

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry OF Higher Education AND Scientific Research

ABBES LAGHROUR UNIVERSITY -KHENCHELA

FACULTY OF LETTRES AND LANGUAGES

Department OF English Language AND Literature



**The correlation between personality types
extraversion-introversion and EFL
students' oral performance:**

The Case of Master Two Students of

Abbes Laghrou University -Khenchela

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Master in Language and Culture**

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2020- 2021

Dedication

*Thanks to God and may his peace and blessings be upon his prophets for
granting us the ability to successfully finish our study*

*the memory of our father, our teacher, MR zine Elmeki who left a precious
sensation, the support he gave us during our studies, may Allah have mercy on
him and place him into his heavens.*

To my grandparents "Ounissi Mahmoud" and "Bounibane louazna"

"Bounibane abdelkader" and "Hiouani zakia"

To my parents Taher and Mahbouba

To my sisters "Amel" and "lina"

To my aunts and uncles

Who encouraged me to finish my studies

To my supervisor who enabled me to finish this research study

For the support he gave me to finish my studies

Dedication

*Thanks to God and may his peace and blessings be upon his prophets for
granting us the ability to successfully finish our study*

*To the memory of my grandparents “ Gasmi Amhamed” “ Gasmi Halima” and
“Benhenia Ahmed” and “Boutalb Khadra”
may allah grant them peace and give them blessing*

To the memory

To my parents Ali and fahima

To our sisters and brothers (Amel, lina, Oussma Khawla, Isslam)

For the support and efforts they gave us to finish our studies.

To my parents Ali and fahima

To our sisters and brothers “Oussama”, “Khawla” and “Isslam”

For the support, love and efforts they gave me to finish my studies.

Acknowledgments

I would like to express my profound gratitude and dedicate my appreciation to our supervisor

Abdelghafour Beddiaf, who worked as an informative and encouraging supervisor; He supported and enabled us to complete this research study successfully; my extended gratitude to all the teachers who helped and encouraged us to complete our studies. Furthermore, my special thanks to my friend who supported and inspired me in any condition and situation. We

would like also to thank all students who cooperated and helped us to make this research study successful, particularly for students of Department of English Education, Faculty of

letters and languages, department of English language.

Abstract

This research study investigates the correlation between (a) personality types extraversion-introversion and (b) EFL students oral performance. The study was conducted at Abbas laghrour university, faculty of Letters and foreign languages, department of English, master two students of English with participation of 60 of students; data were gathered through 20 items of questions and 6 items, of an interview that consists of open ended questions. This study attempts to examine personality types extraversion-introversion and students achievements on oral performance, is there any significant relationship between personality types extraversion-introversion and EFL students oral performance, or it does not exist, if it does, then which one of personality types extraversion-introversion is more fluent in oral performance, students and teachers attitudes towards personality types extraversion-introversion were investigated through two research methods. The analysis of obtained data showed contradictory findings; First, there exist a correlation between personality types extraversion-introversion and the oral performance, extroverted personality affects positively students oral performance, however introverted personality type affects negatively the oral performance; Second, extroverted students are more fluent in oral performance during sessions, unlike introverted students are more capable in other language skills, such as the writing skill.

Keywords: personality, extraversion, introversion, the oral performance, correlation

List of Abbreviations

EFL: English as a foreign language

SL: second language

L2: Second language

OCEAN: openness, conscientiousness, extraversion, agreeableness, neuroticism

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General introduction

1 Introduction

Speaking skill is considered as one of the basic skills in developing a language that allows individuals to communicate effectively in several situations; in class, EFL students oral performance differs from one to another, they do not develop their proficiency level in a balanced way, even if they receive the same treatment by teachers, and initiated to the same topic or situation, due to many factors, age, cultural, psychological issues, and personality types is one of these factors that impact EFL students oral performance. Shumin Richard and Renandya claimed that EFL students' oral performance can be affected by different factors and among them is personality. The latter can be classified into two main types, extroversion and introversion, Jung stated that extroverted students are outgoing that can easily be socialized, unlike introverts, they focus on themselves only (1971). SLA experts claimed that there exists a significant correlation between personality types and EFL students' oral performance; Cook (1996) said that extroverted students are more capable in oral performance since they are social and like to join groups for interaction and discussion inside or outside the classroom. Other research about the correlation between personality types and EFL students oral performance found that there exists no significant correlation between in between, Nadiyah (2010) conducted research about Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill results revealed that there is no significant relationship between personality types and EFL students oral performance both personality types can achieve better in oral performance.

Based on previous findings concerning the correlation between personality types and EFL students oral performance, we still are not able to conclude about it, and which

personality type can achieve better in the oral performance or the speaking skill in EFL, and this research study will reinvestigate the correlation between personality types extraversion-introversion and EFL students oral performance.

This chapter represents the theoretical part of the research study of the correlation between personality types extraversion-introversion and EFL students' oral performance, it consists of two main parts, the introduction and the literature review.

2 Background of the study

Personality

It is a collection of characteristics and qualities that define a certain type of human being, including his psychological mechanisms, feeling, way of thinking, and behaviors, the way how they interact and deal with others. Robbins (2001:92) defines personality as “the total of ways in which an individual reacts and interacts with others”.

The Big Five Models

Many researchers and psychologists believe that personality is comprised of five traits. This theory began first by D.W Fiske (1949), and later developed by researchers Norman (1967), Smith (1967), Goldberg (1981), and Mc Care & Costa (1987), this model attempted to introduce how exactly those personality traits show the variation of human being through classifying the five traits according to certain adjectives and characteristics; first, the openness, very creative, dislike changes, challenging person. Second, conscientiousness, care about details, self-centered, work in a noisy environment. Third, extraversion, like to be the center of attention, make friends easily, outgoing and social. Fourth, agreeableness, care about others, assist people who need help, make people happy. Fifth, neuroticism, high level of stress, get upset easily, worries about things especially the future.

Personality types extraversion-introversion

Previous research concerning learning styles and their impact on EFL learners oral fluency had different findings, some stated that there exists no relationship between personality traits and learners oral performance, some research assures that extroverted learner is more fluent in EFL, Teplov (1964) made a distinction between the individuals' nervous system, he said that extroverted individuals have a strong

nervous system; unlike introverted ones, who has a weak nervous system. according to Rossier, J (1976), stated in his research that extraversion-introversion is considered as a variable in learning oral English as a second language. According to John and Srivastava (1999), extroversion have at least five several abilities Activity level (active, energetic), Dominance (assertive, forceful, bossy), Sociability (outgoing, sociable, talkative), Expressiveness (adventurous, outspoken, and show-off), and Positive emotionality (enthusiastic). Extroverts can interact with new people easily, and they do not face issues in working in groups because they find it enjoyable since they are open to hearing the perspectives of others on different topics. In addition, they can take leadership positions easily. According to Mc Rorie et al. (2009), during the conversation, extroverts tend to position themselves closer to others, and direct facial posture and eye contact are more likely to be maintained. . According to Neiman (1978), extraversion positively affects SLA because extroverts are willing to communicate and are not afraid of making mistakes.

On the other hand, other research emphasized introverts more, introverts, are quiet and more interested in their inner world, including their thinking, emotions, and feelings, they have a high level of concentration more than extroverts who can be easily distracted from studying, According to Zafar (2011), extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long period. According to Ostojić (1983: 407), the intellectual abilities of introverts are high. Although such persons may not be very talkative, they usually have a broad vocabulary. They are persistent in achieving their goals and have a high level of aspiration. The major characteristics of introverted people are self-awareness, thoughtfulness, interest in self-knowledge and self-understanding, tendency to keep emotions private, being reserved to unfamiliar people

gregariousness only with close friends, and learning well through observation. According to Neiman, extroversion positively affects SLA because extroverts are willing to communicate and are not afraid of making mistakes. On the other hand, introversion negatively affects SLA. Students that are afraid of making mistakes or not being able to speak avoid opportunities that would otherwise aid their learning. Neiman concluded that personality influences SLA significantly and that extroverted students acquire a second language better than introverts and his further research may deal with adapting teaching methodology to individual differences in personality to improve language learning.

3 Statement of the problem

EFL students face several issues during their studies concerning oral performance that can be impacted by types of personality (introverted -extraverted).

In this research study, the problem is concerned with two personality types introversion- and extroversion and EFL students oral performance. EFL students oral performance differs from a learner to another, due to personality differences when they communicate, participate or get in discussions in several contexts during EFL classes; previous research has found that personality types do not correlate with oral performance, Greenwood (2004) found that extraversion did not correlate positively with oral performance; unlike others, reported that extroversion and introversion have a relationship with oral performance in terms of fluency, Prtitchard (1952). And this research study aims to support or confirm one of the previous findings.

4 Significance and Aim of the Study

This research aims at finding out and if there is a significant correlation between personality type extraversion-introversion and EFL students' oral performance, and

exploring which personality type extraversion or introversion is more fluent in oral performance.

5 Research questions

-Is there any significant correlation between learners' EFL oral performance and personality types extroversion-introversion?

- Which type of personality extraverted-introverted is more fluent in oral performance?

6 Hypotheses

The above mentioned questions, have led to formulate these hypotheses:

-There exists a correlation between learners' EFL oral fluency and personality types extroverted-introverted.

-Extraverted students are more fluent in oral performance.

7 Rationale

This research study has been chosen to find out if there is a significant relationship between personality types and EFL students oral performance; In addition, it addresses researchers in general and teachers in specific, to take into account the role of personality as a factor that influences SLA to know how to deal with different personality types extraverted-introverted in class.

8 Limitations of the Study

This research study is limited to master two students of Abbas Laghrour University only, so results may not be generalized. And because of the coronavirus pandemic, the survey was distributed online to Master Two students of Abbas Laghrour Khanchela university Facebook group. In addition, the sample consists of 92 participants; however, only 60 of them answered the survey, maybe because of their disinterest.

9 Research Methodology

1- Design

Mixed correlation method used in this research study, personality types extraversion-introversion and students oral performance by gathering data using survey and interview.

2- Population

Master two students of Abbas Laghrour Khanchela, department of English. Since they were experienced in both oral and written expressions, it helps us to explore in which subject they were are interested and more fluent.

