specialty. In this phase, modules are classified from basic primary modules like OE, WE which are studied three hours per week to secondary modules like computer sciences which is covered only in one session per week.

On the other hand, the graduate cycle is not entirely different in this system from the classical one; the Master phase, for example, is achieved along two years (M1 and M2). The first year is devoted to theoretical patterns of the specialty while the second year to practical ones with stress put on developing research skills and a dissertation defended at the end of the phase. Always pursuing an academic career, students are permitted to get a registration in the Doctorat phase taking into account some criteria and regulations. This phase extends three years of research and scientific determinations to end up with a viva where the student defends his/her PhD thesis.

Conclusion

From a glance, one may feel that the subtitles making up this chapter are not suitable for the literature review of the present research variables. In fact, this chapter is dealing with a paramount variable 'spoken English learning' as far as

this study is concerned; it requires other aspects to be tackled before starting reviewing the vital concepts and components of spoken English.

The main concern of this chapter is to clarify as much as possible the language learning process; we refer to language learning with a significant distinction between 1st and 2nd language processes. We attempt to review the main theories scholars claim to demonstrate first language development in subsequent phases of a child's life; further, we try to mention the majority of L2 teaching approaches applied in second language area in order to teach the target language, successfully. Once language learning is covered, it sounds logical to precise English as a subject matter in this study; consequently, we review the chief aspects of the English language such as its origin, use, fame, and status.

In order to narrow down the social context of the research, we provide a detailed explanation of the Algerian system of communication with a clear reference to the position of English in its educational system and the public need to study and use English in Algeria.

To end up with this initial chapter, we ought to speak about the university academic life since it is the place where our study takes place. Theoretically speaking, we specify the two basic educational systems applied in most Algerian universities. Again, we focus on the learning of English as a field of specialization in the Algerian University as long as we will refer to the foreign learners of English in next chapters.

For certain reasons, we delay discussing 'spoken English learning' in next chapters despite the fact that this chapter is counted to be the covering portion of the majority of the pedagogical aspects necessary for this thesis.

Introduction

Through a number of studies, personality has been a key aspect in any research dealing with the whole person including language, aptitude, motivation and behaviour. Thus, it usually stands as a significant portion of the study. In accordance with our research, personality is making up a great component in correlation with other aspects.

Our aim in the present research is to deal in some detail with the main research questions, clarifying the underlying major psychological concepts that play a crucial role for the understanding of what is meant by personality variables. Therefore, the chapter will include the main factors affecting SLL as an opening door to start discussing personality as a vital factor. More broadly, we will

demonstrate the common concept definitions, theories, and measurements. Once personality is introduced, a call for indicating the main personality variables is required; extroversion, introversion, anxiety, risk taking, and inhibition are the research variables which are going to be deeply reviewed. Along each personality variable, we will point to its relation with the language learning process.

2.1. Factors Influencing Second Language Learning

It is widely admitted among researchers and language teachers that second language leaning (SLL) and native-like proficiency is not an easy task to achieve, as it is quite apparent that the language classroom contains successful and unsuccessful language learners. So the question that should be asked here is why some language learners are successful and others are not?

A multiplicity of factors affects learners generally and language learners particularly such as: teachers' attitude, classroom equipments and material, the task learned and so on. Specifically, during the FL learning process, many other factors are correlated because of their tremendous influence on student's performance like cognitive, affective, psychological and social factors. As a matter of facts, we will list the most important factors and individual differences that may determine the language learner success or failure.

Language learning is considered to be idiosyncratic and individual rather than collaborative, students' characteristics and individual differences as a well known aspect in the language studies field have a great history. In this respect, we are not concerned with foot size or eyes colour but we will emphasize more on age, memory, attitude and many other characteristics that impact the language learning process.

2.1.1 Age

Age is considered as a significant factor in the language learning process; however it could not be a determiner for success or failure. Nevertheless, it is believed that the younger second language is learned the better native-like proficiency is achieved.

The critical period hypothesis for language acquisition is viewed by Eric Lenneberg (1967) as the period when language learning is achieved successfully and effortlessly in the early years of life span (cited in Sanz, 2005). Some scholars (Bridsong 2006, Patknouski 1980, Johnson and Newport 1989) claim that 2L could be acquired efficiently before puberty (before 12 years old), and eventually these studies confirm the belief of critical period hypothesis. This latter demonstrates that young people learn the first language or any other second or third language during childhood because of their cognitive capabilities and brain flexibility, and any attempt to learn language after the critical period which lasts around 12 and 13 years is assumed to fail (Bowden, Sanz and Stafford, 2005). On the other hand, there are empirical studies that show a negative correlation of age and language learning. Furthermore, it is argued that 2L is well learned in schools and educationally controlled settings by adults better than children (Snow and Hoefnagel, Hoehle, 1978 cited in McLaughlin, 1992). In 1975, Stern, Brustall and Harley carried out a study of British children learning French at school, and concluded that after 5 years of exposure, older children were better 2L learners.

"The younger 2L is learned the better proficiency is achieved" assumption could work effectively at the phonological level, Oyama 1976 has found that the earlier a learner starts a 2L the more native-like the accent he/she develops (US

department, 1992). Studies indicate that young children could acquire 2L successfully in informal and casual settings and develop a native-like pronunciation and accent. Unfortunately, this success will not guarantee native-like proficiency since language is not just sounds and pronunciation. Schools and organized language programs show that adult learners perform well in classrooms are more motivated and less anxious and shy in comparison to young learners. Adult learners show a considerable involvement in 2LL, because of their defined objectives that could not be really detected by children regardless of their abilities and styles. For or against, age has been and still is a debatable factor which impacts the language learning process in a way or another.

2.1.2 Aptitude

Most scholars and linguists include language aptitude as a contributing feature of individual differences influencing SLA process. Aptitude is defined as "the ability or more specifically the learning ability which is meant the learner's ability to acquire new knowledge or skills" (Dornyei, 2005, p.32). Accordingly, Ellis (1985) claims that aptitude is hard to be defined, and it is usually defined through the tests that have been used to measure it.

Since language aptitude is discussed, Sapon 1959 and Pimsleur 1966 are major figures to refer to. These researchers develop "Modern Language Aptitude Test" (MLAT) and "Language Aptitude Battery" (LAB) respectively in order to test language aptitude. Such tests were followed by many others like: "York Language Aptitude Test" by Green in 1975, the "Defence Language Aptitude Battery" by Petersom and Alhaik in 1976, the "Aptitude Test for studies in

Modern Languages" by Trost and Bickel in 1981. However it is agreed that new tests could not indicate superiority over the MLAB (Dornyei, 2005, p.41). There are four standard components to measure language aptitude.

a. Phonemic codifying ability: It is the ability to identify the foreign language sounds to be remembered later.

b. Grammatical sensitivity: It is the ability to recognize words' grammatical function in sentences.

c. Inductive language learning ability: It is the ability to indicate the correspondence of forms and meanings.

d. Rote learning ability: It is the ability to form and remember associations between stimuli.

The above mentioned tests are developed to measure the correlation of language aptitude and 2L proficiency, and it is proved that learners who score highly in language aptitude test typically learn rapidly and achieve higher levels of 2L proficiency than those who obtain low scores (Ellis, 1997, p.74). Like age language aptitude could not determine the language success or failure, it rather predicts the amount of efforts should be taken in the language learning process. In Dornyei's book 2005, Caroll and Sapon (1959) clarify the main objectives of language aptitude test: "Knowing the individuals' level of ability, we may infer the level of effort and motivation he must expend to learn successfully. A student with a somewhat low aptitude score will need to work harder in an academic language course than a student with a high aptitude test score. If the score is very

low, the student may not succeed in any event". Therefore, the language aptitude is a factor of great importance in the SLA area.

2.1.3 Motivation

Almost in all the theoretical framework and empirical studies, motivation is always postulated as a key affective factor that has an evident impact on the SLA process. Motivation is regarded as the inherent interest, desire or wish to achieve certain goals; for Dornyei motivation refers to the: "cumulative arousal, or want, that we are aware of" (2009, p.209). Early and recent studies demonstrate the interest of scholars to analyze the influence of motivation on 2LL for instance; Gardner and Lambert in 1972, Dornyei in 2001, MacIntyre in 2002. It involves four main aspects: a goal, an effort, a desire to attain the goal and a favorable attitude toward the activity in question (Gardner, 1985).

The language learners' motivation has a significant role to play in the achievement of 2L proficiency. Besides its role, linguists distinguish certain types of motivation like instrumental and integrative. In this respect, Dornyei (1994) clarifies that the former indicates one's desire to learn 2L for pure professional, functional reasons either to pass an examination, to get a better job, or to conduct a contract; the latter is entirely for integrative and communicative objectives because some learners are extremely interested to live and totally integrate in the target language community and culture (cited in Lins, 2007).

Second language proficiency could not be achieved in a short period; rather it is a long-term which depends on connected short-term tasks and activities. In this respect, the learner's motivation does not remain at the same level but it varies through time and context (Gass and Selinker, 2008, p.428).

Henceforth, motivation change may contribute in the learner's performace either positively or negatively depending on the learner's involvement in the 2LL.

2.1.4 Learning Styles

Generally speaking, students preferentially learn and perceive new information tasks in different manners, and these manners are labeled learning styles. So, what is meant by learning styles? Dornyei has pointed to a standard definition used by Reid (1995) that identifies learning styles as: "an individual's natural, habitual, and preferred way (s) of absorbing, processing, and retaining new information and skills" (2005, p.121). Learning styles are flexible, not fixed and people could have different preferred styles in various contexts or situations. Accordingly, Pritchard claims that:

> "Learning styles are not fixed traits which an individual will always display. Learners are able to adopt different styles in different contexts. For most of us, one or two styles are preferred above the others" (2009, p.42).

Most of the language teachers and learners are familiar with certain learning style dimension which is the categorization of sensory performances into visual, auditory, kinesthetic and tactile; let us explain each of them separately.

a. Visual learners usually enjoy reading and looking to pictures and charts. The term implies that such learners perceive and learn effectively via the visual channel, as Dornyei mentions: "They tend to prefer reading tasks and use colorful highlighting schemes to make certain information more salient" (2005, p.140).

b. Auditory learners prefer to learn through listening and enjoy taking part in conversations and group work discussions. Auditory input like audiotapes and

songs are very selected and helpful for them, and sometimes they feel the need to see words written down to remember them.

c. Kinesthetic learners like movement and need frequent breaks in desk activities, and learn successfully via whole-body movement. For instance, walking around while memorizing some concepts could be useful sometimes.

d. Tactile learners learn by touching and manipulating objects; Dornyei describes them as follows:

> "Tactile learners enjoy making posters, collages and other types of visuals, building models, and they also happily engage in creating various forms of artwork. For them conducting a lab experiment may be a real treat" (2005, p. 140).

Concerning language learning, it is inaccurate to say that visual learners are more successful than auditory ones, and you never consider that kinesthetic learners could not be auditory ones. Learning styles are not dichotomous but they operate generally in multiple continua (Oxford, 1992).

Besides such widely known styles, there are also field-independent (F.I) and field-dependent (F.D) styles. The former is also called the analytic style and those learners prefer to concentrate more on details, they are interested in investigating individual parts before reaching the big picture, and they are more self-reliant. Such learners are regarded to be advantageous as far as SLA is concerned, because of their analytic behaviours toward such a process. However, the latter are also referred to as global learners who focus on the whole picture and do not care too much about details. In addition, they are characterized by being

more context-oriented, and are more interested in conveying an idea than worrying about whether it is grammatically adequate or not. Logically speaking, the advantage of being so analytic gives a great opportunity to FI learners to be successful language learners. Nevertheless, the FD learners could also benefit from their social-interaction and context-orientation to be more communicative and fluent language learners (Gass and Selinker, 2001, p.435).

Henceforth, there are other learning styles and the list is long, but the key question is whether they influence 2LL or not. Studies demonstrate that every learner perceives 2LL as he/she prefers without any specificity that there is a style better than another or could make learners achieve 2L proficiency easily. Therefore, it is of great importance if learners are aware enough of their personal preferences to select their suitable learning style appropriately in certain situations (Pritchard, 2009)

2.1.5 Personality

Personality is counted among the major factors that impact 2LL process. Its role in language learning has been the subject matter of a plethora of studies from the beginning of the 20th century. In fact, personality has great effects on 2L learners and this is the subject matter of the present research. Hence, we will explore its definition, types, theories, studies, and effects theoretically and practically in the subsequent chapters.

Age, aptitude, motivation, learning styles and personality are the most common features mentioned in the main studies and researches dealing with factors influencing 2LL. Moreover, there are always other aspects like: intelligence, attitude, learning context, language distance and so forth. These

factors are not less important than the previous mentioned ones, but each piece of research has its own rationale and scope.

2.2. Personality Psychology

Personality psychology is a branch of psychology that studies personality and individual differences and characteristics. The study of personality has a long history in psychology; within this context, Pervin and John say: "Personality is the part of the field of psychology that most considers people in their entirely as individuals and as complex beings" (in Dornyei, 2005, p.10). Personality psychology has its roots in classic psychoanalytic theory at the beginning of the 20th century (Dornyei, 2005), and to investigate personality as a psychological concept it is compulsory to refer to its definition, theories and traits, as it is going to be shown in the coming sections.

2.2.1. Definition of Personality

In the life span, one meets many people with different characteristics, some are sociable, others are anxious or aggressive, and some are referred to as strong or wise, whereas others are fragile and sensitive though the list is unlimited. The use of such adjectives clarifies that we are describing people's qualities, acts, behaviours, thinking and feelings. Therefore, we are not referring to their physical appearance, but rather to their personal characters and personalities. So, what one means by using the term "personality"? What is the definition of personality? Usually, when we talk about one's personality, we are talking about what makes a person different from other people, and perhaps even unique. Personality is a quite elusive concept, and psychologists have disagreed for a long time about a universal definition of personality. Despite their

disagreements, here we shall introduce some common definitions set by different scholars in the area.

The Cambridge Advanced Learner's Dictionary identifies personality as "the type of a person you are, which is shown by the way you behave, feel and think" (2003, p. 925). This definition highlights three basic elements in one's personality 'behaviour, feeling and thinking'. In this respect, Alloport (1961) points out that personality: "is a dynamic organization inside the person, of psychological systems that create the person's characteristic patterns of behaviour, thoughts, and feelings" (cited in Carver and Scheier, 2000, p.5). On the basis of this definition, the authors introduce the subsequent analysis and classification:

- Personality is not just an accumulation of bits and pieces; it has organization

- Personality does not just lie there; it's active, it has processes of some sort

- Personality is a psychological concept, but it's tied to the physical body

- Personality is a causal force; it helps determine how the person relates to the world

- Personality shows up in patterns-recurrences, consistencies

- Personality is displayed not just in one way but in many ways, in behaviors, thoughts, and feelings.

Furthermore, Pervin and John (2001) indicate that personality "represents those characteristics of the person that "accounts for consistent patterns of feeling, thinking, and behaving" (in Dornyei, 2005, p.11). Dornyei argues that the key

stone in this definition is "consistent patterns" which means that everyone has an idiosyncratic way of behaving regardless the situation he/she is facing. Cattell as another scholar views personality as: "Personality is that which permits a prediction of what a person will do in a given situation" (1982, p. 27).

At a glance, one could recognize that all the above definitions emphasize on a sole fundamental idea with many interpretations. Indeed, authors focus on the fact that personality consists of the characteristic patterns of thoughts, feelings and behaviours that make a person unique. Thus, scholars argue that personality is determined through various views and theories.

Though personality is such a vague psychological concept that requires a number of books, authors, fields, and specialist to be defined and understood, we try our best to simplify it only to cover the necessary aspects needed to carry out the research in hand.

2.2.2 Personality Theories

Personality is a broad field that requires various worldviews and scholars' argumentations. In order to clarify the concept of personality, we will introduce the paramount personality theories that attempt to give personality dissimilar dimensions. Initially, we should explain the term 'theory'; so what is theory? Boeree (2006) defines theory as: "A model of reality that helps us to understand, explain, predict, and control that reality" (p. 5). More specifically, he points out that in the study of personality, such models are often verbal, even some theories come up with a graphic model, symbolic illustrations, or mathematical model and also computer model, but the basic form is with words.

A major debate emerges among researchers for the origins of personality and it is often referred to as the "nature vs. nurture" argument. Some believe that individuals come to life with a personality which is determined by genetics and remains unchanged regardless the role of the environment. This category is known as those who adopt the "nature" perspective of the origin of personality. The "nurture" view believes that "Personality is not determined by genetics, but rather by a host of environmental forces and personal experiences, such as geography, social-economic status, and parental upbringing" (Simmering, 1998). Most scholars now agree that personality is determined by a combination of both genetics and environment.

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

2.2.2.1 Psychodynamic Theory

The term psychodynamic refers to numerous theories that emphasize on the influence of instinctive drives and unconsciousness in shaping personality (Leal, 1994). At the beginning, these theories focused solely on the influence of unconscious drives, but they received many criticisms that call for modifications and revision. The recent psychodynamic theory places greater emphasis on conscious experience and its interaction with the unconsciousness with a great importance given to childhood experiences. Freud was the founder of this school and the leader of the perspective; he believed that personality has three significant components: the id, the ego, and the superego (Nicholas, 2009). The id consists of

instincts that are one's stock of psychic energy; it is totally unconscious and acts according to the pleasure principal. The ego deals with reality demands and uses reasoning to take decisions; it acts according to the reality principal. Finally, the superego or the consciousness acts to fix the moral judgments and social rules upon the ego, and it follows the ideal ego (Rathus, 2011). Therefore, Freud's theory argues that personality is based on the dynamic interactions of these components; according to his theory, personality development is reached through fixed psychosexual stages and he believes that adult personality may be the result of childhood experiences (Boeree, 2006). Adler (1911) agreed with Freud on the role of childhood in forming one's personality and especially birth order. He believes that the first child begins life as the only child who receives a great attention which disappears by the arrival of the second new born, some first children become rebellious and others withdrawn and most of them conservative. He believed that the second child is competitive and ambitious, possibly to surpass the first-born's achievement. The last child can be more dependent, sociable and spoiled who may become a problem child. Finally the only child loves being the center of attention and matures quickly, but in the end fails to become independent (cited in Boeree, 2006). The list of scholars adopting this perspective is long; we may name Karen Horney (1937), Heinz Kohut (1971) and others. This is only a brief review to indicate the psychodynamic view of personality development.

2.2.2.2 Humanistic Theory

Among the well known theories of personality is the humanistic theory that deals exclusively with the human behaviour. People are free to choose what to be and play an active role in determining their behaviours, because they are

mostly conscious beings (Plotnik and Kouyoumdjian, 2010). It emphasizes that people are positively motivated and progress towards higher levels of functioning; this perspective tends to have an optimistic perspective on human nature (Ewen, 1998). It focuses on the ability of human beings to think consciously and rationally, to control their biological needs, and achieve their goals. According to the humanistic view, people are responsible for their lives and actions and have the freedom and will to change their attitudes and acts. Maslow and Roger are the pioneers of this view; Maslow (1943), for instance, believes that an individual devotes his/her energy to obtain what is expected, once the basic needs are provided, and this is what he called "self-actualization" (Ewen, 2003). He creates a pyramid to illustrate the basic needs for humans ordered according to their importance: physiological needs, safety needs, belonging needs, and esteem needs so to reach self-actualization which is marked by peak experiences and it is the feelings of happiness and peace in life (Boeree, 2006). Roger (1940) has proposed a theory called the "person-centered theory" draws on clinical case studies to come up with his conclusions. According to his view, the self-concept is the most important feature of personality, and it includes all the thoughts, feelings, and beliefs people have about themselves and he believes that people are aware of their self-concepts (Ewen, 1998). Hence, the humanistic theory argues that the human is the sole determiner of his/her behaviours, acts and eventually personality.

2.2.2.3 The Behaviourist Theory

The behaviourist theory is another attempt to explain human personality, it argues that human beings are largely affected by their environment which determine their behaviours and so their personalities. This theory was developed

by B.F. Skinner who believes that there is a mutual interaction between an individual and the external world which determines the behaviour (Leal, 1994). Skinner (1945) called his theory radical behaviorism which assumes that behaviour is determined by a desire to gain "positive reinforcement" i.e. a reward and to avoid "negative reinforcement" or punishment. Hence, some behaviours are repeated because of reward and others are avoided because of punishments (Grice, 2010). According to this theory, people's behaviour is achieved through processes such as operant conditioning that procedures the human behaviour via Stimulus- Response-Consequence. Unlike the psychodynamic theory that overestimates the importance of childhood in shaping personality, the behaviourist perspective argues that personality develops over the whole life span and people's responses change as soon as they face new situations (Ewen, 2003). Bandura is another behaviourist who finds out that people learn to imitate others, some models are rewarded for their behaviours, and so people would like to act like them. This theory was criticized for it underestimates the role of biological factors. Henceforth, the belief of the behaviourist theory is very deterministic as far as it views the human acts as results of the impact of the environment (Boeree, 2006).

2.2.2.4. The Social Cognitive Theory

The social cognitive view of personality suggests that cognitive processes such as thinking and judging have a fundamental role in making up one's behaviour. This theory focuses on the individual's thoughts as the determination of his/her emotions, behaviours and therefore personality. Many cognitive theorists believe that without thinking, one could have no emotions and no behaviour and acts. Precisely, thoughts always come before any feeling and before

any action. So there is a mutual interaction and influence between individuals and the world, how they perceive themselves and others determine how they respond to the world. According to this view, the main treatment is to change one's ideas about the world to adjust his/her behaviour toward that world (Haffner, 2004 cited in Boeree, 2006). Bandura as a social cognitive theorist proposes that the environment causes behaviour and vice versa, and he labeled his concept as "reciprocal determinism" (Dumont, 2010). He was mostly known in the 70^{ths} with his "bobo doll experiment". He shows group kindergarten children a video about a student kicking and insulting a bobo doll. After watching the video, the children enter to the play room and find bobo dolls and some hammers. Consequently, the children do the same and start beating the bobo dolls. Thus, he identifies his study and results as observational learning, or modeling (Boeree, 2006). Bandura's contribution to personality cannot be limited only to the "70s dodo doll experiment", he rather had a great reliable reference in scientific psychology entitled as "Self Efficacy: the Exercise of Control" in 1997 published by Freeman. But the 70s bobo doll experiment is one of the most interesting examples to illustrate the social cognitive theory of personality. Kelly was among the first cognitive theorists who disbelieved the previous personality theories. He argues that individual differences are the result of how we interpret and predict the events, and called these "personal constructs", referring to our individual way of gathering information from the world and developing hypotheses based on these interpretations. Based on our results, right or not, we develop a way of interacting with the world. This way of interacting is the personality (Hafner, 2004 cited in Boeree, 2006). The cognitive theory of personality gains popularity among researchers in terms of application and treatment thanks to its clear belief of the influence of thinking on one's acts and henceforth personality.

2.2.2.5 The Jung's Theory

Jung personality type theory tends to classify people into different categories based on some of their personality qualities, and it originated in one of his main theoretical work about psychologist types (Jung, 1933). His notable contribution to psychology was particularly pervasive due to its definition and classification of the introversion and extroversion as the main personality types; we are going to clarify these terms later on because they are counted as major concepts in this study. He assumes that each person seems to be guided more by either the external world i.e. extroversion or the internal world which means introversion. A person's psychological type consists of his or her preference in any category, and a whole book titled "Psychological Types" was published in 1921 to clarify the Jungian personality belief (Segal, 2001). In combination with extroversion and introversion orientations, Jung suggests that there are four functions that make up the eight different personality types. The first two conscious functions are feeling and thinking, but the last two unconscious functions are sensation and intuition. He develops eight different personality types as, extrovert thinking, introverted thinking, extroverted feeling, introverted feeling, extroverted sensing, introverted sensing, extroverted intuitive, and introverted intuitive. Each type is distinguished with certain qualities and individual characteristics (Luttrel, 2009).

Based on his work and publications in the area, Isabel Briggs Myers and her mother Katharine Cook Briggs (1950) set out to find an easier way for people to use Jung's description of personality types in practical daily life . Practically speaking, they introduce a scale known as the Myers-Briggs Personality Type Indicator (MBTI) and it is one of the most famous personality

theories out there. It classifies people into 16 different groups based on four different Jungian preferences (extroversion and introversion, sensing and intuition, thinking and feeling, judging and perceiving). The different combinations of the four preferences give 16 unique combinations each of which has its own personality characteristics (Henry, 2002). Besides this classification, scholars are always carrying out studies to simplify the human personality concept. Consequently, another personality classification emerged to adopt a new scale, it is called "Type A and Type B personality "and developed by Meyer Friedman (1950). This theory classifies people into different groups called the type A, b, c and type d personalities. The type A for example is an achiever, who is always conscious about time and have got problems relaxing. Type B is a relaxed person who does not give that much attention to time, less competitive and risky comparing to the type A (Radwan, 2006). Other classifications were viewed like "face reading type theory" and "behaviour prediction based on past actions", these were highly criticized because they lack scientific validity and empirical framework.

2.2.2.6 Trait Theory

The trait theory of personality is one of the major theoretical areas in the study of personality; it suggests that individual personalities are made up of broad dispositions. A trait can be thought of as a relatively stable and fixed characteristic that causes individuals behaviour in certain ways (Leal, 1994). Unlike many other theories, the trait theory does emphasize on differences between people, and the combination and interaction of various traits forms a personality that is unique to each individual. Trait theorists believe that traits are stable and static over time, traits are different among individuals and they influence behaviour (Dumont,

2010). Researchers develop various models to clarify the trait theory scope, like Allport who assumes that every person is different from others and owns an idiosyncratic uniqueness. He organized people traits or dispositions into levels:

- **Cardinal traits:** Traits that dominate one's whole life, often to the point that the person becomes known specifically for these traits. Like famous people who are known for their traits such as Mother Teresa (religious service).

- **Central traits:** general characteristics that form the fundamental foundations of personality. They are major characteristics you may use to describe certain person. In describing one's personality, we use terms such as intelligent, honest, shy and anxious, for example.

- **Secondary traits:** these traits are not so primary but they are sometimes related to attitudes or preferences. Secondary traits often appear only in given situations and under specific circumstances. For instance, someone who is impatient while waiting in line.

- **Common traits:** Allport assumes that each community or culture has shared traits among its peoples. These dispositions are culture-bound, we can say individuals of certain culture share some traits and are defined for them (Boeree, 2006).

Besides Allport's work, many trait theorists like Cattell, Eysenck, Goldberg who have presented " the 16 Personality Factor Model", "the Eysenck Personality Questionnaire (EPQ)", and "the Big Five " respectively; and others who introduce a multiplicity of models to gather basic personality traits. For instance, The 'Big Five' model has a considerable amount of empirical research that makes it reliable, these big five traits are Extraversion, Agreeableness,

Conscientiousness, Neuroticism and Openness. This perspective is usually criticized for the belief of stability of personality traits over all situations and circumstances, and its prediction of behaviour because of one's traits.

2.3. Personality Measurements

Personality study is a complex psychological concept that gains the interests of a myriad of scholars and psychologists for centuries, and it seems to be of great importance in many fields. Understanding one's and others personality facilitates interaction, motivation and value among people sharing the same workplace, learning context, business deal and so forth. Therefore, it brings awareness to the fact that there is a plethora of different types of people who require certain sensitivities since their reactions and habits are sometimes beyond themselves. Thus, understanding personality differences is helpful for appreciating how people are different; each one has a value, and special strengths and qualities.

Recently, testing people personalities is frequently used for management, recruitment, selection, training and teaching. Some time ago (in 1930s, 1940s, and 1950s) personality measures are used to be for sick people who are suffering from disorders and psychological problems, but nowadays personality tests are postulated to adult normal populations as job applicants and learners.

In personality and psychology area, terms as test, measurements and assessments are used interchangeably. First, what is a test? According to the

Cambridge Advanced Learner's Dictionary, a test is defined as "a way discovering, by questions or practical activities, what someone knows, or what someone or something can do or is like" (2003, p.1318). For the sake of personality assessment, layman or specialized psychologists attempt a variety of information or data collection tools, some of them are the subsequent:

- **Observer rating:** implicitly, it is based on observation, the researcher who is assessing others personalities observes their actions and behaviours and makes judgments without any interaction. In other cases, information is obtained from other people who know enough about the observed person life. Sometimes, the assessed people are interviewed and talk about themselves and mention their opinions without knowing the scope of the observer who would interpret their speech according to his/her objective (Carver and Scheier, 2000, p.37).

- **Self-reports inventory**: A self-report inventory is a type of psychological test which is used frequently in personality assessment. This type of test introduces a number of questions or statements that may or may not describe some qualities or characteristics of the assessed population. Some questions are direct but others are implied which requires the assessed person to mention a past action or to guess a future behaviour. Usually, such inventories are organized in different formats like the true-false questions that require clear and precise answers. Others are formulated differently, a question is accompanied with many alternatives or a question which should be replied by selecting an option from a scale as "agree, disagree, and strongly agree" (Carver and Scheier, 2000). Self-reports seem to be widely used in psychology, in accordance, Mcdonald (2008) says: "In the field of personality psychology, asking people to respond to questions or statement about

what they are like or how they behave seems to be the most preferred method"(p.2).

Henceforth, observer-rating and self-report inventory are major used tools in order to collect information about people's behaviours, feelings, thoughts, acts and therefore personalities. Such tools are always evaluated in terms of reliability, validity and acceptability to guarantee the data and results obtained via their applications. Practically speaking and in personality assessment area more precisely, there are two widely used models "The Big Five" and "Myer-Briggs Type Indicator", we shall introduce a brief overview of these models since they are largely discussed and applied in personality measurement process.

2.3.1. The Myer-Briggs Type Indicator (MBTI)

MBTI is the acronym usually used to refer to the personality test instrument the Myer-Briggs Type Indicator. It is a self-inventory test designed to assess people psychological preferences in making decisions and provide a descriptive profiles of their personality types. The MBTI is originally developed by Katharine Cook Briggs and her daughter Isabel Briggs Myers; the creation of the indicator started during World War II, when they believed that knowing people personality type would help them select jobs and occupations that suite their personalities and preferences (Quenk, 2009). The MBTI was developed in the mid of the 20th century based on Carl Jung theory of personality type and to make the Jungian view understandable and useful in people's life.

As far as academic and educational achievement is concerned, many universities and colleges utilize the MBTI to help learners looking for appropriate fields to their personality types. In the business world, big companies and projects

creators use it to make hiring decisions, identify leaders among employees, facilitate group work, and help solve conflicts between employees and bosses. Once workers establish familiarity with their qualities and preferences, the MBTI seems to help them increase their productivity, build relationships, and make sound decisions. The MBTI system is organized in a particular fashion; informants should answer certain questions which provide clues about their types and characteristics, then the answers are scored to identify where informants' likes and dislikes stand within the big four attributes or dichotomies: extroversion/introversion; sensing/intuiting; thinking/feeling; and judging/perceiving (Salkind, 2008).

- **Extroversion/Introversion (E/I):** it is the opening dichotomy used in the MBTI, and it was firstly introduced in Jung personality type theory (Sharp, 2011). The E/I dichotomy is used mainly to describe how people prefer to respond and interact with the world around them. Thus the people attitudes vary from extrovert to introvert; the extrovert is an outward-turning and action-oriented person, prefers crowded places and entertains himself/herself in social interactions. An introvert, on the other hand, is inward-turning and thought-oriented, enjoy spending time alone and feel recharged from their internal world. All of us tend to have an overall preference for one or the other.

- **Sensing /Intuition (S/I):** this dichotomy expresses how people prefer to grasp and interpret knowledge and collect information from the world around them. Individuals who prefer sensing rather than intuition pay great attention to reality and prefer learning relying on their senses; they focus on facts and concrete details to make their conclusions. However, intuitive people are

more likely to concentrate on impressions and abstract and theoretical patterns. They like to think about possibilities, and imagine future predictions.

- **Thinking/Feeling (T/F):** the present dichotomy is entirely used to demonstrate how individuals prefer making decisions i.e. express how some people rely on objective thinking to come to conclusions and others prefer to use their feelings and take into account special circumstances. People who prefer thinking most of the time make decisions based on logical, reasonable, causal and consistent ideas which are linked to clear objective rules. While, individuals who are feeling-oriented take into considerations others emotions, special circumstances, and needs when they make decisions.

- **Judging/Perceiving (J/P):** the last but not least dichotomy presents how people are dealing with the outside world, some are judgmental and others are adaptable. The former category describes those who prefer judging and firm decisions. However, the latter are people who are more perceiving are likely to be open and flexible.

These two dichotomies interact with the above mentioned ones; once one could recognize his/her preferences in each dichotomy, it would be easier to identify the personality type that most suits him/her expressed by a code of four letters. Accordingly, Salkind highlights:

> "The test results in a four-letter code that refers to the preference of the individual on each of the four dichotomies. For example, a person might receive a code of ESTJ, which places that person on the extroverted side of the continuum, sensing is considered stronger than intuiting, thinking is stronger than feeling, and the

individual is more of a judger than perceiver" (2008, p.53).

Henceforth, the MBTI test becomes very popular thanks to the wide variety of personality types provided as ISTJ, ESTP, ENTP and others among the 16 personality types. Practically speaking, the 16 types are equal and each of which has its own value to understand and appreciate differences between people. It becomes very useful to understand your strengths and others as well, if you share the same group work in completing a task, for instance. Over the last 40 years, a myriad of studies prove that the MBTI instrument is both valid and reliable. (The Standardization of Myers-Briggs Type Indicator into Turkish: an Application on Students, 2010).

2.3.2 The Big Five Model

The "Big Five" model represents taxonomy of traits that personality scholars suggest to indicate the significant individual differences in personality. This classification is represented in the components of the term "OCEAN" that symbolize the basic factors or dimensions of that model. This latter is a theoretical framework which clarifies the general components of one's personality that are considered to be the most important in the social and interpersonal interactions with others; it works through analyzing and rating the frequencies of certain traits and behaviours in people personality. Accordingly, Digman points out: " The five-factor model emerged from analyses of rating scales that required measured judgments of others; to what extent is person X fearful, sympathetic, etc" (1990, p.427). These traits were arrived at through factor analysis studies and psychological research for decades.

Many researchers test factors other than the "Big Five" and find out that the "Big Five" to be the only consistently reliable factors. Over the past 50 years, beginning with D.W Fiske (1949) research, and later evolved through other researchers work as Norman (1967), Smith (1967), Goldberg (1981), and McCare & Costa (1987), this model gains evidence and reliability; thus nowadays many psychologists believe that there are five core personality factors. Let us examine the five major dimensions of the big five model; such a model is based on adjectives use, an efficient fashion is listing key adjectives that are associated with at the high and low end (Dornyei, 2005). There is a disagreement among researchers concerning the labels of the five dimensions, still they are mostly known with the subsequent names:

- **Openness to Experience:** it refers to people who are known to be imaginative, curious, open-minded, enjoy attempting new tasks, creative, original with a great appreciation of arts and emotions. This brief review of qualities do describe people with high scores of the openness to experience factor, while in fact there are people who tend to obtain low scores of openness representing totally the contrast. Such category is more likely to have conventional, traditional interests, appreciate clear and direct plans; they are close-minded and routine-oriented (Burger, 2010).

- **Conscientiousness:** high scored individuals concerning that dimension are regarded to be well organized, careful, mindful of details, punctual, reliable, self-disciplined, confident and goal-oriented. On the other hand, people with low scores of conscientiousness tend to be unreliable, overlooking deadlines, aimless, careless and disorganized; it is not obligatory to be immoral or lazy but they are weak-willed (MacCrae, 2002).

- **Extraversion:** obtaining high scores in that factor proves that you are sociable, gregarious, active, and talkative; enjoy crowded places and social gatherings, energetic, and action-oriented. You like leading people and draw others attentions. Once you get low scores, you are considered to be introvert i.e. you seem to be passive, quiet, reserved, show less involvement in social activities, and need more time to work alone (Burger, 2010).

- **Agreeableness:** this personality dimension demonstrates how an individual reacts to others opinions and differences. If the person show a high score of agreeableness, it is most probably to be friendly, kind, cooperative, generous, modest, tolerant, optimistic, and believing that people are basically king and good. Low scores of agreeableness indicate that the person is unfriendly, vengeful, critical, unpleasant, rude sometimes, uncooperative and self-centered (MacCrae, 2002).

- **Neuroticism:** this factor analyses if a person is emotionally stable or not. Getting high scores assumes that you are anxious, worry, emotional, unstable, moody, insecure, depressed, and easily get angry. Showing low scores in neuroticism means that you demonstrate high scores of emotional stability which indicates that you are calm, unemotional, hardy, comfortable, self-satisfied, relaxed, and peaceful.

It is very important to indicate that each of the factors of the big five model demonstrates a range of two extremes; for instance, the extraversion factor represents a continuum between extreme extraversion and extreme introversion. In fact, a considerable percentage of people lies somewhere in between the two extreme ends of each dimension. Despite its criticism, the big five model of personality is widely used in workplace and projects that require people's creativity and motivation. The results obtained are reliable and accepted to select workers and applicants.

Consequently, the "Myer-Brrigs type indicator" and the "Big Five" are effective models used mostly to identify individuals' preferences, differences and so personalities.

2.4. Personality Variables

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

The Personality variables scope is considered to take the lion's share concerning the present research that attempts to find out the correlation between some personality variables and the learning of spoken English as a second language. The major personality variables that will be discussed now are the continuum extroversion vs. introversion, anxiety, and inhibition vs. risk taking. These variables are selected among others because a plethora of second language studies (van Daele, 2005; Tóth, 2008; Phillips, 2009; Sharp, 2004; Ely, 1986) prove that they have a vital role during the learning process. Nevertheless, there are other personality variables that gain scholars interests to test their influence like self-esteem, empathy, and self-confidence. Before reviewing the basic personality variables of that study, let us shed some light on the other personality traits to build up a comprehensive opinion concerning personality variables as a whole.

- **Self-esteem**: psychologically speaking, self-esteem is a term used to describe an individual's vision of his/her personal value and self-worth. Psychology theorists provide certain definitions of the term, among them Barden (1969) who points out that self-esteem is: "The experience of being competent to cope with the basic challenges of life and being worthy of happiness" (cited in Shweish, 2008, p. 3). It is assumed that self-worth and one's evaluation of his acts is what basically makes up self-esteem. Coopersmith (1967) believes that self-esteem means: "personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself" (in Holbrook and Koenig, 2000, p.619). Clearly, it is demonstrated that self-esteem is interpreted by one's belief of his/ her worthiness. It is regarded as personality traits and tends to be stable and enduring. Self-respect, self-value and self-worth are terms used interchangeably with self-esteem.

- **Empathy**: it is one of the personality factors, and it is identified as the process of reaching beyond the self and understanding and feeling what another person understands or feels. We often illustrate it as 'to put yourself in the place of another person emotionally, in order to understand him better'. In other words, it is the compassion one can render for another person.

- **Self-confidence:** it is one's belief of his/her abilities, power and skills. It is demonstrated through people acts and speeches. Being self-confident means behaving calmly because you are sure of your own ability and knowledge.

Now, we will deal with the chief personality variables emphasized in this research, and introduce each of which separately.

2.4.1 Extroversion vs. Introversion

Extroversion/Introversion are similarly used as Extraversion/Intraversion (E/I), these terms originated from the psychologist Carl Jung's theory of personality (Engler , 2008), who believes that each of them has a clear different explanation. Jung recognizes that most people share characteristics of both introversion and extroversion and fall somewhere along a continuum from extreme extroversion to extreme introversion (Krimgold, 2002). In other words, introversion and extroversion is often described as being a continuum; a person, who is very extroverted, will not be very introverted. Most people are in the middle with one side being more dominating than the other. While everyone has variations in terms of behavior, people are often confused by responses of people who are on the opposite side of the spectrum (Schrader, 2010). This typology makes Jung's theory so popular and some people do not realize that he made anything else; i. e. wrote or did research on other subjects.

This perspective starts with the distinction between Extrovert and Introvert, and then there was a confusion of these terms with "sociability" and "shyness" respectively (Boeree, 2006). Skehan (1989) provides a comprehensive Eysenck's (1950) portraits of introverts and extroverts and points out:

> "The typical extrovert is sociable, likes parties, has many friends, needs to have people to talk, and does not like studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He … always has a ready answer, and generally likes changes….
>
> The typical introvert, on the other hand, is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant, expect with intimate

friends. He tends to plan ahead … and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well ordered mode of life (p.100)."

On the basis of such classification, we will highlight the significant characteristics of extroverts (extro) and introverts (intro).

According to Jung, being extrovert is enjoying the company of others and being oriented toward the external world and energized by interactions with people (Boeree, 2006). Commonly, an extrovert is an outgoing person, enjoys social interactions and tends to be enthusiastic, talkative, and assertive, likes large social gatherings, such as parties and group activity. An extrovert is likely to enjoy time spent with people and finds himself energized by social interaction; this kind of people tends to have many friends and acquaintances (Wier, 2009). Extroverts are people of action; they tend to need brainstorming and more likely to take action immediately. They prefer talking rather than listening and think aloud to share their ideas with others. Generally speaking, they need compliments and praising to show that they are successful, good looking and bright. As far as the professional career is concerned, this category could be suitable for jobs that require a great deal of interaction with other people, like public relations, teaching, and sales.

On the other side of the coin, an introvert person is significantly different from the previous type. Generally speaking, introverts tend to be calm, conservative, need to spend more time alone in order to recharge their batteries. They are considered secretive but are more likely to trust only a few people; an introvert tends to observe situations, makes plans, and expects possibilities before

participating (Wier, 2009). They think first before taking any action or decision; conversely speaking, introverts feel that extroverts are overly talkative but they are known to be good listeners and wait for a pause in conversations before speaking. They do not feel at ease in crowded places and noisy situations as far as these latter may drain their energy, even if at parties they may withdraw to spend time alone. Most of introverts find difficulty in opening discussions with strangers, and they prefer to read book or watch TV rather they enjoy going out with friends or relatives (Hayes, 2000). Thanks to their long-term memory abilities, some introverts are viewed as gifted individuals. Professionally speaking, introverts could be writers, accounts and auditors, computer analysts, civil engineers and so forth; in other words, jobs which involve a full concentration on details and perfect planning.

