EXTRAVERSION-INTROVERSION AND THE ORAL PERFORMANCE OF
KOYA UNIVERSITY EFL STUDENTS

A Master's Thesis

by

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ABSTRACT

EXTRAVERSION-INTROVERSION AND THE ORAL PERFORMANCE OF KOYA

UNIVERSITY EFL STUDENTS

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This study explores the relationship between the extraversion-introversion

personality type tendencies of Iraqi college students and their oral proficiency in English as a

Foreign Language (EFL). In this regard, the present study aims to reinvestigate the

correlation between extraversion-introversion and EFL students' oral proficiency represented

by fluency, accuracy, complexity, pronunciation, and global impression. So far, the findings

in previous studies examining the correlation between extraversion-introversion and oral

performance are contradictory.

In order to address this contradiction, the participants were 40 non-native speakers of English who were studying EFL at Koya University's College of languages located in Northern Iraq. They were administered the Eysenck Personality Questionnaire, and interview sessions in which an oral elicitation task was used. During interviewing the participants' speeches were taped and then scored in terms of fluency, accuracy, and complexity. Meanwhile, two PhD non-native speakers of English instructors at the same institution scored the participants pronunciation accuracy and global impression (overall oral production) using 6-point checklists for each. In the analysis, the participants have scores indicating their tendencies towards either extraversion or introversion, and scores for each oral performance components.

The results suggest that there was not a significant correlation between extraversion-introversion and EFL oral performance components, fluency, accuracy, complexity, pronunciation, and global impression. In addition, the correlation coefficient values reveal that there is no relationship between the two variables. These findings are discussed with respect to the previous findings in the same research field.

Key terms: extraversion-introversion, second language learning, and oral performance.

ÖZET

KOYA ÜNİVERSİTESİ EFL ÖĞRENCİLERİNİN DIŞA DÖNÜKLÜK - İÇE DÖNÜKLÜK VE SÖZLÜ PERFORMANSLARI

Rebin A. Aziz

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretim Bölümü

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Bu çalışmada yabancı dil (EFL) olarak dışa dönüklük-Irak üniversite öğrencilerinin içe dönüklük kişilik tipi eğilimleri ve İngilizce sözlü yeterlik arasındaki ilişkiyi araştırmaktadır. Bu bağlamda, bu çalışmada dışa dönüklük-içe dönüklük ve EFL öğrencilerin sözlü yeterlilik arasındaki korelasyon akıcılık, doğruluk tarafından temsil reinvestigate amacı, karmaşıklığı, telaffuz ve genel izlenim. Şimdiye kadar, önceki çalışmalarda dışa dönüklük arasında korelasyon-içe dönüklük ve sözlü performans incelemenin bulguları çelişkilidir.

Amacıyla, katılımcılar 40 sigara olan diller Kuzey Irak'ta bulunan Koya Üniversitesi üniversitede okuyan EFL edildi native speakers of İngilizce edilmiştir ve bu çelişki adresi. Onlar Eysenck Kişilik Ölçeği, ve bir sözlü ortaya çıkarma görevi

kullanılan görüşme seansları uygulandı. Katılımcıların konuşmaları görüşme sırasında ve kaydedilmiş sonra da akıcılık, doğruluk açısından, puan ve karmaşıklığı. Bu arada, iki doktora İngilizce olmayan eğitmenler Ana dili aynı kurumdaki katılımcılar telaffuz doğruluğunu ve global izlenim (genel sözlü üretim) 6-her noktası için denetim listeleri kullanarak attı. Analizde, katılımcıların, puan ya da dışa dönüklük içe dönüklük yolundaki eğilim gösteren ve her sözlü performans bileşenleri için puanları.

Sonuçlar, dışa dönüklük-içe dönüklük ve EFL sözlü performans parçaları, akıcılık, doğruluk arasında anlamlı bir ilişki olmadığını göstermektedir, karmaşıklık, telaffuz ve genel izlenim. Ayrıca, korelasyon katsayısı değerleri orada iki değişken arasında bir ilişki olduğunu ortaya koydu. Bu bulgular, aynı araştırma alanındaki önceki bulguları açısından tartışılır.

Anahtar Kelimeler: Dışa Dönüklük - İçe Dönüklük, İkinci Dil, Sözlü Performans.

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CHAPTER I: INTRODUCTION

Introduction

In recent years, there has been increasing interest in the relationship between personality types and second language learning. Personality types have been studied in terms of their influence on, or correlations with second language learning, especially language learning skills such as, speaking, writing, reading, vocabulary, and grammar. The personality trait extraversion-introversion has received considerable critical attention. Some researchers have found that this personality type has little or no correlation with oral performances of second language learners. However, others have stated that extraversion-introversion correlates significantly with oral performance, especially in terms of fluency, accuracy, complexity, pronunciation, and global impression. In the light of these contradictory results, this study aims to add evidence to one side or the other by reinvestigating the correlation between extraversion-introversion and oral performance.

Background of the Study

.   One significant current discussion in second language education is learning style. People tend to learn languages in different ways. According to Reid (1995) the term learning style refers to an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. Furthermore, James and Gardner (1995) define learning style as the "complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn" (p. 20). Similarly, Griggs

and Dunn (1988) define learning style as the way in which each individual starts to concentrate on, process, and retain new information.

The categories and dimensions of learning styles are varied according to preferences and personality. Keefe (1979) defines learning style under the three broad subheadings of physiological, cognitive, and affective traits. In terms of physiological traits, Reid (1987) identifies the major perceptual style preferences as visual, auditory, and kinesthetic. Lightbown and Spada (1999) identified those people who cannot learn something until they have seen it as visual learners. Others seem to learn when they hear something once. Those learners are called aural learners. Those who prefer to do physical actions in the learning process are called kinesthetic learners

Cognitive learning styles also include several variables. Rod Ellis (1986) defines cognitive learning style as "the manner in which people perceive, conceptualize, organize, and recall information" (p. 114). Ehrman (1996) divided cognitive learning styles into sequential-random, concrete-abstract, global-analytic, and deductive-inductive dimensions. According to Ehrman (1996), the sequential learner wants to learn step by step, that is, following a logical order, usually that provided by a textbook and curriculum. Random learners, in contrast, tend to find their own learning sequence, making connections between new and old knowledge. Ehrman describes a concrete learner as one who "needs direct sensory contact with the language and its meaning" (P. 68). Abstract learners, however, are likely to show a preference for discussion of abstract topics. For the inductive learning style, induction begins with data and seeks the generalizations that can be extracted from them. Deductive processing tests a theory, for instance, a rule or generalization, against the facts (Ehrman, 1996). The global-analytic dimensions are also different. Analytics learn more easily when

information is presented step by step in a sequential pattern, while global learners learn most easily when they understand the concept first and then concentrate on the details (Griggs and Dunn, 1988). According to Ehrman (1996) these bipolar dimensions are interrelated in that, individuals who relate to the first members of the pairs (sequential, concrete, global, and deductive) primarily seek structure and clarity, while those who relate to the second members of the pairs are more comfortable with and seek ambiguity. Similarly, Lightbown and Spada (1999) explain that "learning style distinction between field independent and field dependent learners refers to whether an individual tends to separate details from the general background or to see things more holistically" (p. 58). Thus, these dimensions can be ranged according to the field independence-dependence bipolar measure.

Another way of looking at learning style dimensions is personality styles. These personality characteristics are likely to affect second language learning. Rod Ellis, (1986) states that in general psychology, personality has been studied in terms of a number of personal traits, which are said to constitute the personality of an individual. Several researchers have measured personality styles using a series of dichotomies, seen as poles on continua. For instance, Cattell, Eber, & Tatsuoka (1970) measured personality on a continuum which places cool, shy, and not assertive on one pole, and warm, adventurous, and dominant on the other. Eysenck (1964) also identifies two general traits that are represented as dichotomies: extravert/introvert and neurotic/stable.

It has been argued that extraversion/introversion as a personality trait affects the process of language learning. An extroverted person is identified as being outgoing, adventurous, and a risk-taker, while an introverted person is often seen as

inhibited and reluctant in terms of risk-taking and seeking opportunity for language

practice inside or outside the classroom (Lightbown and Spada, 1999). Krashen (1981)

argues that an outgoing personality may benefit the learner by allowing him to get

more practice in using the second language.

Oral performance is one of the components of second language learning that

has been studied with relation to personality styles. Oral performance refers to second

language learners' performance in speaking. Components of learners' oral

performances such as, fluency, accuracy, and complexity have been studied with

relation to extraversion and introversion. Several studies have been conducted on this

dimension of personality styles in terms of its effects on oral performance components.

For instance, Rossier (1976) found that participants' oral fluency correlated

significantly with extraversion and introversion personality traits, and that extraversion

correlated positively with oral English fluency. However, to measure correlations

between extraversion and oral fluency, accuracy, and complexity, Daele (2005)

conducted a study and discovered that extraversion has little effect on oral speech

production in terms of fluency, complexity, and accuracy. Moreover, Oya, Manalo, &

Greenwood (2004) investigated effects of personality on the oral performance

including fluency, accuracy, and complexity components of Japanese speakers of

English. They found no significant correlations between extraversion and specific

components of participants' oral performance. However, the study found significant

correlation between extraversion and participants' 'global impression', which refers to

speakers' overall oral performance as judged by interviewers.

Another component of oral proficiency was also studied in terms of its

correlations with extraversion and introversion. Hassan (2001) also found that

extraversion and introversion are noticeably correlated with pronunciation accuracy, with extraverted students being more accurate in their English language performance than introverted students. However, there has also been research that found a significant negative correlation between extraversion and pronunciation. Busch (1982) conducted a study on introversion-extraversion in relation to EFL proficiency. In the findings of the study, statistical analysis showed that extraversion correlated negatively with pronunciation as a subcomponent of the oral interview. While the study found a higher performance by introverted participants in reading and grammar components, extroverted participants were still found to have higher oral proficiency scores.

So far the studies looking at the correlation between extraversion/introversion and oral performance have found contradictory results. Rossier (1976), found positive correlation between extraversion and oral performance, whereas, Daele (2005), and Oya, Manalo, and Greenwood (2004) found that extraversion did not correlate positively with oral performance. The studies looking at pronunciation also found contradictory results. Busch (1982) found that extraversion correlated negatively with pronunciation, while Hassan (2001) found that extraversion correlated positively with pronunciation. Finally, it is worthwhile to say that due to contradictory findings on the correlations between extraversion/introversion and oral performance including fluency, accuracy, complexity, pronunciation, and global impression, another study should be conducted to look at the correlation between personality trait extraversion-introversion and second language learners' oral performance.

Statement of the Problem

In recent years, there has been an increasing interest in studying the personality traits of extraversion-introversion in relation to second language learners' oral

performance. In Hassan (2001), extraverted students were found to be more accurate in their English language pronunciation than introverted students. However, Busch (1982) found significant negative correlation between extraversion and pronunciation of Japanese EFL students. Daele (2005) investigated oral proficiency of Dutch-speaking secondary school students learning both English and French, and found that extraversion has little effect on oral speech production. Oya, Manalo and Greenwood (2004), however, found significant correlation between extraversion and raters' global impression of participant's oral performance. Due to this lack of clarity in the findings so far, another study is needed to add evidence to one side or another over the findings between extraversion/introversion and oral performance.

At Koya University in northern Iraq students in the Department of English language usually have problems with their English language oral performance. The department syllabi consist of literature studies (short story, drama, and novel), and linguistics (grammar, syntax, pragmatics, and vocabulary) to provide students with adequate English language input to successfully learn the language. Students are also provided with opportunities to speak with native speakers of English language. Extra courses are open to them during which they communicate with natives using the L2. Despite these opportunities, some students are more successful than others with respect to oral performance. From this point, I decided to investigate student's personality types in accordance with their oral performance, because their personality might have affected their way of benefiting from the existing language learning sources and opportunities.

Research Questions

1. What is the distribution of extraversion-introversion personality types among students learning English as a foreign language at Koya University's department of English language?

2. What is the relationship between these students' oral performance in English as a second language and their personality types (extravert-introvert)?

Significance of the Study

EFL Students' language performance has been investigated in accordance with their personality types. However there is a need for reinvestigating the influence of students' personality types on their oral performance due to contradictory findings on the correlation of extraversion/introversion with oral performance. This study will attempt to add evidence to one side or the other over the findings in the correlation between extraversion/introversion and oral performance. This study might contribute to the literature by providing additional data and analysis on this relationship, and add to attempts to clarify the correlation between extraversion-introversion and students' oral performance.

This study will explore the relationship between students` oral performance and their personality types. It will be beneficial for the students in general to gain insight into possible contributing factors to their own oral performance in English language, and therefore make better decisions on how to enhance their performance. EFL teachers will also benefit from the results of this study to decide how to implement their teaching goals in accordance with students` varying levels of English language oral proficiency and their personality styles. On the local level, the results will help teachers decide how best to direct their teaching styles and goals to the curricula and to

understand reasons behind student's various oral performance. This study intends to become a pathway for further studies in finding the influence of personality types on the other components of language learning skills.

Conclusion

In this chapter, the background of the study, statement of the study, significance of the study, and research questions has been presented. The next chapter reviews literature on the correlation between extraversion-introversion and oral performance components, fluency, accuracy, complexity, pronunciation, and global impression. The third chapter, the research methodology is presented. The fourth chapter presents data analysis and procedures and findings. Finally, the fifth chapter presents the findings with discussions, pedagogical implications, limitations of the study and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

Introduction

In this chapter, the literature on personality styles, extraversion-introversion and its relationship to different aspects of second language learning will be reviewed. In the first section, the literature on learning style dimensions will be reviewed. In the first sub-section, the definition of personality styles and their assessment will be discussed. In the second sub-section, extraversion-introversion will be focused on. In the second section, the link between personality styles and language learning will be discussed, and the focus will be narrowed down to the assessment of oral performance in the first sub-section. Finally, in the second sub-section, the relationship between oral performance and personality styles will be discussed.