3- Sample strategy

The whole population of master students: 120, we opt for a simple random selection, according to Cohen (2005), this sample technique attempts to choose participants randomly, each member of the population under study has an equal chance to be a part of the selection, the representative sample size is 92 participants.

10 Research Instrument

In this research study, two data instruments are used, first a questionnaire for students in order to investigate their attitudes towards personality types extraversion-introversion and their oral performance during sessions. Second, a semi-structured interview is used to teachers to examine their attitudes relying on their experiences in the teaching process in order to confirm data obtained from students' questionnaire.

Structure of the study

The current study consists of two main parts, theoretical and practical parts. First, the theoretical part consists of one chapter which is divided into three sections the first section is about personality, personality types extraversion-introversion and the big five models. The second section is concerned with the speaking skill (the oral performance), the nature of speaking. The third section is concerned with the previous studies about the correlation between personality types extraversion-introversion and EFL students oral performance.

The practical part of this research investigation gathered from the two data instruments, students' survey and teachers' interview, it consists of data analysis, discussion, suggestions.

Chapter one

Personality Types

Extraversion-introversion

and the oral performance

Section one

The speaking skill

Chapter One Personality Types Extraversion-introversion and the Oral Performance

Section one: Personality

1 Personality

Personality is a term derived from the Latin word *persona*, It is a collection of characteristics and qualities that define a certain type of human being, including his psychological mechanisms, feelings, way of thinking, and behaviors, the way how they interact and deal with the others. Robbins (2001) defines personality as “the total of ways in which an individual reacts and interacts with others”. The most popular definition of personality refers to individuals' social values and how they behave and get into conversations in a good and likely way i.e. being social, outgoing, and inoffensive in several situations. According to this definition, the anti-social and offensive type of human being does not have personality (Feist, 1990). Feist maintained that personality refers to all characteristics and psychological traits and dispositions which form and shape individuals' behaviors. Edward Sapir (1951) defined personality as the consciousness and awareness of the individual self that differs from others that can be observed from their behaviors in several situations. All English learners own a specific characteristics that impact the process of language acquisition, such as motivation, anxiety, intelligence, age, and personality traits Gardner (1985). Personality is composed of physical and psychological components and patterns that are responsible for the actions, behaviors, and feelings of the individual (Allport, 1961 as cited in Celikel, 2011).

1.2 Personality types extraversion-introversion:

According to Dornye, extraversion and introversion are considered the most important personality traits to be examined and investigated (2005).

Eysenck (1965) stated the definition of extraversion-introversion that is cited in Skehan (1989)

The typical extrovert is sociable, likes parties, has many friends, needs to have people to talk to and does not like reading and studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally impulsive individual... the typical introvert is a quiet, retiring sort of person introspective, fond of books rather than people, he is reserved and distant except to intimate friends; he tends to plan 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”

Jung divided personality into two main types, introversion and extraversion. Introversion refers to the ones who always prefer to stay alone, uncommunicative, and calm. Unlike extroversion, is sociable, talkative, and aggressive (Blunter & Hochnadel, 2010). According to Eysenck, extroverted learners are like to be talkative, sociable, and outgoing during communication (1964).

The idea that extroverted learners are better language learners in general and more proficient in oral performance than introverted learners found acceptance and support from many theorists (Buch op. cit; Dewael and Furnham, *ibid*) this idea leads to the fact that extroverts are more talkative and show strong desire to communicate. Ellis (1994) mentioned two main positions. The first is that “extroverted learners will do better in acquiring basic interpersonal communication skills (BICS), it may be expected that extraversion influences the oral fluency of FL learners “. Where the

second maintains that “ introverted learners will do better at developing cognitive academic language ability “. Daele (2005) supported these findings He stated that “although introverts short term –memory is restrained up to five minutes after information input, which can code a new material effectively into long term – memory. but extroverts have a limited long term-memory which means that extroverts have immediate recall due to their limited long-term memory. Researchers have found that extroverted participants were more fluent on the verbal test rather than introverts. This was an explanation of extroverts' superiority on oral performance. Where on other findings introverts have a higher probability of making semantic errors and the limited ability to produce utterances to great extent, maybe this resulted that the introverts are expected to achieve bad results on both oral performance and fluency (Cook 2002).

1.3 The Big Five Models:

Many researchers and psychologists believe that personality is comprised of five traits. This theory began first by D.W Fiske (1949), and later developed by researchers Norman (1967), Smith (1967), Goldberg (1981), and Mc Care & Costa (1987), this model attempted to introduce how exactly those personality traits show the variation of human being through classifying the five traits according to certain adjectives and characteristics; first, the openness, very creative, dislikes changes, challenging person. Second, conscientiousness cares about details, self-centered, works in a noisy environment. Third, extraversion, likes to be the center of attention, makes friends easily, outgoing, and social. Fourth, agreeableness cares about others, assists people who need help makes people happy. Fifth, neuroticism, high level of stress, get upset easily, worries about things especially the future. The popular acronym for the

big five models, is “OCEAN”, which stands for, Openness, Consciousness Agreeableness, and Neuroticism (MCRay & Costa,2004).

Section two

Speaking skill

Section one The Speaking Skill

1 The speaking skill

In teaching and learning English there are four skills related to each other and cannot stand alone, they are designed to support learners in the process of learning that gives many valuable purposes. Those purposes are giving learners scaffold support, opportunities for creation, and abilities to enhance and improve their learning; therefore, learners need to master all of these skills: listening, writing, reading, and speaking To improve their language proficiency.

1.2 The nature of speaking skill

Speaking skill is the basic skill learners should master with the other language skills during the process of language acquisition. Speaking allows us to communicate with others and express thoughts and feelings. Generally, it contains a communicative capacity of producing, receiving, and processing information. Speaking is an interactive process of communication that is considered the basis of all human relationships with language learning. Without a doubt speaking skill is considered one of the major concepts, it seems to be the most interesting skill especially for EFL learners. In addition, people who know a language are denoted as speakers of that language.

Rivers (1981) argues speaking is used twice as much as reading and writing in our communication. Many experts define speaking in different ways. Brown and Yule (1983) stated that “Speaking is express the needs-request information, service, etc.” another definition of speaking skill “ the process of building and sharing meaning through the use of verbal and non –verbal symbols into a variety of context. ” Oral performance is the ability to communicate verbally in both functional and accurate

way. Strong evidence shows that personality variables affect language learning strategies, pointing to an intimate connection between both language learning and personality (Dixon 1997).

The oral performance of students has considered an important part of teaching EFL. developing student speaking skills, is fundamental to their progress in acquiring the language, at a certain level, the EFL student tries to express their ideas and thoughts through speaking instead of writing to communicate with their teachers or classmates. The oral performance takes preponderance and superiority over the other skills of language learning, when we learn any language we try to speak before any other skill. Developing the oral performance means to be fluent and communicative in the presentation according to Thornbury (2008) “Whether or not learners will have to give presentation or talks in “real life,” the experience of standing upfront of their colleagues and speaking for a sustained turn is excellent preparation for real speaking”

Oral performance develops the speaking skill when the student can speak in front of the audience raise their confidence and effective development of oral proficiency (Altschuler, 1996, cited I King) (2004), hat also making students successes in making them achieve their goals.

The importance of oral performance appears in how each student practices his speaking skill and that is the main reason behind the contrast in oral presentation and fluency. personality types affect the oral performance in both ways negatively or positively, teachers goal is to make the student able to use language and speak fluently as much as possible, learners as well gives the priority to the speaking skill in their learning because it is the active way in EFL learning and the best skill to express meaning. According to Widdowson (1990) learning, only the language system is not an appropriate way for learning because knowledge of the language code alone does

not explain the task of communication and dealing with others in FL. Students who are not able to be fluent in using foreign languages cannot be considered effective language users. Cele-Murcia (2001) argues that for the majority of people “ the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication .”

With oral performance, learners can influence and take attention of their listeners, which means having the ability to keep attaching to others and showing the social position in which Hence said, speaking is important both inside and outside the classroom. oral proficiency is a tool that makes people’s lives easier, Baker J.and Westrup(2003) supports that “ a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion .”

Section three

**Previous study about the
correlation between
personality types
extraversion-introversion
and EFL students' oral
performance**

Section three: Previous Studies about the Correlation between Personality types extraversion-introversion and EFL Students' Oral Performance

3 Previous studies:

Previous research concerning learning styles and their impact on EFL learners oral fluency had different findings, some stated that there exists no relationship between personality traits and learners oral performance, some research assures that extroverted learner is more fluent in EFL, Teplov (1964) made a distinction between the individuals' nervous system, he said that extroverted individuals have a strong nervous system; unlike introverted ones, who has a weak nervous system .according to Rossier,J (1976), stated in his research that extractive ion-introversion is considered as a variable in learning of oral English as a second language. According to John and Srivas, (1999), extroversion have at least five several abilities Activity level (active, energetic), Dominance (assertive, forceful, bossy), Sociability (outgoing, sociable, talkative), Expressiveness (adventurous, outspoken and show-off), and Positive emotionality (enthusiastic). Extroverts can know new people easily, and they do not face issues in working in groups because they find it enjoyable since they are open to hearing the other shearing perspectives on different topics. In addition they can take, leadership positions easily. According to Mc Rorie et al. (2009), during the conversation, ea extroverts tend to position themselves closer to others, and direct facial posture and eye contact is more likely are being maintained. Suliman (201') examined the role of introverted and extroverted learners in language acquisition and findings revealed that extroverted learners are more fluent than introverted learners during communication and conversation concerning pronunciation

According to Neiman (1978), extraversion positively affects SLA because extroverts are willing to communicate and are not afraid of making mistakes. The studies (e.g. Dewaele & Furnham, 2000; Rossier, 1976; Vogel & Vogel, 1986; Hassan, 2001;

Abali, 2006) have found a significant correlation between extraversion-introversion and participants' oral performance in the target language. Rossier (1976) found a positive correlation between extraversion and oral English fluency. Dewaele and Furnham (2000) found a significant correlation between extraversion and students' oral fluency in oral L2 production tasks.