Therefore, it is very crucial to argue that people different actions and reactions are greatly influenced with their extrovert or introvert personality type. As far as Jung's perspective is concerned, it is assumed that one's basic personality type is static, which means it stays with him/her throughout life. More likely, we come to life with a given type which could be changed somehow according to family, life experiences, and environment but it would be stable over the years.

For instance, if a child is an introvert in a family full of extroverts, he may pick up more extrovert behaviours than if the rest of his family is also introvert, but he will not become a pure extrovert. It has nothing to do with what some believe that one type is better than the other or is more useful for certain situations or jobs, but it means that each of which has its own strengths and weaknesses.

Moreover, the idea is not to change what you are, but to understand your style and make it suitable for you. The other thing to remember is that no one is 100% extrovert or 100% introvert. One may be basically outgoing but become more introspective on certain subjects or with certain people or at certain situations. Globally speaking, the world is at least 70% extrovert oriented and extroverts could establish their traits as norms and conventions. Lay people view that an extrovert individual is a normal person in comparison to introvert who is most of the time alone and quiet. Parents in general do not worry if their child socializes too much, when he raises his finger frequently in class or he has too many friends. Because it is commonly understood that the more extrovert you are, the more you are rewarded and praised.

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

2.4.2 Anxiety

As a personality variable, anxiety is used to be as a vital component in scholars' studies for many years. It has been proved that it has major effects on employees in workplaces, learners in classrooms and in everyday life activities in general. Anxiety is usually known as a feeling of being nervous or worried, often as a result of fear of a possible future event. Physically and psychologically speaking, anxiety manifests common symptoms like sweating, shortness of breath, shaking hands and feet, shaking, fast heartbeat and the sensation of the heart

attack. In the present chapter, we shall spotlight on anxiety from a general scope to narrow down this scope later on in the next chapter; initially we start with defining anxiety.

2.4.2.1 Anxiety Definition

Through studies, researchers expose a number of definitions to clarify the concept of anxiety without agreeing on a common comprehensive definition. In 1997, Huberty views anxiety as "A unique emotional state characterized by feelings of distress and tension about real or anticipated threats that may manifest in cognitive, behavioral, or physiological patterns."(in Lowe and Raad, 2008, p.38). More precisely, Spilberger (1972) views anxiety as: "an emotion based on the appraisal of threat, an appraisal that entails symbolic, anticipatory, and other uncertain elements" (in Liu, 2009, p.34). The Cambridge Advanced Learner's Dictionary states anxiety as: "an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future" (2003, p.47). Besides, Kaplan and Sadock argue that anxiety: "is characterized by a diffuse, unpleasant vague sense of apprehension, often accompanied by autonomic symptoms, such as headache, perspiration, palpitations, tightness in the chest, and mild stomach discomfort" (1996, p. 189).

The above definitions believe that anxiety is an unpleasant feeling that creates some undesirable symptoms, and it is an umbrella term for a number of disorders that cause nervousness, fear, apprehension, and worrying which affect our feelings and behaviours, and can demonstrate real physical and psychological symptoms.

All people do have anxiety at one time or another because it is a normal human experience; one may experience certain state of worry or fear before facing any challenge like a test, examination, interview, and even talking to strange people. Anxiety is considered as a problem when it impacts one's ability to sleep or work, for instance. Moreover, not all people experience the same anxiety symptoms with the same degree or level in the same manner, because anxiety signs vary greatly.

2.4.2.2 State Anxiety vs. Trait Anxiety

Along with the evolution of anxiety research, some scholars and psychologists suggest a number of models and theories of anxiety such as the Expectancy-Value theory viewed by Pekrun (1984/1992), the Four-Factor theory by Eysenck (1997), and the model of anxiety proposed by Rachman (1998), and the most pervasive one is the trait-state theory suggested by Spielberger (1972) which is quite known in anxiety research (Liu, 2009, p.35). Anxiety is complex, but it can be broken down into either state or trait anxiety according to Spielberger research.

State anxiety is characterized as a momentary change in one's emotional state due to an outside stimulus; a person experiencing state-anxiety will feel tense, worry and restless. It is a normal physiological response; the feeling of anxiety eventually subsides, and the person will then feel "normal" again.

Whereas, high levels of state anxiety are particularly unpleasant, disturbing and can even be painful as well.

On the other spectrum, we find trait anxiety which is considered to be as a characteristic of one's personality. It is more permanent and static and assumed as an individual difference in a person's personality. People with this kind of anxiety tend to view the world as a dangerous and threatening place. They tend to worry more than most people and feel inappropriately threatened by several things in the environment. For instance, in a situation where most people would react in an anxious way, individuals with trait anxiety would react in an overly, almost debilitating, anxious manner. People with trait anxiety do not often feel "normal" and are rarely without some types of anxious feelings (Liu, 2009).

Henceforth, anxiety is not the same for all people and it varies from one to another. Sometimes, it accompanies individuals throughout their life span until it becomes an aspect of their personalities and they would be known as anxious people, and this is the trait anxiety. While others experience anxiety only in some specific states or situations and feel confused and worry, and this is labeled the state anxiety.

Now, we are going to present certain setting where anxiety is seems to be as paramount aspect. Thus, we will shed some light on the anxiety experienced in language learning settings. More likely language anxiety is a state anxiety, but this does not mean that it could not be a trait anxiety.

2.4.2.3. Language Anxiety

In fact, no one can ignore the affect of anxiety in the language learning process. All learners experienced situations where they may forget something they are used to know because of being afraid from the teacher or may make silly mistakes and these are the results of anxiety (Dorney, 2005). Language anxiety is experienced by non-native speakers of a second or foreign language, and it is the feeling of worry, apprehension and uneasiness when they are asked to use and speak the target language.

Gardner and MacIntyre (1991) report another kind of anxiety which is known as situational anxiety and it is experienced in a well-defined situation. Some writers point to language anxiety as a situational anxiety since it is experienced in a specific situation which is the classroom. Agreeing on the same tendency, Horwitz and Cope (1991) view language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Piniel, 2006).

Scholars usually agree on three main types of anxiety language learners frequently get anxious from; *Communication Apprehension*, *Test Anxiety* and *Fear of Negative Evaluation*. Initially, we start with communication apprehension which is seen as shyness characterized by being afraid and anxious from communicating with people; it is demonstrated in the difficulty of public speaking, in listening or learning a spoken message, answering a question verbally and so forth. Communication apprehension in language learning comes from the individual knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is the reason why many talkative people are silent in the language class.

Further, test anxiety refers to a type of performance anxiety stemming from a fear of failure. Sometimes learners are overwhelmed by unrealistic demands of either their teachers or their parents, and it can be by defined as "unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations" (Dusek, 1980, p. 88). It begins with some children from their preschool stage because their parents put heavy demands and expectations for the child success and react negatively for his/her failure, and therefore children grow up with fear of failure. Whereas low anxious children are more motivated and they do not have fear of failure. Practically speaking, low anxious children are persistent to finish a difficult task and careless towards others reaction, while high anxious students are entirely concerned with parents' or teachers' evaluations and select tasks where success is certain. Many studies show that test anxiety is a problem for all children from different sociocultural groups.

Concerning fear of negative evaluation, students become anxious if they feel that they are going to be evaluated by others as their teachers, parents and even classmates. The conception of being present in evaluative situations and the expectation that they could be evaluated negatively make learners feel uncomfortable and very anxious (Cubukcu, 2007). Henceforth, the role of anxiety in the language learning process as an affective factor could never being summarized from this small angle, but as far as the scope of the chapter is concerned it is justifiable to stop here and come back to such a point in the next chapter.

2.4.2.4 Facilitating and Debilitating Anxiety

Frequently believing, anxiety is a collection of negative feelings which cover excessive worry about present or future situations and events. Anxious people may feel out of control and unable to focus on important matters due to worrying about unimportant tasks. Anxiety interferes with individuals' social, personal and work life because of the high level of fear about certain situations which can cause isolation in order to be far from danger, for example.

Scholars emphasize two different roles of anxiety; they assume that as it can be positive anxiety could be negative as well. The good anxiety has a useful impact on people and motivates them to improve their performance during work, exam or a business deal and it is called facilitating anxiety. However, the bad anxiety has a negative influence that makes people stressed and forget what they should do and end with a poor performance as well. The real distinction of facilitating and debilitating aspects of anxiety took place in the early 1960s by Alpert and Haber (1960). Alpert and Haber report that facilitating and debilitating anxiety are viewed as being relatively independent anchor points in the continuum (Zeidner, 1998).

As far as language anxiety is concerned, Scovel (1978) believes that a plethora of studies demonstrate both facilitating and debilitating effects of anxiety in the language learning process. On the one hand, Chastain (1975) and Kleinmann (1977) find positive correlation between language anxiety and second language achievement. On the other hand, Horwitz, Horwitz, and Cope (1986) study show that 2L anxiety is responsible for learners' negative emotional reactions to language learning and this anxiety hinders the foreign language communicative abilities from proficiency. SLL and communication require risk taking and complex mental operations that is why any performance in the second

language is likely to challenge the learners and to cause them to fear or even to panic (Cubukcu, 2007). In this respect, Scolve (1978) claims that anxiety in its facilitating and debilitating forms, serves simultaneously to motivate or warn the learner (Linh, 2011).

Consequently, debilitating anxiety poses an obstacle and motivates the learner to escape or avoid handling the new task, while the facilitating one motivates the learner to tackle the new learning task. The former can impact the student's test preparation and test taking abilities, negatively. Whereas, the latter keeps the learner motivated to succeed. This type of anxiety does not hinder test preparation and test taking abilities; in fact, it may help to improve performance. Zeidner (1998) suggests that an individual can possess a large amount of both types of anxieties which means a large amount of one type but not of the other or practically none of either.

2.4.2.5 Anxiety Testing

Different techniques and scales were developed to measure anxiety, the affective factor in language learning, and it is of great importance for teachers, bosses and responsible to think of anxiety and its effects on people. Once anxiety is detected possible treatments and coping tasks should be applied to prevent the negative impacts of anxiety (Low and Raad, 2008). Researchers present a set of scales, self-report questionnaires and interviews to identify people's level of anxiety; what is labeled as the Foreign Language Classroom Anxiety Scale (FLCAS) was introduced to the FL area, and it has been widely used in many studies to investigate and measure language learners' general anxiety levels while learning a FL (e.g., Aida, 1994; Horwitz, 1986; Honvitz et al., 1986; Kern, 1995;

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Kunt, 1997; MacIntyre & Gardner, 1989, 1991 b; Oh, 1996; Saito & Samimy, 1996; Truitt, 1995; Yang, 1992; Young, 1991).

In order to improve SLL and discover better ways to cope with anxiety, many researchers attempt to identify the source of foreign language anxiety, and then to minimize and cope with such anxiety. It has been proved that learners' beliefs about language learning could be an important source of language anxiety and what language learners believe about language learning has a negative influence on their language learning performance, outcomes, and motivation. Therefore, a better understanding of students' beliefs and levels of anxiety for language learning will contribute to the improvement of effective language teaching and learning in FL classrooms (Wang, 1998).

Henceforth, anxiety testing and measurement could bring positive results to familiarize learners with their level of anxiety, and then to look for practical solutions to prevent or at least to cope with this anxiety.

2.4. 3. Risk Taking vs. Inhibition

Last but not least, risk taking is another personality trait which stands as a key variable as far as this research is concerned. A medical dictionary (1998) refers to risk taking as:

> "Undertaking a task involving a challenge for achievement
> or a desirable goal in which there is a lack of certainty or a
> fear of failure. It may also include the exhibiting of certain
> behaviours whose outcomes may present a risk to the
> individual or to those associated with him or her".

More profoundly, Beebe 1983 identifies risk taking as: "A situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure" (cited in Gass & Slinker 2008, p. 433). It is also assumed that risk taking and adventuresomeness: spontaneity and flexibility in social behaviour, contrasted with social inhibition and restraint (Morris 1979:41 cited in Ely, 1986). Many key terms are always correlated with risk taking are included in these definitions like challenge, fear, failure; it is apparent here that risk taking requires a concrete behaviour to present an innate force that pushes certain individual to undertake certain acts.

In other words, risk taking is pointed to as the tendency to engage in behaviours that have the possibility to be harmful and dangerous, frightening, with a large room for pain, criticism, embarrassment and even loss; yet at the same time provide the opportunity for positive outcomes to appear. Psychologically speaking, it is proposed that risk taking is linked to neurotism, a personality trait; Levenson suggests another explanation for risk taking according to a well defined objective for his study, he points out that it is: "Any purposive activity that entails novelty or danger sufficient to create anxiety in most people. Risk taking can be either physical or social, or a combination of the two" (1990, p. 1073). Therefore, risk taking always recommends some danger, uncertain result, and new concepts.

Risk taking behaviours could be quite apparent in some activities such as public speaking, investing in an activity or purchase without any guarantees of return on our investment, skydiving, rock climbing, cliff jumping, or other dramatic practices. In fact, risk-taking behaviours also include more harmful crazy acts like gambling, robbing banks, taking drugs, engaging in unprotected sexual

relations, fast driving, and so forth. Practically speaking, risk takers have different and complex reasons why they are behaving and undertaking such risky matters. These risky acts may bring positive feelings or thrills in the moment as well as they could cause serious harm like an accident, for instance.

Some theorists claim that risk taking is part of our genetic makeup, and they view that in deep, dark parts of the brain, there are preprogrammed impulses in some individuals that encourage them to make risky issues. In psychological terms, such people are often known as "risk seekers". However, their conservative counterparts are called "risk avoiders." In fact, we could not split the population into risk seekers and risk avoiders, once there are people who are risk takers in some circumstances and never in others. Thus, all people will both seek risk and avoid risk at different points in their lives.

Historically speaking, human beings carry on taking risk from their earlier existence. In the past, people took risk to fight animals for eating and saving their lives; they may also   try eating a new plant or other potential food item. What is considered to be risky here provides positive outcomes for people to survive safely. Nowadays, people may take risk to establish new inventories like astronomy, scientific chemical substance discoveries, while others take risk for fun and excitement. Henceforth, risk taking varies among human beings depending on their personal interests. Each risk taker is supposed to admire his/ her risk taking and exciting feelings regardless the consideration of final results that are either successful or not.

Finally, an amount of risk taking is required in one's life because it brings out new vision and positive continuation of life; accordingly, the historian A. J. P.

Taylor (1957) claims that: "All change in history, all advances, comes from nonconformity. If there had been no troublemakers, no dissenters, we should still be living in caves" (p. 11 cited in Robbins 2005). As far as our research is concerned, we are going to speak about risk taking from an academic point of view, because we will spotlight on the contribution of risk taking to achieve native like proficiency during the language learning process.

It is mentioned above that those who take risk are called risk takers and who avoid risk are risk avoiders. From that point we will spotlight on the last personality variable in the present study, which is known as inhibition. Though it has a core meaning, inhibition has various definitions via different fields such as psychology, physiology, and sociology. The Cambridge Advanced Learner's Dictionary identified inhibition as: "A feeling of embarrassment or worry that prevents you from saying or doing what you want" (2003, p. 645). The term is derived from the verb 'to inhibit' originated from the Latin word 'inhibere' which means 'to restrain or forbid'; inhibition refers to the act of suppressing or the state of being suppressed. If something acts as a restraint or an obstacle, it is termed as inhibition (Padwal, 2007). Psychologically speaking, it means the conscious exclusion of unacceptable thoughts or desires; while in physiology, it is the process through which nerves can prevent the functioning of an organ (Free Dictionary, 2003). Britannica Encyclopedia (2011) points out that inhibition in psychological terms is considered as a conscious or unconscious constrain of a process or an act, particularly impulses and desires. In daily life, conscious inhibition is quite common and it takes place once two opposing desires are struggling (the desire to eat rich dessert vs. the desire to lose weight, for instance).

As far as personality theory is concerned, inhibition is of great importance since it is argued to be a mental restraint acting to protect individual from anxiety. Furthermore, it can stand as a conscious unwillingness to behave in way which is entirely different from one's principals. In accordance with this respect, there exists also what is called social inhibition that implies a conscious or subconscious prevention of behaviour, appearance, or a topic for discussion in certain social communities.

There is a myriad of reasons for social inhibitions, like fear of social rejection or disproval of unaccepted behaviours, and activities. For instance, an individual with a low level of social inhibition may focus his/ her discussion on topics which people feel uncomfortable about or which are not commonly discussed in that social group; while a person with a high level of social inhibition would avoid tackling such issues. Finally, it is argued that inhibition varies greatly from one to another according to his/her beliefs and experiences. Even though, the variety of inhibition people could have, all inhibitions can be removed through practice. Inhibition as a personality variable may exist in a way or another in the language classroom, where students may express inhibition to escape from contribution in the language learning process; and this is considered as a paramount factor that will be introduced in the next chapter.

2.5. The Interdependence of Personality Variables

Personality is viewed as a set of characteristics and various dimensions that make up what is called one's personality. We have seen above different variables that play a crucial role in people behaviours and acts. Besides self-esteem and empathy, we emphasize on three major personality dimensions;

extroversion vs. introversion, anxiety, and risk-taking vs. inhibition. In the present research, we are attempting to find out the impact of these personality variables on the learning of spoken English; therefore, we have previously scoped on each one of them separately to present their main features and significance, respectively.

These traits and others are not separated from each other; rather they are grouped differently to build up a given idiosyncrasy for every personality. Individuals are determined by their most common traits, and no two persons could own identical or even the same personality characteristics. This mixture of personality traits leads each person to make his/her own idiosyncrasy. Personality variables are linked to one another to expose one image of everyone, supporting that standpoint; we will shed some light on the interdependence of the above discussed personality variables.

Extroversion and introversion are entirely different characteristics, still they make up a continuum where people may stand differently; extrovert people are known to be outgoing and sociable i.e. they feel less anxious and comfortable among strangers or in social gatherings where they may take risks to express their thoughts or skills. For instance, an extrovert person in a party will feel at ease to share others the event, when he may take the risk to engage in a public speaking to welcome guests and thank them without being anxious or inhibited.

Whereas, introverts may not accept to attend the party and if it happens they will isolate themselves and avoid sharing their view with strange people. Practically, they will feel uncomfortable and anxious with a great desire to leave; thus they will never take the risk to try to speak loudly to all people or to serve others only to avoid facing unfamiliar situations. Extroverts are described as

people of action which implies that they are more likely to be risk takers, and then it does not mean that introverts would not take risk but they would rarely try. Being an extrovert, risk taker, and anxious are only traits determining some people, while in fact there are extroverts who never take risk, and others could be anxious inhibited and introvert.

Therefore, people cannot split their personality characteristics into different parts; rather one personality is a combination of certain dimensions that identify an individual. Henceforth, it is of great importance to mention that the personality variables are mainly interrelated to each other, and no personality is made up of only one dimension or separated traits.

Conclusion

Throughout the present chapter, we attempted to make readers familiar with the major psychological concepts making up this work. It is quite clear which personality aspects we will investigate in next chapters; thus, we have already referred to the various aspects influencing SLL, and we have established the difference existing between the extroversion and introversion dimensions. Anxiety as a chief factor is reviewed with various scholars' definitions, varieties, and tests. Similarly with other psychological traits, risk taking and inhibition occupy a significant part in this chapter because they have pervasive impact on achieving SL proficiency. To accomplish this chapter, it seems evident to mention the relationship existing among these specific personality variables.

Since the previous chapters discuss academic and psychological dimensions, we ought to shift to group all the necessary aspects in order to clarify

the relationship of the previously discussed personality variables and achieving spoken FL proficiency in the next chapter.

Introduction

Personality variables and spoken English learning are the basic research variables; for that reason, the present chapter is going to be the bridge that attempts to link the psychological aspects with the academic aspects in this investigation. Spoken English learning is being explained with an emphasis on the different technique approached to teach the speaking skill.

Different learners with different personal characteristics dominate the language classroom; from that standing point, we try to spotlight on certain

learners' personality types that overlap a set of qualities, behaviours, and acts in the OE classroom.

3.1. English Language Learning

Second language learning is an immense area of study; it gains scholars' interest progressively in the recent 50 years. The second language acquisition (SLA) scope is significantly pointed to through tremendous studies; it investigates how L2 is learnt and how learners create a new linguistic system through a limited exposure to the target language. It deals also with the reasons why language learners do not achieve the same degree of proficiency as they do in their first language. It compares learners' first and second language patterns, and the possible transfer and influence of learners' native tongue on the language learned (Gass and Selinker, 2008). Moreover, SLA requires the manipulation of certain skills as listening, speaking, reading, and writing with a chief focus on Grammar, vocabulary, phonology, and cultural aspects. The keystone of the present study is to investigate the spoken production of English learners.

3.1.1. Spoken English Learning

Conversely speaking, the spoken medium is regarded to be prior to some language skills like writing for example; scientists claim that speaking is among the primary skills human beings develop. Accordingly, Palmer (1976) points out:

> "There are at least four ways in which the spoken language
> is 'prior' or more basic than, the written:

(i) The human race had speech long before it had writing and there are still many languages that have no written form.

(ii) The child learns to speak long before he learns to write.

(iii) Written language can, to a large extent, be converted into speech without loss. But the converse is not true; if we write […] what is said we lose a great deal.

(iv)Speech plays a far greater role in our lives than writing.

We spend more time speaking than writing or reading "(p. 9).

Therefore, spoken language has a vital role in people everyday informal, professional, and academic life. Regarding that an unavoidable importance, speaking has to be greatly emphasized as far as L2 process is concerned. In favour of this idea, Ur (1991) mentions:

"Speaking seems intuitively the most important: People who know a language are referred to as 'speakers' of that language as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak" (p. 120).

Thus, one can conclude that speaking is widely used and for a multiplicity of purposes; for that reason it ought to be emphasized and carefully taught. As far as spoken English (SE) is concerned, many people assume that English is the hardest language to learn if you were not born in a primarily English speaking country. Nowadays, English is universally used for a set of reasons in many occasions and situations. SE has approximately the same concepts of the spoken variety of any other language; one should take into account the different components making up spoken language learning. Three main features need to be greatly emphasized in learning speaking; accuracy, fluency, and pronunciation.

An English learner has to be capable of uttering grammatically correct English in a smooth spontaneous way with a good pronunciation of English sounds. Briefly, we need to spotlight on each one of them.

First of all, accuracy is regarded as a primary necessity to achieve language proficiency of language learners. It is defined as the correct use of forms of grammar, vocabulary, and pronunciation (Spratt and Pulveness, 2005). In other words, the more learners produce grammatically correct language with accurate lexis in an adequate sound patterns the more they are achieving accuracy.

Besides accuracy, fluency is entirely stated as a chief objective by language teachers and greatly practiced by learners. Fluency is viewed as: "Speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech" (Ibid). Therefore, fluency means to speak spontaneously without any fear and with a great self-confidence.

Having the same weight as accuracy and fluency, pronunciation is deemed extremely important in the 2LL process. Pronunciation is a whole branch that deals with how words and sounds are uttered and pronounced. In teaching pronunciation apart from speed and volume, there are three areas that need to be known: sounds, stress, pitch and intonation (Harmer, 1998).

Considering these fundamental components as an objective in the L2 learning course to develop the speaking skill, learners are more likely to achieve native-like proficiency. Usually, learning speaking in an academic setting is known as oral expression. This latter is considered as a set of developed lectures to teach students how to speak ESL successfully through accuracy, fluency, or pronunciation-centered activities. Teaching speaking involves certain information

and background about the learners, their levels, needs, interests, and objectives. This information is generally obtained from entrance tests, examinations and personal information surveys. Such a procedure is labeled needs analysis which is used to design courses and programs that suit the learners' needs and goals, since students' objectives and levels are not the same, the lectures obviously should be planned differently to meet with what L2 learners seek out (Lazaraton, 2001).

Historically speaking, teachers and linguists apply a large number of useful methods in teaching and learning spoken English. This latter is usually practiced throughout the subsequent techniques.

- **Role-Playing:** It is a frequent technique used to promote students talk in different situations having a variety of social roles. Teacher's role is to provide the learners with enough information about the situation, the participants and how they are supposed to perform. Make usually students imagine that they are playing role in a real life situation as asking for directions, visiting a patient at hospital, booking a room in a hotel….etc. Generally, students are given a specific role and have to make a conversation (Terry, 2008).

- **Problem-Solving:** Adopting this method, students are provided with certain situation containing a problem and are required to search for a solution to this particular problem; whereas it could be used differently, a teacher gives students a topic with some key words and asks them to solve a problem. For instance, tell the students "if you have these tools: a compass, a knife and a tin, how can you survive in the forest for a week?" (Chrisman, 1999). The objective is not only to encourage students' speaking, but also to make them express their ideas and ways of thinking from their own life experiences.

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- **Discussions:** It is also referred to as debating; it is the activity used par excellence in speaking class where students listen to a passage, watch a videotape, or reading about a given topic (a content-based lesson). Then, they are gathered into small groups to discuss the presented topic in order to find out a solution or a response. The teacher is required to plan the activity through grouping students according maybe to their levels, gender, motivation; to remind the subgroup members with their responsibilities, clarify the aim of the discussion and which outcomes learners should draw (Lazaraton, 2001). Such a kind of techniques makes almost all the students take part in the class actively.

- **Storytelling:** Most teachers choose this technique to help learners use the appropriate tense, and make them arrange the story events in a chronological order. Students are ordered to tell real or imaginative stories and personal or known ones where they are asked to make their classmates live the story as if it is happening through their gestures, expressions, and intonations. Effectively, it helps students to express their ideas in a framework of beginning, development, and ending including characters and setting; storytelling fosters creative thinking as well. Following the same fashion, learners can also tell riddles and jokes which are often used as a warming up at the beginning of the lecture (Kayi, 2006).

- **Speeches:** Prepared speeches are frequently used in oral classes; students present a given speech either for description, narration, and discussion (acting as a president and delivering a political speech, as a businessman with his employees, narrating a real accident, describing peoples' reactions in certain contexts….etc). Speeches can be frightening for speakers and somehow boring for listeners, so it is better to ask listeners for some responsibilities. In other

words, the teacher asks students to evaluate the speaker's speech in terms of grammar, pronunciation, vocabulary, body language, understanding, speed, and many other concepts. Usually, they base their evaluation on guidelines created by the teacher. It could be more successful if it is recorded or videotaped because it devotes in depth critique at later time, and it promotes speakers self-evaluation for their performance. This is actually a humorous activity that students enjoy and get familiarized with their faults and weaknesses that would be improved in future speeches (Lazaraton, 2001).

Besides the above reviewed techniques, the list is endless because there are many other ways to learn how to speak the L2 such as: brainstorming, information gap, conversations, story-completion, reporting, interviews and so forth. Therefore, English learners are usually familiar with these techniques in academic settings mainly the classroom; they practice spoken English through defined ways according to their levels, needs, and future goals.

3.1.2. SEL at the Department of English in the University of Mentouri Bros

The teaching of English, as a field of specialization, is already mentioned in the first chapter, and how it is approached is comprehensively clarified. In the current chapter, we will narrow down the scope to find out the learning of SE in the English department of University of Mentouri Bros in Algeria where our research takes place. Spoken English learning (SEL) in this department is regarded as a must and is of great importance because students are developing their speaking skill which is seen the most important capability language learners should improve.

In this department, students learn SE specifically through attending classes of the Oral Expression (OE) module. This latter is a whole course that seeks to develop the students' speaking and listening skills while learning EFL. Students from their first year are obliged to attend the OE classes, as a basic module, two sessions are devoted to handling with the OE, i.e. three hours per week. Teachers of this module are responsible for helping students develop and ameliorating their speaking and listening skills; for many constraints (lack of necessary equipments, unavailability of laboratories, and big size of classrooms …etc), the listening skill is less emphasized and controlled in comparison with the speaking skill which takes the lion's share of the teaching time in the OE classes.

Through the first, second, and third year, students attend the same volume of OE class; while the curriculum of every year is different depending upon the learners' levels and needs. First year learners are regarded as freshmen, which means they are newcomers to university who are dealing with English as a specialized field of learning for the first time. In this level, learners mostly study SE through dialogues and conversations to get familiarized with the way English native speakers use their language naturally in daily life situations. The teacher writes the conversation in the board and reads it once, twice or more for students, then they are asked to model the teacher's way of reading seeking to achieve the same pronunciation, intonation, and accuracy. Naming food, clothes, and body parts is another way to make students learn new concepts and terms that are frequently used in daily conversations. Teachers sometimes attempt to make students listen to some English videos and songs which help learners to listen to the adequate variety of English they should speak. At that level, students are provided with a vast language input which will help them making up their

linguistic repertoire to use it later on if they are asked to practise English. The teaching of the spoken language is characterized through history by a focus first of all (after the 2nd world war) on teaching pronunciation. Students spent hours in the language laboratory trying to utter the correct pronunciation of words. Then, and precisely during the late 25 years, students are taught to listen to native speakers, and this will help them to be exposed enough to the FL. Finally, students are taught to communicate in the FL for the sake of mastering the language (Brown and Yule, 1999).

During the second year, English learners in this department carry on developing their speaking skill through a multiplicity of effective techniques used usually to make students speak English accurately and fluently. In that stage, teachers try to minimize their talking time to encourage students spend much time practicing their speaking and improving their linguistic abilities. Conversely speaking, in any class both teachers and students discuss any point concerning the lesson progress; however, in OE the students' role becomes highly recommended to ameliorate their SE. Accordingly, Harmer (1998) points out:

> "Getting students to speak - to use the language they are
> learning – is a vital part of a teacher's job. Students are the
> people who need practice, […], therefore a good teacher
> maximizes STT [Students Talking Time] and minimizes
> TTT [Teacher Talking Time]" (p. 4).

Therefore, the time students consume in participating and practicing English is very beneficial to master the language. Usually, 2nd year students are exposed to more authentic English via the learning of Idioms and phrasal verbs, for instance. Discussions and debates are greatly favoured at this level for the sake

of preparing good fluent speakers; class discussions promote students to take the risk to convey their points of view, argue and convince their classmates with their opinions, learn new language items, and broaden their minds through the variety of topics they tackle. In favour of this idea, Kayi 2006 claims that: "This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others".

The third year is the students' year of graduation holding a BA degree in English. At this level, students are required to devote much effort to perfect their SE. In this department, teachers are asked to equip learners with the necessary skills to meet with the professional life, since many students after their graduation will seek jobs that suit their field of specialization. Most of OE teachers concentrate on getting students more involved in debates and free discussions to develop their communicative skills. Report presentation is regarded as the dominant technique used at this level; many teachers try to follow a learner-centered method in order to make the students aware of their duties and responsibilities towards improving their SE. All students ought to play the role of a teacher in class; they are asked to prepare reports about certain topics in advance, then they expose them to the whole class with a comprehensive explanation and illustration if it is necessary. These presentations are followed by a class discussion and debate where students' opinions differ greatly. Teachers argue that report presentation is the activity par excellence that obliges learners to take responsibility to clarify and explain every point concerning their selected topic of discussion.

As-afore mentioned, teachers attempt to cover all language aspects to teach SE appropriately from the first year to the graduation applying various

accuracy and fluency-centered activities that enhance learners' pronunciation, grammar, vocabulary, linguistic and cultural knowledge, and communicative skills.

3.2. Spoken Language Learners' Types of Personality

In spite of the fact that language learners share the same learning environment, teacher, classmates, time, and material; they have personal qualities and individual behaviours while learning a FL. This research attempts to prove the impact of some personality variables (extroversion, introversion, anxiety, risk taking, and inhibition) on the spoken English learning. The previous chapters provide a detailed literature review of both personality and SLL. Now, we will present how different personality types of language learners approach SLL.

Considering the same objective, various studies have investigated the relation between personality variables and SLA (e.g. Moody, 1988; MacIntyre & Charos, 1996; Dewaele & Furnham, 1999). A number of previous studies have linked the psychological constructs of personality to oral performance. In this study, we try to explain the influence of personality on SLA by investigating the relationship between certain personality characteristics of students and their oral English learning. On the basis of the selected personality variables of this study, we will expose how students with these characteristics behave in the language classroom individually.

3.2. 1 Extrovert Learners

Basically, extroverts are known to be sociable, talkative, and impulsive; while the language class is often characterized by speaking opportunities, group

work, and continuous oral participation. According to their personality trait, extroverts tend to be participating by raising their hands, giving answers without hesitation even trying to dominate the class talking time. In this respect, Hedge (2000) argues that extrovert learners are more willing to participate, more willing to experiment and take risks. Although their language is not really good for their level, they are usually not afraid of making mistakes and to try to communicate. Such students are able to bring their personality features to the language class. Thanks to their sociability, they are more likely to join groups and exchange ideas verbally; more inclined to engage in conversations and discussions even if they have a very simple background about the scope of the discussed topic. Furthermore, some language teachers are used to invite native speakers to their class; extroverts find it easy to start talking with strangers as far as their personality implies such a quality. As much as extroverts like compliments and praise, they frequently try to show off their skills and knowledge in the language class and they seek more opportunities to speak and express what they have inside either feelings or knowledge. Reviewing the same qualities of extroverts on class, many authors (Naiman et al, 1978; McDonough, 1981) claim that more sociable learners are more likely to talk, join groups, participate in class, to volunteer and engage in practice activities, and practically more likely to maximize language use-opportunities outside and inside the classroom by using language to communicate (Skehan, 1989).

As far as our research is concerned, we will focus more on the performance of extroverts in language learning context and, more specifically, the oral English learning. In this respect, a multiplicity of studies demonstrates a positive relationship of extroversion and successful LL. For instance; Pritchard

(1952) showed a positive correlation of sociability and French fluency of some British schoolboys learning French as a subject; Chastain (1975) tests students learning French, German and Spanish to show the relation of their sociability and success in LL using their final grades to find out that outgoing students are the most successful ones. Rossier (1976) investigated the oral English studied by Spanish students and proves that extroversion has a vital positive impact on the development of his subjects' language proficiency. Cathcart, Strong and Wong-Fillmore (1979) investigated a group of kindergartners learning ESL and conclude that outgoingness is greatly linked to language proficiency. Strong (1983) carried out o study of some Spanish-speaking kindergartners and finds a relation of some variables like talkativeness, responsiveness and gregariousness, and success in SLL.

Therefore, the results of these studies highlight that extroversion as a personality variable has gained investigators interests decades ago and who they have demonstrated that it has a crucial positive role concerning the learning of the spoken variety of SLA.

3. 2. 2. Introvert Learners

In comparison with their extrovert counterparts, introvert learners reveal fundamentally a different performance in classroom. They are known to be quiet and calm in class as they are usually in their outside life, always spend much time thinking before participating verbally. Because they are often calm, they favour working independently and avoid group work. They are regarded as good listeners who prefer to listen to their classmates' discussions rather than contributing in oral debates. Some teachers and students think that introverts are unmotivated and

even bad students as much as they do not show their skills and knowledge in the classroom oral performance. While learners are speaking about certain issue, introverts are quietly processing and thinking of the discussed information. Furthermore, they get energized from their internal world; introverts usually need time to process learned information privately because of that they seem calm and silent. Introverts are often very good at writing assignment because it is a suitable way to convey their thoughts to the outside world. Typically, introverts can communicate when they want or when it is necessary, but, more frequently they choose to remain quiet. Processing information varies from an extrovert to an introvert. The former draws upon small amounts of information in his short term memory in developing his thoughts, but the latter recalls thoughts stored in his long term memory to build more complex associations; this is why introverts needs more time, therefore, to develop his/ her ideas and express them (Isaacs, 2009). They have a great power of concentration and capable to avoid distractions of the outside world; more likely to work deeply and once they finish they give the main results without mentioning the details of what they did (Sword, 2002).

Briefly put, introverts have an individual way of performance in classroom. Despite the fact that extroverts are more talkative than introverts in language classroom, an introvert is also regarded to do better at developing cognitive academic language ability. Some studies show that extroversion has nothing to do with language achievement; Suter (1977) tested the influence of certain variables on the accuracy of English pronunciation of non-native speakers and finds that extroversion is not a factor in achieving accuracy in English pronunciation. Genessee and Hamayan (1980) found a negative relationship between personality traits and language proficiency. Strong (1983) failed to prove

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a correlation between extroversion and various indices of structure, vocabulary, and pronunciation of a group of kindergartners in California (Skehan, 1989). The previously mentioned studies have demonstrated extroversion as a predictor for second language proficiency, whereas the present list of studies reveals that there is a negative relationship of extroversion and language achievement but they do not prove that introversion is positively correlated with language learning proficiency.

3.2. 3 Anxious Learners

Anxiety has a chief impact on language learners, and language anxiety is regarded as a state and even a specific situational anxiety. According to Horwitz (2001): "Most SLA researchers currently view foreign language anxiety as a situation-specific anxiety related to second language learning and use that is largely independent of other types of anxiety" (cited in Horwitz, Tallon, and Luo, 2010, p. 97). In language classroom, students' level of anxiety varies from one to another depending on a set of reasons.

Anxious learners seem to be nervous, tense, and frustrated during the course; therefore waiting impatiently to reach the end of the class. Fischer (2008) lists a set of characteristics of anxious learners in the language classroom such as the subjective feeling of inferiority, tension, worry, and dread; he mentions that avoidance behaviours are common among language learners. During the foreign language class, anxious learners tend to keep silent and avoid eye contact with the teacher even if they do not understand something only because they are afraid to speak and make mistakes, so being laughed at by their peers. Further, negative evaluation stands as a barrier against students' oral production. Although they

have correct answers and good ideas, anxious learners avoid speaking to the whole class; rather they usually interpret their thoughts in a written form as a face-saving solution in language learning. Learners with high level of anxiety once they are called on to speak in front of the whole class or in oral exam may experience physical symptoms like shaking, sweating, fast heart beating, and even crying. Consequently, anxious students are regarded as learners with lack of motivation, or low performance. Koba, Ogawa and Wilkinson (2000) argue that anxious students may also have difficulties in discriminating sounds and structures or in catching their meaning. If anxious learners are asked for what makes them as nervous as they do in the language class, they will highlight a plethora of reasons like speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, and the teachers themselves. In this respect, Price (1991) highlights that speaking the foreign language in front of the class is the reason most students mention when they are asked to state the reasons that drive them anxious during in the FL classroom, besides pronunciation errors or being laughed at by others (Koba, Ogawa and Wilkinson (2000)).

Endless lists of studies were carried out to show the effects of anxiety on language learning process such as: Aida, 1994; Bailey, 1983; Crookal and Oxford, 1991; Ely, 1986; Horwitz, Horwitz, & Cope, 1986; Horwitz & Young, 1991; Ganschow & Sparks, 1996; Krashen, l985; MacIntyre, 1995. While, some of studies demonstrate a negative impact of anxiety on achieving oral language proficiency. For example, Phillips (1992) carried out a study to examine the effects of students' anxiety on performance on an oral test of French. The findings reveal a significant negative relationship between language anxiety and oral

performance. In fact, other studies were conducted mainly to demonstrate the relation between anxiety and some language aspects like; reading, listening comprehension.

Finally, anxious learners may tend to say less and produce shorter communication units, fewer target structures, and dependent clauses in the foreign language class in comparison with less anxious students (Wang, 1998).

3. 2. 4. Non-anxious Learners

It is widely proved that anxiety is among the most affective factors influencing language learning either positively or negatively. It is already stated that anxiety level differs among language learners. Now, we will see how non-anxious learners or learners with low level of anxiety feel and react in the language learning classroom.

Non-anxious students are characterized by feeling at ease with a low degree of fear or embarrassment, relaxed, and comfortable in the classroom either because they are brilliant learners with good language skills; or non competent learners who are not too much interested in the language learning process. Furthermore, learners' anxiety level is not always stable, because students may feel anxious in a particular moment doing certain activities and could feel relaxed doing other sort of exercises during the same language class. In favour of this idea, Koba, Ogawa, and Wilkinson (2000) suggest through a study they carried out that card games as an activity could reduce anxiety while learning language. This kind is regarded as helpful as enjoyable, and consequently makes students more relaxed and less anxious in class. Therefore, non-anxious students in the

language classroom are considered to be unavoidable either because of their good or bad performance.

3. 2. 5 Risk Takers

Risk taking is seen as a good student's quality most of language teachers favour in the language classroom, and it is greatly assumed that risk taking is associated with language learning success (Skehan, 1989). As far as language learning is concerned, Ely (1986) has argued that language class risk taking is more profoundly referred to as a learner's tendency to use the 2L in the 2L classroom. The majority of linguists and teachers discussing the concept of risk taking in SLA area refer to a common basic definition set by Beebe (1983) who has reported that:

> "Risk taking is a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure" (Gass and Slinker, 2008, p.433).

Therefore, it is claimed that risk taking appears in situations where students face challenging tasks and the possibility of failure is very expected (Nunan, 1992). Generally speaking, taking a risk means to push oneself to do tasks which are unfavoured with regard to the aim to succeed in achieving a certain objective. In the language class context, students take risk usually to learn the target language even if they dislike engaging in doing some language tasks and most of them seem to be talkative, impulsive, adventurous; tend to guess, imagine, and fail. In this respect, Rastegar (2002) claims that an important characteristic of proficient L2 learners is risk taking that refers to the ability to

make guesses; impulsivity is a characteristic shared by risk takers and it causes a learner to make quick and gambling guesses (cited in Chitsaz and Sahragard, 2007). Risk takers are unsure of their responses and often they take risk to contribute to the learning process with uncertain knowledge that could be right or wrong; accordingly it is set that:

> "Taking risks in language learning means being prepared
> to have a go at saying or writing something even if you are
> not exactly sure how to do it, without worrying that you
> might get wrong" (Hurd and Murphy, 2005, p. 56).

