

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



UNDERGRADUATE RESEARCH:

THE RELATIONSHIP BETWEEN PERSONALITY AND THE ORAL PRACTICE
OF ENGLISH OUTSIDE THE CLASSROOM AMONG STUDENTS OF
ADVANCED INTENSIVE ENGLISH I, ON THE SECOND SEMESTER OF 2012
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PRESENTED BY:

ISABEL CRISTINA ARÉVALO RAMOS AR07012

ADRIANA SOFÍA MEJÍA ALVARADO MA06067

MIREYA LISETH PORTILLO POSADA PP07041

SARA ESTHER RODRÍGUEZ TORRES RT07008

ADVISOR:

ANA CAROLINA RAMOS DE GÓMEZ M.s.D

SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, FEBRUARY 04th, 2013

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

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HEAD OF THE DEPARTMENT

RICARDO GARAY SALINAS, M Ed.
**GENERAL COORDINATOR OF
THE DEGREE PROCESSES**

ANA CAROLINA RAMOS DE GÓMEZ M.s.D
ADVISOR

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Isabel Cristina Arévalo Ramos

Adriana Sofía Mejía Alvarado

Mireya Liseth Portillo Posada

Sara Esther Rodríguez Torres

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Introduction

English is a language that over the years has increased its popularity, since it is spoken in many countries around the world. It is well recognized as a lingua franca among many countries, given that roughly, only one out of every four users of English in the world is a native speaker of the language (Crystal, 2003). With the development of global communication, the importance of knowing a second language is increasing considerably, this is the reason why teachers and students ask themselves on how to prepare to acquire a better level of oral English, to reach a professional goal in their lives. Without a doubt, this is a great challenge that students and teachers of English as a Foreign Language have to face.

Psychologists and sociologists of education have long been interested in researching academic achievement, and a great amount of studies were conducted in this regard (Busato, Prins, Elshout, and Hamaker, 2000; Crosnoe, 2004; Goh & Moore, 1987; Merenluoto, 2009; Savage, 1962; Schlee, Mullis & Shriner, 2009; Willingham, 1974). From a psychological point of view, personality is an important factor because it provides a framework for the description of an individual, and also specific differences between individuals. These variances are important because they can be studied with the aim to be used in the learning, improvement and practice process in order to achieve academic success (Duff, Boyle, Dunleavy, & Ferguson,

2004; Laidra, Pullmann, & Allik, 2006). However, due to the divergent findings of previous researches, it may still present doubt upon the extent to which cognitive abilities may affect learners' academic performance, especially personality traits.

When it comes to personality, this divergence in findings is more tangible. Therefore, the predictive power of personality traits in the academic success has yet to be replicated, across different contexts, among different participants, and via different instruments. In the present study, thus, researchers will examine the relationship between personality and the oral practice of English outside the classroom among students of Advanced Intensive English I class, on the second semester of 2012 at the Foreign Language Department in the University of El Salvador. Since relationship is a word that describes two elements that relate among themselves, it is a similarity or parallelism between two or more things.

Researchers believe that exists a relationship between the personality of an individual who is learning a Foreign Language, in this case English, and the self-efficacy of oral practice this individual ejects through self-study. Personality in general, is viewed to be a responsible factor for the student's success in learning a Foreign Language, in this case, English. Since all personalities vary, researchers have considered of importance the fact that students, teachers and future researchers should take into account personality as a skill of improvement when learning English as a Foreign Language as well as the frequency and quality of the student's practice of oral English.

CHAPTER I

1. Problem

1.1. Usefulness of the Research

It is important to highlight that the present study has been made with the aim to find out the relationship between personality and the oral practice of English outside the classroom among students of Advanced Intensive English I level, on the second semester of 2012 at the Foreign Language Department in the University of El Salvador. It is hoped that this study reveals important information to benefit the teaching of English in the Foreign Language Department at the University of El Salvador. The study would provide valuable information about students' personality and how it may influence in the practice of English outside the classroom.

The importance of this study is based on how significant it is to take into account the great students' individual variability that influences the achievement of their speaking proficiency. Many factors influence the foreign language learning process, researchers believe that the effects of factors such as students' background, socioeconomic status, and acquisition setting influence in the level of proficiency a learner achieves. Besides, it has been frequently observed that different learners accomplish different levels of EFL proficiency even though the circumstances in which these learners acquire the language are almost identical. This individual

variation can be accounted for learner-internal factors. Johnson (2001) divides the variables that contribute to differences between individual language learning into three categories: cognitive, affective and personality variables. Cognitive factors include several forms of mental information processing; affective factors involve among others motivation and anxiety, and personality variables that are mostly associated with a set of personality traits.

Williams & Burden (1997) reinforce the idea of working on affective factors in language teaching when they affirm that education must focus on the learner as a developing individual making sense of and constructing meaning in his/ her own world. In their model, the learner is an individual with affective needs and reactions which must be considered as an integral part of learning, as also must the particular life contexts of those who are involved in the teaching-learning process. Tooman (2006) agrees with these authors, when she states that stimulating the affective dimension of learning is vital for education because learners become bored and may renounce from constant learning activities without the emotive stimuli in the affective dimension. For Tooman, educators must deal with the whole person in and out of the classroom if they want to succeed in their efforts to facilitate human growth and development and the integration of the person's mind, body, emotions, relationships, and socio-cultural context.

McCroskey and Richmond (1990) maintain that people demonstrate regularity in their level of willingness to communicate across situations; therefore, it should be

defined as a personality trait. This trait is manifested by the stability in an individual's cognitive processes when confronted with the choice to engage in communication or not (MacIntyre & Clement, 1996). Personality variables are mostly associated with a set of personality traits. Usually, when talking about someone's personality, practically it is about what makes one person different from other people, perhaps even unique. This aspect of personality is called individual differences (Boeree, 2006).

On the other hand, the practice of English outside the classroom is an important variable when learning, as Dollard and Miller (1950) argued ". . . in order to learn one must want something, notice something, do something, and get something. Stated more exactly, these factors are drive, cue, response, and reward." In other words, practice leads to accuracy, that can be focused in the students chance to rehearse language. In his book *Deschooling Society*, the educational theorist Ivan Illich (1972) claimed that: "In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction; it is rather the result of unhampered participation in a meaningful setting." Since the need to express orally either for physical and emotional reasons, it becomes necessary to speak, and that is possible through the exposure to the foreign language, motivation to communicate and the opportunities for use.

In view of the fact that personality plays an essential role in students' learning, playing out its role in the relationships individuals share with peers and teachers,

influencing behavior specially outside the classroom, and contributing to academic achievement (Chamorro-Premuzic & Furnham, 2003; Boeree, 2006); it is necessary to study what the relationship between Personality and the Oral Practice of English outside the Classroom among Students of Advanced Intensive English I level, on the Second Semester of 2012 at the Foreign Language Department in the University of El Salvador is.

1.2. Purpose of the Study

The researchers have three main goals to follow when conducting this thesis:

- 1- To describe the type of personality students present and how this influences in their practice of English outside the classroom.
- 2- To determine the relationship between the Foreign Language students' personality and their oral practice achievement outside the classroom.
- 3- To inform about the role that self-efficacy plays in the use of the foreign language outside the classroom.

Researchers believe that the result of this thesis will benefit students of the Foreign Language Department at the University of El Salvador, and will reveal how the personality aspect is significant or not when students are willing to master the English speaking skill. When one thinks about the process of learning a language, there are different aspects such as motivation, empathy, and anxiety, between others, that influence such process. Nevertheless, this thesis will be focused on the students'

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personality and the relationship with the practice of oral English outside the classrooms.

The possible influence that personality has in the individual's practice of oral English outside the classrooms seems to be an interesting topic to discuss for the researchers, since there are not previous investigations made on this topic at the Foreign Language Department; although, according to some of the studies that had been read, it is displayed how closely related personality is to the way a learner acquires language information. For example, in 1970s it was hypothesized by some applied linguists, that personality has an important role on the academic development of university students, in view of the fact that personality is an important characteristic of human beings and it will dictate in what their future will be based on.

In particular, the present research will try to demonstrate the type of personality students of Advanced Intensive English I on the Second Semester of 2012 at the Foreign Language Department in the University of El Salvador have, and how this factor influences in the oral practice of English outside the classroom. With the results of this research, teachers, students or future researchers may possibly improve some aspects and strategies that will help students break down the barriers that stop them from the oral practice of English outside the classrooms, as well as endow them with the necessary tools to promote such activities.

1.3. Statement of the Problem

It is widely known that the speaking of English opens better job opportunities, not only in El Salvador but also in other countries. It is widely known among Salvadoran students, that the University of El Salvador (UES) has a great admission demand, because it is the unique public university in El Salvador. Students from all over the country decide to be part of this university, either because it is the only option they have left given that most of them do not have enough resources to pay an expensive tuition at a private university, or because of the prestige that UES has in El Salvador and other countries of the Central American region. The University of El Salvador also, brings cultural exchange opportunities to students, for example: opportunities to apply for scholarships in foreign universities as well as occasional interaction with native speakers of English through the Conversation Clubs and lectures provided at Foreign Language Department.

