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An investigation of students' attitudes towards the effect of Extraversion-Introversion personality traits on their speaking skill in oral expression classes

The case of first year licence students of English at Abou El Kacem Saàdallah university of Algiers

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Dedication

"The price of success is dedication and hard work "

I dedicate this piece of research to my mother MIMOUNI Salima for all her support, prayers,

love, for always working hard to make me the best I can be and for making me the person I am

today.

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Abstract

Speaking is a fundamental skill among the four language skills, it is described as the students' ability to speak the new language fluently and accurately. However, this skill is influenced by a number of elements that could be found in the students' own personalities, where two main traits can be distinguished namely Extraversion-Introversion personalities. Therefore, the present study aims to investigate the effect of extraversion-introversion personality type on the speaking skill in oral expression classes at Abou El Kacem Saàdallah, Algiers, Algeria, with a sample of first year LMD students within the c year 2022/2023.It is hypothesized that the understanding of students personalities in the classroom would enhance their speaking ability. In addition to that, it is expected that the results of this study will provide teachers with ways to implement more effective classroom activities and strategies to improve the learning process and create an inclusive classroom for both introverted and extroverted students. In order to investigate the effect of students' extraversion-introversion personality traits on their speaking skills, a Quasi-Experimental method is used in this study involving 140 students divided into two groups one experimental and one control. A pre-test and post-test are administered to students to measure the current level of students on their speaking skill and to investigate the development of extrovert and introvert students in mastering the speaking skill. Both teachers' and students' questionnaires were conducted in order to assure if there is a major influence of personality on students speaking skill or not. The Students' questionnaire was administered to students in order to know to what extent students' personalities affect their speaking ability. Moreover, the teachers' questionnaire was administered to four oral expressions teachers to investigate their attitudes towards the effect of extraversion–introversion personality traits on the learning process in oral expression classes. The results obtained after the analysis of teachers' questionnaire and students' questionnaire, pre-test and post-test go hand in hand with our hypotheses that is creating a motivating environment for students will help them enhance their speaking skills.

Keywords: Oral expression, speaking skill, Extraversion, Introversion

List of Abbreviations

E.F.L.: **E**nglish as a **F**oreign **L**anguage

EPQ: **E**ysenck **P**ersonality **Q**uestionnaire

L.M.D.: **L**icense, **M**aster, **D**octorate

MCQ: **Q**uestions of the **M**ultiple **C**hoice

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General introduction

General Introduction

1. Background of the study

At the beginning of our studying experience, we had some struggles concerning speaking in oral expression classes. Even though speaking is one of the main skills that help students build a conversation in the communicative process, we noticed that some students were not able to master that skill; some of them perform better in a certain skill while the rest do better in other skills. Moreover, in the class, they have different abilities and understanding although they receive the same teaching methods from the teacher. We believe that this issue is the cause of some factors that influence students' speaking skills besides the activities implemented by the teacher.

As cited in Qomarudin, (2010:26), Yan Zang (2000) states: "Several theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language..." In other words, the personality of students is one of the factors that affect students' capacity to learn a language. It should be pointed out that there are two sorts of personalities that this study tries to shed light on Extraversion-Introversion personalities. In a similar view, Lestari (2016) wrote in her journal that knowing the students' personality provides a doorway for the teacher to manage the educational process. And this could be achieved by adjusting the learning style to their personality to improve their speaking skill in oral expression classes.

2. Aim of the study

The study aims to investigate the effect of the extraversion-introversion personality type on speaking skills in oral expression classes. The study also intends to find out whether there is a significant difference between Extrovert and Introvert students in their speaking skills. Additionally, it is expected that the results of this study will provide teachers with ways to

implement more effective classroom activities and strategies to improve the learning process and create an inclusive classroom for both introvert and extrovert students.

3. Statement of the problem

Oral expression is one of the essential subjects in the field of learning a second or foreign language. It is associated with the capacity to communicate and convey wants, thoughts, ideas …etc. in a meaningful way.

Usually, most EFL learners have speaking difficulties, whether it comes to their personalities, their ability to speak the language fluently, or even in finding what to say. And that made some students more successful in achieving that oral performance than others. The current study investigates the effects of students' extraversion-introversion personalities on their speaking skills in oral classes at the Department of letters and languages, University of Abou El Kacem Saàdallah, Algiers, Algeria, within the academic year 2022/2023.

4. Research Questions

This study aims to answer the following questions:

- ➢ Does extraversion-introversion personality type affect speaking skills in oral expression classes?
- ➢ Is there any significant difference between extrovert and introvert students on their speaking performance?
- ➢ What are the appropriate methods and strategies that teachers can implement to improve the quality of the teaching and learning process in oral expression classes?

5. Research Hypothesis

The present study is planned to investigate the following hypothesis**:**

➢ The null hypothesis: Extraversion-Introversion personality has no effect on students' speaking skills in oral expression classes.

➢ The alternative hypothesis: if Extraversion-Introversion Personalities are highlighted, students' speaking skills would be enhanced.

6. Research Tools and Target Population

The method used in this study is the Quasi-experimental method which is "a design that applies an experimental interpretation to results that do not meet all the requirement of a true experiment" (Singh, 1998). The data was collected by selecting randomly a sample of (140) students of first year license, Department of Letters and languages at the University of Algiers 2 divided in two groups, the experimental group contains (65) students and control group contains (75) students, In order to test the validity of the hypothesis and seek answers to the questions of this research, a pre-test and a questionnaire were administrated to both groups before the treatment, which aim to measure the current level of students on their speaking skill and assure if there is a major influence of personality on students speaking skill or not. A treatment took a place in the Department of letters and languages, University of Abou El Kacem Saàdallah, Algiers, Algeria, within the academic year 2022/2023 for seven training sessions, two sessions for the pre-test and the questionnaire, four sessions for the treatment and the last session for the post-test. Students were observed and taught through the implementation of a number of activities and strategies that are related to extraversion-introversion personality type. After the treatments, a post-test was administered with the intention of investigating the development of extrovert and introvert students

in mastering the speaking skill. In addition to that, another questionnaire was administered to teachers of oral expression subject within the same academic year in order to investigate their attitudes towards the effect of extraversion–introversion personality types on the learning process in oral expression classes. The Questionnaire, the pre-test, and the post-test are constructed and analyzed to know the effect of extraversion –introversion personality in enhancing the speaking ability.

7. Organization of the dissertation

This study consists of two main sections. The theoretical section which consists of two chapters; chapter one deals with the speaking skill, it illustrates the concept and the definition of speaking, and it demonstrates its elements and importance. Chapter two focuses on the notion of Extraversion-Introversion personality types. The practical section which consists of one chapter that provides details about the data collection and analysis, as well as how the results that obtained from the quasi-experimental method, students questionnaire and teachers' questionnaire were interpreted. And lastly a discussion of the results of the field work that clarifies the correlation between Extraversion-Introversion personalities and their speaking ability.

8. Definition of Terms:

In this part the key words are defined a general view of their meaning as well as use them in the present work.

Extrovert:
According to Zhang in Qomarudin (2008:1); an extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. In another words, an extrovert means a person who is talkative, sociable, open minded, and likes to share ideas.

Introvert:

According to Brown (2000:167), an introvert is: "a person who derives a sense of wholeness fulfillment apart from a reflection of the self from other people". In other words, an introvert tends to remain ''in'' one self.

Speaking skill:

According to brown (2001:267), speaking is: "an interactive of constructing the meaning that involves producing, receiving, and processing information". A skill is the ability to use one's knowledge effectively in performance. Harris and Hodges (1981) define a skill as: ''an acquired ability to perform well proficiency'' (in Hudson, 2007:78).

Chapter One: The Speaking Skill

Introduction

Speaking among all language skills is the first skill introduced to learners when learning a new language, it is also the first goal that the majority of these learners aim to achieve. For that speaking is considered an important skill in language learning that enables learners to develop their ability to use the target language effectively for communicative purposes. However, with all the importance this skill takes, it remains a great difficulty that faces EFL learner as they only have limited opportunities to speak the language outside of the classroom. Therefore, this chapter is a discussion of the literature review of the speaking skill in a foreign language teaching context that includes several definitions, its components, aspects, principles, difficulties, and importance. In addition to that, this chapter mentions some activities that can ease the teaching process of this skill.

1. Speaking definitions:

Speaking is one of the most important skills in mastering language learning where every student should have the ability to communicate their ideas, thoughts, and feelings. Quianthy (1990), stated that "speaking is the process of transmitting ideas and information orally in a variety of situations" (p.7). In other words, speaking is the ability to say what is on mind effortlessly in any given situation. Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contributions at speed on high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.

According to fulcher (2003), speaking is the verbal use of language to communicate with others. It means speaking is producing systematic verbal utterances to convey meaningful words used to communicate. In other statements, Richards (2008) adds that speaking in traditional

methodologies usually meant repeating after teachers, memorizing a dialog, or responding to drills, all of which reflect the sentence based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s. In short, speaking is considered as the means to express what is inside in a form of meaningful words.

2. The speaking component:

Usually, a students' first goal in learning a language is to be able to speak that language as fluent as soon as possible. Haris (1974) stated that there are five components that influence speaking ability that are accuracy, fluency, grammar, pronunciation, and vocabulary.

2.1. Fluency:

Fluency is the main element of the speakers' performance, it is the ability to use the language quickly and confidently, with few hesitations. As cited in Husnawati, (2017) Nunan pointed out that fluency is the extent to which the learner can speak at an acceptable speed with few false and hesitations. Similarly, Lennon in Cucchiarini, Strik, and Boves (2002) defines fluency as "the speaker's ability to produce speech at the same tempo with the native speakers without the problems of silent pauses, filled pauses, self-correctness, and false starts"(p.263).

According to Pollard (2008), fluency is: "the ability to read, speak, or write easily, smoothly, and expressively" (p.16). In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

2.2. Accuracy:

The ultimate aim of the oral lessons is to help learners to speak correctly and become accurate. As a result, Accuracy entails the use of the proper linguistic forms. Accuracy is the ability

to produce correct sentences using correct grammar and vocabulary. As Cited in Chelbi (2017:47), Bailey (2005) defines accuracy as the ability to use "correct words and expressions to convey the intended meaning".

In addition, the key indicators for the grammatical accuracy are: The appropriate use of subordinate clauses, sentences structure and specifically concerned the number of grammatical errors in a given amount of speech and the communicative effect of error (Hughues, 2002).

2.3. Grammar:

Grammar is a rule in a language to change the form of a word and connect it into a sentence, to be adjusted in English which regulates how to produce a good word or sentence. According to Brown (2001), "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence" (p.362). This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses...etc.

2.4. Pronunciation:

Hornby (1995), pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. It is the way of uttering a word in an accepted manner (Otlowski in Gilakjani 2016). It means pronunciation is the ability to produce logical and understandable utterance to attain the learners' need to communicate. Furthermore, as cited in Husnawati (2017:14), Richard and Harmer (2001) provide more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds, spelling, and stress. For that learners must comprehend the function and form of such aspects, which are believed to be various components of sounds.

2.5. Vocabulary:

Vocabulary is one of the most essential goals of teaching a second or a foreign language, it is the study of words and their meaning. According to Richard and Renandya (2002), it is the appropriate diction and the most important component in a language especially in speaking. This means that learners should study words and know their meaning and their use, to be able to select and use the appropriate words, utterances, and expressions with the context in speaking.

3. Aspects of speaking:

Aspects of the speaking skill must be identified and analyzed. These aspects provide some principles and strategies for understanding this skill and designing instructional activities to prepare learners to communicate successfully in real-life situations.

3.1. Face to face

Facial expressions, body movements, and even gestures all play a critical role in spoken communication. Speaking takes place in contexts when participants or interlocutors are present. Such factors ease the communication process (El Fayoumy, 1997:10, Widdowson, 1998 & Burns, 1998).

3.2. Interacting

According to Bygate (1998), the use of language to speak with one or more participants, the conversation runs smoothly. The participant offer contributions at appropriate moments, with no undue gaps or everyone talking over each other .Turn-taking is an important aspect of interaction. It is an unconscious part of normal conversation. "Turn-taking is administered and signaled differently among cultures around the world, hence causing potential communication

issues in a conversation between people of different cultures and languages" (Mc Donough& Mackey, 2000: 84).

3.3. Real time

During conversations, responses are unplanned and spontaneous. The time limits affect the speaker's ability to plan, organize the message, and control the language. Additionally, the speaker's sentences also cannot be as long or as complex as in writing. Similarly, "speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves" (Miller, 2001:27).

The production of speech in real time imposes the speakers to compensate the difficulties they may face when speaking .According to Bygate (1987), using formulaic expressions, hesitation devices, self-correction, rephrasing, and repetition can help speakers become more fluent and cope with real time demands. Exposing students to these spoken discourse aspects helps them improve their oral production and compensate for the difficulties they face. It also helps them in sounding normal in their second language.

4. Principles of teaching speaking:

Nunan (2003, p.54), stated that there are some principles of teaching speaking that should be taken into consideration by the teacher. Those principles are as follows:

- Teachers should give students practice with both fluency and accuracy because these two are important in speaking skills.
- Teachers should be aware of the differences between second language and foreign language learning context.

- Teachers should plan speaking tasks that involve negotiation of meaning. Speaking tasks are activities to communicate effectively with others in the target language. Where Negotiation of meaning is when students try to understand what others said by asking for clarification, confirmation or explanation.

- Teachers should provide opportunities for students to talk by using group work or pair work, and limiting teacher talk .the teacher should limit his talk in the class to give the students opportunities to speak in the class.

- Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.

5. Speaking difficulties to EFL learners:

In oral classes, there are some problems of speaking faced by EFL learners .These problems may be classified into two types: linguistic problems and non-linguistic (psychological) problems.

5.1. Linguistics problems

Linguistics problems are those problems that make students' speaking ability become poor. Richard (2008) stated that there are some linguistic problems that affect someone in speaking, such as lack of vocabulary, pronunciation mistakes, and grammar mistakes.

5.1.1. Lack of vocabulary

A good knowledge of vocabulary is very important to speak a foreign language. Khan (2005) stated that the numbers of students who learn English as a foreign language have difficulties to use words and expressions to speak. This problem occurs when someone is lack of vocabulary needed to talk and does not know how to combine the vocabularies into a good sentence arguing that they are unable to find out suitable words for specific topics or haven't enough vocabulary in

their linguistics repertoire . In short, to get the conversation to run well, the speaker should have a lot of vocabulary.

5.1.2. Grammar Mistakes

A correct mastery of grammar rules is one of the most important aspects of being good at speaking. EFL learners should know the rules of grammar to be able to communicate using English effectively. As Davies and Pearse (2000) stated, "Many people do not like speaking in front of large groups of people" (p.82). It means that students in the classroom are frequently discouraged from attempting to say things in a foreign language because they're afraid of making mistakes when they speak in front of the whole class.

5.1.3. Pronunciation mistakes

Pronunciation is an important aspect of language learning, it refers to the production of sound. According to Hinkel (2005), a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for EFL students to practice their pronunciation and to be aware of the different rules of sounds such as stress, intonation …etc. However, when learning how to speak or how to pronounce a new language the learner faces two major problems. The first is the learners' poor listening, either to native speakers where he/she hears words wrongly because of lack of experience with English sounds, rhythms …etc., or their restricted experience in listening to English as they listen only to their teachers' model of speaking which is a non-native model. The second problem that can face these learners is their mother tongue interference with the pronunciation of the second language in terms of accent and mood. In other words, the mispronunciation of words by non-native speakers reflects the influence of sounds, and intonation of their native language (English Language Teaching, Vol. 4,

2011, p.78). In short, pronunciation mistakes are real issues that face EFL learners and can create a barrier for them when using the language with native speakers or other learners from different countries.

5.2. Non-linguistic (psychological) problems:

Psychological problems of EFL students are those problems that often involve emotional or physical health (Xinghua, 2007). These problems may bring negative effects on students' speaking performance. Students may experience different psychological problems including a lack of confidence, shyness, anxiety …etc.

5.2.1. Mother tongue us

Students of the same mother tongue tend to use it in and outside the classroom because they feel comfortable and less exposed to the target language. According to Baker &Westrup (2003) "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". (p. 12). Therefore, learners will not be able to use the foreign language correctly if they keep on borrowing words from their mother tongue, which is a result of a target language vocabulary lacks.

5.2.2. Low participation

Low participation is about the amount of time each student speaks in the classroom. Some students want to speak all the time. Others, on the other hand, prefer to speak only when they are sure of the correct answer .while others keep silent throughout the course, without no practice. This problem can also be caused by another factor which is the classroom arrangement. According to Browman et al. (1989), "traditional classroom seating arrangements often work against you in your

interactive teaching" (p.40). This issue may be related to motivation because some students do not practice if teachers do not motivate them.

5.2.3. Fear of mistakes

Students' fear of making mistakes in speaking English has been a common issue, especially in the EFL context. This fear is also influenced by students' fear of being laughed at by other students or being criticized by the teacher. In addition, Juhana (2012) stated that the reason behind the fear of making mistakes is the issue of correction and bad evaluation. As a result, students are commonly afraid and even stop participating in speaking activities.

6. The importance of teaching speaking:

According to Bake and Westrup (2000:05) teaching speaking can be beneficial for various reasons. Firstly, it gives students the chance to use the new language they are learning. Secondly, teaching speaking can reinforce the learning of functional language and diagnose learners' strengths and weaknesses. Thirdly, teaching speaking makes all of the kept information about Language grammar structured and practiced away by learners that, surly; enable them to speak fluently and without difficulty. All this helps to improve students' communicative skills.

In similar perspectives, Celce-Murcia (2001) sees that speaking skills are important to achieve the career success. It enhances one's personal life by giving opportunities to travel, promotions, scholarships or to attend conferences.

7. Activities to enhance the students' participation:

Speaking activities that teachers use in the classroom play a role in improving and reinforcing students' speaking skill. The following are an example of speaking activities that can be implemented in the classroom to achieve the desired goal.

7.1. Discussions and debates

Discussion and debates are the most common activities used in oral classes to teach speaking skills because they allow students to share their interests, opinion, and experiences. Besides that, most educators agree that: "the best discussions in class are those that arise spontaneously, either because of something personal that learners report or because of a topic" (Thornbury 2005, p.102). In addition to that, Harmer (2001) argued that discussion can be seen as one of the most interesting form of oral practice in the classroom since it offers opportunities for students to exchange their feeling, ideas, and opinion , also it enables them to talk about their experience in order to improve their oral production. In this context, Littlewood (1981) states that: "It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language" (p.47). This means that classroom discussions make learners more able to appropriately use the foreign language and talk about their experiences. Finally, these are some advantages of discussion (debate):

- Participants are engaged in a different conversation where they learn to analyze the subject matter appropriately and express their ideas and utterances spontaneously.
- Learners put their knowledge of language into communicative use.
- There is a cooperation of information that reinforce language development.

7.2. Role play

Hayriye Kayi notes that another way of getting learners to speak is role playing. Students in this activity have to imagine themselves in the role and take different personalities with different thoughts. Ur (1984) defines role play as follows: "Role play […] is used to refer to all of activities where learners imagine themselves in situation outside the classroom […], sometimes playing the

role of someone themselves, and using the language appropriate to this new context" (p.131). Therefore, role play is the most enjoyable and interesting activity for the students because it gives them an opportunity to participate and develop speaking language which appropriate to the situation. It also helps shy and hesitant students to speak because they feel less responsible of the language they produce. It consists of short scenes which can be realistic or pure fantasy (Klippel, 1983:121). As a result, the success of the role play activity is determined by the appropriate selection of the topics which should meet students' needs and interests as well as increase students' motivation and engagement in the activity.

7.3. Problem solving activity

A problem solving activity is a classroom activity in which the teacher gathers students and asks them to find a solution to problems in different topics. According to Barken and Gant (2002), a problem solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their finding. Therefore, this activity provides students with opportunities of using language to communicate which develops their awareness of how to deal with a problem and how to interact with others. For example, a teacher gives the students a situation where they caught a classmate stealing food from another classmate. Knowing that the classmate who stole has some problem in his/her house. What is the suitable action that you can do in this situation?

Conclusion

This chapter tried to provide overall research tackling speaking skills and their importance in language teaching. Speaking definitions, components, and aspects were presented. As well as some of the major difficulties that can face students in the classroom and form a barrier to their

learning whether linguistics or non-linguistics these difficulties were. More importantly, this chapter presented a number of activities that teachers can use in the classroom to develop students' competence and help them communicate freely and confidently when using a foreign language.

Chapter Two: Extraversion-Introversion personality types

Introduction

Achieving oral performance is influenced by several elements including age, gender, intelligence, motivation, and language aptitude. In addition to these elements, some studies showed that one of the major effective elements of learning comes from the learners' personality, which can be defined as the learners' own awareness of the external world. These personalities can be divided into two main types, extraversion which is often referred to as the lively and powerful personality trait, and introversion where it's often related to the shy and self-centered personality trait. Hence, this chapter sheds light on the concept of personality including its definition and the two types of personality: extraversion and introversion. It also tackles the speaking ability of both personality types as well as a comparison study between the characteristics of each type. In the end, this chapter highlights the factors of extroverts and introverts students.

2.1. Definition of Personality

Personality is a set of behavioral characteristics, both inherent and acquired, that distinguish one person from another including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. This definition is supported by Gazzaniga&Heartherton (2002) were they stated that personality is someone's characteristic with feelings, thoughts, and behaviors which are formed by the time and the experiences of the individual. Moreover, Marwa&Thamrin (2016) explains that personality is the nature of human's condition that reflects or shows the real of one self. It means that personality is the reason for people's differences that influence their way of adapting to their environment which can affect every aspect of their lives. In addition, Leary (2005) defined personality as "the system of enduring inner characteristics of individuals that contribute consistency in their thoughts, feeling, and behavior" (p.3). In other words, personality is how the

person thinks about something or feels a certain feeling. For that reason, personality can massively affect students' ability to learn the language because it influences the way they receive information, and the way they deliver their thoughts and feeling about something.

2.2. Types of Personality

Each person has a distinct characteristic pattern of thought, emotion, and behavior that differs from each other which can affect their life affairs and their relationship with the environment. One of the reasons for having these differences in character is related to the personality type of individuals. According to Ferguson (2002), the main assumption behind personality type is that people differ from one another in their style of behavior. Furthermore, these personality types can be classified distinctively based on different and/or singular parameters such as traits and nature. This was supported by Carl G Jung in his book Theory of Psychological types that people can be characterized by their preference of general attitude, namely extroverted and introverted. In other words, there are two types of personalities based on dimensions of attitude: extrovert and introvert.

2.2.1. Extrovert

According to Erton (2010), an extrovert is a person who has a tendency to focus on the outer world of people and events. It means that extroverted people are habitually outgoing and they are energized by being around other people and they can be easily bored when alone, also these types of personalities take pleasure in outdoor activities that involve large social interactions where they can meet new people rather than spending time alone and reading for example. They appear full of energy which makes them have a lot of friends and acquaintances. It could be said that such a personality is lively, active, talkative, and full of enthusiasm. Moreover, Jung (1987:38) stated

that "extrovert is characterized by an interest in the external object, responsiveness, and a ready acceptance of external happening…" This personality can also be described as outgoing, accommodating nature, and confident. In addition, individuals with this personality type adapt easily to a given situation and are particularly influenced by objects and events in the external world. Furthermore, as cited in Nur.D, (2019:10), Nezhad (2014) mentioned that "extrovert students are characterized as sociable, active, risk-taking, impulsive, expressive, and they enjoy participating in groups". In other words, extrovert students like to be active and talk too much in the classroom, which makes them more admirable to teachers because they always participate during the lesson and act on the spur of the moment instead of taking time to think. It is also known that these students are friendly which makes it easy for them to work among a small or big group of students productively and efficiently.

Based on the explanation above extrovert students are the students who are energetic, talkative in the classroom, and they try to seek excitement in around their environment. They usually adapt to their surrounding very quickly and are recognized by the extraordinary attention they give to subjects. Someone who's extroverted usually move around with confidence as they become familiar with the unknown. They are also not afraid to make mistakes.