A number of investigations are carried out to find out the relationship of risk taking with 2L proficiency; Rastegar (2002) attempted to prove the relationship between self-esteem, extroversion, and risk taking of Iranian TEFL students and their proficiency in English as a foreign language, and the results reveal that risk taking has non-significant correlation with 2L proficiency. Ely (1986) investigated the impact of language class discomfort, language class risk taking, and language class sociability on SLL to come up with the subsequent outcomes: language class discomfort negatively predicted language class risk taking and language class sociability; language class risk taking positively predicted classroom participation; and classroom participation positively predicted oral correctness for the students. Through a study carried out among Puerto Rican third graders, Beebe (1983) concludes that risk taking and language accuracy are negatively correlated.

Thanks to the results of such researches, risk taking is always regarded as a crucial affective predictor of second language proficiency. Language classroom risk taking pushes learners to get involved in activities, practice more, cooperate

with peers, learn by correcting mistakes and reinforcing knowledge and consequently achieve FL proficiency (Brown, 1994).

3. 2.6. Inhibited Learners

It has been long suggested that inhibition is considered as a barrier with a negative impact on SLA; inhibition discourages risk-taking which is necessary for rapid progress in oral production while learning L2. Scholars assume that inhibition influences L2 pronunciation negatively; if language learners have a high level of inhibition, they will be shy and do not like to speak. Therefore, their oral production will be impacted a lot as much as pronunciation is seen as an important aspect of spoken language learning. Inhibition is closely related to self-esteem learners who are very concerned about what their classmates think about them, and cannot accept people laughing at them face many troubles while learning second language. Such students with weaker self-esteem maintain walls of inhibition to protect themselves, because the weaker self-esteem is the stronger inhibition will be (Andres, 2002). In this respect, Freud (1948) has reported that inhibition is regarded as: "The expression of a restriction of an ego-function" (in Granger, 2004). Inhibited learners feel afraid and shy to express themselves and usually they lack enough knowledge and skills; it is suggested that: "Learners with limited educational background and low literacy levels were particularly vulnerable to academic inhibition" (White, 2003, p.126). Furthermore, language learning involves making many mistakes which can be seen as a threat to our ego (Brown, 1994 cited in Andres, 2002). Conversely speaking, making mistakes is tolerated and quite common when children learn their first language but once these students' ego is entirely complete, they start thinking that making mistakes can bring shame to them while learning a SL, then it would be a threat to their

fragile ego (Arnold, 1999). Henceforth, inhibited learners are considered to be disadvantaged in second language acquisition process.

Conclusion

Language classrooms include a heterogeneous set of learners who precede the LL process differently. Extroverts, risk takers and non anxious seem to share some characteristics towards spoken language learning because they show a great familiarity and easiness during the course. Whereas, introvert-inhibited-anxious learners reveal a noticeable uneasiness while learning the spoken language.

To sum up, can one assume that as much as students are comfortable in the oral class they could achieve L2 oral proficiency? And if it is right what about other learners who seem tense and somehow lost in the oral class. Many questions would emerge only to conclude about what is the best personality type that helps learners develop successful communicative skills and proficient oral performance in the second language classroom.

Introduction

The major goal standing behind this chapter is to reveal the research design and the methodological issues concerning the progress of this study. Through a detailed description of the research terms, we start reviewing all the practical steps to collect data. Therefore, we will describe the research setting, participants, and instruments; this latter takes the lion's share of the chapter as much as we will devote more than one tool for gathering the research data.

Besides the definition of each used tool, a detailed identification of the research instruments' administration and description takes place. Furthermore, it is of great importance to refer to what extent the present research is valid and reliable.

4.1. Research Design

The central aim of the present study is to answer the research questions stated in the opening section of this thesis. Practically, the research process implies a chain of follow-up steps which explain the procedure the researcher follows; the instruments used, the sample, the research setting, the data analysis fashion, and other essential issues are usually determined under the research design phase.

The research objective is the sole determiner for the plan, the method, and the setting of the study, and the purpose is consequently clarified by the research inquiries. In accordance with this idea, it is argued that: "Research design is governed by the notion of 'fitness for purpose'. The purposes of the research determine the methodology and design of the research" (Cohen, Marinon, and Marrison, 2000, p. 73).

Along this study, we seek to highlight the effects of some personality variables that contribute positively in helping Algerian learners to be proficient English speakers. Thus our work will initially have a descriptive shape before a statistical one. Our research handles, basically, a second language area where research methods vary according to the scope of the study; hence the research implies both qualitative and quantitative approaches. Despite their apparent differences, qualitative and quantitative approaches could be interrelated in carrying out the same study.

4.1. 1. Qualitative Research

Qualitative research is regarded to be more descriptive rather than a statistical one; it has a long history in a number of fields like sociology, anthropology, and education. It is used chiefly to gain an in-depth view concerning people's attitudes, behaviours, concerns, motivations, aspirations, culture or lifestyles. In addition, it is mainly concerned with describing the nature or condition and the degree in detail of a certain situation; more exactly, to describe the nature of a situation, as it exists at the time of the study and to explore the causes of a particular phenomenon (Hakim, 2000). The aim of descriptive research is to get an accurate profile of the people, events and situations. Qualitative research has many definitions according to scholars' views, thus, it is suggested that:

> "Qualitative research is a situated activity that located the
> observer in the world. It consists of a set of interpretive,
> material practices that make the world visible. These
> practices...turn the world into a series of representations
> including field notes, interviews, conversations,

photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Denzin and Lincoln, 2000 cited in Snape and Spencer 2003, p. 2).

Strauss and Corbin view qualitative research from another angle and say: "By the term 'qualitative research', we mean any type of research that produces findings not arrived at by statistical procedures or other means of quantification" (1998, p. 11). Therefore, qualitative research is defined differently among researchers, but it keeps the main outcomes that are qualities rather than numbers or quantities. It is worth mentioning that qualitative research is characterized by certain features that have an essential role in carrying out a research. In this respect, Woods 2006 has classified these features respectively:

- A focus on natural settings

- An interest in meanings, perspectives and understandings

- An emphasis on process

- A concern with inductive analysis and grounded theory.

As far as second language research is concerned, qualitative research has recently become widely used depending on investigations' scopes (Brown, 2004). On the light of the above mentioned characteristics of the qualitative method, the present research is carried out in its natural setting (classroom) to highlight the students' different personalities and acts inside the English speaking class; more practically, we will emphasize on the spoken English learning process. Our

research could not be achieved only through qualitative research but it fundamentally requires a quantitative approach as well.

4.1.2. Quantitative Research

Unlike qualitative research, quantitative method seems to have another research scope. Its name implies its main characteristic; Quantitative research generates numerical data or data that can be converted into numbers or quantities (Berg, 2009 cited in Monette, Sullivan, and Dejong, 2010). Usually, quantitative research tends to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population; quantitative research designs could be either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment) according to the purpose of the conducted study (Hopkins, 2000). It is frequently used to measure how many people feel, think or act in a particular way. Such investigations tend to consist of large samples.

Within the context of applied language studies, structured questionnaires can be appropriate tools to collect data adopting a quantitative approach. Briefly, Aliaga and Gunderson (2000) define quantitative research as: "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)" (in Muijs, 2010, p. 1). It has certain aspects to be followed when designing a quantitative study, Glesne and Peshkin, (1992) claim that in adopting a quantitative approach, researchers attempt to arrive at outcomes that will be generalized to other people or places through prudent sampling strategies and good experimental design. In addition, objectivity seems to be the most important quality for quantitative researchers (Thomas,

2003). Practically speaking, this sort of research has specific features as: generating a hypothesis that will be proved or disproved through numbers and statistics, specifying a defined population, establishing relationship between variables, and analyzing data deductively (Newman and Benz, 1998).

As far as the present research purpose is concerned, quantitative approach is assumed to be really suitable in collecting the research data. Therefore, to know students' personality preferences and behaviours, one should use appropriate tools like structured questionnaires to indicate the learners' characters, and frequent interactions in class determined through observation which is also widely used in quantitative research in the classroom setting. Henceforth, we conclude that while collecting the needed data to test the research hypothesis, we find it appropriate to follow both quantitative and qualitative procedure that fit the present investigation.

After introducing the research design, it seems logical to start indicating our research setting which is considered as a crucial component in conducting any scientific or social research.

4.2. Research Setting

In carrying out research, it is of great importance to specify the environment or the place where it has taken place. The role of a research setting contributes chiefly in assuring the validity of a given study. As far as this idea is concerned, Bailley and Burch said that:

> "Because environment-behavior relationships are determined by manipulating contingencies in these settings, the first step in conducting a study should be the

selection of a setting where research is most readily accomplished. Because the core of sound applied research is tight experimental control, any setting under consideration must guarantee this requirement at a minimum. The researcher will need to schedule observations at specific times, post signs in a certain place, have announcements made in a consistent manner, have staff carry out procedures in a special way, and so on" (2002, p.23).

Thus, the research setting is the environment in which research is carried out. This could be a laboratory or a real life setting, such as the subject's working, living, or learning environment. In the light of the above quotation and the basic role of research setting, our research setting will be clearly specified. To answer these research questions, this study requires an appropriate context like the classroom.

The present research is carried out in the department of foreign languages, one of the important departments which make up the University of Mentouri Brothers, in Algeria. This department has an active role in the academic and professional life of a whole staff of teachers, researchers, students and administrators. More precisely, the investigation takes place inside the classroom which is the frequent academic place where our research participants learn spoken English. Henceforth, our research is language classroom-based and such type of research is conducted in order to answer important questions about the learning and teaching of English as a foreign languages.

The basic goal of SLA research is to describe and to predict the different phases that learners pass through while acquiring a L2. The objective of

classroom-oriented research is to identify the pedagogic variables that may facilitate or impede acquisition. The variables may relate to the learner, the teacher, the instructional treatment/environment or some form of interaction among these factors (Nunan, 1990).

Identifying the research setting seems an inviting section that calls for the identification of another research feature which has a central part in the investigation of any research. The primary participants of this study and the informants of our research tools have a great impact on the fulfillment of our research.

4.3. Research Participants

Selecting a group of people to take part in a research is a fundamental step known as "sample selection". Whatever the research approach used to collect data, the notion of choosing a sample is much recommended. For instance, if the research involves observation, you could not observe everybody of interest all the time. If it requires a case study, you need to select the case on which you are going to focus. Henceforth, in any research one should give some considerations to the related issues of sampling and selection (Blaxter, Hughes and Tight, 2006).

In the present research, we will deal with a sample of 112 second year students selected among a whole population of nearly 550 students attending second year classes in the English department of the University of Mentouri Bros (Algeria). These students followed different streams in their secondary schools like literary studies, foreign languages, scientific stream and so on. Our sample is made up of three groups among 14 groups studying second year; they are gr. 09, 12, and 13. We select randomly three groups out of 14, and then investigate them

throughout the year. It is not possible, as it is usually done in such a procedure, i.e. to select randomly 3 groups out of 14, and investigate them throughout the year because the selection for each teacher is done by the department at the beginning of each new year because the groups allocated to each teacher change every year.

The rationale behind selecting 2nd year is based on some facts. We are investigating the effects of some personality variables on the learning of spoken English From that stand point we see that our research is basically psychological more than pedagogical. Hence, we are attempting to select students who are to some extent balanced emotionally.

In other words, if we work with 1st year students who are experiencing the university life for the first time, it may seem inappropriate in many contexts. Furthermore, they are emotionally unstable because they meet new friends, teachers, working conditions, may be far from their families for the first time. Another reason is that 1st year students' oral production is not yet ready to be measured and evaluated; they are gradually forming their English background, trying to get an in-depth familiarization with English and native speakers' life style, but being fluent proficient speakers to be tested is too early at this level. Therefore, all these psychological and pedagogical reasons seem enough to avoid working with 1st year students.

Third year students seem more mature than their counter partners in 2nd year; their English should be better, their experience with university is surely rich. Here, it looks more appropriate to work with 3rd year students rather than 2nd year ones. But in this stage, 3rd year students are preparing for their year of graduation which means that they are perturbed thinking of their near future career. They are

more likely to force themselves to study hard to succeed and finish their studies on time. Moreover, under the LMD system, 3rd year students are expected to prepare an annual project or memoire as a basic requirement to get their diploma, which means they are not studying oral English at ease. Exactly, for such reasons, 3rd year students are also avoided from taking part in this study.

For the above mentioned reasons, selecting 2nd year students is believed to be the most appropriate sample that fits the aim of our investigation focusing on indicating the impact of some personal and psychological features on the learning of spoken English without any emotional or educational barrier. The subjects are Algerian students learning EFL; their first language is Arabic which is very different from English. Thus, they use Arabic and French in their daily life, while in classroom English seems the language of communication at least with teachers and the material studied while with their classmates, they most probably use Arabic. This is only to expose a general image of our sample daily linguistic behaviour. Providing such a detailed review of our sample seeks to introduce the research instruments used to collect the necessary data.

4.4. Data Collection Tools

It is worth noting to introduce the research instruments we have used during the data gathering process; the selection of instruments should fit the objective of the research. They usually serve as measurement tools and are of different types; self-report instruments, scales, or questionnaires, interviews, diaries, structured or unstructured observations, and others. A research instrument must be reliable i.e., consistent and valid i.e. to measure what it intends to measure. Brewerton and Millward (2001) consider some aspects to select the

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suitable data collection tool to conduct a given research; the research instrument should be:

- Appropriate to the research purpose

- Able to produce a form of data appropriate to test the research hypothesis and answer the research questions

- Practicable given time, resource constraints and the feasibility of using it within a chosen or given context

- Adequately piloting

- Used appropriately, in the context of its original formulation and development

- Reliable, valid ,and relevant to the research scope

In most cases, research is conducted using some tools that are selected according to the above mentioned requirements. Once a researcher could not find the appropriate tool for a specific study among the used tools, it is necessary to develop another instrument. There are always some research tips one has to follow while developing a new instrument; among many, Kumar (2005) points to:

- Making a concept measuring instrument (develop an instrument that can measure and collect necessary data for the research).
- Testing your instrument with a relevant group of respondents who are not part of your final research sample.
- Remembering quality conditions: reliability, validity and relevance.

In this respect, it has been mentioned that the main steps to develop a new research instrument for suitable data is not an easy process:

> "Development of new tests is a complex and difficult process that requires considerable training in educational and psychological measurement. Therefore, we recommend that you make certain no suitable test is available before developing your own" (Gall, Gall, & Borg, 2003, p. 216).

Practically speaking, it is advantageous to use a pre-developed instrument to measure the central variables in a study. First of all, you save time and energy developing a new instrument; second the pre-developed tool connects your research to the entire body of research that has used the same instrument. While using a new one, it is often unclear about how your research findings relate to those found by other researcher (Krob, 2012).

In a research investigation, each variable needs to be measured separately; this is why a researcher may use more than one instrument according to the study focus. Hence, some instruments are pre-existing and others need to be developed by the researcher for certain research. Considering such an idea, our research deals with more than one instrument since we have many variables; the scope is to highlight the effects of extroversion-introversion, anxiety, and risk taking-inhibition on the learning of spoken English. Therefore, we have three independent variables (extro-intro, anxiety, and risk taking-inhibition) and one dependent variable which is (learning spoken English).

For the aim of testing the research hypothesis and answering the research questions, we have used basic instruments; an interview to state the needs of the sample while learning English, a structured questionnaire to measure the extro-intro continuum, another structured questionnaire to analyze anxiety, classroom tasks to show the learners' degree of risk taking or inhibition. All these

instruments were accompanied by a classroom observation to see the subjects' oral performance in class.

In order to collect the necessary data, we are going to spend a whole academic year from October to May (2010/2011), without counting holidays and examination periods, teaching students and gathering data. The first two sessions are used to take the interview and see how students would like to learn SE. The first month is spent to establish relationship with students and make them used to our teaching atmosphere. So, it is a period to establishing familiarity with the research sample. The next month and 15 days are used to collect data concerning the extro-intro variable through the use of the 1st questionnaire and starting the classroom observation. The next month and 15 days are used for anxiety variable; we administer the second questionnaire. Furthermore, students are asked to present reports in groups of 3 or 4 to see their individual oral performance through observation. The last month and 15 days are used for risk taking-inhibition variable. At this phase, we use specific tasks that promote learners risk taking, thus to find out who are the risk takers in class always with observing the students' performance. It is worth mentioning that the students' oral production could be also measured through their exam marks. Henceforth, we use a classroom interview, questionnaires, classroom tasks, and classroom observation.

4.4.1. Interview

The interview is among the well known research tools used in a myriad of studies; it enables interviewees to discuss their interpretations of the environment in which they live, and to express how they see situations from their own opinion (Cohen, Manion, and Morrison, 2000). Considering the fact that interviews are used in various fields; these can be suitable in the language learning area for a number of aims. For instance, to find out more about teachers' and students' background such as students' knowledge of other language or teachers' number of years of service, to find out more about teachers' and learners' opinions and attitudes about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials (McKay, 2006).

As a means of research, interviews have different types used according to the researcher's objective such as, individual interview, informal interview, open-ended interview, group interview and so forth. For the purpose of this study, we believe that group interview is suitable to indicate our learners' needs and interests from English learning; mainly, group interview is time consuming. We use it at the very beginning of the data collection process. Exactly related to this idea, it is mentioned in Myers that:

> "Group interviews may be useful at the beginning of your research, enabling you to test some ideas or gauge reactions to new developments or proposals. Initial group interviews of this nature can give you broad coverage and generate a lot of information and, perhaps, new ideas. Often in this situation the answers from one participant trigger off responses from another, giving you a range of ideas and suggestions. This can be more productive than

interviewing individuals before you have sufficient knowledge of the area of investigation" (1987, p. 150).

4. 4. 1. 1. Purpose of Interview

It is stated earlier in this study that the objective is to identify the influence of personality variables on the learning of spoken English; to measure the research variables certain research tools are used. At the very beginning of our research data collection process, we used a classroom interview or what is called in research "area group interview". It is used to spotlight on the subjects' needs and desires from learning English. This interview serves as a needs analysis or needs assessment for our study, so, it should be clarified what needs analysis is? For answering such a question, Sleezer and Russ-Eft point out:

> "Needs assessment is a process for figuring out how to close a learning or performance gap. It involves determining what the important needs are and how to address them. The process includes comparing the current condition to the desired condition, defining the problem or problems, understanding the behaviors and mechanisms that contribute to the current condition, determining if and how specific behaviors and mechanisms can be changed to produce the desired condition, developing solution strategies, and building support for action" (2007, p. 14).

Therefore, it is used to collect information about your students' learning needs, wants, wishes, desires, etc. Needs analysis can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick (Casper, 2003). Many tools are used to conduct a needs analysis like surveys, questionnaires, test scores, and interviews. At the light of this idea, we develop our needs analysis interview in order to see if students are pleased with learning

English, how they would like to learn OE and other questions will be discussed in the coming sections.

Henceforth, knowing such aspects about the sample needs, wishes could help us design courses that suit their needs and interests to make them feel at ease concerning the learning process and make them behave naturally in the oral English class. Consequently, we are going to indicate, by means of other research tools, who are extrovert, introvert, anxious, non-anxious, risk taker, and inhibited learners in our classroom. These are the main research variables which we attempt to see their correlation with being proficient English speakers.

4. 4. 1. 2. Handling the Interview

As mentioned before, an interview is used for needs analysis and it is a group interview. At the first weeks of their studies, students are interviewed as a whole group. Practically, we ask certain questions which are always followed by the learners' answers; without mentioning the keystone objective of the interview. The interview questions are mainly closed questions i.e. each question is provided by a number of alternatives through which students select their answers. As long as certain students choose a given alternative, we count how much students prefer one option and take notes. Most of the questions are followed by a short discussion and feedbacks just to make students speak since it is an OE class.

4. 4.1. 3. Description of the interview

The interview is made up of 15 questions, the first 12 items are closed questions with two or more alternatives, but the last 3 items are open questions that require the students' personal choices concerning the learning process. The

questions are organized from the least important to the most important one. The main points discussed through this interview can be summarized subsequently:

- the students' choice and reasons of learning English

- why they like or dislike the OE class

- which topics they would like to discuss in class

- their attitudes and participation preferences in the OE class

- what difficulties they face in OE class

- what they suggest to improve the oral English learning

These are the vital points the interview handles. The needs analysis has an important part that helps the researcher to get closer to the students' interests concerning oral English learning. Moreover, it helps to design the OE courses that attempt to meet with the learners' needs and desires. After presenting the initial research instrument, it is recommended now to introduce the second instrument which is the questionnaire.

4. 4. 2. Questionnaire

A questionnaire is a widely used instrument to collect information from people, mainly. More frequently, questionnaires are designed to collect specific information that is used for research work by scientists, businesses, teachers, and linguists. A questionnaire is a research instrument made of a series of questions for the purpose of gathering information from respondents. A questionnaire, if structured, with weighted items (i.e. transformed into a scale with numbers) is often designed for statistical analysis of the responses; known to be cheap, flexible, structured, and effective tool of data gathering (Wilkinson and

Birmingham, 2003). Usually, questionnaires are used in surveys and constructed for a specific research topic and tend to test for current opinion or patterns of behaviour (Coolican, 1994).

Questionnaires could be administered through a variety of ways; they can be sent by post to informants who would send back the responses, can be administered over the telephone, can be handed out in a face-to-face context, and could be sent over the Internet (Blaxter, Hughes and Tight, 2006).

As far as the questionnaire items are concerned, they may have different types such as closed questions (like: dichotomous questions, multiple choice questions, rating scales) that prescribe a range of responses from which the respondent may choose, without adding any comment, remark, or feedback. Such a type of questions is characterized to be quick to complete and straightforward to code for computer analysis, for instance. On the other side of the coin, there are open-questions that ask informants to write a free response with their own terms and explanations without being provided by any alternative; the responses are difficult to be coded and classified (Cohen, Manion and Morrison, 2000).

Moreover, questionnaires could yield three types of data about the informants: factual, behavioral, and attitudinal data. The first category seeks to find out about who the respondents are; questions about (age, gender, race, residence, level of education, religion, occupation, used languages, etc) could be asked. The second type is used to identify respondents' actions, life-styles, habits, and personal history. The last category attempts to discover people way of thinking, the questions should be about attitudes, opinions, beliefs, interests, and values (Dornyei, 2003).

The present research uses questionnaires for a number of reasons; besides being fast and flexible they could provide the data we need to test our research hypothesis. The use of a questionnaire in 2L research is broadly favoured by researchers; our research questionnaires are used to show if subjects are extroverts or introverts and to indicate their level of anxiety i. e. whether they are anxious or non-anxious, respectively.

4. 4. 2. 1. The Pilot Questionnaires

Regarding time constraints, we could not conduct a whole pilot research but we use two pilot questionnaires – an Extrovert-Introvert, and an Anxiety Pilot questionnaire. We have administered both pilot questionnaires to two different groups among the groups that made up our sample, randomly. Usually, the aim of a pilot questionnaire is to guarantee the understanding of questions. The aim of such a questionnaire is to come close to their responses and see how they view their personal characteristics and attitudes globally. After the administration of the pilot questionnaires, we develop the final research questionnaires to start collect the research data.

4. 4.2.2. The Description of Questionnaires

It is of great importance for a researcher to provide a detailed description of his/ her data collection instruments, because it would facilitate the readers' understanding and clarification of the questions scope. Henceforth, we are going to provide an exhaustive description for our research questionnaires respectively. Through the conduction of this research, we hand out two central questionnaires to our students. The first to find out the students type of personality, and it is called the extroversion-introversion questionnaire; the second questionnaire aim is

to shed light on the degree of anxiety and if the students are anxious or not in their casual daily life in general, and in the language classroom in particular, and it is called the anxiety questionnaire.

The results of the questionnaire will contribute to the results of classroom observation to highlight which type of personality is suitable to make proficient SL speakers. Both questionnaires are anonymous which will relax the informants and make them more frank and comfortable speaking about their personal characteristics and preferences. In addition, it helps the researcher to establish an objective relationship with the research participants and analyze the questionnaires without any subjectivity.

4. 4. 2. 2. 1. The Description of the Extrovertion-Introvertion Questionnaire

It is a questionnaire used to identify who is extrovert and who is introvert among our subjects, and how they would prefer to perform in the OE class. This questionnaire consists of 21 items distributed throughout three main sections. The first section entitled "General Information" includes 2 items that seek factual data (answers). The second section "Learners' Personality Types" is considered the largest and the most important one which is made up of 13 items each of which look for a personal selection of alternatives; the questions seek behavioural data as long as they ask students to select the option that may reflect their personality and character more. In order to spotlight on the scope of the questionnaire, the third section "Learners in the Oral Classroom" probes the students' preferences and state of being in the OE sessions. All the questionnaire items are closed questions that varies to be 14 dichotomous questions with only two alternatives in items number (2, 3, 4, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 21); 6 multiple choice

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questions like items number (5, 6, 7, 14, 19, 20); there is only one open-ended question that requires one specific answer which is the first question that seeks students' age.

The aim behind choosing such type of questions in this questionnaire is to reach the data we seek, because through their answers, students will point indirectly to the way they behave in some contexts, the way they prefer to learn or to interact with others, their favoured method of participating in class and so on. Therefore, all their responses will be interpreted according to our research scope and hypotheses. The selection of closed-questions type is not done haphazardly, but we provide the sample with some options in each question, firstly, to limit their range of answers, and then their selection will direct our attention to which type of person certain students are. Furthermore, the learners' response helps us to probe which kind of students they are, and how they will perform in class which is at the same time under observation.

Simply put, the main objective of this extro-intro questionnaire is to indicate the extrovert students and the introvert ones in our sample, and to present their preferable ways of learning which are related to their types of personalities.

4. 4. 2. 2. 2. The Description of the Anxiety Questionnaire

The anxiety questionnaire is handed to the same sample, automatically; there is no need to repeat certain questions concerning age and gender for example. Many readers will ask the question how the researcher could know if the informant is a girl or a boy; we are going to answer such a question later on in the next title about the administration of the questionnaires. Now, we start describing the questionnaire in hand; it includes 19 items having the closed-questions shape.

The items in this questionnaire are different from the items of the first questionnaire to some extent; the majority of items are rating scales which provide a scale of various choices to one questions. In this respect, Dornyei precised that:

> "The various points on the continuum of the scale indicate different degrees of a certain category; this can be of a diverse nature, ranging from various attributes (e. g., frequency or quality) to intensity (e. g., very much -» not at all) and opinion (e. g., strongly agree -> strongly disagree)" (2003, p.36).

In our research, our scales are ranging from various frequencies. More exactly, they are of the type (always, sometimes, rarely, never); 15 items in the questionnaire are of that type (Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q15, Q16, Q17, Q19). Completing rating scales type is regularly used in 2L area in various forms of students, teachers, coursebooks or courses (Dornyei, 2003). The other questions are either dichotomous like items (Q14, Q18) or multi-choice like (Q1, Q2). All the questions go around a fixed idea that goes around their feeling and anxiety within the OE class, or their English speaking inside and outside the walls of classroom as in item (Q10). There is only one exceptional question that asks the students if they experience the same level of anxiety in other situations like they do in the OE class. It is worth mentioning that the three anxiety forms or varieties (communication apprehension, test anxiety, and fear of negative evaluation) are asked about in this questionnaire.

The principal goal sought from that questionnaire is to probe the level of anxiety students experience in the OE class precisely while speaking English. Identifying if students are anxious or non-anxious is one

4. 4. 2. 3. The Administration of Questionnaires

As afore-mentioned, our questionnaires are administered by the middle of the academic year, each one in the period of measuring its variable. Both questionnaires are administrated to each group of our sample in the classroom in a formal way from the teacher (researcher) to the students (informants). This kind of administration is known as questionnaires given to a group or class in situ. Group administration is widely used in L2 research, since the typical targets of the surveys are language learners studying within institutional contexts, as it is possible to administer the instrument as part of the lesson or an activity (Dornyei, 2003). In this case, there is a concrete direct interaction between the researcher and the research subjects that guarantee saving time and cost. The rate of responses is almost certainly going to be much higher and the information obtained will be much more representative of the population and is, therefore, likely to be reliable. In addition, the researcher will be present for clarification if any ambiguity concerning the questions may occur (Myers, 1987).

Here, the questionnaires administration is clearly defined. We give students the questionnaire separately i. e. each group in its session; we read the questions one by one to the students and make sure that they reply individually because students were not permitted to talk or copy from each other, in order to receive personal responses. Our research requires to have individual data not group or general data; we need to know students' types of personalities individually that enable the researcher to compare the questionnaire responses with each student's oral production separately. At the same time, we have to keep the questionnaires anonymous.

In order to know each student's sheet of questionnaire, we distribute the questionnaires according to the students' settings and we arrange them in the same manner but before giving the questionnaires, students are asked to sign their names in an attendance sheet following the same order of their settings. To make things objective and practical, after gathering the questionnaires we put on each questionnaire sheet its informant's name.

Bias always interferes with researcher's work; absences are somehow problematic that what seems to be an unwanted variable in the questionnaires administration. In order to guarantee that, all the subjects complete the questionnaires; in the next sessions, we ask absent students to complete them. I n favour of this idea, it is set: "To secure high responses rates, teachers were trained to administer follow-up questionnaires to students who were absent on the day of the initial administration" (Smith, Pepler, and Rigby, 2004, p.197). The process of administration was not an easy one; as it requires some efforts to keep students' attention on the activity at hand and to make sure it is individual as well. This is the reason why, we see that our research data collection is conducted following a scientific manner.

4. 4. 3. The classroom Tasks

The third research instrument used in this study is "called classroom tasks". It is developed in order to find out who is risk taker and who is inhibited in the OE classroom among our sample. The idea of teaching English or another FL through tasks is not new, but the type of tasks developed to suit the research purpose is different from the usual language tasks. The scope, in the present research is to undertake specific tasks in order to collect data to measure the

students' risk taking. Accordingly, Crookes (1986) has claimed: "a task is a piece of work or an activity, usually with specified objective, undertaken as part of an educational course, at work, or used to elicit data for research" (in Ellis, 2003, p.4). To make things clear from the beginning, we need to stop for a while to speak about the Task-Based Approach in FLT. Therefore, what is a task?

Broadly speaking, the word "task" is defined as a job. A task or a job is defined as a specific piece of work which is required to be done as a duty or for a specific fee. Pedagogically speaking, scholars provide a myriad of definitions for the term 'task'; for instance, it is declared in Lee that:

> "A task is (1) a classroom activity or exercise that has (a) an objective attainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans" (2000, p. 32).

Much related to the classroom context, Nunan (1989) has argued that the communicative task is considered as:

> " A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focus on meaning rather than form. The task should also have the sense of completeness, being able to stand alone as a communicative act in its own right" (in Ellis, 2003, p.4).

Form the previously mentioned set of definitions, it is apparent that a task is a work undertaken in classroom to make students develop some language skills. The Task-Based Approach has been introduced to FLT with the revolution of communicative language teaching from the 1980. The TBLT refers to an approach based on the use of tasks as a heart unit, with planning and instruction during the language teaching process; its main scope is to make language learners deal with real life situations to be communicatively competent, and to be concerned with meaning rather than the form in which it is taught (Richards and Rodgers, 2001).

As far as our research is concerned, we use tasks to teach students speaking English, at the same time to probe which student's are risk takers to speak the FL in the OE class.

4. 4. 3. 1. The Description of the Classroom Tasks

Undertaking a classroom task involves a set of aspects that imply the achievement of the task objective. In a published document, Nunan (2004) has devoted a whole chapter to shed light on task components that put a given task in its appropriate framework. Six components are assumed to be necessary in designing tasks; goals, input, procedures, task types, teacher and learner roles, and settings; briefly they deal with:

- **Goals**: the main aims set by the teacher to undertake a given task, for example, "I want to develop the students' confidence in speaking". In our research we want to see who the risk takers in the OE classroom are.

- **Input**: it is any spoken, written, and visual data through which learners work through to achieve a task; Hover (1986) presents a large list of sources such as: letters, newspapers extracts, picture stories, telecom accounts, driver's license,

drawings, extracts from film scripts, and many others (cited in Nunan, 2004, p. 48). Concerning the input of our classroom tasks, it varies from one task to another.

- **Procedures**: it is the process through which the task is undertaken; scholars have contrasting views concerning the procedure authenticity in conducting tasks. It depends on each task how it is processed in our research.

- **Task Types**: there are many different types of tasks, and among the earlier applications of TBLT, Bangalore project (cited in Nunan, 2011) points to three main task types; information gap, reasoning gap, and opinion gap. In our research, we use the three types and we will clarify this in the next section.

- **Teacher and learner roles**: while undertaking the task, which roles should the teacher and the learner adopt. The teacher in this study is the responsible of the task procedure and the different steps in carrying out the task, whereas the learner role is limited to the oral participation.

- **Setting**: it is the place, the environment, or the situation where the task is conducted. It is quite clear that our tasks are undertaken in a classroom setting.

Referring to the task components, it seems demanding to start describing the classroom tasks conducted in this study. To collect the needed data for measuring risk taking in the OE class, we undertake six classroom tasks. The tasks vary to suit the researcher's aim from one side and to keep the subjects motivated dealing with different tasks from another side. Thus, we will describe each task separately.

4. 4. 3. 1. 1. Idiomatic Expression

The first task we start with is teaching English idioms or idiomatic expressions. Teaching FL through idioms is a modern way most of language

teachers use to provide their learners with a rich input of vocabulary and authentic language that is used with its native speakers in real life situations. Teaching idioms involves not only their meaning, but also the conventions of their use; students learning idioms should recognize some aspects like: identifying the meaning of idioms, knowing the words with which idiom parts can be substituted, the ability of using idioms in the appropriate register at the right social circumstances, recognizing the feeling and the cultural through using certain idioms (Gewehr and Catsimali, 1998).

From this stand point, we choose idioms to be one of the tasks used in our research; besides their role in teaching authentic English they help us gathering data. We introduce 22 simple daily used idioms, 10 idioms are presented in the first session and the rest 12 in the second session.

4. 4. 3. 1. 2. Problem Solving

As a technique used in L2 classroom, problem solving is widely preferred. Besides, the language input presented by this task is going to be used to enhance the learners' reasoning to develop a critical thinking. In this research, problem solving is utilized to probe the risk takers in class; during the OE class, we introduce a given problem and ask students to suggest solutions. Through such a task, we will see who would be risky and presents his/her solution even if it is not really efficient, since the central objective is speaking in class not to be an expert in solving problems.

We undertake this task along two sessions i. e. 3 hours. During the 1st session, I try with students to introduce a general view about problems, what should be done while facing a problem? Which steps should be followed? And so on. This is just a warm up to discuss 'a problem' in the first 30 minutes.

To narrow down the scope and present a problem, we select to deal with the field of 'work and projects'; practically we ask students to picture out the subsequent situation: " Suppose that you are going to create your dream project, and you have all the money you need. Which steps would you follow to start fulfilling your project? Up till now, there has been no problem but in order to choose your employees, you have to decide between two categories of people. The first category of people has many years of experience doing projects very similar to yours but have only a high school education. The other categories of people are recent university graduates that have degrees in a field closely related to your company's business; without any experience in handling projects'.

The problem is "**Which people would you choose to achieve your dream project?** After a clear explanation of the problem, students are given 10 minutes to think and work individually to find solutions to the exposed problem and make arguments to convince their classmates while discussing their solutions.

At that time, we did not ask students to speak but we just say time in over for thinking, and let them raise their fingers freely to discuss their ideas. At that moment, we could identify who is risk taker and who is not. In the next session, students are already experiencing how to deal with problems to some extent; we try to create a project following the same steps established in the previous session.

Among many choices, learners choose to create 'a TV channel'. Students are orally participating from their places and the teacher is taking notes on the board. Exactly as the task objective requires, we did not ask students to speak only, we motivate them by adding some ideas; risky students share their thoughts and suggest some aspects but inhibited ones keep silent even if they could have good ideas.

4. 4. 3. 1. 3. Playing Cards

This task is already used by many teachers and investigated by scholars. The specificity of that task in this study is different from the usually used one; students are used to make subgroups and each group select a card containing a topic and start asking questions about the topic to their friends in other groups (Kayi, 2006). For instance, if the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?

- What is the easiest way of earning money?

- What do you think about lottery? Etc.

The task selected is similar to that to some extent; in our class, we write only one key word on the blackboard and make the students infer the rest of words to form a debating question that drives arguing opinions 'for' and 'against'. In this task, students are guessing the whole topic question then they discuss it. In the guessing phase, we can see who, among the sample, would take risk and tell his/her idea even if he/she may give a wrong answer. And other inhibited learners would never speak even if they have the correct suggestion.

4. 4. 3. 1. 4. Personal Qualities

Speaking about personal qualities is a task developed to meet with the research goal. It is a task that enables students to speak about their personal qualities and their personality characters. This task promotes learners to discuss their own qualities from one side, and makes them use as much as they can negative and positive adjectives. Klippel (1984) has suggested a similar task

proposing to write a list of adjectives on the blackboard, and ask students to think for 10 minutes to classify the adjectives according to their importance and value according to their opinions; students start working individually, and then they discuss their choices with the class. Speaking about a personal experience or describe oneself in public is not a common task our sample used to deal with. This task is turning about one question that invites an endless list of questions. What are the good qualities you prefer people to have? This is the main question, and during the class we add as much questions as we can, like:

➢ What are the bad qualities you dislike in people?

➢ Which quality you love in your personality?

➢ Which personal characteristic people love in your personality?

➢ Describe yourself in three words?

➢ Which bad quality you could accept in your friends?

➢ If you want to change a personal quality, which one you would choose?

➢ How could people change their personalities?

➢ Do you believe that personality could be changed?

➢ What do you hate in your personality?

This is done in the first session; in the second one, we deeply discuss personality and its effects. This task proves that it provokes learners' speaking and sharing ideas with their classmates.

4. 4. 3. 1. 5. Movie Narrating

Movie narrating is another task used to measure students' risk taking. Modern language teachers prefer teaching listening and speaking through movies,

it is a strategy to provide a large input of authentic language. Moreover, learners seem to become more motivated about language learning when a movie is involved; films attract learners' attention with Hollywood effects, and because they are not designed for instructional purposes. Using films is considered as a good transmitter of the foreign language culture; they can offer students an opportunity to witness behaviors that are not obvious in texts. Film is often one of the more current and comprehensive ways to show the look, feel, and rhythm of a culture (Peterson and Coltrane, 2003).

On the above mentioned importance of movies, we select to deal with such a task to provoke students to speak. Our task seems somehow different, because we make students narrate movies or favorite videos to the class. Dealing with a given aspect students like, it is an opportunity that promotes learners' talk.

4. 4. 3. 1. 6. Story Completion

It is a common task, language teachers and students are familiar with. Story completion is a task that enhances the learner's imagination and creativity. Besides its importance and effectiveness, it is very enjoyable and makes students motivated to participate in making a logical completion to the story. In our class, we choose this task because it could help us indicate risky students among inhibited ones as much as they are free to participate not pointed to speak one by one in order to expose their suggested completion for the narrated story.

All the previously discussed tasks are carefully chosen to suit the aim of the research; we attempt to select certain motivating tasks that seem very close to the students' age, interests, needs mentioned in the initial interview of needs

analysis. Once describing the classroom task, it is the moment to show how they are administered to the participants.

4. 4. 3. 2. The Administration of the Classroom Tasks

In this section, we will attempt to briefly introduce how our classroom tasks are administered; it is worth mentioning that all tasks undertaken in this study take two sessions. Thus, in each week, we undertake a task and along one month and 15 days, we could collect all the data we need. Hence, the tasks are administered with the following procedure.

- **Idioms:** We introduce two lists of idioms; one for the first session containing 10 idioms, and the other in the second session including 12 idioms. In the warming up phase, we try to explain the objective why English learners need to learn idioms; we dictate 10 sentences each of which contains an idiom presented in a given context. We give students 15 minutes to think and extract the idiom; try to guess its meaning, and find an equivalent for it in other languages (Arabic, French) if they can. Through their participation, we identify the risk takers and the inhibited among the sample.

- **Problem solving**: The administration of this task is already mentioned with its description. After explaining the application of the problem solving technique; we let students present their proposals to find a solution to the problem.

- **Playing cards**: In this task, we write one key word that is part of an intended debating question. Students try their best to find the remaining component of the question, and after inferring the whole question, they start discussing the issue, exposing opposing views.

- **Personal qualities:** We write a number of questions on the board concerning personality and individual qualities and characteristics and make students speak about their personal experiences mentioning their idiosyncratic qualities.

- **Movie narrating**: Unlike the process of undertaking this task and because of the lack of classroom equipments, we try to narrate to students some scenes of some films as an introduction to make them motivated to narrate their favorite movies. In fact, students find this task enjoyable since they try to narrate what they prefer to watch through the TV screen, and not exclusively movies but they can speak about some video clips or serials.

- **Story completion**: Conducting such a task, we start our session narrating for students the beginning of an imaginary story, and then we ask them to complete the rest of the story having all the freedom to add characters, events, or other details.

Undertaking these tasks with the support of the classroom observation help us to collect the needed data to see who are the risky students and the inhibited students in our classroom. Therefore, it is of great importance now to introduce the last research instrument used in this study.

4. 4. 4. The Classroom Observation

Classroom observation is considered as a basic tool used along the data collection process because it is utilized with all the previously set instruments. As far as our research setting is concerned, we believe that classroom observation (CO) fits our research objective. Thus, CO supports the use of both questionnaires and classroom tasks.