The previous factors have drastically increased the number of the teaching English major students at the University of El Salvador, creating a chronic shortage of classroom space and technological resources. This problem, apparently, influences the quality and the amount of time of their classes, giving as a result, new teachers of English as a Foreign Language graduated with a poor speaking proficiency.

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It is highly important that teachers and students question the prominent significance of the oral practice of English outside the classroom and the value of students mastering this basic skill. In fact, Harmer (1995) declared that “While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills; speaking and writing, on the other hand, involve language production and are referred to as productive skills.” Since speaking is a complex skill and mastering a skill requires practice, most teachers would agree that students need frequent speaking practice.

The purpose of this research is to investigate the relationship between students’ personality traits (extroversion-introversion) and how students having different personality traits, practice oral English outside the classrooms as part of their self-efficacy in such language. According to Wenden and Rubin 1967, the introverts are people who are motivated by their inner worlds, their achievement is based on a quiet learning environment where they would have the chance to think and work alone. Yet, an extrovert is a person who has a tendency to focus on the outer world of people and events. They are social and outgoing.

This research aims to uncover the type of relationship between personality traits and the practice of oral English outside the classroom among students of Advanced Intensive English I level, on the second semester of 2012 in the Foreign Language Department of the University of El Salvador, by investigating how personality is linked to the frequency (how often a student practices or seeks

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opportunities to practice) and to the quality (how effectively, openly, and eagerly the student practices in an extra curricular setting).

For many students in the teaching English major at the Foreign Language Department of the University of El Salvador, fluency in spoken English is the principal aim of their collegiate studies, yet their levels of success vary greatly. Considering that students' personalities also differ greatly as well, it is logical to wonder whether personality affects the quality or frequency of a student's oral practice of English in extracurricular settings. Such students, even when they have time and the possibility to practice oral English inside the classroom, with their classmates, teachers, and even English native speakers, do not take advantages of the situation, neither are they willing to practice it outside the classrooms.

The best example of this issue is the lack of enthusiasm that students show towards the Conversation Clubs that have been carried out in the Foreign Language Department (from 2001 to present 2012). At first, most of the people who register to participate in such clubs join in actively but as the semester goes by, the groups present a decrease in the number of participants, even when teachers and students in charge do their best to create a good environment by providing tools and incentives for the oral practice of English. Conversation Clubs decrease in numbers, to the point that groups dissolve, succumbing to the students' apparent lack of interest and time.

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Sure enough, no one could assert that an extroverted or introverted personality is the key to determine whether or not a student will achieve success in the speaking area of learning a language. Efforts will be made with this research, in order to prove how certain personality traits help students to create a successful learning environment according to their needs and also how and where these findings will help future students and teachers of the English teaching major.

1.4. Research Questions

1.4.1. Main Question

- What is the relationship between personality and the oral practice of English outside the classroom among students of Advanced Intensive English I, on the second semester of 2012 at the Foreign Language Department in the University of El Salvador?

1.4.2. Subsidiary Questions

- Is there a relationship between personality and the oral practice of English outside the classroom among students of Advanced Intensive English I?
- To what extent are personality and the practice of English outside the classroom related to each other?
- Is there a significant causality between personality and the oral practice of English outside the classroom among students of Advanced Intensive English I?

1.5. Objectives

1.5.1. General Objective

- ✓ To relate personality and the oral practice of English outside the classroom among students of Advanced Intensive English I, on the second semester of 2012 at the Foreign Language Department in the University of El Salvador.

1.5.2. Specific Objectives

- ✓ To inquire about the relationship between Advanced Intensive English I students' personality and the oral practice of English outside the classroom.
- ✓ To describe to what extent students' personality influences on the oral practice of English outside the classroom.
- ✓ To demonstrate whether the causality between personality and the oral practice of English outside the classroom are related.

1.6. Justification

It is considered highly essential to know the language for communicative purposes. In general, one of the most popular languages around the world is English, which has attained the status of a global language. It plays a role of foreign language for those who learn it after their mother tongue and plays a role of second language for those who migrate from their home country to another one for studies or settlement. One of the most challenging difficulties in learning a foreign language is finding ways to improve one's oral fluency and accuracy. This is most commonly true in countries like El Salvador where learners share a common mother tongue and have very little or no exposure to the foreign language outside the classroom. Most of the linguists believe that language is just like a habit formation. In their view, language is learnt through use and practice and the more one is exposed to the use of language, the better one learns.

Language contact outside the classroom is believed to be important, it can provide "potential practice opportunities" (Segalowitz & Freed, 2004) for the language in study, English. This notion is supported by numerous researchers in this area; d'Anglejan, for example, claimed that without the necessary practice, studying a language is not enough to improve foreign language proficiency. Other authors also insist that to learn to speak, foreign language learners need opportunities to speak

(d'Anglejan, 1978; Harley, Allen, Cummis & Swain, 1990). In addition, the benefits of language contact appears to apply to numerous aspects of language learning; students have been found to learn grammar and vocabulary; improve their reading, writing, and comprehension skills; as well as developing greater confidence in using English (Loewen & Ellis, 2005).

In El Salvador though, English is used with great emphasis in educational context but still within their institutions, students have very limited understanding and exposure to English; and the University of El Salvador is a great example. As a result when speaking to express their thoughts students find it difficult to put their ideas into proper words, so their speech production lacks accuracy and proficiency.

Since one of the major focuses in the field of Second Language Acquisition (SLA) relates to the factors that contribute to success in learning, researchers investigated the effects of factors such as task anxiety (Gardner, Day, & MacIntyre, 1992; MacIntyre & Gardner, 1994), socioeconomic status (Ikeda, 1989), and acquisition setting (Chun, 1981; Fathman & Precup, 1983) on the level of proficiency a learner attains. In addition, the attempt has been made to relate English as a foreign language learning with certain intrinsic individual differences or global personality traits (Liu, 1989; Onwuegbuzie, Bailey, & Daley, 2000; Wokusch, 1989).

The topic "Personality" has been studied long the years, due to its importance for the society, and it is a complex topic given that it is closely related with education.

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There is a considerable number of studies carried out to try to explain the effects of outgoingness versus reservedness on foreign language learning (Morales, 2005, Borala, 2004, Erton, 2010, Kezwer,1987, Gan, 2008, Gan, 2011, Chaporro & Furnham, 2003). The results of these studies have often shown a clear positive relationship between extroversion and success in learning a foreign language, while others demonstrate that there is a positive relationship between outgoingness and foreign language proficiency. That is why with this research, the researchers want to find out the relationship between the kinds of personality that students of Advanced English I at the Foreign Language Department in the University of El Salvador present and compare them with their practice or performance of oral English outside the classroom.

According to related researches, oral practice is just one of many other factors influencing the process of learning English as a foreign language, and personality has been shown as one of the central keys when interacting inside and outside the classroom. Personality is implicated in the developing and the way a student employs techniques for the different English skills that are required when they learn the language.

1.7. Limitations

The research work is designed to focus on the relationship between personality and the oral practice of English outside the classroom, taking participants of a particular subject as reference, Advance Intensive English I. Here is presented a list of the limitations researchers may face:

- ✓ The lack of time available to collect the data.
- ✓ The probability that students would not provide authentic information in the instruments.
- ✓ Students would prefer to spend their time for academic activities instead of participating in the survey and test.
- ✓ The teachers lack of support to carry out this study.

All the limitations mentioned before may represent a crucial restriction when trying to access students' participation or information they could provide, as well as the constraint of the validity and reliability required for the development of this study.

CHAPTER II

2. Theoretical Framework

2.1. Antecedents

Several individual factors have been found to play a role in the foreign language acquisition (age, motivation, anxiety, personality traits, and individual learning techniques, among others). Nowadays, one of the primary objectives in foreign language learning and teaching is certainly learning more about the students and increasing the awareness of personal differences each student has. In the history of language teaching, there used to be a fanatical discussion about which methods the teachers need to apply to the teaching-learning process. However, in modern language teaching relating individually with the students on an academic basis and trying to learn more about the students' profile, provides additional advantages for the language learner and the teacher to come across the main objective which is to master the foreign language. Here, the personality of the student appears to be in the core of the issue.

Personality has become relevant in the foreign language learning process in the last decades, given the fact that personality has called the attention of researchers interested in the teaching of a foreign language. In view of the fact that teaching a foreign language deals with the complex nature of each student that demands the best

possible education to become a future professional in the education field as well. Carl Gustav Jung (1934) defined personality as “the supreme realization of the innate peculiarity of every living being. It is the act of facing life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination”. In other words, Jung defined personality as the greatest element an individual possesses, but at the same time is molded by the freedom the individual has to make decisions and to form specific traits in personality according to circumstances. Agreeing with Cook (1993) “there are three reasons for being interested in personality, first: To gain scientific understanding, second, to access people and next, to change people”. For Cook, the first one is hypothetical while the second and the third ones are relevant.