On the other hand, other research emphasized introverts more, introverts, are quiet and more interested in their inner world, including their thinking, emotions, and feelings, they have a high level of concentration more than extroverts who can be easily distracted from studying, According to Zafar (2011), extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long period. According to Ostojić (1983: 407), the intellectual abilities of introverts are high. Although such persons may not be very talkative, they usually have a broad vocabulary. They are persistent in achieving their goals and have a high level of aspiration. The major characteristics of introverted people are self-awareness, thoughtfulness, interest in self-knowledge and self-understanding, tendency to keep emotions private, being reserved to unfamiliar people gregariousness only with close friends, and learning well through observation. According to Neiman, extroversion positively affects SLA because extroverts are willing to communicate and are not afraid of making mistakes. On the other hand, introversion negatively affects SLA. Students that are afraid of making mistakes or not being able to speak avoid opportunities that would otherwise aid their learning. Neiman concluded that personality influences SLA significantly and that extroverted student acquire the second language better than introverts and his further research may deal with adapting teaching methodology to individual differences.

Conclusion:

This chapter presented two main parts of the theoretical part of the research investigating the correlation between personality types extraversion-introversion and EFL students' oral performance, the introduction, and the literature review; the introduction consisted of a statement of the problem, research questions, hypothesis, rationale, significance of the study, limitations. The literature review consists of three main sections; the first section contains, personality, personality types extraversion-introversion, and the big five models; the second section consists of, the speaking skill, the nature of speaking skill. The third section is about previous studies concerning the correlation between personality types extraversion-introversion and EFL students' oral performance.

Chapter two
Research Methodology
and Data analysis and
Discussion

Chapter two: Research Methodology and Data Analysis and Discussion

Introduction:

The present work is addressing a gap, in the previous findings of research studies done in the field of personality types and learners oral performance. This research investigates the correlation between personality types extraversion-introversion, and EFL students oral performance, at Abbas Laghrour- khenchela University Faculty of Letters and Foreign Languages Department of English, and investigating master two students attitudes towards personality types extraversion-introversion and their oral performance, we used a survey students and teachers interview to confirm the findings. This chapter will introduce, research methodology, instruments, data collection procedure, and data analysis procedures.

1 Research Design:

1.1 Research Methodology

Mixed correlation research method is used in this research, According to Creswell and Plano Clark (2011), this approach enables a greater degree of understanding to be formulated than if a single approach were adopted to specific studies. Furthermore, they also put forward a collection of core characteristics which highlight key elements within mixed methods research where researchers collect and analyse both qualitative and quantitative ,the way in which this data is combined will rely upon the nature of the investigation and the philosophical outlook of the person, And correlation design can be used in order to explores and examines the correlation between the two variables , personality types extraversion-introversion and students oral performance by gathering data using survey and an interview.

1.2 Population

Master Two students of Abbas Laghrour khanchela, department of English are chosen. Since they studied different subjects and among them oral expression subject and written expression subject for 3 years, and this attempts to help us to explore in which subject they are interested and more fluent in.

1.3 Population and Sampling

The whole population of master two students is composed of 120 students, we opt for a simple random selection, according to Cohen (2005), this sample technique attempts to choose participants randomly, each member of the population under study has an equal chance to be a part of the selection, since there is no purpose or a specific characteristic that make us divide the population, and we are not able to distinguish between intro and extra, the only strategy that suit our research study is the simple random selection.

1.4 The Descriptive Statistical Method

We opted for the descriptive research design because it is the most appropriate research method in order to explore participants' and teachers' attitudes towards personality types extraversion-introversion and their oral performance,. A mixed method is used, consisting, thus, of quantitative and qualitative designs in order to analyze and interpret the results. To further explore, the correlation between personality types under the study of extraversion-introversion and their role in EFL students' oral performance. learner participants,' and teachers'attitudes and teachers attitudes'were collected by two different data gathering tools: questionnaire and interview

2. Data Instruments:

In this research investigation, two different data gathering tools are used a questionnaire for students and interview for teachers, in order to examine the correlation between personality types extraversion-introversion and EFL students' oral performance.

2.1 Questionnaire

The research study is based first on a questionnaire collecting data. The whole population consists of Master Two students (120 students) of English Department, **Abbas Laghrour, khanchela**, the questionnaire was distributed to students of English department; However, only 60 from the whole population answered all the questions. Since the study is based on quantitative research method too, findings will be presented relying on statistics in forms of percentages and diagrams.

2.2 Questionnaire Aim

In this research study, the questionnaire aims at investigating students' attitudes towards personality types extraversion-introversion impact on their oral performance. The survey is divided into three main sections; introductory questions (participants' personal information), students' oral performance and the correlation between personality types extraversion-introversion and EFL students oral performance.

2.3 description

Section One: Introductory Questions

The first section is about participants' background information, if they like English, their level, the purpose of studying English, and the form of English they prefer to use the most.

Section Two: Students' Oral Performance

The second section of the survey includes 7 questions, about students' oral abilities, their opinions concerning oral sessions, participation and communication impact on students' oral performance, and the different ways they use to enhance their oral performance.

Section three: the correlation between personality types extraversion-introversion and EFL students' oral performance

The third section of the questionnaire consists of 9 questions, it concerns participants opinions about the effect of personality in general and personality types extraversion-introversion in specific on students oral performance, in order to examine which of such personalities is more fluent in oral performance, by particularly gathering their opinions about the way personality types extraversion-introversion affects their oral performance.

3 .Data analysis:

Section one: introductory questions.

Q1: Participants' choice of studying English

Table 1. Participants' choice of studying English

	N	%
Yes	57	95
No	3	5

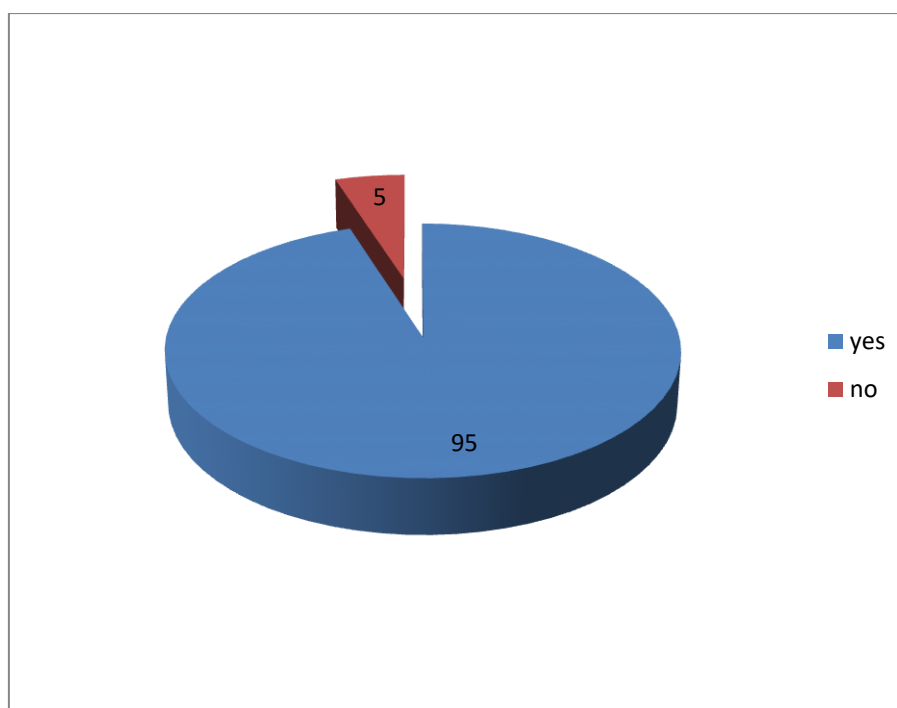


Figure 1. students' choice of studying English

The first question is concerned with master one students of English personal information; the results show that the majority of participants (97%) chose to study English, and only 5% of participants were not from their choice.

Q2: Participants' purpose to study English

Table 2. Participants' purpose to study English

	N	%
To communicate	2	3,33
To travel	29	48,3
To work	29	48,3

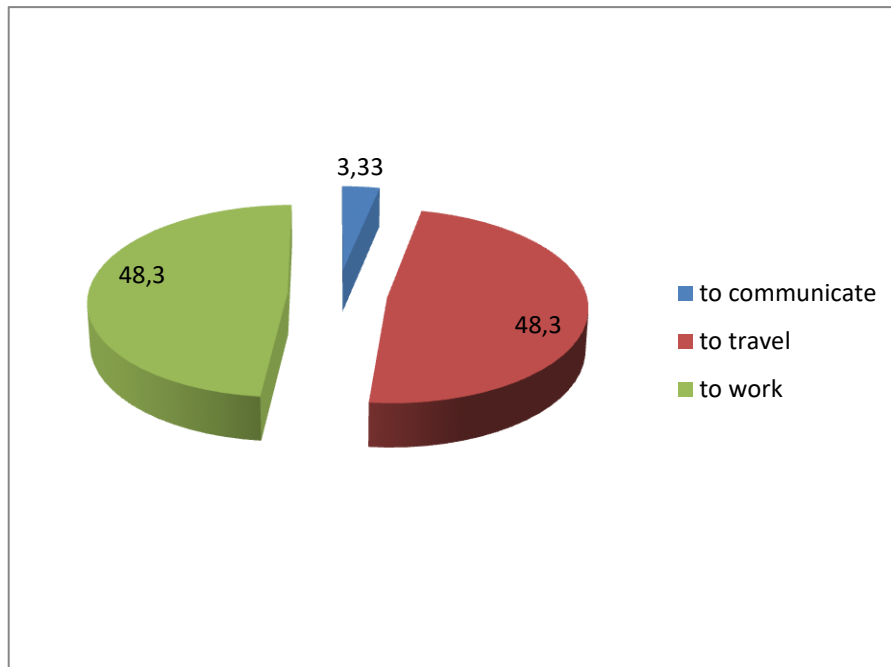


Figure 2. students' purpose of studying English

Table 2 shows that of the different participants' purpose in studying English, there are 48,3% study English for traveling, 48,3% for work, and 3,33% to communicate with.