2.2.2. Introvert

According to Jung (2017), introvert is "an attitude type characterized by orientation in life through subjective physic contents" (p.27). In other words, people with this personality perceive the external world so selectively and with their own subjective view. Moreover, Richard and Schmidt (2002) described the characteristic of introverts as people who tend to avoid social contact with others and are often preoccupied with their feeling, thoughts, and experience. It means that introverted people are more prone to thinking, talk less, and do not like or feel energized by being

around a lot of people but rather by their inner world. For example, introverted people feel very exhausted after attending a party or having to be with a large group of people for a long time. Where they have to spend some time alone to regain their energy after each interaction. Moini (2013), Cited in Nur.D, (2019:14), further characterized introverted personalities as people being "quiet, introspective, intellectual, well-ordered, emotionally unexpressive, value-oriented as well as preferring small groups of intimate friends and planning well ahead. It can be said that introverts are careful, quiet, self–oriented, idealistic, withdrawn, and best when alone. Furthermore, it should be pointed out that there is a significant difference between introverts and shyness, unlike shy people introverted people do not feel nervous, or uncomfortable when being with other people. And they do not avoid social interaction out of fear but they simply enjoy isolation and solitary indoor activities such as reading books or writing.

Based on the explanation above introverted students are the student who are reflective, observant, and difficult to express their ideas in the classroom. They usually dislike group work and prefer to do something on their own or among a small group of students. Also, they do not take an action unless they already thought and are prepared.

2.3. Speaking ability of Extrovert

According to Crow and Crow (1958:187), extrovert students are usually fluent in speaking, not too feeling worry and not easily get ashamed and awkward, prefer to work together or work in group, and good in adapting with their surroundings. It means that in speaking a language extrovert students are perceived to talk louder and more fluently because they are used to speaking to each other which influences their ability in the learning process. Moreover, Matthews pointed out extroverts' performance superiority is most evident in verbal tasks. In other words, extrovert students show a higher level of proficiency in the spoken language and in the verbal activities

where they used longer texts and fewer pauses when talking. However, despite all the success extrovert students achieved in speaking skills, they do not pay attention to the accuracy of the language component. Furthermore, Myres-Briggs explained the character types of an extrovert as sociability, interaction, external, breadth, extensive, multiplicity of relationships, expenditure of energies, interest in external events, and dependent on outside stimulation and interaction.

2.4. Speaking ability of introvert

Laney (2002) stated that "introvert students are people who need private space to refuel, who do not gain their primary energy from external activities, and who usually need time to reflect and think before they speak." (p.37). It means that introvert students are those students who get their energy and power through inner reflection, look at life from the inside out, and need to take more time away from the classroom activity to develop what they want to share. Moreover, introvert students are more fluent in writing than speaking, tend to be serious and anxious, like working alone, often find difficulty in behaving, and love to read (Crow&Crow, 1958). It can be said that in the classroom introvert students like to express themselves with the writing skill than the speaking skill, also they tend to be not sociable in the class and prepare themselves to offer their idea to the group in discussion or learning. However, as cited in Jalili&Amiri (2015:831), Thompson (2012) believe that " introvert have positive attributes, they are good in listening, planning, concentration on task along time, uninterrupted period of time, taking time to think, focusing, and they can act independently". Furthermore, Myres-Briggs (Cited in Brown, 2000:156) classified the character type of introvert as territoriality, concentration, internal, depth, intensive, limited relationship, conservation of energies, and interest, in internal reaction.

2.5. The difference between Extrovert and Introvert personality traits.

Extrovert and introvert are usually seen as one sequence. Therefore, scoring high on one automatically means scoring low on the other. For this reason and to better understand the difference between extraversion and introversion, Eysenck (1964:08) granter the coming characterizations of the attitude of high extroverted and a high introverted person:

The typical extrovert is sociable, like parties, has many friends, need to have people to talk and does not like reading and studying by himself. He carves excitement, take chances, often stick his neck out, act on the spur of the moment and is generally an impulsive individual[....]the typical introvert is quite retiring sort of person, introspective, fond of books rather than people, he is reserved and distant except to intimate friends , he tends to plan ahead and distrusts the impulse of the moment. He does not like excitement, take matters of everyday life with proper seriousness and like a well-ordered mode of life.

The definitions provided can indicate the characteristics if each personality trait. The following table shows further comparison between the characteristics of Extrovert and Introvert personality traits.

Table.2.1. Extroverts vs. Introverts

Extroverts	Introverts
▪ Seek great stimulation	▪ Seek less stimulation
▪ Energize around people	▪ Recharge, reflect in quite
▪ Loud and sociable	▪ Silent and selective
▪ Action-oriented	▪ Thought-oriented

2.6. Factors of Extrovert and Introvert

Eysenck (1991) pointed out that there are seven components of personality which are based on extrovert and introvert dimension. They are activity, sociability, risk-taking, impulsiveness, expressiveness, responsibility, and reflectiveness.

2.6.1. Activity

2.6.1.1. Extrovert Activity

People who have high activity tend to be active and energetic. They enjoy all kinds of physical activity like hard work and exercise. They are morning people who usually wake early and quickly in the morning, move fast from one activity to another as well as have a lot of hobbies and a wide variety of interests.

2.6.1.2. Introvert Inactivity

People with low activity are physically inactive. They get tired easily, process everything in a calm way, and move slowly when doing something. These people prefer quiet restful holidays and despise loud, noisy parties.

2.6.2. Sociability

2.6.2.1. Extrovert sociability

People scoring high on this factor like to have a lot of social interactions and many friends, and also like attending parties and social gatherings. These people generally feel comfortable and confident when meeting new people.

2.6.2.2. Introvert Unsociability

People who have this factor prefer to have only a few close friends and enjoy solitary activities such as reading. Also, they usually feel stressed and anxious from social contact.

2.6.3. Risk-Taking

2.6.3.1. Extrovert Risk-Taking

An individual who scores high on this trait likes to live dangerously and do things without thinking about the consequences. This type of person can be described as an adrenalin addict who believes that risk adds spice to life.

2.6.3.2. Introvert carefulness

Individuals with this trait usually do the activities carefully. They have a preference for familiarity and safety and they like to think and calculate risks before attempting to do something even if they miss out on exciting activities.

2.6.4. Impulsiveness

2.6.4.1. Extrovert impulsiveness

A person with this value is inclined to act spontaneously without thinking first and likes to do things on the spur of the moment which often leads them to make a premature decision. This person is usually seen as carefree, changeable, and unpredictable.

2.6.4.2. Introvert controlled

A person with this value plans and arranges the program before doing anything and is often seen as systematic, cautious, and think carefully before making any decision. They think before they speak and look before they leap.

2.6.5. Expressiveness

2.6.5.1. Extrovert Expressiveness

It is usual that people who have this factor are very expressive with their feelings and tend to show their emotions freely and easily whether sad, angry, afraid, or happy they were. These people are apt to be sentimental, sympathetic, volatile, and demonstrative.

2.6.5.2. Introvert Inhibition

People who have this factor are often closed to their emotions and don't express their feeling much. They also have good control of their expressions of their thoughts. This kind of person is perceived to be detached, reserved, and cool.

2.6.6. Responsibility

2.6.6.1. Extrovert Irresponsibility

A person who has low responsibility does not like to act formally or responsibly and is often seen as socially irresponsible and unpredictable. They are known to be dynamic, casual, and careless of the protocol.

2.6.6.2. Introvert Responsibility

A person who has high responsibility is seen as a reliable, trustworthy, and serious minded person. People who have this character usually occupy bigger positions in life and are most likely to be believed and followed by others.

2.6.7. Reflectiveness

2.6.7.1. Extrovert Practically

Someone with this value tends to have a directional and practical mindset. When doing a job they are most likely to do things without thinking as they are not patient to do abstract and imaginative activities.

2.6.7.2. Introvert Reflectiveness

Someone with this value is prone to have a theoretical mindset, tend to be interested in ideas, and speculation, and likes to make abstracts and interpretations, discuss, and answer philosophical questions.

Conclusion

This chapter attempted to present a study on the concept of personality including its definition and the two types of personality: extroverts and introverts. Along with approaching the speaking ability of both personalities as well as addressing the differences between extroverts and introverts. At last, this chapter highlighted the factors of introverted and extroverted students to better know the characters of each type and to easily manage all students in the classroom.

Chapter three: Methodology and results

Introduction

This chapter is dedicated to the practical part of this research. It highlights the steps and research tools employed in the study attempts. It explains the quasi-Experimental method and describes the target population, the tools of the research namely students' questionnaire, teachers' questionnaire and students' pre and post-test.

The present chapter attempt to investigate students' attitude towards the effect of extraversion-introversion personality trait on their speaking skill in oral expression classes. The result of the collected data from the two questionnaires and the pre and post-test would go hand in hand with the supposition or disconfirm our hypothesis about the effect of the extraversion-introversion personality type on speaking skill in oral expression classes. The current study aims to either support the alternate hypothesis that if extraversion-introversion personalities are highlighted, student's speaking skill would be enhanced, or to support the null hypothesis that extraversion-introversion personalities has no effect on students' speaking skill in oral expression classes.

3.1. Research Design

The research methodology used in this study is the quasi-experimental method which is one of the most common types of research. The reason why this method was chosen is that the experimental and quasi-experimental designs allow the researcher to draw more unambiguous conclusions as to the causal relationship between two variables (Marsden &Torgerson, 2012).These designs are "a subtype of non-experiments that attempt to mimic randomized, true experiments in rigor and experimental structure but lack random assignment (Cook & Wong, 2008; Kirk, 2009; in Jhon&Andea, 2020, p.02). For this reason, this study includes two main groups that

were selected randomly. The first group is defined as the experimental group and the other as the control group.

In the light of that, Quasi-experimental method consists of a pre-test, a treatment, and a post-test. The pre-test was administered to both groups before they have undergone some type of treatment as a part of a research study to measure the current level of students on their speaking skill. After that, a treatment took place at Abou El Kacem Saàdallah University, Algiers, Algeria within the school year of 2022/2023. It took four training sessions during the second semester. The control group continued learning the speaking skill through the usual methods that teachers use in oral expression classes while the experimental group was taught through the use of some classroom activities that are designed for extrovert and introvert students. The treatment was followed by a post-test that was also administered to both groups to measure students' improvement and development in mastering the speaking skill.

Furthermore, two questionnaires were involved in this study. According to Nunan (1992), "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and or closed questions and other probes requiring a response from the subject" (p.231). Thus a questionnaire is a common mechanism used by researchers which presents data, being the easiest one because it doesn't demand much time or energy to be done and it is simple to administer, distribute, and evaluate. The first questionnaire was administered to both groups to know the students' attitudes towards oral expression and the speaking skill, and also to measure their personality types. And the second questionnaire was administered to oral expression teachers in order to investigate their attitude towards the effect of introversion-extraversion personality traits on the learning process in the classroom.

3.2. Target population

Participants are considered as one of the most important components of any research work. According to Gay and Airasian (2000), Populations are the group of interest to the researcher, the group to which he or she would like the results of the study to be generalizable. In similar vein, Singh (2006) states that the population or universe is the complete mass of observations, which is the parent group from which a sample is to be produced. Only an approximation of population characteristics can be derived from the sample observations. Therefore, it's necessary to mention what is meant by sample, Riazi (2016, p.284) defines the sample as "a small proportion of a population which researchers consider for study when investigating a particular topic".

The population in the current study is represented by first year LMD students of English at the Department of Letters and languages at the University of Algiers 2, and it is represented by students making up eighteen (18) groups where female students are outnumbered male students.

3.2.1. The students

First year LMD students of English, at the University of Abou El Kacem Saàdallah department of letters and languages, make up the entire population of our present study. It is composed of a sample of 140 students from a total population of about 1129 students divided into two groups. The experimental group contains 65 students and control group contains 75 Students. This population has been purposely chosen because first year students are more motivated to speak and use the language that they are learnings than the students of other levels.

3.2.2. The teachers

We have worked with Four (04) oral expression teachers. Some of the participating teachers are doctors and others are PHD students. They were selected randomly because they have an experience in teaching speaking skill.

3.3. Research Instrument

In this study, the following tools have been implemented: pre-post speaking skill test to measure students' ability before and after the treatment and two questionnaires are clarified later in this chapter to gather data for a profound investigation.
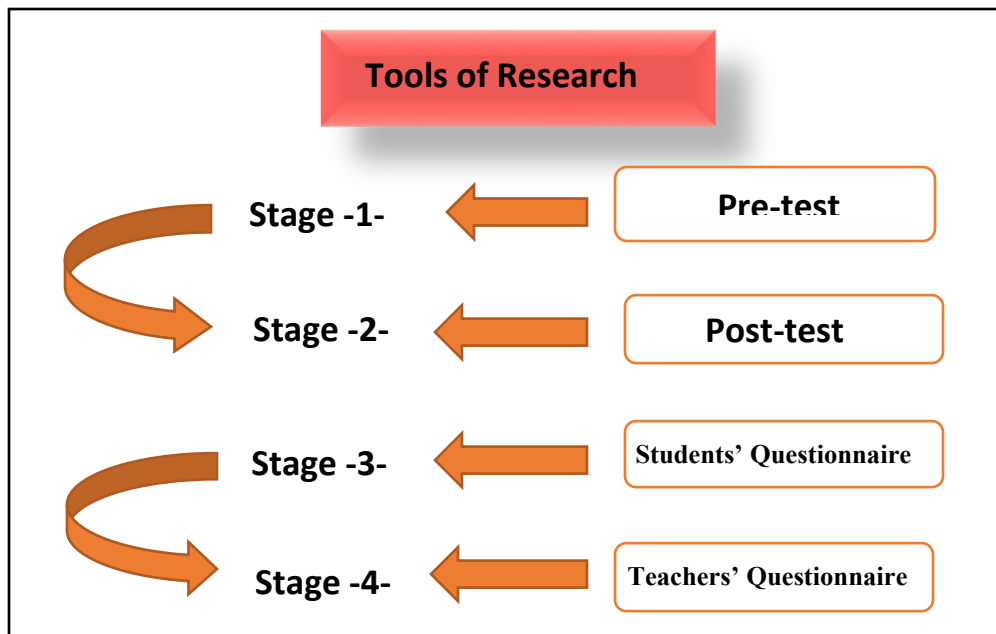
Figure.3.1. Research Instruments Used in the Present Study

3.3.1. Description of Pre-test

In order to measure the participants' previous level on their speaking skill, a pre-test was administered before the treatment for both groups (experimental group and the control group) at

Abou El Kacem Saàdallah, Algiers, Algeria, within the school year 2022/2023. The pre-test was in the shape of a free topic task where each student was asked to pick up a topic and talk about it in no more than ten minutes. The subject of these topics can be a students' experience, vacation or an imaginary story…etc. this task aims at examining students' speaking skill from each component individually involving their vocabulary, pronunciation, fluency,   grammar and their richness of ideas .

3.3.2. Description of treatment

The treatment consists of 04 training sessions which are directed from the experimental group that involves 65 students who were taught using speaking activities and strategies based on their personality traits in the classroom. In the session we started with an activity called small-group or pair-work, first we selected random names from the students' list to work together then we assigned each pair or group a card containing a real-life situation that these students can encounter in their life or their future (see appendix VII), and they were asked to give or create a suitable scenario or a dialog for that situation. This activity aims at increasing the opportunities for students to use English in the class and specifically helps introverted students to communicate with others without feeling overwhelmed by the whole situation or being in a big group. For the second session, we chose a well-known classroom activity that is "role-play", but instead of giving the students new roles to play we asked them to play the roles of the scenarios they created in the first session with the same groups/pairs. This activity was implemented to boost students' confidence in their communication with others, their capacity to gain linguistic competence, and build their willingness to participate actively in the learning process.

The third session was under the name "word-chain game". The goal of this session is to increase the vocabulary mastery of the players (students) and help them get over the barrier of fear

and speak in the spur of the moment instead of taking too much time to think. In this game, we took the whole class as one group where the first student give a random word and the second student give a word that starts with the last letter the first word ended with, and so on (see figure3.2.). As for the fourth and last session we selected another famous activity in oral expression classes which is "story-telling", where we asked students to tell us a childhood story with a life lesson that they think it would be suitable as a children's book. The objective of this activity is to encourage students to explore their expressiveness, heighten their ability to communicate, motivate them to participate more in the learning process, and gain confidence.

All in all, the treatment took one hour for each session. It was done in a good circumstances. We tried to interact with all students and made sure to always motivate them and give positive feedback on their efforts.
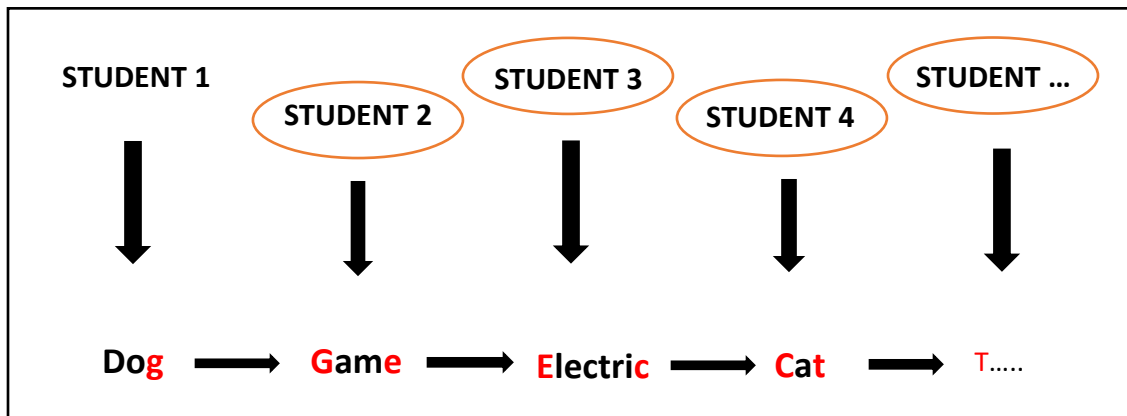
Figure.3.2.Dimonstrative Example of Word Chain Game

3.3.3. Description of Post-test

For the purpose of measuring the degree to which the treatment was beneficial to students in the experimental group, a post-test was designed for both group sat Abou El Kacem Saàdallah, Algiers, Algeria, within the school year 2022/2023, which represented an activity under the name of "retelling the story" where we told them orally the beginning of five (05) well known Disney stories and we asked each student to choose one of them and give it a plot twist ending from the

one they already know. This task aims at allowing students to learn to organize and describe events, which enhances their speaking comprehension, also it provides students an opportunity to analyze stories and build oral language as they acquire related vocabulary. In addition to that, students were examined with the same components the pre-test used.

3.3.4. Description of the questionnaire

In this study, two questionnaires were administered, one for teachers and one for students. the questionnaires involve multiple choice (MCQ) questions, where the teachers /students put a tick in the proper boxes after reading the questions carefully; some of these are open-ended questions where both students and teachers are required to write full answers and some of them are closed questions that require the students or the teachers to answer by "yes" or "no " or to pick up the right answer from a number of options. The findings of the two questionnaires help to find suitable classroom strategies and activities to implement in the learning process to develop the speaking skill of students with different personalities**.**

3.3.4.1. The students' Questionnaire

The students' questionnaire was conducted to first year license students of English at the Department of Letters and languages at the University of Algiers 2. Students were given the same information and they were instructed to work independently. Their answers remain confidential and their participation is greatly appreciated.

It is composed of (22) questions divided into three sections. The first section is devoted to personal information about the students, the second section involves questions that tend to elicit the students' attitudes towards oral expression and the speaking skill as well as find the best speaking activities to be used in the classroom. The third section in this questionnaire was adopted

from Eysenck Personality Questionnaire (EPQ) which is considered as one of the famous and widely used tool for personality measurement , it consists of 17 items with "yes" or "no" options that the researcher modified to be suitable with the requirement of her research .

Table 3.1: The Criteria of Eysenck Personality Questionnaire.

Sub concept	Extrovert	Introvert
Activity	Mostly active or energetic. They wake up early . does the activities quickly and the move rapidly from one activity to another.	They are inclined to be inactive, get tired easily. They do their tasks slowly and prefer quite restful holidays.
Sociability	They like social functions such as parties, have many friends and like to meet new people.	They enjoy solo activities, prefer to have only a few special friends and has difficulties in trying to talk to other people.
Risk-taking	They like to live a dangerous situation, ignore the risks.	They prefer familiarity, safety even if it means sacrificing some degree of excitement.
Impulsiveness	They like to do things spontaneously on the spur of the moment without thinking first.	They are systematic, consider matters very carefully before making a decision.
Expressiveness	They like to show their emotions and express their feelings freely.	They are reserved, generally controlled with their expressions.
Reflectiveness	They usually do practical things and no patient to do abstract, imaginative activities.	They have a theoretical mindset and are interested in ideas, speculations.
Responsibility	They are irresponsible, dynamic, careless of protocol, and late with commitments.	They have directional and practical mindset, they are trustworthy and reliable.

Table 3.2: Indicators of the Characteristics of Extrovert Introvert Students Personality.

N°	Indicators	N° Items/ Variables		Total number Of items
		Extrovert	Introvert	

1	Activity	3-14	8	3
2	Sociability	6	2-4-5	4
3	Risk-taking	16	15	2
4	Impulsiveness	1	13	2
5	Expressiveness	7	17	2
6	Reflectiveness	11	9	2
7	Responsibility	10	12	2
Total Items		8	9	17

3.3.4.2. The teachers' Questionnaire

The teachers' questionnaire was designed for teachers of oral expression classes. It was administered to four (4) teachers of oral expression selected randomly. It took them almost 20 minutes of their time. The questionnaire includes (19) questions divided purposefully into three

(03) sections. The first section tackles the background information about teachers. The second section deals with teaching the speaking skill. The third section involves questions about teachers' attitudes towards the effect of extraversion-introversion personality traits on the speaking skill. At last, an additional question was added to give the teachers the chance to add any further comments or suggestions.

3.4. Description of findings

3.4.1. Description of the pre-test results

3.4.1.1. Pick a topic and talk

As showed in the table below; the students' scores can be classified into two main categories. The first category involves (09) students who have scored between (0) and (9) out of (20) points, making up (28.125%) of the total number. The second category which represents the majority of students' number; it includes (23) students who have scored between (10) and (20) points which means they represent (71.875%) of the total number.

Table3.3. Pick a topic and talk

Categories	Category 01 0/20 - 9/20	Category 02 10/20 - 20/20	Total
Number	21	44	65
Percentage	32.30%	67.69%	100%

The table below shows a detailed data collection of student's marks on each of the speaking components mentioned before. The criteria of each component is on 4 points.

Table3.4. Pre-test scores and percentages of the experimental group.