In second language acquisition, personality should be studied to provide a more productive learning and teaching environment inside and especially outside the classroom where students remain the most in their free time, because there is a close connection between the personality of the student, the style and the strategy that the student develops, and specially to develop their self-efficacy in order to accomplish learning and the success in the academic performance he or she achieves. Since 1990s, there has been a growing interest on how personality correlates to the academic performance. An individual’s personality can have an effect on the extent to which he or she is able to achieve information and transmit it (Murray and Mount,

1996). Moreover, Chamorro-Premuzic & Furnham (2003) conducted a study to investigate the relationship between personality traits and academic performance in three longitudinal studies of two British university samples. Additionally, indicators such as attendance, tutorials, practice of English, among others were also studied in relation with the personality traits. The results showed that personality is significantly related to the academic performance.

Yet one of the most important elements for Second Language Acquisition research to explain is the great individual variability foreign language learners obtain (Gass, 1988). It has been frequently observed that different learners attain highly different levels of oral proficiency even though the conditions in which these learners attain a target language are almost identical. This inter-individual variation can be accounted by learner-internal factors. Johnson (2001) separates the variables that contribute to the variation between individual language learning into three categories: cognitive, affective and personality variables. Cognitive factors include various forms of mental information processing (Ellis, 1990); affective factors involve among others motivation and anxiety (Ehrman et al., 2003); and personality variables are mostly associated with a set of personality traits (Skehan, 1989).

Besides, after all the studies, definitions, improvements in education, technology and years of learning, it is visible that the majority of foreign language students of English, most of the time are neither fluent nor confident English speakers. Some may attribute this deficiency to the lack of conversational

opportunities outside the classroom, especially in an English as a foreign language (EFL) setting. However, it may, in fact, derive from the myths that students hold regarding communication in a foreign language, such as the necessary possession of excellent pronunciation, a good accent, a large vocabulary, and an in-depth knowledge of grammar. Moreover, some learners who perform well in English classes still find themselves really restrained when interacting with native speakers, teachers or with peers with a higher level of English in everyday life (Yang & Gai, 2010). This paradox arises from the somewhat unreal and comparatively safe context of the classroom, since teacher-student and peer interactions are often restricted to basic patterns and prefabricated situations or topics (Scarcella & Oxford, 1992). Real-life interactions are a major factor for foreign language acquisition and the development of communicative competence “demand a great deal of spontaneity and the ability to cope with the unexpected” (Peloghitias, 2006).

In authentic communicative situations, learners of English as a Foreign Language are often unable to retrieve a word, to use or comprehend an idiomatic expression, or to grasp a topic; consequently, communication breaks down (Willems, 1987). Therefore, they must develop specific communication strategies and increase their confidence in their ability to succeed in a particular situation, and in that way enable them to compensate for their target language deficiencies, enhance interaction in the target language, and eventually develop communicative competence and all that is possible through practice.

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Furthermore, the practice of English outside the classroom is an important variable when learning, since in order to learn, students must want to master the language for personal or professional purposes, and is possible if they encourage themselves to look for strategies, as the oral practice out of the classroom, to pursue and reach their goal. In more straight words, practice leads to accuracy that can be focused in the students' chance, commitment and willingness to rehearse language outside the classroom, always taking into account that everybody is different and thereby learns and practices in a different manner. Therefore, the importance of studying the relationship between personality and the oral practice of English outside the classroom among students of Advanced Intensive English I class, on the second semester of 2012 at the Foreign Language Department in the University of El Salvador.

2.2. Theoretical Framework

This study will refer to the relationship between the personality and the oral practice of English outside the classroom among students of Advanced Intensive English I, on the second semester of 2012 at the Foreign Language Department in the University of El Salvador, as it was said before. Vygotsky (1962) focused on the connections between people and the socio-cultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. McCroskey and Richmond (1990) maintain that people demonstrate regularity in their level of willingness to communicate across situations.

Findings in this study might help teachers to deal with personality differences in the classroom so they can provide more personalized instruction even though the idea is not yet a concluded one. According to the influence of an extroverted or introverted personality on oral practice of English, language learning to guarantee such a step. One perfect solution for these varieties of personality (introvert and extrovert) would be to provide as much variety in the classroom as possible to ensure that all personality types can be put together and in that way encourage students to practice English outside the classroom. Caine & Caine (1991) noted: "We do not simply learn. What we learn is influenced and organized by emotions and mindsets

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based on expectancy, personal biases and prejudices, degree of self-esteem, and the need for social interaction [...]"

The relationship between Personality and the Oral Practice of English outside the Classroom seems to be a dominant factor when learning; that's why the personality can determine how the language achievement will be (Erton, 2010). Since every student is different and their characteristics are unique the students' personality will show how their performance outside the classroom would be, it needs to be taken into account that their behavior will help or affect their learning process. The difference is largely due to the type of personality these students have. While some people have a very likeable personality, some are rather intimidating and difficult which causes others to avoid them. It is well known that the practice of English outside the classroom is an important point to develop oral proficiency so the way the students behave will interfere in their learning process, so basically the oral practice outside the classroom will be determined by the type of personality each student has.

2.3. Concepts

❖ **Automaticity**

- ⊕ Automaticity is defined in Wikipedia as "the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition, and practice."

❖ **Ambiversion**

- ⊕ Although many people view being introverted or extroverted as a question with only two possible answers, most contemporary trait theories measure levels of extraversion-introversion as part of a single, continuous dimension of personality, with some scores near one end, and others near the half-way mark. *Ambiversion* is a term used to describe people who fall more or less directly in the middle and exhibit tendencies of both groups. An ambivert is normally comfortable with groups and enjoys social interaction, but also relishes time alone and away from the crowd.

❖ **English as a Foreign Language (EFL)**

- ⊕ The teaching of English to people whose first language is not English, and who do not live in an English-speaking country.

- ⊕ The study of English by nonnative speakers living in a non-English-speaking environment.
- ⊕ *EFL*, English as a foreign language, indicates the use of English in a non-English-speaking region. *TEFL* is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status (what linguist Braj Kachru calls the "expanding circle countries").

❖ **Eysenck Personality Inventory (EPI) Test**

- ⊕ Questionnaire in a self-report format that measures the personality aspect of extraversion-introversion and neuroticism-stability and includes a lie scale (Mosby's Dictionary of Complementary and Alternative Medicine, 2005, Elsevier).
- ⊕ A short reliable device for evaluating 2 'dimensions' of personality—extroversion/introversion and mental stability; it is used when there is reason to believe that personality and individual differences might affect the dependent variables in a study (McGraw-Hill Concise Dictionary of Modern Medicine. 2002).

❖ **Extroversion**

- ⊕ Extroversion is a trait which is common in the major trait theories of personality (Eysenck, 1991); and the five factors model developed by Costa and McCrae (1992) and others. High Extroverts are said to be sociable, easy-going, and optimistic, and to take chances.
- ⊕ An extrovert displays a propensity towards social interaction, adventure, cheerfulness, activity for activity's sake (Costa & McCrae, 1985; Costa & McCrae, 1992a; McCrae & Costa, 1997).
- ⊕ Extroverted people are predisposed to be sociable, irresponsible, dominant, they lack reflection, are sensation-seeking, impulsive, risk-taking, expressive and active. (Eysenck, 1975; Eysenck, Eysenck & Barrett, 1985; Eysenck & Eysenck, 1991).

❖ **Introversion**

- ⊕ Introverts are said to be quiet, and reserved, and to plan ahead, and dislike excitement. At the same time, they are said to be: anxious, worrying, over-emotional, and frequently depressed for failure in what they are supposed to succeed. The typical introvert is unsociable, rather quiet, reserved and shy.

❖ **Inside vs. outside the classroom**

⊕ When talking about learning English inside of the classroom it is in reference to the English that is being taught by the teacher in a classroom situation. Watching a movie or reading a book during English-class are examples of English taught inside of the classroom. When talking about English outside of the classroom, it is in reference to all aspects of the English language that the students are exposed to outside, watching TV, talking with a friend by phone, practicing English with partners in the halls of the university or reading an English book before bedtime are examples of English picked up outside of the classroom.

❖ **L1**

⊕ L1 is the term for first language. If a student speaks Swedish as their L1 it means their mother tongue is Swedish.

⊕ It is the language(s) a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. In some countries, the terms *native language* or *mother tongue* refer to the language of one's ethnic group rather than one's first language.

❖ **L2**

⊕ L2 is the term for second language. If a student speaks English as their L2 it means their mother tongue is not English.

⊕ *Second Language; Foreign Language.* The language a person knows, is learning or is acquiring in addition to their native language (L1).

❖ **Naturalistic Learning**

⊕ It occurs through direct spoken interaction with users of the target language or through interaction with target language texts. Benson (2001) adds that the learners' degree of deliberate intention to acquire language content or skills at the time of the learning event itself is what makes self-instruction different from naturalistic learning.