Q3: Participants' level of English

Table 3. Participants' level of English

	N	%
Weak	0	0
Average	13	21,6
Good	39	65
very good	8	13,33
Excellent	0	0

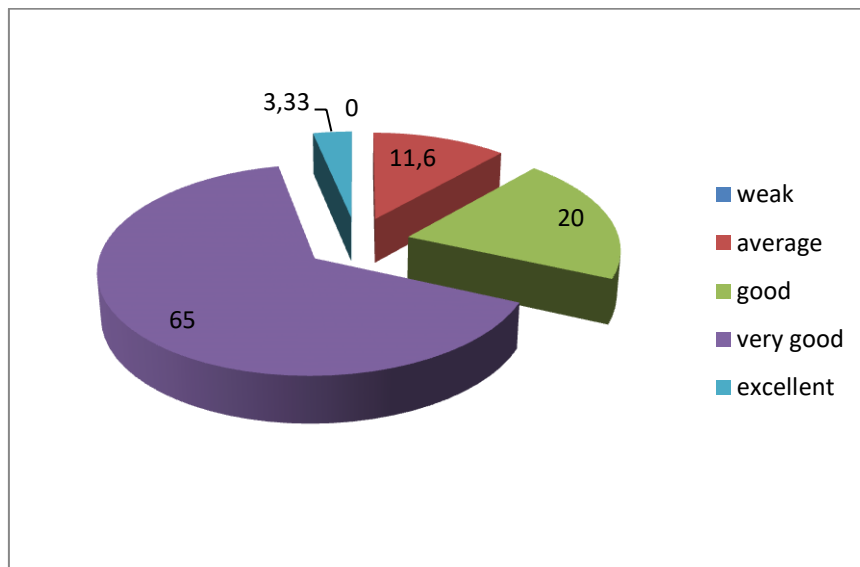


Figure 3. Participants' level of English

Table 3 illustrates participants' level of English. Therefore, 65% consider themselves very good, 20 of them are good, 11,6% average and 3,33% are weak.

Q4: form of English participants prefer to use

Table 4. Form of English participants prefer to use

	N	%
Written	13	21,66
Spoken	47	78,33

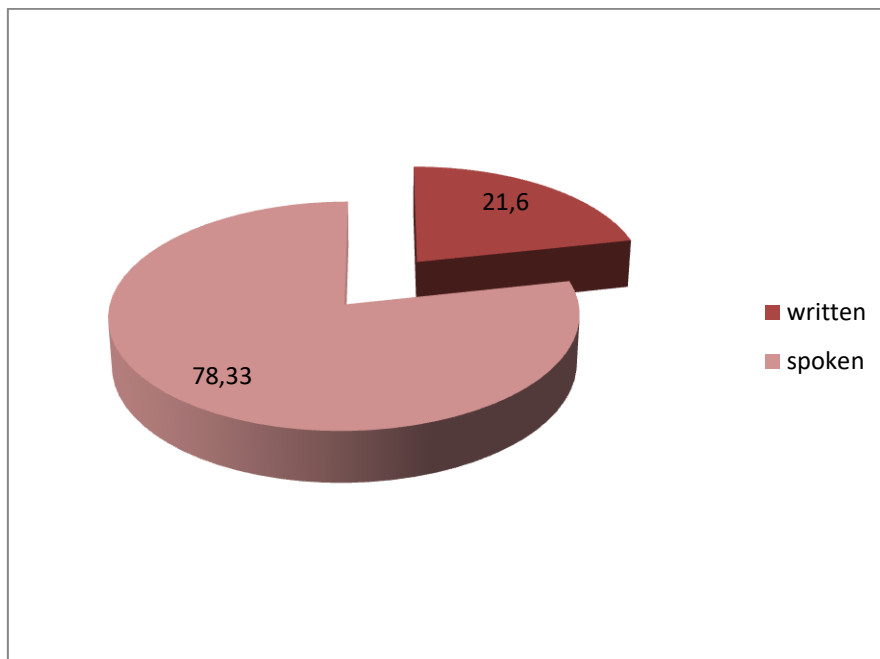


Figure 4. Form of English participants prefer to use

Table 4 summarizes the form of English participants prefer to use. The majority prefer to use the spoken form 78,33%, and the minority 21,66, prefer to use the written form of English.

Q5: Participants' ability to express orally

Table 5. Participants' ability to express orally

	N	%
Yes	57	95
No	3	5

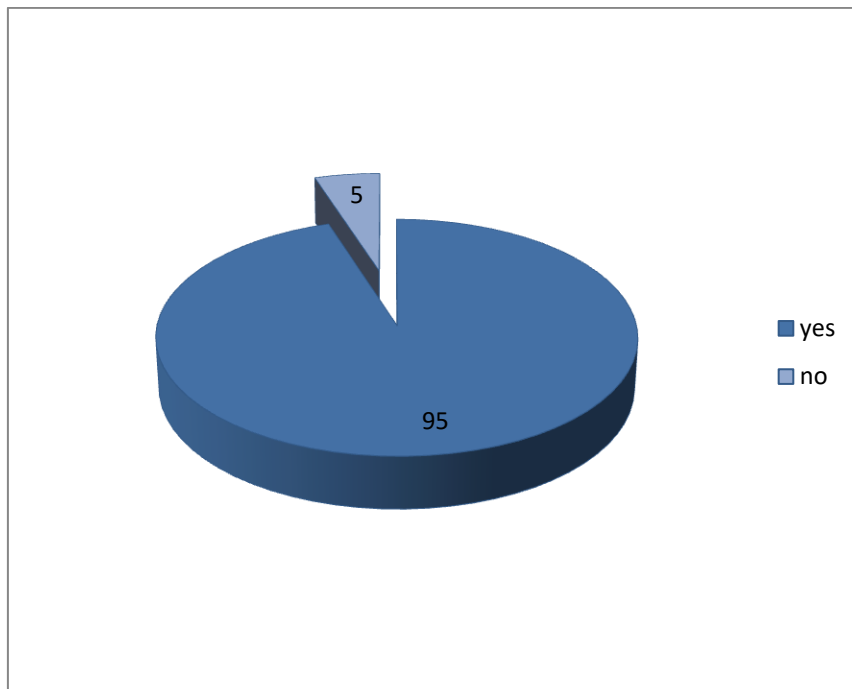


Figure 5. participants' ability to express themselves orally

Table 5 presents the number and percentages of students' ability to express themselves orally or not. The majority said yes (95%, 57) but only (5%, 3) said no which means they cannot express themselves orally.

Q6: Participant' attitudes toward oral sessions

Table 6. Participant' attitudes toward oral sessions

	N	%
Yes	15	25
No	45	75

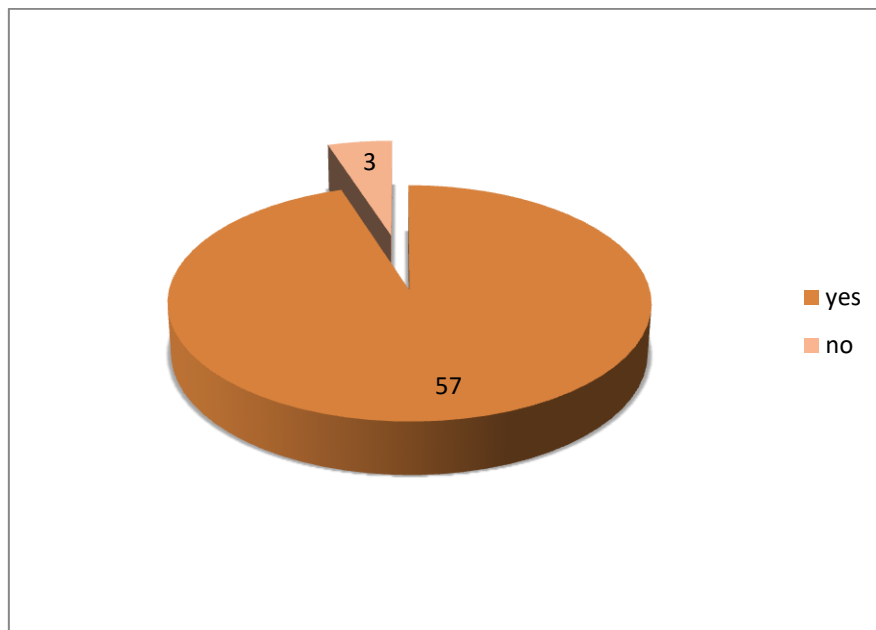


Figure 6. Number of participants' who like English and who do not

Table 6 shows the number of participants who likes English and who does not; the majority likes English (95%, 57) and only (5%, 3) do not like English.

Q7:: students' participation during oral sessions

Table 7. students' participation during oral sessions

	N	%
Yes	37	61,6
No	13	38,3

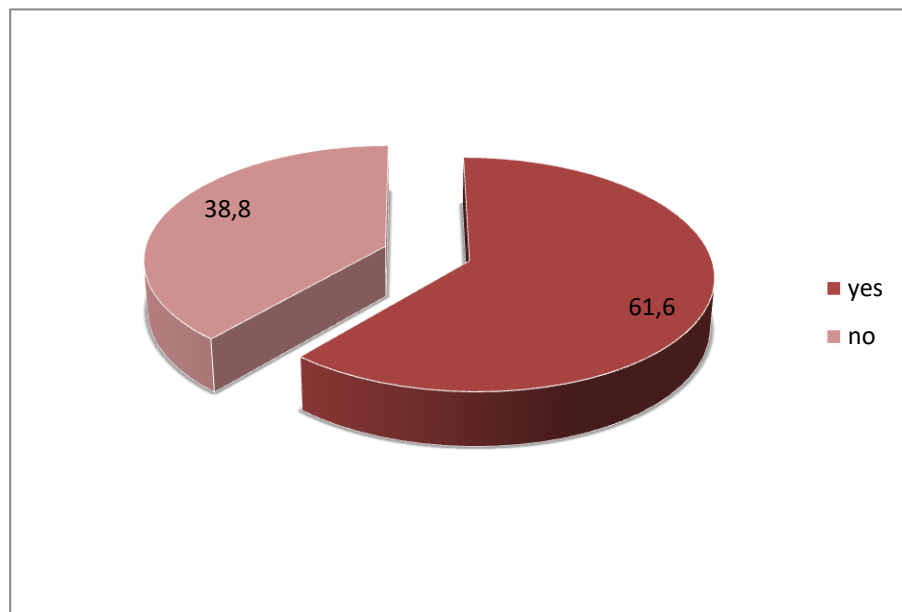


Figure 7. number of students who like English and who do not

Table7 illustrates the number of participants who participate and who do not in oral expression sessions. The majority participate during oral sessions (61,6%, 37) and the minority do not like to participate (38,3%, 13).