Being an Observer in the classroom helps a lot to gather a range of experiences and processes that can be part of the raw material of a teacher's professional growth. In fact, the observer spends more than the time spent in the

CO; it includes the time for preparation and the time following up the process. The preparation can include the focus, the objective and the method used for data collection; the follow-up contains the analysis, discussion and interpretation of the obtained data (Wajnryb, 1992). Broadly speaking, CO is a procedure used to obtain quantified descriptions of teacher and students' behavior and interaction in a classroom setting. In other words, systematic CO is a quantitative method of measuring classroom behaviours from direct observation that specifies both the events and behaviours that are to be observed and how they are collected. Generally, the data that is gathered from observation focuses on the frequency with which specific behaviours occur in the classroom.

There are several elements that are common to most observational systems. Furthermore, it is worth noting that observation is either participant or non-participant observation. The former, when the researcher puts himself in the position of the observed people to see what happens. The latter, when the researcher remains detached from the activity under observation and simply watches what is going on and takes notes (Moore, 1983). Concerning our research, learners could not notice that we make a CO, and the technique followed is a non-participant observation. As far as the observation task is concerned, it is clarified that:

> "An observation task is a focused activity to work on
> while observing a lesson on progress. It focuses on one or
> a small number of aspects of teaching or learning and
> requires the observer to collect data or information from
> the actual lesson" (Wajnryb, 1992, p.7).

In this respect and as it is already mentioned, our CO has a great part to play in our research data gathering; it is the only instrument that stands along the

data collection period. The CO has been always supported by checklists that are made in the form of tables which include students' names primarily and the different aspects to be observed secondarily.

We start each session undertaking a specific task trying as much as possible to take notes about the learners' behaviours, language, reactions, participations, and state of being. If we could not take these notes during the lesson course, we take them just after the end of the session and before leaving the classroom to guarantee that we do not forget any useful remark or essential feedback for the research development.

4. 5. The Data Analysis Procedure

In the previous section, we have noticed the different instruments used to collect the research data. As aforementioned, there is an interview for students' needs, two questionnaires for extroversion-introversion and anxiety, classroom tasks for risk taking-inhibition, and the last but not the least one is classroom observation. Therefore, each one of these tools needs to be analyzed differently comparing to others.

All the data is going to be tabulated and illustrated through figures, and the classroom observation checklists are going to provide necessary data to support the data obtained from the previous mentioned tools. To find out the possible correlations between the research variables, all the data will be converted into score and grades. At this phase, a correlation test is going to be adopted to calculate the (r) that reveals the correlation of variables. Finally, all students are going to be classified into different personality categories to find out the category that contains the proficient English speakers.

4. 5. 1. The Interview Data Analysis Procedure

Our interview items are entirely closed-questions, and the interview itself looks like a questionnaire. The analysis of closed-question is methodologically easier than open-ended questions. After reading the interview responses, we start classifying them into tabular formats to indicate the frequencies of each response. A simple analysis of the interview enable the researcher to identify which lessons, topics, language aspects should be dealt with in the OE class to meet with the students' needs and to suit the research objective.

4. 5. 2. The Questionnaires Data Analysis Procedure

Both questionnaires are analyzed following a quantitative approach as much as all items are closed-questions. Answers for each question are tabulated, and the number of occurrences is counted, showing how frequent the various options are chosen.

4. 5. 3. The Classroom Tasks and Observation Data Analysis Procedure

The analysis of classroom tasks is based on the classroom observation, because we have undertaken some tasks to probe risk takers in class and all the data is presented in classroom observation checklists.

After analyzing each variable data individually, we start characterizing each informant by his/her personality type. In other words, based on the data obtained from the questionnaires and classroom tasks, we can to some extent highlight who is extrovert, introvert, anxious non-anxious, risk taker, or inhibited. For practical reasons, we name each group of our research sample with a letter, for example gr. 9 is referred to as A, gr. 12 is referred to as B, and gr. 13 is

referred to as C. So that students are referred to as A1, A2, B1, B8, C9, C4 and so forth. For instance, we can assume that A6 is extrovert, B7 is risk taker, C3 is non-anxious, etc.

After analyzing all subjects as introverts and extroverts according to the results of the first questionnaire, and identify all of them as anxious or non-anxious from the second questionnaire, and indicate who is risk taker and who is inhibited from the classroom tasks. We will gather each respondent's qualities and refer to him/her as for instance, A7 is an extrovert, anxious, risk taker. Here, we are grouping all the qualities in every student and see if he/ she a proficient English speaker through the data obtained from the classroom observation checklist. In the next chapters this procedure will be clarified and well explained.

4. 6. Validity and Reliability

Validity and reliability are two undeniable concepts which that have to be taken into account whether one is planning for a piece of research or interpreting the findings of others' works; it is worth noting that either a researcher is conducting a qualitative or a quantitative research paradigm, the research has to be valid and reliable as well (Newman and Benz, 1998). Validity and reliability seem to be deeply related to each other; in this respect, Cohen, Manion, Morrison, and Morrison point out that:

> "It suggested that reliability is a necessary but insufficient
> condition for validity in research; reliability is a necessary
> precondition for validity, and validity may be a sufficient
> but not necessary condition for reliability" (2007, p.133).

With the aim to make things understandable, one needs to define both validity and reliability.

4. 6. 1. Validity

Generally speaking, validity entails the question, "does your measurement process, research instruments, or project actually measure what you intend it to measure?" In other words, validity refers to the degree to which a research accurately reflects or measures the specific aspects that the researcher is attempting to measure. Briefly put, it is used to determine whether research measures what it intends to measure and to approximate the truthfulness of the results (Carmines and Zeller, 1979).

Despite its straightforward definition, validity has different types, like face validity, content validity, internal validity, and external validity. As far as the present research is concerned, the research tools are not carelessly selected; rather they are used to collect the needed data to measure the research variables. Interviews are widely used to probe the needs and interests of a given population, and a questionnaire is the tool par excellence used while seeking subjects' personality preferences, classroom observation and tasks are globally used to test language learners oral performance.

4. 6. 2. Reliability

As aforementioned, reliability is a basic property of a good research, and Joppe (2000) explains:

"The extent to which results are consistent over time and an accurate representation of the total population under

study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable" (cited in Golafshani, 2003, p. 598).

Also scholars assume that the reliability of a research instrument concerns the extent to which the instrument reveals the same outcomes on repeated trials, "Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as "reliability" (Carmines & Zeller, 1979). In brief, reliability in research means "repeatability" or "consistency" of the same results throughout using certain tools; i. e. a measure is considered reliable if it gives us the same result over and over again. For example, if a test is designed to measure a trait (such as introversion), and each time the test is administered to a subject, and if the results are approximately the same, it means that the test is reliable. Like validity, reliability has different types like test-retest reliability, alternate-form, and internal consistency (Litwin, 1995).

In our study, data obtained from the questionnaires and classroom tasks are supported by the classroom observation which means that what every student refers concerning his/her personality preferences, qualities, performance is followed by the researcher's observation. Henceforth, the combination of tools and the comparison of the results of students' questionnaires with those of the researcher's observation attempt to some extent to achieve reliability and reduce sources of bias.

Conclusion

Along this chapter, we attempted to provide a detailed account on the whole research process, and all the necessary aspects of the methodological side in any study are reviewed. To some extent, we can say that a careful concentration through reading this chapter, one could infer all the research phases. The above mentioned research instruments seem suitable for the aim of the study; questionnaires are commonly used to probe people's opinions and preferences, similarly classroom observation and tasks are used in SL research.

The methodology chapter is usually used to clarify the necessary steps in one's research process; therefore, it opens the door for further practical investigations in the coming chapters. So, the next chapters will be all about analyzing the obtained data and interpreting the research results.

Introduction

The present chapter is regarded as the opening door to tackle the practical field of the present research. As in any quantitative research, it is recommended to apply certain patterns to accomplish the research objective. Thus, along this chapter the investigator attempts to illustrate the data obtained by means of the research tools mentioned in the preceding chapter.

Initially, we will analyze the answers given through the needs assessment classroom interview. Secondly, we shall check all responses of the extroversion/introversion questionnaire to probe extroverts and introverts in our classroom. The anxiety questionnaire analysis, the next step, would take place in this chapter only to find out the students' level of anxiety within the spoken English class. Last but not least, we are going to consult the students' risk taking along two sessions for every task.

5. 1. The Analysis of the Students' Needs Interview

As described before, the interview consists of 15 questions which are analyzed for the purpose of designing suitable lectures and selecting motivating topics that promote the students' talk. Now, we attempt to analyze students' answers and choices.

1. 1. Is it your choice to study English or it is an obligation?

This opening question is just administered to find out the students' will to study English; the vast majority of responses (92, 22%) indicate that English is chosen to be the students' field of specialization, and the following table illustrates the data. It is worth noting that this interview took place at the

beginning of the academic year that is why many students making our sample are absent.

Options	Frequency	Percentage
Choice	83	92,22%
Obligation	7	7,77%
Total	90	100%

Table 1: Students' Choice to Study English

1. 2. Why do you study English? What do you need from learning English?

Here, we try to highlight the major students' needs, goals, or interests behind learning English. While handling the interview, we notice that some students are not aware about the reason why they are doing English; whereas, others could easily determine their goal. Many alternatives are devoted to facilitate the participants' choice. Besides, we attempt to teach students different uses of English and equip them with the necessary background depending on the students' answers. The results show that many students (28) have chosen to study English to find good work opportunities as it is illustrated in this table.

Options	Frequency	Percentage
To study	20	22,22%
To work	28	31,11%
To travel	24	26,66%
To watch film and songs	8	8,88%
To use the net	10	11,11%
Total	90	100%

Table 2: Students' Goals from Learning English

1. 3. According to you which form of English you need more?

As far as this item is concerned, we would like to know which skill students see they need more writing or speaking. To keep readers knowing that this interview is not only to determine the students' needs, but also to establish good relationship with students and know more about their thoughts and preferences. It is very clear that all students without any exception feel that they need spoken variety more that the written one. It does not mean that students are not interested in developing their writing skill, but they assume that they have more time to think, use correct grammar, and choose appropriate language to write; unlike speaking which is up to the situation most of the time without being prepared and knowledgeable about certain topics. Therefore, the results are revealed subsequently.

Options	Frequency	Percentage
Written	0	0%
Spoken	90	100%
Total	90	100%

Table 3: Students' Need of Spoken English

1. 4. Do you like the OE module or sessions?

This question is posed so to probe if students used to like the oral classes. The answers vary greatly from one group to another, according to their experience of learning OE in their 1st year. The table reveals that significant rates of students not used to like the OE module.

150

Options	Frequency	Percentage
Yes	53	58,88%
No	37	41,11%
No idea	0	0%
Total	90	100%

Table 4: Whether Students Like the OE Module

1. 5. If your answer is 'no' it is because of

This item is a follow up of the previous one in order to know why those students dislike this module. The data reveal that students have different reasons (the teacher, the methods, the topics discussed) to dislike such a module, through the class discussion they have also pointed to some other details that make them not really interested in this module. For instance, if the teacher is not tolerant to accept their opinions, if they are obliged to talk, if their daily performance is evaluated and so forth. The data are shown in the following table.

Options	Frequency	Percentage
The teacher	32	35,55%
The method used	24	26,66%
The module itself	4	4,44%
The topics discussed	30	33,33%
Total	90	100%

Table 5: Students' Reasons not to like OE

1. 6. If you consider yourself as a good participant in the OE class, it is because:

Three main alternatives are used to support the answer to this item; we attempt to know the reason that make some students consider themselves as good participants in OE class. It is worth mentioning that not all students answer this question because many of them do not consider themselves good individuals in the OE class and we will see the results in the subsequent table.

Options	Frequency	Percentage
You feel yourself obliged	24	42,10%
You are motivated	15	26,31%
You need to improve your English	18	31,57%
Total	57	100%

Table 6: What Makes some Students Good Participants in the OE Class!

1. 7. Which variety of English do you think you need more?

Teaching any spoken variety means that one should deal with the maximum varieties or registers of that language. We ask this question to know which one of the provided varieties informants choose, in order to develop our lessons to meet with their needs. Four main options are given; students try to select the one which they need most as the table below illustrates. The findings show that the last alternative "daily English of native speakers" is most selected by a percentage of (37,77%). It means that students are more interested in developing the communicative competence, the fluency and the accent of native English people. Meanwhile, few of them (8,88%) reveal that they would like to learn more the English used in business and markets.

Options	Frequency	Percentage
Of books, articles, and teachers	26	28,88%
Of movies, songs, and TV programs	22	24,44%
Of market, business, and internet	8	8,88%
Of English people use in their daily life	34	37,77%
Total	90	100%

Table 7: Which English Students Prefer

8. Which kind of topics do you need or prefer to speak about more?

Generally speaking, the OE class is characterized by topic discussion and public speaking tasks to develop students' fluency. We believe that topic discussion is an efficient activity that enables learners to debate and express opinions. Therefore, we will choose the class topics according to the students' preferences. The data reveal that an important percentage of students (46, 66%) prefer speaking about social and individual problems, compared to the other options.

Options	Frequency	Percentage
Cultural and scientific issues	15	16,66%
Political and international issues	8	8,88%
Social and individual problems	42	46,66%
Sport, fashion and enjoyment	25	27,77%
Total	90	100%

Table 8: Students' Topic Preferences

1. 9. How do you like to spend the OE sessions?

From this item, we attempt to know how students prefer to behave in the oral class, speaking rather than listening or listening rather than speaking. Answering this question, students identify different preferences and the results show that a significant percentage (66,66%) of students prefer to speak and contribute in the lecture progress.

Options	Frequency	Percentage
Listening to teacher and classmates talk	30	33,33%
Contributing to the class discussion	60	66,66%
Total	90	100%

Table 9: How Students Prefer OE Class

1. 10. In the OE class, do you prefer to participate by?

Now, we would like to know the way students want to participate during the class discussion. Two main alternatives are selected to answer this item, and the majority of students (61,11%) choose to prepare activities in advance and the table clarifies the results.

Options	Frequency	Percentage
Being asked to prepare the exercises in advance	55	61,11%
Being asked to speak about any topic immediately	35	38,88%
Total	90	100%

Table 10: Students' Preferences for Lecture Preparation

1. 11. How do you want to work during the OE sessions?

This item seems like one existing in the extroversion-introversion questionnaire and it attempts to probe the students' preferable manner of working in class. Usually, an oral class includes some activities that require group working which is not really favoured by some of our sample as the subsequent table indicates. Certainly, we would take advantage from the answers to manage our classroom.

Options	Frequency	Percentage
In groups	40	44,44%
In pairs	27	30%
Individually	23	25,55%
Total	90	100%

Table 11: Students Preferable Way of Working in Class

1. 12. How do you prefer your teacher to be in class?

As much as the teacher's role is of great importance in class, we are attempting to find out how the research participants prefer their teacher to be in class. Henceforth, we will try to deal with students taking into consideration, what they prefer to have. The following table illustrates the findings.

Options	Frequency	Percentage
To ask students to speak in class	18	20%
Leave the choice for students	31	34,44%
To motivate them	41	45,55%
Total	90%	100%

Table 12: How Students prefer their Teacher to be in Class

1. 13. Which difficulties or problems do you feel they limit your oral contribution during the OE sessions?

Unlike the previous interview items, this one is an open question without any choices. We try to make students feel free to expose their own personal difficulties which hamper their oral production. Among the students' difficulties, we will name the major ones subsequently:

- ➢ Fear of making mistakes
- ➢ Lack of vocabulary and appropriate terms
- ➢ Boring topics
- ➢ Shyness and teacher's behaviour towards students
- ➢ Misuse of tenses, verbs, or grammatical structures

Hence, to make our research and particularly our classroom really interesting and successful, we need to develop a more appropriate and enjoying way of teaching that make students motivated to work.

1.14. Do you think that 3 hours are enough to develop your speaking skill?

Here, we are asking students' satisfaction of the time devoted to teaching OE and if it is enough to make them good English speakers. Implicitly, we are attempting to see if students are for or against extra sessions. The results reveal that the vast majority of respondents believe that 3 hours per week are not really enough to develop their oral skill.

Options	Frequency	Percentage
Yes	11	12,22%
No	71	78,88%
No idea	8	8,88%
Total	90	100%

Table 13: Students' Opinion about OE Teaching Time

1. 15. What do you need or wish to change in the OE class?

In order to put an end to this needs assessment, we make students suggest some changes to modify the OE sessions. Informants provide many proposals, among which are the following:

➢ Being more exposed to native English speakers and deal with authentic material.

➢ Changing/improving the classroom equipments.

➢ Trying to seat in a circle in discussions in order to face each other

➢ Increasing learning hours

These are the major points students would like to find in the OE classroom; hence through this interview, we could at least see what are the

students' needs, desires, wishes, interests, and objectives from learning English and attending OE classes.

5. 2. The Extroversion/Introversion Questionnaire Analysis

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

2. 1. General Information

2. 1. 1. Students' Age

The opening section attempts to state the students' age as a primary identification; it is undeniable in constructing questionnaires that the age factor is often stated within the initial questions. In this study, we will indicate the age category of respondents to specify which generation of students we are dealing with. The results reveal that the students' age ranges from 19 to 27 years old, and the majority (43, 75%) is 20 years old since it is the average age of students attending 2nd year class at the university. The subsequent table will clarify the students' age respectively.

Age	Frequency	Percentage
19	9	8,03%
20	49	43,75%
21	25	22,32%
22	14	12,5%

23	9	8,03%
24	4	3,57%
25	1	0,89%
27	1	0,89%
Total	112	100%

Table 14: Students' Age
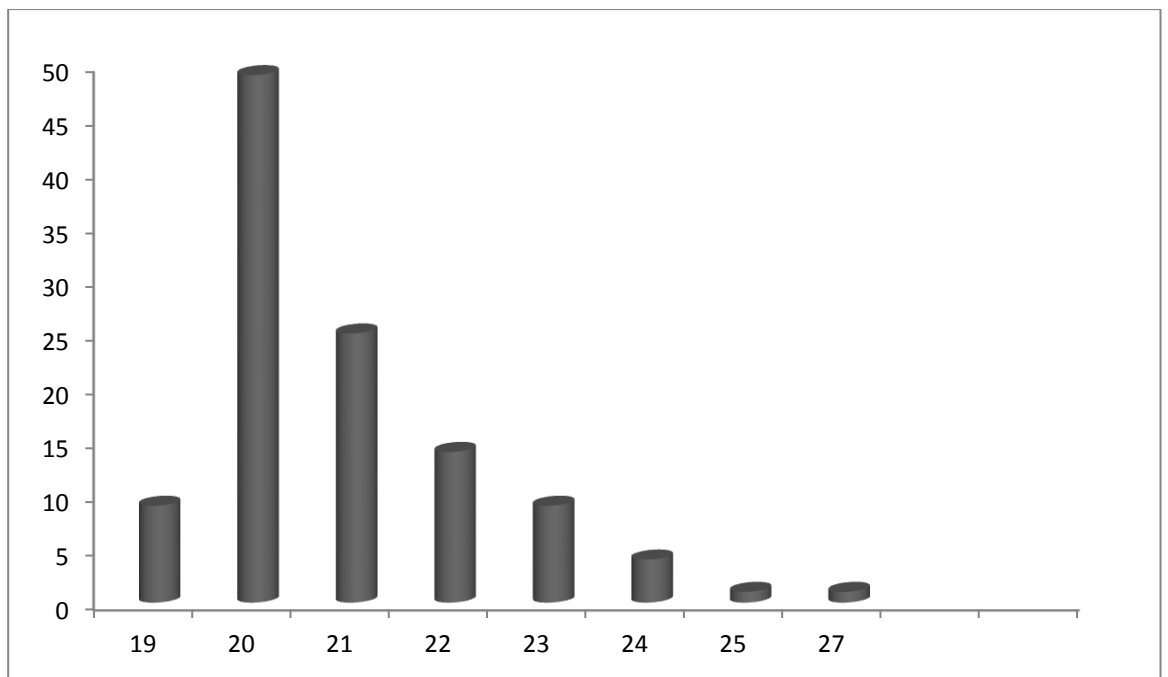
Figure 1: Students' Age

2. 1. 2. Students' Gender

The students' gender is the next question taking place after age in making up the first section; usually researchers need to know informants' gender depending on their studies scope. As far as gender difference is concerned, it is clearly assumed that gender affects personality type, and a number of studies dealt with gender and personality concept (Wilson, 2001). In our study, females represent the majority of our sample with (68,75%) in comparison with males who

represent only (31,25%). Females are more interested in studying languages in comparison with males whose main concern can be mathematics, computer sciences, and most of the time the scientific fields.

Sex	Frequency	Percentage
Male	35	31,25%
Female	77	68,75%
Total	112	100%

Table 15: Students' Gender
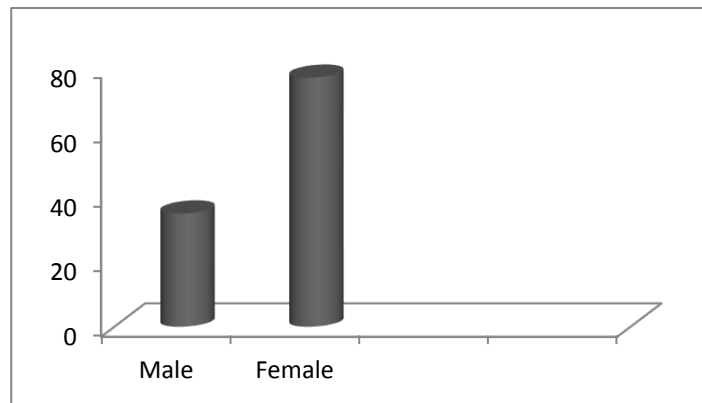
Figure 2: Students' Sex

2. 2. Learners' Personality Types

2. 2. 1. Do you like to mix socially with people?

This is the first asked question in the second section that deals with the subject matter of the study in general and, the questionnaire, in particular. The results demonstrate that the large majority of the research participants like to mix with others; we obtain (91, 07%) of positive responses and (8, 92%) of negative ones. Henceforth, one can guess that the majority of the participants like to be in

social gatherings which means they are or they prefer to be sociable and it is the basic quality of extroverts.

Responses	Frequency	Percentage
Yes	102	91,07%
No	10	8,92%
Total	112	100%

Table 16: Students' Preference to Mix Socially
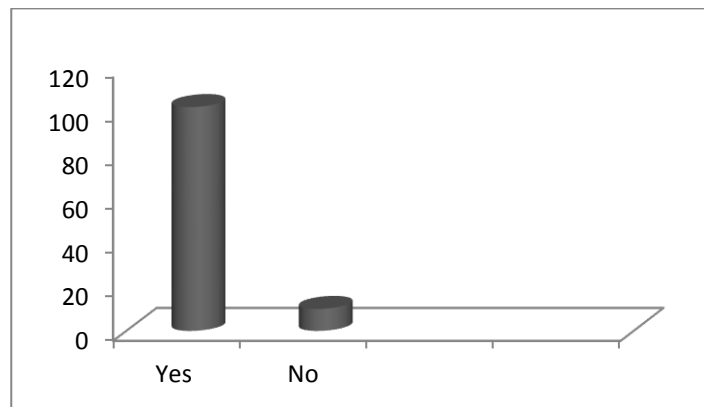
Figure 3: Students' Preferences to Mix Socially

2. 2. 2. When do you feel more comfortable?

This question objective is identifying in which situation students feel more comfortable when they are alone or with others. It seems that this question has the same scope as the previous one, but it intends to make students think which one of the two situations looks more comfortable and suitable for them. As a result, we find out that the outcomes differ from the previous ones because, here, many students say that they feel more comfortable if they are alone, the following table will show the results.

Options	Frequency	Percentage
Alone	48	42,85%
With others	64	57,14%
Total	112	100%

Table 17: Students' Comfort
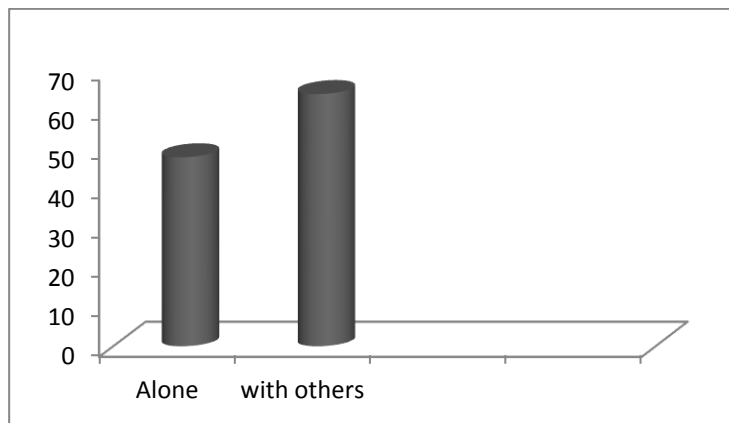
Figure 4: Students' Comfort

2. 2. 3. While mixing with others, what do you prefer?

In social gatherings, people differ according to their preferences, there are always those who talk are dominating others, but these people are few. The answers to this question reveal that a good percentage (36,60%) prefer listening, rather than speaking. In this question, we attempt to probe who among our sample dominate or prefer speaking rather listening and vice versa; thus we could infer that those who prefer listening are more probably introvert. The table below shows that our participants include introverts and extroverts but a large portion of respondents reveals that it depends on the situation where they may speak or listen.

Options	Frequency	Percentage
Speaking	5	4,46%
Listening	41	36,60%
It depends	66	58,92%
Total	112	100%

Table 18: Students' Preferences while Mixing Socially
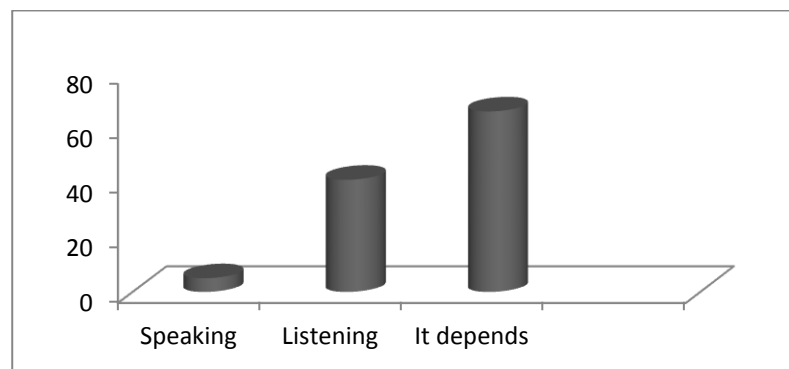
Figure 5: Students' Preferences while Mixing Socially

2. 2. 4. Do you usually take the initiative to make new friends?

People who frequently open discussions or take the initiations to make new relationships are regarded to be extroverts in comparison with introverts who would like to keep the few usual relations, they already have. We would like to know who among our informants are supposed to take the first step making new friends. The results demonstrate that a vast majority (66,96%) of participants answer by selecting the 'sometimes' option to indicate that in some circumstances they start making new relations.

Options	Frequency	Percentage
Yes	15	13,39%
No	22	19,64%
Sometimes	75	66,96%
Total	112	100%

Table 19: Students' Preferences in Initiating Relations
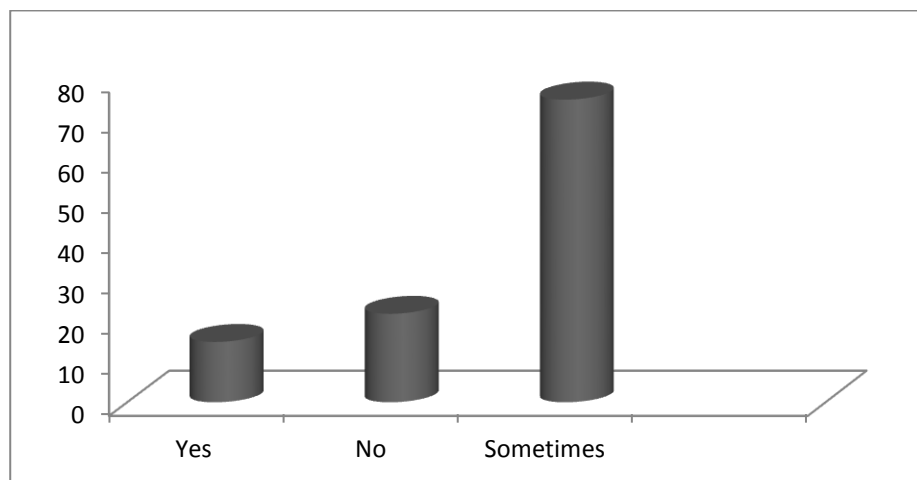
Figure 6: Students' Preferences in Initiating Relations

2. 2. 5. Do you find it easy to start conversations with strangers?

Dealing with strangers and speaking with unfamiliar people is not common to introverts and it is a quality that they are unable to possess. To make it easier to students to reply to such a question, we used three alternatives 'yes', 'no', and 'it depends on others' character'. The majority of informants (54, 46%) choose the last option only to avoid the two extremes (yes/no) in reflecting their usual behaviours with strangers.

Options	Frequency	Percentage
Yes	23	20,53%
No	28	25%
It depends on others' character	61	54,46%
Total	112	100%

Table 20: Students' Speaking with Strangers
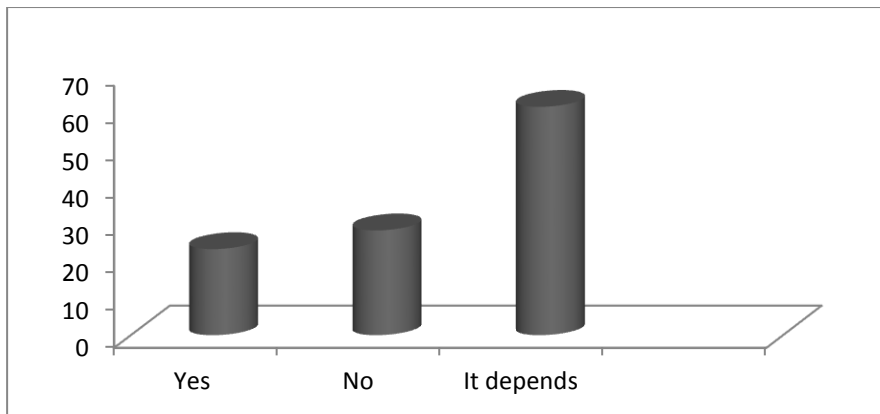
Figure 7: Students' Speaking with Strangers

2. 2. 6. Do you find it better to read a book or watch TV rather than go out with friends?

Being alone, reading or doing any task is a quite common characteristic of introverts, while extroverts are often used being with people and enjoy spending their time with a group of friends. We seek to enable students specify what they prefer to do in their free time. The outcomes reveal that the research participants tend to be extroverts because the majority (60, 71%) chooses to go out with friends rather than remaining alone reading or watching TV.

Options	Frequency	Percentage
Yes	44	39,28%
No	68	60,71%
Total	112	100%

Table 21: Students' Preference in Spending Free Time
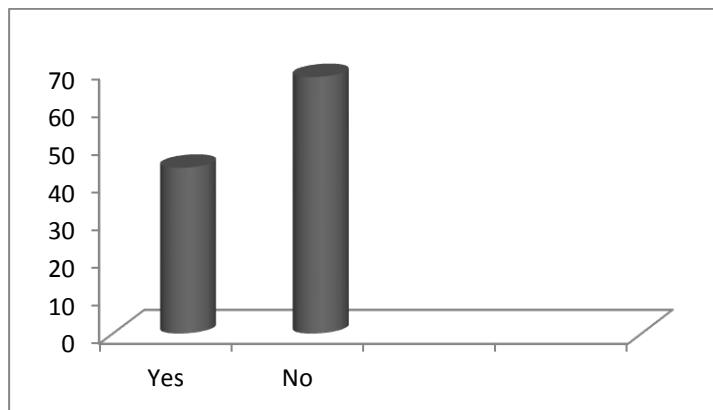
Figure 8: Students' Preference in Spending Free Time

2. 2. 7. Do you feel motivated by the approval or interest of others?

Generally speaking, extrovert people tend to be motivated and interested about others opinions, and they always like to act and show off their skills in crowded places full of close and strange people. This question is accompanied with two options either 'yes' or 'no'; this could simplify the process of analyzing. The obtained results demonstrate that the majority of participants are motivated by the approval of others, while few informants (16, 07%) show that they are not interested in others points of view.

Options	Frequency	Percentage
Yes	94	83,92%
No	18	16,07%
Total	112	100%

Table 22: Students' Motivation to be Approved by Others
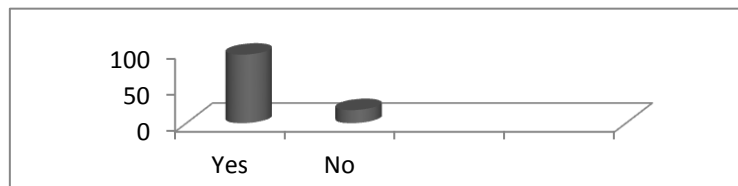
Figure 9: Students' Motivation to be Approved by Others

2. 2. 8. Do you feel yourself the center of attention wherever you go?

Conversely speaking, talkative people and those who dominate the communicative event attract people attention in comparison with those who are most of the time silent and calm. As far as our research is concerned, talkative people straightly refer to extroverts. It means if people feel that they attract others attention and reply positively, they are extroverts and if their responses are negative they are, consequently, introverts. Because, talkativeness is the first and the main characteristic of extroverts, whereas, silence and isolation within a group of people is completely determining a person as an introvert. The table below reveals the outcomes.

Options	Frequency	Percentage
Yes	37	33,03%
No	75	66,96%
Total	112	100%

Table 23: Students' Feeling of Being the Center of Attention
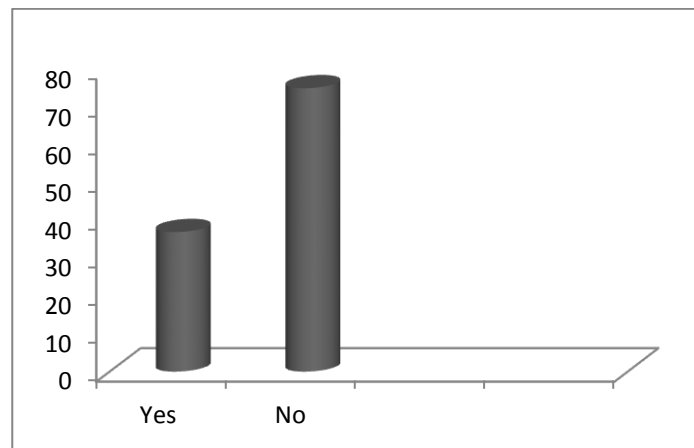
Figure 10: Students' Feeling of Being the Center of Attention

2. 2. 9. Do you feel yourself strong, when you are supported by people?

The current question is supported by two alternatives 'supported by people' or 'sure of yourself'. Here, we would like to know who feels strong only because his/her opinion is similar to the majority of people, and who feels strong by trusting him/herself. The purpose is very clear; we would like to distinguish the extroverts and introverts. The results prove that a vast majority (102 informants) think that they feel strong when they are sure of themselves; the subsequent table will illustrate the findings obtained.

Options	Frequency	Percentage
Supported by people	10	8,92%
Sure of yourself	102	91,07%
Total	112	100%

Table 24: Students' Self-strength
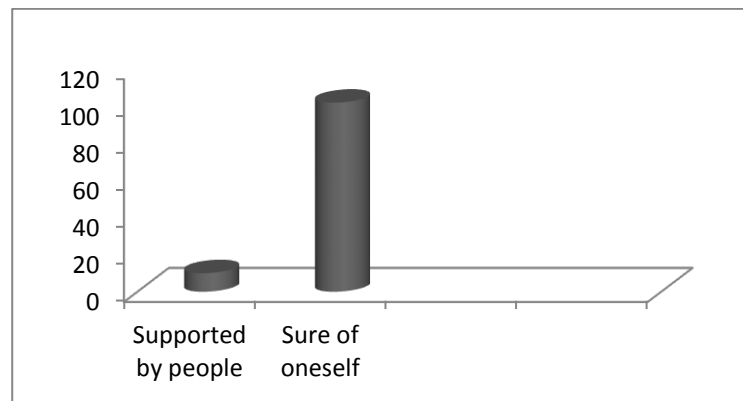
Figure 11: Students' Self-strength

2. 2. 10. How do you make your own decisions?

Like the previous questions, this one consists of two options 'through discussions with others' or 'privately with yourself'. At the very beginning of this thesis, we have mentioned that extroverts would like to share their thoughts and ask for people help in making their decisions; whereas, introverts are self-oriented people who share their own thoughts with close friends or simply with none. The results obtained are approximately close to each other.

Options	Frequency	Percentage
Discussions with others	54	48,21%
Privately with oneself	58	51,78%
Total	112	100%

Table 25: Students' Decision Making
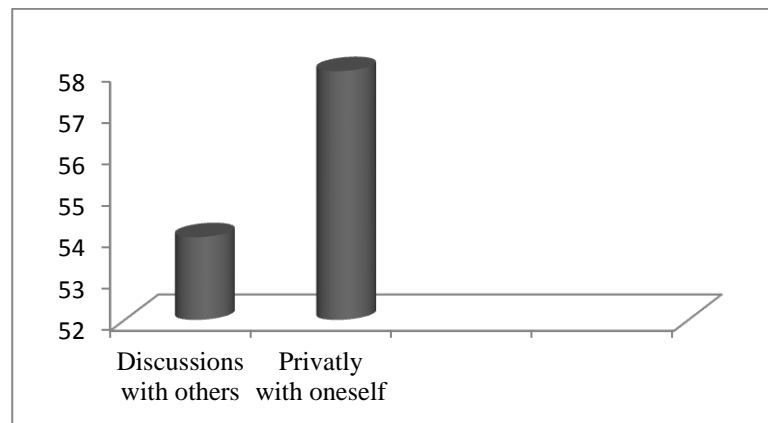
Figure 12: Students' Decision Making

2. 2. 11. Do you think you have good communicative skills?

The present question enables students' self evaluation and skills identification. Conversely speaking, introverts are frequently silent and speak only when it is necessary or with familiar close people; thus we will see who would reply positively to determine that he/she is communicatively successful and who is not. Being more communicative, generally, implies being a good speaker with sound arguments, tolerant views, and convincing opinions; in such a state one should keep on talking, convincing and may be repeating which is one of the extrovert's qualities. On the other hand, an introvert would not spend the same amount of time and efforts talking and convincing others as far as they are seen as

calm and silent. The data show that the great majority think they have good communicative skills, and the table below summarizes the results.

Options	Frequency	Percentage
Yes	83	74,10%
No	29	25,89%
Total	112	100%

Table 26: Students' Communicative Skills
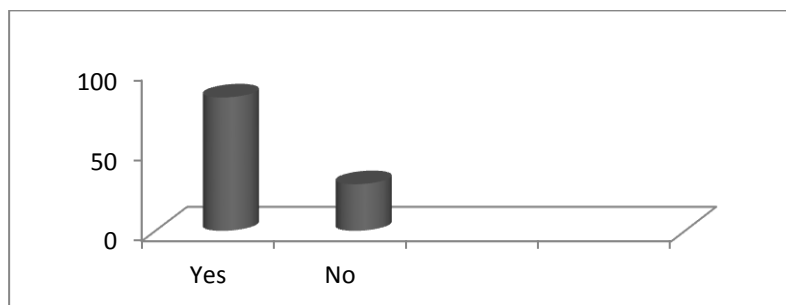
Figure 13: Students' Communicative Skills

2. 2. 12. If you attend a party and plan to meet your friends, and find that they are absent, how would you spend the party?

It seems quite different from the already analyzed questions; we ask this question to make students imagine a real life situation, 'a party'. This item goal is intended to show how the respondents behave in such specific situations; three options are devoted to answering this question in addition to opening the door for students' imagination by adding 'others' option. The table below indicates that a large number of informants (75) seem sociable and like being in a party.

Options	Frequency	Percentage
Find other people to enjoy with	75	66,96%
Isolate oneself	13	11,60%
Leave the party	24	21,42%
Others	0	0%
Total	112	100%

Table 27: Students' Behaviour in a Party
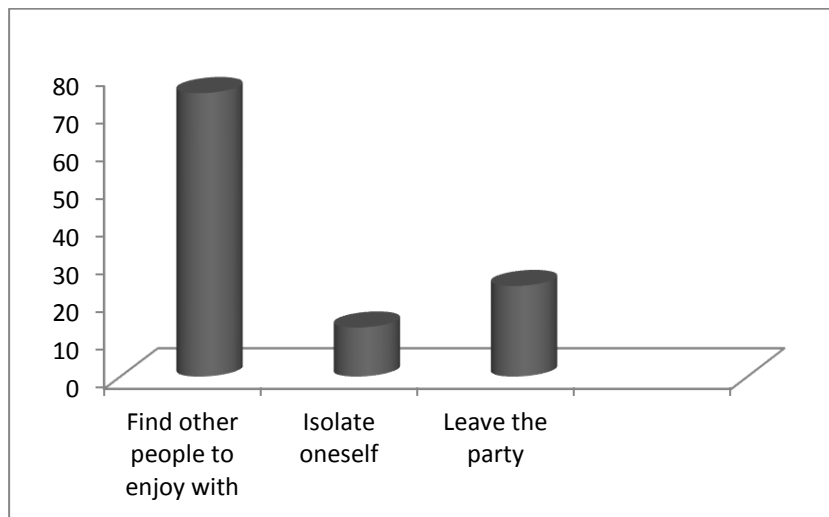
Figure 14: Students' Behaviour in a Party

2. 2. 13. Do you admit that you enjoy talking about yourself to others?

Besides being talkative, extroverts admire to speak about themselves, their qualities, habits, and opinions; unlike introverts who are always conservative. This question tries to find out if students know themselves and point whether they enjoy speaking about their own personal matters. The results reveal that an important majority (60, 71%) dislike speaking about themselves while few of them 44 confirm positively.