Learning Style Dimensions

In the field of second language learning, learning styles have been thought of as a key factor in learning a new language successfully. Learners have clear preferences for how they go about learning a new language. There are many definitions of learning styles. Dunn and Griggs (1988) defined learning style as "the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (p. 3). Moreover, Reid (1995) stated that the term learning style refers to an individuals' natural, habitual and preferred way of absorbing, processing, and retaining new information and skills. According to Spolsky (1989) learning styles were individuals' identifiable approaches to learning situations. Oxford and Anderson (1995) classified learning styles according to six interrelated aspects: cognitive, executive, affective, social, physiological and

behavioral. Cognitive elements include preferred or habitual patterns of mental functioning, often known as cognitive styles. The executive aspects deal with the degree to which the learner seeks order, organization and manages his or her own learning process. The affective aspects refer to a group of attitudes, beliefs and values that influence what an individual will pay most attention to in a learning environment. The social aspects reflect the preferred extent of involvement with other people while learning. The physiological elements constitute sensory and perceptual tendencies of the learner. The behavioral aspects relate to a tendency or situations compatible with ones' own learning preferences.

Learning styles consist of three broad categories: cognitive, perceptual, and personality styles. Cognitive styles refer to the manner in which learners perceive, organize, and recall information (Ellis, 1986). Various classifications have been made to categorize the most important cognitive styles. Ehrman (1996) classified them as sequential-random, concrete-abstract, global-analytic, field-dependent versus field-independent, intuitive-random, and concrete-sequential. Nelson (1995) described a global learner as a person who begins with the whole picture, while the analytic learner begins with the separate parts and pieces them to make a whole. Worthley (1987) explained field-independent learners as those who prefer to compete and gain individual recognition, and who are often task oriented. They prefer learning that emphasizes the details of concepts. However, field-dependent learners usually have trouble differentiating specific details in background of information. Such learners are holistic and see themselves as part of a larger universe. According to Oxford and Anderson (1995), intuitive-random learners try to construct a mental model of the second language information. They deal best with the big picture in an abstract mode

and try to find underlying language components. Concrete-sequential learners, on the other hand, prefer language learning materials that involve sound, movement, sight, and touch that can be applied in a concrete, sequential manner.

Perceptual learning styles are another category of learning styles. Perceptual learning styles or sensory preferences refer to learners' preferred way of absorbing, or learning new things through physiological sensory channels. Visual, auditory, and hands-on styles are the primary categories of perceptual styles. Visually oriented students like to read and obtain a great deal of visual stimulation. Lectures and oral direction without visual backup are confusing for them. However, auditory students are comfortable with oral directions and interactions unsupported by visual stimuli. Hands-on or kinesthetic students like to move and enjoy working with tangible objects. They need frequent physical action and dramatic activities (Oxford & Anderson, 1995).

Another category of learning styles is personality style. Personality styles refer to learners' psychological tendencies and behaviors. Originally, personality styles consist of five psychological traits, first introduced by W. T. Norman in 1963 (cited in Daele, 2005). Norman suggested that these traits known as the big five models of personality were agreeableness, conscientiousness, openness to experiences, extraversion, and neuroticism. An agreeable person is known for having compassion, empathy, and caring about others. Conscientious people are known for their preferences for organization, persistence, perfectionism, and integrity. An open person has tolerance for new ideas and new ways of doing things. However, non-agreeable, non-conscientious and closed-nature people are doing contrast to people having conscious, agreeable, and open nature. The remaining two psychological traits, extraversion and neuroticism, appeared also in another model established by the

German psychologist Hans Eysenck (1981). This model collapses these five big styles into three super traits. Eysenck used these three dimensions, Psychoticism, extraversion, and neuroticism in his personality questionnaire that was used to assess personality styles. Psychotics tend to be aggressive, assertive, egocentric, and tough-minded. Extraverted learners are known as social, sensation-seeking, impulsive, risk-taking, and active people. Neurotics are anxious, depressed, and obsessed people. They often feel guilty, have low self esteem, exhibit high level of tension, and lack of autonomy (Daele, 2005). Among these traits of personality styles, extraversion-introversion has received considerable attention in second language research. This primary personality style has been linked to second language learning in the long run. Several researchers have studied this personality trait in relation to second language learning.

Extraversion versus introversion as a significant dimension of personality style is considered to influence classroom management. According to Oxford and Anderson (1995), extraverted learners gain energy and focus from events and people outside of themselves. They enjoy having many friends and they like group work. Extraverted students like English conversation, role-plays and other interactive activities, while introverted learners are stimulated most by their own inner world of ideas and feelings. They have fewer friendships than extraverted students. They prefer to work alone or with someone they know well in a pair. They dislike group work. Overall, an extraverted person has tendencies toward social interaction, adventure, cheerfulness, and activity. However, an introverted person is unsociable, rather quiet, reserved and shy.

Personality Styles

Personality as a term is derived from the Latin word *persona* which referred to a theatrical mask worn in Greek drama by Roman actors before the birth of Christ. Personality has been regarded as a complex universal topic. The term has been defined in terms of popularity and psychology. The popular definition is that the term personality refers to ones' social value. People have personality to the extent that they behave in likable ways. They are charming, generous, and popular. They get along well with others. Personality means being a good conversationalist, witty, socially outgoing, sincere, and inoffensive to others. However, according to this definition, it seems that not everyone has a personality. As far as this definition is concerned, if someone is offensive, and not socially outgoing person does not have personality (Feist, 1990). The other definition of personality holds psychological direction. Feist states that "personality refers to all those relatively permanent traits, dispositions, or characteristics within the individual that give some measure of consistency to that person's behavior" (p. 7). Similarly, the German psychologist Hans Jurgen Eysenck (1970) defined personality as:

> A more or less stable and enduring organization of persons' character, temperament, intellect, and physique, which determine his unique adjustment to the environment. Character denotes a person's more or less stable and enduring system of conative behavior (will); temperament, his more or less stable and enduring system of affective behavior (emotion); intellect, his more or less stable and enduring system of cognitive behavior (intelligence); physique, his more or less stable and enduring system of bodily configuration and neuroendocrine endowment (p. 2).

Edward Sapir (1951) gave a more holistic definition of personality. He defined personality in terms of philosophy, physiology, psychology, psychophysiology, and sociology. As a philosophical concept, personality is defined as the subjective awareness of the self as distinct from other objects of observation. As a physiological

concept, personality is considered as the individual human organism with emphasis on those aspects of behavior which differentiate it from other human organism. In a psychophysical sense, personality refers to the human being conceived as a given totality, at any one time, of physiological and psychological reaction systems. As a sociological term, personality is the totality of those aspects of behavior which give meaning to an individual in society and differentiate him from other members in the community.

Personality has been studied for many years, and many psychologists have investigated types of personality. Hans Eysenck (1975) (cited in Feist, 1990) established a bipolar personality trait, which consist of three super factors, namely, extraversion, neuroticism, and psychoticism. These bipolar personality traits have their opposites. For instance, extraversion is opposite to introversion. Similarly, neuroticism is contrasted to stability, and psychoticism is in contrast to super ego trait. Eysenck (1981) believed that extraverts and introverts are physiologically different from each other. The difference is in the cortical arousal level, which is largely inherited rather than learned. Eysenck found evidence that extraverts are characterized by a lower level of cortical arousal than introverts. Thus, they have higher sensory thresholds that lead to lesser reactions to sensory stimulation. Introverts, on the other hand, are characterized by a higher level of arousal and, thus, having lower sensory thresholds, they experience greater reactions to sensory stimulation. In addition, Feist (1990) explained that introverts with their low sensory threshold have to avoid situations that cause too much excitement in order to maintain an optimal level of stimulation. As a result, introverts avoid activities like wild social events, downhill skiing, sky diving, and competitive sports. However, extraverts are more likely interested in exciting and

stimulating activities, because they have a low level of cortical arousal. This takes a high level of sensory stimulation to cross the threshold and to eventually maintain an optimal level of stimulation.

The second type of personality is neuroticism versus stability. This style also has a strong hereditary component. It has been found that neurotics have a genetic component for anxiety, hysteria, and obsessive-compulsive disorders. This is why neurotics are anxious, depressed, and obsessed people. However a stable person is in contrast to a neurotic person. They are stable rather than anxious, and they are free of depression. The third type of personality is psychoticism. This style, like extraversion and neuroticism, has a strong genetic component. Eysenck (1982) described people with high psychotic scores as egocentric, cold, aggressive, impulsive, hostile, suspicious, and antisocial. However, people with low psychotic scores tend to be emphatic, caring, cooperative, and highly socialized. Hence, Eysenck insists that the traits of extraversion, neuroticism, and psychoticism all have strong hereditary components. Similarly, Feist (1990) concluded that personality traits can be determined by hereditary factors.

Personality styles can be measured by means of questionnaire data. The widely used personality indicator questionnaire is the one established by Hans Eysenck (1981) known as the Eysenck Personality Questionnaire (EPQ). This personality type indicator is used to assess extraversion, neuroticism, and psychoticism. The Eysenck Personality Questionnaire is mostly used to assess influences of, or correlations between extraversion-introversion and second language learning. The EPQ is not used to assess neuroticism and psychoticism as it is widely used to measure extraversion-

introversion and second language learning. Another personality inventory which is used to assess personality styles is (NEO) personality inventory. This personality inventory is used to assess the big five personality factors: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (Costa & McCrae, 1985). Another widely used personality type indicator is the Myers-Briggs type indicator (MBTI). This self-report personality inventory has been widely used in the United States of America and abroad. It is based on Jung's theory of psychological type and his views on perception and judgment. It was then expanded by the work of Isabel Briggs Myers (Myers, 1985). The MBTI tries to identify individuals' basic preferences in terms of extraversion-introversion (EI), sensory perception and intuitive perception (SN). This type is about whether an individual relies primarily on the process of sensing or on the process of intuition. The third type is the thinking judgment-feeling judgment (TF). This refers to the judgment an individual makes when he or she may rely primarily on thinking or on feeling. The last type is the judging-perceiving (JP). It is known as the style of dealing with the outside world in the judging attitude or in the perceptive attitude (Careell, Prince & Astika, 1996).

Extraversion and Introversion

Extraversion-introversion is one of the most widely investigated variables of personality styles. This personality style has been considered to be essential in studying second language learning. A considerable amount of literature has been published on extraversion-introversion. These studies report that this personality style is significantly correlated with second language learning skills. Some researchers found significant positive correlations, while others found significant negative correlations between extraversion-introversion and second language learning

components. The theory of extraversion-introversion comes from the work of Hans Eysenck who contended that the basic difference between extraverts and introverts is biological, rooted in the reticular activating system of the brain. This system, which monitors incoming neural impulses resulting from environmental stimulation, controls the arousal level of the cortex of the brain. Introverts are believed to have higher level of cortical arousal levels cause introverts and extroverts to have different behavioral and attitudinal preferences and tendencies. It was assumed that both groups function best at a moderate level of arousal, extraverts tend to seek stimulation from the environment to increase arousal level while introverts attempt to seek a reduction of stimulation. This exploration of physiological difference between extraversion and introversion gives a clear idea about why an extraverted person is different from an introverted person.

In an attempt to define extraversion and introversion, Depue and Collins (1999, cited in Abali 2006,) gave a definition of this personality style to state the cognitive and psychological point of view on different aspects of extraversion and introversion. They put forward the following definition:

> Extraversion is composed of two major dimensions termed interpersonal engagement and impulsivity. Interpersonal engagement refers to being receptive to the company of others and agency means seeking social dominance and leadership roles, and being motivated to achieve goals. In addition, impulsivity refers to need for excitement and change for risk-taking, adventuresomeness and sensation seeking (p. 13).

However, this definition refers only to the extraversion dimension and does not define introversion. To adequately understand the cognitive definition of extraversion and introversion one might consider the opposite of extraversion definition. A similar cognitive definition of extraversion is the one given by Brown (1993, p. 146) who stated that "extraversion is the extent to which a person has a deep-

seated need to receive enhancement, self-esteem, and a sense of wholeness from other

people as opposed to receiving that affirmation within oneself". Extraversion and

introversion have also been defined in terms of behavior and psychological tendencies.

However, extraversion has been defined alone without defining introversion. Thus, to

understand the differences between extraversion and introversion, Eysenck (1964)

presented the following description of the behavior of a highly extraverted and a highly

introverted person:

> The typical extravert is sociable, likes parties, has many friends, needs to have
> people to talk to, and does not like reading or studying by himself. He craves
> excitement, takes chances, often sticks his neck out, acts on the spur of the
> moment, and is generally an impulsive individual. He is fond of practical jokes,
> always has a ready answer, and generally likes change; he is carefree, easy
> going, optimistic, and likes "to laugh and be merry." He prefers to keep moving
> and doing things, tends to be aggressive and lose his temper quickly; altogether
> his feelings are not kept under his tight control, and he is not always a reliable
> person. The typical introvert is a quiet retiring sort of person, introspective;
> fond of books rather than people; he is reserved and distant except to intimate
> friends. He tends to plan ahead, "looks before he leaps," and distrusts the
> impulse of the moment. He does not like excitement, takes matters of everyday
> life with proper seriousness, and likes a well-ordered mode of life. He keeps his
> feelings under close control, seldom behaves in an aggressive manner, and
> does not lose his temper easily. He is reliable, somewhat pessimistic, and
> places great value on ethical standards (p. 8).

It has been hypothesized that these behaviors of extraverts and introverts might

also correlate with second language learning. Since a typical extravert differs from a

typical introvert in behaviors, these behaviors might correlate differently with second

language learning.

Personality Styles and Language Learning

Recent developments in the field of personality styles have led to a renewed

interest in studying second language learning with regard to learners' psychological

traits. Learner psychological traits have long been investigated in relation to second

language learning, in an attempt to explore the correlations of personality types with second language learning. The issue of personality types and their influence on second language leaning (SLL) has broadened the scope of researching on personality and SLL, because of the controversial results maintained after researching in the long run. Some results show that personality has no or little correlations with SLL, whereas, others found that personality does correlate with SLL. Extraversion-introversion is one of the psychological traits that have been broadly investigated in terms of its influence on second language learners' oral performance, and other language skills. It has been found that this personality trait contributes to the process of SLL, but does not lead to it. In other words, extraverts benefit from being communicative and adventurous, which gives opportunity for more L2 practice, thus they are more successful in oral performance. However, introverts do not behave as extraverts do, and they are rather reserved. This might be the reason behind the introverts' poor L2 oral performance. Although some results show that extraversion is significantly correlated with L2 oral proficiency, introversion also found to be significant in L2 oral performance. As a result of this controversy, the issue is continuously investigated, and there is a consensus that extraverts are good language learners. However, many researchers have reported negative findings on extraversion with morphological and pronunciation accuracy.