❖ **Out-of-class learning**

⊕ Out-of-class learning is any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning.

❖ **Personality**

⊕ The word "personality" derives from the Latin word "persona" which means "mask". The study of personality can be understood as the study of masks that people wear.

⊕ These are the personas that people project and display, but also include the inner parts of psychological experience which we collectively call our

“self”. “I” is for personality according to Adams (1954, cited in Schultz & Schultz, 1994).

- ⊕ Personality is what makes one person different from other people, perhaps even unique. This aspect of personality is called individual differences (Boeree, 2006).
- ⊕ Carl Jung Gustav (1934) defined personality as the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination.
- ⊕ Hippocrates (400 BC), a physician and a very acute observer, claimed that different personality types are caused by the balance of bodily fluids. The terms he developed are still sometimes used today in describing personality. Phlegmatic (or calm) people were thought to have a higher concentration of phlegm; sanguine (or optimistic) people had more blood; melancholic (or depressed) people had high levels of black bile; and irritable people had high levels of yellow bile. Hippocrates’ views about the biological basis of personality are echoed in contemporary theories that link the presence of brain chemicals such as noradrenaline and serotonin to mood and behaviour.

- ⊕ Carver & Scheier (2000) suggest that the word personality conveys a sense of consistency, internal causality, and personal distinctiveness. This issue of personal distinctiveness is very important. There are certain universal characteristics of the human race and particular features of individuals.
- ⊕ Within psychology two classic definitions are often used. In the first one personality is defined as a dynamic organisation, inside the person, of psychophysical systems that create the person's characteristic patterns of behaviour, thoughts and feelings (Allport, 1961). The second one refers to more or less stable, internal factors that make one person's behaviour consistent from one time to another, and different from the behaviour other people would manifest in comparable situations (Child, 1968). Both definitions emphasize that personality is an internal process that guides behaviour. Gordon Allport (1961) makes the point that personality is psychophysical, which means both physical and psychological.
- ⊕ Child (1968) makes the point that personality is stable or at least relatively stable. We do not change dramatically from week to week, we can predict how our friends will behave, and we expect them to behave in a recognizably similar way from one day to the next. Child (1968) includes consistency (within an individual) and difference (between individuals) in his definition.

⊕ Allport (1961) refers to personality as characteristic patterns of behaviour within an individual. These are also important considerations. So personality is what makes our actions, thoughts and feelings consistent (or relatively consistent), and it is also what makes us different from one another. Besides, both definitions express that each individual is a complete different human being, and for that reason every activity in which they are involved, will be performed differently. Indeed this is applicable to the learning process, since it encourage students, teachers and future researchers to understand, analyze and propose the new discoveries to the education field.

❖ **Personality Traits**

- ⊕ Traits are distinguishing qualities or characteristics of a person.
- ⊕ Enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts (Costa & McCrae, 1992)

❖ **Practice**

⊕ Practice is said is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. A commitment to using practices in any field is a commitment to using all the knowledge and technology at one's disposal to ensure success.

⊕ An action frequently repeated or customary action; an habitual performance; a succession of acts of a similar kind; usage; habit; custom; an actual performance; and as the finally process of learning that is the application of the acquire knowledge.

❖ **SDL**

⊕ In its broadest meaning, 'self-directed learning' describes a process by which individuals take the initiative, with our without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes. (M. Knowles, Principles of Androgogy, 1972).

❖ **Self-efficacy**

⊕ According to Albert Bandura, self-efficacy is “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (1995). In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel (1994).

- ⊕ Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.
- ⊕ Self-Efficacy can also influence goals, actions, and successes (or failures) in life. If your self-efficacy in an area is much lower than your ability, you will never challenge yourself or improve. If your self-efficacy in an area is much higher than your ability, you will set goals that are too high, fail, and possibly quit. The ideal self-efficacy is slightly above a person's ability: high enough to be challenging while still being realistic.

❖ **Self-instruction**

- ⊕ It can be understood as a deliberate long-term learning project which is instigated, planned, and carried out by the learner without any intervention from a teacher, or as any deliberate effort by the learner to acquire language content or skills.

2.4. Research Variables

2.4.1. Independent Variable: Personality

Personality variables are mostly associated with a set of personality traits. In the foregoing study, it is hoped to develop the concepts of two main personality traits the human character present, which might focus the students' attitude towards oral practice of English. These two main kinds of human characters are the Extroverted and Introverted. It is believed in this study that the human behavior, a great part of one's personality, has to do with foreign language learning although is not completely proved that an extroverted or introverted personality will determine the student's proficiency on spoken English.

Foreign language teachers nevertheless, feel that students with an extroverted personality are to be successful in the oral practice of English because they think that extroverted students will do more participation in class therefore, engaging in situations that will allow themselves to create a good oral practice environment in the foreign language (Kezwer, 1987).

2.4.2. Dependent Variable: The Oral Practice of English outside the Classroom

As stated above, no one would tell for sure if quiet students have less mastery over oral practice of English than extroverted students although classroom conditions

may create a learning environment in which students can develop their speaking skills.

According to one's perception, extroverted students tend to speak English spontaneously when they feel they are ready, that may be for several reasons for example, when teachers encourage their students to not to be shy when participating on class discussions. The researchers agree that in the Foreign Language Department of the University of El Salvador, students aim to participate eagerly in classrooms, but not every student succeed in such task.

Regarding the encouragement of students in the classroom, there is a limit on how much a teacher should encourage introvert students to practice oral English, that is, to verbalize between them in the target language. It represents a limit because it can interfere with his personality and its natural expression in the new language (Littlewood, 1983). Extroversion can be seen as positive in the Salvadoran culture whereas introversion might be a synonym of retardation therefore, negative.

Many studies point to the fact that opportunities for communication in the Foreign Language, especially outside the classroom, should be encouraged among the students, in order to provide them with several tools of comprehensible material, as well as with chances to practice expressing themselves in the new language (Boeree, 2006; Morales, 2005; Liyanage, 2004; Erton, 2010; Nikoopour & Farsini, 2010; Machnika, 2010; Kewer, 1987; Gan, 2011).

CHAPTER III

3. Methodology

This chapter describes and explains the methodology organized for the research, including the research design, subjects, instruments, procedures and data analysis of the present research.

3.1. Method

The method used in this research is a qualitative descriptive research method. This study is based on the belief that many students experience debilitating levels of language anxiety in the classroom when speaking. There is a particular interest in the extroverted-introverted personality of students that raises the question of whether speaking skills in the student is greatly influenced by it. With the findings of this research, a supportive community of new students working towards a common goal, that is, the practice of oral English can increase students' awareness by finding opportunities for oral communication and providing a unifying framework for oral preparation and presentation in the language. This study has the purpose to gain new information about the relationship of students' personality and the oral practice of English.

3.1.1. Design

A descriptive research design has been considered, this kind of design is characterized by the observation and description of the behavior of a subject without influencing it in any way (Shuttleworth, 2008). Many scientific disciplines, especially social science and psychology, use this method to get a generalized view of the subject, to observe natural behaviors without affecting them. According to Shuttleworth many subjects cannot be reviewed in any other way because doing so would affect the normal behavior of the subject. Also a combination with the associational design will be implemented with the aim of determining to what degree personality and oral practice of English are related.

The findings that a descriptive research provides cannot be used as a specific answer or a refutation of a relationship, but if the limitations of the research are well understood, they can still be a very useful instrument in many areas of the research. There will some advantages and disadvantages for the descriptive- relational design, the advantages that can be mentioned are:

- The student was observed in a completely natural environment.
- Descriptive research is often useful to qualitative research designs, the general overview giving some important indications as to what variables are worth testing qualitatively.

3.2. Setting

Data collection will include a questionnaire and a personality test for volunteer participants from Advanced English I, in a comfortable setting, preferably a space free of pressures and distractions. In order to obtain reliable information more effectively, the researchers will make attempts to establish a good rapport with the participants.

Instructions for each kind of instrument will be explained to the participants beforehand, to ensure that participants feel comfortable and have the willingness to share information. Each test will take 10 minutes approximately. Each participant will be in a desk, away from other participants to ensure the accuracy of the data collection (students are more likely to give more honest and truthful answers in this kind of tests if they are by themselves given that there is no peer pressure and they can answer discreetly).

3.3. Sample/Participants

In order to determine the relationship between personality and the oral practice of English outside the classroom, a sample of 40 respondents will be asked to participate. Mouton (1996) defines a sample as elements selected with the intention of finding out about the total population from which they are taken. A convenient sample consists of subjects included in the study because they happen to be in the right place at the right time (Polit&Hungler, 1993).

Simple random sampling is the basic sampling technique where a group of subjects (a sample) is selected for a study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection (Moore & Starnes, 2008). This is why it is said to be the most efficient sampling procedure. In order to conduct this sampling strategy, the researchers will define the population and take 40 students as sample then; the researchers will approach the individuals and ask them if they are willing to participate.