Students component	Grammar & accuracy	Vocabulary & accuracy	Correct pronunciation	Richness of ideas	Fluency	Pre-test Scores	Percentage of the correct answers
S 1	2	2	4	0	0	8/20	40%
S 2	2.5	3	2	3	3	13.5/20	67.5%
S 3	2	2	2	2	2	10/20	50%
S 4	3.5	2.5	2	4	3	14.5/20	72.5%
S 5	3	3	1	0	3	10/20	50%
S 6	1	2.5	2	1	2	8.5/20	42.5%
S 7	3	3	3	3	3	15/20	75%
S 8	2	3	2	1.5	3	11.5/20	57.5%
S 9	3	3	3	3	3	15/20	75%
S 10	3	3.5	3	3	3	15.5/20	77.5%
S 11	2.5	4	3	1	2	12.5/20	62.5%
S 12	0	0	2	0	1	3/20	15%
S 13	1.5	2	2	0	1	6.5/20	32.5%
S 14	4	3	4	4	3	18/20	90%
S 15	2.5	3	2	3	3	13.5/20	67.5%
S 16	2.5	3	2.25	3	3	13.75/20	68.75
S 17	3	3	2	1.25	2	11.25/20	56.25%
S 18	2	2	3	3	3	13/20	65%
S 19	3	3	2	0	2.5	10.5/20	52.5%

S 20	3	3	3	3	3	15/20	75%
S 21	2	3	2	1	3	11/20	55%
S 22	2	2	1	1	1	7/20	35%
S 23	2	2	1	1	1	7/20	35%
S 24	2	2.5	2	1	2	9.5/20	47.5%
S 25	3	2.5	2	4	3	14.5/20	72.5%
S 26	4	3	3	3	3	16/20	80%
S 27	1.5	1.25	2	0	1	5.75/20	28.75%
S 28	3.5	4	3	0	2	12.5/20	62.5%
S 29	2	3	2	1.5	3	11.5/20	57.5%
S 30	0	0	2	2	0	4/20	20%
S 31	3.5	4	3	0	2	12.5/20	62.5%
S 32	3.5	4	3	4	3	17.5/20	87.5%
S33	2	1	3	3	2.5	11.5/20	57.5%
S34	2	2.5	2	1	2	8.5/20	42.5%
S35	3.5	4	3	3	3	16.5/20	82.5%
S36	3.5	4	3	0	2	12.5/20	62.5%
S37	1	2.5	2	1	2	8.5/20	42.5%
S38	2	2.5	2	1	2	9.5/20	47.5%
S39	3	2	2	4	3	14/20	70%
S40	0	0	2.5	2	0	4.5/20	22.5%
S41	2	2	2	1	2	9/20	45%

S42	1.5	2	2	0	1	6.5/20	32.5%
S43	2	2	2	1.25	2.5	9.75/20	47.5%
S44	2	2	1.25	1	1	7.25/20	36.25%
S45	3	3	2	1.25	2	11.25/20	56.25%
S46	3	3	1	0	3	10/20	50%
S47	2	2.5	2	1	2	9.5/20	47.5%
S48	3	2.5	2	4	3	14.5/20	72.5%
S49	1.5	1	2	0	1	5.5/20	27.5%
S50	0	0	0	1	0	1/20	5%
S51	3.5	4	3	3	3	16.5/20	82.5%
S52	2	3	2.25	3	3	13.25/20	66.25%
S53	2	2	1.5	1.25	1	7.75/20	38.75%
S54	3.5	4	3	4	3	17.5/20	87.5%
S55	2	2	2	1	2	9/20	45%
S56	2.5	3	2.25	3	2	12.75/20	63.75%
S57	2	2	2	1.25	2.5	9.75/20	48.75%
S58	0	0	0	0	0	0	0%
S59	2	2.5	2	1	2	9.5/20	47.5%
S60	2	2	2	1	2	9/20	45%
S61	2	3	2	1	3	11/20	55%
S62	2	2	3	3	3	13/20	65%
S63	1	1	2	0	1	5/20	25%

S64	3	3	3	3	3	15/20	75%
S65	3	3	1	0	3	10/20	50%

3.4.2 Description of post-test results.

3.4.2.1. Retell the story

The table below reveal that the students' scores can be divided into two main categories. The first category involves (08) students who have scored between (0) and (9) out of (20) points, making up (12.3%) of the total number. The second category which represent the majority of students' number; it includes (57) students who have scored between (10) and (20) points which means they represent (87.69%) of the total number

Table 3.5. Retell the story

Categories	Category 01 0/20 - 9/20	Category 02 10/20 - 20/20	Total
Number	08	57	65
Percentage	12.3%	87.69%	100%

The table below shows a detailed data collection of student's marks on each of the speaking components mentioned before. The criteria of each component is on 4 points.

Table 3.6. Post-test Scores and Percentages of The experimental group.

Students component	Grammar& accuracy	Vocabulary & accuracy	Correct pronunciation	Richness of ideas	Fluency	Pre-test Scores	Percentage of the correct answers
S1	2	4	3	1	2	12/20	60%
S2	3	2	2	4	3	14/20	70%
S3	3	3	2	0	2.5	10.5/20	52.5%
S4	4	3	3	3	3	16/20	80%
S5	3	3	1	0	3	10/20	50%
S6	3	2	2	4	3	14/20	70%
S7	3.5	4	3	3	3	16.5/20	82.5%
S8	3.5	4	3	0	2	12.5/20	62.5%
S9	3.5	4	3	3	3	16.5/20	82.5%
S10	3	4	3	4	3	17/20	85%
S11	2	2	3	3	3	13/20	65%
S12	2	2	4	0	0	8/20	40%
S13	3	3	1	0	3	10/20	50%
S14	4	4	4	4	3	19/20	95%
S15	3	2	2	4	3	14/20	70%
S16	3	3	3	3	3	15/20	75%
S17	2	2	3	3	3	13/20	65%
S18	2.5	3	2	3	3	13.5/20	67.5%
S19	3.5	4	3	0	2	12/20	60%
S20	3.5	4	3	3	3	16.5/20	82.5%

S21	2	2	3	3	3	13/20	65%
S22	2	3	2	1	3	11/20	55%
S23	3.5	4	3	0	2	12/20	60%
S24	3.5	4	3	0	2	12/20	60%
S25	2	2.5	2	4	3	14.5/20	72.5%
S26	3	4	3	4	3	17/20	85%
S27	3	3	1	0	3	10/20	50%
S28	2.5	3	2	3	3	13.5/20	67.5%
S29	2	2	3	3	3	13/20	65%
S30	3	3	1	0	3	10/20	50%
S31	3	2	2	4	3	14/20	70%
S32	4	4	4	4	3	19/20	95%
S33	2.5	4	3	1	2	12.5/20	62.5%
S34	2	3	2	1	3	11/20	55%
S35	4	3	4	4	3	18/20	90%
S36	3	2	2	4	3	14/20	70%
S37	2	3	2	1	3	11/20	55%
S38	3	3	1	0	3	10/20	50%
S39	3	4	3	3	3	16/20	80%
S40	2	2	1	1	1	7/20	35%
S41	2	2	2	1	2	9/20	45%
S42	1	1	2	0	1	5/20	25%

S43	2	3	2	1	3	11/20	55%
S44	3	3	1	0	3	10/20	50%
S45	3	4	3	0	2	12/20	60%
S46	3	2	2	4	3	14/20	70%
S47	2	3	2	1	3	11/20	55%
S48	3	4	3	3	3	16/20	80%
S49	2	2	2	1	2	9/20	45%
S50	2	2	1	1	1	7/20	35%
S51	4	3	4	4	3	18/20	90%
S52	3	2	2	4	3	14/20	70%
S53	3	3	1	0	3	10/20	50%
S54	3	4	4	4	3	18/20	90%
S55	2	3	2	1	3	11/20	55%
S56	3	3	2	4	3	14/20	70%
S57	3	3	1	0	3	10/20	50%
S58	3	3	1	0	3	10/20	50%
S59	3	3	1	0	3	10/20	50%
S60	2	2	1	1	1	7/20	35%
S61	2	2	3	3	3	13/20	60%
S62	3	2.5	2	4	3	14.5/20	72.5%
S63	2	2	2	1	2	9/20	45%
S64	3.5	4	3	4	3	17/20	85%

S65	2	3	2	1.5	3	11.5/20	57.5%

The table above represents students' post-test scores and percentage of the experimental group after receiving the treatment by implementing some speaking activities and strategies based on students'personality traits to see how well they have improved. As it seen in the table, it is recognized that there is change in students' scores of the correct answers. Firstly, fifteenstudents have got an excellent marks between (15) and (20) out of 20points; which means they have scored between (75%) and (100%) of the correct answers. The second category includes (34) students who have scored between (10) and (14.5) points, making up percentage between (50%) and (72.5%) of the correct answers. The third category represents the minority. It consists (08) students who have scored between (05) and (09) of the correct answers, making up percentage between (25%) and (45%) of the correct answers. Generally, most of the pupils have developed their marks according to the pre-test

3.4.3. The comparison of Pre-Post test results.

The following graph shows the comparison between Pre-Post test results of all students in the experimental group.
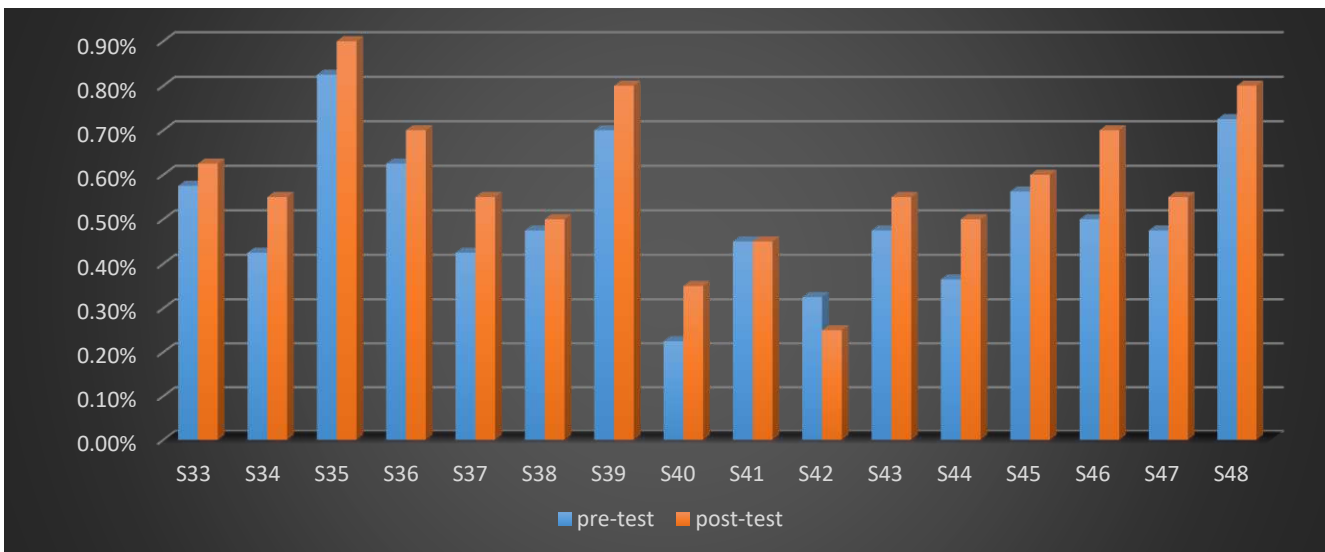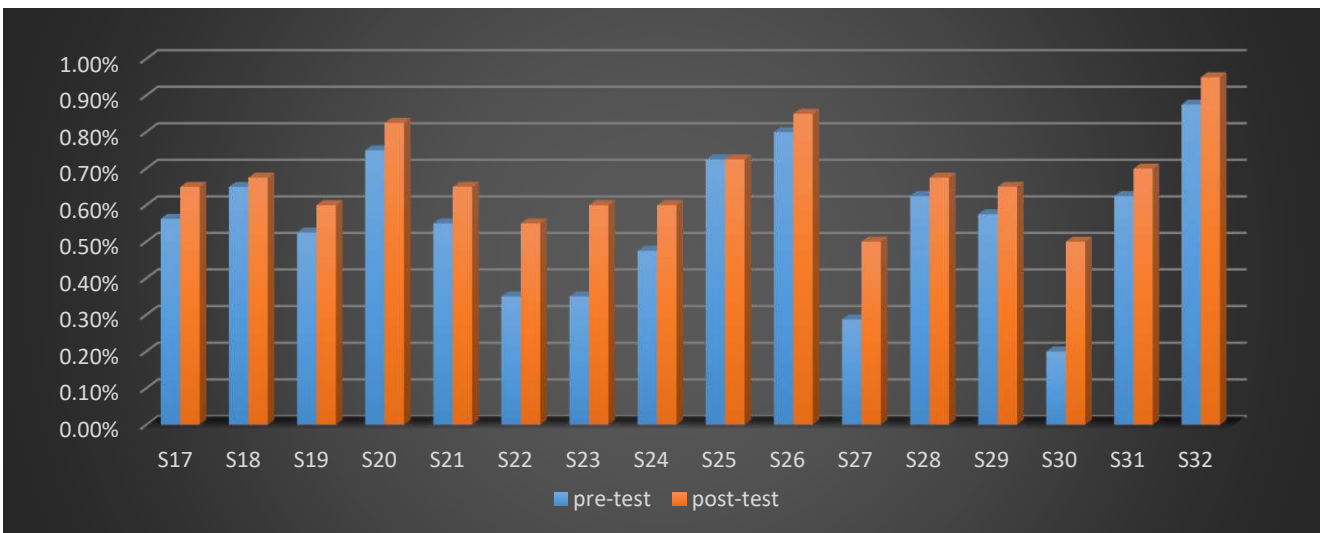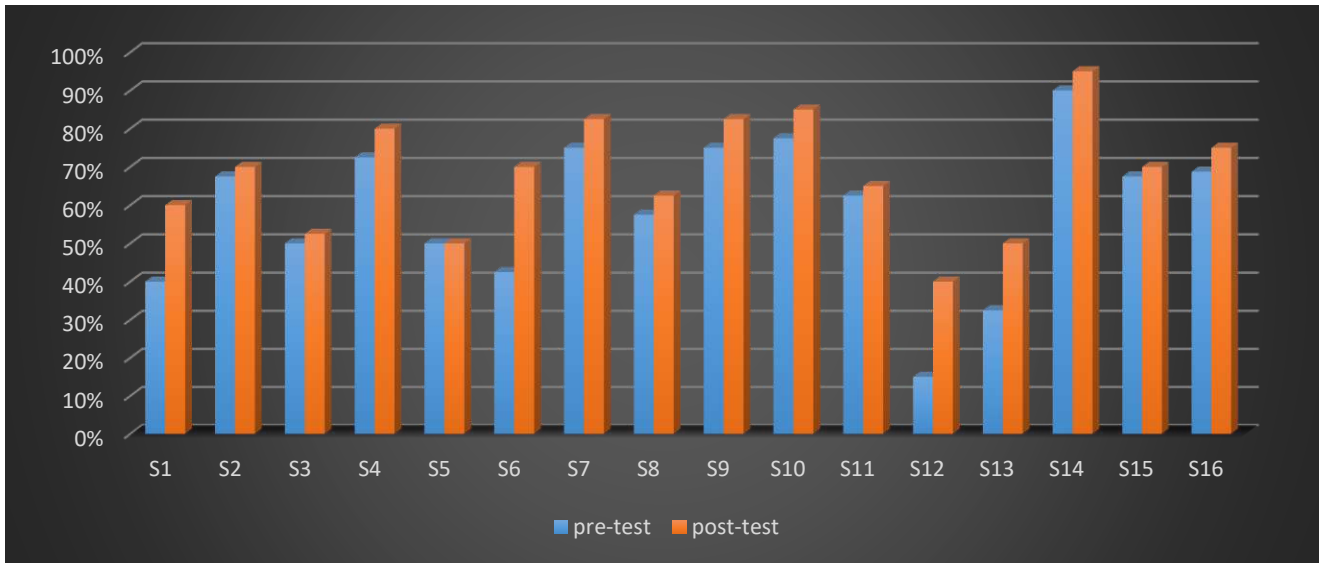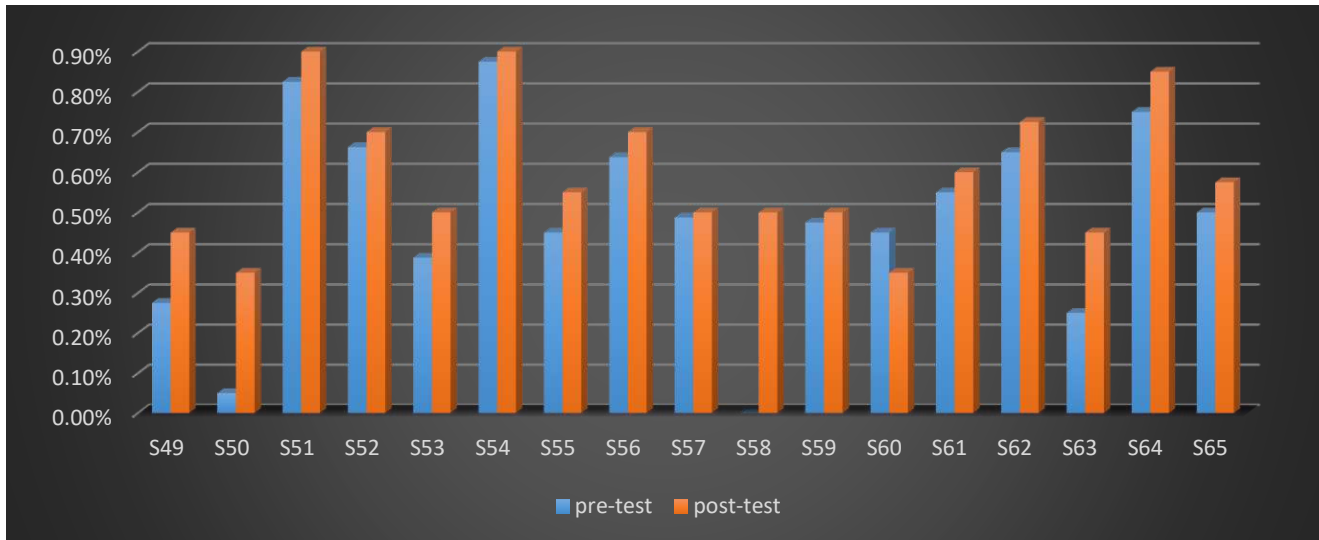
Figure 3.3. The comparison between pre-post tests results of the experimental group

The graph above displays the difference between the scores of students according to the pre-test and the post-test results. It shows that the total majority of students have noticeably improved their scores where they scored above (10) points. This illustrates that the treatment was a success and the implementation of peaking activities and strategies based on the students' personality traits does indeed help them improve their speaking skill in oral expressions classes.

Table 3.7. The Difference Between Pre-Post Tests of The experimental group

	Total score	Mean
Pre-test	700.5	53.88
Post-test	802.5	61.73

The table above displays the difference of scores of students according to the pre-test and the post-test results.it reveals that students score in the pre-test was (700.5/1300) points, making up (53.88%) of the correct answers. While in the post-test they have scored (802.5/1300) points, making up (61.73%) of the correct answers. We can notice that they have increased by (102) points from the pre-test to the post-test.

3.4.4. Description of students' Questionnaire

Section one: Personal information about the students (Q1toQ5)

Question 01: gender

The answers show that the majority of the participants are females. Out of the total number of the target population (65), male students are (21) subjects, making up (32.3%).Whereas the rest who were (44) subjects are females, making up (67.69 %).Thus, this result demonstrates that female students are more motivated to learn the English language than male.

Table 3.8.Students' Gender

Gender	Male	Female	Total
Number	21	44	65
Percentages %	32.3%	67.69%	100%
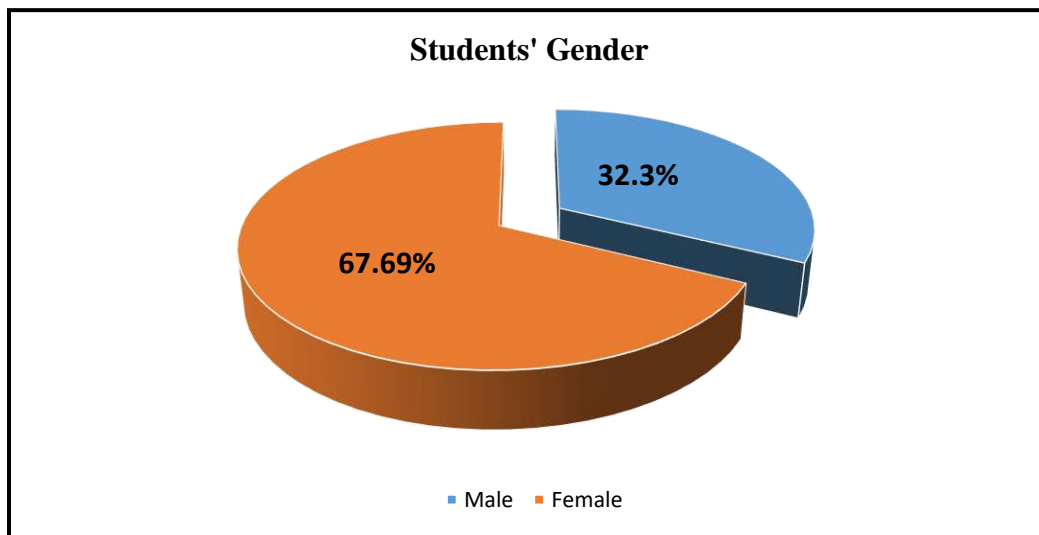
Figure 3.4. Students' Gender

Question 02: Stream of your study in secondary school education

The table and the graph below reveals the participant's choice in secondary school comes from different streams. The first group represents the scientific stream, where the number of

participants is (16), making up (24.61%). The second group is recorded by the foreign languages stream where the number of participants is (46), making up (70.76%), taking the majority as compared to the rest of the groups. The last group presents literature stream where the number of participants is (3), making up (4.61%). The results show that the high degrees that are recorded by the students who were in foreign languages stream, reflect their interest towards learning the English language since they were in secondary school.

Table 3.9. Students' Stream in Secondary School

	Scientific	Literature	Foreign languages	Total
Number	16	3	46	65
Percentage %	24.61%	4.61%	70.76%	100%
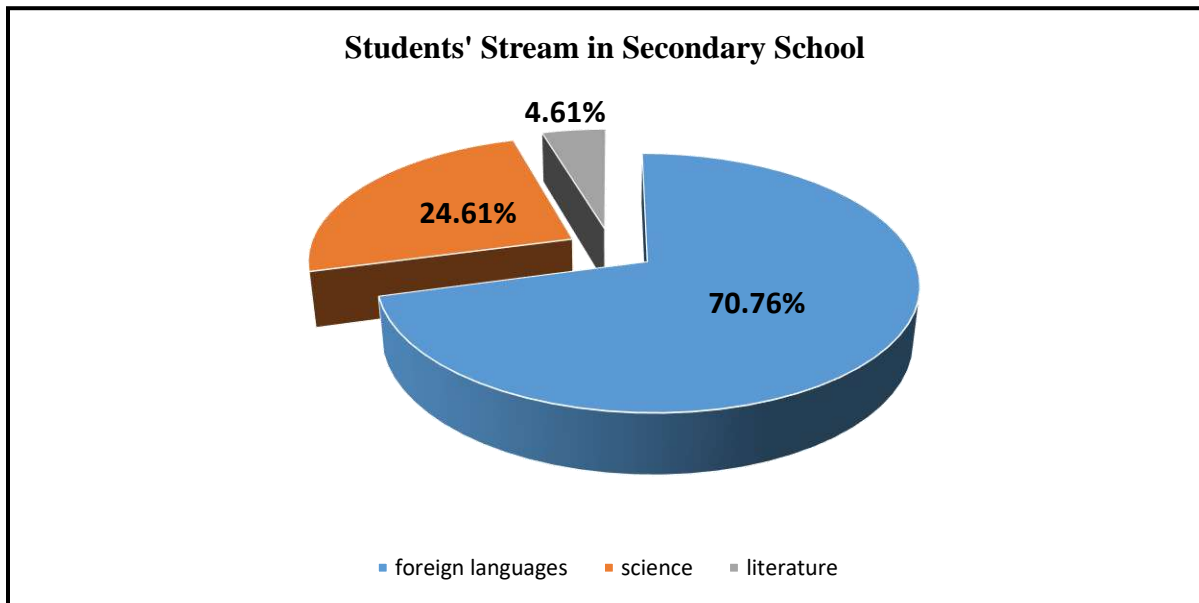
Figure 3.5. Students' Stream in Secondary School

Question 03: How many years have you been studying English?

According to students' responses to this question, (43) of subjects show that they have been studying English for seven years, making up (66.15 %). With an assumption that they have not

repeated any year. For those who declare that they have been studying English for eight years are(16) subjects, making up (24.61%). Four of participants (4), making up(6.15 %), state that they have been studying English for nine years, and two others (2) stated that they have been studying English for more than ten years, making up (3.07%). The two latter categories are believed that they have repeated one or many years.