Q8: Participants attitude toward oral sessions

Table 8. Participants attitude toward oral sessions

	N	%
Yes	59	98,33
No	1	1,66

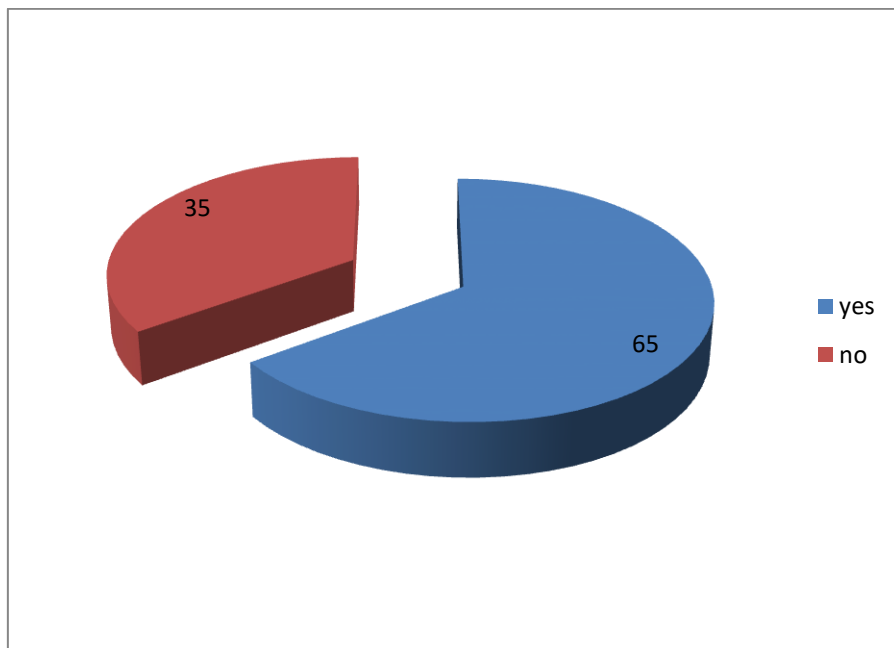


Figure 8. Participants' attitude toward oral sessions

Table 8 summarizes students opinion whether oral sessions help to improve students oral performance or not. Most of them seem to think that oral sessions help to improve the oral performance (98,33%, 59) but only one participant does not think so.

Q9: participants' use of English outside the classroom

Table 9. participants' use of English outside the classroom

	N	%
Yes	37	65
No	23	35

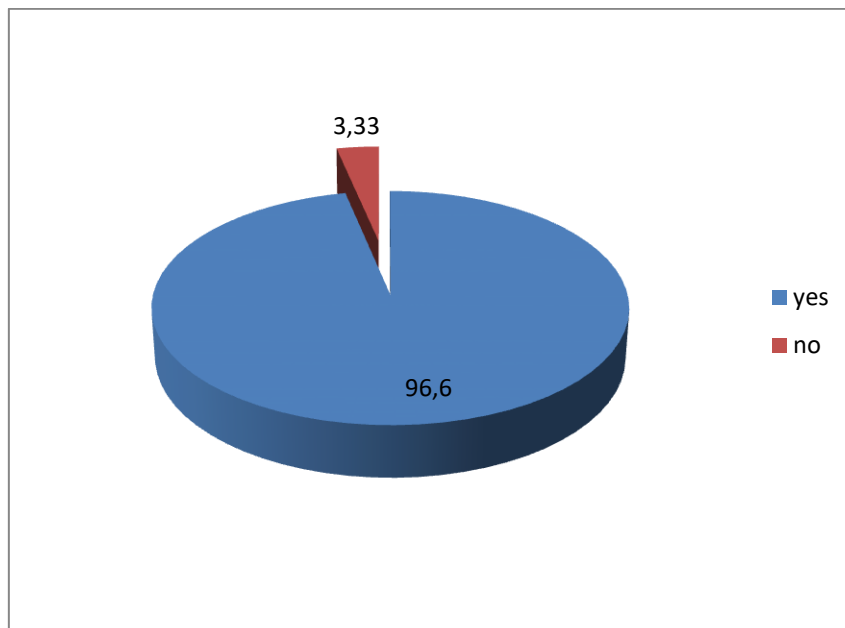


Figure 9. participants' use of English outside classrooms

Table 9 reveals the number of students who use English outside classroom and who do not. The majority of them use (65%, 37)? And only (35%, 23) do not use.

Q10: Strategies that Participants use to improve their speaking skill

Table 10. Strategies that Participants use to improve their speaking skill

	N	%
Reading books	23	38
Listening to music	30	50
Watching videos	7	11,66

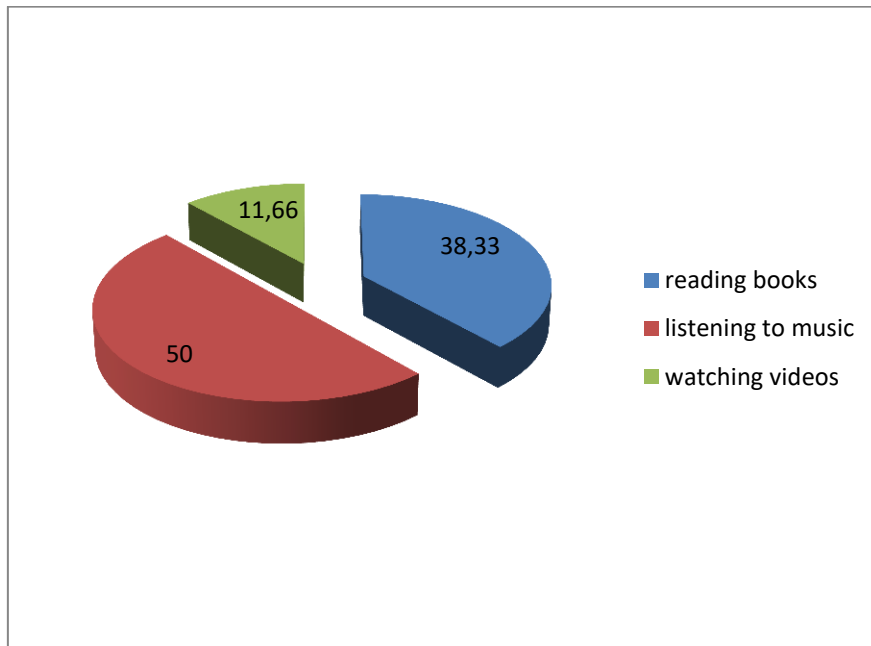


Figure 10. different strategies participants use to improve their oral skill

Table10 Shows the different strategies students use in order to improve their oral performance. 50% of participants listen to music, 38% of them read books? And 11,66 %of them watch videos.

Q11: participant' attitudes towards personality effect on oral performance

Table 11. participant' attitudes towards personality effect on oral performance

	N	%
Yes	58	96,6
No	2	3,33

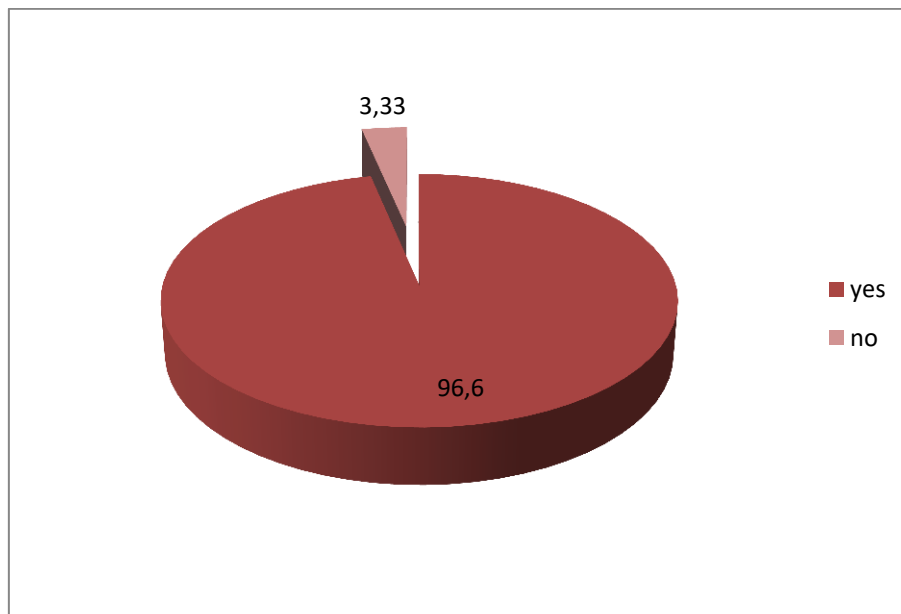


Figure 11. participants' opinions towards the effect of personality on students' oral performance

Table 11 summarizes students opinions about the effect of personality on students oral performance, the majority of participants (58, 96,6%) think that personality affects students oral performance, but only (2, 3,33%) do not think so.