To achieve valid information, certain inclusion criteria are necessary. The participants qualified for sample selection must be from Advanced Intensive English I class students, of the Foreign Language Department at the University of El Salvador.

3.4. Measurement Instruments

A questionnaire will be used to collect primary qualitative data from students. The aim is to gather unbiased data from a representative sample of participants. The reason why a questionnaire will be used is because the answers that can be obtained from questionnaires can be standardized into a whole section, meaning that questionnaires are more objective, even more than interviews where the researcher has to analyze the responses one by one.

The Relationship between Personality and the Oral Practice of English outside the Classroom

An obvious advantage of questionnaires is that they can provide unassuming information for a qualitative method because one can count questions or analyze the written responses that are similar. What is desired in a questionnaire is opinions of students of the Advanced English I class and if such opinions are consistent with the theories (research questions) in the research.

The personality test is a standardized questionnaire designed to show characteristics of an individual's personality or psychological condition, they are used in a variety of situations such as psychological counseling, major choosing, personnel hiring. The development of such test is a process in which it can influence theoretical or statistical context. It is suitable for the current research given the fact that it includes a qualitative descriptive relational design. This personality test aims to ascertain the kind of personality the students of Advanced Intensive English I have, accompanied with the questionnaire; it expects to demonstrate reliability and validity. The personality test is chosen because such tests are useful when making a psychological study about a student's habitual behaviors, feelings towards determined circumstances, attitudes towards life, interests, etc. Every individual has a different personality and different interests. The Eysenck Personality Inventory (EPI) was chosen because its model offers a highly significant and helpful additional perspective to the four temperaments and the questionnaire, allows researchers to develop an instrument that, without bias, answers the research questions.

3.4.1. Eysenck Personality Inventory (EPI)

Eysenck Personality Inventory (EPI) was created by British psychologist Hans Jorgen Eysenck (1916-97) who was born in Berlin. He left Germany in 1934 for England, where he studied and later taught psychology at London University. He became a prolific writer in the field of clinical psychology and also had a great interest in psychometrics (Wikipedia, 2012). His first test that appeared was the Maudsley Medical Questionnaire (Eysenck, 1952), which measured neuroticism using interspersed elements, in questions about the subject's personality. Then came the Maudsley Personality Inventory (Eysenck, 1959), which measured only the dimension introversion-extraversion (E) and stability - neurotic (N). Later Eysenck created the personality inventory that takes his name, the Eysenck Personality Inventory (Eysenck, 1964), which like the MPI, (Maudsley Personality Inventory) measured the dimensions E and N and it included a scale to lie detection that identified with the letter L. And finally Eysenck created the Eysenck Personality Questionnaire (EPQ), which included the dimension of psychoticism (P)

Eysenck's concepts are particularly significant because they provide a valuable additional perspective compared to the “four temperaments” of Jung, Myers Briggs, and Keirsey, because they explore and analyze a personality dimension related to emotional stability. The significant difference between Eysenck's ideas and the Four Temperaments interpretations of the older theorists is that Eysenck's (1950s) theory measures personality according to two scalable dimensions, introversion-

extraversion and stability-neurotic (Chapman, 2005-2012); whereas traditional Four Temperaments ideas simply seek to define personality according to one of the four temperaments. In this respect Eysenck's model is far more sophisticated, and indeed adds an extra dimension N (stable-neurotic) that is not found in popular systems. In this respect Eysenck's model offers a highly significant and helpful additional perspective to the Four Temperaments, Jung's Psychological Types, and the Keirsey and Myers Briggs systems on which they were based. Eysenck's approach to personality assessment was the first popular scalable mathematical methodology. Previous theories generally placed a person within one of the defining types, or between two types, or attributed a mixture of types to a person's personality.

The EPI (Eysenck Personality Inventory) is notable for being a structured written test composed of 57 questions, 24 corresponding to the aspect E (extroversion), 24 questions corresponding to the aspect N (neurosis), and 9 questions for the L (lie) phase. The items are presented in a column with no particular order. It is important to highlight that its use is relevant to any field of psychology. The procedure is evaluated with a key guide document that will determine the results for the tests. The results interpretation will be made regarding the classification of the participants and the kind of personality found.

3.4.2. Questionnaire

A questionnaire is a printed self-report form designed by the researchers; in order to obtain information through the responses of the participants (Burns & Grove, 1993). Researchers decide to prepare a questionnaire to gather information for the following reasons:

- Actively administering the questionnaire will ensure a high response rate as the students will be solicited and observed personally by the researchers.
- It requires less time and energy to administer.
- It offers the possibility of anonymity because subjects' names are not required.
- There is less opportunity for preconceptions as the questionnaire is presented in a consistent manner.
- The items in the questionnaire are closed-ended questions; this format limits the answers of the participants.

The questionnaire is designed in order to collect the information about the oral practice of English outside the classroom, among Advanced Intensive English I students. This questionnaire is a multiple-choice questionnaire consisting of 18 closed-ended questions, of which only 17 will be answered; depending on the answer given in question 16, the following question to answer will be either number 17 or number 18. Participants will choose one or three of the options presented that best

describe them. The results of the questionnaire will be analyzed with the Microsoft program, Excel.

3.5. Validity and Reliability

3.5.1. Validity

Wainer and Braun (1998) describe the validity in qualitative research as “construct validity”. The idea is the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. They also assert that qualitative researchers actively cause or affect the interplay between construct and data in order to validate their investigation, usually by the application of a test or other process. In this sense, the involvement of the researchers in the research process would greatly reduce the validity of a test.

The definitions of reliability and validity in quantitative research reveal two strands. Firstly, they reveal whether the result is replicable or not. Secondly, with regards to validity, whether the means of measurement are accurate and if it intends to measure what it is intended to measure. However, the concepts of reliability and validity are viewed differently by qualitative researchers who strongly consider these concepts defined in quantitative terms as inadequate. In other words, these terms as defined in quantitative terms may not apply to the qualitative research paradigm. The

question of explicability in the results does not concern them (Glesne&Peshkin, 1992), but precision (winter, 2000), credibility, and transferability (Hoepf, 1997) provide the lenses of evaluating the findings of a qualitative research. In this context, the two research approaches or perspectives are essentially different paradigms (Kuhn, 1970).

The EPI test of personality has a high level of validity since it is based on several previous studies about personality; also, this is well known among psychologists who use it in their efforts. Regarding the questionnaire, its validity demands that researchers make every question taking into account every single factor that students can or cannot do considering the possible answers they might give.

3.5.2. Reliability

Taking into account the latter, reliability has to do with the quality of measurement. In its everyday sense, reliability is the "consistency" or "repeatability" of your measures (Trochim, 2006). Reliability can be defined as "the extent to which a test produces consistent results when administered under similar conditions" (Hatch and Farhady 1982: 244). There are many different ways of estimating a tool's reliability, depending on the type of scale used, kind of construct measured, study design, number of a tool's applications and many others. Test retest, parallel tests and internal consistency methods are just a few examples. It is the last group of techniques that will be applied in the present research. By definition the internal

consistency measures the correlations between different items of one instrument to check whether if several items are intended to measure the same construct or ability produce similar scores (Brown and Rodgers 2002: 241).

The EPI is thought by many psychologists and educators to be the most reliable of all the possible instruments for the measurement of extroversion (Berry 2004). There is a concise version of the EPI, (Eysenck, Eysenck and Barrett 1985), which measures an individual's degree of psychoticism, extroversion and neuroticism by means of self-reported answers to 57 yes–no questions (Van Daele et al 2006). The extroversion–introversion scale in the EPI has 24 questions that identify the level of extroversion. In this study, the participants are given the EPI to determine their degree of extroversion. According to Van Daele et al (2006), the higher the score on the 24 items of the extroversion–introversion scale, the more the subject tends towards the extroversion personality trait (the highest score on this scale is 24). Generally, extroversion scores in a normal population approximate a normal curve with averages ranging between 6 and 8 (Sanderman et al 1995; Van Daele et al 2006).

One method for measuring internal reliability that will be used in the present study is the split-half method. It was applied to the EPI. Despite the good reliability of the original instrument designed by Eysenck, the Polish version of the questionnaire needed to have its reliability estimated too. The split-half method involved dividing the instrument into two similar parts using the odd-even principle; namely, odd-numbered items formed one questionnaire, and even numbered items

formed the other. The relationship between the two halves gave the reliability for the half of the questionnaire.

The reliability of the second instrument, the questionnaire, is provided by the reasons why students do or do not practice English outside the classrooms and how often they practice. This questionnaire aims to estimate the internal reliability that is, to check whether if the questionnaire used in the current research is indeed a reliable method. To be precise, the totals obtained from it are consistent and stable.

3.6. Data Collection Procedure

Based on the fact that data is primarily collected to provide information regarding a specific topic, in this chapter researchers will explain the complete process to give validity to their work.