It is becoming increasingly difficult to ignore personality styles in second language learning. In the past two decades a number of researchers have examined the effects of personality styles on second language learning. Dewaele and Furnham (1999) stated that the majority of studies on extraversion-introversion and language learning performed by linguists focused on the effect of extraversion on language

learning. In their own study, they measured and compared the performance of language learners from a developmental perspective. Their results were interpreted in normative terms using good and bad as terms for language learners.

In a study that also looked at extraversion-introversion, Ellis (1994) identified two major positions. The first one is that "extraverted learners will do better in acquiring basic interpersonal communication skills" (p. 520). The second one maintains that "introverted learners will do better at developing cognitive academic language ability" (p. 520).

Daele (2005) supported these findings. He stated that although introverts' short term memory is restrained up to five minutes after information input, they can code new material more effectively into long-term memory, due to their higher reticulo-cortical arousal that produces an active memory trace of longer duration. This, as a result makes them the prime candidates for successful learning. Extraverts, on the other hand, have a limited long term-memory or working memory. They might be worse at explicit academic learning, but outperform the introverts on more communicative oral skills. One possible explanation for that might be the extraverts' immediate recall due to their limited long-term memory.

In order to test the hypothesis that students who initiate language interactions are higher achievers in second language learning, Seliger (1977) attempted to determine levels of extraversion-introversion, and relied on classroom observations. He devised an experiment in which six students were observed in a classroom situation. He found that the high input generators scored significantly higher than the low input generators, those students who are passive in language interaction situations.

He concluded that the high input generators tend to learn second language at a faster rate, because they had more contact with second language outside the classroom and utilized opportunities to speak. Thus, extraverts might be considered to be high input generators, because they have an assertive role in language interactions. Introverts, on the other hand, might be the low input generators due to their passive role in language interaction situations.

In another attempt to test the hypothesis that extraverts are more proficient in English, Busch (1982) explored the relationship between extraversion-introversion of Japanese students and their proficiency in English as a foreign language (EFL). It was hypothesized that in an EFL situation, extraverted students would achieve a higher proficiency in English, because they take advantage of the opportunities to receive input in the language. The participants were 80 junior college English students and 105 adult school English students. They took a standardized English test and completed a form, and completed a personality questionnaire. In addition, 45 of the junior college students participated in English oral interviews which were then rated for proficiency by two evaluators. The hypothesis that extraverts are more proficient in English was not supported. Statistical analysis revealed that extraversion correlated significantly negatively with pronunciation, a subcomponent of the oral interview test. On the other hand, introverts tended to have higher scores on the reading and grammar components of the standardized English test.

Similarly, Dewaele and Furnham (1999) noticed that extraversion scores are hardly ever correlated with written language data, but significant correlations appeared between extraversion and oral linguistic material. They stated that those who analyze the link between extraversion and language learning expect extraverts to be better

language learners, because they are linguistically more active outside the classroom than the introverts, thus increasing the amount of input, and comprehensible language output. This allows them to test a great number of hypotheses about the target language and thereby acquire the language more rapidly than introverts. Extraverted learners are thus usually expected to be good language learners. Nevertheless, Daele (2005) argued that the research findings of the limited number of studies that look at the effect of extraversion on various dimensions of second language proficiency remain tentative and cannot be generalized. Similarly, Roger Griffiths (1991) stated that personality variables are currently accorded little importance in research views. This is due to the fact that studies in which the role of personality variables has been investigated in relation to language learning have failed to produce consistently significant findings.

Assessment of Oral Performance

In the field of second language learning acquisition, oral proficiency has been seen as a key factor that signifies learners' ability in learning a target language. Oral performance has been regarded as one of the significant aspects of language learning, because the aim of language itself is to communicate either orally or in written form. The oral performance of second language learners has received significant attention from language research. In the literature there have been many attempts to assess the oral performance of second language learners. The attempts have been made to help both teachers and learners in evaluating oral proficiency and thereby improving it.

The method of assessing oral proficiency varies according to the purpose of the study. However, according to Abali (2006), the overall purpose of oral proficiency assessments is reciprocal. In other words, reciprocal oral tasks were created to provide a context for learners to speak and researchers to assess. For instance, Abali created a

kind of reciprocal task which consisted of a speaking situation for the participants to interact orally. The purpose was to generate an interactive speaking situation between participants and then to assess their verbal production with regard to their interactive behavior. Abali used two speaking tasks, an information-gap and an opinion-gap task. These reciprocal tasks were administered to generate interpersonal interaction. The information-gap task was used as a tool to make students share their information with their partners, while the opinion-gap task differed a bit, because it involved the participants' opinions. For the interactive behavior, Abali assessed the participants' interactive behavior by using the following categories: negotiation of meaning, conversation initiation, topic initiation, restatement, and question-response sequences. Speech production was measured by using the following criteria: length of utterance, filled pauses and self-corrected utterances.

Another way of assessing oral proficiency is using a story retelling task. The story retelling task is also used to provide students with opportunities to speak. The task is first arranged with pictures, and then the participants will be assigned to speak about the story in the picture. Afterwards, the spoken data will be taped to be analyzed in accordance to the purpose of the study (Manalo and Greenwood, 2004).

A third way of oral proficiency assessment is using oral interviews. Oral interviews are also created to assess participants' oral proficiency in terms of fluency and pronunciation. Hassan (2001) used an oral interview task to assess the participants' pronunciation in the target language. In oral interview tasks the judgment are done by special interviewers who are trained and have knowledge about the assessing procedure. They have also no vested interest in the outcome of the study. In the oral performance tasks, participants' oral proficiency is assessed in terms of fluency,

accuracy, complexity, and pronunciation. These elements were regarded as linguistic variables of the target language.

Manalo and Greenwood (2004) measured fluency in terms of speech rate and phonetic devices. Accuracy was measured by sentence clauses and verb types, and complexity by the length of utterances. However, these linguistic variables may vary according to the purpose of the study.

Oral performance has also been linked to the study of personality traits. In the literature there are many research studies which have been conducted on personality types in relation to oral performance. The aim is to highlight the connection between personality types and students' oral performance in the target language. The pedagogical implications of these kinds of studies are to provide opportunities for the improvement of second language acquisition.

<div align="center">Oral Performance and Personality Styles</div>

Most studies in the field of personality styles have focused on oral performance of second language learners. The existing data are rather controversial, and there is no general agreement about the effects of personality styles on oral performance. The personality style that has been most widely studied in relation to oral performance is extraversion-introversion. Researchers have tested oral performance of second language learners in terms of fluency, accuracy, complexity, speech production, pronunciation and overall oral production (global impression). Many researchers have found that extraversion-introversion correlate significantly with second language learners' oral performance. Extraverts were found to be more proficient than introverts. More recently, literature has emerged that offers contradictory findings about

correlation between extraversion-introversion and second language learners' oral performance.

Rossier (1976) attempted to determine whether extraversion-introversion was a significant variable in the learning of English as a second language by Spanish speaking high school students in the United States. A positive correlation was found between extraversion and oral English fluency as judged by three raters when variables representing the written aspects of English and the length of stay in the United States were controlled.

Similarly, Dewaele and Furnham (2000) conducted a study to test the speech production of second language learners in order to investigate a possible correlation between personality style and oral fluency and accuracy. The participants were twenty-five Flemish university students. They had taken French at a high school level for six to eight years. They participated in conversations in interpersonal stressful and neutral situations. The interpersonal stressful situation consisted of an oral exam of about ten minutes. The exam aimed at evaluating the learners' proficiency in the target language. The neutral situation involved conversations between the same researcher and participants in a relaxed atmosphere. It was found that extraverted students achieved greater fluency in an oral production task compared to introverts. They also found a significant relationship between extraversion and speech rates in both formal and informal situations. However, when the relationship between extraversion and hesitation was investigated, they found a significant correlation only in the formal (stressful) situation.

In another study, Vogel and Vogel (1986) investigated 89 German students' oral French interlanguage and found that extraverted students were more fluent in an

oral production task than introverts. They also found that more inhibited speakers had longer pauses in their speech. These studies therefore suggest that extraverted individuals may be more fluent when speaking in a second language.

The exceptions are Busch's (1982) study where no significant relationship was found between extraversion and fluency of Japanese adult students, and Dewaele's (1996) study where no significant relationship was found between extraversion and fluency as measured by the number of filled and empty pauses in speech.

Of the studies investigating accuracy of oral performance, Dewaele and Furnham (2000) tested the correlation between accuracy and extraversion, where accuracy was represented by semantic errors and morpholexical accuracy rates in word usage. The study found that while morpholexical accuracy rates did not correlate significantly with extraversion, semantic errors were found to correlate significantly with extraversion in formal situations. This suggests that extraverted language learners may take risks and therefore commit more semantic errors at least in formal situations.

Where complexity of oral production is concerned, there are also contradictory findings. In their study, Dewaele and Furnham (2000) found that length of utterance was significantly negatively correlated with extraversion. However, Funda Abali (2006) conducted a study to investigate the effect of personality traits extraversion-introversion on verbal and interactive behavior of learners. The participants were nineteen intermediate level students studying English in School of Foreign Languages in Ankara University, Turkey. The students were administered two speaking tasks and an interview. The speaking tasks were created to enhance verbal production on the part of the participants. It was found that while introverts tended to ask questions, extraverted students were inclined to start most of the conversations, introduce new

topics to the speech and make restatements. Regarding speech production, extroverts were found to produce longer sentences, employ more filled pauses and self-corrected utterances, and were more active in their attempts to organize the talk.

In another study to investigate the relationship between personality and anxiety characteristics of Japanese students and their oral performance in English, Manalo and Greenwood (2004) used 73 native-speakers of Japanese who were studying English at various language schools in New Zealand. They were administered a story-retelling task, which was scored in terms of oral fluency, accuracy, complexity, and global impression. The spoken data collected from the story-retelling task were analyzed in terms of fluency, accuracy, and complexity. Fluency was measured by speech rate, number of syllables uttered per second, and also by counting the use of phonetic devices such as 'um' and 'er'. Accuracy was measured by calculating the ratio of correct clauses out of the total number of clauses used, and also by dividing the number of correct verbs by the total number of verbs. Complexity was measured by calculating the number of words per T-unit, which is a measure of the linguistic complexity of sentences, defined as a shortest unit. Contrary to quite a number of previous studies (e.g. Dewaele & Furnham, 2000; J. Rossier, 1976; Vogel & Vogel, 1986), this study found that extraversion did not correlate significantly with fluency, accuracy, or complexity dimensions of the participants' oral performance. Another characteristic that differentiates this study from the previous studies is the investigation of neuroticism as another personality style with oral performance. Similar to the finding on the extraversion and oral performance, neuroticism also did not correlate significantly with accuracy, fluency, or complexity dimensions of participants' oral performance.

Similarly, in another study, Daele (2005) examined the effect of extraversion on L2 oral proficiency. The participants were 25 Dutch-speaking adolescent secondary school students learning both English and French as a foreign language, in secondary school in Flanders, Belgium. The participants' oral speech production in both French and English was tapped by means of an oral retell task based on a wordless picture story. Each recorded oral retelling was measured in terms of fluency, complexity, and accuracy. Although extraverted students outperformed introverted students in terms of lexical complexity in both target languages at the beginning of the study, no effects were found for fluency measures. The influence of extraversion on lexical complexity disappeared for French and even reversed for English at the end of the study. This study also tested the hypothesis that the influence of extraversion as a stable personality trait remains unvarying across different languages. The hypothesis is supported by that the effect of extraversion on the exact same linguistic variable, namely lexical complexity was found in both target languages.

On the studies investigating the relationship between personality styles and pronunciation, Rossier found a positive correlation between extraversion and oral L2 proficiency. However, Busch (1982) reported that extraversion correlated negatively with the pronunciation subcomponent of the oral interview test. However, it was also found that 45 of the junior college Japanese students who had tendencies towards extraversion had higher oral interview scores, except for the pronunciation subcomponent of this oral interview measure.

On the basis of this finding, Hassan (2001) devised a study to investigate the finding that indicated that extraverts were poor in pronunciation. He tested whether this finding was a recurring pattern indicating that poor pronunciation was a

characteristic of extraverts, or was a merely a one-time event that was less likely to occur again. The participants of the study were seventy-one third year English language specialists enrolled in the English department, College of Education, Mansoura University in Egypt. They participated in this study during their English language laboratory hours and during their regular class sessions. It was hypothesized that extraverts might tend to be less accurate in their pronunciation than introverts, and that there might be a significant relationship between extraversion-introversion and English pronunciation accuracy of students. However, it was found that extraverted students were more accurate in their English language pronunciation than introverted students. As for the second hypothesis, extraversion-introversion was found to be positively correlated with English pronunciation accuracy among Arabic speaking Egyptian college students.

Where overall oral L2 production is concerned, Busch (1982) found that the participants who had more tendencies towards extraversion had higher oral interview scores. Similarly, Manalo and Greenwood (2004) found significant correlation between extraversion and global impression scores given by three raters. Their finding suggested that participants who were more extraverted were better in their oral performance during the global impression interview. However, more recently, Daele (2005) found that extraversion has little effect on the oral speech production of Flemish L2 learners of French and English.