Table 3.10. Years of Studying English

Years	**07**	**08**	**09**	**10+**	**Total**
Number	43	16	4	2	65
Percentage %	66.15%	24.61%	6.15%	3.07%	100%
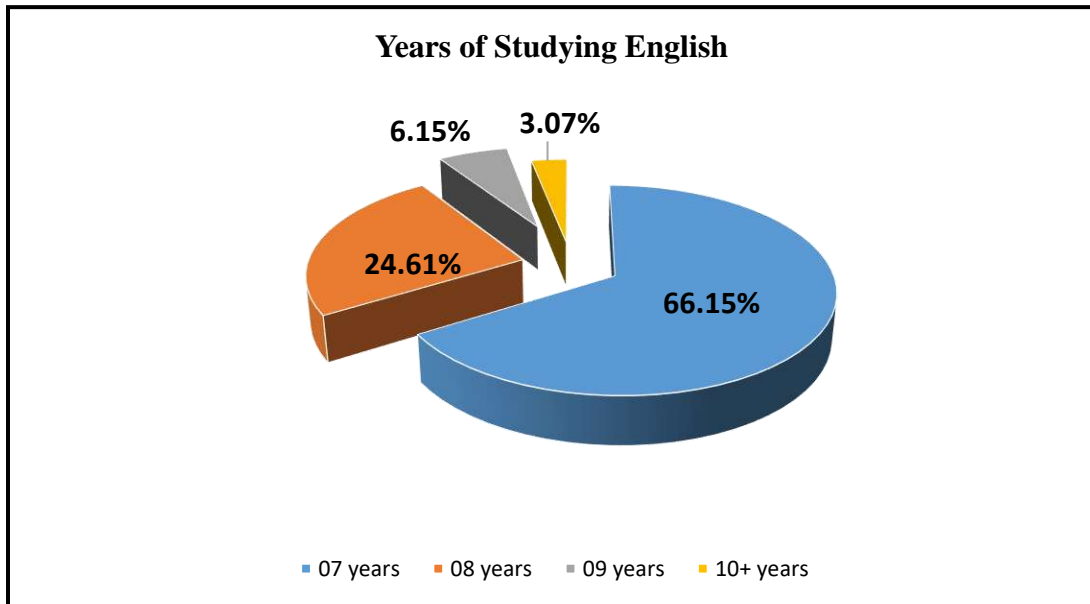
Figure 3.6. Years of Studying English

Question 04: How do you rate your level in English?

Based on students' choices of how they see their own level in English, (15) subject consider their level to be very good, making up (23.07 %), whereas the majority of subjects who their

number is (30) consider their level to be good, making up (46.15%), while (18) subjects assume that their level is average, making up (27.69%). The rest of students, who are two subjects, consider their level to be poor, making up (3.07%).

Table3.11. Students' Consideration to their Level in English

Levels	Very good	Good	Average	Poor	Total
Number	15	30	18	2	65
Percentage %	23.07%	46.15%	27.69%	3.07%	100%
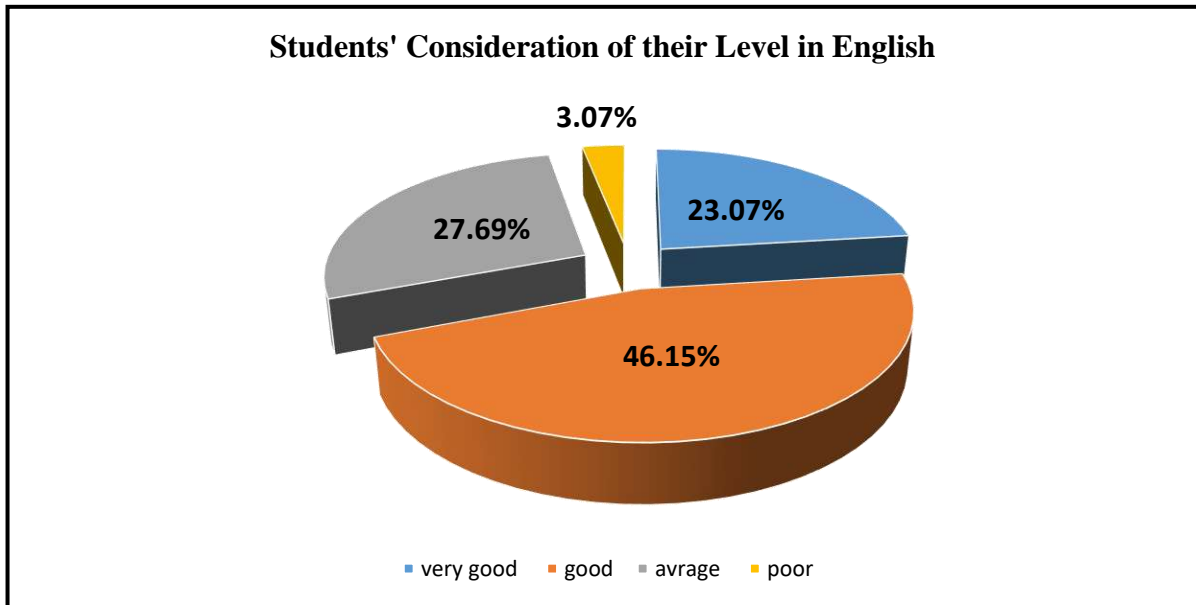
Figure 3.7. Students' Consideration to their Level in English

Question 05: Does your level enable you to express yourself orally?

According to students' responses to this question, (54) of subjects show that they have the ability to express themselves orally, making up (83.07 %).Sixteen of participants (16), making up (16.92%), state that they have not the ability to express themselves, with an assumption that they have difficulties in oral expression.

Table3.12. Students' Ability to Express Themselves Orally

	Yes	No	Total
Number	54	11	65
%	83.07%	16.92%	100%
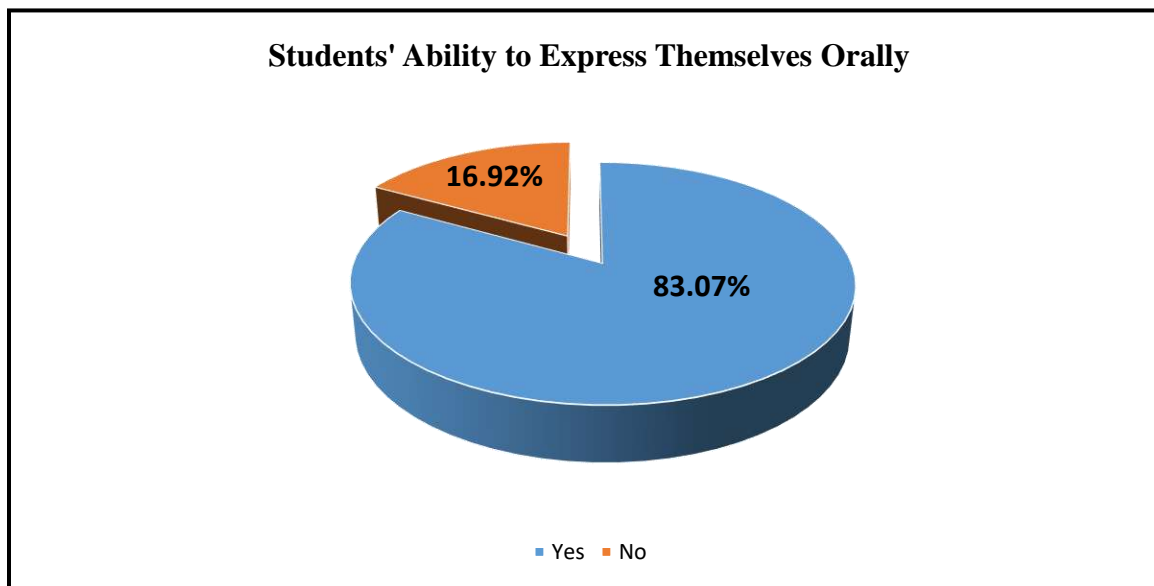
Figure 3.8. Students Ability to Express Themselves Orally

Section two: Students' Attitudes Towards oral expression and the speaking skill (Q6toQ18)

Question 06: How many oral expression sessions you attend in the week?

Based on their choices the majority of participants who are (35), making up (53.84%) only attend one oral expression session a week. While (30) participants attend twice a week, making up (46.15%).

Table 3.13. The Attended Oral Expression Sessions in the Week

Sessions	One session	Two sessions	Total
Number	35	30	65
Percentage %	53.84%	46.15%	100%
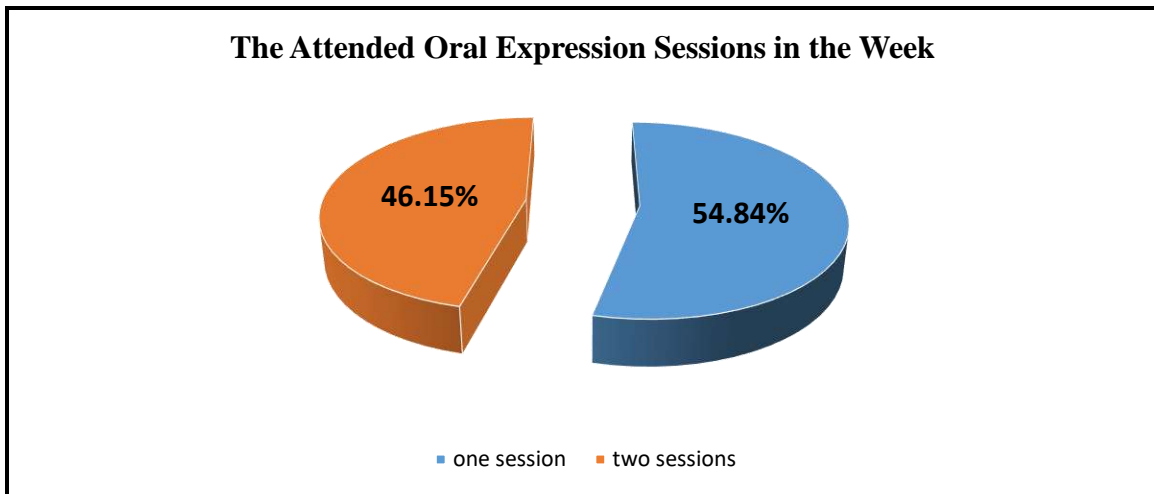
Figure 3.9. The Attended Oral Expression Sessions in the Week

Question 07: Do you think that is sufficient?

The majority of students with the number of (38) answered yes when they were asked if their oral expressions sessions is sufficient to them or not, making up (58.46%).while (27) students, making up (41.53%) answered with no on the oral sessions sufficiency.

Table 3.14. The Sufficiency of Oral Expressions Sessions

options	Yes	no	Total
Number	38	27	65
Percentage %	58.46%	41.53%	100%
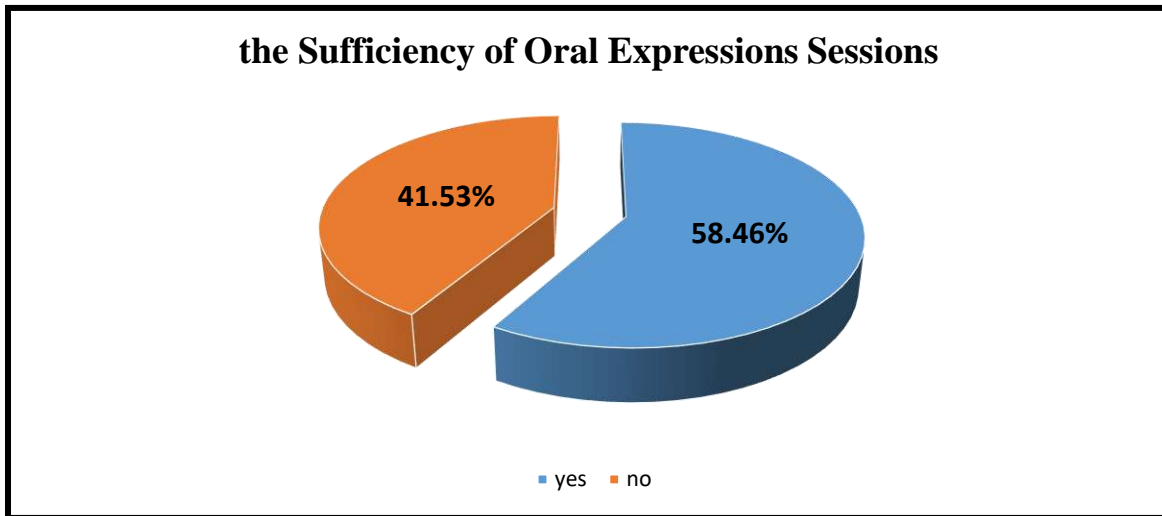
Figure 3.10. The Sufficiency of Oral Expression Sessions

Question 08: How often do you participate in Oral Expression session?

According to students' responses to this question, (08) of subjects show that they always participate in oral expression session, making up (12.3%). With an assumption that they like speaking in the class. For those who declare that they often participate are (25) subjects, making up (38.46%). Twenty one of participants (21), making up (32.30%), sometimes participate in order to improve their level and their speaking skill. Nine (09) students making up (13.84%) of the learners declare that they rarely participate, while only two (02) students, making up (3.07%) never participates because of many reasons and difficulties they have in speaking.

Table 3.15. Students' Participation in Oral Expression Sessions

	Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**
Number	08	25	21	09	02	65
Percentage	12.3%	38.46%	32.3%	13.07%	3.07%	100%
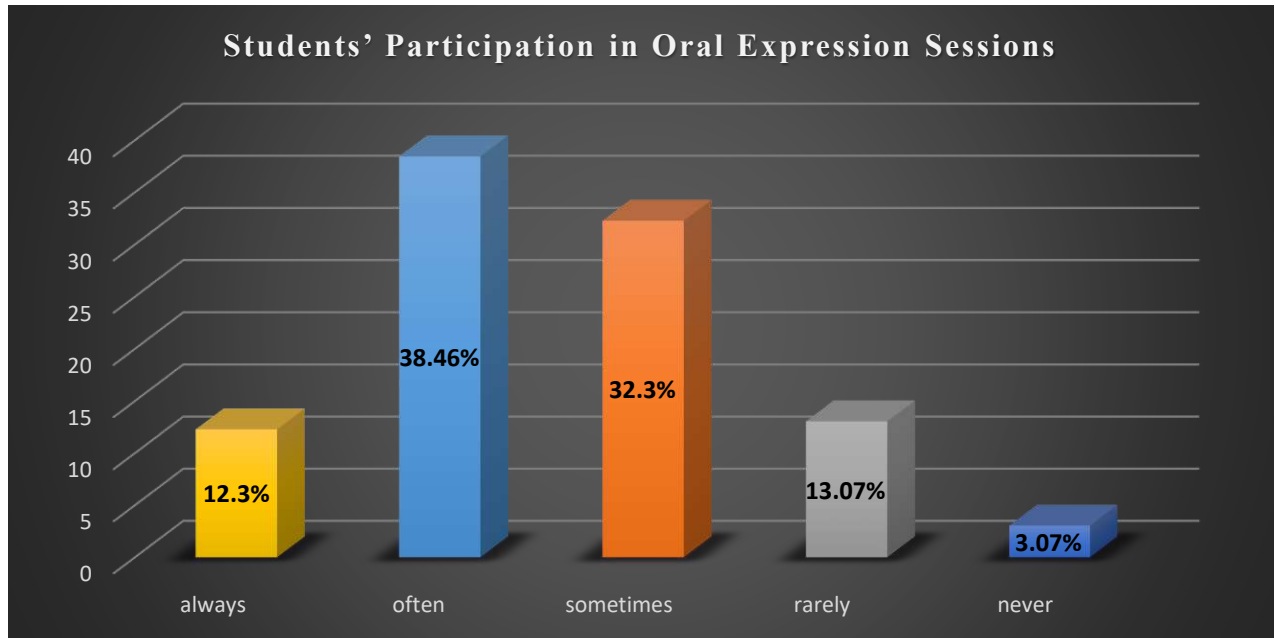
Figure 3.11. Students' Participation in Oral Expression Sessions

Question 09: Teacher's talk in the classroom

The answers show that (56.92%) of students said that the teacher is the most talkative in classroom making up (37) subjects and (21) subjects, making up (32.30%) claimed that the teachers' talk is average. while seven (07) subjects pointed that the teacher is less talkative, making up (10.76%).

Table 3.16. Teacher's Talk in the Classroom

	Talkative	Average	Less talkative	Total
Number	37	21	07	65
Percentage %	56.92%	32.3%	10.76%	100%
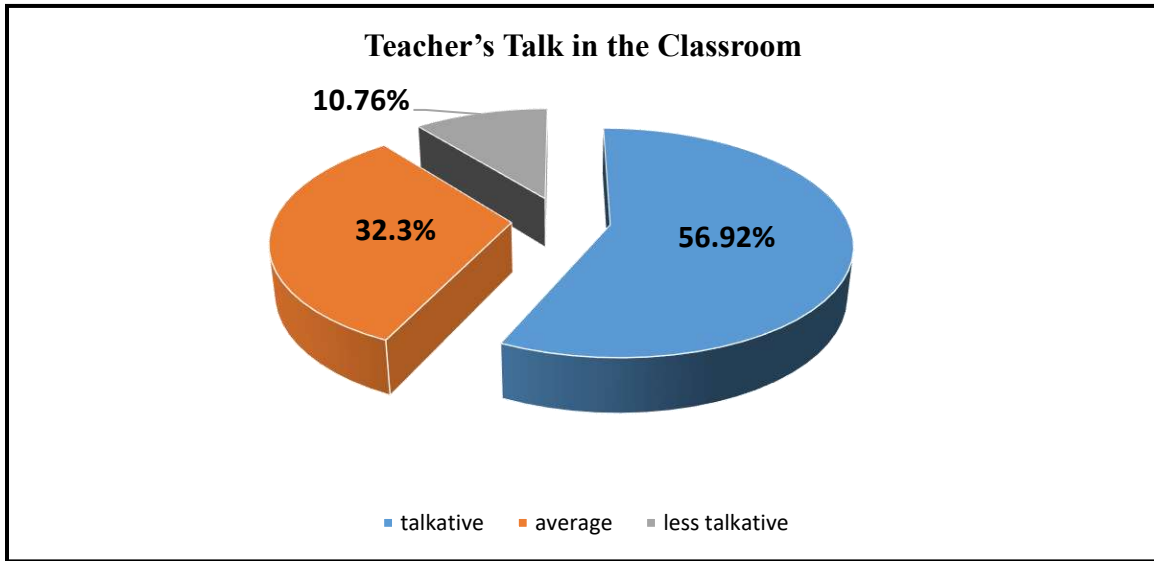
Figure 3.12. Teacher's Talk in the Classroom

Question 10: How often does your teacher invite you to speak?

The table and the graph below show how often the teacher of oral expression invites students to speak in the classroom. Where (28) participants, making up (43.07%) said that the teachers always invite them to speak, and (11) of them said often, making up (16.92%) while (18) subjects judge that the teacher sometimes invite them to speak, making up (27.69%). Meanwhile five (5) of the students reply that the teachers rarely invite them to speak, making up (7.69%) and only (3) students, making up (4.61%) said that their teacher never invite them to speak.

Table 3.17. Frequency of Students Being Invited to Speak

	Always	Often	Sometimes	Rarely	Never	Total
Number	28	11	18	5	3	65
Percentage%	43.07%	16.92%	27.69%	7.69%	4.61%	100%
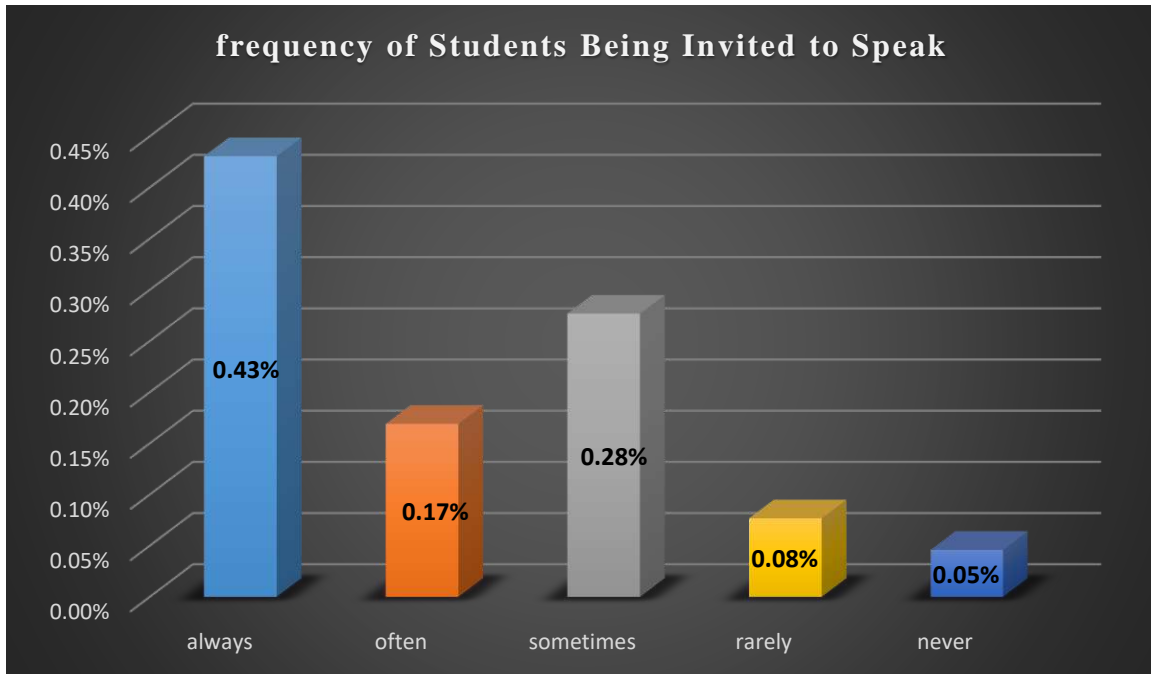
Figure 3.13. Frequency of Students Being Invited to Speak

Question 11: who does most of the talking in the classroom?

Most students with the number of (47), making up (72.3%) declared that both the teacher

and the students are equally talkative in the classroom, while (18) students describe the teacher as

the talkative one in the classroom, making up (27.69%) while zero (0) subjects said that students

are most talkative in the classroom showing that the teacher is mainly orally dominant in the class.

Table 3.18. Most Talkative in the Class

	Teacher	Students	Both	Total
Number	18	0	47	65
Percentage %	27.69%	0%	72.3%	100%

Most Talkative in the Class

27.69%

0%

72.3%

■ teacher ■ student ■ both
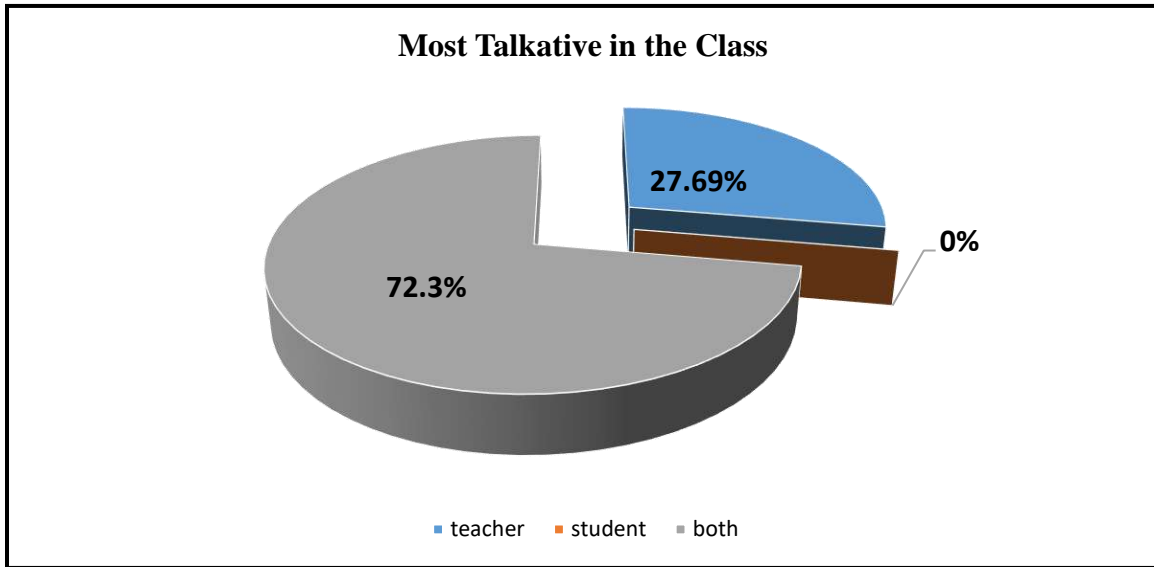
Figure 3.14. Most Talkative in the Class

Question 12: Do you feel anxious whenever you interact in the classroom?