In this research the process of data collection will be carried out outside the classroom in a schedule that the students will determine, due to the amount of time it will take to implement the personality test and the questionnaire. The instruments will be filled in a quiet room, where they will be fully monitored; furthermore, the personality test and the questionnaire will be carried out individually since the instruments require only personal and real information about the students. Dishonesty happening in this test will affect negatively the personality test and questionnaire results.

The Relationship between Personality and the Oral Practice of English outside the Classroom

As result of the fact that there are eight groups of Advanced Intensive English I, the researchers will choose at random five students from each group, making a total of 40 participants for the sampling of the study; The participants will first take the personality test in order to determine the type of personality they have, taking between 10 to 15 minutes. When they finish, they will answer a questionnaire about the practice of oral English outside the classroom.

The instruments needed to collect the data are a personality test (EPI) and a questionnaire to find out the relationship between personality and oral practice of English outside the classroom. Both instruments are feasible; they provide multiple options for respondents to submit data with clear and unambiguous questions; additionally, each item is understandable to the respondent and the appropriateness of the technical terms used in it.

It is important to point out that these instruments were chosen due to their effectiveness to gather the data. The personality test was chosen because it will reveal personal information that will be useful to determine the personality type of each participant. The questionnaire was designed to gather information about why students do or do not practice oral English outside the classroom. This questionnaire has many options not only related to personality's aspects but also other reasons that students will find convenient to choose given that they can describe what the participant student thinks. All data entry and tabulation for the whole study will be completed with the Microsoft program Excel.

3.7. Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple faces and approaches, surrounding diverse techniques under a variety of names, in different business, science, and social science domains.

After gathering all the information needed through the questionnaire and personality test, the personality test will be analyzed through the measurement scales; the lie (L) scale is out of 9. It measures how socially desirable the participant is trying to be in his/her answers. Those, who score 5 or more on this scale are probably trying to make themselves appear honest and are not being authentic in their responses, if any students get 5 or more answers in a lie scale they will be taken out of the process, in order to maintain the validity of the instruments . The “E” scale is out of 24 and it measures how extrovert or introverted the student is, and finally the “N” scale which is out of 24 and measures how much neurotic their personality is.

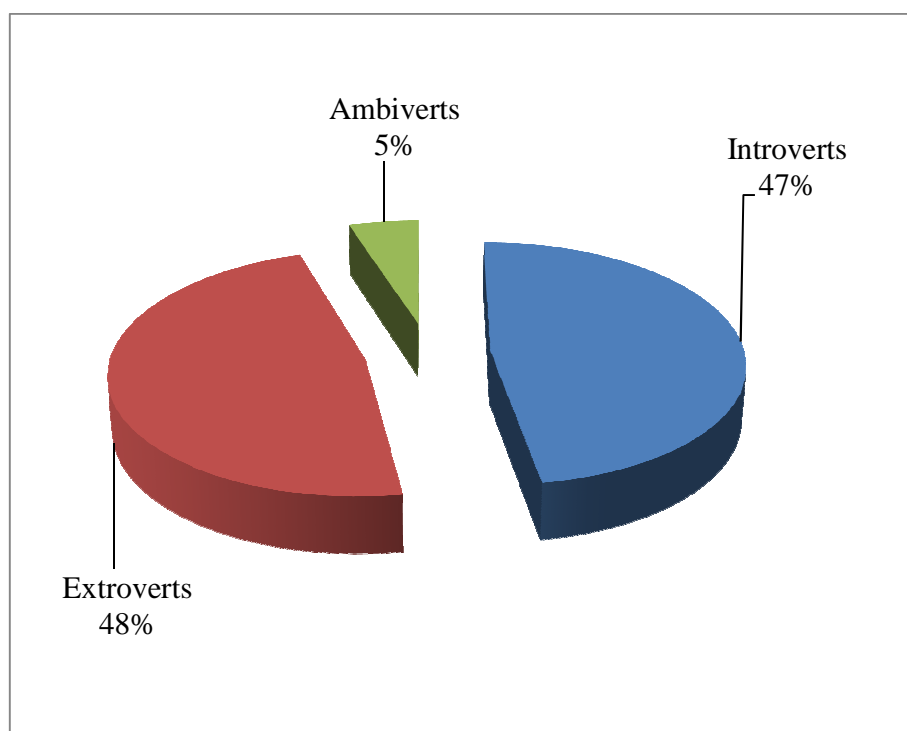
CHAPTER IV

4. Analysis of the Results

4.1. Data Results

4.1.1. Eysenck Personality Inventory (EPI) Test Results

Figure 4.1.1.1. Sample's personality types according to EPI test



The results of the EPI test showed that 47% of students from the sample had an introverted personality, 48% Extroverted. A minority of 5% were ambivert.

Figure 4.1.1.2. Comparison chart of EPI results and questionnaire’s item 1 (Mark with an ‘X’ six characteristics that best describe you)

The aim of the following chart is to compare the results obtained in both measurement instruments (Questionnaire and EPI test) in order to describe the personality types presented in the sample, based on the answers given in item 1 in the questionnaire and EPI test.

<i>Extroverts</i>			
CODE	Type of Personality (EPI)	Type of Personality (Questionnaire)	Description
AR001	Extrovert Sanguine	Extrovert	The typical extrovert is sociable usually likes to have fun, he/she is friendly; for this type of people being in communication constantly is a need, since they enjoy share time with other people talk about topics they know and learn about new ones. They prefer to spend time with other people, that is why they prefer studying or reading in groups rather than alone; they enjoy participating in every activity they can.
AR002	Extrovert Sanguine	Extrovert	
AR004	Extrovert Sanguine	Extrovert	
AR005	Extrovert Sanguine	Extrovert	
AR008	Extrovert Sanguine Choleric	Ambivert	

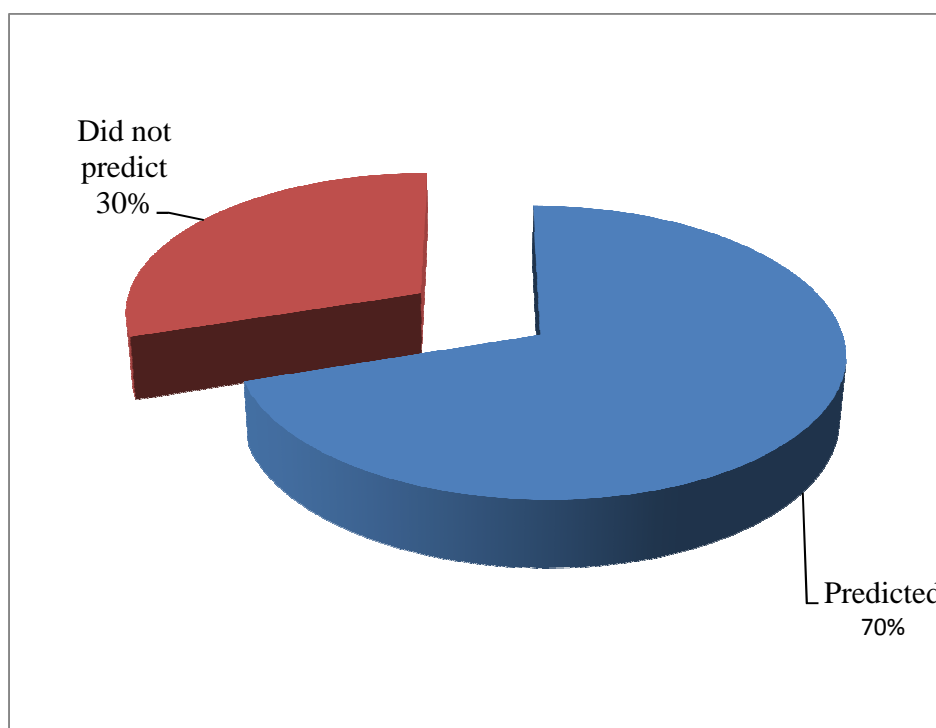
<i>Extroverts</i>			
CODE	Type of Personality (EPI)	Type of Personality (Questionnaire)	Description
AR009	Extrovert Choleric	Ambivert	<p>They always are looking for excitement and new challenges, most of them are risk takers and act by impulses of the moment; people with this type of personality love jokes and pranks. As well, they always have an answer to everything, and usually enjoy change. They can be noticed in their common characteristics as: carefree, changeable, and optimistic. They tend to be aggressive and get angry quickly; even when they controlled their felling, they are not reliable.</p> <p>In this research, 11 respondents of the 19 extrovert ones scored between 5 and 7 in EPI's Lie (L) scale, this showed their need to be socially desirable. Even though, they are not dismissible because this scale does not crucially interfere in the scores of the other scales.</p>
MA005	Extrovert Sanguine	Extrovert	
MA006	Extrovert Sanguine	Extrovert	
MA007	Extrovert Choleric	Extrovert	
MA008	Extrovert Sanguine	Extrovert	
PP004	Extrovert Choleric	Extrovert	
PP006	Extrovert Sanguine	Extrovert	
PP009	Extrovert Choleric	Extrovert	
PP010	Extrovert Sanguine	Extrovert	
RT005	Extrovert Choleric	Introvert	
RT006	Extrovert Sanguine	Extrovert	
RT008	Extrovert Sanguine Choleric	Extrovert	
RT009	Extrovert Sanguine	Extrovert	
RT010	Extrovert Choleric	Ambivert	