Q12: the effect of personality on students' oral performance

Table 12: the effect of personality on students' oral performance

	N	%
Positively	3	3,33
Negatively	0	0
Depending on personality type	57	96,66

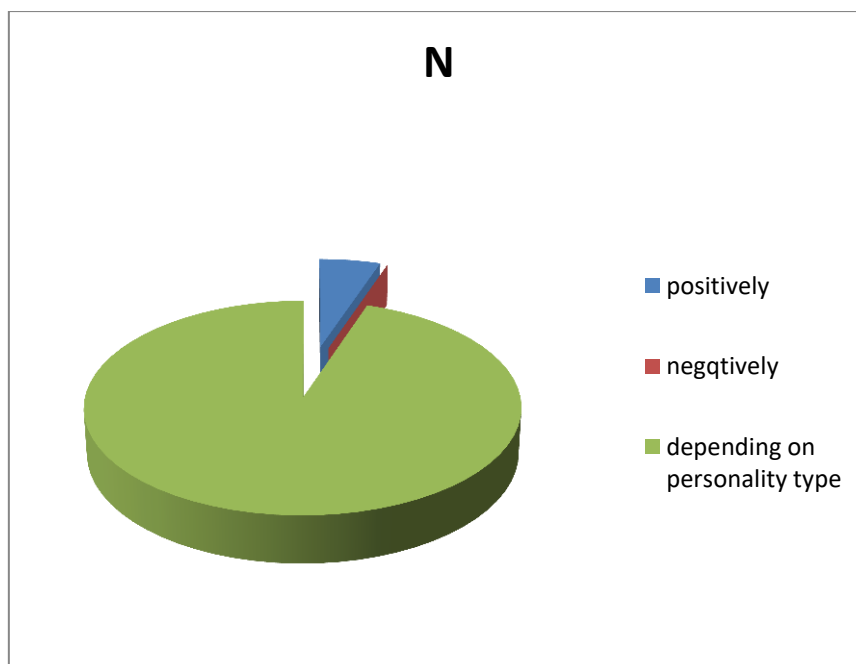


Figure 12. the effect of personality on students' oral performance

Table 12 summarizes students' opinion about how personality impact students' oral performance. The majority of students (57, 96,66%) think that personality impacts the oral performance depending on their personality types, but only (3, 3,33%) think that personality impacts the oral performance.

Q13: extroverts' characteristics

Table 13. Extroverts' characteristics

	N	%
Active	28	46
Calm	0	
Sociable	32	53,33

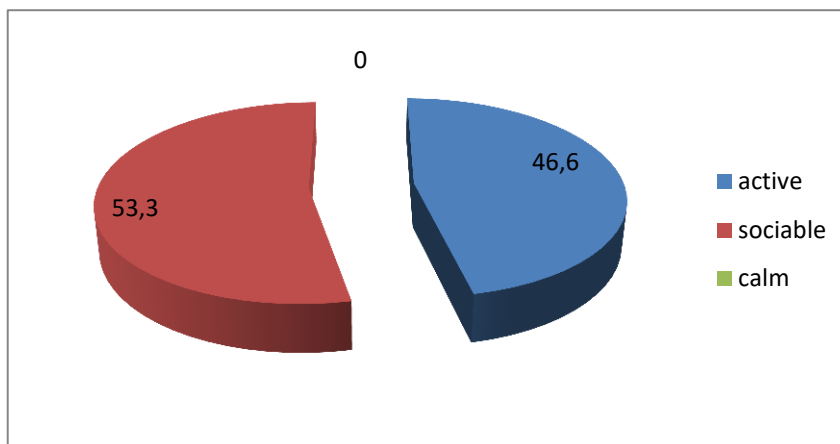


Figure 13. participants' opinions about extroverts

Table 13 shows participants opinions about how extroverts are,(53,33, 32) of students think that extroverts are sociable, and (46%,28)of them think they are active, and no one find them calm.

Q14: introverts' characteristics

Table 14. introvert' characteristics

	N	%
Outgoing	0	0
Quite	45	75
Careful	15	25

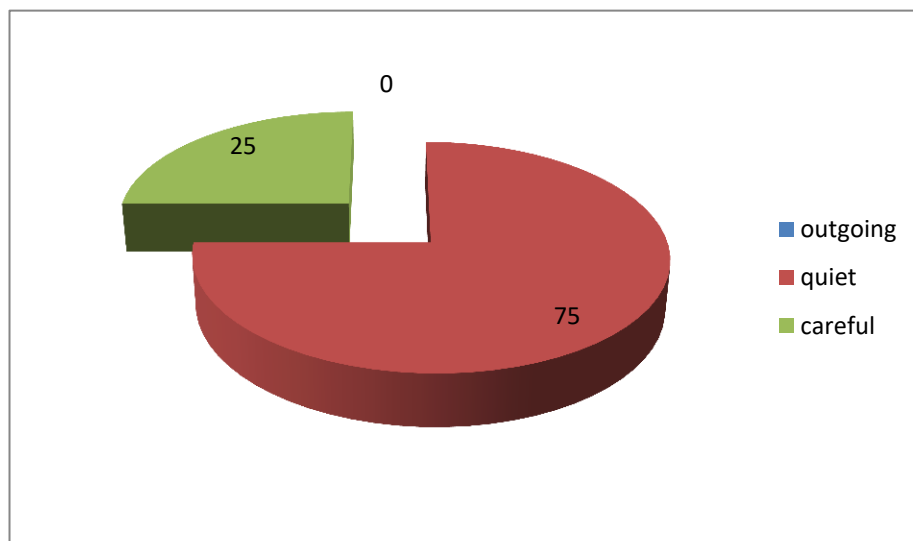


Figure 14. introverts' characteristics

Table 14 illustrates students opinions about how introverts are, the majority (75%, 45) think introvert are quiet, and the minority (25%, 10) find them careful and no one find them outgoing

Q15: participants' attitudes towards the effect of personality type extraversion-introversion on students' oral performance

Table 15. participants' attitudes towards the effect of personality type extraversion-introversion on students' oral performance

	N	%
Yes	59	98,3
No	1	1,66

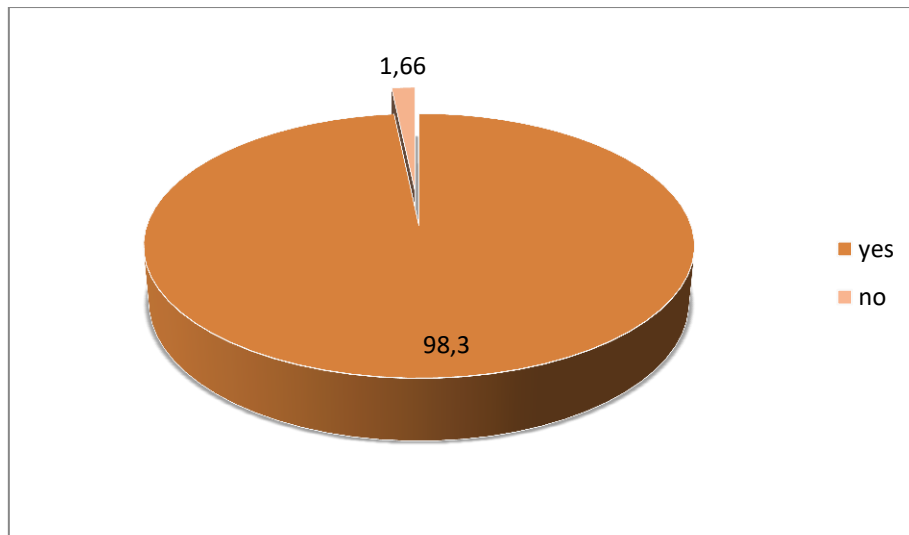


Figure 15. participants' opinions about the effect of personality types extraversion-introversion on students oral performance

Table 15 shows students' opinions whether personality types extraversion-introversion affect students' oral performance or no. the majority (98,3%, 59) answered yes, but only one said no.

Q16: participant' level of oral performance

Table16. participants' level of oral performance

	N	%
Poor	0	0
Average	3	5
Good	33	55
very good	21	35
Excellent	3	5

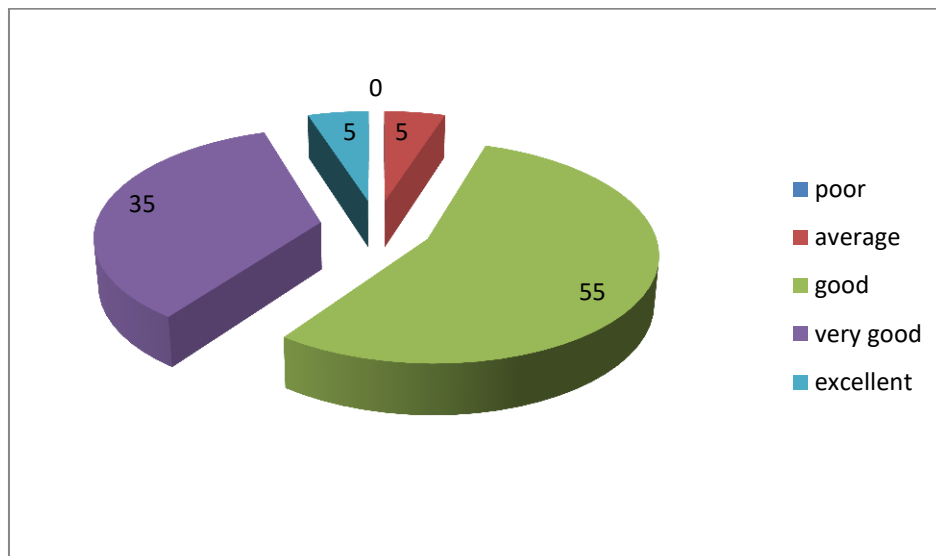


Figure 16. participants' level of oral performance

Table 16 shows how students consider extroverts oral performance, 55% of participants find them good, 35% of students find them very good 5% of them find them poor, and 5% of participants think extroverts are average.