Options	Frequency	Percentage
Yes	44	39,28%
No	68	60,71%
Total	112	100%

Table 28: Students Enjoying Talking about Themselves
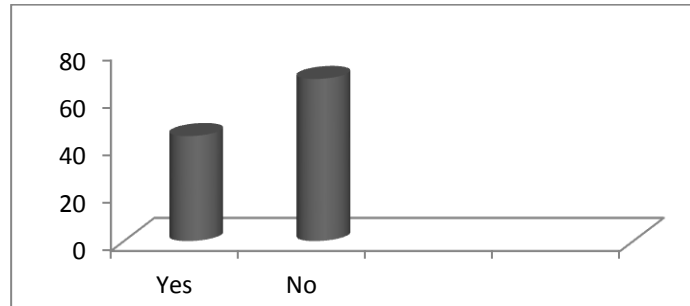
Figure 15: Students Enjoying Talking about Themselves

2. 3. 1. How do you prefer to work in class?

The third section of that questionnaire deals with the students' preferences of behaving in class and, particularly, in the OE class. It is always believed that language learners have various learning styles (visual, auditory) and for that purpose this question is administered; we believe that different students have different ways of working in class. Thus, we probe to know why they select to work in groups or individually. The following table will show that the great majority (75,89%) is made of extroverts because they choose to work in groups rather than individually.

Option	Frequency	Percentage
In groups	85	75,89%
Individually	27	24,10%
Total	112	100%

Table 29: Students' Working in Class
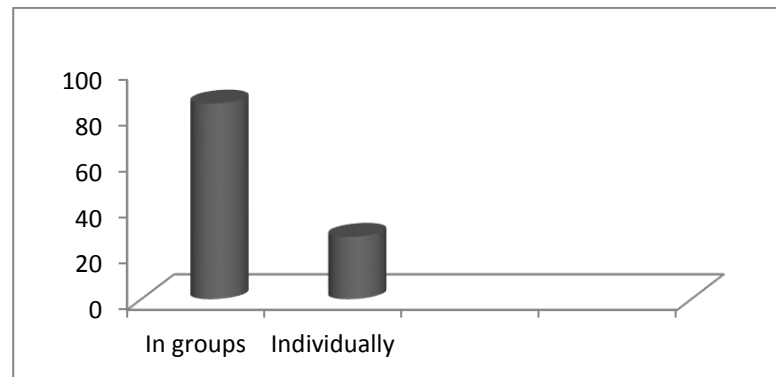
Figure 16: Students' Working in Class

2. 3. 2. In the class discussion, do you prefer to speak?

Introvert people usually do not speak until they are asked to; this is why this question is posed to detect who would like to speak freely as usual extroverts do, and who would not speak until the teacher asks. A large percentage of participants (66,07%) prefer to speak freely without being asked to and the table below illustrates the data.

Options	Frequency	Percentage
Freely	74	66,07%
Until the teacher asks	38	33,92%
Total	112	100%

Table 30: Students' Talk Preferences
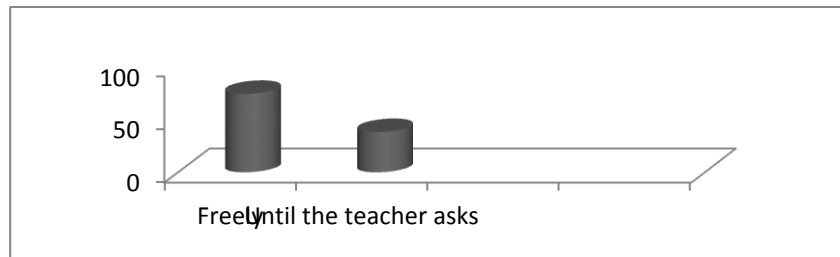
Figure 17: Students' Talk Preferences

2. 3. 3. Do you think that your oral production is better, when you are:

We attempt to know if students are able to evaluate their oral production, and we believe that there is a category of students who could distinguish their level of oral performance and if they could do better in groups or individually. Therefore, we pose this question to probe who is extrovert, who can do better within group, and who is introvert and feels doing better alone. The results reveal that a number of respondents (69) think they could do better in groups. Henceforth, it suggests that group work fits the majority of students and it seems to be a suitable strategy to bring out the best of students who like the life of group to exchange ideas, knowledge, and skills. Whereas, (38, 39%) of students think that they could do well alone far from noise and the multiplicity of thoughts provided through working in groups.

Options	Frequency	Percentage
With groups	69	61,60%
Individually	43	38,39%
Total	112	100%

Table 31: Students' Good Oral Production

175
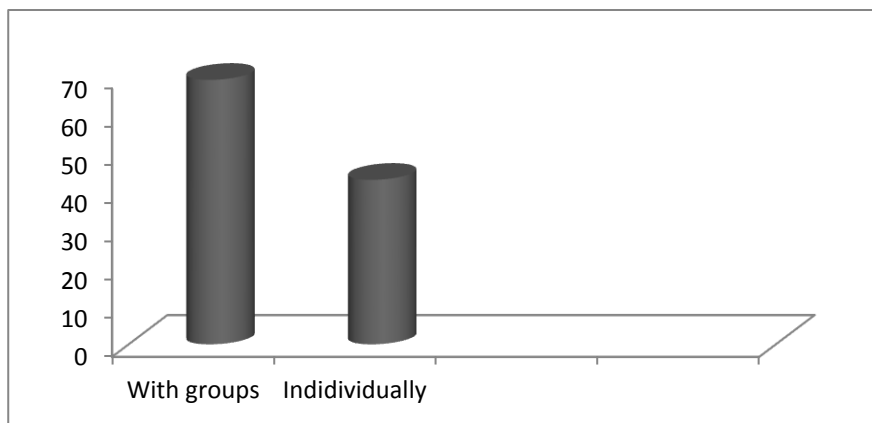
Figure 18: Students' Good Oral Production

2. 3. 4. While speaking in the OE class, do you focus on?

In order to support this question, we provide two main alternatives either students focus more on fluency or accuracy while speaking. Generally speaking, introverts do not speak till they make sure that they would not produce any mistake; whereas, extroverts have a main objective which is to convey the meaning even if it is full of faults. Some informants have selected both options to show that they are interested in speaking accurate English fluently.

Options	Frequency	Percentage
Correctness	36	32,14%
Convey meaning	49	
Both	27	24,10%
Total	112	100%

Table 32: Students' Objective While Speaking

176
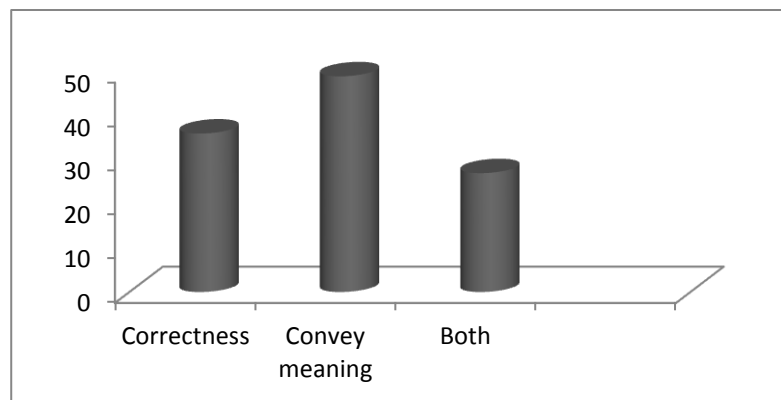
Figure 19: Students' Objective while Speaking

2. 3. 5. When you express your opinion in class, how do you feel while speaking?

Four options are provided to answer this question; students are supposed to reflect their state of being while they start speaking in the OE class. In fact, these options are carefully chosen to provide the most common feelings and students' states in class. Practically speaking, the data show that the rates are close to each other, which means that the sample is approximately equally divided, in terms of percentage between the self-confident, the risk takers and the hesitant and shy.

Options	Frequency	Percentage
Sure and comfortable	34	30,35%
Talkative and risk taking	21	18,75%
Hesitant and shy	37	33,03%
Limited	20	17,85%
Total	112	100%

Table 33: Students' States of Being in OE Class
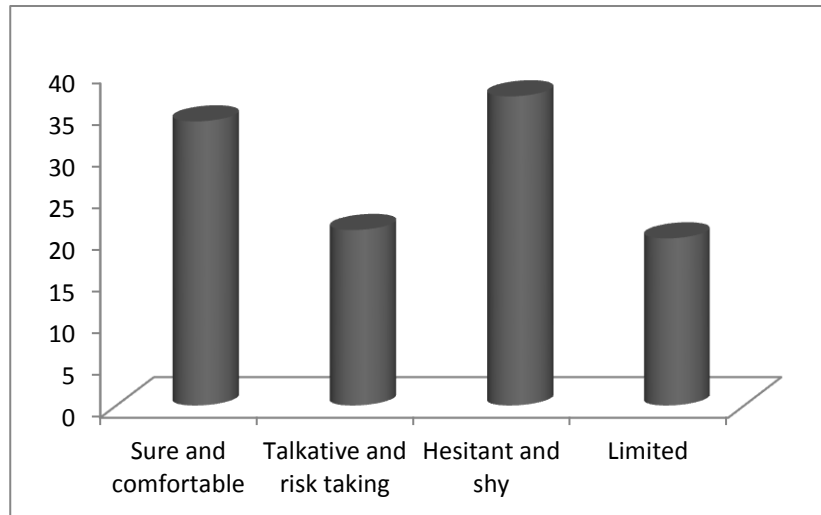
Figure 20: Students' States of Being in OE Class

2. 3. 6. How do you want to prepare your lessons?

For the same objective, we try to find out students' way of dealing with lessons and how they prepare their lectures. Two options are devoted and consequently, those who would like to prepare themselves in groups and share ideas with the rest of the groups are supposed to be extroverts rather than introverts who prefer doing all tasks individually. Unlike the above rates, in this question working alone takes the lion's share with a percentage of 61, 60%, and the subsequent table demonstrates the findings.

Options	Students' Number	Percentage
With friends	43	38,39%
Alone	69	61,60%
Total	112	100%

Table 34: Students' Preferences of Preparing Lessons
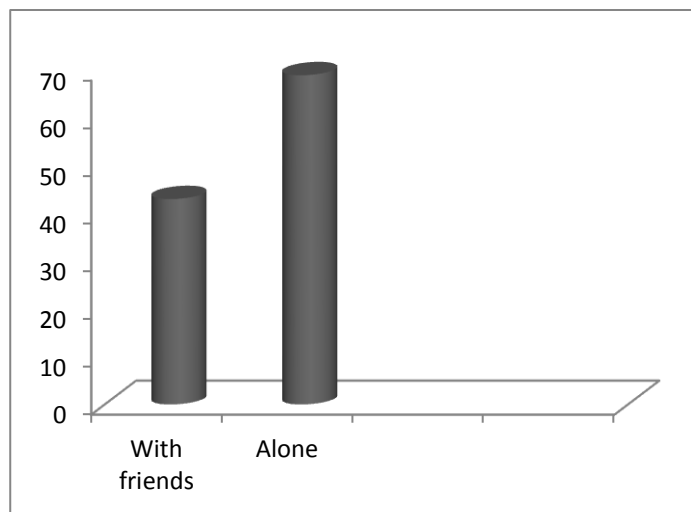
Figure 21: Students' Preferences of Preparing Lessons

5. 3. Anxiety Questionnaire Analysis

Now, we shift to discuss the data gathered through the second questionnaire with the aim to probe students' level of anxiety within the oral class. Unlike the previous questionnaire, this one is entirely based on the scale ranking questions; we will analyze the items as it is already done with the first one. Although, this questionnaire is handed out to the same sample, we receive only 110 copies rather than 112 concerning the first questionnaire.

3. 1. How could you describe yourself while speaking English in the OE class?

Initially, we open the anxiety questionnaire by a simple item asking students about their personal feelings of easiness and anxiety while speaking in the classroom since the subject matter is to analyze students' oral production. Four major options are carefully selected to answer this question; the respondents are supposed to choose one of the alternatives that are closer to their actual state of being in the class. The following table will illustrate the obtained data to prove that a considerable rate (36, 36%) of students feel anxious while speaking.

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Options	Frequency	Percentage
Very sure and comfortable	10	9,09%
Comfortable	53	48,18%
Afraid and anxious	40	36,36%
Very anxious and unable to express yourself	7	6,36%
Total	110	100%

Table 35: Students' State of Being while Speaking
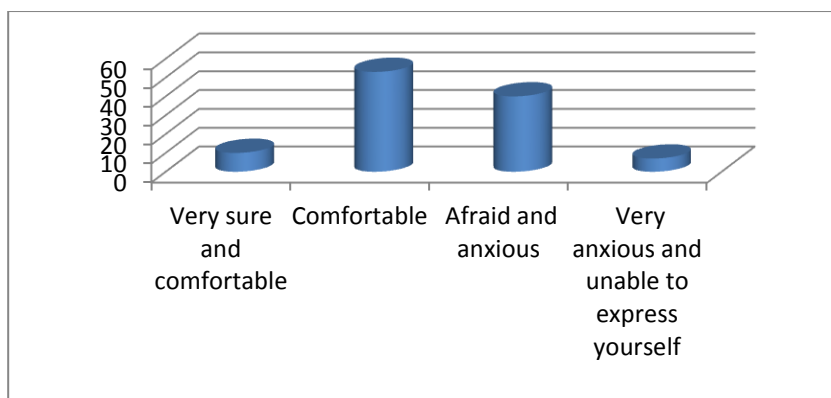
Figure 22: Students' State of Being while Speaking

3. 2. While speaking in the OE class, you feel physically and psychologically.

This item will devote more options to make students describe their oral performance profoundly with specific details. By means of these options, we could group students into anxious and non anxious categories, because the options contain some aspects of anxious people which will facilitate grouping all students and analyzing data that is revealed in this table.

Options	Frequency	Percentage
At ease as if you are talking to your friends	28	25,45%
Somehow panicked and stressed but you could speak good English	40	36,36%
Your face is red and you are very shy	12	10,90%
Your hands are trembling and your heartbeats are increasing	11	10%
Confused with mixed ideas and incorrect English	19	17,27%
Total	110	100%

Table 36: Students' Physical and Psychological State in the OE Class
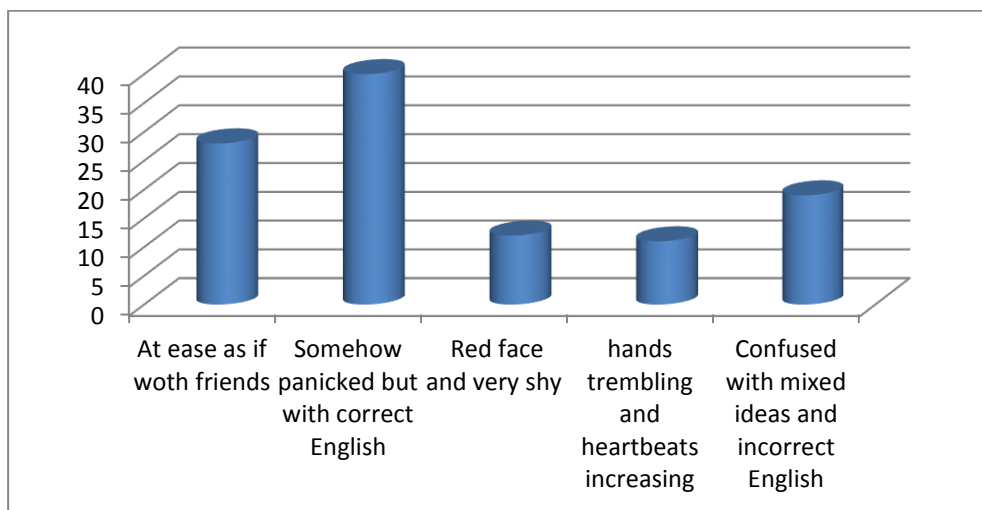
Figure 23: Students' Physical and Psychological State in the OE Class

3. 3. In my oral class, I feel so anxious, disturbed and forget all what I know or prepare

From this question onwards, all the questions are of the scale ranking type; the options vary from 'always, sometimes, rarely, and never'. As far as this question is concerned, we attempt to classify very anxious students because they will point to their frequency of anxiety. The results demonstrate that (67, 27 %) of

the informants have moderate anxiety while speaking in the OE class as the table exemplifies.

Options	Frequency	Percentage
Always	8	7,27%
Sometimes	74	67,27%
Rarely	22	20%
Never	6	5,45%
Total	110	100%

Table 37: Students' Daily Anxiety
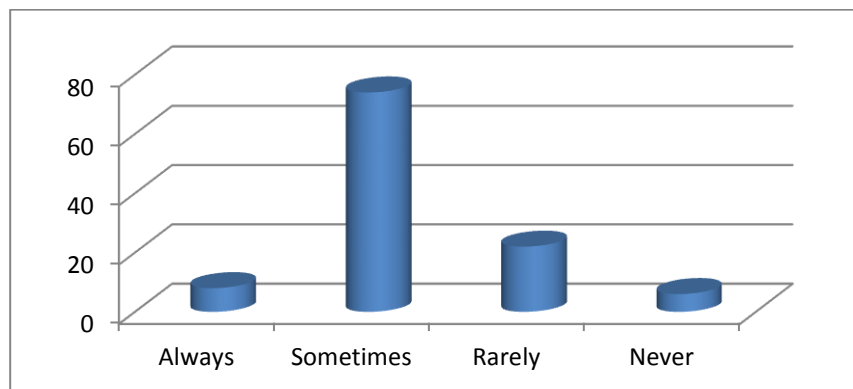
Figure 24: Students' Daily Anxiety

3. 4. I feel quite sure and comfortable when I'm asked to speak in the oral sessions

Contradictory to the previous item, this question is posed to detect which students feel at ease while speaking in the oral class and more precisely that are non anxious. As far as what is shown in the previous quesion, the 'sometimes' alternative gains the students popularity since we obtain approximately the same rate (67,27%), as it is illustrated in the subsequent table.

Options	Frequency	Percentage
Always	25	22,72%
Sometimes	74	67,27%
Rarely	8	7,27%
Never	3	2,72%
Total	110	100%

Table 38: Students' Rate of Anxiety
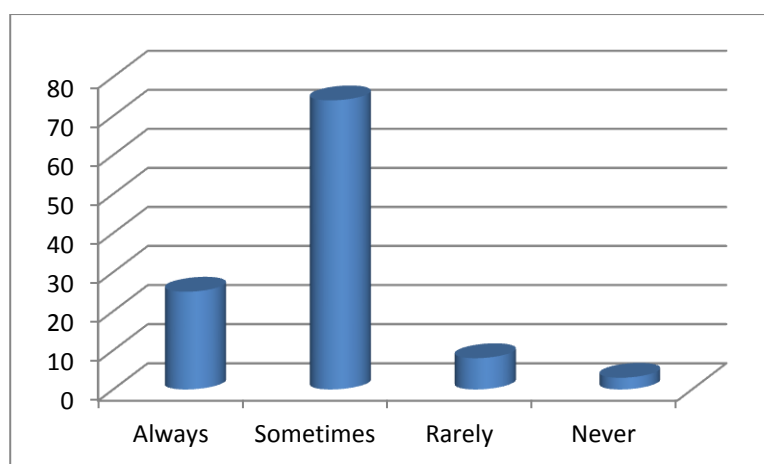
Figure 25: Students' Rate of Anxiety

3. 5. I feel troubled and worried if the teacher asks me to speak in the oral class

Many anxious people feel troubled and stressed if they are called to speak in front of others; public speaking is usually regarded as anxiety provocative. This is the main reason why the present question is posed. So, we are attempting to detect who feels anxious if he/she is asked to speak in the oral class. Therefore, it is proved in terms of data that a great percentage of students get sometimes anxious if the teacher asks them to speak; the finding presented in this table will prove what is mentioned.

Options	Frequency	Percentage
Always	14	12,72%
Sometimes	50	45,45%
Rarely	17	15,45%
Never	29	26,36%
Total	110	100%

Table 39: Students' Worry if they are asked to Talk
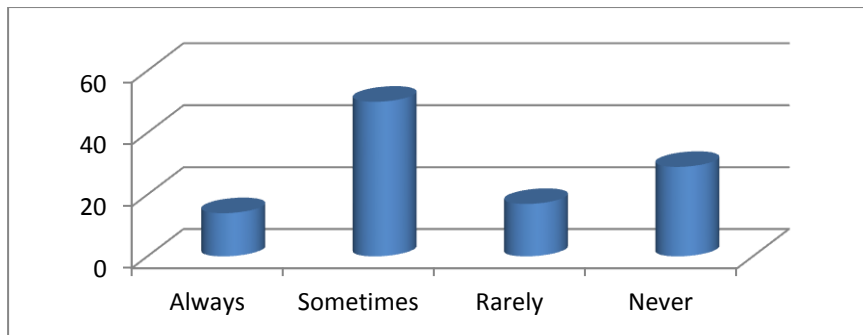
Figure 26: Table 40: Students' Worry if they are asked to Talk

3. 6. I feel afraid and anxious if I don't understand the teacher's speech in the class

Anxiety as a psychological aspect of the self (as aspect termed more precisely as social anxiety or discomfort related to social interactions and the classroom is an illustrative example of social interactions provoking anxiety) has many varieties, one among is the communication apprehension which stands if people express difficulty in understanding others or could not make their speech understandable. Through answering this question, students will expose their anxiety while the researcher will practically identify who is anxious among the participants. Few students (16) respond by selecting the 'always' option to show

their difficulty of understanding the teacher speech, and the table below could indicate the data.

Options	Frequency	Percentage
Always	16	14,54%
Sometimes	33	30%
Rarely	34	30,90%
Never	27	24,54%
Total	110	100%

Table 40: Students' Anxiety about the Difficulty of Understanding the Teacher
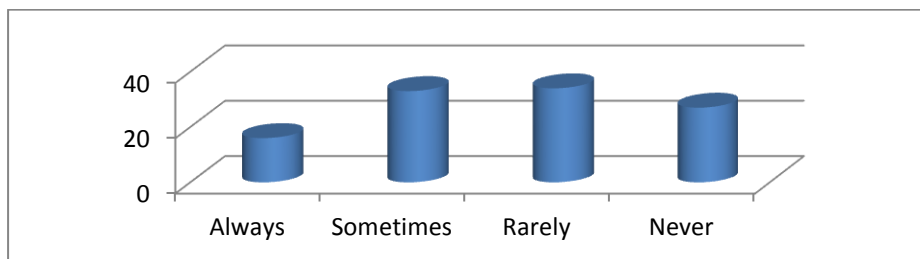
Figure 27: Students' anxiety about the difficulty of understanding the teacher

3. 7. I forget my English if the teacher asks me a question I did not prepare

The majority of learners experience anxiety in language classroom whenever they are asked to do or answer any task they did not prepare in advance. This is why we choose this question to see which students and how much they get anxious if they don't prepare their homework. It is revealed that the 'sometimes' option takes the lion's share of choices with a rate of (41,81%).

Options	Frequency	Percentage
Always	26	23,63%
Sometimes	46	41,81%
Rarely	21	19,09%
Never	17	15,45%
Total	110	100%

Table 41: Students' Anxiety about Lack of Preparation
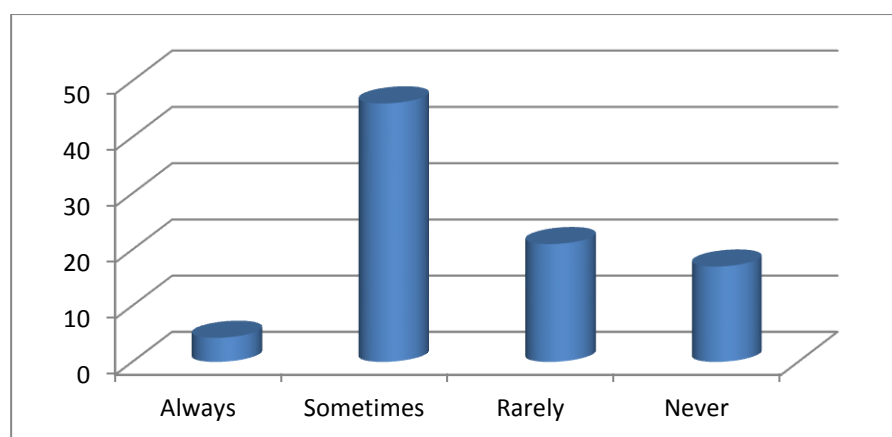
Figure 28: Students' Anxiety about Lack of Preparation

3. 8. I feel anxious even if I speak good English in class

Two types of anxiety are usually highlighted: facilitating anxiety and debilitating one and we have already explained each of which previously. This item is put to find out if students' anxiety affects their oral production positively or negatively and more deeply if it can help them to perform well. A little rate (10%) indicates that students' anxiety always impacts their verbal performance positively and it is illustrated in the subsequent table.

Options	Frequency	Percentage
Always	11	10%
Sometimes	42	38,18%
Rarely	18	16,36%
Never	39	35,45%
Total	110	100%

Table 42: Anxiety Impact on Students
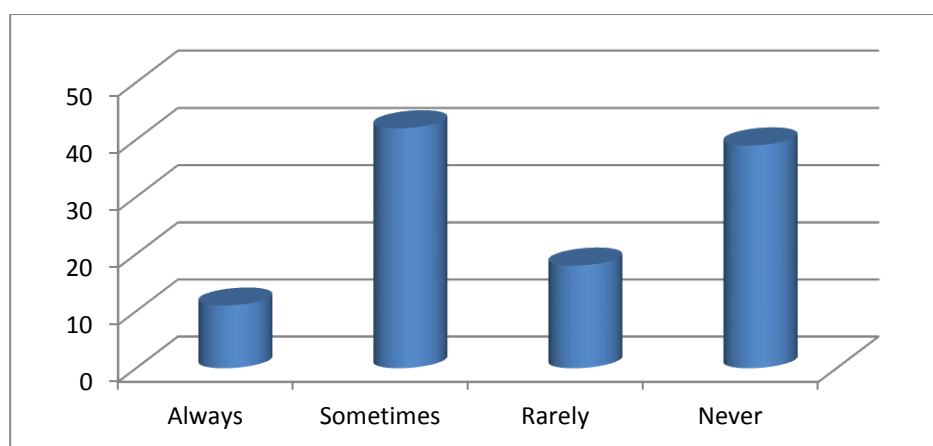
Figure 29: Anxiety Impact on Students

3. 9. I feel upset and embarrassed if I do not speak good English

Among the anxiety affects is making students feel upset and sad concerning their performance and, therefore, they may not try again to improve their oral English. The main objective, here, is to see to what extent anxiety influences students negatively and decreases their motivation towards their studies. The subsequent table reveals that only a small rate (12,72%) of students do not care either because they will try again or they do not pay great attention to the learning process.

Options	Frequency	Percentage
Always	37	33,63%
Sometimes	43	39,09%
Rarely	16	14,54%
Never	14	12,72%
Total	110	100%

Table 43: Students Getting Upset
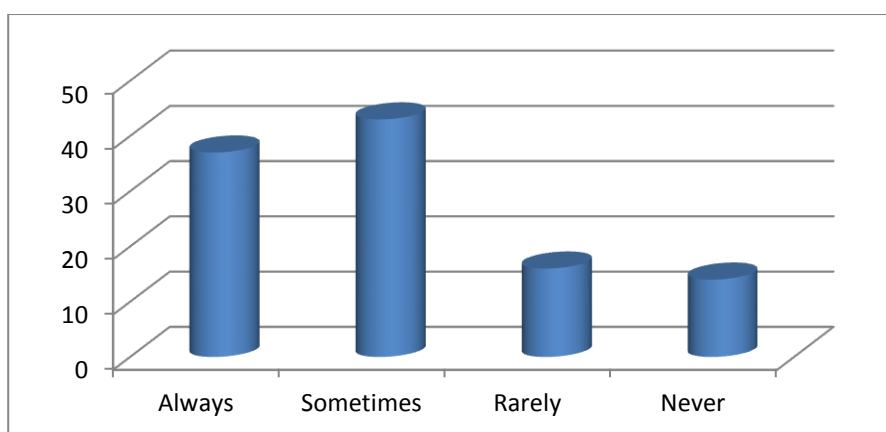
Figure 30: Students Getting Upset

3. 10. I feel anxious if someone asks me something in English anywhere

As afore-mentioned, the research participants are speakers of Arabic and learners of English in Algeria which means they will face many people who could not speak and understand English; therefore, they are going to be asked to explain or say something in English. Thus, we seek to know how much they get anxious once they are asked to speak English outside the classroom walls. The results express that 41 of the students do not get anxious according to the following table.

Options	Frequency	Percentage
Always	3	2,72%
Sometimes	31	28,18%
Rarely	35	31,81%
Never	41	37,27%
Total	110	100%

Table 44: Students' Anxiety about Speaking English Elsewhere
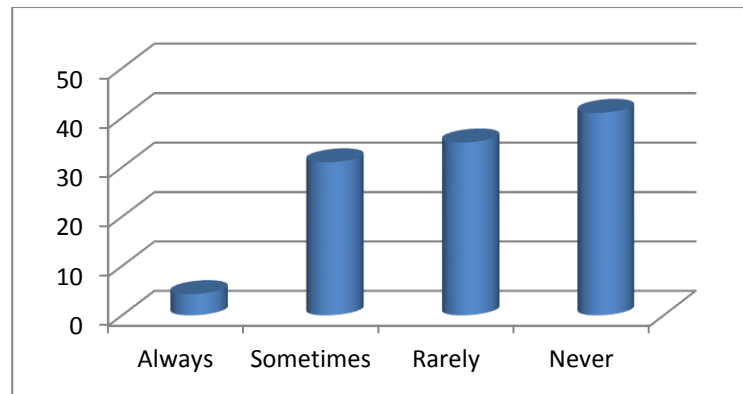
Figure 31: Students' Anxiety about Speaking English Elsewhere

3. 11. Even if I revise my lectures in advance, I feel anxious and confused

Many students experience anxiety in the language classroom even if they are well prepared for the lecture, and they may lack self-confidence or they feel confused because they think that what they know would not add something new to the learning process. We attempt to count how much students get anxious even if they do their work in advance. The results interpreted in the following table demonstrate that a significant rate (30%) of responses indicates that many students never get anxious if they prepare before the lecture.

Options	Frequency	Percentage
Always	16	14,54%
Sometimes	35	31,81%
Rarely	26	23,63%
Never	33	30%
Total	110	100%

Table 45: Students' Anxiety after a Well Preparation
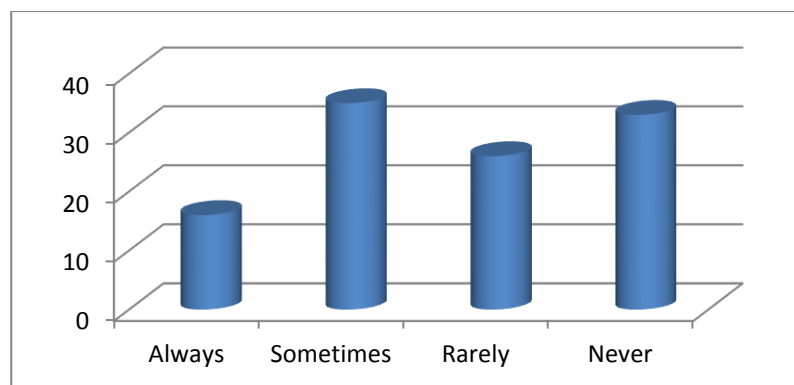
Figure 32: Students' Anxiety after a Well Preparation

3. 12. In my oral class, I feel that other students speak English better than me

Generally speaking, Language classroom consists of good and bad speakers this is why a number of students think that others could speak the FL better than them. Anxious students usually avoid speaking because they believe that others are good speakers in comparison with them. In order to find out how much learners think like that, we administer this question. The data obtained prove that a small rate (10%) of students never feel that others are more proficient.

Options	Frequency	Percentage
Always	25	22,72%
Sometimes	58	52,72%
Rarely	16	14,54%
Never	11	10%
Total	110	100%

Table 46: Students' Feelings about Others
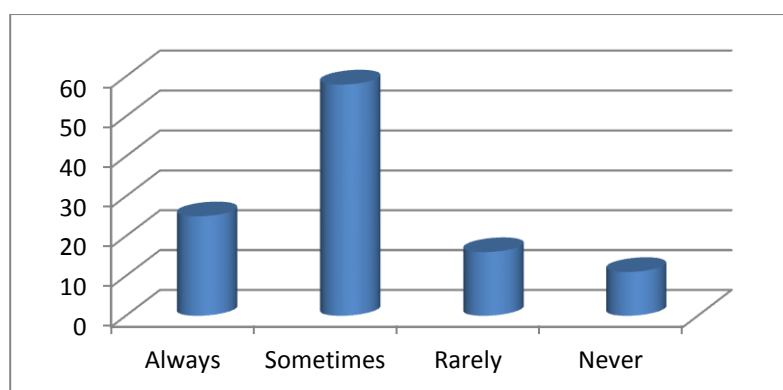
Figure 33: Students' Feelings about Others

3. 13. It embarrasses and makes me afraid if I feel that my classmates will laugh at me or at my English while speaking in the oral class

As afore-mentioned, anxiety has three major types. This question tends to measure the students' fear of being laughed at. 'Negative evaluation' is the anxiety type that will be checked from that question, and as much as many students think that way, they get anxious and confused and, therefore, they would not speak. The table below indicates that a huge number hat is t56 of students never think this way.

Options	Frequency	Percentage
Always	7	6,36%
Sometimes	30	27,27%
Rarely	17	15,45%
Never	56	50,90%
Total	110	100%

Table 47: Students' Fear of Being Laughed at
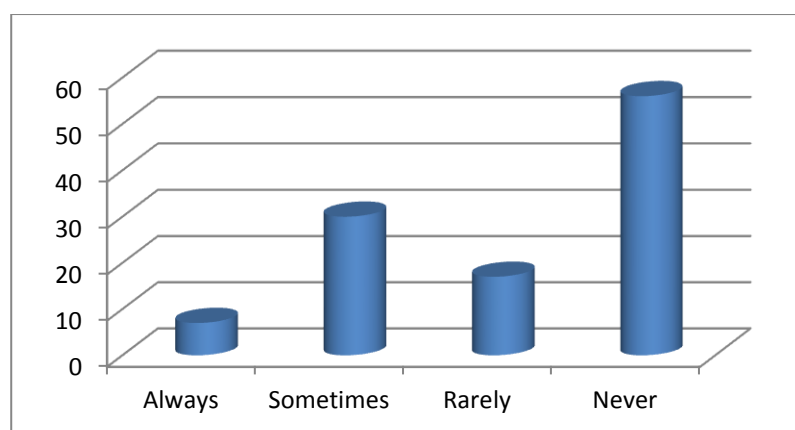
Figure 34: Students' Fear of Being Laughed at

3. 14. I care if I make mistakes while speaking in the oral sessions

Unlike the previous questionnaire items, this question is a dichotomous one with three alternatives; we are attempting to find out if accuracy is one of the objectives attended by students while speaking. Further, we will prove that since students care if they make mistakes it means they get anxious because they would like to use adequate English. The results reveal that the vast majority (60 %) of students care about making mistakes.

Options	Frequency	Percentage
Yes	66	60%
Sometimes	40	36,36%
No	4	3,63%
Total	110	100%

Table 48: Students' Care of Making Mistakes
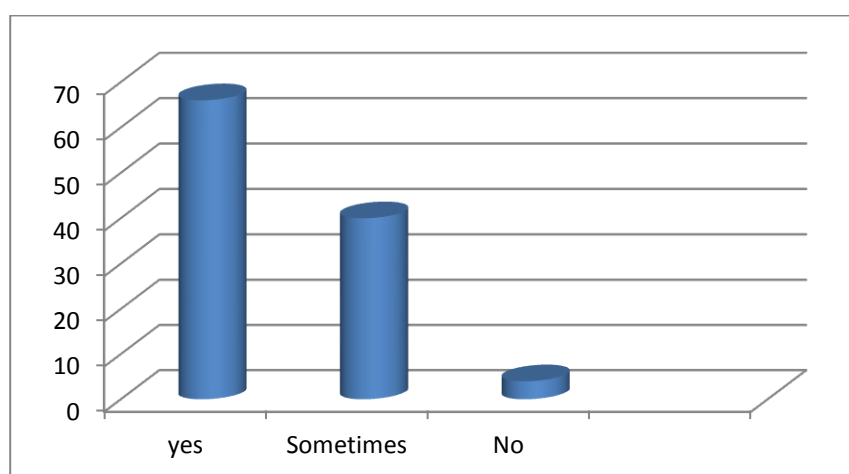
Figure 35: Students' Care of Making Mistakes

3. 15. The OE class makes me anxious, confused and unhappy

We have already mentioned in reviewing the concept of anxiety that language anxiety is a specific anxiety because students get anxious specifically in the classroom context. We try to find out how much the OE classroom drives the participants anxious, confused and unhappy. The subsequent table shows that (56,36) % of students never get anxious in the OE class.

Options	Frequency	Percentage
Always	4	3,63%
Sometimes	23	20,90%
Rarely	21	19,09%
Never	62	56,36%
Total	110	100%

Table 49: Students' Anxiety from the OE Class
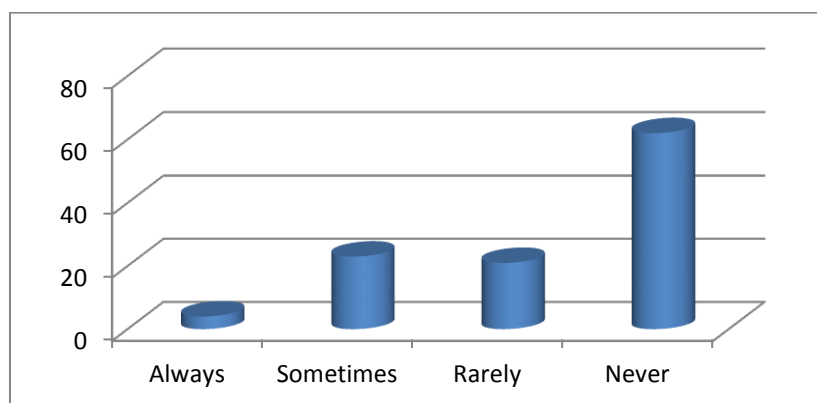
Figure 36: Students' Anxiety from the OE Class

3. 16. It makes me really nervous and uncomfortable if I take extra oral sessions

In any learning task, the teacher may need extra sessions either to accomplish the task in hand or to make sure that learners could acquire the necessary aspects. Similarly, language learners may be asked to attend extra sessions to perfect the target language. We want to see to what extent students get bored and anxious with extra sessions. The findings demonstrate that a small rate (15,45) % of informants declare that they always get nervous from attending extra OE sessions.

Options	Frequency	Percentage
Always	17	15,45%
Sometimes	31	28,18%
Rarely	23	20,90%
Never	39	35,45%
Total	110	100%

Table 50: Students' Anxiety from Extra Oral Sessions
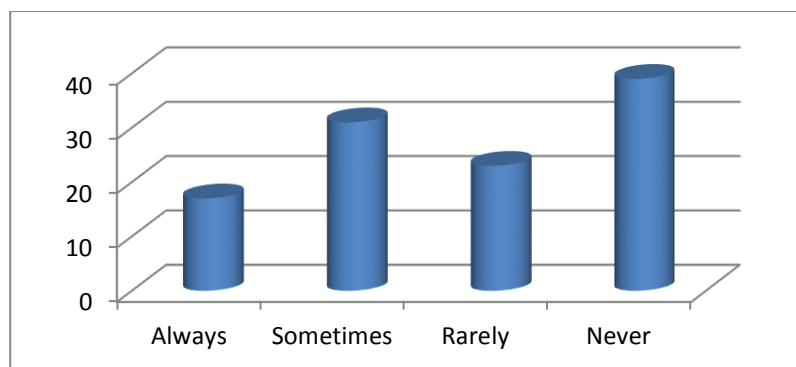
Figure 37: Students' Anxiety from Extra Oral Sessions

3. 17. I feel at ease while taking a test in the oral class

The majority of students all over the world experience anxiety with different degrees during tests or before passing a test. Since we have already pose some questions about the two varieties of anxiety 'test anxiety' is the last one; we would like to find out how many students get anxious while taking a test and how much they get so. The table below shows that 20 % get anxious while taking an oral test.

Options	Frequency	Percentage
Always	22	20%
Sometimes	58	52,72%
Rarely	14	12,72%
Never	16	14,54%
Total	110	100%

Table 51: Students' Test Anxiety
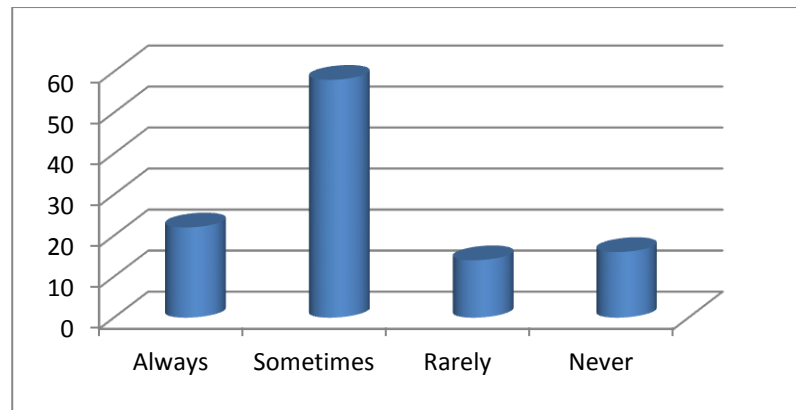
Figure 38: Students' Test Anxiety

3. 18. Do you experience the same level of anxiety in other situations as you do in the oral class sessions?

Through that question, we are attempting to find out if students' anxiety is a trait or a state anxiety. We ask students if they get anxious in other situations as they do in the OE class or if they experience other degrees of anxiety. A significant number of students answer by 'no' which means they get anxious only in the classroom in comparison with (23, 63%) of students who confirm that they experience the same level of anxiety and that implies that their anxiety is a trait anxiety. The following table illustrates the data.