<i>Introverts</i>			
CODE	Type of Personality (EPI)	Type of Personality (Questionnaire)	Description
AR006	Introvert Phlegmatic	Introvert	<p>The Typical introvert is calm, quiet, shy, and introspective. This type of person, prefers reading books that going out and interact with (many) people; they are reserved and distant, except with those people they consider close friends. They are cautious and suspicious of the impulses of the moment. They do not show much interest in having fun; for them the everyday problems are a serious thing. They prefer a scheduled lifestyle. An important fact of this type of person is that they try to control their feelings carefully; that means that not always show how they feel. Also, they hardly ever behave in an aggressive manner,</p>
AR007	Introvert Melancholic	Introvert	
AR010	Introvert Melancholic	Extrovert	
MA001	Introvert Melancholic – Phlegmatic	Introvert	
MA002	Introvert Melancholic	Introvert	
MA003	Introvert Phlegmatic	Ambivert	
MA004	Introvert Melancholic – Phlegmatic	Introvert	
MA009	Introvert Phlegmatic	Ambivert	
MA010	Introvert Phlegmatic	Introvert	
PP001	Introvert Phlegmatic	Introvert	
PP002	Introvert Phlegmatic	Ambivert	

<i>Introverts</i>			
CODE	Type of Personality (EPI)	Type of Personality (Questionnaire)	Description
PP005	Introvert Phlegmatic	Introvert	and almost never get angry easily. Sometimes they are pessimistic this might happen due to the lack of confidence. They are recognized for their high respect for ethical rules, as well their reliability.
PP007	Introvert Phlegmatic	Introvert	
PP008	Introvert Phlegmatic	Introvert	
RT001	Introvert Melancholic – Phlegmatic	Extrovert	Only 7 out of the 19 introvert people in this research scored between 5 and 7 in EPI's Lie (L) scale, this showed their need to be socially desirable. Even though, they are not dismissible because this scale does not crucially interfere in the scores of the other scales.
RT002	Introvert Melancholic	Introvert	
RT003	Introvert Melancholic	Extrovert	
RT004	Introvert Melancholic – Phlegmatic	Introvert	
RT007	Introvert Melancholic	Introvert	

<i>Ambiverts</i>			
CODE	Type of Personality (EPI)	Type of Personality (Questionnaire)	Description
AR003	Ambivert	Extrovert	<p>People with this type of personality are normally comfortable with groups and enjoy social interaction, but also relish time alone and away from the crowd. They have the great majority of characteristics presented in extroverts and introverts. The interesting fact of this personality is that these people most of the time suited to the circumstances or are affected by their environment and emotions.</p> <p>They did not present a highly score in the Lie (L) scale.</p>
PP003	Ambivert	Extrovert	

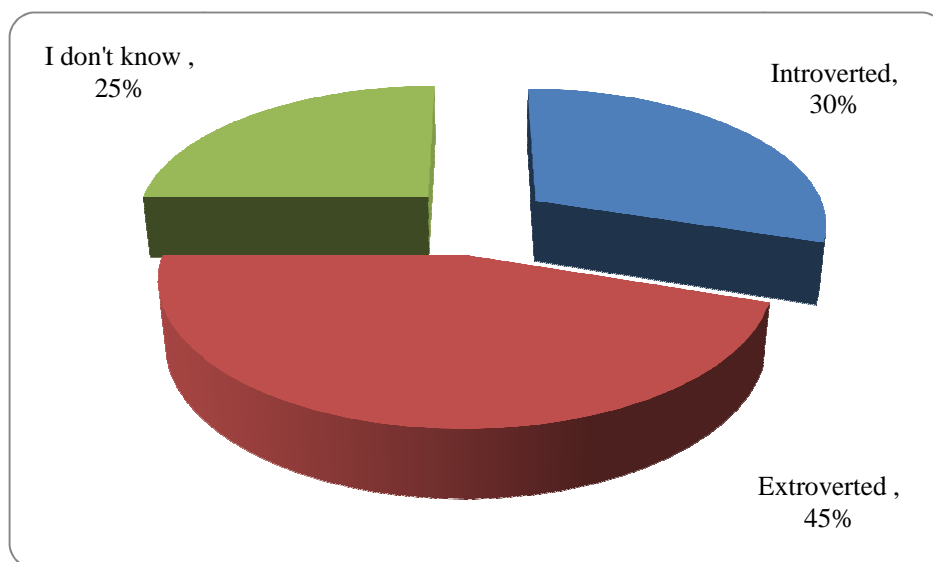
Figure 4.1.1.3. Results of students who predicted their type of personality, based on EPI results and item 2 of the questionnaire (What kind of personality do you think you have?)



The 70% of the respondents predicted about their personality type, while a 30% did not assert it.

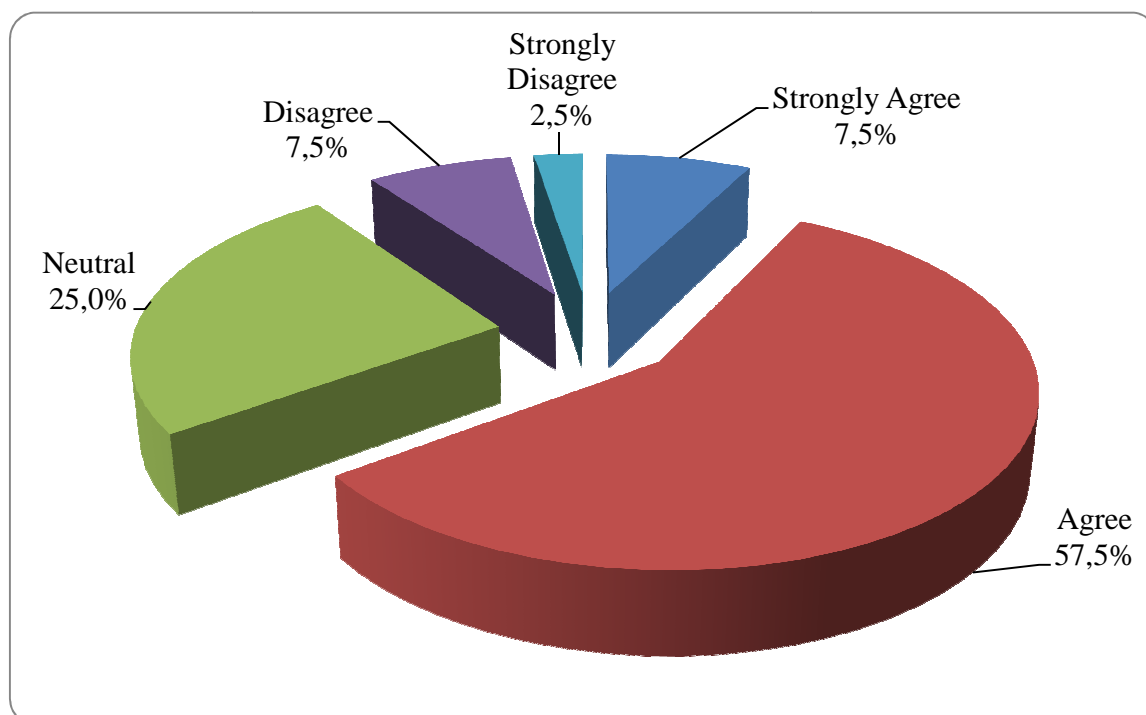
4.1.2. Questionnaire Results

Figure 4.1.2.1. Question 2: What kind of personality do you think you have?