Q17: introverts' level of oral performance

Table 17. introverts' level of oral performance

	N	%
Poor	2	3,33
average	10	16,66
Good	48	80
very good	0	0
excellent	0	0

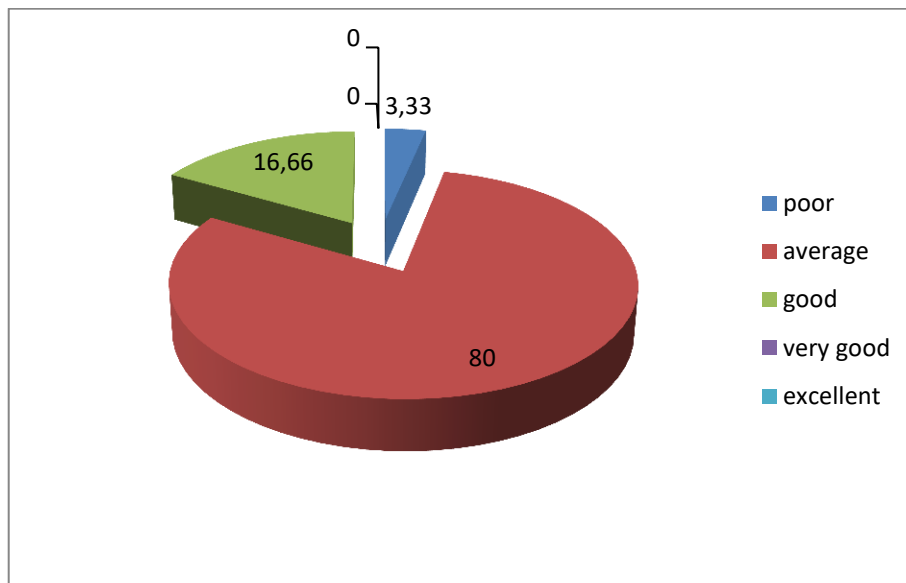


Figure 17. introvert' level of oral performance

Table 17 summarizes how students consider introverted oral performance level, 2 participants find introverted weak, 10 participants find them good, 48 of students find them average, but no one find them very good or excellent.

Q18: participants' attitudes towards the type of personality extraversion-introversion who perform better in oral sessions

Table 18. participants' attitudes towards the type of personality extraversion-introversion who perform better in oral sessions

	N	%
Introverts	1	1,66
Extroverts	1	98,33

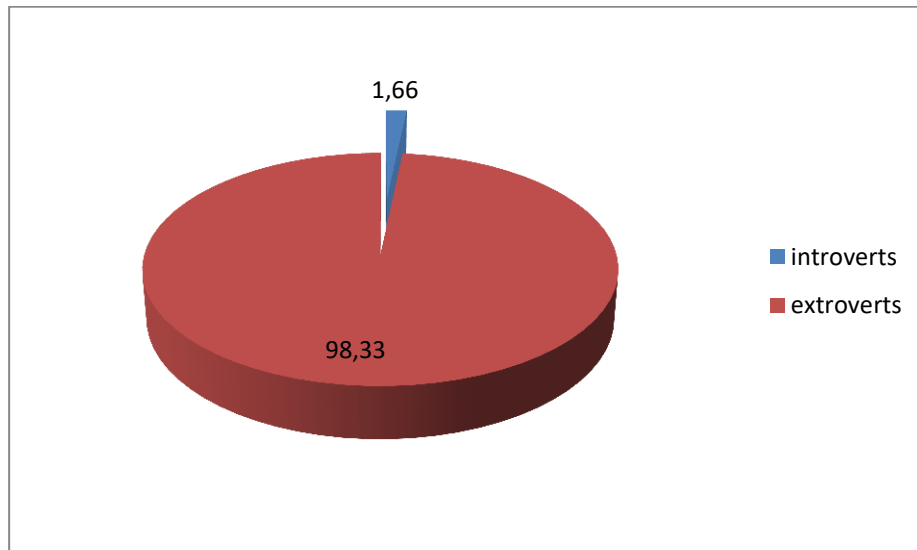


Figure 18. participants' attitudes towards the type of personality extraversion-introversion who perform better in oral sessions

Table 18 illustrates which personality type perform better in oral performance, the majority of students (98,33%, 1,66) said extroverts perform better, however, only 1 participant chose introverts.

Q19: participants' attitudes towards the type of personality extraversion-introversion who perform better in oral sessions

Table 19. participants' attitudes towards the type of personality extraversion-introversion who perform better in oral sessions

	N	%
Yes	58	96,6
No	2	3,33

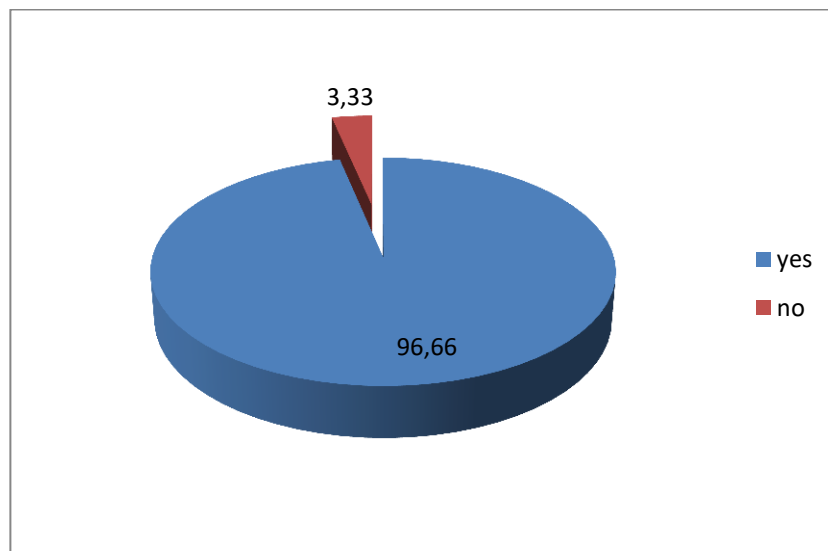


Figure 19. participants' attitudes towards the role of communication on students' oral performance

Table19 shows students opinion concerning communication, whether it helps to improve the oral performance or no, the majority of students (58, 96,66%) think that communication enhances students oral performance, but only (2, 3,33) of participants do not think so.

Q20: participants' opinions towards the effect of personality types extraversion-introversion on students' oral performance

Most of students think that personality types extraversion-introversion effect students oral performance depending on personality type, they stated that extraversion personality will help to improve students oral performance; However, introversion type will not help students to improve their oral performance, and other participants stated that "introverts are excellent in language proficiency better than extroverts but their personality disable them to show themselves during sessions despite their abilities", and only one participant stated that personality does not affect students oral performance. from participants' answers and comments, Students believe that there exist a significant correlation between oral performance with personality types extraversion-introversion.

3.1 Finding and Results:

According to data collected from the students' questionnaire, the majority of participants 96,6% think that personality types extraversion-introversion impacts students' oral performance, but only 3,33% of participants do not think so. Findings reveal that students are aware of the role of personality differences in oral performance, particularly extraversion-introversion types of personality.

The majority of participants 96,6% reported the students' oral performance is affected depending on personality types, but only 3,33% of them chose positively.

-according to you extroverts are: active calm sociable

From the data gathered from the survey, 53,33% of participants find extroverted students sociable, and 46% find them active, and both characteristics represent extroverts.

Data showed that 75 of the participants find introverts quiete, and 25 find them careful, and both characteristics reflect the introverted personality.

And from the two questions, we found that students can distinguish between extroverts and introverts.

Data showed that 55 of participants find extroverts' oral performance good, 35 of them find them very good, 5 chose average and the last 5 chose excellently. From these results, students find extroverts can express themselves orally, and no one finds them weak at oral performance.

-How do you find introverted students' oral performance?

From results obtained from the students' survey, 80 of the participants find introverts' oral performance average, 16,66 of them find them good, and 3,33 of the weak. The majority of participants find introverts' oral performance average since they rarely show themselves and do not participate during lessons.

Most of the respondents 98,33 find extroverts better than introverts concerning oral skill, however, only 1,66 think the opposite. From this result, most students do not believe that introverts are good at oral performance just because they express themselves when needed only.

Most students 96,6% find that communication enhances students' oral skills, but only 3,33 of them do not agree, which means that most students rely on communication to improve their oral skills and find it useful.

Most students think that personality types extraversion-introversion affect students' oral performance depending on personality type, they stated that extraversion personality will help to improve students oral performance; However, introversion type will not help students to improve their oral performance, and only one participant stated that personality does not affect students oral performance. In addition, they believe that extraversion impacts students' oral performance positively, as it was mentioned by two participants in the last question of the survey," extroverts can engage in discussions and express themselves without being hesitated or ashamed during lessons", from this answer, it is found that most of the students believe that personality types extraversion-introversion is an effective factor that affects the oral performance, the second comment by a participant "extraversion personality has a positive impact on oral performance, unlike introversion, has a negative impact because they cannot show themselves or participate during lessons may be because they are timid".

-To deepen and confirm results obtained from the quantitative research study students questionnaire, we opted for the second data gathering tool, which is the teachers' interview, since they are more experienced in dealing with different personalities when teaching.

6. Teachers' Interview

In this research examination, a semi-structured interview is used, since this study aims to collect data using the qualitative research design to investigate teachers attitudes about, the distinction between the two types of personality extraversion-introversion, the strategies they use to motivate introverts to be a part of the lesson, and their attitudes about the correlation between personality types extraversion-introversion and EFL students oral performance. 6 teachers were interviewed by asking them 6 open-ended questions.

The analysis of teachers' interview

1- Five teachers take into consideration students' personality differences, but only one does not.

2- Five teachers believe that some characteristics help them to distinguish between extroverts and introverts; they find that extroverts are active, participate during lessons, unlike introverts, likely to hide their potentials and abilities, one of the teachers stated that "when I find calm students do not participate I talk to them and I find them excellent ones most of the time, their absence of participation means that there is something about them, which is part of introversion personality. However, only one teacher stated that he cannot differentiate between extroverts and introverts because of the huge number of students in the amphitheater and lack of time, only allow him to present the lecture and answer some questions, the same one who stated that he does not take personality differences into account while teaching.

3- All teachers believe students' oral performance relies on their personality types extraversion-introversion. "Extroverts are more outgoing, involved and socialized, which attempts to help them perform better than introverts who are shy, calm, and always alone", those characteristics disable them to perform as well as extroverts

during sessions, but when it comes to language the same teacher said that introverts are more fluent in language than introverts because extroverts are talkative, they make mistakes sometimes, unlike introverts who are careful, when a teacher said that “ in the individual oral test, I found out that some introverts are speaking fluently, and they chose their language carefully”.

4- five teachers deal with the two personality types extraversion-introversion using several techniques as joining them to group work, but only one teacher treats them the same way because of time as he mentions in the interview.

5- “Sometimes I force my students to speak and take the turn to share their ideas, and through time they will be part of the coming sessions, once they participate I congratulate them more than extroverts to be part of the coming lecture.” said one of the teachers when they were asked about the way they motivate introverts to be a part of the session. Another teacher said that he uses group work because it helps to socialize them.