Options	Frequency	Percentage
Yes	26	23,63%
No	84	76,36%
Total	110	100%

Table 52: Students' Anxiety in Other Situations
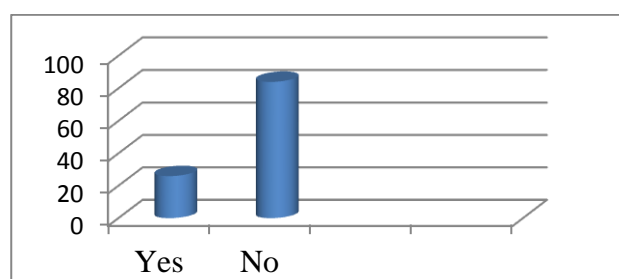
Figure 39: Students' Anxiety in Other Situations

3. 19. My anxiety and nervousness affect my performance (speaking) negatively

Last but not least, we try to make students evaluate the impact of their anxiety on their oral production and see how much they could not use good English once they are anxious. The subsequent table demonstrates that a significant rate (38, 18%) of students believe that their anxiety always influences their oral production negatively.

Options	Frequency	Percentage
Always	42	38,18%
Sometimes	47	42,72%
Rarely	16	14,54%
Never	5	4,54%
Total	110	100%

Table 53: Anxiety Negative Impact on Student's Oral Performance
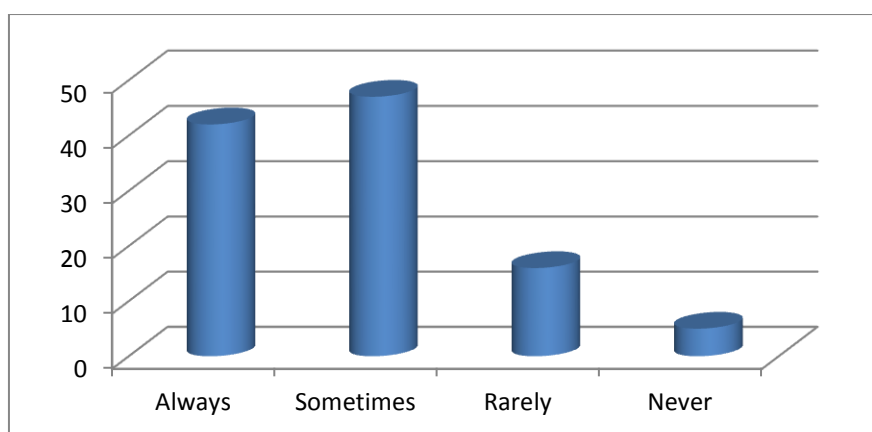
Figure 40: Anxiety Negative Impact on Student's Oral Performance

5. 4. Classroom Tasks Analysis

As afore-mentioned in the previous chapter, we undertake six tasks to probe students risk taking and, at least, every task is undertaken in two OE sessions. Thus, we will analyze all the tasks subsequently through clear tables and each of which will only mention the number of present students as long as there are absent students in every session.

4.1. Idiomatic Expressions Task Analysis

The researcher intends to initiate the tasks undertaken with a simple task. In both sessions, the research participants show a great motivation to learn these

idiomatic expressions and take risks; students attempt more and more to find out the correct and appropriate meaning of each cultural-bound expressions. Unlike risky students, inhibited ones are calm along two sessions even if they could have the correct response but their inhibition hampers their participation, as it is shown in the table below.

Students	Idiomatic expression task		Percentage	
	Session 1	Session 2	S1	S2
Risk taking	26	36	31,70%	43,90%
Inhibited	56	46	68,29%	56,09%
Total	82	82	100%	100%

Table 54: Students Risk Taking in the Idiomatic Expression Task

It is entirely clear that students' risk taking percentage (S1 31,70%.; S2 43,90%) is low in both sessions in comparison with the rate of inhibition (S1 68,29%; S2 56,09%) which increases according to the number of inhibited students. The following graph illustrates the data.
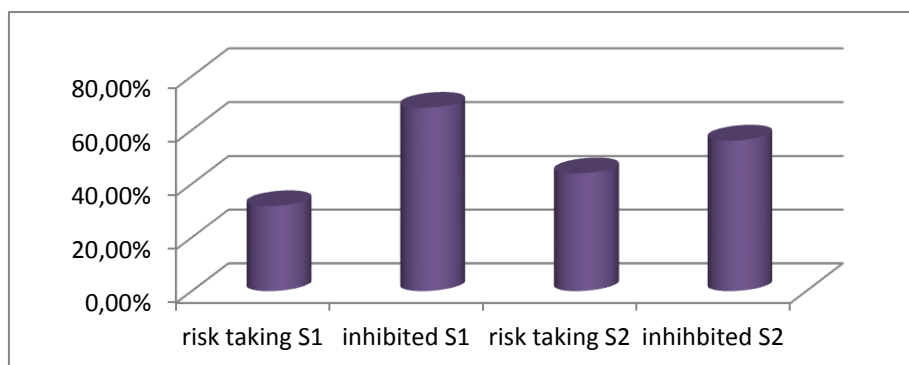
Figure 41: Students Risk Taking in the First Task

4. 2. Problem Solving Task Analysis

Problem solving is considered among the debatable tasks because every student tries to provide the perfect successful solution to the exposed inquiry. As it is explicitly described in the previous chapter, we can say that such a task creates a warm discussion along two sessions. However, the rate of risk taking (33,33%; 42,22%) is still lower than that of inhibition (66,66%; 57,77%) in both sessions. The following table expresses the rate of risk taken in these sessions.

Students	Problem solving		Percentage	
	Session 1	Session 2	S1	S2
Risk taking	29	38	33,33%	42,22%
Inhibition	58	52	66,66%	57,77%
Total	87	90	100%	100%

Table 55: Students Risk Taking during the Problem Solving Task
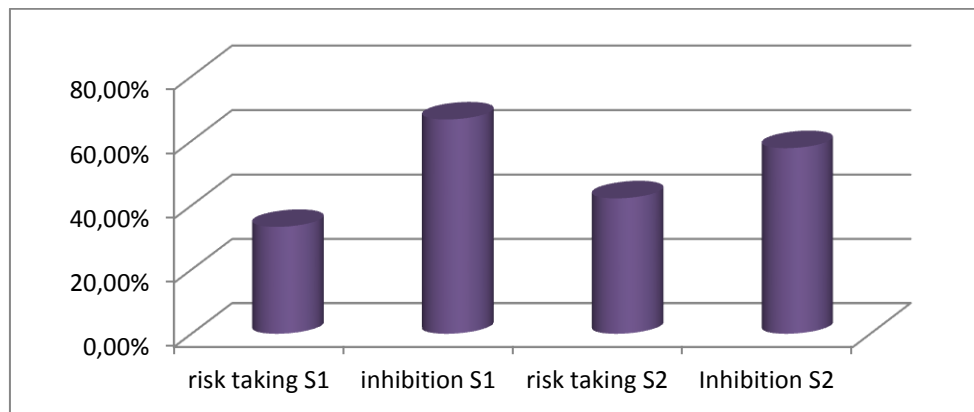
Figure 42: Students Risk Taking during the Second Task

4. 3. Playing Cards Task Analysis

Playing cards or debates are the third classroom task used to probe students' risk taking. Along the two sessions, we attempt to discuss and debate two main different topics. During the first session, students speak about "**could**

students evaluate a teacher?"And in the second session, they discuss **"could people clothes/appearance reflect their personality/religious perspective?"** In both sessions, participants reveal a great interest as much as they are debating something close to their daily life concerns. The researcher could notice that those who are participating are the same who are used to participate in previous classes. Despite the fact that risk takers (33,33%; 46,42%) are less than the inhibited students (66,66%; 53,57%) during the discussion, still they could dominate the class and express their views warmly, and the following table reveals the data obtained.

Students	Playing cards		Percentage	
	Session 1	Session 2	S1	S2
Risk taking	30	39	33,33%	46,42%
Inhibition	60	45	66,66%	53,57%
Total	90	84	100%	100%

Table 56: Students Risk Taking during the Playing Cards Task
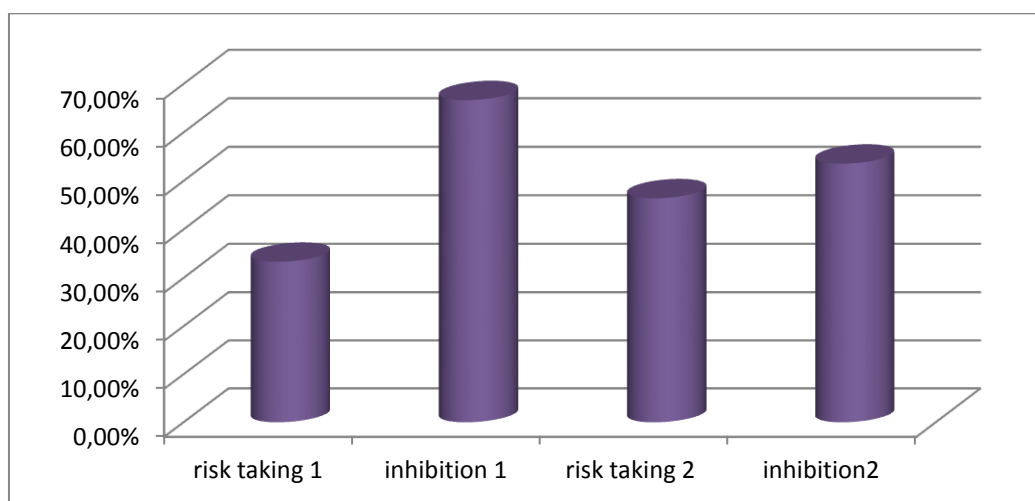
Figure 43: Students Risk Raking during the Third Task

4.4. Personal Qualities Task Analysis

Personal qualities task is the task par excellence that enhances students' participation and risk taking. Students feel quite motivated to speak about their personal characteristics and enjoy telling their classmates their individual experiences and qualities. The rate of risk taking (38,09%; 34,11%) remains always less than that of inhibition (61,90%; 65,88%) in every session and the subsequent table shows the difference.

Students	Personal qualities		Percentage	
	Session 1	Session 2	S1	S2
Risk taking	32	29	38,09%	34,11%
Inhibition	52	56	61,90%	65,88%
Total	84	85	100%	100%

Table 57: Students Risk Taking during the Personal Qualities Task
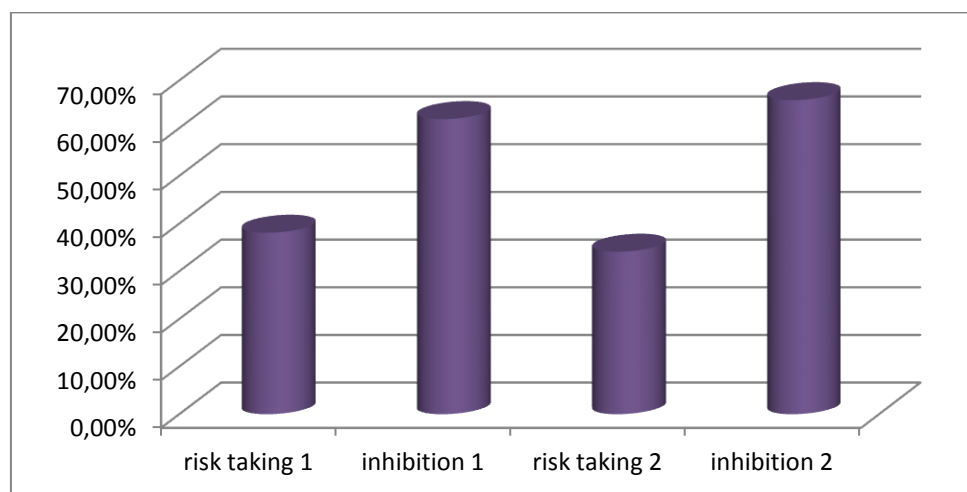
Figure 44: Students Risk Taking during the Fourth Task

4.5. Movie Narrating Task Analysis

During risk taking data collection phase, we undertake a specific task dealing with movie narrating. We attempt to see who are really risk takers in our research class through this task. As a task, movie narrating could not make students motivated to tell movies they have already watched because of various movie events and certain lack of suitable vocabulary. Along the two sessions, few members of the sample try to narrate movies, however, the others remain silent. Therefore, we will notice the rate of risk taking and inhibition in the table below.

Students	Movie narrating		Percentage	
	Session 1	Session 2	S1	S2
Risk taking	22	20	25,28%	23,80%
Inhibition	65	64	74,71%	76,19%
Total	87	84	100%	100%

Table 58: Students Risk Taking during the Movie Narrating Task
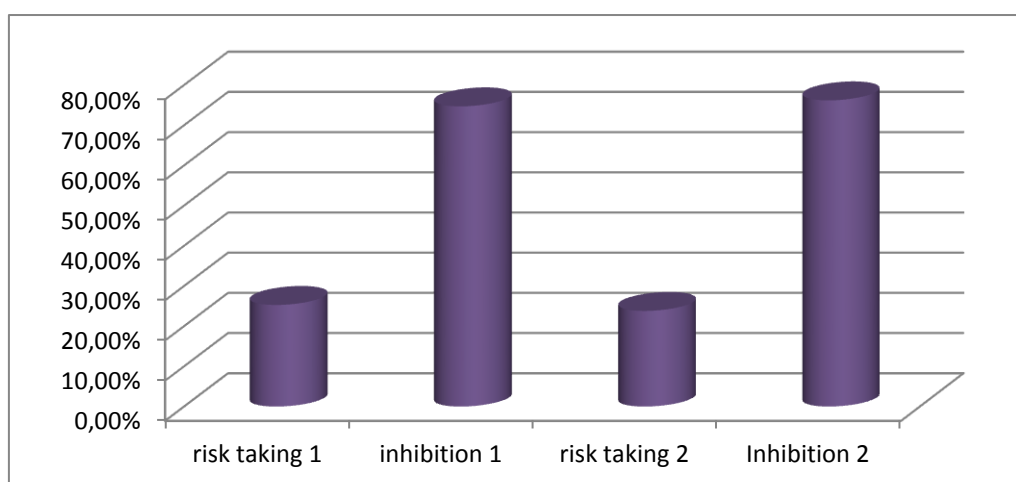
Figure 45: Students Risk Taking during the Fifth Task

4. 6. Story Completion Task Analysis

As a widespread used task and a motivating one to be used in language classroom, story completion is selected. Unlike the previous task which decreases somehow the students' willing to participate, story completion promotes students' talk and imagination. We can see that students are able to create logical completion to the suggested story. As far as this task is concerned, the rate of risk taking increased in comparison with the previous task. Whereas, it is always less than the inhibition rate (71,76%; 67,46%) as it is illustrated in the following table.

Students	Story completion		Percentage	
	Session 1	Session 2	S1	S2
Risk taking	24	27	28,23%	32,53%
Inhibition	61	56	71,76%	67,46%
Total	85	83	100%	100%

Table 59: Students Risk Taking during the Story Completion Task
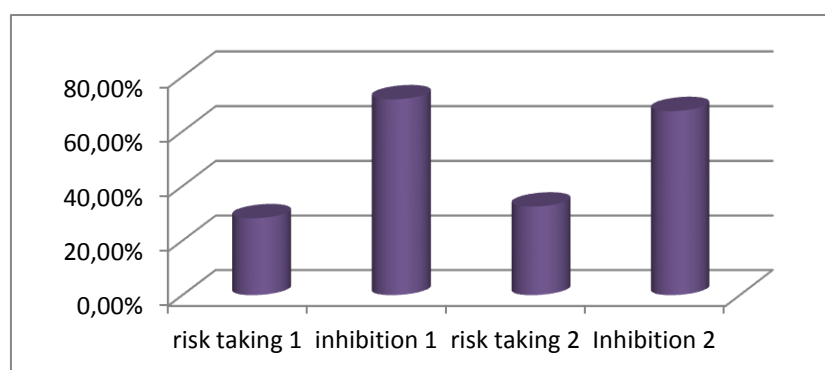
Figure 46: Students Risk Taking during the Sixth Task

Conclusion

As it was already stated in this chapter introduction, the researcher is seeking a quantitative process to accomplish determining the students' personal qualities and preferences, furthermore, we can find out how many extroverts, introverts, risk takers, inhibited, anxious, and non anxious within our sample of study.

Therefore, the above graphs and tables can clarify the amount or the number of personal traits our students hold. Henceforth, the next chapter will significantly identify the role of classroom observation undertaken while collecting the afore-analyzed data.

Introduction

In our research, we would like to show that the classroom observation tool is the research instrument that extends along the whole data collection period. Thus, classroom observation checklists are explicitly described in the present chapter only to help readers noticing the manner, frequencies, and ability of students' participation in the daily OE classroom.

The secondary major aspect highlighted in that chapter is the data scoring of the main research variables; thus, the researcher will attempt to drive score for the students' level of extroversion, anxiety, and risk taking. Eventually, scores are significantly prepared to enable the researcher to calculate patterns to establish the possible correlations between the dependent and independent variables.

6. 1. Classroom Observation Analysis

6.1.1 Classroom Observation during the Data Collection of the First Variable

As it is already mentioned, the extroversion/introversion dimension was the first variable that has been tested in carrying out our research. As stated before, the questionnaire is the appropriate tool to determine extrovert and introvert among our research participants. Moreover, such a questionnaire is accompanied with a classroom observation to support the students' responses.

Thus, we will analyze that period session by session. During these sessions, students debate five major topics, each of which is discussed along two sessions with every group since our sample is made up of three groups. We attempt to choose social topics to be discussed in class, since (46, 66%) of

students prefer to debate this sort of topics according to the data obtained from the needs analysis interview.

Our classroom observation was supported by a checklist that mentions all the necessary aspects of the research purpose. Therefore, the next table will illustrate each session with the topic discussed and the participating students in every session. Last but not least, this table contains some remarks concerning students' language proficiency, new ideas, and behaviours that the researcher notices and highlights during the classroom observation process.

It has been already mentioned that the research sample is made up of three groups (09, 12, and 13) but the researcher prefers to name them (A, B, and C) respectively. Furthermore, the next table will demonstrate the students participating in every session and, of course, they are going to be named, to be distinguished from each other; in terms of confidentiality. The students are not going to be referred to by their proper names, but they will be pointed differently. For instance, we will find that students are referred to as A1, A9, B6, B15, C5, C25, and so forth; here it means that A1 is the first student in the list of group 9 which is assumed to be group A. A9 is the nine students in the list of group 9. B6 is the sixth students in the list of group 12 which is assumed to be group B. B15 is the student number 15 in the list of group 12. C5 is the fifth student in the list of group 13 which is assumed to be group C. C25 is the student number 25 in the list of group 13. Therefore, in every session of certain topics, we will show the students who participate in the class discussion referring to them by appropriate letters and numbers.

Topics	Sessions	Participating students	Remarks
1. **Generation** **Gap**	Session 1	A3, A12, A13, A15, A16, A19, B1, B6, B10, B12, B14, B16, B21, B22, B23, B25,C1, C2, C5, C13, C22, C26,C29	1. A warm discussion with group B and C better than g. A.
	Session 2	A3, A14, A15, A16, A12, B1, B6, B10, B12, B15, B16, B21, B22, B23, B25, B26, B27, B34, C3, C5, C6, C10, C13, C16, C23, C26,C27, C33	2.Not all participants have good English 3. Additional ideas viewed by participants that switch the main topic of discussion. 4. 25,27% of students participate in the 1st session in comparison to 30,76% in the 2nd session
2. Gender **Roles**	Session 1	A5, A10, A12, A13, A14, A15, A16, A17, B1, B3, B10, B11 B18, B19, B20, B22, B25, B26, B32,B33, C2,C3,C6, C12,C13,C16, C19, C22,C23, C26, C27, C29, C33	1. Concerning this topic, g. C is considered the best in comparison to other groups. 2. participants try to support their opinions and exemplify from their daily life experiences
	Session 2	A3, A5, A6, A10, A12, A13, A14, A15, A16, A17, A23, B1, B3, B6, B10, B11, B14, B16, B21,B22, B25, B27, C2, C3,C5, C7,C16, C23, C26, C27, C28, C29, C33	3. The rate of participants starts to increase comparing to the previous topic discussion. In both sessions 35,16% of students participate in the class discussion.
3. Adoption	Session 1	A5, A6,A10, A11,A12, A13,A16,A1 A7,A19,A23, B7,B10, B15,	1. The discussion is symbolized by great

	Session 2	B16,B18,B19 B21,B22,B23 B25,B26,B28 ,B32B34,B35 ,C2,C3,C5, C6, C12,C13, C16, C19, C22,C23, C26,C27,C28 ,C29,C33 A5,A6, A10,A12, A13,A14, A15,A16,	opposing views about the religious point of view concerning adoption. 2. Adoption makes students review many real stories
		A17,B11,B12 , B15,B19,B21 ,B23,B25, B26,B28,B32 ,B34,C2,C3, C5, C6,C7,C8, C12,C13, C16,C17,C18 ,C22,C23, C24,C26,C27 ,C28	they know about adopted people. 3. The rate of participation 45,05% and 40,65% along both sessions respectively seems to be higher than usual which means students feel very motivated to discuss the topic.
4. Economy in Algeria	Session 1	A3,A6,A11, A12,A13, A15,A17,B3, B10,B11,B14 ,B15,B16, B22,B23,B25 ,B32,C2,C3, C5,C6,C7,C8	1. Economy in Algeria as a topic gains some students interests, whereas, makes others feel bored and

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		,C13,C17, C22,C23,C26 ,C29,C30	demotivated.
	Session 2	A3,A5,A6,A 10,A12,A13, A13,A14,A5, A17,A18,A1 9,A20,B3, B10,B12,B14 ,B15, B19,B21, B23,B25,B32 ,C3,C5,C6, C12,C13,C16 ,C17,C18,	2. Many students intiate their discussion speaking about economy and end up criticizing the corrupted political system of the country.
		C22,C23,C27 ,C28,C29,	3. The rate of participation varies from group to another and from session 32,96% to session 40,65% .
5.Languages	Session 1	A1,A5,A6,	1. "Languages" are students main study concern; they find any easy way to discuss the topic with a rich support of examples.
		A11,A12,A1 3,A14,A15,A 16,A17,A19, A23,B1,B3,	
		B7,B8, B11,B12,B16 ,B17, B20,B21,B22 ,B23,B25,	2. We notice that discussions atmosphere vary from one group to another even if the lecture is delivered by the same teacher, still there is a great difference among
		B26,B32,B35 ,C2,C3,C5,	
		C8,C10, C12,C13, C16,C17, C19, C22,C23,C24 ,C26,C27,C2 8,C29,C30,C 33	
	Session 2	A3,A12,A13, A14,A15,	

A16,B1,B3	students.
B6,B10,B11, B12,B14,B16 ,B17,B19,	3. The participation rate increases in comparison to the
B20,B21,B23 ,B25,B32,C2, C3,C5,C6,C7 ,C10,C12,C1 3,C15,C16,	previous session because we find that 52,74% participate during the 1st session
C19,C22,C26 ,C27,C28,	and 41,75% during the 2nd session.
C29,C33	

Table 60: Classroom Observation while Testing Extroversion/Introversion Dimension

6.1.2 Classroom Observation during the Data Collection of the Second Variable

It is not an easy task to measure students' anxiety during the OE class, that is why, we choose to test students' individually through presenting some preferable reports about various topics. During testing anxiety, in every session we notice pairs or a group of students presenting certain topics and discuss many ideas with their classmates. Thus, in each session we prepare a new table that contains students' level of performance, understandability, motivation, discussion. The checklist contains also the presenters' behaviour, state of being, and anxiety.

It is worth mentioning that some students are part of the presentation, but we are not going to mention them because they are either excluded or absent in some exams or classes, and so they do not have all the necessary scores that the researcher needs for calculating. Henceforth, in the subsequent table, we will only review those students who have all scores of the research variables (extroversion/introversion, anxiety, and risk taking/inhibition).

Normally, every topic presentation is made by two or three students because the groups are numerous and the time devoted for data gathering is short to some extent; some students who belong to the research participants either they do not have any grade of exam because they were either absent or excluded, or they have their exam grades but they do not present something in the class. So, in all cases they lack certain data for which we need to find out correlations between variables. Therefore, we are going to find some presentations that are made up only of one student who has, of course, all the necessary scores for calculations.

Titles	Sts	T C	Language proficiency		F	Phisycal appearance		E	Anxiety	N	Remarks
-	-	-	G	P		R	T		A		-
Counterfeiting	A13	30m	+	+	+	-	+	+	-	+	Very short reading presentation with detailed explanation and examples
Cloning	A8	10m	-	-	-	+	-	-	+	-	They were laughing and it was aboring presentation, the majority of students were bored
	A17	20m	+	~	+	-	-	+	~	-	
Wars	A1	9m	~	-	-	+	+	-	+	-	Nice choice topic, boring presentation, reading without any explanation
	A18	11m	~	-	-	-	+	-	+	-	
Phobia	A10	12m	~	-	-	-	-	-	+	-	Laughing most of the time, reading without examples, demotivated students
	A23	18m	~	-	-	+	+	-	+	-	
Manifestations	A15	25m	+	~	+	-	-	-	-	+	Well explained topic, asking students all the time with good discussion and motivated students
	A14	10m	+	~	~	+	+	-	-	+	
Stress	A6	30m	+	+	+	-	+	+	-	+	Good explanation, with some tests and a warm discussion
	A22	10m	-	~	~	-	-	-	+	-	
Anger	A5	14m	-	~	~	+	+	-	+	-	Students were reading and laughing,

Topic	Code	Duration									Description
	A11	13m	-	~	~	-	-	-	+	-	with a boring presentation
Magic	A19	20m	~	+	+	-	-	+	-	+	Frightening presentation with much laughter and good discussion and explanation
	A4	10m	-	-	-	-	-	-	+	-	
Marriage	A3	10m	~	+	+	-	-	+	-	+	Short explanation and boring discussion
	A21	5m	-	-	-	+	-	-	-	+	
Sport	A16	13m	+	+	-	-	-	+	-	+	Very short and boring presentation, any motivating discussion
	A20	10m	+		-	-	-	+	-	+	
	A9	5m	+	~	-	-	-	+	-	+	
				~							
Friendship	A7	20m	-	+	-	-	+	-	+	-	Short and boring presentation
Cinema	A2	10m	-	-	-	-	-	-	+	-	Short and well explained presentation
	A12	20m	+	+	+	-	-	+	-	+	
Illegal Immigration	B10	12m	+	+	+	-	-	+	-	+	Calm presentation, very short discussion and demotivated students
	B25	14m	+	+	+	-	-	+	-	+	
	B17	11m	-	~	-	-	-	-	-	+	
Hacker	B14	20m	~	+	+	-	+	-	+	-	A well explained presentation and new ideas are discussed
	B11	20m		+	+	-	-	+	-	+	
	B23	10m	+	-	-	-	-	-	+	-	
				+							
Human Trafficking	B12	10m	+	+	+	-	-	+	-	+	Motivating presentation with real examples and good explanation
	B21	20m	+	+	+	-	-	~	~		
	B26	16m	+	+	+	-	-	~	+	~	
										-	
Pollution	B1	25	~	-	~	-	+	~	+	-	Demotivated presentation and an over discussed topic without any explanation

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Topic	Code	Time									Comment
FBI	B20	20m	-	-	~	-	-	~	~	~	Average presentation, students read more than explain
	B2	14m	+	+	-	-				+	
	B5	6m	-	-	+	+	+	+	-	-	
					-			-	+		
Bribery	B34	13m	-	-	-	+	-	-	+	-	Reading session, inability to explain fact and answer questions, so a boring presentation
	B24	10m	-	+	+	-	-	+	+	-	
	B9	6m	-	-	-	-	+	-	+	-	
	B30	8m	-	-	-	+	+	-	+	-	
Black Magic	B22	12m	+	~	+	-	-	+	-	+	Motivating presentation, but lack of examples and new ideas
	B13	10m	~	~	-	-	+	-	+	-	
	B27	6m	-	-	-	-	+	-	+	-	
AIDS	B16	12m	+	+	+	-	-	+	-	+	A boring presentation with valuable scientific facts, more reading than explanation
	B17	10m	+	+	+	-	-	+	-	+	
	B7	5m	~	+	+	-	+	-	+	-	
	B33	5m	~	+	-	-	-	-	+	-	
Illuminated New World Order	B19	5m	-	~	-	-	-	-	+	-	Very good discussed topic, with real examples and motivated students
	B32	30m	+	+	+	-	-	+	-	+	
	B35	10m	-	~	-	-	+	-	+	-	
Paranormal activities	B6	20m	+	+	+	-	+	+	-	+	Video presentation with students explanations, still it lacks motivation
	B18	15m	+	-	-	+	+	+	-	+	
	B4	7m	-	-	-	-	-	-	+	-	
Traditional Medicine	B3	15m	+	~	-	-	-	-	+	-	Boring and disorganized presentation, without explanation
	B31	5m	-	-	-	+	+	-	+	-	
Difference between men and women	B29	5m	-	-	-	+	-	-	+	-	Short and boring without facts
	B28	10m	-	-	-	+	-	-	+	-	
The Palm Island in UAE	B8	15	-	-	-	+	-	-	+	-	Boring and reading presentation
Juvenile Delinquency	C3	30m	+	+	+	-	-	+	-	+	Well explained presentation with a warm discussion
	C4	3m			-	-	-	-	+	-	

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Topic	Code	Duration									Description
			~	~							
Exploitation of children	C30	13m	+	~	+	-	+	-	+	-	Motivating presentation and good discussion
	C31	6m	+	~	-	-	-	-	+	-	
Plastic Surgery	C8	12m	~	+	+	-	-	+	-	+	Well explained and discussed presentation and motivated students
	C12	15m	+	+	+	+	-	+	-	+	
	C25	10m	~	~	-	-	-	-	+	-	
Bribery in Algeria	C33	3m	+	~	-	-	-	+	-	+	Short and boring presentation, but well discussed topic
	C17	10m	+	+	~	+	+	-	+	-	
	C23	15m	+	+	+	+	-	-	+	-	
Mediation	C6	7m	+	+	+	-	-	+	-	+	Well explained, performed, discussed presentation that motivate the class
	C16	7m	+	+	+	+	-	+	-	+	
	C5	16m	+	+	+	-	+	+	-	+	
Drugs	C 29	25m	+	~	+	+	-	+	+	-	Explaining and reading, but a boring presentation
	C 9	10m	-	-	-	-	-	-	-	+	
Depression	C26	17m	+	+	+	-	-	**+**	-	+	A well explained, performed, and discussed presentation that motivates the audience
	C24	5m	+	~	-	-	+		-	+	
	C27	5m	+	~	-	+	+	~	+	-	
	C13	20m	+	+	+	-	-	~	-	+	
								+			
Illegal Immigration	C 19	10m	~	~	+	-	-	+	-	-	Well explained and discussed presentation with motivated students
	C 20	10m	-	-	-	-	+	-	+	+	
	C 22	12m		+	+	+	-	-	+	+	
			~								
Happiness	C10	15m	~	~	~	-	-	+	-	+	Debating presentation with opposing views
	C 18	15m			-	-	+	-	+	-	
			+	-							
Violence against Women	C11	10m	-	-	-	+	+	-	+	-	Short and boring presentation , only reading without any explanation that demotivated the whole
	C 32	5m		-	+	+	-	+	-		
	C 15	5m	-	-	-	-	-	-	-	+	

	C 1	10m			-	-	+	-	+	-	class
	C 14	5m	-	-	-	-	+	-	+	-	
			-	-							
			-	-							
Betrayal	C 28	17 m	+	+	+	-	-	-	+	-	Boring presentation without explanation
	C 7	13m			-	-	+	-	+	-	
			-	-							
Mass media	C 8	15m	+	+	-	-	+	-	+	-	A reading session without explanation and motivation
	C21	15m			+	+	+	-	+	-	
			-	-							

Table 61: Classroom observation while testing Anxiety

This table looks a little bit ambiguous because it is full of initials, signs, and abbreviations which are confusing somehow, thus, we will clarify each of them explicitly; it can be done in the list of abbreviations but it is only to help the readers to visualize the initials and their significance right, here.

Initials	Clarification
Sts	It means students.
TC	It means time consuming.
A13, B7, C9	They are students of group 9, 12, 13 as it is explained in the previous table.
G	It means grammar as one aspect of language proficiency to be evaluated.
P	It means pronunciation also as an aspect of OE to be measured.
F	It means fluency which is among the chief aspects to be measured.
R	It means having a red face once students feel anxious and disturbed.
T	It means trembling and shaking hands and fingers while speaking if they feel anxious and uncomfortable.

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E	It means feeling at ease and comfortable while speaking and facing the class.
A	It means anxious and stressed.
N	It means being non-anxious and very calm.
M	It means minutes, such as 13m refer to 13 minutes.
A minus **(-)**	It refers to either a weak performance or the absence of a given quality. For example, if we find in the colon of anxiety a (–) for a given student it means that he was not anxious but if there is a (–) in the colon of pronunciation it means that the student has a weak pronunciation.
A plus **(+)**	It means totally the opposite; if there is a (+) in the colon of pronunciation it means that such a student has a good and positive pronunciation, but if a (+) is in the colon of (red face) for instance it means that this students has automatically a red face.
~	This sign means the average, neither positive nor negative but average performance.

Table 62: Initials Clarification

6.1.3 Classroom Observation during the Data Collection of the Third Variable

Risk taking/inhibition is the last variable tested while carrying out this research and as it has been already mentioned, we have dealt with six classroom tasks to probe students' risk taking. The researcher always adopts the same technique of non participant observation. Just after the warming up and making the students familiar with the task, we let students free to choose to contribute during the class participation or remain silent listening to their classmates' views.

As it is done before, in every session the researcher develops an observation checklist to precede the classroom observation. And, it is of great importance to clarify that risk taking/inhibition is the sole variable tested using only the classroom observation instrument. The table below will illustrate the data

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collected through mentioning the students who participate and take risk during the

OE class.

Classroom tasks	Sessions	Participating students	Remarks
Idiomatic expressions	Session 1	A3,A6,A12,A13,A15, A16,A17,A23,B10, B11,B12,B13,B16, B19,B21,B22,B26, B32,C3,C5,C13,C16, C17,C22,C29, C33	It was a motivating task that enhances students' participation. Moreover, through such a task attempt to link and compare cultures while looking for equivalents of the idiomatic expression in their language and other languages.
	Session 2	A6,A10,A13,A14,A16 ,A17,A19,B1,B3,B7,B 10,B12,B14,B15, B16,B21,B25,B26, B32,C3,C5,C6,C8, C10,C13,C16,C17, C19,C20,C22,C23, C26,C27, C29, C31, C33	
Problem Solving	Session 1	A9,A11,A12,A13,A14 ,A15,A17,A20,B3,B6, B12,B14,B15,B16, B18,B19,B21,B23, B25,B32,C2,C5,C13, C14,C15,C23,C26, C29,C33	It is notable that students' risk taking increases in comparison to the previous task. Students express opposing views and could not agree on the same choice as much as they try to create a new TV channel program during the second session.
	Session 2	A3,A5,A6,A14,A15, A16,A17,A19,A21,B3 ,B7,B10,B12,B15, B16,B18,B19,B20, B21,B22,B23,B25, B26,B32,B35,C3,C6, C13,C14,C15,C16, C17,C23,C26,C27, C29,C30,C33	
Playing Cards	Session 1	A5,A12,A13,A14,A15 ,A16,A19,A23,B6, B10,B12,B15,B19, B21,B22,B25,B26, B32,B34,C3,C5,C10, C12,C13,C17,C22, C27,C28,C29,C31	Debating is not a new task students deal with and that is why they feel motivated to argue their opinions. during the class, some students speak about
	Session 2	A3,A5,A11,A12,A13, A14,A15,A16,A17, A20,B3,B6,B10,B11, B14,B15,B16,B19, B20,B21,B25,B26, B32,B34,C2,C3,C5,	

		C6,C12,C13,C16,C19, C22,C23,C26,C27, C29,C30, C33	personal experiences
Personality Change	Session 1	A2,A6,A12,A13,A14, A15,A16,A17,A19, A23,B3,B10,B11,B12, B15,B16,B19,B21, B23,B25,B32,B34,C2, C3,C5,C8,C13,C16, C23,C26,C29,C33	The students do not feel that they are dealing with something difficult since they speak about their personal characteristics. we notice that many students who are not used to participate in class discussion, could speak during these sessions.
	Session 2	A5,A10,A12,A13,A14 ,A15,A17,A19,B3,B6, B10,B12,B14,B15, B16,B21,B25,B26, B27,B32,C5,C6,C13, C16,C18,C22,C27, C30, C33	
Movie narration	Session 1	A5,A6,A12,A15, A16,A17,A19,B6,B11 ,B15,B16,B21,B32,C2 ,C5,C6,C16,C19,C23, C24,C26,C27	Students are less motivated to speak while tackling this task. Most of students admit that they have a lack of vocabulary to narrate their favorite films
	Session 2	A6,A12,A13,A16,A17 ,A19,B6,B11,B15,B16 ,B21,B25,B32,C2,C5, C6,C13,C23,C26,C27	
Story Completion	Session 1	A3,A12,A13,A14,A15 ,A16,A17,A19,B3,B6, B10,B11,B12,B21, B32,C3,C6,C16,C22, C23,C26,C29,C30, C33	Students' motivation to participate increases while narrating stories better than speaking about movies. We see that students laugh at each other imagination and steal from each other ideas as well
	Session 2	A3,A5,A12,A13,A14, A15,A16,A17,A19,B6 ,B10,B15,B16,B19, B20,B21,B23,B26, B34,C2,C5,C6,C13, C19,C22,C26,C30	

Table 63: Classroom Observation while Testing Risk taking /Inhibition Dimension

The above tables (61, 62, and 63) give a detailed description of the OE classes during the research data collection. Besides reviewing the participating students and the time consumed, the researcher can notice some behaviours and

students' reactions depending on different aspects like, the topic discussed, refusing others opinions, the teacher's point of view and so forth. Therefore, classroom observation helps detecting the subjects' perspective that could help in determining students' personality preferences and differences.

6. 2. Data Scoring

As far as the research data is concerned, the research instruments provide a wide range of necessary data which is qualitative and quantitative depending on the research objective. Both of the extroversion/introversion and anxiety questionnaires are formulated to reach certain responses which determine the informants' type of personality. And because it is one of the research purposes to seek the possible correlations between extroversion/introversion and spoken English learning, anxiety and spoken English learning, risk taking/inhibition and spoken English learning; the Pearson Product Correlation Coefficient Moment is used. Henceforth, all the data obtained through the questionnaires, classroom tasks are going to be converted into scores to facilitate establishing correlations, as it is going to be clarified explicitly.

6. 2.1. Extroversion/Introversion and OE Scores

As it is afore mentioned, the extro/intro questionnaire consists of 21 items. The first two items are considered as routine questions that seek the students' age and gender, and there is no need to transfer them into scores since they could not help in determining informants' personal preferences.

The remaining 19 items are all closed questions accompanied by two or more alternatives. Items (3,9,10,13, and 15) are yes/ no questions when the

response 'yes' indicates an extroversion preference and 'no' refers to an introversion preference; the researcher gives 1 to every selected 'yes' and 2 to any selected 'no'. Items (4, 8, and 19) are supported by two choices the first one indicates introversion, so it takes 2 while the second expresses extroversion and it has 1. Items (5, 6, and 7) have three choices that represent extroversion gradually; the first choice refers to fair extroversion so it has 1, the second expresses fair introversion and it takes 2, while the last one indicates moderate extroversion and it has 1,5. Items (11, 12, 16, 17, 18, and 21) have two main options: the first one refers to extroversion and it has 1 and the second indicates introversion and it has 2. Specifically, items (14 and 20) have another shape, Q14 has three choices: the first one expresses extroversion so it has 1 and the other two indicate introversion and they are represented by 2; Q20 has four alternatives the first two express extroversion which is represented by 1 and the last two show introversion which is signified by 2. Thus, every response indicating extroversion preference is symbolized by 1 while the introversion response is characterized by 2.

According to such assumptions, we will find that those who are extremely extrovert will score 19 because we will calculate the entire alternative substitutes to identify the final informant's score; those who are very introvert will obtain 38 as a score that represents their fair introversion. Practically speaking, it is very rare to reach precise scores as much as people vary from situation to another and from being extrovert or introvert. Therefore, we assume that students' scores would vary between 19 and 38, and on the bases of these limits we will determine who is extrovert or introvert. Mathematically, we will adopt the formula (19+38)/2 that equals 28,5 which represents the average i.e. those who score less

than 28,5 are considered to be extroverts and those who score more are supposed to be introverts.

Practically speaking, the researcher attempts to find out to what extent extroversion and spoken English proficiency (SEP) are correlated. Since, the participants' scores of extroversion are already calculated; it is of great importance now to determine scores for the students' SEP. This latter is accomplished by taking the students' grades of first semester exam of OE and their daily performance in the OE classes during the data collection of that variable.

During the exam, students are evaluated in terms of grammar, pronunciation, and fluency; each of which is marked out of 3 in order to have 9 for excellent speaker. During the one month and 15 days, students' oral productions are measured also in terms of grammar, pronunciation, fluency and frequency, each of which is marked out of 2, a part of frequency that counts students frequent participations, is marked out of 3, and here also we will give 9 for a good participant. The mark of the exam is added to that of the daily participations and divided out of 2 to have every student's final score of SE.

As much as both variables are converted into numerical data (scores), it is quite important to find out the correlation existing between extro/intro and SEP. For that reason, the Pearson correlation coefficient represented by (r) is applied since it is a widely used test to prove correlation between two variables. The subsequent table will illustrate the correlation between extro/intro and SEP.