Personality styles have undergone intensive investigation by language researchers and received considerable critical attention. The issue of personality styles remains controversial. The studies looking at personality styles and language skills suggest that more studies should be conducted to obtain a valid and reliable outcome

over the contradictory findings in the field. The language skill that correlated with personality styles is oral performance. In the literature there have been considerable numbers of studies published on personality styles and oral performance in second language learning. The studies (e.g. Dewaele & Furnham, 2000; J. Rossier, 1976; Vogel & Vogel, 1986; Hassan, 2001; Abali, 2006) have found significant correlation between extraversion-introversion and participants' oral performance in the target language. Rosier found positive correlation between extraversion and oral English fluency. Dewaele and Furnham found significant correlation between extraversion and students' oral fluency in oral L2 production tasks. Vogel and Vogel noticed that extraverted students display greater fluency in oral production tasks compared to introverts. Hassan has found that extraverted students were more accurate in their English language pronunciation than introverted students. Abali stated that extraverted students were producing longer sentences and introducing new topics to the speech. Extraverts were more active than introverts in their attempts to organize the talk. These studies suggest that extraverted students outperform introverts in oral L2 production tasks. In other words, extraverts are more proficient than introverts in oral L2 performance.

However, there are studies that offer contradictory findings about the correlation between extraversion-introversion and oral L2 performance. The studies of (Busch, 1982; Dewaele, 1996; Manalo & Greenwood. 2004; Daele, 2005) found that extraversion did not correlate significantly with the fluency, accuracy, and complexity dimensions of the participants' oral performance. Busch stated that extraversion correlated negatively with pronunciation. Similarly, Dewaele found no significant relationship between extraversion and fluency. Daele also discovered that extraversion

has no effects on fluency of oral speech production. Moreover, Manalo and Greenwood found that extraversion did not correlate significantly with participants' oral L2 production. However, they stated that their research study was the first study to examine the oral performance and personality styles in the context of Japanese English language learners in an English speaking country.

In addition, most of the studies which are conducted on the correlation between extraversion versus introversion and oral performance had faced some methodological problems. For instance, Busch prefers a relevant situation for direct observation and interviewing participants as a design of data collection to determine the relationship between personality styles and second language learning. Daele also explains that, the elicitation tasks and the conditions in which the learners were participating might not be proper enough in terms of oral tasks, time pressure, and formality. Thus, the results of the study might have been affected by these kinds of mythological issues.

In contrast to the finding over the relationship between personality styles and oral L2 performance, Busch and Manalo and Greenwood also found that the participants who were more extraverted were better in their oral performance during the global impression interview. However, Daele found that extraversion has little effect on oral speech production of L2 learners. As noted earlier, Busch had similar negative results, finding no relationship between extraversion and fluency of Japanese English language learners in Japan. It is therefore possible that the personality dimensions of these students simply have no relationship with their speaking fluency, accuracy, and complexity. On the basis of these findings, it can be hypothesized that looking into these results again might solve the contradiction over the correlation between personality styles and oral L2 performance. That is, the relationship between

extraversion-introversion and oral L2 performance including, fluency, accuracy, complexity, pronunciation, and global impression will be investigated in order to solve the contradiction over the correlation between them.

Conclusion

In this chapter, the two personality traits extraversion versus introversion and the contradictory findings over their influence on L2 oral performance have been discussed considering the research studies. In the following chapter, the research design of the present study, which aims to see the effects of extraversion-introversion on learners' oral L2 performance including fluency, accuracy, complexity, pronunciation, and global impression, will be introduced.

CHAPTER III: METHODOLOGY

Introduction

The study is addressing a gap in the previous findings of studies done in the field of personality traits and oral performance components. The study will look at the correlation between the personality trait extraversion-introversion and oral performance, in an attempt to reinvestigate contradictory findings on extraversion/introversion and oral performance components including fluency, accuracy, complexity, pronunciation, and global impression. This correlational study is designed to answer the intended research questions.

(1) What is the distribution of extraversion -introversion personality types among students learning English as a foreign language at Koya University's Department of English Language?

(2) What is the relationship between these students' oral performance in EFL and their personality types (extravert- introvert)?

In this chapter, information about the setting and participants, instruments, data collection procedure, and data analysis procedures is given.

Setting and Participants

This study was conducted at the Koya University Department of English Language in October 2009. The participants were 4th year college students studying in an English language and literature class. This class was chosen, because necessary data could not be collected from the first and second year students due to their insufficient skill level in speaking. The class included 40 male and female students whose level of English performance was expected to be between upper-intermediate and advanced.

The students generally study for four academic years and then they receive their bachelors' degree. In the English Department, students take different courses as they progress through their program. Students take beginner and elementary-level English in the first year, intermediate in second year, upper-intermediate in third year, and end with the advanced level in fourth year. Within each class, students study different subjects. During these four years, students will be taught writing, reading, speaking, grammar and vocabulary, and listening skills of the language. Students participate in class activities, discussions, homework preparations, paper writing, and other language-related activities. Language testing also covers the topics in the course-books and what has been studied. The course-books themselves constitute the department's syllabi. The syllabi consist of literature subjects like short story, drama, novel, and criticism and linguistics with subjects like grammar, syntax, vocabulary, pragmatics, and others. The subjects are also arranged in accordance with levels of the students in a year. Students participate in discussions and homework preparations, but there are very few other language-related activities like, communicative tasks, pair work, group work and others. The exams in the course also cover the topics in the course-books and what has been studied.

<div align="center">Instruments</div>

In this study, two sets of instruments were used to collect the intended data to answering the research questions. The first instrument was a questionnaire of an extraversion scale, which measures degree of extraversion-introversion, based on the Eysenck Personality Questionnaire (EPQ). The (EPQ) was adapted from a yes/no format to a 5-point likert scale originally used in a study by Eysenck, Eysenck, and Barrett in 1984. The questionnaire includes 23 items and was translated from English

to Kurdish using the back-translation technique (see appendix A). In filling out the questionnaire students needed to express their degree of agreement, disagreement, or neither with the statements based on their personal opinions. This resulted in a range of scores which indicated participants' personality types. For the extroversion-scale questionnaire, initial piloting was done in June 2009 with fourth-year College students from another class not used for the study. Reliability tests were run during the study in October 2009 with the actual participants of the study to check how easily and accurately the participants were able to complete the task.

A second set of data collection instruments was used to analyze elicited speech from participants in order to measure their English language oral performance. This task was developed from the "English Pronunciation Accuracy" instrument used by Hassan (2001). In the task the author of this study spent five minutes with each student asking them to describe their home town/village or give some general information about the College of Languages. Participants' speeches were taped using a tape recorder.

<center>Data Collection Procedure</center>

After locating the EPQ questionnaire and adapting it to meet the requirements of the study, the piloting was also done to ensure that students could understand and answer the questions easily. Following the piloting, the questionnaire was administered to the 40 actual participants of the study. The questionnaire was translated from the original English and was given in Kurdish, the first language of the participants. The questionnaire included 23 items using a 5–point scale format. The participants were given the questionnaires while in class. They were asked to answer the items based on their initial understanding of the questionnaire.

In addition to the data from the questionnaire, participants' speech samples were also collected from interview sessions using a speaking-oriented task. The participants spoke for five minutes about either their hometown/village or the College of Languages. A tape recorder was used to tape their speeches and transcribe participants's oral performance.

Data Analysis

The quantitative data obtained from the questionnaire were analyzed in order to score each participant's personality type. Once students had completed the scale, answers were numerically coded. Each was given a value of 1 through 5, with 5 indicated the highest level of extraversion per item. The statements correlated to introvert behaviors were reverse coded, so that a response which strongly disagreed with an introverted statement was scored as a '1', while one strongly agreeing with an extraverted score was scored as a '5'. Then each participant's answers were collected per item and divided by 23. Thus, participants had scores indicating their degree of extraversion or introversion ranging from a possible low of 1 to a possible high of 5.

Next, an initial global impression scoring was made by two PhD English non-native instructors in the same institution using an overall oral production 6-point scale taken from the Common European Framework (see Appendix E). The same raters rated the participants' degree of pronunciation accuracy by using a 6-point checklist adapted from the "English Pronunciation Accuracy Form" used by Hassan (2001) (see Appendix D). Then, the rater's scores were averaged in an attempt to increase and check the reliability of their ratings. This also provided information on how the raters agreed with each other (see Chapter 4). Thus, participants had score indicating their

pronunciation accuracy and raters' global impressions of the students' overall oral ability.

Following this, the other oral performance components (fluency, accuracy, and complexity) were measured using the participants' speech elicited from the same task using the transcripts. The author of this study did these analyses. For fluency, the participants' average speech rates were measured by calculating the number of syllables uttered per minute. That is, the numbers of syllables they uttered were counted and then were divided by the number of minutes in their utterances. Fillers like "I mean" or "well" were counted as syllables while 'uh' and 'er' were not counted as syllables. In order to determine the participants' level of grammar accuracy, participants' speech was analyzed in terms of the number of verbs they used in obligatory verb-use contexts and then calculating how many of those contexts were filled by a correctly formed verb. Finally, complexity was measured by analyzing participants' speech in terms of number of words and calculating them per T-unit. T-unit is "a measure of the linguistic complexity of sentences, defined as the shortest unit which a sentence can be reduced to and consisting of one independent clause together with whatever dependent clauses is attached to it" (Oya, Manalo, and Greenwood, 2004, p. 847). For measuring participants' speech in terms of oral performance components including fluency, accuracy, and complexity, two minutes of their speeches was analyzed. The two minutes were the second and third minute from the recording.

For the analysis procedure a Spearman correlation was conducted in order to determine the correlation between participants' extraversion-introversion personality type and oral performance components of fluency, accuracy, complexity,

pronunciation, and global impression. This is because the second language learning performance among the students in the intended context is not normally distributed. The dependent variables were each of the participants' oral performance achievement scores on global impression, pronunciation, and oral performance components including fluency, accuracy, complexity, while the independent variable was the extraversion versus introversion scores. The results provide evidence to the debate of whether extraversion-introversion correlates with oral performance, and what kind of correlation there exists between extraversion-introversion and oral performance components, represented by fluency, accuracy, complexity, pronunciation, and global impression.

Conclusion

This chapter included information about the research questions, the setting and participants, instruments, data collection procedure, and a brief explanation of the data analysis procedure. The data analysis results will be discussed in detail in the following chapter.

CHAPTER IV: DATA ANALYSIS

Introduction

The objective of this study was to reinvestigate the correlation between personality type represented by extraversion-introversion and oral performance components including fluency, accuracy, complexity, pronunciation, and global impression. This chapter presents the results of quantitative analysis carried out in order to answer the research questions proposed in the present study: (1) what is the distribution of extraversion-introversion personality types among students learning English as a foreign language at Koya University's Department of English Language?, (2) what is the relationship between these student's oral performance in EFL and their personality types (extravert- introvert)?

In order to answer these two questions, a range of data was collected and analyzed. The results of many of these analyses are included in the tables and discussions which follow.

The College of Languages in Koya University consists of several departments including English, French, Arabic, and Turkish. In the English Department, students take different courses as they progress through their program. Within each class, students study different subjects. The course-books themselves constitute the departments' syllabi. The subjects are also arranged in accordance to levels of the students in a year. The students undergo four years of academic language learning and study. Teachers also depend on the course-books as the curriculum for the whole courses. During these four years, students are taught writing, reading, speaking, grammar and vocabulary, and listening skills of the language.

The data in the present study were collected from fourth year college students. The participants were 40 individuals whose level of English performance was expected to be between upper-intermediate and advanced. The course tends to be teacher centered. That is, in most cases, teachers read or explain the subjects while students listen. Thus, the role of the teachers in class is active and students in contrast are generally inactive. The classes usually consist of male and female students of similar ages.

As for the participants in the present study Tables 1 and 2 summarize the descriptive statistics for the participants in the study.

As indicated in Table 1, there were 12 female participants, and 28 male participants.

Table 1

Gender and Number of the Participants

Gender	Number
Female	12
Male	28

Table 2

Ages of the Participants

	N	Minimum	Maximum	Mean
age	40	20.00	31.00	22.780

Table 2 summarizes the participant's ages. The maximum age for the participants was 31, while the lowest age was 20.

Data Collection Processes and Instruments

Two different processes were used to collect data for the present study. The first

one was the administration of an extraversion-introversion questionnaire to the

students. The second major process included interviewing students, taping their speech

productions, and analyzing the results. For the analysis process there were five

instruments used, including, a pronunciation checklist, a global impression scale, a

fluency scale, an accuracy scale, and a scale for complexity. Each instrument resulted

in a range of scores representing the participants' oral performance and personality

types as well. In these two data collection processes 40 participants were participating

including both males and females. The participants were EFL 4th year students in

College of Languages in Koya University located in Northern Iraq.

The first instrument was an extraversion-introversion questionnaire originally

used in a study by Eysenck, Eysenck, and Barrett in 1984. The author of the present

study turned the questionnaire from yes/no format to 5-point Likert scale including 23

items; 20 for extraversion, and 3 for introversion.

Extraversion-Introversion Questionnaire Piloting (EPQ)

The EPQ was originally created by Hans Eysenck (1964) as a personality type

indicator. The EPQ is used to assess extraversion, neuroticism, and psychoticism. It

has been used in many research studies (Busch, 1982; Daele, 2005; Hassan, 2001). The

EPQ which was used in the present study was piloted for both validity of the

translation and for reliability. At first in order to avoid language problems, the EPQ

was translated-back-translated from English to Kurdish two times by one PhD

instructor specializing in teaching English as a foreign language in the College of

Languages at Koya University.

The 6-point scale EPQ which was used in the piloting process consists of 23 items. Twenty items were positively related to extraversion personality type; the remaining three items were positively related to introversion personality type. These last three items (7, 8, and 12) in the questionnaire were reverse coded due to their negative association with extraversion.

The first piloting was done before conducting the actual collecting of the data presented in this study. The participants in this process were 45 students studying English as a foreign language from a class other than that used for the study. Each was given a questionnaire with instructions. After analyzing the questionnaires and running the reliability analysis the results show that the Cronbach's alpha as shown in the Table 3 is .711 which can be said to be reliable.

Table3

EPQ Reliability Results 1

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.711	.715	23

In the light of this finding, the reliability analysis of the questionnaire was conducted again. This time the actual participants of the present study were participating in the piloting and they were 40 students studying English as a foreign language. The Cronbach's alpha this time was .712 as shown in the Table 4, which appears to be reliable.