The Table and the graph below indicate that (38) of participants, making up (58.46%) feel anxious whenever they interact in oral expression session. And (28) of them, making up (43.07%) don't feel anxious whenever they interact in the oral expression session.

Table 3.19. Students Anxiety When Interacting in the Classroom

	Yes	No	Total
Number	38	28	65
%	58.46%	43.07%	100%
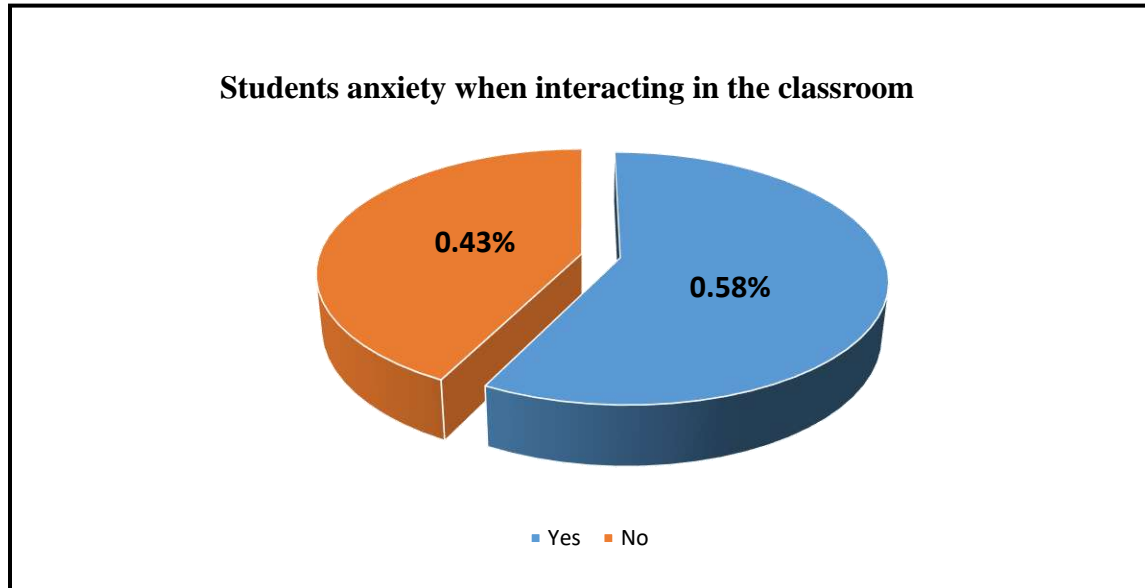
Figure 3.15. Students Anxiety When Interacting in the Classroom

- The participant where asked to justify if they answered yes on how often they do feel anxious. As the table and the graph below indicate (06)students, making up (15.78%)answered with all the time, (11)students, making up (28.94%) answered with most of the time, while students with the number of (16),making up(42.10%) answered with sometimes, and five (05) of them, making up (13.15%) answered with rarely.

Table 3.20. Students' Anxiety Level When Interacting in the Class

	All the time	Most of the time	Sometimes	Rarely	Total
Number	06	11	16	05	65
Percentage%	15.78%	28.94%	42.1%	13.15%	100%
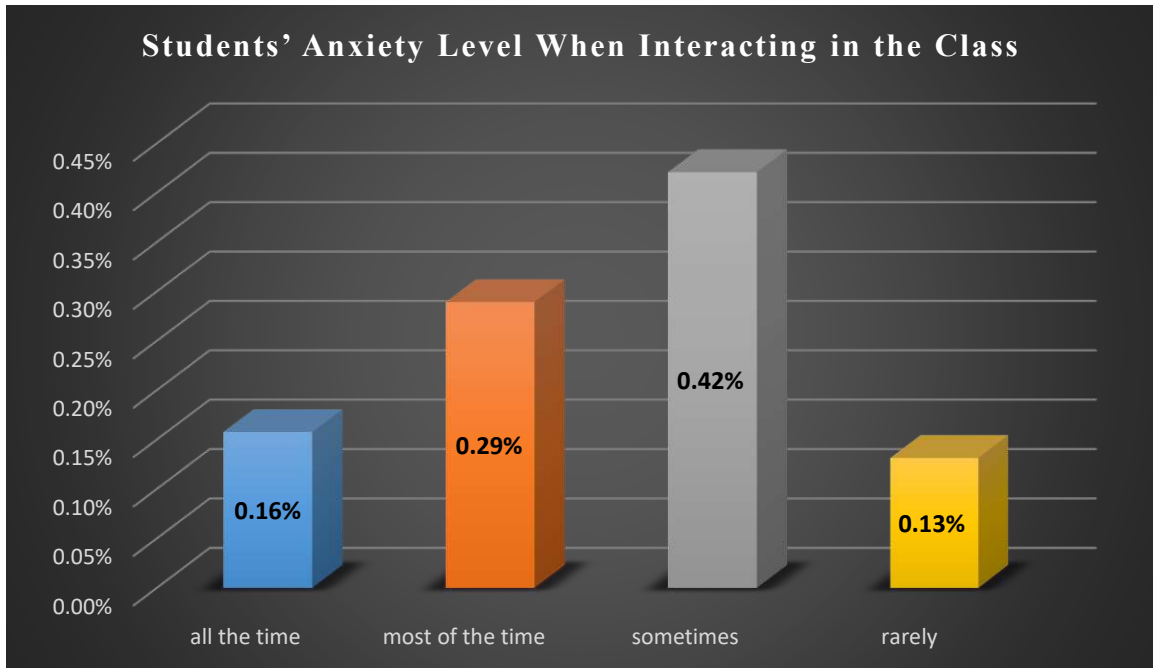
Figure 3.16. Students' Anxiety Level When Interacting in the Class

Question 13: which from the following abstract may prevent you from interacting:

The majority of the participants reveal that (20), making up (30.76%), have speaking difficulties because of shyness, thirteen of participants (13), making up (20 %) having difficulties because of inhibition and stress. eleven of informants (11), making up (16.92%) assert that they have the use of mother tongue problem. Nine of participants (09), making up (13.84%), declare that they often face speaking difficulties because they have nothing to say about the chosen topic, while five (14) making up (21.53%) participants declare that they have all the problems mentioned.

Table 3.21. Students' Types of Abstracts Faced in the Classroom

The abstracts	Number	Percentage %
Inhabitation because of stress.	13	20%
Nothing to say about the chosen topic	9	12.84%
Mother tongue use	11	16.92%

Shyness	20	30.76%
All the above	14	21.53%
Total	65	100%
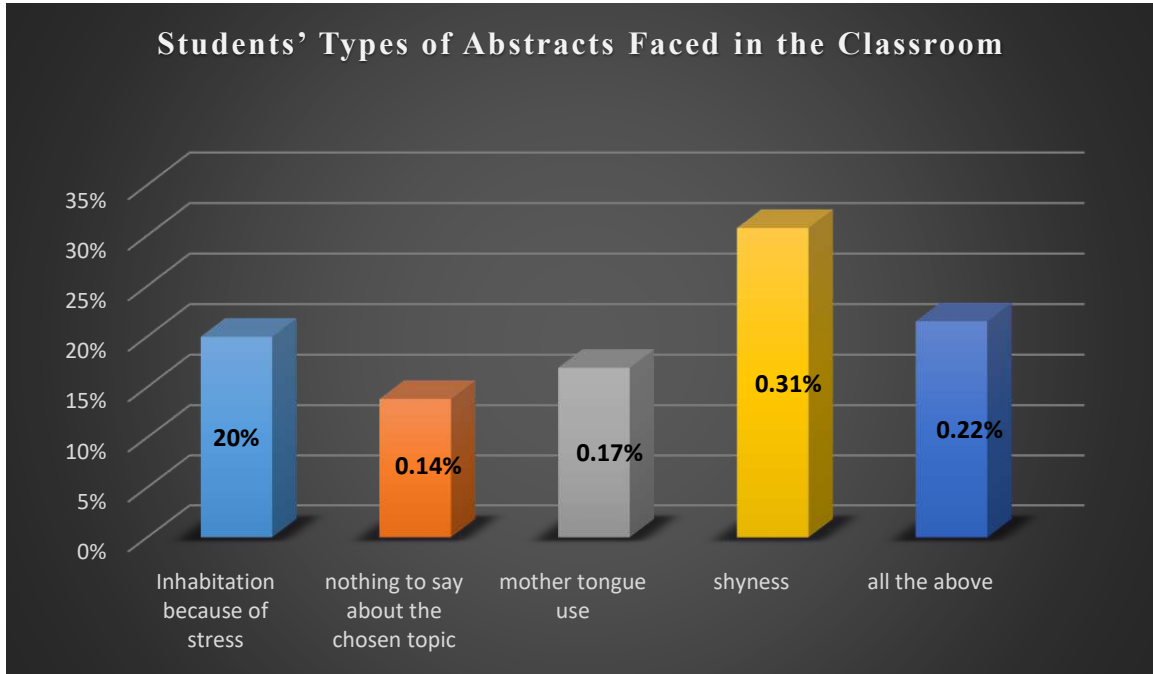
Figure 3.17. Students' Types of Abstracts Faced in the Classroom Question 14: How often does your teacher encourage your fluency and correct your mistakes?

From the table and the graph below, the majority of participants who select the option "always" make up (67.69%) with the number of (44) participant, whereas eighteen of participants (18) who select the option "sometimes", making up (27.69%). three (03) of participants answering this question by stating tick in "never' column, making up(4.61w%).

Table 3.22. Frequency of Teachers' Encouraging the Oral Fluency and Correcting Mistakes

Options	Always	Sometimes	Never	Total
Number	**44**	**18**	**3**	**65**

Percentage %	67.69%	27.69%	4.61%	100%
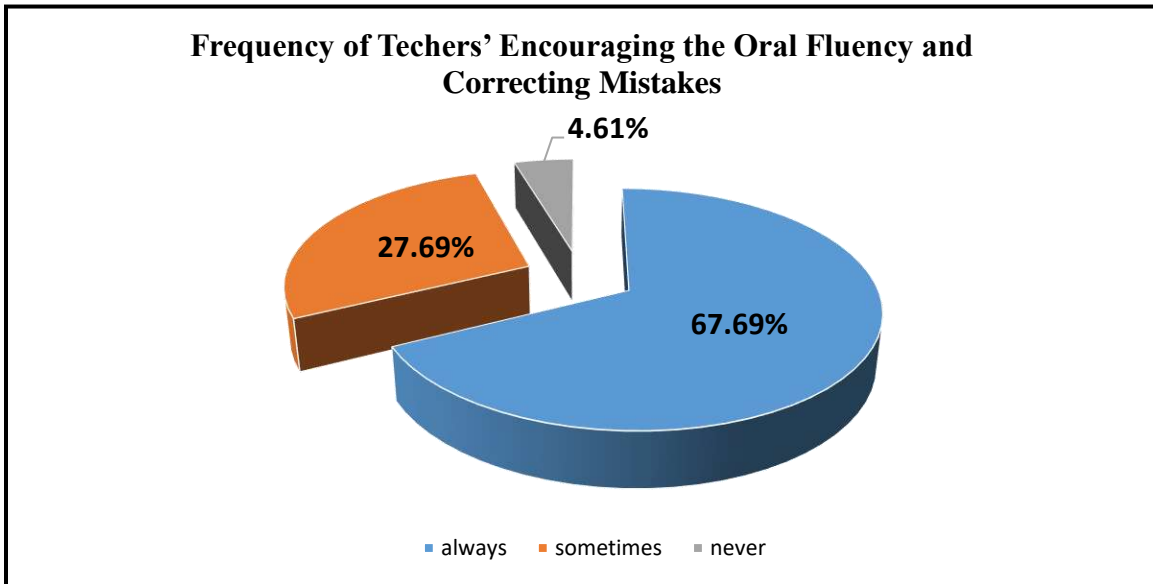
Figure 3.18. Frequency of Teachers' Encouraging the Oral Fluency and Correcting Mistakes

Question 15: Does your teacher give you more time to express your opinion?

The answers shows that (90.76%) making up (59)participants confirm that the teacher give them time to express their opinion, while twenty one (6) participants making up (9.23%) stated that the teachers do not give time to the students' to express themselves.

Table 3.23. Students' Time to Express their Opinion

	Yes	no	Total
Number	59	6	65
Percentage %	90.76%	9.23%	100%

Students' time to express their opinion

0.09%

0.91%

■ Yes ■ No
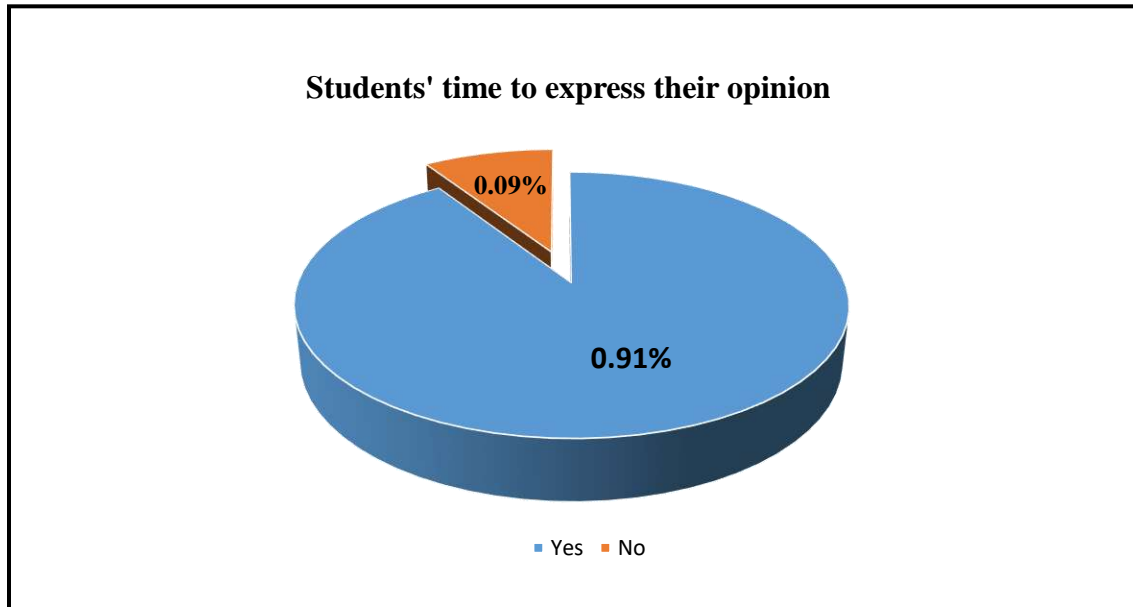
Figure 3.19. Students' Time to Express their Opinion

Question 16: How often do you take part in communicative activities (role-play and group discussion):

As can be seen from the table and the graph below, (25)participants, making up (38.46) representing the majority of our sample declare that they sometimes take part in communicative activities (role-play and group discussion).whereas an equal number of participant (18) indicated that they always or rarely participate in these activities, making up (27.69%) each, and only four (4) participants, making up (6.15%) said that they never take part in any communicative activity in the classroom making the assumption that the last category of participant involve students who are extremely introverted.

Table 3.24. Frequency of Students' Participation in Communicative Activities

Options	Always	Sometimes	Rarely	Never	Total
Number	18	25	18	4	65
Percentage%	27.69%	38.64%	27.69%	6.15%	100%
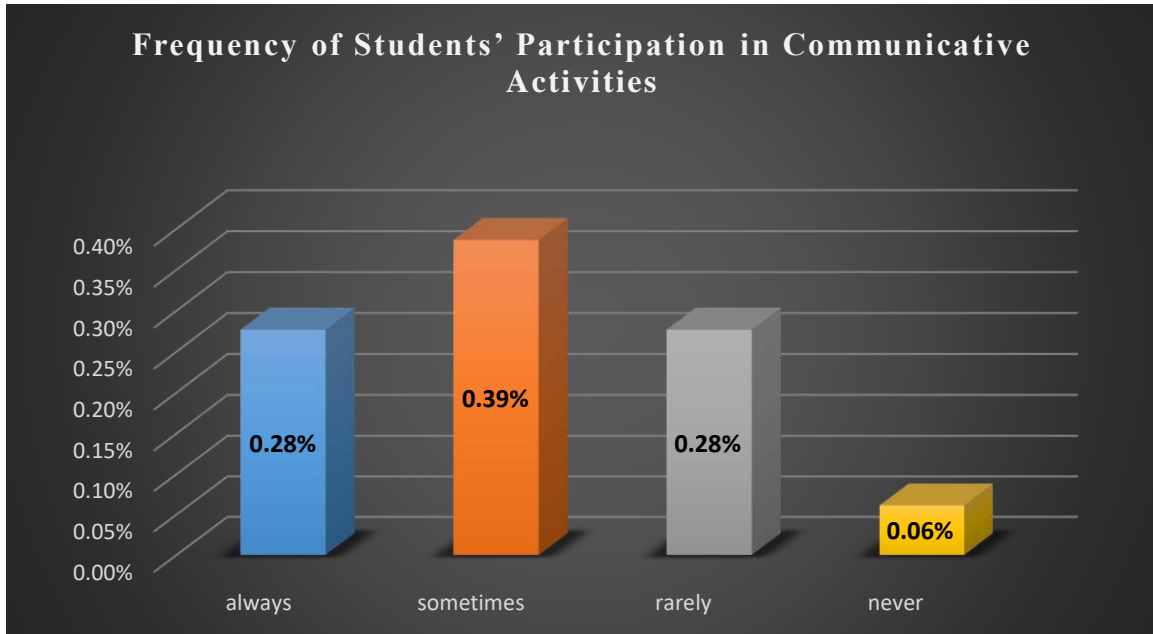
Figure 3.20. Frequency of Students' Participation in Communicative Activities

Question 17: what types of activities you prefer to practice in the classroom, accuracy (rules, drills…) or fluency (information-gap activities, role-play, discussion…):

When we asked students about their preferred types of activities to practice in the classroom weather accuracy or fluency activities we noticed that only 20 subjects chose accuracy activities, making up (30.76%) while the majority of them with the number of (45)subjects preferred fluency activities, making up (69.23%) that shows that most students and more interested in fluency activities than accuracy activities and that maybe because fluency focuses on all the speaking components of the language.

Table 3.25. Types of activities preferred by students (accuracy or fluency)

Types of activities	Fluency activities	Accuracy activities	Total
Number	45	20	65
Percentage %	69.23%	30.76%	100%

Types of activities preferred by students (accuracy or fluency)

30.76%

69.23%
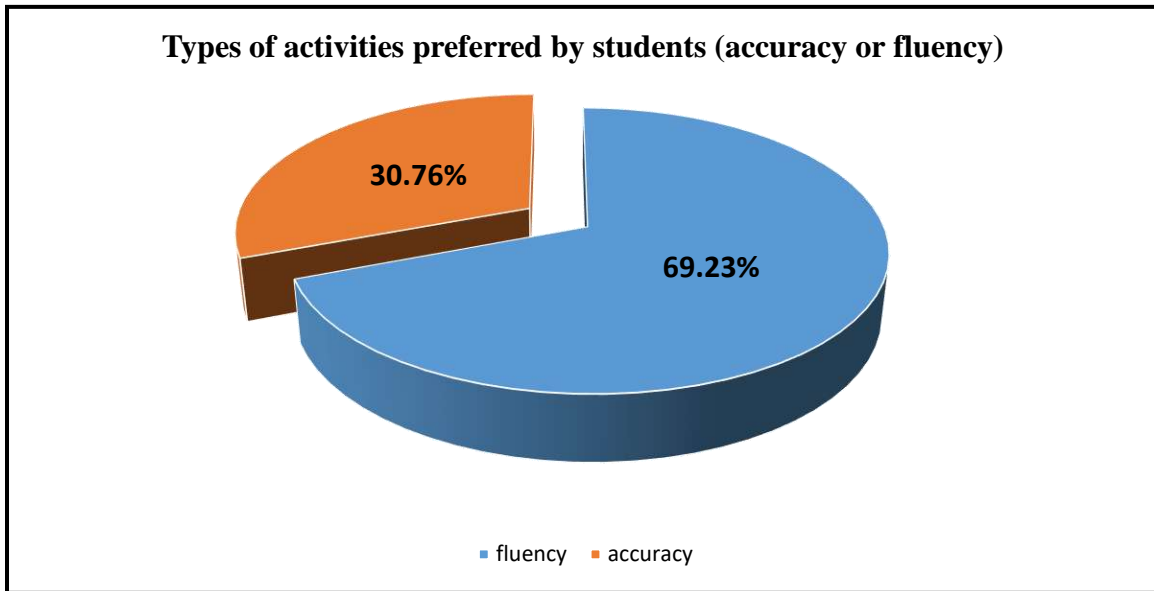
■ fluency ■ accuracy

Figure 3.21. Types of activities preferred by students (accuracy or fluency)

Question 18: Is choosing exciting and interesting topics or activities such as doing play by your teacher will motivate students to speak and interact more in oral sessions?

It is observed in the table and the graph below that almost all participants with the number of (58) students, making up (89.23%) agree with yes on choosing exciting and interesting topics or activities such as doing a play by their teacher will motivate students to speak and interact more in oral sessions, while only (7) students, making up (10.79%) disagrees with it assuming that these students don't like participate in any interaction in the classroom.

Table3.26. Represents Participant's Opinions on Choosing exciting and interesting topics or activities such as doing a play by their teacher will Motivate Students to Speak and interact more in oral sessions.

Options	**Yes**	**No**	**Total**
Number	58	7	65
%	89.23%	10.79%	100%
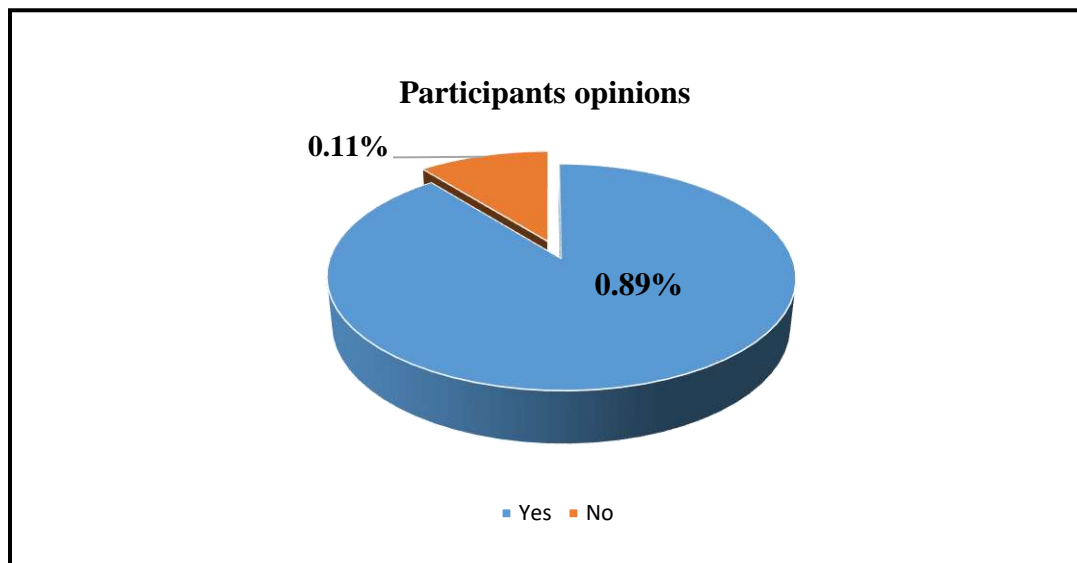
Figure 3.22. Represents participant's opinions on choosing exciting and interesting topics or activities such as doing a play by their teacher will motivate students to speak and interact more in oral sessions.

Question 19: In your opinion, would group work help the students who does not interact to interact more in oral sessions?

It is observed in the table and the graph below, that the majority of students (50), making up (76.92%) agrees that group work helps the students who does not interact to interact more in the class while (14) students, making up(21.59%) disagrees meanwhile only one (01) student, making up (1.53%) stated that it group work only helps students sometimes.