A B C	X	Y	XY	X²	Y²
A1	31,5	2,25	70,87	992,25	5,06
A2	28	2,25	63	784	5,06
A3	26,5	6,75	178,87	702,25	45,56
A4	27	1,5	40,5	729	2,25
A5	25	4,5	112,5	625	20,25
A6	26	6,5	169	676	42,25
A7	23	2	46	529	4
A8	30	1	30	900	1
A9	30,5	4,5	137,25	930,25	20,25
A10	27,5	3,75	103,12	756,25	14,06
A11	26	3	78	676	9
A12	29,5	8,5	250,75	870,25	72,25
A13	27,5	8,75	240,62	756,25	76,56
A14	30,5	7,5	228,75	930,25	56,25
A15	23	8	184	529	64
A16	26,5	7,5	198,75	702,25	57,25
A17	31	8	248	961	64
A18	30,5	2	61	930,25	4
A19	23,5	6	141	552,25	36
A20	26,5	2,25	59,62	702,25	5,06
A21	24	2,25	54	576	5,06
A22	25	2	50	625	4
A23	24,5	4,5	110,25	600,25	20,25
B1	25,5	4,75	121,12	650,25	22,56
B2	28,5	2,5	71,25	812,25	6,25
B3	28	5,75	161	784	33,06

B4	31,5	1	31,5	992,25	1
B5	27,5	2,5	68,75	756,25	6,25
B6	22,5	5,75	129,37	506,25	33,06
B7	22,5	6,75	151,87	506,25	45,56
B8	30,5	2,5	76,25	930,25	6,25
B9	26,5	2	53	702,25	4
B10	31,5	8	252	992,25	64
B11	24,5	6,75	165,37	600,25	45,56
B12	26,5	8,25	218,62	702,25	68,06
B13	22,5	2,5	56,25	506,25	6,25
B14	29,5	6	177	870,25	36
B15	26,5	7,5	198,75	702,25	56,25
B16	26	8	208	676	64
B17	30	4	120	300	16
B18	24,5	2,75	67,37	600,25	7,56
B19	29	5,75	166,75	841	33,06
B20	29,5	4	118	870,25	16
B21	27,5	8,5	233,75	756,25	72,25
B22	22,5	6,75	151,87	506,25	45,56
B23	27,5	5,5	151,25	756,25	30,25
B24	27,5	2,75	75,62	756,25	7,56
B25	29,5	8,25	243,37	870,25	68,06
B26	25,5	7	178,5	650,25	49
B27	26,5	4,5	119,25	702,25	20,25
B28	27,5	2,5	68,75	756,25	6,25
B29	27,5	1	27,5	756,25	1
B30	29	1	29	841	1

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B31	28	1	28	784	1
B32	26,5	8	212	702,25	64
B33	23,5	2,5	58,75	552,25	6,25
B34	26,5	4	106	702,25	16
B35	26,5	4	106	702,25	16
C1	26,5	2,5	66,25	702,25	6,25
C2	33,5	6,75	226,12	1122,25	45,56
C3	24	8,25	198	576	68,06
C4	30	2,5	75	900	6,25
C5	27,5	8,25	226,87	756,25	68,06
C6	25,5	7,25	184,87	650,25	52,56
C7	28,5	4	114	812,25	16
C8	26,5	4,75	125,87	702,25	22,56
C9	28	2,25	63	784	5,06
C10	28	5	140	784	25
C11	28	2,75	77	784	7,56
C12	30,5	7,25	221,12	930,25	52,56
C13	25,5	8,5	216	650,25	72,25
C14	28	2,5	70	784	6,25
C15	25	4	100	625	16
C16	25	8,25	206,25	625	68,06
C17	30,5	6,25	190,62	930,25	39,06
C18	25	3,25	81,25	625	10,56
C19	27,5	5,75	158,12	756,25	33,06
C20	32	3,75	120	1024	14,06
C21	28	3	84	784	9
C22	31	7,75	240,25	961	60,06

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C23	27,5	8,25	226,87	756,25	68,06
C24	27,5	4,75	130,62	756,25	22,56
C25	30,5	1,5	45,75	930,25	2,25
C26	28,5	8,25	235,12	812,25	68,06
C27	26	6,5	169	676	42,25
C28	26	7,75	201,5	676	60,06
C29	29	8	232	841	64
C30	29	5,5	159,5	841	30,25
C31	27	3,75	101,25	729	14,06
C32	27,5	2,5	68,75	756,25	6,25
C33	25	6	150	625	36
Σ= 91	2377,5	431,25	12162,63	67014	2723,22

Table 64: Extroversion/Introversion and Spoken English Proficiency Scores

According to the converted data and the provided formula of calculating the (r), we will count the value of correlation (r) among the actual variables.

(r)= N ΣXY- ΣX* ΣY/ Sqrt ([NΣX² - (ΣX)²][NΣY² - (ΣY)²])]

(r)=91*12162, 63-2377, 5*431, 25 /√91*67014-(2377, 5)²)(91*2723,22-(431,25)²

(r)=1106799, 33-1025296, 87/√ (6098274-5652506, 25)*(247813, 02-185976, 56)

(r)=81502, 5/√ (445767, 75)*(61836, 46)

(r)=81502, 5/√27564699642, 1

(r)=81502, 5/166026, 2

(r) = 0, 49

Table 65: The Computation of the Correlation (r)of the Extroversion and the SEP using the Pearson Correlation Coefficient

6. 2. 1.1. Extroversion and SEP Correlation Interpretations

Extroversion vs. introversion dimension is stated as a basic research variable from the very beginning, and the researcher hypothesizes that extroversion is one among the personality traits that predicts students' spoken English proficiency. Furthermore, it is already assumed that the more introvert, silent and non sociable students are the less opportunities they have to practice oral English and, therefore, the worse English speakers they will be.

Indeed, the correlation coefficient test tends to prove the hypothesis as much as the value of the obtained r is (0, 49). In other words, the two tested and analyzed variables are positively correlated and being extrovert implies to some extent being proficient English speaker, and having an introvert personality can predict having non proficient SE. Henceforth, the correlation coefficient test reveals a **positive correlation** between extroversion and SEP.

As far as correlation among the above variables is calculated, it is time to check its significance. To start with, we have set a level of significance of 0.05 or 1/20; it indicates that if chance alone was operating, the results would occur one time per twenty or five over one hundred. Statistically speaking, the r-tabulated at 0.05 level of significance with a degree of freedom 89 (91-2) is (**0.20**) and the r-obtained is (**0.49**). Therefore, it is statistically proved that our results are significant since the r- obtained (**0.49**) is higher than the r-required (**0.20**). Hence, the null hypothesis (H_0) that states that the SEP is achieved due to chance is rejected; and we accept the alternative hypothesis (H_1) that assumes from the

beginning that the more students are extrovert (the independent variable) the better SEP (the dependent variable) is achieved.

Practically speaking, the research participants' personality preference (extrovert or introvert) is an important trait to be a good English speaker; there are many students who are extrovert but they are considered as weak English speakers according to their annual grades in OE, while there are others who confirm to be introvert and they can successfully prove their ability to speak good English. Whereas, our correlation test can prove that the more students are extrovert the better SEP they can reach, and the much introvert they are the less opportunities can be experienced to become proficient English speakers. Last but not least, being extrovert or introvert has a remarkable role to play to be a good English speaker, and the variables correlation will be represented through the subsequent scatter plot.
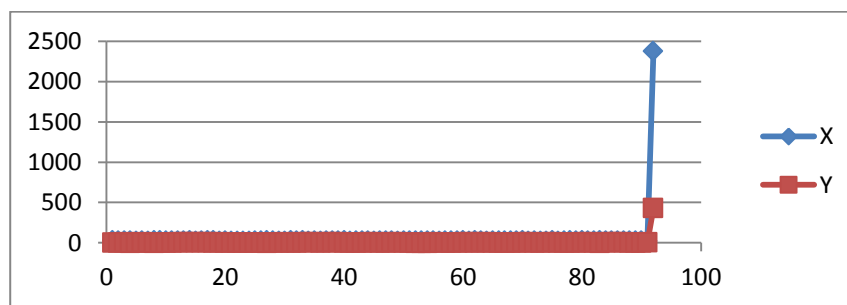
Figure 47: Scatter Plot for Extroversion and SEP Correlation

The first scatter plot reveals that both research variables (extroversion and SEP) are positively correlated that is why both X (extroversion) and Y (SEP) are stated at the same direction (the right side) together.

6. 2.2. Anxiety Scoring

To determine the students' anxiety level during the OE class, we administer a questionnaire made up of 19 questions. Besides, the research participants are asked to deliver a report presentation in front of the whole class every day along one month and 15days. The data obtained is converted into numbers to enable the researcher's calculations.

The majority of the anxiety questionnaire items are accompanied by a scale of the form (always, sometimes, rarely, and never). This questionnaire seeks the students' level of anxiety and their state of being during the OE classes. The first and the second items are supported by four and five alternatives that clarify the increase of anxiety level during the class gradually. It is assumed that these choices are substituted by (1, 2, 3, 4) respectively which means the choice that indicates less anxiety is numbered less than that that expresses high level of anxiety. Items (14 and 18) have 'yes' and 'no' alternatives. The first one expresses high anxiety so it takes (3 or 2 depending on the question) while the second indicates less anxiety and it has only 1. Although items (4 and 17) are characterized by the scale of (always, sometimes, rarely, and never), they represent less anxiety progressively i.e. always takes 1, sometimes takes 2, rarely takes 3, and never has 4. Then, the alternatives of the remaining 13 questions are represented subsequently with the form (always → 4, sometimes→3, rarely→2, and never→1).

Therefore, the highest level of anxiety accordingly is scored 73 whereas the lowest level is scored 19. Through coding the questionnaires data, we find that students' scores vary between 19 and 73. According to the data, we assume that

those who score less than 46 are non or less anxious comparing to those who score more than 46 who are considered to have a high level of anxiety than their counterparts, as much as 46 seems to be the average reached via the application of the formula (19+73/2). Henceforth, we converted all the students' responses into numbers to be the students' scores of anxiety.

As far as correlation between anxiety and oral production proficiency is sought, we need to have students' scores of SE. And as it is mentioned before, students are used to present certain topics orally during that period and on the basis of such presentations, they will get their oral performance grades. In order to score the participants' SE, we adopt a 9-points rating scale, 2 for the time consumption while presenting, 2 for grammar, 2 for pronunciation, 2 for fluency, and 1 for frequency (student's contributions in the class discussion when other classmates are presenting).

As a result, every one of the research participants will have two final scores, one for his/her anxiety level which varies between 19 and 73 and the other for his/her SEP that varies between 1 and 9. Now, it is high time to find out the possible relationship between anxiety and oral English proficiency by implementing the Pearson correlation coefficient. The table below will manifest the informants' scores of anxiety level in the OE class and that of SEP in order to represent the possible correlation between the aforementioned variables.

ABC	X	Y	XY	X²	Y²
A1	46	3	138	2116	9
A2	50	2,5	125	2500	6,25
A3	55	6,5	357,5	3025	42,25

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A4	56	2,5	140	3136	6,25
A5	44	4,5	198	1936	20,25
A6	30	8	240	900	64
A7	52	5,5	286	2704	30,25
A8	58	2,5	145	3364	6,25
A9	41	5,5	225,5	1681	30,25
A10	39	3	117	1521	9
A11	48	5	240	2304	25
A12	37	8	296	1369	64
A13	32	8	256	1024	64
A14	51	5	255	2601	25
A15	36	7	252	1296	49
A16	45	7	315	2025	49
A17	42	7,5	315	1764	56,25
A18	56	4	224	3136	16
A19	43	6,5	279,5	1849	42,25
A20	36	4,5	162	1296	20,25
A21	58	2,5	145	3364	6,25
A22	50	4	200	2500	16
A23	52	4,5	234	2704	20,25
B1	46	4,5	207	2116	20,25
B2	50	4,5	225	2500	20,25
B3	51	5	255	2601	25
B4	58	2	116	3364	4
B5	44	2,5	110	1936	6,25
B6	26	6,5	169	676	42,25
B7	46	5	230	2116	25

B8	**54**	**3,5**	189	2916	12,25
B9	**49**	**2**	92	2401	4
B10	**32**	**7,5**	240	1024	56,25
B11	**43**	**7**	301	1849	49
B12	**29**	**7,5**	217,5	841	56,25
B13	**47**	**3,5**	164,5	2209	12,25
B14	**39**	**6,5**	253,5	1521	42,25
B15	**33**	**7**	231	1089	49
B16	**35**	**8**	280	1225	64
B17	**46**	**5**	230	2116	25
B18	**43**	**3,5**	150,5	1849	12,25
B19	**43**	**3**	129	1849	9
B20	**34**	**4,5**	153	1156	20,25
B21	**35**	**8**	280	1225	64
B22	**47**	**6**	282	2209	36
B23	**43**	**4,5**	193,5	1849	20,25
B24	**52**	**3,5**	182	2704	12,25
B25	**28**	**8**	224	784	64
B26	**51**	**7,5**	382,5	2601	56,25
B27	**43**	**2,5**	107,5	1849	6,25
B28	**49**	**2**	98	2401	4
B29	**43**	**2**	86	1849	4
B30	**46**	**2**	92	2116	4
B31	**43**	**2**	98	1849	4
B32	**34**	**8**	272	1156	64
B33	**55**	**3,5**	192,5	3025	12,25
B34	**41**	**3,5**	143,5	1681	12,25

B35	44	2,5	110	1936	6,25
C1	53	3	156	2809	9
C2	44	5,5	242	1981	30,25
C3	24	8	192	576	64
C4	38	2,5	95	1444	6,25
C5	35	8	280	1225	64
C6	34	6	204	1156	36
C7	51	2,5	127,5	2601	6,25
C8	36	4,5	162	1296	20,25
C9	57	2	114	3249	4
C10	40	5	200	1600	25
C11	42	3	126	1764	9
C12	55	7,5	412,5	3025	56,25
C13	30	8	240	900	64
C14	56	2	112	3136	4
C15	52	2,5	130	2704	6,25
C16	51	6,5	331,5	2601	42,25
C17	42	5,5	231	1764	30,25
C18	44	5	220	1936	25
C19	38	5	190	1444	25
C20	51	3,5	178,5	2601	12,25
C21	35	4,5	157,5	1225	20,25
C22	46	7	322	2116	49
C23	31	8	248	961	64
C24	42	4,5	189	1764	20,25
C25	43	3,5	150,5	1849	12,25
C26	37	8	296	1369	64

C27	33	5	165	1089	25
C28	35	7	245	1225	49
C29	42	7,5	315	1764	56,25
C30	56	5,5	308	3136	30,25
C31	46	4	184	2116	16
C32	46	2	92	2116	4
C33	27	4,5	121,5	729	20,25
Σ = 91	3951	447,5	18569,5	177974	2571,25

Table 66: Anxiety and SEP Scores

As it has already been applied in the previous variable, we will use the next formula.

(r)= N ΣXY- ΣX* ΣY/ Sqrt ([NΣX^2 - (ΣX)^2][NΣY^2 - (ΣY)^2])]

(r)=91*18569, 5-3951*447, 5 / (91*177974-(3951)²)*(91*2571,25-(447,5)²

(r)= 1689824, 5-1768072, 5/(1615634-15610401)*(233983,75-200256,25)

(r)= -78248/ (-13994767)*(33727, 5)

(r)= -78248/-472008503992, 5

(r)=-78248/-687028, 750

(r)=0,11

Table 67: The Computation of the Correlation (r)of Anxiety and the SEP using the Pearson Correlation Coefficient

6. 2.2.1. Anxiety and SEP Correlation Interpretations

Like extroversion/introversion dimension, anxiety has been regarded as a chief variable to be analyzed during the research process. As it is confirmed across a multiplicity of studies that anxiety is an undeniable factor during the SLA process, it is estimated that the less anxiety level students score the better and easier SEP could be achieved. And because anxiety is considered to be sometimes and for some people facilitating during the task acquired and sometime for other people debilitating, we assume that it is a debilitating one particularly for the language learning task. Differently put, the researcher has suggested that as much as the anxiety level score is high, the SE score will be low, however, the less anxiety degree score is low and the better SE score will be. Practically, if students are good English speakers it is because they are less anxious in comparison with their counterparts who will have low score in SE because they are so anxious.

The correlation coefficient test shows that the (r) value equals 0, 11 which means that the results tend to prove the stated hypothesis. A **weak positive correlation** is revealed i.e. the anxiety level and SE success have a relation in a way or another.

As far as the correlation of anxiety and SEP is computed, we will assure the results' significance. As it has been done above with (extroversion and SEP), we have set a level of significance of 0.05 or 1/20. Now in terms of statistics, the r-tabulated at 0.05 level of significance with a degree of freedom 89 (91-2) is (**0.20**) and the r-obtained or calculated is (**0.11**). Therefore, it is statistically proved that the r- obtained (**0.11**) is lower than the r-required (**0.20**). Hence, the results prove that the required value for significance (0.20) is not far from significance, and there is indeed a weak positive correlation. Therefore, one may

say that even if anxiety can affect SEP negatively to some extent it is not the main factor that causes bad SE achievement.

Consequently, anxiety can be proved as a negative factor for spoken English achievement with a weak positive correlation; the figure below will illustrate the predominant correlation between anxiety and SEP concerning our research subjects.
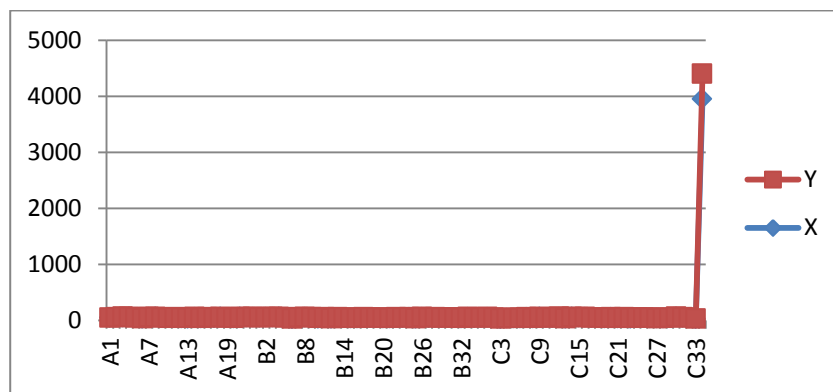
Figure 48: Scatter Plot for Anxiety and SEP

6. 2. 3. Risk Taking/Inhibition Scores

Specific classroom tasks are devoted to testing the students' risk taking/inhibition dimension during the OE class. Unlike the previous variables data collection instruments, the present variable is noted throughout a checklist that clarifies who are the risk takers and how much they take risk per session. For scoring the obtained data, we count how much the individual participates along the 12th classes; in fact, no one has contributed in all sessions. Therefore, if any student participates more than 3 or 4 times per session without any interference or ordering from the teacher he/she gets 1 i.e. an excellent contributor or risk taker should own 12 participations out of 12 classes. According to the data, we have

found that most of the good risk takers score less than 10/12. For students who have never uttered a word and participated in the class discussion, they normally score 0 and since this 0 could bias the calculations, we assume to give them 0, 5 /12. Henceforth, good risk takers may score 5 and more while bad risk takers score less than 5.

As much as we believe that good participants in class are the owners of the best marks in exam, we select second term grades as the 2nd part to establish correlation between risk taking and SEP. For that reason, we adopt a 9-points rating scale; 2 for grammar, 2 for pronunciation, 2 for fluency, and 3 for frequency (frequency means the risk taken during exam, some students answer the questions briefly and precisely, and they score less marks for those who take the risk to expand their responses and support them with further explanations and illustrations).

To end with, correlation will be measured through the Pearson correlation coefficient that requires scores of risk taking that extend from 0, 5 to 12 and SEP scores which vary from 1 to 9. The following table sums up the obtained data.

ABC	X	Y	XY	X²	Y²
A1	0,5	2	1	0,25	4
A2	1	2,5	2,5	1	6,25
A3	5	6,5	32,5	25	42,25
A4	0,5	2	1	0,25	4
A5	6	4	24	36	16
A6	6	5,5	33	36	30,25
A7	0,5	1,5	0,75	0,25	2,25

A8	0,5	2	1	0,25	4
A9	1	4	4	1	16
A10	2	3,5	7	4	12,25
A11	2	3,5	7	4	12,25
A12	10	7,5	75	100	56,25
A13	10	7,5	75	100	56,25
A14	9	7,5	67,5	81	56,25
A15	10	8	80	100	64
A16	10	8	80	100	64
A17	10	8,5	85	100	72,25
A18	0,5	2,5	1,25	0,25	6,25
A19	9	6,5	58,5	81	42,25
A20	3	5	15	9	25
A21	1	3,5	3,5	1	12,25
A22	0,5	3	1,5	0,25	9
A23	3	5	15	9	25
B1	1	2,5	2,5	1	6,25
B2	0,5	4	2	0,25	16
B3	7	6	42	49	36
B4	0,5	2	1	0,25	4
B5	0,5	2	1	0,25	4
B6	8	6,5	52	64	42,25
B7	2	5,5	11	4	30,25
B8	0,5	2,5	1,25	0,25	6,25
B9	0,5	3	1,5	0,25	9
B10	9	7,5	67,5	81	56,25
B11	6	7	42	36	49

B12	8	8	64	64	64
B13	1	3	3	1	9
B14	4	5,5	22	16	30,25
B15	8	8	64	64	64
B16	10	8	80	100	64
B17	0 ,5	3	1,5	0,25	9
B18	3	4	12	9	16
B19	7	5,5	38,5	49	30,25
B20	3	3,5	10,5	9	12,25
B21	11	8,5	93,5	121	72,25
B22	3	5	15	9	25
B23	3	4,5	13,5	9	20,25
B24	1	2	2	1	4
B25	8	8	64	64	64
B26	6	7	42	36	49
B27	1	2	2	1	4
B28	0,5	2	1	0,25	4
B29	0,5	2	1	0,25	4
B30	0,5	2	1	0,25	4
B31	0,5	1,5	0,75	0,25	2,25
B32	11	8,5	93,5	121	72,25
B33	0,5	4	2	0,25	16
B34	3	3	9	9	9
B35	1	1,5	1,5	1	2,25
C1	0,5	2	1	0,25	4
C2	6	4,5	27	36	20,25
C3	7	8,5	59,5	49	72,25

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C4	0,5	4	2	0,25	16
C5	10	8	80	100	64
C6	8	5,5	44	64	30,25
C7	0,5	1 ,5	0,75	0,25	2,25
C8	2	2,5	5	4	6,25
C9	0 ,5	2,5	1,25	0,25	6,25
C10	2	4,5	9	4	33,75
C11	0,5	2,5	1,25	0,25	6,25
C12	2	5,5	11	4	30,25
C13	10	8,5	85	100	72,25
C14	2	2,5	5	4	6,25
C15	3	5	15	9	25
C16	8	7,5	60	64	56,25
C17	4	5,5	22	16	30,25
C18	1	4	4	1	16
C19	4	4,5	18	16	20,25
C20	1	3,5	3,5	1	12,25
C21	0,5	2,5	1,25	0,25	6,25
C22	6	6	36	36	36
C23	8	7,5	60	64	56,25
C24	1	4,5	4,5	1	20,25
C25	0,5	2	1	0,25	4
C26	9	8,5	76,5	81	72,25
C27	7	4,5	31,5	49	20,25
C28	1	4	4	1	16
C29	8	8	64	64	64
C30	6	5	30	36	25

C31	**2**	**5,5**	11	4	30,25
C32	**0,5**	**1 ,5**	0,75	0,25	2,25
C33	**8**	**5,5**	44	64	30,25
Σ =91	363,5	425,5	2293,75	2581,25	2461,75

Table 68: Risk Taking and SEP Scores

Therefore, we will establish variables correlation through the subsequent (r) formula.

(r)= N ΣXY- ΣX* ΣY/ Sqrt ([NΣX^2 - (ΣX)^2][NΣY^2 - (ΣY)^2])]

(r)=91*2293, 75-363, 5*425, 5/ (91*2581, 25- (363, 5)²(91*2461,75-(425,5)²

(r)= 208731, 25-154669, 25/234893, 75-132132, 25*224019, 25-181050, 25

(r)= 54062/10276, 5*42969

(r)=54062/4415558893, 5

(r)=54062/66449, 67

(r)=0,81

Table 69: The Computation of the Correlation (r) of Risk Taking and the SEP using the Pearson Correlation Coefficient

6. 2. 3. 1. Risk Taking/Inhibition and SEP Correlation Interpretations

It is evidently agreed among scholars and language instructors that risk taking is a vital factor contributing in the SLA proficiency, thus, Collectif (1998) points out that:

> "Risk taking in the manipulation of the target language and the evident desire to be linguistically creative should be promoted by teachers and actively pursued by learners.

Risk-taking is an essential stage in language-learning" (p. 99)

For that reason, it is believed that risk taking is the trait par excellence among the personality variables analyzed in this study that has a positive impact on the learning of SE. The researcher assumes that as much as students take risks and participate in the OE class without being afraid or inhibited the better they will get access to many opportunities to practice the target language and can learn from their proper mistakes. Whereas, being inhibited and non risk takers suggests being silent, therefore, missing the majority of exposed opportunities to talk and practice SE.

As far as correlation between risk taking/inhibition and SEP is concerned, the results obtained from the correlation coefficient test reveal that the r = 0, 81. Henceforth, it is significantly proved that risk taking and SEP are positively related which means that the test confirms **a strong positive correlation** between the two variables.

As it is done with the previous traits (extroversion and anxiety), a need for checking the results' significance is recommended. Also, we have set a level of significance of 0.05 or 1/20 that indicates that if chance alone was operating, the results would occur one time per twenty. Statistically speaking, the r-tabulated at 0.05 level of significance with a degree of freedom 89 (91-2) is (**0.20**) and the r-obtained is (**0.81**). Therefore, it is statistically proved that our results are highly significant since the r- obtained (**0.81**) is much higher than the r-required (**0.20**). Hence, the null hypothesis (H_0) that states that the SEP is achieved due to chance is rejected; and we accept the alternative hypothesis (H_1) that assumes that the

more students are risk takers (the independent variable) the better SEP (the dependent variable) will be achieved.

Hence, it is proved that risk taking is a strong predictor for oral production success in second language learning and the following scatter plot will demonstrate the positive correlation reached.
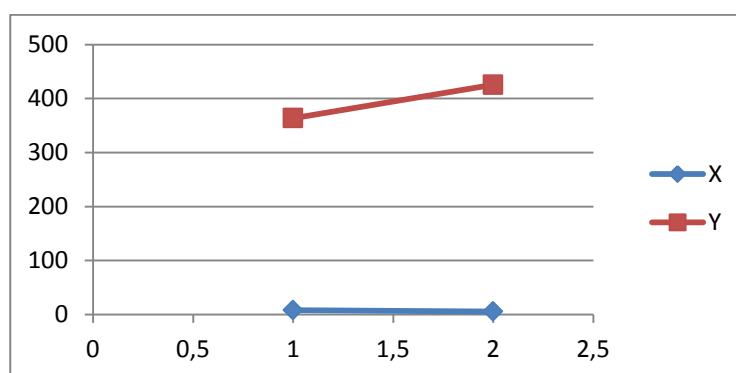
Figure 49: Correlation between Risk Taking and Spoken English Proficiency

From the above scatter plot, we can say again that there is a strong positive correlation of risk taking and SEP because it illustrates how both variables tend to be in the same direction.

Conclusion

As a matter of facts, the researcher can find out the possible relationships between SEP and extroversion, anxiety, and risk taking respectively. At the end of that chapter, one can assume that extroversion as a trait of personality has an important role in order to achieve proficient spoken English concerning the research subject, as much as the correlation test shows a positive correlation.

Furthermore, we cannot determine that anxiety has no impact on the learning of SE because the research findings prove that a positive correlation even

weak appeared between SEP and anxiety. Unlike the above variables correlations, risk taking is confirmed that it has a great part to play to make learners proficient English speakers; the correlation coefficient test demonstrates a strong positive correlation between risk taking and SEP.

All in all, the researcher can to some extent prove that the independent research variables (extroversion, anxiety, and risk taking) have clear relationship with the dependent variable (SEP). In other words, the correlation test and the results' significance can approximately determine the positive correlation that links all the research variables.

Determining correlation among the research variables is not the sole or the primary research objective; it is only as initial necessary step towards another research objective. The researcher is attempting to find out if the three variables (extroversion, no anxiety, and risk taking) together can result in proficient spoken English learners. This latter is the main concern of the next and last chapter.

Introduction

Similarly to the previous chapter, the present one will attempt to cover the interpretation of the research outcomes. Actually, we are going to highlight the significant personality categories our students belong to; besides, the researcher tries to point to which category proficient speakers belong. Once personality categories are formed, readers are going to understand and be aware that specific personal traits should be grouped together to achieve a good level of spoken English.

The second important part of that chapter is the clarification of a number of useful pedagogical implications that should be applied either to manage one's classroom, to cope with classroom anxiety, to promote risk taking inside the classroom, or to get closer to students.

7. 1. Results' Interpretation

7. 1. 1. Students with Different Personality Categories

To begin with, extroversion is classified as the first preferred trait among students as much as the data shows that 66 out 91 students are extrovert with a percentage of (72, 52%). The remaining 25 students are counted to be introverts, representing (27, 47%) of the research sample. Furthermore, students are divided into anxious and non-anxious participants. The former represents (42, 85 %) i.e. 39 students out of 91 while the latter indicates that 57,14% of the analyzed sample with a number of 52 students out 91. In fact, the rate of risk taking is very low among students since it is clarified that only 35 students are considered to be risk takers with a percentage of (38, 46%), whereas, inhibition gains popularity among

participants and the results reveal that (61,53%), which means 56 students are inhibited.

Along the research data collection and analysis, the researcher finds out that students belong to different personality categories if one can say. As far as the research keystone is concerned, we are analyzing three dominant personality dimensions across the research (extroversion/introversion, anxiety, and risk taking/inhibition), and thus the subsequent table summarizes all the students personality categories.

Personality categories	Students	RATE	PERCENTAGE
Extro/non an/ Risk Taking	A5,A6,A13,A15,A16, A19,B6,B11,B12,B15, B16,B21,B32,C3,C5, C6,C13,C23,C26,C27, C33	21 STUDENTS	23,07%
Extro/anx/Risk Taking	A3,B3,C16	3 STUDENTS	3,29%
Extro/non an/inhi	A10,A20,B5,B18,B23, B27,B29,B31,B34,B35, C8,C10,C11,C18,C19, C21,C24,C28	18 STUDENTS	19,78%
Extro/anx/inhi	A2,A4,A7,A11,A21, A22,A23,B1,B2,B7,B9, B13,B22,B24,B26,B28, B33,C1,C7,C9,C14, C15, C31,C32	24 STUDENTS	26,37%
Intro/non an/Risk Taking	A12,A17,B10,B19,B25, C2,C17,C29	8 STUDENTS	8,79%
Intro/anx/Risk Taking	A14,C22,C30	3 STUDENTS	3,29%
Intro/non an/inhi	A9,B14,B20,C4,C25	5 STUDENTS	5,49%
Intro/anx/inhi	A1,A8,A18,B4,B8,B17, B30,C12,C20	9 STUDENTS	8,79%

Table 70: The Students' Personality Categories
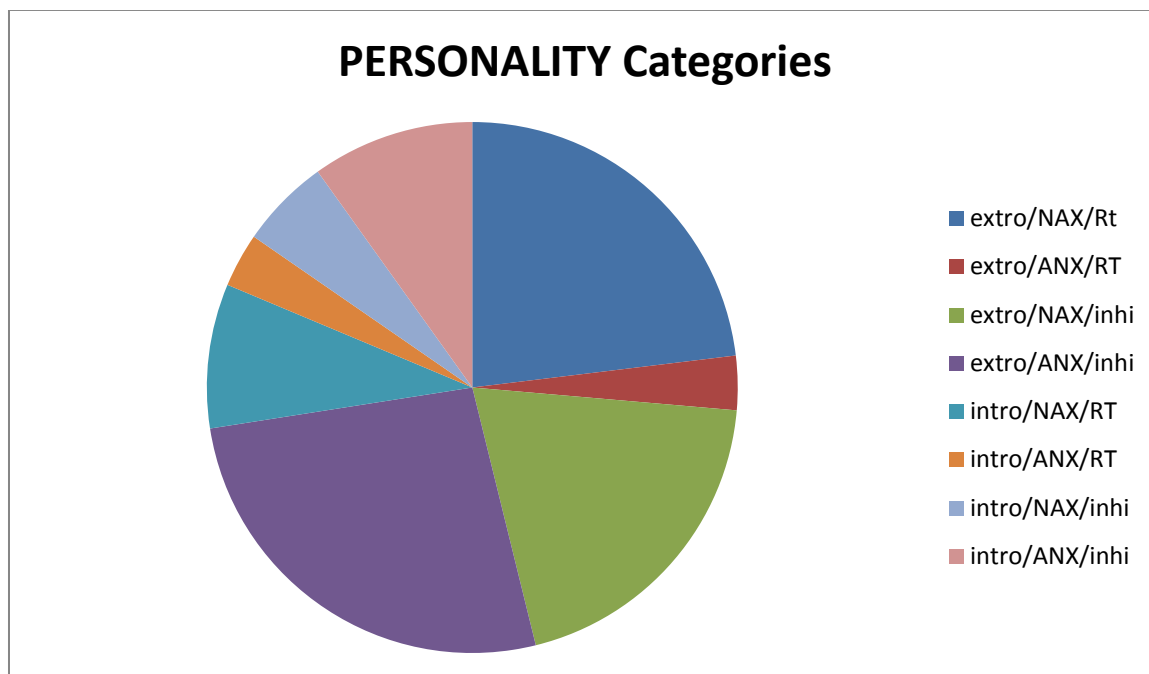
Figure 50: The Students' Personality Categories

The previous table and figure give an explicit categorization of the various personality types and personality variables our sample holds, where in fact being introvert/non-anxious/inhibited or an extrovert/anxious/risk taker does not answer the research main questions. The spoken English proficiency is the other significant research variable that is sought after.

Consequently, we are attempting to prove which personality qualities or traits that are grouped together to help university students to acquire SE successfully, and which personality variables grouped together that may hamper the oral English learning process. The previous table indicates the students' personality categories, but the subsequent series of tables will illustrate each students' category with their oral English grades.

7.1. 2. Personality Categories and Spoken English Proficiency

As far as the other research variable is concerned, the researcher considers four main levels in order to evaluate students' SEP as: "very good" for those who have more than 7 out of 9; "good" for those who have less than 7 and above 6; "average" if students get less than 6 but above 4, 50 and "weak" for those who get less than 4, 50. Therefore, we will group all students with the same personality features in a number of categories with the students' grades of SE across the three terms. In other words, every student final grade is obtained by adding the three grades of the three terms divided out of three. The final mark reflects the student's general level of spoken English. Henceforth, we can find out the category that holds the highest rate of good SE learners.

Practically, we will deal with every table and every category separately. First of all, the extrovert/non-anxious/risk taker category is the group of research sample that is supposed to be proficient SE learners according to the research hypothesis, which holds that as much as students are extrovert, non anxious and risk takers the better and the easier the SEP could be achieved, so, let us see what the data provide.

Students (extr/nax/rt)	Language scores	Rate	Percentage
A13	8,08	13 students	61,90%
A15	7,66		
A16	7,5		VERY GOOD
B12	7,91		
B15	7,5		
B16	8		

B21	8,33		
B32	8,16		
C3	8,25		
C5	8,08		
C13	8,33		
C23	7,91		
C26	8,25		
A6	6,66	5 students	19,04%
A19	6,33		
B6	6,25		GOOD
B11	6,91		
C6	6,25		
A5	4,5	3 students	14,25%
C27	5,33		AVERAGE
C33	5,33		

Table 71: the Extrovert/non-anxious/Risk Taking

As it has been shown, 21students of the sample are extrovert/non-anxious/risk taking, 13 of them can achieve a "very good" level of the SE according to their grades; 5 reach a "good" level whereas only 3 students show an "average" level. It is worth mentioning that no one has a "weak" level in that category. According to the SE grades, this group of students obtains 7, 20/9 as a category average, which means they have a "very good" level according to the above considerations.

Extro/anx/RT	LANGUAGE SCORE	RATE	LANGUAGE P
C16	7,41	1 STUDENT	VERY GOOD
A3	6,58	1 STUDENT	GOOD
B3	5,58	1 STUDENT	AVERAGE

Table 72: the Extrovert/anxious/Risk Taker

The second table or category represents those who are extrovert/anxious/RT. The category, in fact, is made of only 3 students and each of them belongs to certain SE level "very good", "good', and "average". As far as the SE level is concerned, this category gets 6, 52/9 as an average i.e. a "good" level.

Extro/NAX/inhib	Language scores	Rate	Percentage
A10	3,41	13 Students	72,22% Weak
A20	3,91		
B5	2,33		
B18	3,41		
B27	3		
B29	1,66		
B31	1,5		
B34	3,5		
B35	2,66		
C8	3,91		
C11	2,75		
C18	4,08		
C21	3,33		
B23	4,83	4 Students	22,22% Average

C10	4,83		
C19	5,08		
C24	4,58		
C28	7,83	1 student	5,55% Very Good

Table 73: the Extrovert/non-anxious/inhibited

The present table reveals the extrovert/anxious/inhibited category of students that is divided into three levels of SEP. The results prove that (72,22 %) of learners get a "weak" level of the SE; (22,22%) are "average" students and only one students holds a "very good" level. Considering the data, it is quite clear that the "weak" level will impact the students' category level of SEP since it represents an average of 3, 7/9.

Extro/anx/inhi	Language scores	Rate	Percentage
A2	2,41	20 students	83,33% Weak
A4	2		
A7	3		
A11	3,83		
A21	2,75		
A22	3		
B1	3,91		
B2	3,66		
B9	2,33		
B13	3		
B24	2,75		
B28	2,16		
B33	3,33		

C1	2,5		
C7	2,66		
C9	2,25		
C14	2,33		
C15	3,83		
C31	4,41		
C32	2		
A23	4,66	3 students	12,5% Average
B7	5,75		
B22	5,91		
B26	7,16	1 student	4,16% Very Good

Table 74: the Extro/Anxious/Inhibited

Unfortunately, 20 students get a "weak" SE level according to the data presented in the above table; in other words, (83,33%) of students of that particular category show a "weak" level concerning their SE. The "average" level is achieved by only (12,5%) of learners. Although, it seems that the category SE proficiency level is going to be "weak" because the average will be about 3, 39/9, this does not deny the fact that the category contains one student who gets a "very good" level of spoken English.

Intro/nanx/RT	Language scores	Rate	Percentage
A12	8	5 students	62,5% VG
A17	8		
B10	7,66		
B25	8,08		
C29	7,83		

B19	4,75	3 students	37,5% Average
C2	5,58		
C17	5,75		

Table 75: the Introvert/non-anxious/Risk taker

Unlike the previous tables, this one indicates only two major SE levels: "very good" represented by 62, 5% of the introvert/non-anxious/risk taker and the "average" level by 37,5% of students. This means that no place for the "good" and the "weak" level in this category which, shows an average of 6, 95/9 concerning the students' degree of spoken English.

Intro/ANX/RT	Language scores	Rate	Percentage
A14	6,66	2 students	66,66% GOOD
C22	6,91		
C30	5,33	1student	33,33% AVERAGE

Table 76: the Intro/anxious/Risk Taker

Among all the research participants, we find out that only three students belong to the introvert/anxious/Risk Taker personality category, and concerning their SE level, two of them have a "good" level and the other one has an "average" level. Therefore, the category level of the SEL is approximately 6,3/9.

Intr/nanx/Inhi	Language scores	Rate	Percentage
A9	4,66	1student	20% AVERAGE
B14	6	1students	20% GOOD
B20	4	3students	60% Weak
C4	3		
C25	2,33		

Table 77: The Introvert/non-anxious/inhibited

Along all the preceding tables, we notice that the obtained personality categories that have the extroversion trait contain more students than those that have the introversion one. The actual category, consisting of three students holds a "weak" SE level, one gets a "good" level and another has an "average" level. Thus, the SE level is considered to be around 3, 99/9 which seems to be weak.

Intr/anx/inhi	Language Scores	Rate	Percentage
C12	6,75	1student	11,11% GOOD
A1	2,14	8 students	88,88% Weak
A8	1,83		
A18	2,83		
B4	1,66		
B8	2,83		
B17	4		
B30	1,66		
C20	3,58		

Table 78: The Introvert/anxious/inhibited

The last table illustrates the introvert/anxious/inhibited category. The latter includes 9 students; one of them achieves a "good" level of SE whereas the rest of students showed a "weak" level. The calculations reveal that the whole category reaches an average of 3,03/9 concerning their SE.

Through such a series of tables and students' personality categories, it is really pervasive that four categories have a "weak" level of SE, three have a "good" level, but the extro/nanx/RT is the sole category that holds a "very good" level of the SE. In terms of data, this category has the highest number of proficient English speakers according to the data presented.

As afore mentioned in the preceding chapter, we have proved that extroversion/introversion as a personality dimension has an important positive role when learning SE successfully since the correlation coefficient test reveals a positive correlation between the two variables. Accordingly, it is also shown across the series of tables that there are some categories where extroversion is one of the traits but the SE level could be either "good", "very good", or "weak" as it is reflected in tables number 71, 72, 73, 74 respectively.

It has been proved that anxiety, as a chief trait analyzed throughout the study, has a positive correlation with SEL. Hence, mixing anxiety with other features like risk taking, inhibition, or extroversion may affect the learning process either negatively or positively as much as we remark that the proficiency level can be "good" in table 76, and "weak" in table 74.

Unlike extroversion, anxiety, and introversion, risk taking and inhibition have clear effects on the SEL process positively and negatively respectively. Differently put, mixing RT with whatever personality traits has a positive impact

on SEL because every category contains RT as one of its ingredients; its table indicates a "good" level of SE like tables (71, 72, 75, and 76). On the other hand, inhibition always influences SEL negatively regardless which traits it is joined as it is revealed in tables (73, 74, 77, and 78).