Table 4

EPQ Reliability Results 2

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.712	.721	23

During the actual data collection using this 5-point Likert scale 40 participants were participating and then the author of the present study collected the scores for each of them. The participants expressed their degree of agreement, disagreement, or neither with the statements for each item based on the way they felt. The calculating formula was combining all the 23 answers and dividing the combination by 23. Thus, each participant has a score from 1 to 5 indicating his or her degree of extraversion or introversion. The items (7, 8, and 12) were reverse coded due to the dominance of extraversion related items in the scale. See Appendix A and B for the translated and original EPQ. Once the students completed the questionnaire the answers were coded in numbers and each response were given a value of 1 through 5, with 5 indicating the highest level of extraversion per item. The questions indicating introvert behavior were reverse coded so that someone who strongly disagree with the statement and marked a '1' was coded as a '5'.

The second stage of data collection focused upon a speaking-oriented task in which the 40 participants were asked to talk for 5 minutes about either their hometown/village or college of languages (see Appendix C). The author of the present study taped the participants' speech using a digital voice recorder. Each participant was interviewed individually.

The participant's speeches were used for two purposes. The first one was to run a measurement for pronunciation and global impression scorings with two raters. The second was to conduct other measurements for fluency, accuracy, and complexity components of oral performance by the author of the present study.

For the first measurement, two English instructors, who were also PhD students, rated the participants on pronunciation and overall oral production. The raters used a 6-point checklist scale for the pronunciation accuracy as shown in Appendix D. Similarly, they used another 6-point checklist scale to rate the participants overall oral production ability (global impression) as shown in Appendix E. In each scoring process the raters listened to the tapes and then did their ratings. Both scorers scored each participant for both pronunciation and overall oral production. The scores were eventually averaged for both variables.

For the second measurement, the participant's speeches were transcribed (see Appendix F) and analyzed for fluency, accuracy, and complexity. The second and third minute from each recording was selected for analysis. Fluency was measured by calculating the number of syllables uttered per minute, that is, calculating the number of syllables uttered by participants and dividing them by two. Fillers like "I mean" or "well" were counted as syllables while 'uh' and 'er' were not counted as syllables. Similarly, accuracy was measured analyzing the number of verbs used in obligatory verb-use contexts and then calculating how many of those contexts were filled by a correctly formed verb. In analyzing complexity, participant's speeches were analyzed in terms of the number of words and calculating them per T-unit. T-unit is a shortest unit a sentence can be reduced to. That is, the participants' speeches were calculated in terms of the number of words per T-units. For instance in a transcript of a speech

sample, a Participant said: "I am going to talk about that feast that we made this year."

In analyzing the participants' speech sample, it contains two T-units; "I am going to

talk about that feast" and "that we made this year" and thirteen words. The complexity

score for this speech sample was calculated by taking the number of words (thirteen)

and dividing by the number of T-units (two) resulting in a score of 6.5, which indicates

the participants' complexity score. The complexity scores in the study were based on

the participants' two- minute speech samples.

<div align="center">Descriptive Statistics Results</div>

Table 5 summarizes the descriptive statistics for the study sample (40) on both

the extraversion-introversion scale and the English oral performance scores including

fluency, accuracy, complexity, pronunciation, and global impression.

Table 5

Descriptive Statistics for the Different Variables of the Study

variables					
	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	40	2.30	4.00	3.2650	.43119
Fluency	40	62.00	148.00	94.2750	17.23739
Accuracy	40	9.00	40.00	21.3000	6.45775
Complexity	40	6.50	12.90	10.6763	1.53481
Pronunciation scale	40	2.50	5.50	4.0500	.68687
Global impression scale	40	1.00	4.00	2.1875	.84495
Valid N (list-wise)	40				

The highest obtained score on extraversion-introversion scale is 4, while the

lowest obtained score is 2.30. That is, the participant who gets 4 has more tendencies

toward extraversion. However, the participant who gets 2.30 has more tendencies

towards introversion. The standard deviation (SD) value is high indicating that the

participants' scores are spread out over a large range of values. Thus, the answer of the first research question is that participant's personality types are spread out over extraversion and introversion with large ranges of values.

Similarly, the highest obtained score on fluency instruments is 148, whereas, the lowest is 62. The standard deviation value is 17, indicating that the participants' scores are spread out over a large range of values.

The highest score on accuracy is 40, but the lowest is 9. Thus, the standard deviation value is 6.4 indicating that the participant's scores are spread out over a large range of values.

Moreover, the highest obtained score on complexity is 12.90, while the lowest is 6.50. The standard deviation value is 1.53. Similarly, the participant's scores are spread out over a large range of values since SD is high.

As for the averaged pronunciation instrument, the highest obtained score is 5.50, while the lowest is 2.50. The standard deviation value is 0.68. Thus, the participant's scores are spread out over a large range of values since SD is high.

Finally, the highest obtained score on averaged global impression instrument is 4, but the lowest is 1. Thus, the standard deviation value is 1 indicating that it is higher. That is, the scores are spread out over a large range of values.

Normality Distribution Statistical Results
Extraversion-Introversion

The normality distribution significance figure concerning the participants' personality type shows that the data are normally distributed but not significant. That is, the figure .200 is higher than 0.05 which makes are normally distributed, but .200, $P > .05$ it is not significant. Table 6 shows the results.

Table 6

Tests of Normality Distribution on Extraversion-Introversion Scale

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Extraversion	.102	40	.200[*]	.968	40	.302

*. This is a lower bound of the true significance.

In Figure 1, the results concerning the frequency of the participant's scores on the extraversion scale are illustrated. The participants who got 3 to 3.3 on the extraversion scale are the highest in number among all participants. That is, the greatest number of the paticipants' scores fell within the 3.0, 3.1, and 3.3 ranges.

Figure 1

Frequency of the Participants' Scores on Extraversion Scale
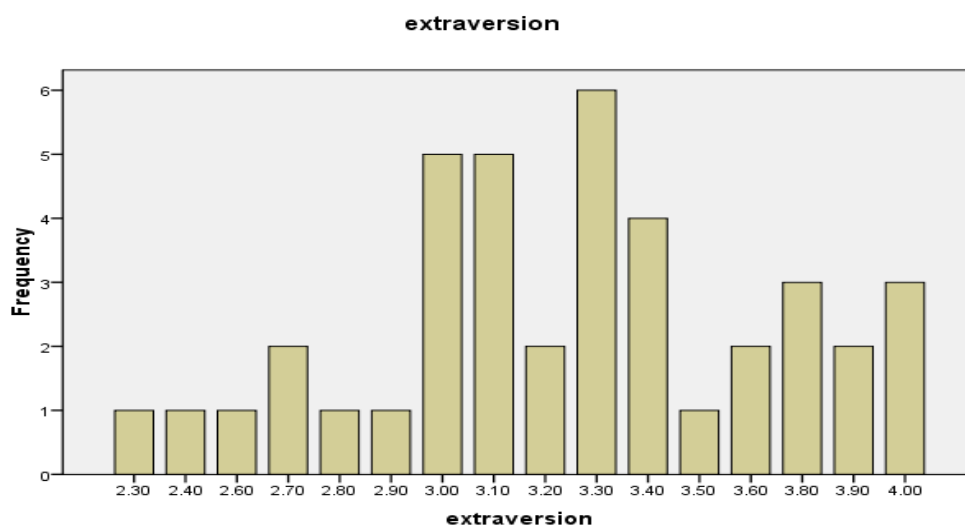
Table 7 summarizes the results on the distribution of male and female participants on the extraversion scale. The distribution of female participants on the extraversion scale appears to be normal, because the first significance figure is .191 which is higher than 0.05, (.191, $P > .05$). Similarly, the male participants' scores on the extraversion scale are normally distributed as the significance figure is .200 which is higher than 0.05, (.200, $P > .05$).

Table 7

Distribution of Male and Female Participants on Extraversion Scale

	gender	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
extraversion	Female	.202	12	.191	.951	12	.647
	Male	.105	28	.200[*]	.968	28	.536

The frequency of the female participants' scores on the extraversion scale is illustrated in Figure 2. As can be seen from the figure, the greatest number of the participants' scores fell with the 3.4 range. Similarly, for the male participants, the greatest number fell with 3.3 score as shown in Figure 3.

Figure 2

Frequency of Female Participants' Scores on Extraversion Scale

Histogram

for gender= .00

Mean =3.13
Std. Dev. =0.496
N =12
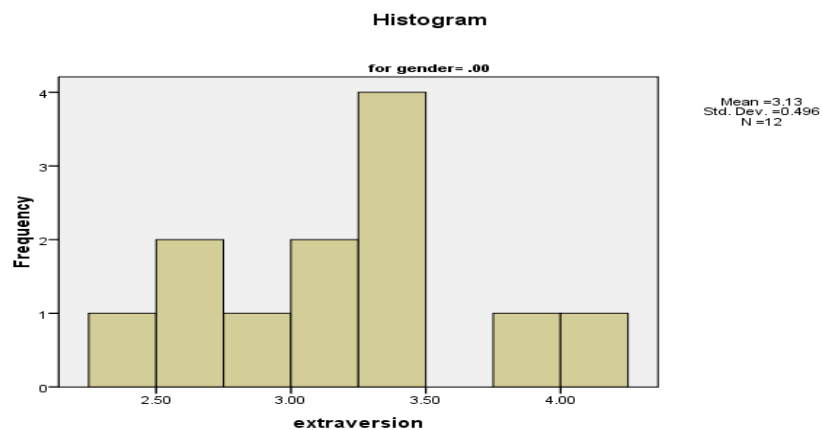
Figure 3

Frequency of Male Participants' Scores on Extraversion Scale
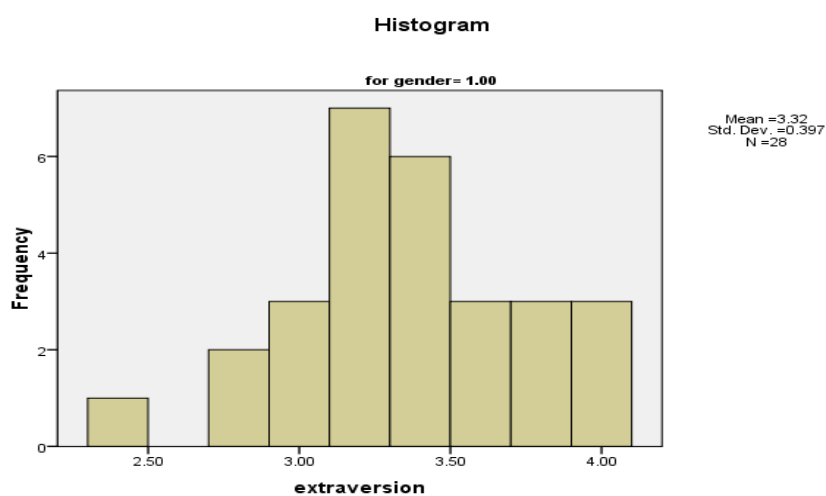
The difference between the mean scores of the male and female participants is shown in Table 8. The mean score of male participants on the extraversion scale is 3.32, but the mean score of female participants is 3.13, thereby, the mean score difference between males and females is 0.18. That is, male participants have fewer tendencies toward introversion than females, or female participants have more tendencies towards introversion than male participants.

Table 8

A Comparison of Male and Female Participants' Mean Scores on the Extraversion

Scale

Gender	Mean	maximum	minimum	Mean difference
Females	3.13	4.00	2.30	0.18
Males	3.32	4.00	2.40	

Oral Performance Components

The participants' oral performances were analyzed in terms of fluency, accuracy, complexity, pronunciation, and global impression. Scores for all forty participants were calculated. During interview sessions the participants talked for 5 minutes about one of the topics they were given, and their speech productions were taped. These tapes were analyzed in a number of ways. First, they were scored by the two raters for pronunciation accuracy and overall oral production using two 6-point checklist scales. In addition, they were scored by the author on the three other oral performance components, fluency, accuracy, and complexity using specific calculating formulas. This provided each participant with five scores obtained from the measurements over the oral performance components, pronunciation, global impression fluency, accuracy, and complexity. The tests of normality for these oral performance components are shown in Table 9.

Table 9

Distribution of Oral Performance Scores Obtained by Participants

variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
fluency	.087	40	.200[*]	.967	40	.285
accuracy	.157	40	.015	.923	40	.009
complexity	.108	40	.200[*]	.958	40	.142
pronunciation_scale	.254	40	.000	.914	40	.005
global_scale	.213	40	.000	.908	40	.003

*. This is a lower bound of the true significance.

The first fluency significance figure shows .200, which is higher than the 0.05 significance level. That is, .200 is not significant at .05 level (.200, $P > .05$). However, the data concerning fluency measurement is normally distributed, because .200 is higher than 0.05 levels.

Similarly, the accuracy significance score in the first column is .015, which is higher than the 0.05 significance level. Thus, the data are normally distributed, but is not significant at the level of 0.05. Moreover, Complexity scores are also normally distributed because the value is .200, which is higher than the 0.05 level, but again it is not significant.

As for the averaged pronunciation scores, the significance figure is .000 which is less than 0.05. Thus, the data concerning pronunciation instrument is not normally distributed. Similarly, the significance figure for averaged global impression scores is .000, which again is less than 0.05. As a result, the data were not normally distributed. However, the data concerning pronunciation and global impression measurements are significant at the level of .001.

Figure 4 illustrates the frequency of participants obtained scores on fluency instrument. As can be seen from the figure, the greatest number of the participants' scores fell with the 82, 91, and 101 scores. The highest score was 148 while the lowest score was 62. The mean score was 94.27, and the mode was 82.