Table 3.27. Students Opinion about Group Work in the Classroom

	Yes	No	Sometimes	Total
Number	50	14	1	65
Percentage %	76.92%	21.59%	1.53%	100%
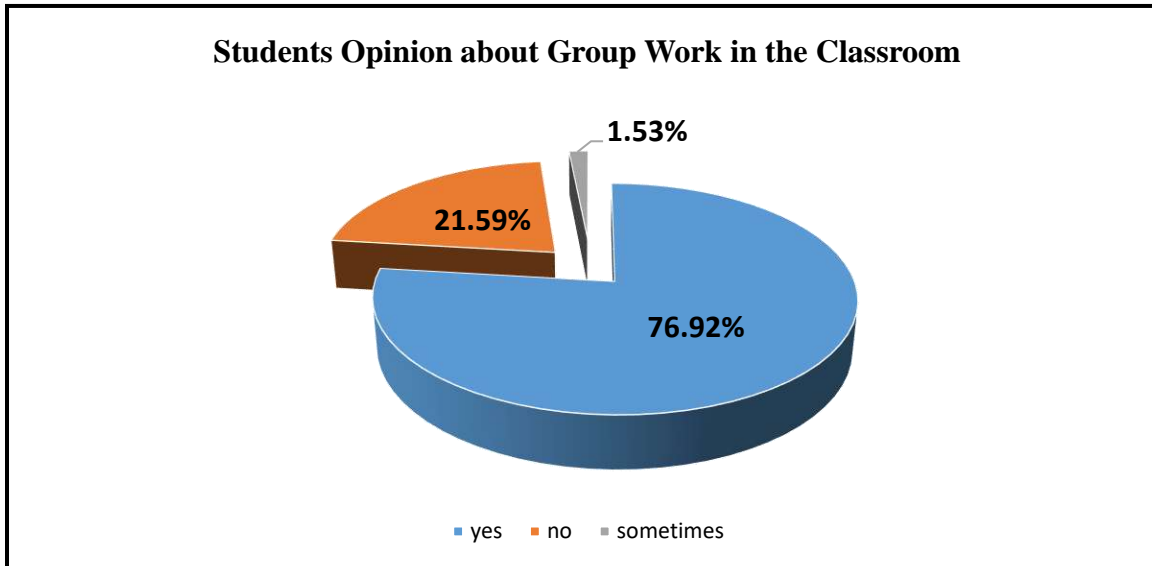
Figure 3.23. Students Opinion about Group Work in the Classroom

Section 03: Students' Personality Type (Q19toQ21)

Question 19: What word would people close to you use to describe you?

We gave the students four choices, two of those choices are based on Extrovert dimension (confident and outgoing) and the other two are based on Introvert dimension (self-aware and observant). Where the results show that the majority of students with the number of (20) chose outgoing, making up (30.76%) while (18) of them chose confident, making up (27.69%). Meanwhile only (10) students chose self-aware, making up (15.38%) and (17) others, making up (26.17%) chose observant.

Table3.28. How the students are described

Options	Self-aware	Confident	Observant	Outgoing	Total
Number	10	18	17	20	65
Percentage%	15.38%	27.69%	26.15%	30.76%	100%
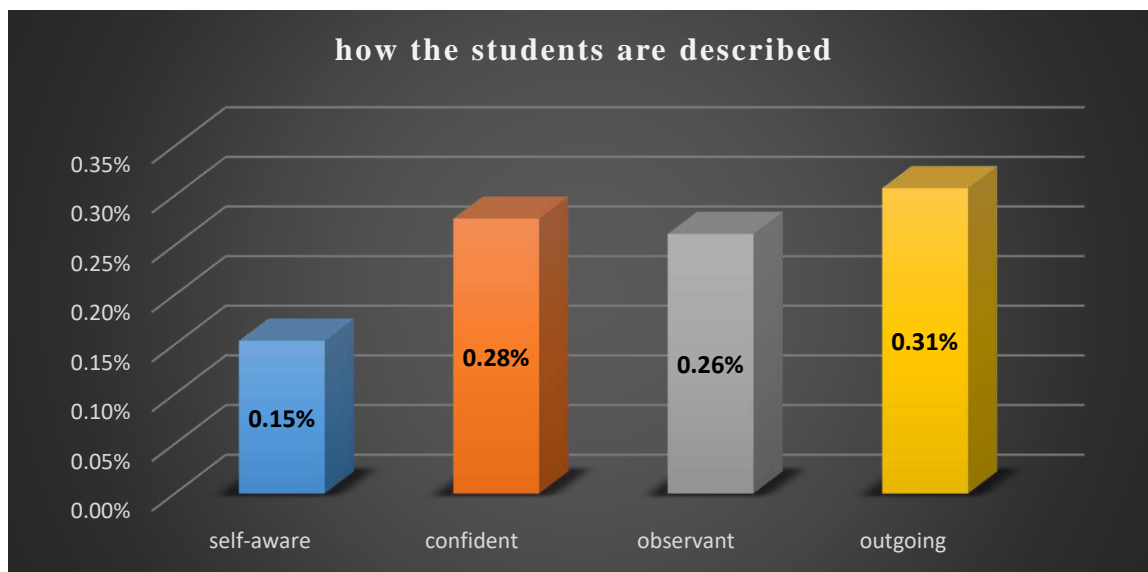
Figure 3.24. How the students are described

Question 20: Do consider yourself as being Introvert or Extrovert?

This question aimed to know students consideration to their own personality trait where (35) subjects stated that they are Extroverted, making up (53.84%) of the whole sample while (30) subjects, making up (46.17%) stated that they consider themselves Introverted.

Table3.29. Student's Consideration of Their Personality

	Extrovert	Introvert	Total
Number	35	30	65
Percentage%	53.84%	46.17%	100%
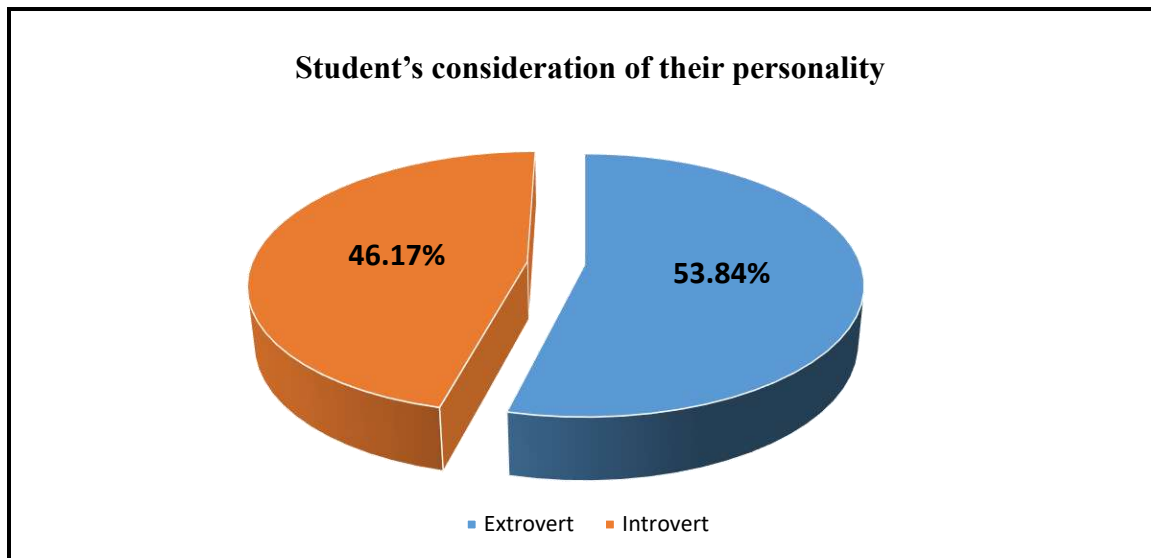
Figure 3.25. Student's consideration of their personality

Question 21: Eysenck's personality test.

Based on the test given in the shape of a table in the questionnaire, we made a standard answer based on the extrovert dimension with a yes or no as shown below, each time the student's answer match the standard answer they get a point, for students with the total of (09) or more are considered extroverts and for those who score (08) or less are considered introverts. With that been

said, the result of personality test of the first year license students can be categorized as the following.

Table 3.30. Score of Student's Personality Test

Students / n°	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total	Category
Stander answer	Yes	no	yes	no	no	yes	yes	no	no	yes	yes	no	no	yes	no	yes	no	9+	Extro
S1	01	00	01	00	00	01	01	00	00	01	01	01	00	01	00	01	01	10	Extro
S2	01	00	00	00	01	00	01	00	01	00	00	01	01	00	00	01	00	07	Intro
S3	00	00	01	00	00	01	01	00	00	00	00	01	00	01	01	00	00	06	Intro
S4	01	01	01	00	00	01	00	01	01	01	01	00	01	00	01	00	00	10	Extro
S5	01	01	01	01	01	00	01	00	00	01	01	01	00	01	01	01	00	12	Extro
S6	01	01	01	01	00	00	01	01	00	00	01	00	00	01	01	01	00	10	Extro
S7	01	01	01	01	01	01	01	00	01	01	00	00	01	01	01	01	00	13	Extro
S8	00	00	01	01	00	00	00	01	00	01	00	00	01	00	00	00	01	06	Intro
S9	00	01	01	00	00	00	01	00	01	00	00	01	00	00	00	01	00	06	Intro
S10	00	00	00	00	01	00	00	01	00	01	01	00	00	00	01	00	00	05	Intro
S11	01	01	01	00	00	01	00	01	01	01	00	00	00	01	00	01	01	10	Extro
S12	01	01	01	01	00	01	00	01	01	01	00	00	01	01	01	01	00	12	Extro
S13	01	01	00	00	01	00	00	01	01	00	00	01	01	01	00	00	00	08	Intro
S14	00	01	01	01	00	01	01	00	00	01	01	01	01	00	00	00	01	10	Extro
S15	00	00	01	00	01	01	01	00	01	01	01	01	01	01	00	00	00	10	Extro
S16	01	00	00	00	01	00	00	00	01	01	01	01	00	00	00	00	00	06	Intro
S17	00	01	00	01	00	00	00	01	01	00	00	01	01	01	01	00	00	08	Intro
S18	01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	16	Extro

S19	00	01	00	01	01	01	01	00	00	01	01	00	01	01	01	00	01	11	Extro
S20	01	01	00	01	00	01	01	00	01	00	00	01	01	01	01	00	00	10	Extro
S21	01	00	00	00	01	00	00	01	01	00	00	00	00	00	01	00	01	05	Intro
S22	00	00	01	00	00	00	00	00	01	00	00	00	01	00	00	00	01	04	Intro
S23	00	01	01	01	00	01	01	01	00	00	01	00	01	01	00	01	01	11	Extro
S24	01	01	01	01	00	01	01	01	01	01	01	00	00	01	01	00	01	13	Extro
S25	01	00	01	01	01	01	01	00	01	01	01	00	01	01	01	01	01	14	Extro
S26	01	00	00	01	00	00	01	00	00	00	01	00	01	00	00	00	00	05	Intro
S27	01	00	00	01	00	01	01	00	00	01	00	00	01	00	01	00	00	07	Intro
S28	00	01	00	01	01	00	01	01	01	00	00	01	01	00	00	01	01	10	Extro
S29	01	01	00	00	00	01	00	01	01	00	01	00	00	01	01	00	01	09	Extro
S30	01	01	01	00	01	00	01	01	01	00	01	01	01	01	00	01	00	12	Extro
S31	00	00	00	00	01	00	00	00	00	01	00	00	00	01	00	00	00	03	Intro
S32	01	01	00	00	01	01	01	00	01	01	01	00	00	01	01	00	00	10	Extro
S33	01	01	01	00	01	01	00	00	01	01	00	01	01	00	01	01	01	12	Extro
S34	01	01	01	01	01	00	01	01	01	00	01	01	01	00	01	01	01	14	Extro
S35	00	00	01	00	00	01	00	00	00	00	01	01	00	01	01	00	00	06	Intro
S36	01	01	01	00	00	01	01	00	01	01	01	01	00	00	01	01	01	12	Extro
S37	00	00	01	01	00	00	00	00	01	00	01	00	00	00	00	00	01	05	Intro
S38	01	01	01	01	00	00	00	01	01	01	01	00	01	01	00	00	01	11	Extro
S39	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	17	Extro
S40	01	01	01	00	00	01	01	01	00	01	01	01	00	00	01	01	00	11	Extro
S41	00	00	00	00	00	00	00	01	00	00	00	01	00	00	00	00	00	02	Intro
S42	01	01	01	00	00	01	01	01	00	00	01	01	01	00	00	01	01	11	Extro
S43	00	01	01	00	00	01	00	00	00	01	00	00	00	01	01	00	00	06	Intro
S44	00	00	00	01	01	01	00	00	00	01	00	00	01	00	00	01	00	06	Intro

S45	01	01	01	01	01	00	01	01	01	01	00	00	01	00	00	01	01	12	Extro
S46	00	00	00	00	00	00	01	00	00	00	01	01	00	00	01	00	00	04	Intro
S47	00	01	01	01	01	01	00	01	01	01	01	01	01	01	00	01	01	14	Extro
S48	01	00	01	01	00	01	01	01	01	01	00	01	01	01	01	01	00	13	Extro
S49	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	Intro
S50	01	00	01	00	00	00	01	00	01	00	00	01	00	00	01	00	00	06	Intro
S51	00	01	01	01	01	01	00	00	01	01	01	00	00	01	01	01	01	12	Extro
S52	00	01	01	00	01	00	01	01	00	00	00	00	01	01	00	00	01	08	Intro
S53	00	01	00	01	00	01	01	01	00	01	01	00	01	00	01	01	00	10	Extro
S54	00	01	00	00	00	00	00	00	01	01	00	00	00	01	00	00	01	05	Intro
S55	01	01	01	00	01	01	00	01	00	00	01	01	01	01	00	01	00	11	Extro
S56	01	01	01	01	01	00	01	01	01	01	01	01	01	00	01	01	01	15	Extro
S57	01	00	01	00	00	00	00	00	00	01	01	00	00	00	00	00	00	04	Intro
S58	00	00	01	00	01	00	00	00	00	00	01	01	01	00	00	00	01	06	Intro
S59	00	01	01	01	01	00	01	01	01	00	01	01	01	01	00	00	01	12	Extro
S60	01	01	00	00	00	00	00	00	01	00	00	01	01	00	00	01	01	07	Intro
S61	01	00	01	00	00	00	00	01	01	00	00	01	01	01	01	00	00	08	Intro
S62	01	00	01	01	01	01	00	00	01	01	01	00	01	00	01	01	00	11	Extro
S63	00	01	01	00	01	01	00	00	01	01	00	01	00	01	01	00	00	09	Extro
S64	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	01	Intro
S65	00	01	01	00	01	01	00	00	01	01	00	01	01	00	01	00	01	10	Extro

Based on the table and the graph below the total number of introverted students is (28), making up (43.07%) divided into two sub categories, extremely introvert with the number of(12), making up (18.46%) and introvert with the number of (16) student, making up (24.61%), while the majority of students' number is presented by extroverts with the total of (37) students, making up

(56.92%) also divided into two sub categories, extroverts with the most number of students (31), making up (47.69 %) and the last category with the least number of students (6), making up (9.23%) indicated that they are extremely extroverts .

Table 3.31. The Distribution of Students Personality Test Scores

N°	Score	Frequency	Category	Percentage%
1	00-05	12	Extremely Introvert	18.46%
2	06-08	16	Introvert	24.61%
3	09-13	31	Extrovert	47.69%
4	14-17	6	Extremely Extrovert	9.23%
	Total 65			100%
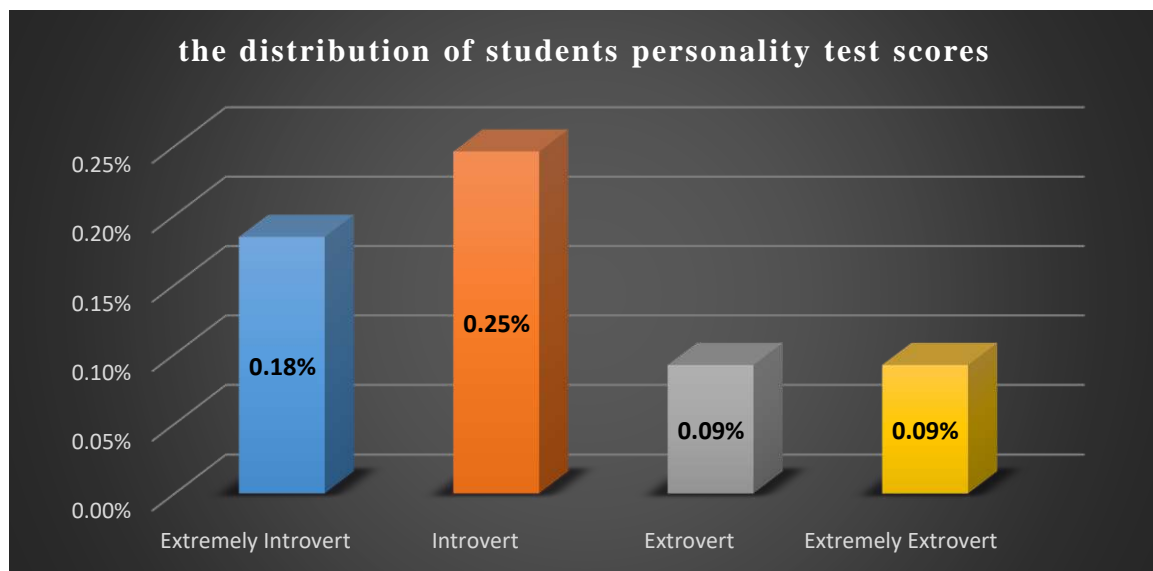
Figure 3.26. The distribution of students personality test scores

3.4.5. Description of Teachers' Questionnaire

Section 01: Background information (Q1toQ3)

Question 01: Gender

That table and the graph below shows that the majority or our sample is represented by female teacher's occupying 3/4, making up (75%) while there is only one male teacher occupying 1/4, making up (25%) of the whole sample .

Table3.32. Teachers' Gender

Gender	Male	Female	Total
Number	1	3	4
%	25%	75%	100
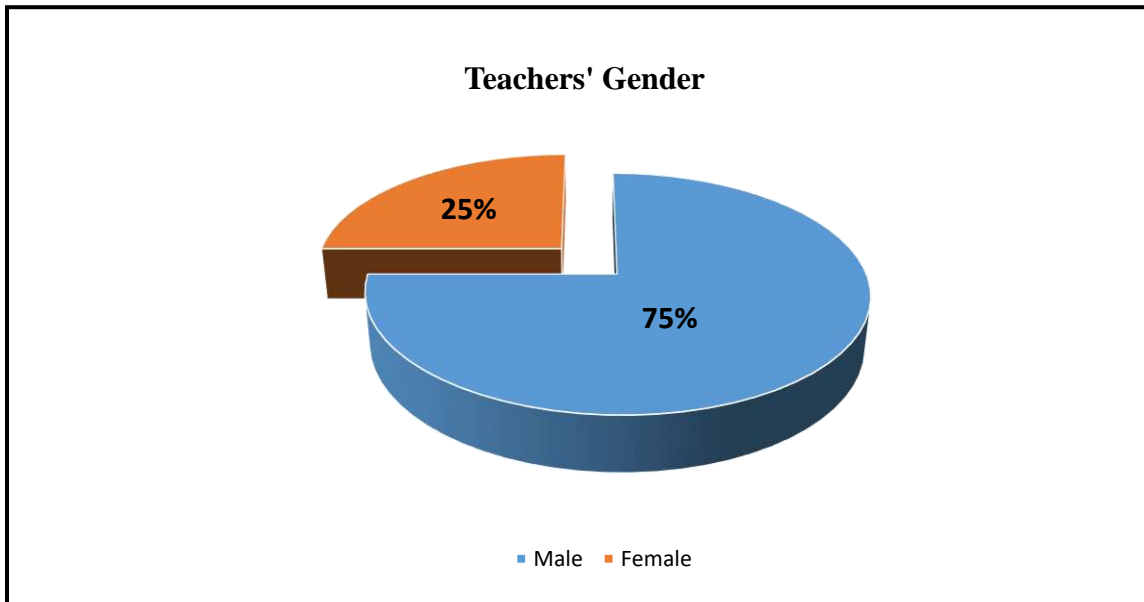
Figure 3.27. Teachers' Gender

Question 02: Degree of qualification

The data, in the table below, indicates that (3) teachers, making up (75%), have a PhD degree, and (1) teacher, making up (25%) have a Magister degree**.**

Table3.33.Teachers' Degree

Degree	Master	Magister	PhD	Total
Number	0%	1	3	4
%	0%	25%	75%	100%
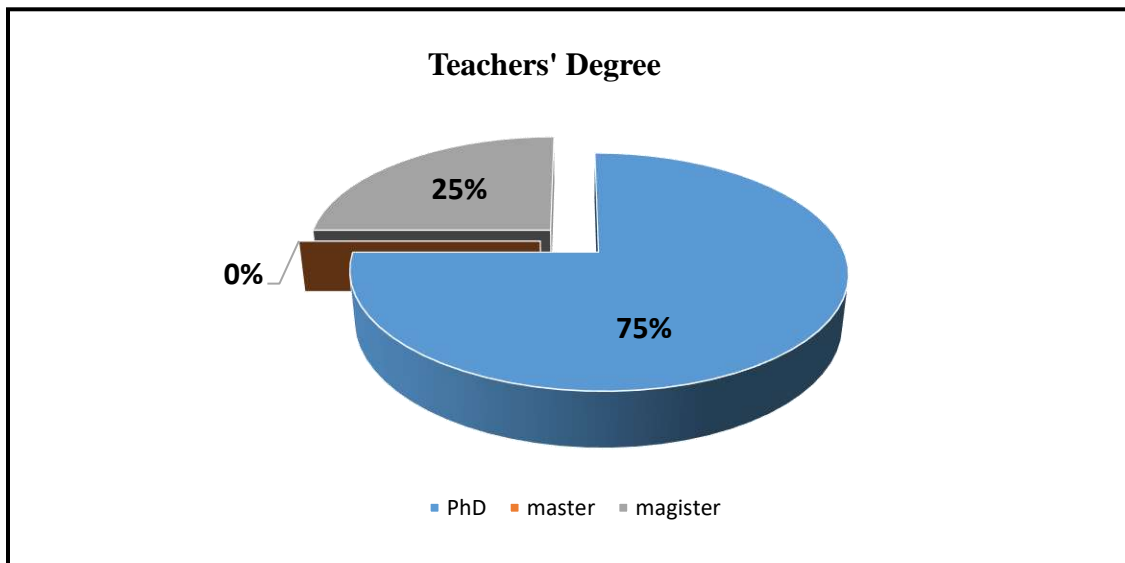
Figure 3.28. Teachers' Degree

Question 03: How long have you been teaching English at the University?

In this question, the teachers are asked about the years that they had spent in teaching English in the university. From the table, it is displayed that one teacher, making up (25%), teach English less than 10 years. While, two (2) teachers, making up (50%) stats that they teach English in the university for period between 10-20 years. Last, one teacher, making up (25%), asserts that he spent more than 20 years.

Table 3.34. Number of Years Spent in Teaching English in the University

Years	1-10	10-20	More than 20	Total
Number	1	2	1	4
%	25%	50%	25%	100%
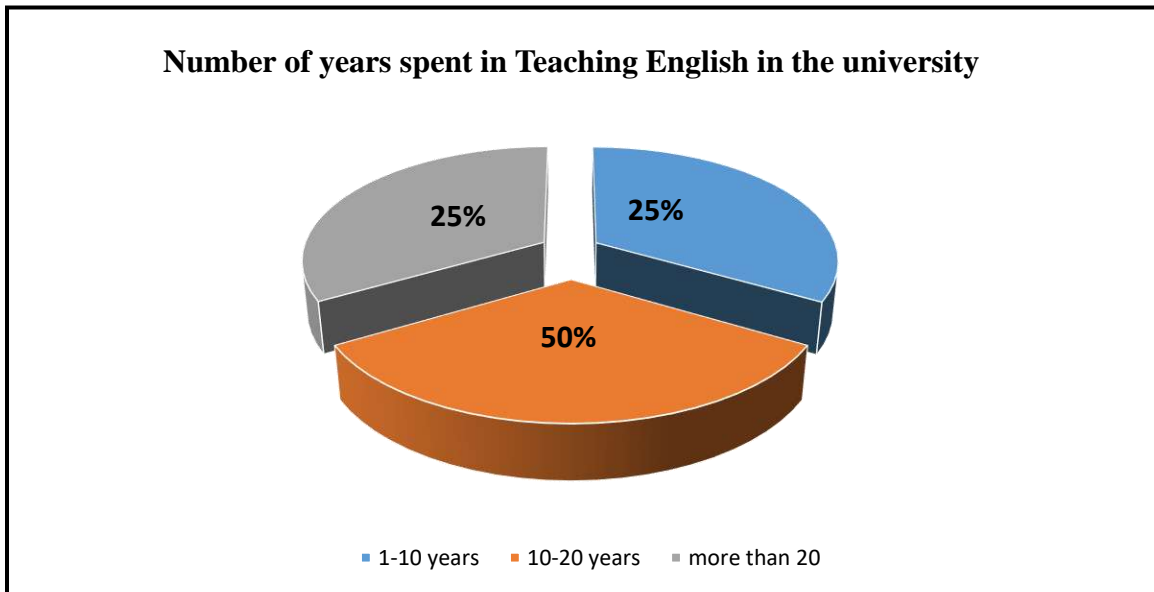
Figure 3.29. Number of Years Spent in Teaching English in the University

Section 02: Teaching Oral expression (Q4toQ10)

Question 04: How long have you been teaching oral expression?