6- All teachers correlate between personality types extraversion-introversion and students oral performance. “personality is what you are, and what you are affecting your teaching, and learning, even if when we say introverts are good learners but their personality does not allow them to speak in front of people because they would be shaking or someone judge and this will hurt their oral performance”. another teacher said “ extroverts are good speakers but because they are talkative, they make mistakes more than introverts, who are careful when they chose words when they are asked to do any work or presentation introverts have great capacities that cannot be found in extroverts, especially when it comes to the writing skill, they are creative. From the teachers’ interview, personality is considered as an effective factor in students’ oral performance, extroverts are always outgoing, and nothing can stop them from

discussing or sharing their ideas this helps them to be more fluent than introverts who are calm and prefer to show their abilities on papers. On the other hand, introverts are very good students at language proficiency, particularly when it comes to writing skill,

4 Discussion

The data gathered from students survey throughout the study shows that personality is considered a factor that affects students oral performance, and this result confirms what Rossier (1976) stated in his research study that extraversion-introversion is considered as a variable in learning oral English as a second language. In addition, students survey showed that personality types extroverts and introverts differs from each other, and this can be noticed from the data collected from questions numbers(12, 13) students find that introverts are quiet and careful, but extroverts are active and sociable, According to Mc Rorie et al. (2009), during conversation, extroverts tend to position themselves closer to others, and direct facial posture and eye contact is more likely to be maintained, and this distinction lead to the variation of the students oral performance during sessions, as students reported in their responses in questions numbers (17, 19), they believe that extroverts are more fluent than introverts at oral performance, and this confirms the findings gathered from the investigation of Suliman (201') when examined the role of introverted and extroverted learners in language acquisition and findings revealed that extroverted learners are more fluent than the introverted learners during communication and conversation concerning pronunciation, and question 19 confirmed their point of view extraversion has a positive effect, and this result is related to what has been found from the study of Neiman (1978), extraversion positively affects SLA because extroverts are willing to communicate and are not afraid of making mistakes, unlike introversion impacts students oral performance negatively, when Neiman concluded his inquiry, stated that, personality influences SLA significantly and that extroverted student acquire the second language better than introverts and his further research

may deal with adapting teaching methodology to individual differences in personality to improve language learning.

Data obtained from the second data gathering tool teachers' interview, stated that there exists a strong correlation between personality types extroversion-introversion and students oral performance, they believe that extroverts are active and outgoing which enable them to show themselves during sessions through participation, however, introverts are calm and quiet during sessions, but if they are asked or obliged to present something, they are excellent at pronunciation, and creative when it comes to the writing skill, because of their personality which has a negative effect merely on their participation, they cannot show themselves as well as extroverts. And these findings confirm results obtained from students questionnaire, it can be observed from the last item of the questionnaire, when they were asked to explain how personality types extraversion-introversion correlate with students oral performance, they believe that extroverted personality help students to participate and show themselves during lessons, unlike introverts they are always calm and unsociable which disable them to participate, but they are good at others skills such as the writing skill.

5 Pedagogical Implications for dealing with Introverts in EFL Classroom

The following recommendations have been suggested to deal with introverts in EFL classroom

- Teachers have to take into consideration students' personality differences extraversion-introversion while teaching.
- Teachers have to use strategies in order to motivate introverts to be of sessions in order to enhance their oral performance.

Conclusion

This chapter represents the steps of investigating the relationship between personality types extraversion-introversion and students oral performance, data is collected using mixed-method design, quantitative and qualitative; students questionnaire and teachers interview were used. The data obtained from the quantitative data gathering tool confirmed the findings of the qualitative data gathering tool, both instruments proved that there exists a significant correlation between personality types extraversion-introversion and students oral performance; results proved that extroverted students are more fluent than introverted students in oral performance, but introverts are more capable in other skills such as the writing skill.

General conclusion

General conclusion:

To learn a language, learners are required to develop the four skills of language; the learner may encounter many issues known as factors, during the process of learning any language, those factors can be external, such as the environment or teaching methods, and internal such as motivation, anxiety, or personality. Personality differences extraversion-introversion is considered as an effective factor on students learning outcomes, especially in their speaking skill, it can be noticed from their oral performance during sessions, most students think that extroverts perform better than introverts during sessions, and this research study is done to figure out the relationship between personality types extraversion-introversion and EFL students oral performance.

This research study was divided into two main parts, first is the practical part, introduction or the research proposal, and the literature review consists of, personality, the big five model, the four skills of the language, the oral skill, and previous studies about the correlation between personality types extraversion-introversion and EFL students oral performance. The second part is the practical one, it consists of, research methodology, data gathering tools, analysis of data, discussion, and the conclusion.

This research examines two main questions, the first one investigates if there is a significant correlation between personality types extraversion-introversion and EFL students oral performance, and the second examines which one of personality extraversion-introversion is more fluent in the oral performance.

To carry the research study, two different instruments are used To collect data, the first one is students survey, it attempted to examine students attitudes toward personality types extraversion-introversion and the correlation between personality

types and EFL students oral performance, after collecting data, findings showed that students believe that personality types extraversion-introversion is related to the oral performance and extroverts are more fluent than introverts who are more capable in other skills such as the writing skill. To confirm these results, the second data gathering tool is used, teachers interview, it was used to investigate teachers attitudes toward the correlation between personality types extraversion-introversion and EFL students oral performance, results confirmed the ones found in students survey. According to teachers experience in teaching, personality types extraversion-introversion affects students oral performance, and because extroverts are more outgoing, they perform orally better during sessions, however, introverts have great capacities especially in writing skill, but their hesitation and shyness which are considered part of their personalities, disable them to show themselves during sessions as well as extroverts do.

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Appendix

Appendix A

students' questionnaire

Questionnaire:

The questionnaire aims at investigating master one EFL students of English department of Abbas Laghrour, khenchela attitudes and perceptions towards introversion/extraversion personality traits and their correlation with the learners' oral performance.

First section: introductory questions

1- Is it your choice to study English?

yes no

2- Why do you study English?

To communicate to travel to work

3- How do you consider your level in English?

Weak average good excellent

4- According to you, what form of English do you prefer to use more?

written spoken

Second section: the oral performance

The second section of the questionnaire is concerned with the EFL students' oral performance :

1- Does your level enable you to express yourself orally?

Yes no

2- Do you like oral performance sessions?

Yes no

3- Do you participate during oral performance sessions?

Yes no

4- In your opinion, does oral session help EFL students to improve their oral performance?

Yes no

5- Do you use English in communication outside classroom ?

Yes no

6- Do you think that oral communication is important to improve students' speaking performance?

Yes no

7- How do you improve your speaking skill?

Reading books listening to music watching videos

Others.....

Third section: the correlation between the oral performance and personality types extraversion-introversion

This section is concerned with students' attitudes towards the correlation between personality extraversion-introversion and their oral performance.

1- According to you, does personality impact students' oral performance?

Yes no

2- If yes, how do you think personality impact students oral

performance positively negatively depending on

personality types

Others

.....

3- In your opinion,

-Extroverts are: active calm sociable

-Introverts are: outgoing quiet talkative

4- Does personality type extraversion-introversion affect students' oral performance?

Yes no

5- How do you find extroverted students' oral performance?

Poor average good very good excellent

6- How do you find introverted students' oral performance?

poor average good very good excellent

7- According to you, which types of personality perform better in oral skill?

Extroverts Introverts

8- Do you think that oral communication enhances EFL students' oral performance?

9- How do you think personality types extraversion-introversion affect students oral performance? Explain

Appendix B: teachers' interview

Teachers' interview

- 1- Do you take students personality differences into account while teaching?
- 2- How can you distinguish between extroverts and introverts?
- 3- According to your own experience in teaching, do you think that students' oral performance is relied on their personality types?
How?
- 4- Who
- 5- Do you deal with both students personality types extraverted-introverted in the same way? Or differently?
- 6- How can you motivate introverted students to participate during lessons?

What can you say about the correlation between personality types extraversion-introversion and EFL students' oral performance

ملخص

تحقق هذه الدراسة في العلاقة بين أنواع الشخصيات الإنطوائية-الإنبساطية و الأداء الشفوي لطالب اللغة الإنجليزية كلغة أجنبية. أجريت الدراسة في جامعة عباس الغرور خنشلة، كلية الآداب و اللغات الأجنبية، قسم اللغة الإنجليزية، طلاب الثانية ماستر إنجليزية، شارك ستون طالب، حيث تم جمعها من خلال عشرون عنصرا من الأسئلة للطلبة و ستة عناصر أسئلة مفتوحة للأستاذة. تحاول هذه الدراسة فحص أنواع الشخصية الإنبساطية والإنطوائية و إنجازات الطلاب في الأداء الشفهي، وإذا ما كان علاقة ذات دلالة إحصائية تربط أنواع الشخصيات الإنطوائية_الإنبساطية و الأداء الشفوي لطلاب اللغة الإنجليزية كلغة أجنبية، إذا كانت علاقة فعلا إذا أي نوع من الشخصيتين (الإنطواء_الإنبساط) أكثر طلاقة في الأداء الشفوي، وعن مواقف الطلاب والمعلمين تجاه أنواع الشخصيتين الإنبساطية_الإنطوائية تم البحث في أنواع الشخصيات من خلال طريقتين بحثيتين تحليل البيانات التي تم الحصول عليها أسفر عن نتائج متناقضة. أولا هناك من يرى أنه يوجد علاقة بين أنواع الشخصيات الإنبساطية_الإنطوائية والأداء الشفوي، وأيضا هناك من يرى أن الشخصية المنفتحة تؤثر بشكل إيجابي في أداء الطالب الشفوي بينما أن الشخصية الإنطوائية يؤثر سلبا على الأداء الشفوي. ثانيا، الطلاب المنفتحون أكثر طلاقة في الأداء الشفوي أثناء حصص التعبير الشفوي. على عكس الطلاب الإنطوائيين حيث أنهم أكثر قدرة في المهارات اللغوية الأخرى كمهارة الكتاب.

الكلمات المفتاحية: الشخصية، الإنبساطية، الإنطوائية، العلاقة، الأداء الشفوي.