Figure 4
Frequency of Participants' Obtained Scores on Fluency
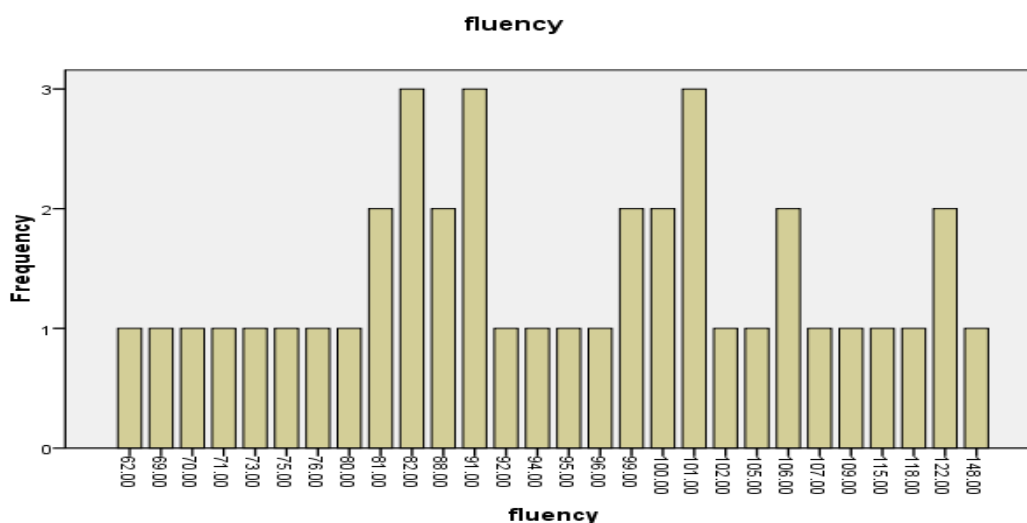
Accuracy scores of the participants are shown in Figure 5. The greatest number of the participants' scores was 19.

Figure 5

Frequency of Participants' Obtained Scores on Accuracy
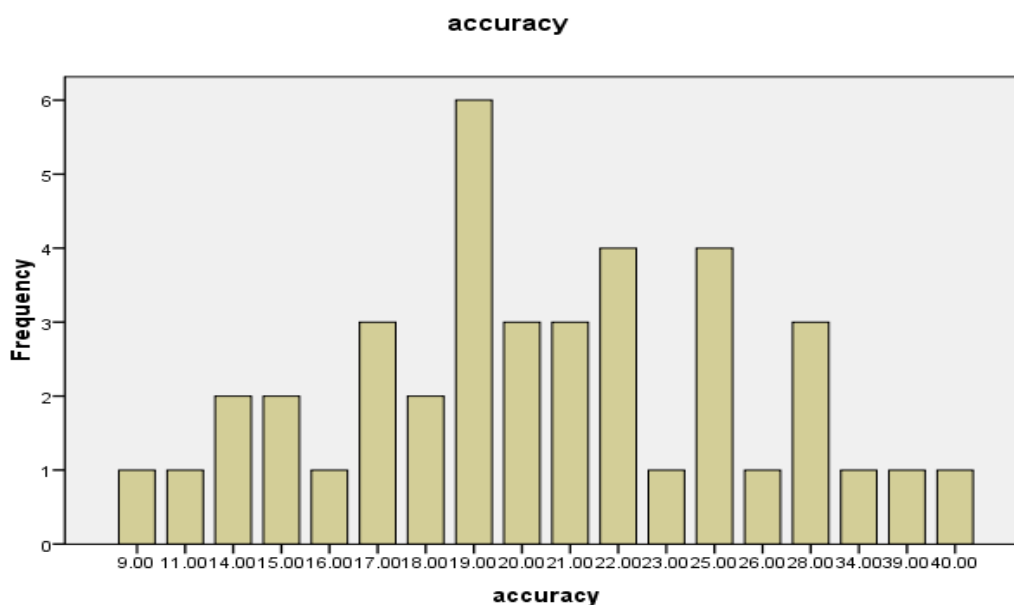
The mean score was 21.30 and the mode was 19. The highest obtained score was 40 while the lowest was 9.

The complexity scores are shown in Figure 6. It can be noted that the greatest number of the participants' scores were 10.4 and 12. The mean score was 10.67 and the mode was 10.40. The highest obtained score was 12.90 while the lowest was 6.50.

Figure 6

Frequency of Participants' Obtained Scores on Complexity
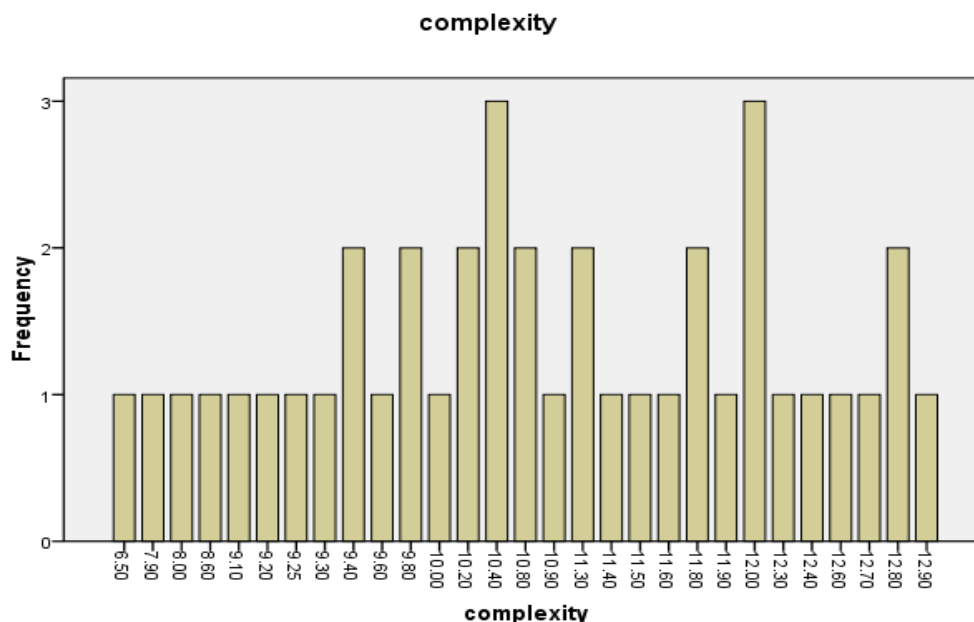
In analyzing the last two components representing pronunciation and global impression, the data concerning pronunciation accuracy and global impression (overall oral ability) were scored independently by two PhD instructors in the College of Languages using 6-point checklist scales. The scores for these two raters then were averaged by adding each participant's score and dividing by two.

Rater Reliability analysis

The scores of the two raters for both pronunciation and global impression scorings were analyzed separately for reliability using reliability statistics. As can be seen in Table 10, the Cronbach's alpha was .702 for pronunciation scores which is considered reliable. The Cronbach's alpha for global impression scores was .680, which approaching the .7 level, which is generally considered reliable (see Table 11).

Table 10

Reliability Statistics on the Two Raters
Pronunciation Scorings

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.702	.709	2

Table 11

Reliability Statistics on the Two Raters Global
Impression Scorings

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.679	.692	2

Similarly, the frequency for pronunciation accuracy scores can be seen in Table

12. The more frequent scores obtained by sixteen participants on averaged

pronunciation scores was 4. The mean score was 4.05 and the mode was 4. The highest

score was 5.50 while the lowest was 2.50.

Table 12

Frequency of Participants' Obtained Scores on Pronunciation

scores	Frequency	Percent	Valid Percent
2.50	1	2.5	2.5
3.00	2	5.0	5.0
3.50	10	25.0	25.0
4.00	16	40.0	40.0
4.50	4	10.0	10.0
5.00	4	10.0	10.0
5.50	3	7.5	7.5
Total	40	100.0	100.0

Finally, the averaged global impression scores are shown in Table 13. The most frequent score for the group was 2.0, which was obtained by 13 students. The mean score was 2.18 and the mode was 2. The highest score was 4 while the lowest was 1.

Table 13

Frequency of Participants' Obtained Scores on Global Impression

scores	Frequency	Percent	Valid Percent
1.00	5	12.5	12.5
1.50	7	17.5	17.5
2.00	13	32.5	32.5
2.50	7	17.5	17.5
3.00	2	5.0	5.0
3.50	3	7.5	7.5
4.00	3	7.5	7.5
Total	40	100.0	100.0

Correlation between Extraversion-Introversion and Oral Performance

Extraversion-Introversion and Fluency

The present study is designed to reinvestigate the correlation between extraversion-introversion and EFL student's oral performance including fluency, accuracy, complexity, pronunciation, and global impression. Spearman's rho correlation was used in order to conduct the correlation between extraversion-introversion and oral performance components since the English performance among the students is expected not to be normally distributed.

The correlation between extraversion-introversion and the first component, fluency, is illustrated in Table 14.

Table 14

Correlation between Extraversion-Introversion and Fluency

			Extraversion	Fluency
Spearman's rho	Extraversion	Correlation Coefficient	1.000	.140
		Sig. (2-tailed)	.	.389
		N	40	40
	Fluency	Correlation Coefficient	.140	1.000
		Sig. (2-tailed)	.389	.
		N	40	40

There was not a significant correlation between extraversion-introversion and fluency, r_s=.140, P (two-tailed)> .05.

Graph 1

Participants' Scores on both Extraversion Scale and Fluency
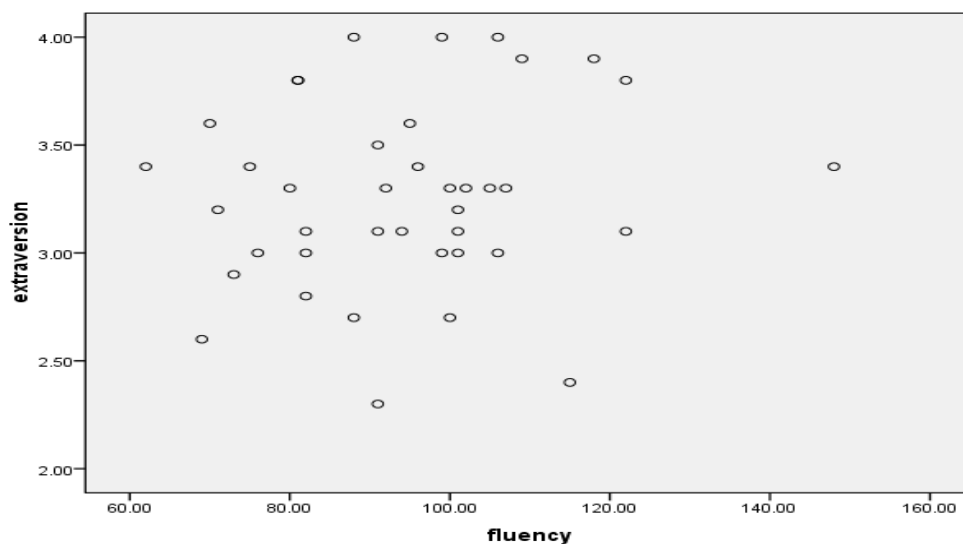
As far as extraversion-introversion and fluency is concerned, there are two different findings over the correlation between them. First, there is no significant correlation between extraversion-introversion and fluency. Additionally, there is very

weak correlation between the two variables with the value of .140 suggesting that there is no relation between the two (See Graph 1).

Extraversion-Introversion and Accuracy

A similar analysis was done to sort out the correlation between extraversion-introversion and accuracy. The correlation between extraversion-introversion and accuracy is summarized in Table 15. There was not a significant correlation between extraversion-introversion and accuracy, r_s=.153, P (two-tailed)> .05. Moreover, the correlation coefficient of .153 suggests that there is no relationship between the two variables. Graph 2 plots the distribution of the participants' scores on both extraversion scale and accuracy.

Table 15

Correlation Between Extraversion-Introversion and Accuracy

			Extraversion	Accuracy
Spearman's rho	Extraversion	Correlation Coefficient	1.000	.153
		Sig. (2-tailed)	.	.347
		N	40	40
	Accuracy	Correlation Coefficient	.153	1.000
		Sig. (2-tailed)	.347	.
		N	40	40

Graph 2

Participants' Scores on both Extraversion Scale and Accuracy
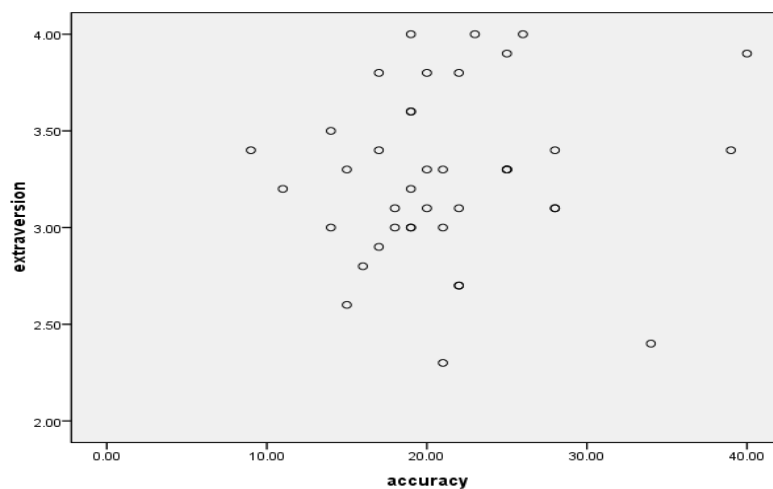
Extraversion-Introversion and Complexity

A similar analysis was done for extraversion and participants' scores for complexity. Where extraversion-introversion is concerned the present study found no significant correlation between extraversion-introversion and complexity. Table 16 illustrates the correlational results between extraversion-introversion and complexity.

Table 16

Correlation Between Extraversion-Introversion and Complexity

			extraversion	complexity
Spearman's rho	extraversion	Correlation Coefficient	1.000	.144
		Sig. (2-tailed)	.	.376
		N	40	40
	complexity	Correlation Coefficient	.144	1.000
		Sig. (2-tailed)	.376	.
		N	40	40

There was not a significant correlation between extraversion-introversion and complexity, r_s= .144, p (two-tailed)>.05. In addition, the correlation coefficient of .144 is very weak and confirms that there is no relationship between the two variables.

Graph 3 plots the correlation between complexity scores and extraversion-introversion scores.