As seen in the table and the graph below, teachers' answers concerning this question reveal that (2) teachers, making up (50%), have an experience in teaching oral less than 5 years. While, one (01) teacher, making up (25%), states that she teach oral subject for period between 5-10 years. Last, one teacher, making up (25%) asserts that she spent more than 10 years.

Table 3.35. Number of Years Spent in Teaching Oral

Years	**1-5**	**5-10**	**More than 10**	**Total**
Number	2	1	1	4
%	**50%**	**25%**	**25%**	**100%**
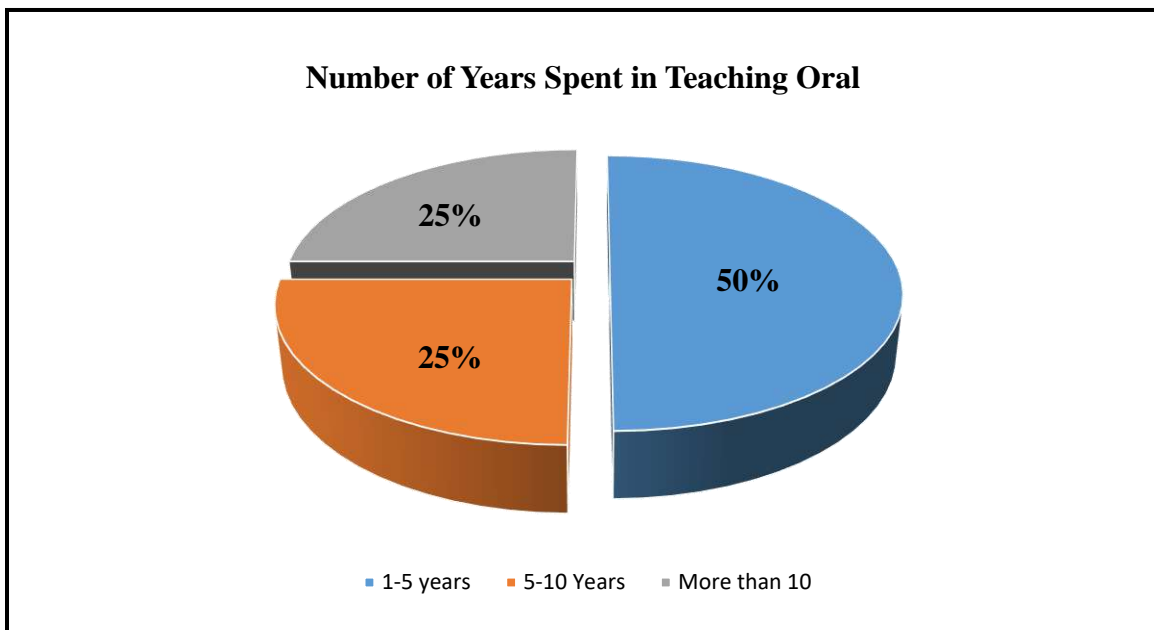
Figure 3.30. Number of years Spent in Teaching Oral

Question 05: As a teacher of oral expression, do you think that speaking is important in language teaching?

The findings in the table below, demonstrates that all teachers who take part in the questionnaire (100%) agree upon the idea that speaking is important in language teaching.

Table 3.36. Teachers' Opinions about the Importance of Speaking in Language Teaching

	Yes	No	Total
Number	4	0	4
%	100%	0%	100%
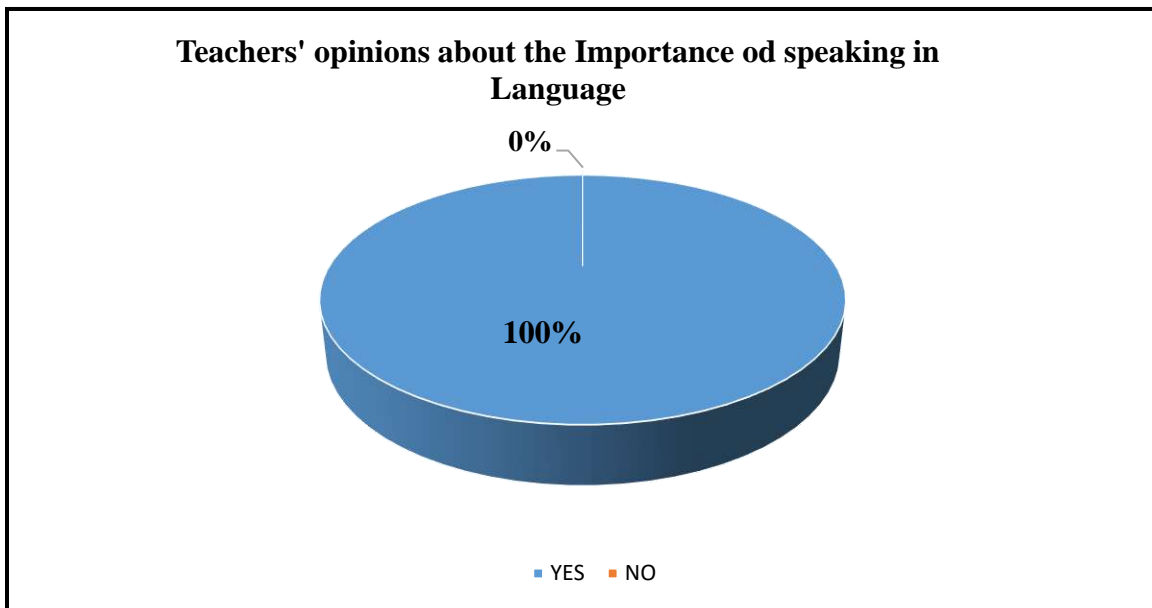
Figure 3.31. Teachers' Opinions about the Importance of Speaking in Language Teaching

- **Teachers' justification to their choices**

In this question, teachers are asked to justify their answers regarding (Q5) whether or not reading is important in language teaching. They believe that teaching a foreign language implies teaching the four skills, that is to say, listening, reading, speaking, and writing are integral and completing each other. Moreover, the speaking skill is important to language teaching, because it develops students' communicative skills, help them voice their minds and express themselves linguistically, also obtaining this skill give students knowledge after graduation.

Question 06: Do you think time allocated to the oral expression course is sufficient for helping students to develop their speaking proficiency?

As shown in the table and the graph below, half of the teachers (50%) see that time allocated to oral-expression course is insufficient for achieving the objectives of the course, while the other half (50%) think that it is sufficient. This indicates there is a conflict of opinion about whether the time of oral expression sessions is enough for students to obtain the skill or not.

Table 3.37. Time Sufficiency for Teaching Oral Expression

	Yes	No	Total
Number	2	2	4
%	50%	50%	100%
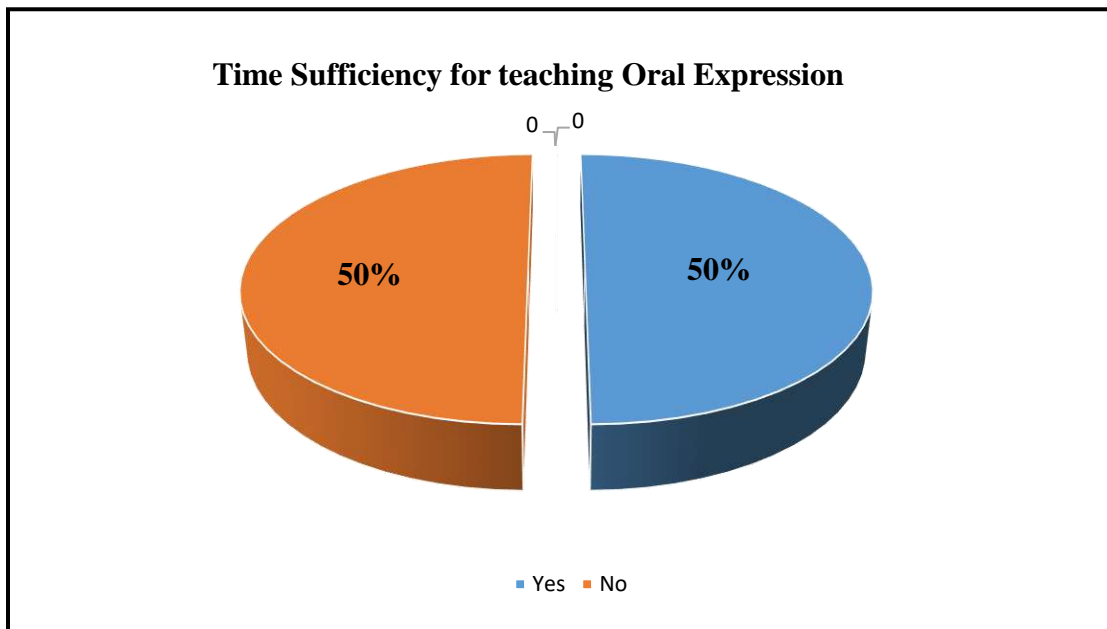
Figure 3.32. Time Sufficiency for Teaching Oral Expression

Question 07: what have been your major challenges since you started teaching oral expression?

The main challenges that teachers have faced since they have started teaching oral expression can be summarized as follows:

- Lack of motivation and practice: most of teachers claimed that their main challenge in teaching oral expression is that students are not motivated to speak and don't practice the language outside the classroom.

- Shyness, anxiety, and lack of self-esteem: most of students are shy and anxious, and are usually afraid of making mistakes.

- Difficulties in finding the right activities and tasks that correspond to students' level.

- Students' absence

Question 08: Do you encourage your students to speak?

From the table and the graph below, we can infer that all oral expression teachers encourage their students to speak.

Table 3.38. Encouraging Students to Speak

	Yes	No	Total
Number	4	0	4
%	100%	0%	100%

Encouraging students to speak

0%

100%

Yes   No
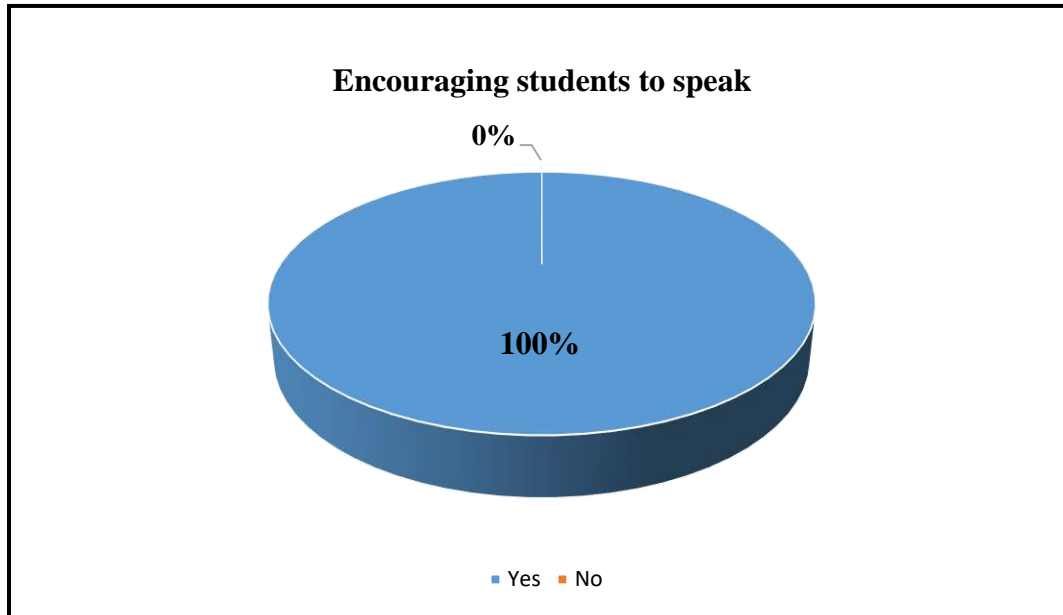
Figure 3.33. Encouraging students to speak

- The teachers where asked to justify if they answered yes on how they encourage their students speak. Where they listed a number of ways and techniques that they have been using along their teaching journey.

• Checking their interests and strong points.

• Designing activities that encourage them (in pairs or in group)

• Including fun and humor

• Encouraging them by saying the phrase "it is easy", "don't be ashamed", "don't be shy".

• Making sure of getting in touch with the students outside the classroom through social media.

• Encouraging them to speak in public.

Question 09: how often do your students participate in the oral expression class?

By this question, the teachers are asked to evaluate the frequency of their students' participation in the oral expression class. The teachers' answers vary between "always" (25%) and "often" (75%). While rarely (0), and never (0) were excluded.

Table 3.39. Frequency of Students' Participation in the Oral Expression Class

	Always	Often	Rarely	Never	Total
Number	1	3	0	0	4
%	**25%**	**75%**	**00%**	**00%**	**100%**
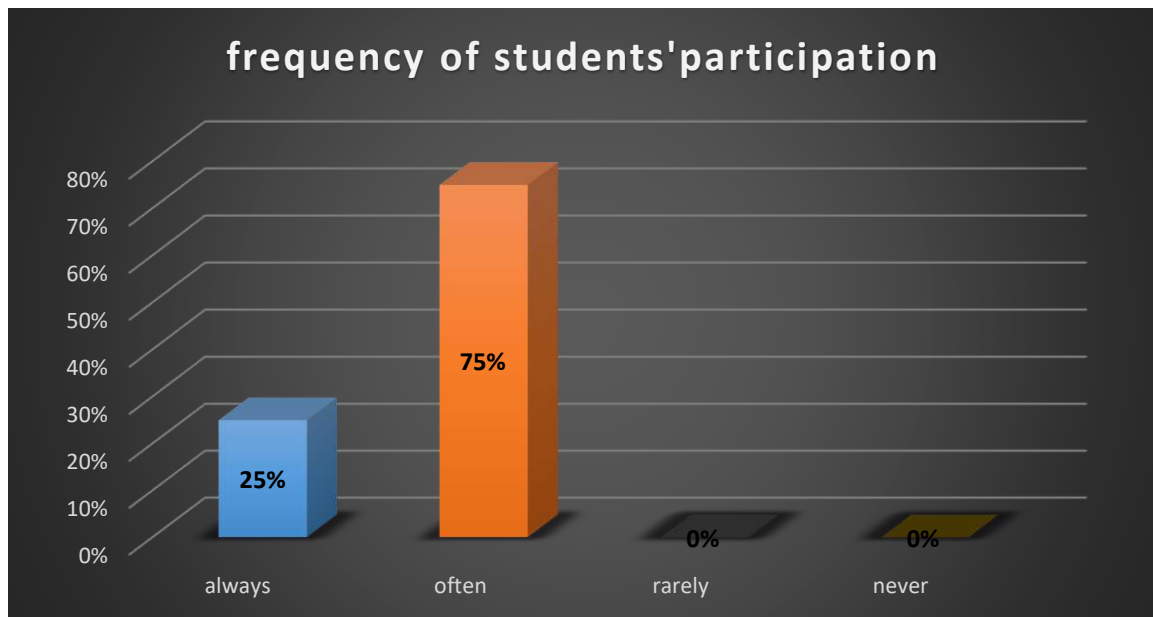
Figure 3.34. Frequency of students' Participation in the oral expression class

Section 03: Teachers' attitudes towards the effect of extraversion-introversion personality trait on the speaking skill (Q10toQ19)

Question 10: Do you think they participate because:

The teachers got provided with three closed options to choose from when they were asked this question, yet none of the them chose a specific answer and justified their choice with it depends

on each student and each topic. It can be understood from this that there is no right answer to why students participate in the classroom because some can just be motivated to learn and some can be interested or familiar only with the presented topic.

Question 11: what does the term "extrovert" means to you?

The effective teacher is the one who knows his/her students" personality and how to deal with them according to his or her personality. The question is open- ended; it aims at knowing how teachers define extroverts. The answers were as follow:

- An extrovert is a person who is not afraid of telling people what he thinks.

- An extrovert is a person who is open to everyone.

- An extrovert student is a student who is open, ready to collaborate, and does not require many motivational strategies.

Question 12: How do you identify an introvert student?

Introversion is a personality trait which focus on internal feelings rather than on external sources of stimulation. The question above is open-ended question. It sought to find how teachers identify and describe introvert students. The teachers characterize introverts as follows:

- An introvert student prefer to do individual work rather than pair or group work.

- Introvert is the one who feels shy to express him/herself and reluctant in the classroom.

- Introvert is the one who has hidden potentials and skills but s/he avoids speaking; they prefer to express themselves in written words.

Question 13: Do you think that the English syllabus is designed more for introverts or extroverts?

This question aims to determine whether the English syllabus is designed more for both introverts and extroverts or not. The participants answered as follows:

- The English syllabus focuses only on extroverts because it's easier to deal with them and because introverts represents the minority.

- Not really, English syllabus are not designed for introverts; however some teachers are conscious and they know how to cope with introverts.

- It is mainly designed for extroverts because the speaking skill is an oral skill and extroverts are known to be orally active.

- For extroverts because the whole environment of studying in a college requires interaction with others weather students or teachers they were.

Question 14: Are you satisfied of both extroverts and introverts feedback?

When teachers were asked whether they were satisfied with both extroverted and introverted students' feedback half of them(50%) answered with yes and the other half(50%) answered with no as it was demonstrated in the table and the graph below.

Table 3.40. Teachers' Satisfaction with their students' feedback.

	Yes	No	Total
Number	2	2	4
%	50%	50%	100%
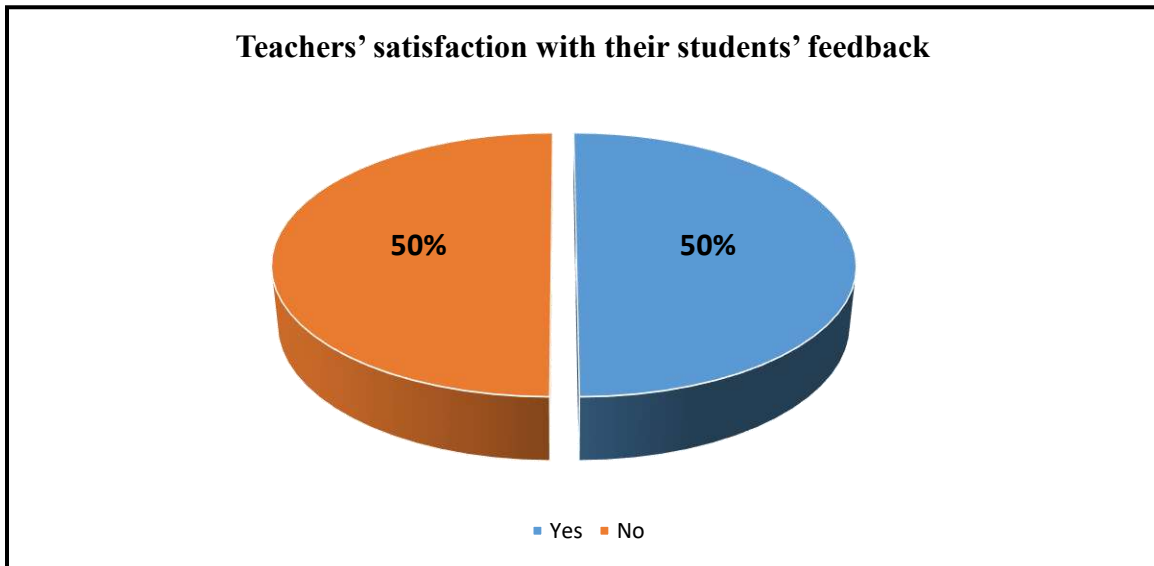
Figure 3.35. Teachers' satisfaction with their students' feedback

- **Teacher's justification of their choices.**

The teachers further justified their choices to weather they are satisfied with both extroverts and introverts feedback or not. And they answered as following:

➢ Extroverts interact more in the classroom and are more prone to learn than introverts.

➢ Students' positive feedback is dependent on the teacher (good teaching breeds good feedback).

➢ Introverts will gain confidence with time while extroverts' confidence will exceed to be snobbery.

➢ Teachers should always be satisfied with any sort of feedback.

➢ The nature of the course demands more than then linguistics competence. (I.e. nonverbal skills).

Question 15: What are the difficulties faced by both introvert and extrovert students when speaking?

The question is open-ended question, it aimed at knowing what are the difficulties faced by introverts and extroverts when they speak English language. The participants answered the questions as follows:

Introverts:

- Fear of making mistakes

- Lack of motivation

- Lack of fluency

- Fear of negative judgments

- They avoid eye contact and face to face conversation

Extroverts:

- Monopoly of the flour

- Wanting to speak all the time even if on the expense of their colleagues

- Rushing to speak instead of focusing on listening carefully

- Grammar mistakes

- Going far from the topic

Question 16: which strategies do you use to overcome those difficulties?

Teachers are responsible to help both personalities to overcome their speaking difficulties. This question seeks to know the strategies that teachers use, and they can be listed as the following.

For extroverts:

- Asking them to think before they leap.

- Telling them to precise and concise.

- Trying to challenge their opinions with others or with what others may not dare to say.

- Giving them more challenging activities.

For introverts:

- Invite introverts to participate and speak but not forcing them.

- Motivate them through group and pair work and through encouragement and reward.

- Encourage them to work collaboratively and show them the importance of pair and group work.

- Dedicate time to talk to them in private and try to understand their state of mind.

- Give them time to write and organize their thoughts.

Question 17: According to you how introverts should be challenged to speak in the classroom? (How to motivate them?)

Introverts stay quiet during classroom discussions; they rarely speak and participate. Teachers are responsible for encouraging them to speak up in the classroom. This question aimed to know how teachers motivate introverts to speak. The participants replied as follows:

- Motivate them through rewards and adding extra marks for their participation.

- Push them to work inside and outside the classroom; by using social media to boost them forward.

- Motivate them through their colleagues, by telling them that "I'm sure that I will find the answer with (introvert student), I'm sure he knows the answer."

- Choosing the best activities and strategies that account for their personality and topics that these students can relate to.

Question 18: what are the kind of activities do you focus on?

When teachers were asked which kind of activities they prefer individual work, pair work or group work they once again did not choose a specific answer stating that they use all three types of activities depending on the aim of the current lesson.

Additional question: would you like to add any comment or suggestion.

In this question, the teachers are requested to add any comment or suggestion. They propose to implement more pair/group work activities and to add interesting topics for students to motivate them to participate and interact as well as giving them the opportunity to use the language with their classmates in the classroom, also should support collaborative teaching and cooperation with teachers of different subjects for the designing of oral syllabus.

3.5. Discussing Findings:

The obtained results from the Quasi-experimental method, students' questionnaire, and teachers' questionnaire declare important information. It confirms the alternative hypothesis of the current study which stated that if extraversion-introversion personalities are highlighted, students' speaking skills would be enhanced. From the analysis of the pre-post test results, students' post-test scores have been improved with a comparison to the pre-test. The reason behind this

development is the continuous use of speaking activities and strategies that are based on students' personalities specifically extroverts and introverts students. Moreover, this improvement confirms that the consideration of students' personalities in the classroom has a great role in enhancing their speaking skill and easing the learning process. Additionally, the analysis of students' questionnaire provides different information about first year LMD students' attitudes toward oral expression and their speaking difficulties.