Consequently, inhibition and anxiety grouped together will affect the SEL negatively as in tables 74 and 78 which show a "weak" level. Throughout the analysis, one can say that success in SEL necessitates some personality traits like risk taking, and it should not involve others like inhibition and anxiety; where in fact, it has a slight effect if learners have an extroversion or introversion tendency.

Therefore, having an extrovert, non anxious risk taking personality is a good predictor for SEL success as it is proved in table 71 that has a "very good "level"; whereas, having an introvert, anxious, and inhibited personality implies failure in doing SE effectively as it is revealed in table 78 that confirmed a "weak" level of SE.

Finally, the researcher can confirm the two main research hypotheses: the first hypothesis states that the more students are extrovert, non anxious and risk taker the better spoken English they can perform. Indeed, the data analysis shows that extroversion, risk taking with a less degree of anxiety will accompany a proficient performance of spoken English. Furthermore, the second hypothesis indicates that the more students are introvert, anxious and inhibited the less proficient English they may perform orally. Practically speaking, the findings prove that introversion, anxiety and inhibition are unhelpful personality variables that can cause weak spoken English performance of students.

All the tables and figures stated from the beginning of the thesis attempt to clarify different aspects, either our research subjects possess or the research purpose seeks. And, once every research hypothesis is approximately confirmed, it is quite necessary now to present the useful pedagogical recommendations to help teachers, learners, and future researchers to pay attention to personality as an affective factor which can easily impact the spoken language learning process, either positively or negatively depending on the different traits grouped in every personality.

7.2. Pedagogical implications

Among the keystone questions that this research rises is the suitable or the appropriate personality traits grouped together which may help in learning SE effectively.

What can students with some personality preferences do to improve their oral English learning? Are introverts not good language learners? Is risk taking a good predictor for SE learning? Are talkative students good language learners? Can anxiety help or hamper the learning of a second language? Indeed, some of such assumptions are logical and real since the researcher arrives at certain results that support the afore mentioned points. Furthermore, the role of extrovert risk taker students in the oral classrooms is widely agreed among scholars. Accordingly, Hurd (2002) argued that:

> "Extrovert students tend to participate more in classroom
> interactions, worry less about accuracy and have a
> tendency to take risks with their language, all of which are
> assets when it comes to communicative oral competence.

In the other respect, extroversion may well have a role to play in the development of oral skills".

Consequently, this study attempts to shed light on some classroom situations where certain language learners feel lost and incapable of improving either their learning level or to cope with their mental and emotional states. Actually, this study results demonstrate that the research participants contains 66 extroverts i.e. 72, 52% of students and 25 introverts with a rate of 27, 47%. In other words, one in three students can be classified as an introvert and the university educational context is oriented to the extrovert students' majority. What should be said, here, is that there is a minority of introverts who should be dealt with in a particular manner.

Not only introverts but also anxious and inhibited students, who suffer from experiencing public speaking and oral English loudly in front of their teachers and classmates, are supposed to be the main concern of that study. Therefore, here are some pedagogical recommendations that we hope would be useful for learners, teachers, and the SLA area of research while dealing with spoken English at an advanced level such as college or university.

7.2. 1. Knowing the Learners' Personality Types

Many students believe that teachers are their enemies and school or university is a fighting environment where they ought to ask for their rights and defend their opinions. In fact, it is the teacher's job to gain students confidence and guarantee a good and safe atmosphere inside the classroom. That is why, teachers along history attempt to find out effective techniques to manage classrooms and warm up their lectures. But, it is not always successful to make all

students involved in the lesson progress; while some learners interact enthusiastically in the classroom exposing all their skills and abilities, others seem very calm and silent and sometimes careless of what is going around. A number of teachers think naively that silent students may feel shy, scared, overwhelmed, or simply reluctant or unwilling to participate in the class discussion. While other teachers have other own reasons to explain students' unacceptable silence; they consider silent students as unprepared, resistant, unfriendly, less intelligent, and simply absent minded. In a way or another, teachers cannot tolerate students' silence which can be problematic particularly for SLA teachers, and this is deeply explained by Tsui (1996) who has argued that:

> "Many educators dislike or are afraid of silence and……
> feel very uneasy or impatient when they fail to get a
> response from students (….). This dislike or fear is quite
> understandable, for silence can disrupt not only a lesson
> but also the deeply held personal construct of the
> participants in that lesson about the particular learning that
> ought to be taking place. Implicit in those understanding
> are assumptions about who has the power, and what that
> power consists of in the teacher-learner relationship"
> (Granger, 2004, p.115).

Therefore, it is of great importance for teachers to understand their students' personality nature and, should be equipped pedagogically about how to cope with the different characters of being silent, over talkative, anxious, or risk taker. Practically speaking, knowing the dominant trait of students can help tutors and instructors to manage the speaking class, how to make students interact and exchange experiences, on which basis the curriculum should be developed. As far as students' daily behaviours are concerned, teachers will no more complain since

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they are aware that such bahaviours are greatly related to these learners' personality types. It can become quite easy to know about the students' personalities through handing a test, interview, or a questionnaire at the beginning of the year or semester. Thus, teachers may come familiar and closer to the learners' personal characteristics, preferences, and traits.

Furthermore, the knowledge and awareness of personality type is efficient for both teachers and students: students will develop their natural gifts and strengths that will motivate their involvement, but what is really beneficial is helping teachers in the recognition of individual differences and improving the teacher-learner relationship and understanding. A good teacher-student relationship will make the learning process easy for the teacher to communicate with the student and easy for the student to learn. Since we are dealing with the improvement of SEL at university, OE teachers are the first concern of this because they are in a straight relationship with learners.

7.2. 2. Accepting and Respecting Others Individual Differences

What a boring and unchallenged classroom or college if all learners are the same sharing approximately the same qualities, abilities and traits. One should not deny the fact that all people have different characteristics and students as well because they have fascinating personal features. Learners usually think that all people (learners) they meet are equal to them and have the same characteristics or capacities. Practically speaking, the learning environment has tremendous diversity of students primarily in terms of cultures, beliefs, and backgrounds, and secondly in terms of personalities, abilities and preferences.

Introverts, for instance, are generally regarded as unsociable and less intelligent. Such assumptions lead them to isolate themselves more and more because their dominant personality trait is not welcomed within the educational community. Learners, teachers, and the educational staff as a whole ought to know that differences are quite common to be accepted among learners who have specific traits and behaviours which seem strange and inappropriate most of the time. If learners are talkative and over energetic, they may drive teachers and other classmates angry and uncomfortable, where in fact, this extra energy can be used to develop some hidden skills learners are not aware of.

Differences in classroom are natural part of the learning process. This idea should be common inside the classroom, and accepting learners' variation ought to be respected by all the educational community. Therefore, students would learn not to hide anything concerning their qualities and feel at ease expressing their idiosyncratic features. In accordance with this idea, Murphy (1996) explains that students should be taught that differences are quite common in classroom life and be able to take responsibility accepting others (cited in Alggozine, Campbell, Wand, 2009).

Once students feel that they are accepted and respected by their counterpart, they would behave naturally and be motivated to learn and challenge others who differ in terms of personality. Concerning the oral tasks class, learners will spend more efforts and interests to improve the SEL more than being interested in integrating within the classroom. Henceforth, students need psychological stability and personal warm welcome in order to express their learning abilities, needs, and interests. Individual differences can serve to spice up

the classroom, lesson, and learning progress provided that one manages them efficiently to satisfy the maximum of learning needs.

7.2. 3. Bringing out the Best of Introverts

The learning environment has a rapid speed that requires quick thinking, analysis, interaction, competition and group work. While such an environment rewards the extrovert students, introverts are often at a loss in this type of educational system. Not only their loss but also the way some teachers view them; many teachers of oral expression are frequently regarding introverts as abnormal, backward, withdrawn, and lacking in the social communicative skills. However, extroverts are seen as more normal, motivated, intelligent and self-aware than their introverted counterparts.

Scholars argue that introverts are not unsociable but they are sociable in their own way. Support and comfort are necessary for the advancement of any learner and so for introverts; they will do their best in a safe and supportive environment. Introverts should know that a wrong answer will not be laughed at by the classmates or the teacher. Otherwise, introverts will stop developing with too much pressure from a teacher. Time is the solution to get them back to work. Give introverts space and time to be who they are, and you will get better results.

As other students, introverts have some gifts and strengths that contribute to their academic success. These strengths may include focus and concentration, great listening skills, and original thinking because they are regarded as thought-oriented people. As much as they prefer some learning styles and activities, they also feel troubled and disturbed being engaged in others. Group work can be very tiring and not welcomed. Moreover, class discussions/debates and oral

presentations are entirely far from reserved students' preferred learning styles. Classroom participation is quite irritating for introverts who would often choose to process ideas through thinking over and over rather than talking about them. Therefore, class participation is an annoying business, particularly if it is part of the subject evaluation. Once speaking is necessary, introverts would speak otherwise they would prefer listening. Usually, introverts before speaking or verbally participating in class tend to spend more time thinking about an idea, rehearsing what they want to say, and preparing before offering the idea to the class.

Henceforth, it is advisable if you give the needed time and atmosphere to your introvert students to bring out their best and try your best to avoid pressing them to be involved in certain activities that may not fit their learning styles. Because of their long silent thinking, introverts are capable of engaging in activities that require long-term memories, problem solving, and planning. Generally speaking, reserved students prefer solitary creative activities that need deep thinking; they can learn better native English through songs since they are good listeners.

If time and space in a pressure-free environment are provided, introvert students would perform in a better way exposing their best skills. A number of successful experiences in a less-pressured context will lead them gradually to develop self confidence that would progress more and more in order to attempt expressing themselves even under pressure.

Even it seems that the researcher is reviewing the main qualities of introverts in classroom, it is the subject matter to talk about the learning

preferences of introverts that ought to be respected to develop their skills within the classroom and, therefore, to get them involved in the lecture progress. Thus, teachers are asked to avoid all the habits that may decrease the quiet learners' motivation to contribute verbally and try to select some activities which fit the introvert personality of students.

7.2. 4. Good Classroom Management

Classroom management is a wide area of study where many scholars and teachers put their own touch and arguments. Briefly, Brophy (1999) has defined it as: "creating and maintaining a learning environment that supports instruction and increased student achievement"(cited in J McLeod, Fisher, & Hoover , 2003, p.62), and there are many other authors who talk about, time, space, furniture, and learners' management. As far as our research is concerned, we are not going to tackle classroom management from the usual discussed side. Therefore, we will neither talk about managing time nor organizing space within one's classroom rather, we will more likely focus on the student-teacher relationship and to what extent it can help in developing the learner's achievement while learning SE.

From the beginning teachers/instructors should understand that they are dealing with adult adolescents or purely adults people who must be treated in a respectful, responsible manner at least as far as this study suggests. It is worth mentioning that our subject matter is the SE classroom at university. Hence, it is imperative for teachers to establish positive relationships and good climate with the students based on mutual trust, respect, and caring (McLeod, Fisher, 2003).

Before starting managing classroom behaviours and setting rules, one should check the learning needs, interests, styles, and wants of students; more

efficiently, he/she ought to know about their personalities and main qualities. Practically speaking, teachers can achieve this easily through class interviews, tests, or questionnaire when informing students that this is an important step towards success and it is not evaluated.

Make learners feel that they are sharing the responsibility in designing their lectures, one can ask his/her students to bring a sound topic to be debated in the class, to bring a list of idioms or phrasal verbs to be taught to the whole class, or to ask peers to find a solution to a certain problem where in fact he/she may know the appropriate key. These suggestions and many others would help learners perform an efficient role in the lesson development which will motivate them challenging each other and bringing out their best while learning. Here, teachers are required clearly to implement the learner-centered approach which is regarded recently as an effective method to make students involved in the lesson progress.

Many students prefer collaborative work or group work rather than individual one; one should provide opportunities where learners can work together to achieve a recommended learning aim. Mix the groups with different students having different skills and abilities to have balanced groups inside one class, for instance, excellent students with poor ones, talkative with silent, serious with outgoing and so forth. Like that, students will know more about each other and so would respect differences in class; further, they will learn and exchange ideas and knowledge. Thus, the teacher is attempting to make students closer to each other implicitly and this may help learners to talk confidently in class and feel more comfortable with their counterpart. Such self-confidence is considered as a vital element in developing the students' oral proficiency concerning English learning.

Last but not least, classroom management is a fascinating feature for both teacher and students good achievement. In other words, it makes teachers mission more organized and fruitful, and learners more interested and motivated.

7.2. 5. Coping with Language Classroom Anxiety

Classroom anxiety while learning a foreign language or any other discipline is an inherent issue in the world wide educational settings. The research results demonstrate that anxiety has such a significant impact on the students' oral English proficiency on a par with a tremendous number of published papers that deal with the same subject matter. Regarding the negative aspects that anxiety reveals, one of the research objectives is to investigate the successful keys to alleviate classroom anxiety while learning SE.

First of all, both teachers and learners ought to be aware of the fact that anxiety is a quite common and natural part of learning that should be dealt with seriously. Classroom anxiety causes, types, symptoms, consequences, and reduction strategies should be well understood by language instructors and tutors. Practically, this can be achieved through certain presentations and workshops that clarify the various facets of anxiety and the necessity to reduce and cope with it along the learning experience. Very anxious students are asked to join some language clubs and support group to reduce or cope with their frequent anxiety (Cassady, 2010).

Creating a less stressful, friendly, and supportive atmosphere is extremely recommended to reduce anxiety within language classroom. This implies the teachers' attitudes, students, and the task dealt with. Many students feel relaxed when the teacher is adorable, easy going, and making the learning task easy and

understandable. It is argued that making students sit in a semi-circle or oval manner enhances students feeling like one in a crowd where they can speak from their seats without moving, and this may reduce their anxiety. Eventually, it is really fruitful if the teacher brings debating topics, and themes relevant to the students' own lives, interests, and real life situations; thus, they will promote students' involvement and lower their anxiety. Besides, students may feel motivated if they feel that they are among friends; teachers are recommended to foster a proactive role on the part of the students, creat a warm and easygoing climate of group solidarity and mutual support in the classroom. Therefore, this may lead to a more collaborative classroom climate in which students will neither hesitate to speak nor worry about making mistakes. Reducing learners' anxiety also requires a gentle non- threatening manner of errors correction. Most of students feel more comfortable if they are praised for good performance as well as if their errors are corrected in a soft non-sarcastic way (Wörde, 2003).

Bringing fun to the classroom through jokes and humor assists the teacher's job to reduce anxiety, and creativity can be accompanied learning if learners feel less stressed with a cheerful tutor during the learning task. Research has proved that humor is considered as a good predictor for anxiety reduction. Supporting this view, it is pointed out:

> "Recent research on humor and its pedagogical utility shows humor can help to reduce several types of anxiety in the classroom. (…). Humor has been attributed to the facilitation of creativity in the classroom by reducing the students' anxiety level" (Shade, 1996, p. 98).

An extensive exposure to the target language makes students more familiar and knowledgeable about its native and authentic use. In order to accomplish this, it is quite beneficial to attend extra courses and have frequent talks with native speakers. This may help students to get closer to the language; thus, their anxiety gets lower than before. Moreover, students should be supported to share their anxiety experiences either between students, or students and teachers. Practically speaking, talking about feeling of English learning, fears and expectations may reduce anxiety and give students opportunities to handle anxiety both from classmates and teacher.

There are a set of technique teachers can implement to alleviate students' anxiety such as relaxing activities, language games, routine breakers, jokes and many others. But, language teachers have neither sufficient time nor adequate expertise to deal with severe anxiety reactions. Some hard cases if any should probably be referred for specialized help to outside counselors or learning specialists. Therapists are employing behaviour modification techniques, such as systematic desensitization, have successfully treated a variety of specific anxieties related to learning, and language anxiety is part of (Horwitz and Cope, 1986).

Globally, anxiety is an undeniable factor during the language learning process; it should be well understood by teachers, language instructors and learners similarly. Warm classroom atmosphere, good error correction methods, extensive exposure, and specialized support can successfully decrease the students' level of fears and anxiety that lead to better spoken English performance.

7.2. 6. Promoting Students' Risk Taking

A significant number of learners think that classroom is not a safe place to take risks; particularly, if they offer a wrong answer or make a mistake that may lead them to be laughed at or simply lose their self-esteem. Thus, many of them choose to remain silent in class especially if they have uncertain answers. It has been shown that risk taking has a vital role to reach success in learning in, general and, second language acquisition, in particular. Actually, the present investigation has revealed a strong positive correlation between spoken English proficiency and risk taking, therefore, it is quite important to promote students' risk taking within the oral English classes.

Teachers are the first responsible for encouraging learners to take risk during the learning process. It is argued that the teacher's language in class must include terms which promote students to try being risky. For instance, words like challenge, risk, attempt, describe the teacher's willing to bring students risk takers and manifest his/her appreciation for their efforts. During the lesson progress, teachers may find plenty of situations in which the language of risk taking can be implemented like volunteer answers during discussion, students' participation in new activities, and as much as students demonstrating willing to try taking risks.

To make your learners risk takers, you have to experience risk before. Teachers should be the model in taking appropriate risks in class, for example, applying a new teaching approach and considering the results, using a language game you did not try before, making students ask you questions about anything they want expecting the adequate answer, and many others. Taking risks will more likely results in some mistakes; remind students that "mistakes are

wonderful opportunities to learn". Your experience as a risk taker would promote students' willing to attempt taking moderate risks, and would understand that risks are valuable and imperative towards learning and success (Loui, 1999).

Creating an environment that supports risk taking is another necessary step towards success to speak English efficiently. Promoting students' risk can be accomplished by providing a safe and secure atmosphere that welcomes students' attempts. For example, students can be rewarded by extra marks, or simply praised verbally. Further, mistakes ought to be tolerated and gently corrected only to make students convinced that risk taking implies mistakes that in turn embody learning and success. In order to encourage risk taking in class, all opinions and contributions should be respected and new original thoughts should be positively rewarded; therefore, it will motivate the students' creativity and risk taking as well. Supporting the view of an encouraging environment for risk taking, it is said that: "Second language students engage in this trial and error approach if the classroom is a positive environment where all students are encouraged to make suggestion and contributions, knowing that the teacher values their input." (Sears, 1998, p.76). Moreover, failure should not be seen as a bad negative pattern in one's learning experience rather; students have to cope with and expect it regularly as a part of the learning experience. It is important for all students to know that good lessons are learnt from failure to take future sound decisions (Rolfe, 2010). Therefore, if learners are not afraid of being blamed and humiliated while talking, they will contribute willingly and perform well on L2 unconsciously.

Henceforth, it is the educators' profession to promote students participation and risk taking by support, guidance, and patience. Once students

recognize their own capacities, they will take risks confidently without worrying about failure. Specialists believe that it does not matter if students make mistakes, mispronounce items, change word order, or they are not fluent enough; what is really important is that they have contact with language and they get rid of panic to practice it. Also, it is extremely beneficial if the educational community understands that risk taking develops self-confidence and flourishes self-esteem. In any risk students take, there is an opportunity for success that leads to confidence. Finally, teachers should celebrate the students' achievement born through their courage, risk and work. At last, one should know that risk taking is an essential feature to achieve spoken English proficiency.

Conclusion

In support of the previous chapters, this one appears also to reinforce the answers to the main research questions and hypotheses. It also contains the appropriate conclusions the researcher attempts to reach. Thus, we can say that suitable personality traits are not sufficient to achieve a successful educational level in any field if they are not supported and accompanied by certain helpful factors.

Essentially, a great classroom management will necessarily result in having motivated learners. Besides, a multiplicity of different personal characteristics, abilities and skills will certainly spice up the learning atmosphere to seek more challenges and enthusiasm that, in turn, will result in original thoughts and creativity.

General Conclusion

The purpose of the present research was built upon the idea that some students are pointed to as proficient English speakers whereas, others are seen as average or even weak, although, all of the students share the same teacher, classroom, material, and educational backgrounds approximately. This research was carried out with the aim to understand how the language learning process can be affected by a variety of affective factors, and how can spoken English mainly be achieved in the absence or the presence of some variables.

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

Such a research requires more than one simple and limited research tool to be carried out; each of the already mentioned research variables is measured via using a separate instrument. Extroversion and anxiety data were collected through structured questionnaires besides everyday classroom observation, and risk taking data were gathered through specific classroom tasks; without forgetting SEP which was evaluated by exam grades and continuous assessment of the OE classes.

The present dissertation is made up of seven main chapters which are fundamentally devoted to cover the necessary theoretical and practical

backgrounds of the study. While the first three chapters review the theoretical background of language learning, personality, extroversion, risk taking, anxiety, and spoken English learning; the remaining chapters analyze the data gathered and provide the possible interpretations and pedagogical recommendations.

It is assumed from the beginning that the more students are extrovert, the more opportunities they will come across to talk and express their views; and the less these students are anxious, the better they feel at ease during the OE class so that they will contribute more. It is also assumed that the more those students are risk takers and non hesitant to practice the SE even if they may commit mistakes, the better English they will practice to achieve proficiency. Thus, according to the research hypothesis, it is assumed that achieving SEP requires an extrovert, non-anxious, risk taking learner. It is worth mentioning that missing one among the above mentioned personality traits cannot guarantee the SEP.

Throughout the data analysis, the correlation test reveals a positive correlation between extroversion and SEP (r = 0, 49); and a positive correlation between anxiety and SEP (r = 0, 11), and a strong positive correlation between risk taking and SEP (r = 0, 81). Therefore, it is reported that the three personality variables (extroversion, anxiety, and risk taking) share a positive relation with being a proficient English speaker. Besides the correlation test results, a number of important findings have been highlighted through the questionnaires, classroom observation, and classroom tasks analysis; we shall refer to the most important ones:

- Extroversion is very popular among the research participants that cover 72, 52% of the sample under study.

- Even if anxiety is among the common symptoms of all learners, it is shown that 57, 14% of the subject are non-anxious.

- Because their inhibition, hesitation, and fear of making mistakes and being laughed at, the majority of students are inhibited and only 38, 46% are considered to be risk takers.

- According to the research aim, the preferable personality category is counted to be the extrovert/non-anxious/risk taker category and it represents 23, 07% of the research sample.

- The majority of students belong to the extrovert/anxious/inhibited personality category with a rate of 26, 37% of students.

- Only 8, 79% represent the disapproving category which is the introvert/anxious/inhibited students.

- 61, 90% among the extrovert/non-anxious/risk taker reveal a very good level of SE and, indeed, no one reveals a weak level.

- 88, 88% of the introvert/anxious/inhibited students prove to have a weak level of SE, compared to only 11, 11% of them who have a good level.

- Whenever risk taking is one of the ingredients of the category, the students reveal a good level of SE.

Henceforth, all what should be said is already summarized along the previous notes. And, it is confirmed that the students who show a very good level of SE belong to the Extrovert/Non-anxious/Risk Taker category, and as much as learners tend to be Introvert/Anxious/Inhibited, the SE level would be average if not weak most of the time.

Hence, one can conclude that SEP can be achieved if certain personality traits, mainly extroversion, anxiety and risk taking, are well controlled. Moreover, it is of great importance if learners and instructors appreciate having different personality characteristics that should be treated differently to get homogeneous classrooms with facilitating learning atmosphere and, therefore, better academic achievement.

It is classified among the research objectives to drive the students, teachers, and educational community attention to the role of affective factors while dealing with the language learning area, and more specifically the speaking skill as a very required skill that should be well taught and trained as much proficient language users are referred to as proficient speakers. We hope that such a research will contribute somehow positively to teaching or learning SE, regardless of the level of learners and with taking into account the effective pedagogical implications to be applied within the OE classes specifically, and generally speaking in all EFL classrooms.

It is worth pointing out that the learning context is managed by human beings who vary a lot from one another in terms of their personalities as well as in their physical appearances. To end with, teachers and learners should be aware of the fact that no global fixed teaching method can be successful to be adopted in all classrooms, but it depends on the teacher, the learner, their personalities, the learning context, the needs, and the interests.

Suggestions for Further Research

Last but not least, one cannot deny the fact that such a research will open the door to think more about the impact of affective factors while learning FL and which personal features that should be developed to simplify language learning; accordingly, with such a point, some suggestions are subsequently summarized:

- It will be very fruitful if similar studies will be carried out because the applied language studies research repertoire is full of studies about the appropriate teaching methods, the impact of first language on the second, and so forth. Moreover, psychological studies within the area are more than never needed.

- It is proved along the research that introversion as a personality trait may affect SEL negatively; so, it is going to be of great importance if a study about which personality traits can be mixed with introversion to bring about introverts to be proficient foreign language speakers.

- Besides analyzing the preferable individual qualities to enhance students learning, investigating the role of the teacher as the main knowledge and input transmitter on the students' understanding of the task and academic achievement will bring efficient outcomes.

- The learning process does not impact only learners; teachers as well are more probably exposed to have certain impact. So, a new angle to study the appropriate personality characteristics that can help teachers themselves and learners to develop the necessary linguistic and communicative capacities for language learners.

Limitations of the Study

Any research accomplishment contains obviously some limitations which vary depending on the kind of research, the tools used, and the interpretation of the results. Although the work covers the most important concepts, it can be also conducted better if a set of conditions were provided.

Because classroom observation was used as a main research tool to collect data, it can also be useful and more effective if the classrooms were well equipped with sophisticated materials like cameras to record the students' performance. Hence, it will be easy for the researcher's analysis and evaluation. It can also provide concrete data to be used more than once.

Time stood as a problem in some phases while conducting the research. Since we are evaluating the spoken production of students, we are not supposed to attend only the OE classes, because it is a skill which is practiced along all the classes and modules. Thus, it will be more comprehensive if the researcher can accompany the research participants during all their classes to observe (evaluate) their oral performance.

The findings can be more reliable if the research is conducted with more than one teacher (researcher) to see if the students' performance can be different with different teachers. If the classroom observation, tasks and questionnaires can be adopted with other extra sample and teacher in order to see if the variable of having another teacher may affect the students' spoken production, in this case the research results are going to be sound and objective.

In spite of these limitations, the study was carried out in an attempt to answer the research questions and aims, and prove the main research hypotheses.

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Appendices

Appendix # 01

The Group Interview for the Needs Analysis

1. Is it your choice to study English or it is an obligation?

My choice ☐   an obligation ☐

2. Why do you study English? What do you need from learning English?

To study ☐   to work ☐   to travel ☐

To watch films and songs ☐   to use the net ☐

Other……………………………………………………………………………………

3. According to you, which form of English you need more?

Written ☐   Spoken ☐

4. Do you like the OE module or sessions?

Yes ☐   no ☐   no idea ☐

5. If your answer is" no" it is because of

The teacher ☐   the method used ☐   the module itself ☐

The topics discussed ☐   you yourself ☐

Other……………………………………………………………………………………
………………………………………………………………………

6. If you consider yourself as a good participant in the OE sessions, it is because

You feel yourself obliged ☐   you are motivated ☐

You need to improve your English ☐

Other……………………………………………………………………………………

7. Which variety of English, you think you need more?
1. Of books, articles and teachers ☐
2. Of movies, songs and TV programs ☐
3. Of market, business and internet ☐
4. Of English people used in their daily life ☐
5. Other……………………………………………………………………

8. Which kind of topics do you need to speak about more

Cultural and scientific issues ☐   political and international issues ☐

Social and individual problems ☐   sport, fashion and enjoyment ☐

Other………………………………………………...............................

9. How do like to spend the OE sessions?

- Listening to your classmates and teacher while speaking ☐
- Contributing in the class discussion ☐
- Other…………………………………………………………….

10. How do you prefer to participate in the OE session by?

- Being asked to prepare the exercises in advance ☐
- Being asked to speak about any topic immediately ☐
- Others……………………………………………

11. How do you want to work during the OE sessions?

In groups ☐   individually ☐   in pairs ☐

12. How do you prefer your teacher to be in class?

- To ask students to speak in class ☐
- Leave the choice for them ☐
- To motivate them ☐
- Other……………………………………

13. Which difficulties or problems do you feel that they limit your oral Contribution during the OE sessions?

Examples……………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

14. Do you think that 3 hours per week are enough to develop your

Speaking skill in English?

Yes ☐   no ☐   I don't know ☐

15. What do you need or wish to change in the OE class?

Thank you

Appendix # 02

The Extroversion/Introversion Questionnaire

University of Constantine One

Department of English

Second Year Students

Introduction

This questionnaire serves as a data collection tool for an academic research. We will be so much thankful if you could take the time and the energy to share your ideas and preferences by answering the questions below. Your cooperation is very important and will be of much help for this research work. Thank you in advance.

Section One: General Information

1. Age ☐

2. Gender:

male ☐   female ☐

Section Two: Learners' Personality Types

3. Do you like to mix socially with people?

Yes ☐   no ☐

4. Do you feel more comfortable, when you are?

Alone ☐   with a group of people ☐

5. While mixing with other people, do you?

Speak rather than listen ☐   listen rather than speak ☐

It depends on the situation ☐

6. Do you usually take the initiations to make new friends?

Yes ☐   no ☐   sometimes ☐

7. Do you find it easy to start conversations with strangers?

Yes ☐   no ☐   it depends on people character ☐

8. Do you find it better to read a book or watch television rather than

Go out with friends?

Yes ☐   no ☐

9. Do you feel motivated by the approval or interest of others?

Yes ☐   no ☐

10. Do you feel yourself the center of attention wherever you go?

Yes ☐   no ☐

11. Do you feel yourself strong, when?

- You are supported by people ☐
- You are sure of yourself ☐

12. How do you make your own decisions?

- Through discussions with others ☐
- Privately with yourself ☐

13. Do you think you have good communicative skills and a strong ability to convince others?

Yes ☐   no ☐

14. If you attend a party and planned to meet your friends, and find that

They are absent, how would you spend the party?

- Find other people to enjoy the party with them ☐
- Isolate yourself and remain alone all the party ☐
- Leave the party immediately ☐

Other…………………………………………………

15. Do you admit that you enjoy talking about yourself to others?

Yes ☐   no ☐

Section Three: Learners' in the Oral Classroom

16. How do you prefer to work in class?

In groups ☐   individually ☐

17. In the class discussion, do you prefer to?

- Speak freely and voluntary ☐
- Until the teacher asks you ☐

18. Do you think that your oral production is better, when you work?

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Within groups ☐   individually ☐

19. While speaking in the oral expression class, do you

- Make too much attention to speak correctly without mistakes ☐
- content yourself to be only understood and express your opinion ☐

20. When you express your opinion to the class, how do you feel while speaking?

Very sure and comfortable ☐   talkative and risk taker ☐

Hesitant and shy ☐   limited ☐

21. How do you want to prepare your lessons?

Together with your friends ☐   alone at home ☐

Thank you

Appendix # 03

Anxiety Questionnaire

University of Constantine One

Department of English

Second Year Students

Introduction

This questionnaire serves as a data collection tool for an academic research. We will be so much thankful if you could take the time and the energy to share your ideas and preferences by answering the questions below. Your cooperation is very important and will be of much help for this research work. Thank you in advance.

1. How could you describe yourself while speaking English in the OE class?

Very sure and comfortable ☐   comfortable ☐

Afraid and anxious ☐   very anxious and unable to express yourself ☐

2. While speaking in the OE class, you feel physically and psychologically

- At ease as if you are talking to your friends ☐
- Somehow panicked and stressed but you could speak good English ☐
- Your face is red, and you are very shy ☐
- Your hands are trembling and your heartbeats are increasing ☐
- Confused with mixed ideas and incorrect English ☐
- Other…………………………………………………………………

3. In my oral class, I feel so anxious, disturbed and forget what I know or prepare

Always ☐   sometimes ☐   rarely ☐   never ☐

4. I feel quite sure and comfortable when I am asked to speak in the oral sessions

Always ☐   sometimes ☐   rarely ☐   never ☐

5. I feel troubled and worry if the teacher asks me to speak in the oral class

Always ☐   sometimes ☐   rarely ☐   never ☐

6. I feel afraid and anxious if I don't understand the teacher's speech in the class

Always ☐   sometimes ☐   rarely ☐   never ☐

7. I loose and forget my English if the teacher asks me a question I did not prepare

Always ☐   sometimes ☐   rarely ☐   never ☐

8. I feel anxious even if I speak good English in class

Always ☐   sometimes ☐   rarely ☐   never ☐

9. I feel upset and embarrassed if I do not speak good English

Always ☐   sometimes ☐   rarely ☐   never ☐

10. I feel anxious if someone asks me something in English anywhere

Always ☐   sometimes ☐   rarely ☐   never ☐

11. Even if I revise for my lectures in advance, I feel anxious and confused

Always ⬚   sometimes ⬚   rarely ⬚   never ⬚

12. In my oral class, I feel that other students speak English better than me

Always ⬚   sometimes ⬚   rarely ⬚   never ⬚

13. It embarrasses and makes me afraid if I feel that my classmates will laugh at me or my English while speaking in the oral class

Always ⬚   sometimes ⬚   rarely ⬚   never ⬚

14. I care if I make mistakes while speaking in the oral sessions

Yes ⬚   sometimes ⬚   no ⬚

15. The OE class makes me anxious, confused and unhappy

Always ⬚   sometimes ⬚   rarely ⬚   never ⬚

16. It makes me really nervous and uncomfortable if I take extra oral sessions

Always ⬚   sometimes ⬚   rarely ⬚   never ⬚

17. I feel at ease while taking a test in the oral class

Always ⬚   sometimes ⬚   rarely ⬚   never ⬚

18. Do you experience the same level of anxiety in other situations as you do in the oral class sessions?

Yes   ⬚   No   ⬚

19. My anxiety and nervousness affect my performance (speaking) negatively

Always ⬚   sometimes ⬚   rarely ⬚   never ⬚

Thank you

Appendix # 04

Classroom task (Idiomatic Expression)

The Idiom	The Explanation with Illustration
Have <u>butterflies</u> in your stomach	If you have butterflies in your stomach, you are feeling very nervous. 1. "When I see his face, I always have butterflies in my stomach."
Have one's <u>heart</u> in one's mouth	Someone who has their heart in their mouth feels extremely anxious or nervous faced with a dangerous or unpleasant situation. 2. "Emma had her heart in her mouth when she saw her little son standing in front of the open window."
Be at your <u>wits'</u> end **Wits=intelligence**	If you are at your wits' end, you are very anxious or worried about something and do not know what to do. 3. "When she discovers that her son is heavily indebted because of gambling, Susan was at her wits' end."
<u>Tongue</u>-tied	If you are tongue-tied, you have difficulty in expressing yourself because you are nervous or embarrassed. 4. "At the start of the viva I was completely tongue-tied but little by little I could defend all my points.
A <u>chip</u> on your shoulder	If someone has a chip on their shoulder, they feel resentful because they feel they are being treated unfairly, especially because of their background, their sex or their colour 5. Peter decides to leave the village, because he has a chip on his shoulder.
Keep one's <u>feet on the ground</u>	A person who keeps their feet on the ground continues to act in a sensible and practical way, even if they become successful

6. In spite of his social and political status, David is always keeping his feet on the ground.

A <u>fish</u> out of water

If you feel like a fish out of water, you feel uncomfortable

because of an unfamiliar situation or unfamiliar surroundings.
7. "In the last weekend picnic, I felt like a fish out of water because of your friends.

<u>Get</u> a grip on yourself

If you get a grip on yourself, you make an effort to control your

feelings so as to be able to deal with a situation..
8. "After the initial shock, Lisa got a grip on herself and called an ambulance."

<u>Hope</u> against hope

If you hope against hope, you continue to hope even when the

situation looks bad
9. "The whole building was destroyed by fire. John's parents are hoping against hope that he escaped in time."

<u>Nose</u> out of joint

If a person's nose is out of joint, they have been upset, embarrassed or offended by somebody or something.
10."When he discovered that he wasn't on the invitation list that really put his nose out of joint.

<u>Pour</u> your heart out

If you pour your heart out to someone, you express your feelings and troubles freely.
11. " Don't worry; I would visit Clara if I feel the need to pour my heart out."

<u>Feel</u> the pinch

When someone feels the pinch, they begin to suffer from a lack of money.
1. "With the recent political events, Tunisian hotels and restaurants are beginning to feel the pinch."

<u>Laugh</u> all the way to the bank

A person who makes a lot of money easily, especially through

someone else's stupidity, is said to laugh all the way to the bank.

Lose **your shirt**	2. "oh, they would laugh all the way to the bank, If we don't succeed to renew the contract, If you lose your shirt, you lose all your money or possessions, especially as a result of speculation or gambling. 3."He lost his shirt when the bank went bankrupt."
More money than sense	If you have more money than sense, you have a lot of money which you waste by spending it in a foolish manner. 4. "They celebrated their little son's success by buying him a sports car. They have got more money than sense!"
Nest egg	If you have a nest egg, you have a reserve of money which you put aside for future needs. 5. "My parents consider the money from that successful business as a nest egg for their old age."
Back to square one	To say that someone is back to square one, means that they have not succeeded in what they were trying to do, and so they have to start again. 6."If the plans are refused, you should back to square one."
Bring the house down	If you bring the house down, you give a very successful performance. 7. "If he sings like that on Saturday, he'll bring the house down."
On the crest of a wave	If you are on the crest of a wave, you are very successful in what you are doing. 8."Those commercial groups could reach high profits; they are really on the crest of a wave."
Flying colours	To achieve something with flying colours means to do it very successfully. 9. "My daughter passed the entrance exam

By <u>hook</u> or by crook

with flying colours.
  I'm so proud of her!"

  If you say that you will do something by hook or by crook, you mean that you will succeed in doing it in whatever way is necessary, whether it is honest or not.
  10. "I'll succeed in that project, by hook or by crook!"

Appendix # 05

Critical Values of the
Pearson Product-Moment Correlation Coefficient

df = *n* -2				
Level of Significance (p) for Two-Tailed Test	.10	.05	.02	.01
Df				
1	.988	.997	.9995	.9999
2	.900	.950	.980	.990
3	.805	.878	.934	.959
4	.729	.811	.882	.917
5	.669	.754	.833	.874
6	.622	.707	.789	.834
7	.582	.666	.750	.798
8	.549	.632	.716	.765
9	.521	.602	.685	.735
10	.497	.576	.658	.708
11	.476	.553	.634	.684
12	.458	.532	.612	.661
13	.441	.514	.592	.641
14	.426	.497	.574	.623
15	.412	.482	.558	.606
16	.400	.468	.542	.590
17	.389	.456	.528	.575

18	.378	.444	.516	.561
19	.369	.433	.503	.549
20	.360	.423	.492	.537
21	.352	.413	.482	.526
22	.344	.404	.472	.515
23	.337	.396	.462	.505
24	.330	.388	.453	.496
25	.323	.381	.445	.487
26	.317	.374	.437	.479
27	.311	.367	.430	.471
28	.306	.361	.423	.463
29	.301	.355	.416	.456
30	.296	.349	.409	.449
35	.275	.325	.381	.418
40	.257	.304	.358	.393
45	.243	.288	.338	.372
50	.231	.273	.322	.354
60	.211	.250	.295	.325
70	.195	.232	.274	.303
80	.183	.217	.256	.283
90	.173	.205	.242	.267
100	.164	.195	.230	.254

الملخص

تحاول هده الدراسة التحقيق في اثار متغيرات الشخصية على تعلم اللغة الانجليزية المنطوقة في المستوى الجامعي. ان السمات الشخصية الاساسية التى تغطيها هده الاطروحة هي الانبساط /الانطواء-القلق ألمخاطرة الكبت . كما ان الهدف من هدا البحث هو الوصول للعلاقة المحتملة بين سمات الشخصية السالف ذكرها و اجادة تكلم اللغة الانجليزية مع الافتراض ان كلما كان الطالب منبسط الشخصية-غير قلق و مخاطر في تكلم اللغة الانجليزية كلما كان الاداء اللغوي احسن و بالتالي الوصول الى اجادة تكلم الانجليزية بطلاقة. من بين الادوات المستعملة لجمع المعطيات الازمة لإدارة البحث ـثم استعمال استبيانين من اجل تحديد اتجاه انبساط و مستوى قلق لدى الطلاب على التوالي كما استخدم عدد من النشاطات في الفصول الدراسية لمعرفة عدد المخاطر ين فى القسم ـو علاوة على دلك ـفان الملاحظة الصفية كانت اداة ضرورية لتغطية البحث واستعمال درجات الاختبار الشفوي كوسيلة لتحديد مستوى اجادة تحدث الانجليزية-اظهرت التحاليل ان سمات الشخصية المدروسة ترتبط بشكل ايجابي مع اجادة تكلم الانجليزية-كما انه كذلك تم تصنيف الطلاب وفقا لصفاتهم الشخصية كمنبسط ـغير قلق و مخاطر او انطوائى ـقلق ومتردد. اثبتت النتائج ان فئة الطلاب المنبسطين غيرالقلقين و المخاطرين هى الفئة التى تجيد تحدث الانجليزية من خلال تحليل البيانات ودرجات الامتحان ـومن هنا نستنتج انه كلما كان

الطالب منبسط الشخصية- غير قلق ومخاطر كلما كان من السهل اجادة تكلم اللغة الانجليزية

Résumé

L'expression orale est un module mais en place pour développer les compétences audio-orale des étudiants, alors que les étudiants dans leurs séances pratiquent l'expression orale principalement. Cette recherche examine la participation des étudiants en classe et leur performance en examen d'expression orale. L'objectif de cette étude est de savoir si la participation des étudiants en classe influe sur leur rendement en examen. Afin de tester notre hypothèse de recherche, un questionnaire a été soumis à des étudiants de troisième année d'anglais et une observation en classe a eu lieu pour examiner la contribution quotidienne des étudiants. Par conséquence, cette étude est une comparaison entre la participation des étudiants en classe et leur performance en examen. Nous avions l'intention d'enquêter pourquoi les étudiants sont bons ou mauvais en classe et examen. Les résultats révèlent que les étudiants ont de graves problèmes qui les rendent incapable de s'exprimer spontanément et de manière adéquate.