Graph 3

Participants' Scores on both Extraversion Scale and Complexity
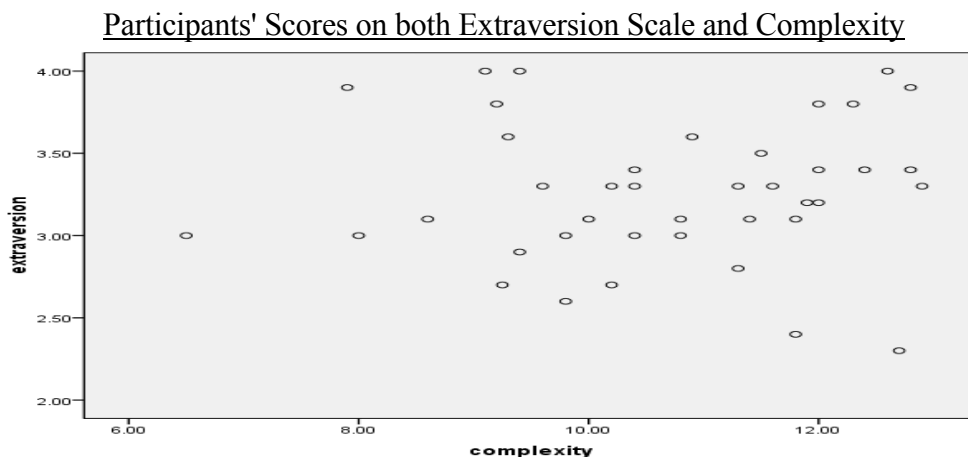
So far the findings over the correlation between extraversion-introversion and oral performance components including fluency, accuracy, and complexity, bear similar results that there is no significant correlation between extraversion-introversion and oral performance components. Additionally, due to the weakness of the correlational value between these two variables it can be said that there is no strong relationship between them.

Extraversion-Introversion and Pronunciation

Table 17
Correlation between Extraversion-Introversion and Pronunciation

			Extraversion	Pronunciation scale
Spearman's rho	Extraversion	Correlation Coefficient	1.000	-.002-
		Sig. (2-tailed)	.	.989
		N	40	40
	Pronunciation scale	Correlation Coefficient	-.002-	1.000
		Sig. (2-tailed)	.989	.
		N	40	40

A similar analysis for the correlation between extraversion-introversion and pronunciation was done. Table 17 summarizes the results.

There was not a significant correlation between extraversion-introversion and pronunciation, r_s = -.002-, p (two-tailed)>.05. Moreover, despite of the negative correlation between these two variables, the correlation coefficient of -.02 is very weak suggesting that there is no relationship between the two. Graph 4 plots the scores obtained by the participants on both extraversion-introversion scale and pronunciation instrument.

Graph 4

Participants' Scores on both Extraversion Scale and Pronunciation
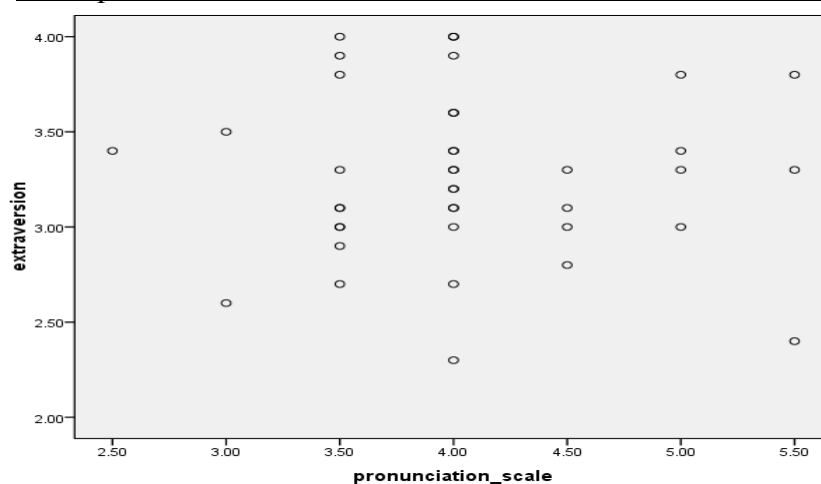
Extraversion-Introversion and Global Impression

Similar to what has been done in examining the correlation between extraversion-introversion and other oral performance components, for the last component of oral ability, global impression, a correlation with extraversion-introversion was conducted with the results illustrated in Table 18.

Table 18

Correlation between Extraversion-Introversion and Global Impression

			Extraversion	Global impression scale
Spearman's rho	Extraversion	Correlation Coefficient	1.000	-.030-
		Sig. (2-tailed)	.	.854
		N	40	40
	Global-impression scale	Correlation Coefficient	-.030-	1.000
		Sig. (2-tailed)	.854	.
		N	40	40

There was not a significant correlation between extraversion-introversion and global impression, $r_s = -.030-$, p (two-tailed)>.05. Although there is a negative correlation between the two variables, the correlation coefficient of -.03 is very weak suggesting that there is no relationship between them. Graph 5 illustrates the distribution of the participants' scores on both extraversion scale and global impression instrument.

Graph 5

Participants' Scores on both Extraversion Scale and Global Impression
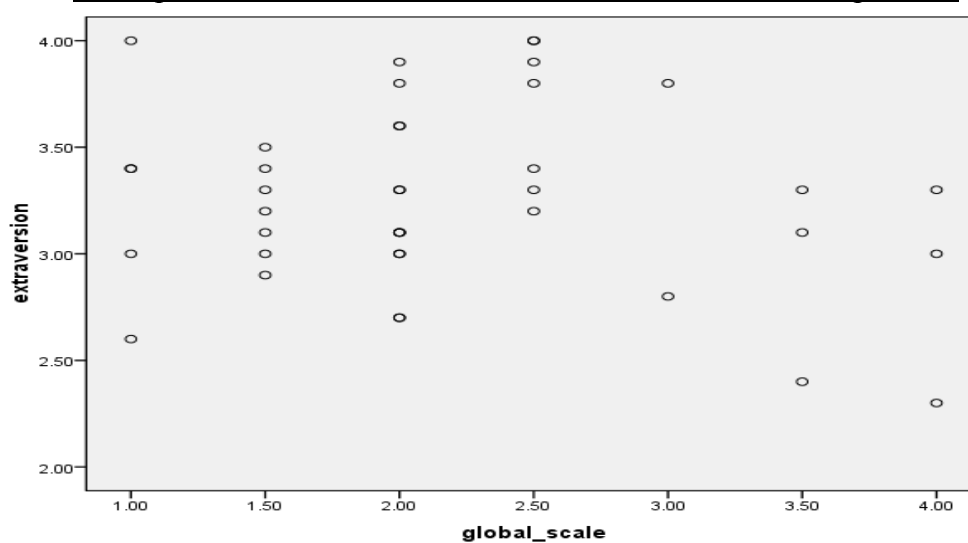
Conclusion

This chapter explained the data analysis procedures that were carried out in this study and reported the results gathered from them. According to these results, there is no correlation between the Iraqi EFL students' tendencies towards extraversion-introversion and oral performance, fluency, accuracy, complexity, pronunciation, and global impression. The next chapter will first present the findings with discussions in detail, then, present pedagogical implications followed by the limitations of the study and suggestions for further research.

CHAPTER V: CONCLUSIONS

Introduction

The purpose of this study was to reinvestigate the correlation between extraversion-introversion and oral performance components including fluency, accuracy, complexity, pronunciation, and global impression. With this purpose in mind, the present study contains required data gathered through interviews and questionnaires and have been analyzed to provide answers to the following research questions:

1. What is the distribution of extraversion-introversion personality type among students learning English as a foreign language at the Koya university Department of English Language?

2. What is the relationship between these students' oral performance in EFL and their personality type (extravert-introvert)?

Findings and Results

The main findings obtained from the results of the present study in terms of these two research questions can be stated as follows:

(1) <u>Finding 1:</u> EFL participants' personality types are normally distributed.

(2) <u>Finding 2:</u> The distribution of female and male participants on the extraversion scale is normal.

(3) <u>Finding 3:</u> There is a slight mean score difference between male and female participants on the extraversion scale, with female participants have more tendencies towards introversion than males have. However, the mean score difference is very small and is not statistically significant.

(4) <u>Finding 4:</u> The data concerning fluency, accuracy, and complexity

measurements show that the participants' obtained scores are normally

distributed.

(5) <u>Finding 5:</u> The data concerning pronunciation and global impression

instruments illustrate that the participants' obtained scores on both

measurements are not normally distributed.

(6) <u>Finding 6:</u> There was not a significant correlation between extraversion-

introversion and fluency. In addition, no pattern of relationship was found

between the two variables.

(7) <u>Finding 7:</u> There was not a significant correlation between extraversion-

introversion and accuracy, with no relationship found between them.

(8) <u>Finding 8:</u> There was not a significant correlation between extraversion-

introversion and complexity. Moreover, there is no relationship between the

two variables.

(9) <u>Finding 9:</u> There was not a significant correlation between extraversion-

introversion and pronunciation accuracy instrument. Additionally, the results

suggest that there is no relationship between them at all.

(10) <u>Finding 10:</u> There was not a significant correlation between extraversion-

introversion and global impression. Furthermore, there is no relationship between

them.

On the whole, the results obtained in the present study are compatible with

research on correlation between extraversion-introversion and oral L2 performance

components. The present study attempted to reinvestigate the correlation between

extraversion-introversion and oral L2 performance including fluency, accuracy,

complexity, pronunciation, and global impression. There is evidence that extraversion-introversion did not correlate significantly with oral L2 performance components. In addition, no relationship was found between extraversion-introversion and oral performance components.

The main results of the present study are in line with previous research showing that there are no significant correlation between extraversion-introversion and oral L2 performance components (Busch, 1982; Dewaele, 1996; Manalo and Greenwood, 2004; Dewaele and Furnham, 2000; Daele, 2005).

Additionally, the finding that there is no relationship between the two variables is in contrast to the previous research of (Rossier, 1976; Dewaele and Furnham, 2000; Vogel and Vogel, 1988; Hassan, 2001) finding at least a kind of relationship between them. They found that extraverted students do better in oral performance. Additionally, it is also in contrast to Daele's (2005) finding that introverts do better on global impression, and is in contrast to Busch, (1982), Manalo and Greenwood (2004), and Abali (2006) who found that extraverts do better on global impression. As no relationship was found between extraversion-introversion and pronunciation accuracy, it is in contrast to the studies finding either a negative or a positive relationship like Hassan (2001) and Busch (1982).

<div align="center">Discussions</div>

<div align="center">Male and Female Participants Differences on Extraversion Scale</div>

It is worth noting that the mean score difference between male and female participants is small. The mean score (0.18) is not statistically significant at the 0.05 level. This finding is similar to what Busch (1982) and Hassan (2001) found, that is the

mean extraversion scores for males and females were almost identical with no significance difference (see Table 8)

Fluency

Contrary to what Rossier (1976) and Dewaele and Furnham (2000) found, the results in the present study show that there is no significant correlation between extraversion-introversion and fluency. This is similar to what Busch (1982) and Dewaele (1996) found. This study also supports their finding (see Table 14, p. 56).

Graph 1 (p. 56) plots the participants' score on both extraversion scale and fluency instrument. The results show that due to the weakness of correlation between extraversion-introversion and fluency, no pattern of relationship can be seen between them. That is, neither extraversion nor introversion was correlated strongly with fluency. However, in some previous researches, there was a finding illustrating a pattern of relationship between the two variables. For instance, Rossier (1976) Dewaele and Furnham (2000), and Vogel and Vogel (1988) found that extraverted students are more fluent than introverts.

Accuracy

Similar to what Manalo and Greenwood (2004) and Dewaele and Furnham (2000) found, the results in the present study show that there is no significant correlation between extraversion-introversion and accuracy. Dewaele and Furnham found only one significant correlation between extraversion and semantic errors as another measurement of accuracy. As was seen in Table 15 (p. 57) and Graph 2 (p. 58) no relationship between the two variables was found in this study.

Complexity

The finding concerning complexity and its correlation with extraversion-introversion in the present study supports the similar results found by Manalo and Greenwood (2004), where extraversion did not correlate significantly with complexity. However, Dewaele and Furnham (2000) found a significant correlation between length of utterance as a measurement of complexity and extraversion. This relationship, however, was negative.

Additionally, the present study found no significant correlation between extraversion-introversion and complexity, as can be seen in Graph 3 (p. 59) and Table 16 (p. 58).

Pronunciation Accuracy

In contrast to what Hassan (2001) found, that there is a positive significant correlation between extraversion-introversion and pronunciation accuracy, the present study found no significance correlation between these two variables. Busch (1982) also found a significant correlation between extraversion and pronunciation, but it was negative. Although Hassan found that extraversion tend to score better on the pronunciation accuracy test than introverts, Busch found extraverted participants to be less accurate on pronunciation.

In contrast to what Hassan found, that the participants who have more tendencies towards extraversion tend to score higher than those who have more tendencies towards introversion on the pronunciation accuracy instrument, the present study found a negative weak correlation coefficient of -.02 between the two. This suggested that there is no relationship between extraversion-introversion and

pronunciation (see Table 17, p. 59) and (Graph 4, p. 60). Additionally, this finding is also in contrasts to Busch's (1982) finding that extraverted students tend to be less accurate than introverted students on pronunciation tests. Thus, the finding of no relationship between extraversion-introversion and pronunciation in the present study is in contrast to the findings that support a relationship between them negatively or positively.

<div align="center">Global Impression</div>

In contrast to what the present study has found concerning the correlation between extraversion-introversion and global impression (see Table 18, p. 61), Manalo and Greenwood (2004) found a significant correlation between extraversion and global impression. However, more recently, Daele (2005) found that extraversion has little effect on the oral speech production, a finding slightly similar to the finding of the present study. In spite of this, Abali (2006) found that extraversion extraverted students tend to be better than introverts in terms of overall speech production.

In contrast to what Busch (1982) found, that participants who had more tendencies towards extraversion had higher oral interview scores, the present study has found that there is no relationship between them at all (see Graph 5, p. 61). Thus, the finding over the correlation between extraversion-introversion and global impression in the present study suggests that no kind of relationship can be seen due to the weak negative correlation between the two variables. Finally, the results concerning extraversion-introversion and global impression in this study is in contrast to the findings of Busch (1982), Manalo and Greenwood (2004) and Abali (2006), but reinforces Daele's (2005) finding.

So far, the results concerning the correlation between extraversion-introversion and oral performance components including fluency, accuracy, complexity, pronunciation, and global impression appear to be surprising. This is because there are no significant correlation between extraversion-introversion and oral performance components. Moreover, due to the weakness of correlation coefficient value between these two variables, no pattern of relationship can be seen between them.