Furthermore, the analysis of the teachers' questionnaire reveals their attitudes towards teaching oral expression in general and their attitudes towards the effect of extraversion-introversion personality trait on the speaking skill. Moreover, the teachers' answers reflect their opinions about oral expression and represent their suggestions to help the students to overcome their speaking difficulties.

Conclusion

At the end, this chapter tackles the research design and tools. It provides full information about the target population and the research instruments including pre-post tests, students' questionnaire, and teachers' questionnaire. Furthermore, this chapter presents a detailed description of the classroom treatment and all the above mentioned research instruments. Also, it draws attention to the administration of research tools and analysis of the findings. Therefore, the analysis of both classroom treatment, the teachers' and students' questionnaires plus the two tests performed would go hand in hand with our assumptions.

Last, it reveals the teachers' responses, the participants' answers, and ends with a discussion of the findings.

General Conclusion

1. Summary of major findings

The main aim of this study is to find answers to the research questions. Accordingly, the objective behind this work is to investigate the effect of the extraversion-introversion personality type on speaking skills in oral expression classes and to find out whether there is a significant difference between extrovert and introvert students in their speaking skill. The case study was conducted at the Department of Letters and languages at the University of Algiers 2. One hundred and forty (140) first year students of English who represent the sample of the study, where females students are more than male students.

In order to explore the significant associations that exists between the understanding of students' personalities in the classroom and enhancing their speaking ability. first, a pre-test and a questionnaire was administered to students before the treatment, which aims to measure the current level of students on their speaking skill and assure if there is a major influence of personality on students speaking skill or not. Followed by a treatment that took a place in the Department of letters and languages, University of Abou El Kacem Saàdallah, Algiers, Algeria, within the academic year 2022/2023 for four training sessions. Students were observed and taught through the implementation of a number of activities and strategies that related to extraversion-introversion personality type. And a post-test that aims to investigate the development of extrovert and introvert students in mastering the speaking skill.

Concerning the second questionnaire, it was administered to oral expression teachers within the same year, with the purpose of investigating their attitudes towards the effect of extraversion-introversion personality types on the learning process in oral expression classes. The analyses of the teachers' questionnaire shows that the teachers affirm that student's personality traits plays a fundamental role to determinate their speaking level in oral expression classes. It effects their use

of the language in different social interactions whether in the classroom with their teachers and classmates or outside the classroom, and they mentioned that the understanding of these personalities would help the teaching and the learning process. The teachers propose to implement more pair/group work activities and to add interesting topics for students to motivate them to participate and interact as well as giving them the opportunity to use the language with their classmates in the classroom, also should support collaborative teaching and cooperation with teachers of different subjects for the designing of oral syllabus.

Based on the current findings, this study was successful in answering the research questions and confirming the alternative hypotheses of the research: there is a positive significant correlation between the two variables. In other words, if Extraversion-Introversion Personalities are highlighted, students' speaking skills would be enhanced.

2. Recommendation for Further Research

The speaking skill is known to be one of the hardest language skills to teach, it requires a considerable amount of effort, time and interaction with the students. Moreover, the teacher needs to achieve balanced participation when dealing with students with different personalities in the classroom, make sure to give all students equal chances to participate and create fair evaluation for both types. For this reason a number of strategies, activities, techniques, and tips are recommended as following:

- Teachers need to provide opportunities for students to choose the topic of their interest. Moreover, they need to limit their intervention and error correction to the maximum and free the scene for their students to communicate by providing them with real situations that draw their attention and interest.

- Teachers should reduce their class speaking time and give more chances to students to talk especially those who face problems in expressing themselves in the target language.

- Teachers must grade their students' participation considering their personality types.

- Teachers should include more one-on-one discussions and independent work on projects to give introverted students the chance to show their real speaking ability.

- when assigning group work to the class teachers should avoid putting extroverts and introverts In the same group because extroverted students will dominate the whole group and leave to chance for introverted students to shine instead the teacher should put introverted students with students they are familiar with to create a comfortable work environment

- Teachers should consider implementing some activities to promote their students' oral production specially introverted students' such as role-play, storytelling, and story completion activities.

- Teachers must use creative ways and techniques to motivate and include all students in the learning process. These are some effective techniques and strategies suggested by Catapano (2014).

  - Round the room sharing: where the teacher go around the entire classroom (u shape or a circle) instead of waiting for volunteers when asking a question.

  - Seminar discussion: asking students to prepare notes or ideas about the next topic in advance and then the teacher seat them together in a discussion or a debate to increase their communication with others.

  - Using games: teachers should use more educational games in the classroom because it combines fun and learning. It makes students want to participate more and give them equal chances due to the distribution or rules in the game.

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Appendices

Appendix I

Pre-test scores and percentage of the Control group

Students component	Grammar & accuracy	Vocabulary & accuracy	Correct pronunciation	Richness of ideas	Fluency	Pre-test Scores	Percentage of the correct answers
S 1	3	3	1	0	3	10/20	50%
S 2	3	3	1	0	3	10/20	50%
S 3	2	2	4	0	0	8/20	40%
S4	2	3	2	1	3	11/20	55%
S5	2	2	1	1	1	7/20	45%
S6	3	3	1	0	3	10/20	50%
S7	3	3	3	3	3	15/20	75%
S8	1	2.5	2	1	2	8.5/20	42.5%
S9	3	3	1	0	3	10/20	50%
S10	2	3	2	3	1	11/20	55%
S11	2.5	3	2	3	3	13.5/20	67.5%
S12	0	0	0	0	0	0/20	0%
S13	3	3	1	0	3	10/20	50%
S14	3.5	3	3	3	3	15.5/20	77.5%
S15	2	2	1	1	1	7/20	35%
S16	3	4	3	3	3	16/20	80%
S17	0	0	2	2	0	4/20	20%
S18	2.5	2	2	1	2	9.5/20	47.5%

S19	3	3	1	0	3	10/20	50%
S20	3	2	2	4	3	14/20	70%
S21	3	2	2	1	3	11/20	55%
S22	0	0	0	1	0	1/20	10%
S23	2	2	2	1	2	9/20	45%
S24	3	3	1	0	3	10/20	50%
S25	2	3	2	1.5	3	11.5/20	57.5%
S26	2.5	4	3	1	2	12.5/20	62.5%
S27	3	3	2	0	2.5	10.5/20	52.5%
S28	1	1	2	0	1	5/20	25%
S29	4	3	4	4	3	18/20	90%
S30	2	4	3	1	2	12/20	60%
S31	4	2	3	1	2	12/20	60%
S32	2.5	3	2	4	3	13.5/20	67.5%
S33	2	2	4	0	0	8/20	40%
S34	1	1	2	0	1	5/20	25%
S35	2	3	2	1.5	3	11.5/20	57.5%
S36	3	3	1	0	3	10/20	50%
S37	3	3	1	0	3	10/20	50%
S38	2	2	2	1	2	9/20	45%
S39	2	4	3	1	2	12/20	60%
S40	2	3	2	1.5	3	11.5/20	57.5%

S41	3	3	3	3	3	15/20	75%
S42	3.5	3	3	3	3	15.5/20	77.5%
S43	2.5	3	2.25	3	3	13.75/20	68.75%
S44	2	3	2	1	3	11/20	55%
S45	1.5	2	2	0	1	6.5/20	17.5%
S46	2	2	4	0	0	8/20	40%
S47	3	3	1	0	3	10/20	50%
S48	3	3	2	0	2.5	10.5/20	52.5%
S49	3.5	4	3	3	3	16.5/20	82.5%
S50	2	2	3	3	3	13/20	65%
S51	0	0	2	2	0	4/20	20%
S52	2	3	2	1	3	11/20	55%
S53	3	3.5	3	3	3	15.5/20	77.5%
S54	2	3	2	1.5	3	11.5/20	57.5%
S55	3.5	4	3	4	3	17/20	85%
S56	3	3	3	3	3	15/20	75%
S57	3	4	3	0	2	12/20	60%
S58	4	3	3	0	2	12/20	60%
S59	2.5	3	2	3	3	13.5/20	67.5%
S60	2	2	2	2	2	10/20	50%
S61	2	3	2	1.5	3	11.5/20	57.5%
S62	3	4	3	0	2	12/20	60%

S63	3	3	2	1.25	2	11.25/20	56.25%
S64	3	3	2	0	2.5	10.5/20	52.5%
S65	1.5	2	2	0	1	6.5/20	32.5%
S66	2	2	4	0	0	8/20	40%
S67	2	2	2	2	2	10/20	50%
S68	2	2	1	1	1	7/20	35%
S69	2	2.5	2	1	2	8.5/20	42.5%
S70	2	1	3	3	2.5	11.5/20	57.5%
S71	3	3	1	0	3	10/20	50%
S72	2	4	3	1	2	12/20	60%
S73	3	3	4	4	3	17/20	85%
S74	2	2	2	4	3	14/20	70%
S75	1	1	2	0	1	5/20	25%

Appendix II

Post-test scores and percentage of the control group

Students component	Grammar & accuracy	Vocabulary & accuracy	Correct pronunciation	Richness of ideas	Fluency	Pre-test Scores	Percentage of the correct answers
S 1	2	1	3	3	2.5	11.5/20	57.5%
S 2	2	2	2	1	2	9/20	45%
S 3	1	2.5	2	1	2	8.5/20	42.5%
S4	2	4	3	1	2	12/20	60%
S5	2	2	1	1	1	7/20	35%
S6	3	3	2	0	2.5	10.5/20	52.5%
S7	4	3	3	3	3	16/20	80%
S8	2	2	1	1	1	7/20	35%
S9	2	3	2	1	3	11/20	55%
S10	2	3	2	1	3	11/20	55%
S11	2.5	3	2.25	3	3	13.75/20	68.75%
S12	0	0	0	0	0	0/20	0%
S13	2	2	4	0	0	8/20	40%
S14	3	4	3	3	3	16/20	80%
S15	1	2	2	0	1	6/20	30%
S16	3.5	4	3	3	3	16.5/20	82.5%
S17	1	1	2	0	1	5/20	25%
S18	2	2	4	0	0	8/20	40%

S19	3	3	1	0	3	10/20	50%
S20	2	3	2	3	3	13/20	65%
S21	2	1	3	3	2.5	11.5/20	57.5%
S22	0	0	0	0	0	0/20	0%
S23	2	2	1	1	1	7/20	35%
S24	2	3	2	1	3	11/20	55%
S25	2	3	2	1	3	11/20	55%
S26	2	4	3	1	2	12/20	60%
S27	2	3	2	1	3	11/20	55%
S28	0	0	2	0	1	3/20	15%
S29	3	4	3	4	3	17/20	85%
S30	2	2	3	3	3	13/20	65%
S31	2	2	3	3	3	13/20	65%
S32	2	4	3	1	3	12/20	60%
S33	2	2	1	1	1	7/20	45%
S34	0	0	0	1	0	1/20	10%
S35	2	4	3	1	3	12/20	60%
S36	3	3	1	0	3	10/20	50%
S37	3	3	1	0	3	10/20	50%
S38	2	2.5	2	1	2	9.5/20	47.5%
S39	2	1	3	3	2.5	11.5/20	57.5%
S40	2	3	2	1	3	11/20	55%

S41	3	3.5	3	3	3	15.5/20	77.5%
S42	3	3	3	3	3	15/20	75%
S43	2	2	3	3	3	13/20	65%
S44	3	3	1	0	3	10/20	50%
S45	1.5	2	2	0	1	6.5/20	32.5%
S46	2	2	1	1	1	7/20	45%
S47	3	3	1	0	3	10/20	50%
S48	2	3	2	1	3	11/20	55%
S49	3	3	3	3	3	15/20	75%
S50	2	2	3	3	3	13/20	65%
S51	1	1	2	0	1	5/20	25%
S52	3	3	2	0	2.5	10.5/20	52.5%
S53	3	3	3	3	3	15/20	75%
S54	3	3	2	0	2.5	10.5/20	52.5%
S55	3	4	3	3	3	16/20	80%
S56	3.5	3	3	3	3	15.5/20	77.5%
S57	3	3	3	3	3	15/20	75%
S58	2	3	2	1	3	11/20	55%
S59	2	3	2	4	3	14/20	70%
S60	3	3	1	0	3	10/20	50%
S61	2	3	2	1	3	11/20	55%
S62	2	4	3	1	2	12/20	60%

S63	2	3	2	1	3	11/20	55%
S64	3	3	1	0	3	10/20	50%
S65	2	2	1	1	1	7/20	45%
S66	1	1	2	0	1	5/20	25%
S67	2	3	2	1	3	11/20	55%
S68	3	3	1	0	3	10/20	50%
S69	2	3	2	1	3	11/20	55%
S70	2	3	2	1	3	11/20	55%
S71	3	3	2	0	2.5	10.5/20	52.5%
S72	2	4	3	1	2	12/20	60%
S73	4	3	4	4	3	18/20	90%
S74	2	3	2	3	3	13/20	65%
S75	1	1	2	0	1	5/20	25%

Appendix III

Students' Questionnaire

Dear students,

The presented questionnaire aims to investigate the effect of extraversion-introversion personality on speaking skills in oral expression classes. You are kindly asked to answer the following questions by putting a tick (✓) in the appropriate box, or by answering the questions given. Know that this is not a test; there are no right or wrong answers so please give your honest answer, thank you.

We inform you that your answer will be absolutely remain confidently.

Section one: Personal information about the students.

Q1: Specify your gender.   a- Male ☐   b-female ☐

Q2: Stream of your study in secondary school education:

  a- science fields   ☐

  b- Foreign languages   ☐

  c- Literature   ☐

Q3: How many years have you been studying English language. (Repeated years are included)

……………………………………………………………………………………………

Q4: How do you rate your level in English?

  a- poor   ☐

  b- Average   ☐

  c- Good   ☐

  d- very good   ☐

Q5: Does your level enable you to express yourself orally:

     a- yes   ☐   b- no   ☐

Section two: The students' attitude towards oral expression and the speaking skill.

Q6: How many oral expression sessions you attend in the week:

   a- one session   ☐

   b- Two sessions   ☐

Q7: Do you think that is sufficient.

     a- yes   ☐   b- no   ☐

Q8: How often do you participate in oral expression session?

   a- always   ☐

   b- Often   ☐

   c- Sometimes   ☐

   d- Rarely   ☐

   e- Never   ☐

Q9: In the classroom, your teacher is:

a- talkative   ☐   b- average   ☐   c- less talkative   ☐

Q10: How often does your teacher invites you to speak:

   a- always   ☐

   b- Often   ☐

   c- Sometimes   ☐

   d- Rarely   ☐

   e- Never   ☐

Q11: Who does most of the talking in the classroom?

a- the teacher

b- The student

c- Both

Q12: Do you feel anxious whenever you interact in oral expression classes:

a- yes   b- no

* If yes, how often?

a- all the time

b- Most of the time

c- Sometimes

d- Rarely

Q13: Which of the following abstract may prevent you from interacting:

a- inhabitation because of stress

b- Nothing to say about the chosen topic

c- Mother tongue use

d- Shyness

e- All the above

Q14: How often does your teacher encourage your oral fluency and correct your mistakes:

a- always

b- Sometimes

c- Never

Q15: Does your teacher give you more time to express your opinion:

a- yes   b- no

Q16: Do you think adding more oral sessions would be helpful to improve your speaking skill?

………

………

……………………..

Q17: Is choosing exciting and interesting topics or activities such as doing play by your teacher will motivate students to speak and interact more in oral sessions?

………

………

…………………………

Q18: In your opinion, would group work help the students who does not interact to interact more in oral sessions?

………

………

…………………….....

Section three: Students' personality types.

Q19: What word would people close to you use to describe you?

    a- self-aware   [   ]

    b- Confident   [   ]

    c- Observant   [   ]

    d- Outgoing   [   ]

Q20: Do u consider yourself as being Introvert or extrovert?

    a- Introvert   [   ]

    b- Extrovert   [   ]

Q21: Put a slash (/) for the correct answer based on yourself.

N°	Questions	No	Yes
1	Do you generally do and say things quickly without stopping to think?		
2	Do you prefer reading to meeting people?		
3	Do you consider yourself a talkative person?		
4	Do u prefer to have a few but special friends?		
5	If there is something, you want to know about, would you rather look it up in a book than talk to someone about it?		
6	Can u usually let yourself go and enjoy yourself to a lively party?		
7	Are you a person who is very easy to express your emotions?		
8	Do you need a long time to start working or doing your assignments?		
9	Do u like to have time to be alone with your thoughts?		
10	Do you often forget little things that you supposed to do?		
11	Do you usually like work that involves action rather than profound thoughts and study?		
12	If I say I will do something I always keep my promise		
13	Do you like planning things well ahead of time?		
14	Do you have many hobbies?		
15	Do you consider yourself as being careful in new situation?		
16	Are you a big risk taker?		
17	When you are angry with someone, do you wait until you cool off?		

Thanks for your participation ☺

Appendix VI

Teachers' Questionnaire

Dear teachers,

The presented questionnaire aims to investigate the effect of extraversion-introversion personality on speaking skills in oral expression classes. Our study will be on first year EFL students at the University of Algiers 2. Therefore, you are kindly asked to answer the following questions by putting a tick (✓) in the appropriate box, or by answering the questions given.

Section one: Background information

Q1: Specify your gender.   a- Male   ☐   b-female   ☐

Q2: Degree of qualifications: a- Master   ☐

b- Magister   ☐

c- PHD   ☐

Q3: How long have you been teaching English at the university?

-……………………………………..

Section two: Teaching oral expression.

Q4: How long have you been teaching oral expression course?

-……………………………………

Q5: As a teacher of oral expression, do you think that speaking is important in language teaching?

Yes   ☐   No   ☐

*Justify please …………………………………………… ………………………….
…………………………………………………………………………………………

Q6: Do you think the time allocated to the oral expression course is sufficient for helping students to develop their speaking proficiency?

Yes   ☐   No   ☐

Q7: What have been your major challenges since you started teaching oral expression?

a-

………

………

b-

………

………

c-

………

………

Q8: Do you encourage your students to speak?   Yes   ☐   No   ☐

*if yes, will you please say
how?..

....

....

Q9: How often do your students participate in the oral expression class?

a- Always   ☐

b- Often   ☐

c- Rarely   ☐

d- Never   ☐

Q10: Do you think they participate because:

a- They are motivated   ☐

b- They are familiar with the topic   ☐

c- The topic got their interest   ☐

Section three: teachers' attitude towards the effect of extraversion-introversion personality trait on the speaking skill.

Q11: what does the term "extrovert" means to you?

………

……

Q12: How do you identify an introvert student?

………

………

Q13: Do you think the English syllabus is designed more for introverts or extroverts? Justify?

………

………

………

Q14: Are you satisfied of both introverts and extroverts feedback?

Yes ☐ No ☐

*please explain

……

………

Q15: What are the difficulties faced by both introverts and extroverts students when speaking?

Introverts:………………………………………………………………………………………………………

Extroverts:……………………………………………………………………………………………………

Q16: Which strategies do you use to overcome those difficulties?

For introverts:

………..

………

For extroverts:

……

………

Q17: According to you, how should introverts be challenged to speak in the classroom? (How do you motivate them?)

………

………

Q18: What are the kind of activities do you focus on?

a- Individual work ☐

b- Pair work ☐

c- Group work ☐

- Would you like to add any comment or suggestion:

………

………

………

Thank you for your participation

Appendix V

Pre-Test in the speaking skill

Student's family name: …………….

Student's fist name: ………………...

Task: **free topic task**

Pick a topic of your choice and talk about it in no longer than 10 minutes.

Criteria: (4pst each)

Grammar and accuracy	Vocabulary and accuracy	Correct pronunciation	Richness of ideas	Fluency

Appendix VI

Post-Test in the speaking skill

Student's family name: …………….

Student's fist name: ………………...

Task: Retell the story

Give a plot twist ending to the following Disney stories.

A/ Cinderella

B/ Snow white and the seven dwarfs

C/ Rapunzel

D/ The princes and the frog

E/ Beauty and the beast

Criteria: (4pst each)

Grammar and accuracy	Vocabulary and accuracy	Correct pronunciation	Richness of ideas	Fluency

Appendix VII

An example of the scenarios used in pair work / small groups

You are a receptionist at a hotel. A guest in the hotel keep on making complains about everything. You try to be professional and offer the guest solutions. But she/he keeps on making the same complains.

P.S. you offer the guest a refund and ask them to find another hotel.

*Picture this situation and give the appropriate dialog between the student and the teacher in your opinion.

You are a teacher in an English class. All students are working quietly but one student at the back of the classroom is giggling at something on the desk. You go up to them. You talk very seriously but they won't stop giggling.

P.S. The student was looking at the magazine

*Picture this situation and give the appropriate dialog between the teacher and the student in your opinion.

You are a student, you overslept and came late to class. The teacher is very angry with you. You tell your teacher why you are late but she doesn't believe you and kick you out of the class.

P.S. you tell your teacher that there was an accident on the road and you couldn't pass through.

* Picture this situation and give the appropriate dialog between the student and the teacher in your opinion.

A costumer ordered a product online, and they still haven't received it after the expected delivery date. The costumer is angry and demanding a refund. You try to stay patient and keep apologizing to them and try to solve the issue.

P.S. the delivery was resent because the costumer didn't go and take it on time.

*Picture this situation and give the appropriate dialog between you (costumer services) and the customer in your opinion.

الملخص

التحدث مهاره اســـاســـيه من بين المهارات اللغوية الاربع، ويتم وصـــفها على انها قدره الطالب على تحدث اللغة الجديدة بطلاقة وبدقة. لكن هذه المهارة متأثرة بعدد من العوامل التي قد توجد في شـخصـية الطالب نفسـها، حيث يمكن تمييز صـفتين رئيسيتين هما الشـخصيات الانبسـاطية (المنفتحين) والانطوائية. لهذا تهدف الدراسـة الحالية للتحقيق في مدى تأثير الشخصيات الانبساطية والانطوائية على مهاره التحدث في حصص التعبير الشفهي في جامعة ابو القاسم سعد الله، الجزائر، الجزائر، مع عينه من طلبة السـنة الاولى ليسـانس للعام الجامعي 2023_2022.انه من المفترض ان تفهم شـخصيات الطلبة في قاعه الدراسة من شانه ان يعزز قدرتهم على التحدث. بالإضافة الى ذلك انه متوقع ان نتيجة هذه الدراسة ستوفر الاساتذة بطرق لتطبيق تمارين واستراتيجيات أكثر فعالية لتطوير عمليه التعلم وانشاء قاعه دراسية شامله لكل من الطلبة الانطوائيين والمنفتحين. من اجل التحقيق في مدى تأثير شـخصيات الطلبة الانبسـاطية /الانطوائية على مهاراتهم في التحدث، اسـتخدمت هذه الدراسـة طريقه شـبه تجريبية ضـمت 140 طالب مقسـم الى مجموعتين واحدة تجريبية وواحدة ضـابطة. تم اجراء اختبار قبلي واختبار لاحق (بعدي) لقياس المســـتوى الحالي للتلاميذ في مهاراتهم للتحدث وللتحقيق من تطور الطلاب المنفتحين والانطوائيين في اتقان مهاره التحدث. تم اجراء كل من استبيان المعلمين والطلبة للتأكد مما إذا كان هناك تأثير كبير للشخصية على مهارة التحدث لدى الطلاب ام لا. تم اجراء اسـتبيان الطلبة لمعرفة مدى تؤثر شـخصـياتهم على مهاراته في التحدث، بالإضافة الى ذلك تم اجراء استبيان المعلمين لأربعة أساتذة للتعبير الشفهي للتحقيق في موقفهم اتجاه تأثير سمات الشخصية الانبسـاطية والانطوائية على عمليه التعلم في فصـول التعبير الشـفهي. النتائج المتحصـل عليها بعد تحليل اسـتبيان المعلمين واستبيان الطلبة والاختبار القبلي والاختبار البعدي سـار جنبا الى جنب مع فرضيتنا، خلق بيئة محفزه للطلاب يسـاعدهم على تعزيز مهارات التحدث لديهم.

الكلمات المفتاحية: التعبير الشفهي، مهارة التحدث، الانبساطيين(المنفتحين)، الانطوائيين