There are many reasons that can be implied from the results and the findings of this study. For instance, the students' personality type might basically have no relationship with their overall L2 English performance, including oral performance. That is, it can be predicted that the students' tendencies towards extraversion or introversion do not affect their performance in all the language learning skills. This also might have stemmed from cultural differences and traditions in Northern Iraq. This is because the cultural features and values that students have been living with might have contributed to the lack of a relationship between personality types and L2 oral performance. Additionally, the instructions in the course programs might also contribute to the results and findings in the study. This is because the course programs tend to be teacher centered. As it was noted earlier the teachers do nearly everything in class while students only listen. Despite the fact that they have to participate in the discussions of the subjects, they are rather reserved and do not participate to a large extent. The teachers depend on the course-books as the curriculum for the whole program. Moreover, the class lacks tasks and activities that require more participation on the part of the students. These might have created a kind of environment in the class in which their personality types neither poses them difficulty nor makes them benefit from the instructions. Finally, the difference in methodology between this study and

previous studies might also have affected the results. This is because the findings support some previous researches, while contradicts other researches.

Pedagogical Implications

As stated before, some previous research shows that personality types do not correlate significantly with EFL. Whereas, other researches illustrate that personality types correlate with EFL, e.g., researchers (Rossier, 1976; Dewaele and Furnham, 2000; Hassan, 2001; Abali, 2006) found a significant correlation between extraversion-introversion and oral L2 performance components. However, the present study found that extraversion-introversion did not correlate significantly with oral L2 performance components as previous researchers (Busch, 1982; Manalo and Greenwood, 2004; Daele, 2005) found. Therefore, understanding how extraversion-introversion correlates with oral L2 performance is an important tool when developing oral tasks for various types of EFL learners. This is because if there is a real correlation between these two variables, the oral tasks should be prepared in accordance to the students' personality types. Additionally, if there is no correlation between these two variables, the tasks can be prepared without considering students' personality types.

Regarding the present study results, the major finding is that there is no significant correlation between extraversion-introversion and oral performance components. These results may shed light on the design of oral tasks so that teachers are able to develop and apply them without concern for the student's personality types and their oral performances. That is, since there is no relationship between these two personality types and oral performance, they neither pose difficulty nor facilitate the learning process on the part of the students. On the local level, the results in the study

provide teachers with another understanding of students' various L2 oral performances that are not affected by their personality types. This will help the teachers to rethink other language-related issues, the whole curriculum, and finding solutions for them. For instance, they might rethink methods of teaching of oral production in speaking classes. They may wish to develop the content of the program and providing more opportunities for the students to get engaged in the class effectively. Finally, as neither extraversion nor introversion has any impact on oral performance, teachers can direct their instructive goals and teaching plans in accordance with students' oral performance without paying attention to their personality types.

Limitations of the Study and Suggestions for Further Research

The theoretical and methodological bases for the present study consisted of existing literature, L2 speech production results, and student's personality type samples extraversion versus introversion. Research on this area has found contradictory results in terms of correlation between extraversion-introversion and oral L2 performance components. The present study was in pursuit of a better knowledge of the correlation between extraversion-introversion and oral L2 performance components. Some limitations and some suggestions for further research are:

1. The results in the present study cannot be generalized due to the small sample of 40 participants and only two non-native raters judged participants' pronunciation accuracy and global impression ability. Future research should investigate the correlation between extraversion-introversion and oral L2 performance components including native raters to evaluate the speech samples of a larger number of participants in order to state findings more strongly.

2. Participants' speech samples were elicited by means of monologic and independent tasks. Considering the amount of time participants were supposed to talk for (5 minutes), they seemed to feel insecure in talking so much alone. They could have performed longer speech samples if the tasks called for interaction. Further research should call for some interaction among the participants in order to provide a more comfortable environment.

3. There was no investigation made prior to the student's personality types utilizing a specific and context-related personality questionnaire. The questionnaire was originally established for European culture rather than Middle East culture. Therefore, a more context-related questionnaire should be used which has having the social and cultural background of the students in mind. For further research, an investigation on the relevant personality type questionnaire should be developed and carried out in order to establish clearer results on the student's personality types.

4. As no relationship was found between extraversion-introversion and oral performance components another study should be carried out using different participants with different levels of English, and using different instruments for measuring their oral performance. This is because that it is possible the measuring instruments, which were used to assess the participant's oral performance in the present study, might not reflect the participants' actual oral proficiency. Developing a more realistic and content related measuring instruments would help to address a gap in the research.

5. Despite the limitations of the study, further research should investigate the finding of no correlation between extraversion-introversion and oral performance components.

As shown by the results, the correlation between extraversion-introversion and student's oral L2 performance components including fluency, accuracy, complexity, pronunciation, and global impression is a puzzling and complex phenomenon, which can be influenced by many factors. Among these factors, the elicitation task design can be changed, as it may not give dependable results. Additionally, the personality questionnaire used here is also prone to questionable results. A more friendly and easy-to-understand questionnaire should be used in order to clearly state student's personality types. The present study attempted to shed some light on the interaction between personality type and oral L2 performance, which might promote more relevant tasks and giving insight for the teachers who design such tasks. Therefore, it is hoped that the present study has contributed to achieving a better and more efficient understanding of the correlation between extraversion-introversion and oral L2 performance components.

Conclusion

This study has revealed that the EFL college students' personality types have no relationship with their oral L2 performance. That is, the students' tendencies toward extraversion-introversion did not correlate significantly with their oral performance as measured by fluency, accuracy, complexity, pronunciation, and global impression. In the light of this finding, much care should be taken to find out the local problems on L2 oral productions on the part of the students in the

College of Languages located in the Koya University. The methods of teaching

oral production should be developed providing more class time engagement

between the students and teachers. The oral tasks can be administered without

paying much attention to students' personality types, as students' oral performance

and problems related to performance levels seem to be unaffected by this variable.

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APPENDIX A: TRANSLATED EXTRAVERSION SCALE

زۆر	بِلاَمِنَة	نارِازِی	زۆر نا	رستة كان
5	4	3	2	1	1 . من ئارة زووى جياوازم هة ية.
5	4	3	2	1	2 . من كة سيَكى زور بلِيَم.
5	4	3	2	1	3 . من كة سيَكى زةوقاويم (طةتشاوةم).
5	4	3	2	1	4 .من دةتوانم خۆم سةربةست بكة م وضيَذى خۆم وةربطرم لة ئاهةنطيَكى خۆشدا
5	4	3	2	1	5 .من ضيَذ لة ناسينى كةسانى تازة وةردةطرم.
5	4	3	2	1	6. من زوَر حةتز بة ضونة دةرةوة دةكة م.
5	4	3	2	1	7 .من خويند نـة وقم ثى خۆشـترة لـة ناسينى كـة سـانى
5	4	3	2	1	8 .مـن لـة مناسـةبة كۆمةلَايةتيـةكان لـة ضوارضـيَوة خۆم نمةوة.
5	4	3	2	1	9 .من هاوريَى زوَرم هةية.
5	4	3	2	1	10 .من خۆم بةتكة سيَكى دلَخۆش و بيَباك دةزانم.
5	4	3	2	1	11 .مـن هـة ميـشة دةسـت ثيَشخـةرم لـة ناسينى هـاوريى يَ.
5	4	3	2	1	12. من لةطةَل كةسـانى تردا زوَربةى كات بيَدةنطم.

5	4	3	2	1	13. من حـەز بـەقطوتنى نوكتـەو ضیروكى ثیَكەتنیناوى دة وریکانم.
5	4	3	2	1	14. مـن بەئاسـانى دەتـوانم خوْشى بخـەمـە نـاو ئاهـەنطـ وقةوة.
5	4	3	2	1	15. حەز بەتیَكەثلبوون لەطەلَ كەسانى تر دةكەم.
5	4	3	2	1	16. هەنـدیَك جـار خـەلَك ثـیَم دةلـین مـن زوْر ثـەلـة دة ارةكانم.
5	4	3	2	1	17. حەز بەجوْرة شـتانة دةكـەم كـە تیَیدا دەبـیَ بـەثـةلـة دار بكـەم.
5	4	3	2	1	18. من عادةتەن لە بریاردانمدا دة ست بة جیَم.
5	4	3	2	1	19. كاتیَك خـەلَك قسـەم لـەطەلَدا دةكات هـەمیشة وةلَـامى ئام
5	4	3	2	1	20. من ضالاكيم زوْرترة لـەوكاتانـەى كة هـەمة بوْيان.
5	4	3	2	1	21. من دةتوانم ئاهـەنطیَك خوْشتر بكـەم.
5	4	3	2	1	22. مـن لـەضـواردةورى خوْمـدا حـەز بـەجـة ویَكـى ئـاو شى دةكـەم.
5	4	3	2	1	23. كـەسانى تر من بة كـەسیَكى بـەجقو دةزانن.

APPENDIX B: ORIGINAL EPQ

Statements	Strongly disagree	disagree	neutral	Agree	Strongly agree
1. **I have many different hobbies**	1	2	3	4	5
2. **I am a talkative person.**	1	2	3	4	5
3. **I am rather lively.**	1	2	3	4	5
4. **I can usually let myself go and enjoy myself at a lively party.**	1	2	3	4	5
5. **I enjoy meeting new people.**	1	2	3	4	5
6. **I like going out a lot.**	1	2	3	4	5
7. **I prefer reading to meeting people.**	1	2	3	4	5

8. **I tend to keep in the background on social occasions.**	1	2	3	4	5
9. **I have many friends**.	1	2	3	4	5
10. **I call myself happy-go-lucky.**	1	2	3	4	5
11**. I usually take the initiative in making new friends**.	1	2	3	4	5
12. **I am mostly quiet when I am with other people**.	1	2	3	4	5
13**. I like telling jokes and funny stories to my friends.**	1	2	3	4	5
14**. I can easily get some life into a rather dull party.**	1	2	3	4	5
15**. I like mixing with people.**	1	2	3	4	5
16**. Sometimes people say that I act too rashly.**	1	2	3	4	5
17**. I like doing things in which I have to act quickly.**	1	2	3	4	5
18**. I often make decisions on the spur of the moment**	1	2	3	4	5
19. **I nearly always have a 'ready answer' when people talk to me.**	1	2	3	4	5
20**. I often take on more activities than I have time for.**	1	2	3	4	5
21**. I can get a party going.**	1	2	3	4	5
22. **I like plenty of bustle and excitement around myself.**	1	2	3	4	5
23. **Other people think of me as being very lively.**	1	2	3	4	5

APPENDIX C: ELLICITATION TASK

During the interview process you will be asked to do the following task:

Dear student could you please describe your home town/village

> or college of languages in five minutes.

Before that please think about what you are going to say and arrange your ideas.

APPENDIX D: PRONUNCIATION SCALE
The English pronunciation accuracy form

Number of the recorded file:………………………………

Dear rater,
Please spend a few minutes listening to each recording. In each recording a student describes his or her hometown/village or college of languages for approximately five minutes. Then, rate the degree of the student's English pronunciation accuracy using the six-point scale below. Please pay close attention to the articulation of sounds, stress, rhythm, and intonation patterns.

Stage 1. Pronunciation frequently unintelligible.

Stage 2. Frequent gross errors and foreign stress and intonation patterns make understanding difficult, require frequent repetition.

Stage 3. Phonemic errors and foreign stress and intonation patterns cause the speaker to be occasionally intelligible.

Stage 4. Some phonemic errors and foreign stress and intonation patterns, but speaker is intelligible.

Stage 5. Occasional non-native pronunciation errors, but speaker is always intelligible.

Stage 6. Near native pronunciation with almost no trace of foreign accent.

Student's score (stage1-6)

Name of the rater:……………………………………………………….

Note to the rater: please heed the number of the recorded files and write the associated numbers on this evaluation sheet above. The numbers are written next to the sound recordings. This is to avoid mixing between the repeated names of the students when doing the correlation.

APPENDIX E: GLOBAL IMPRESSION SCALE

Dear rater,

Could you please rate the students overall oral production ability using this six-point overall oral production scale.

Number of the recorded file:………………………………...

	OVERALL ORAL PRODUCTION
C2	*Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.*
C1	*Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.*
B2	*Can give clear, systematically developed descriptions and presentations on the topic, with appropriate highlighting of significant points, and relevant supporting detail.*
	Can give clear, detailed descriptions and presentations on the topic, expanding and supporting ideas with subsidiary points and relevant examples.
B1	*Can reasonably fluently sustain a straightforward description about the topic, presenting it as a linear sequence of points.*
A2	*Can give a simple description or presentation of hometown/village or college of languages, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.*
A1	*Can produce simple mainly isolated phrases about hometown/village or college of languages.*

Name of the rater: ………………………………………….

This scale is based upon oral proficiency scales developed for the Common European Framework. Please see http://www.coe.int/T/DG4/Portfolio/documents/Framework EN.pdf, accessed 15 October 2009, for additional details.

APPENDIX F: TRANSCRIPT OF SAMPLE STUDENT ORAL PRODUCTION

Transcription Conventions:

:	elongation
(.)	Short pause
...	Unfinished word or interrupted word or utterance
(xxx)	incomprehensible
"word"	Kurdish word
›	Showing the beginning of the second minute and ending of the third minute
WORD	Word enunciated out loud or at higher pitch

Aram1

>1996, it was one of the (.) biggest problem that we have faced in Hawler and (.) sometimes political situation is like explosions that some sources made it from hawler and (.) sometime I try to leave hawler to (.) move it to another country especially Europe: before coming to college I (.) … my father and I pushed him to help me to go to abroad especially for London because (.) I like (.) even before came to college I liked to (.) learn English but my father gave me a CHANCE it chose me if you want to learn English you can to English DEPARTMENT (.) whatever you want and I can (.) feed you (.) I can food you I can (.) gave you money (.) whatever you WANT: Then, eh, then I refused this ides that I made, because my homeland is better than other countries, eh, and even most of the people eh that visit my city, my hometown, they eh they appreciated us because, because we can, we can make this city better than previous year. I am going to talk about that feast that we made this year, more that 4 thousand people Arab and Persian visited hawler my homeland, because this is one of the , eh, eh, one of the eh more beautiful city if we make comparison with the others, and the eh weather eh of the hawler is normal>