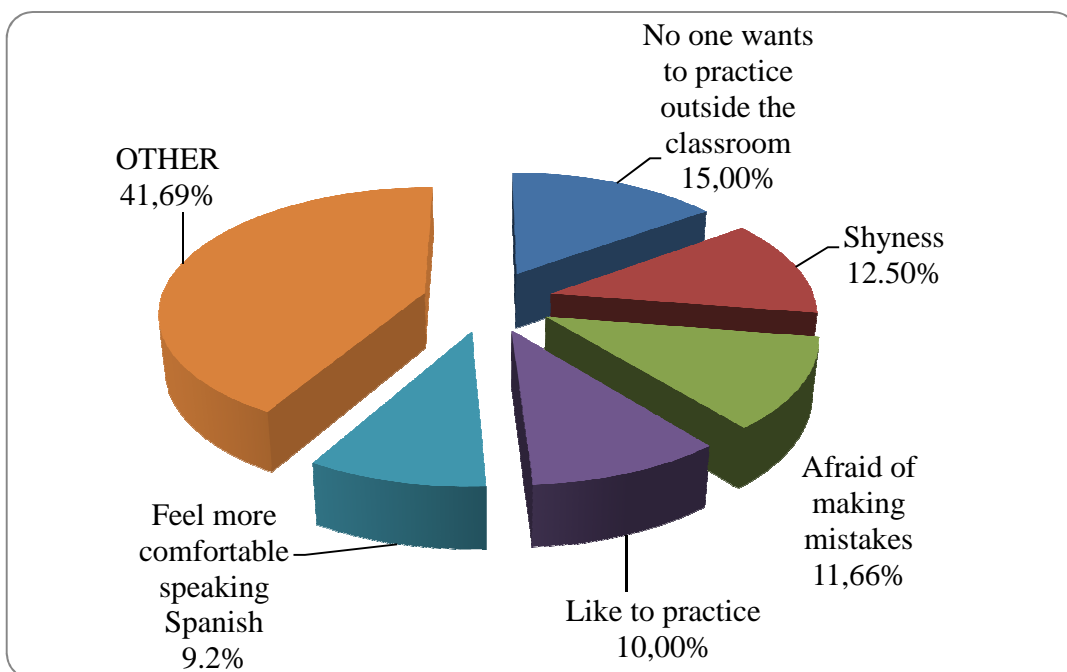
The 45% of the sample deemed themselves with an extroverted personality, a 30% considered that they were introverted; while a 25% did not know their type of personality.

Figure 4.1.2.2. Question 3. Do you consider that your personality type influences your oral practice of English outside the classroom?



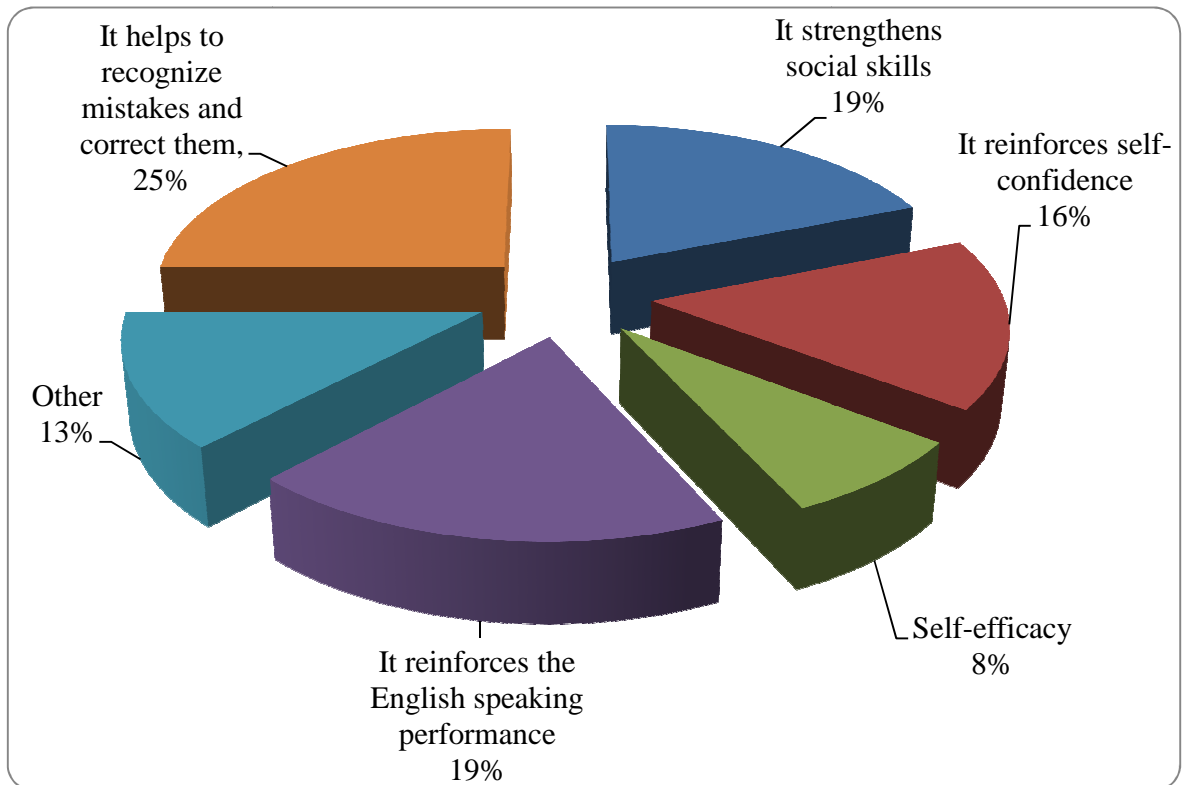
The 57.5% of the students sample agreed with the thought that personality type influences in the oral practice of English outside the classroom; while, a 25% was undecided about the topic. Another 7.5% was convinced that personality influences the oral practice of English. A 7.5% was of the opinion that personality does not influence the oral practice of English; the remaining 2.5% firmly believed that personality has nothing to do when practicing.

Figure 4.1.2.3. Question 4. Which of the following reasons do you think influences your oral practice of English outside the classroom? (CHOOSE 3)



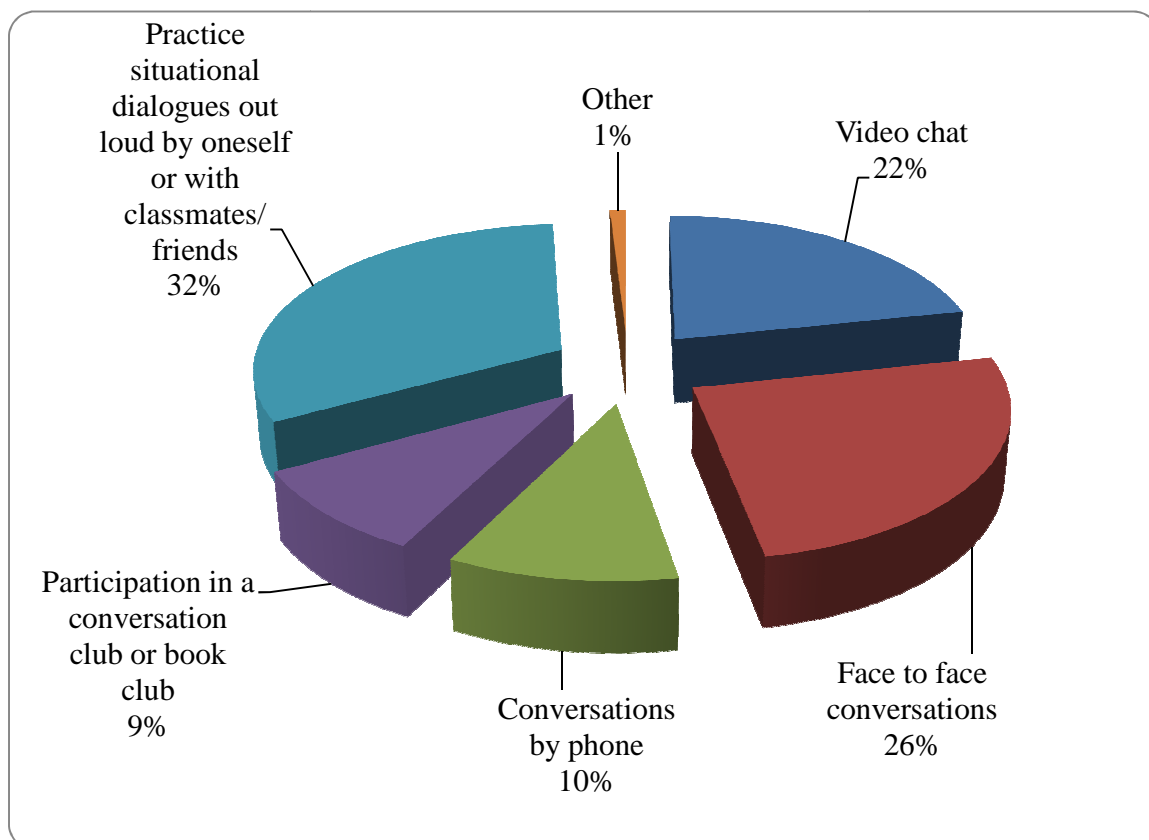
The sample identified that “no one wants to practice outside the classroom” (15%) influences in their decision about doing so. The other 12.5% acknowledged it as shyness. The fear of making mistakes (11.7%) was the third most common recognized reason. On the other hand, a 10% of the respondents granted that they liked to practice influence their decision to practice orally outside the classroom. 9.2% just admitted that they felt comfortable speaking Spanish. The 41.7% chose other reasons (The improvement of English knowledge, 10%; the development of communicative skills, 8.3%; enjoy speaking in English, 7.5%; to enrich vocabulary, 5.8%; he/she is an outgoing person, 4.2%; do not like to practice, 3.3%; Class-time is enough; 2.5%).

Figure 4.1.2.4. Question 5. How do you think the Oral practice of English outside the classroom influences your personality? (CHOOSE 3)



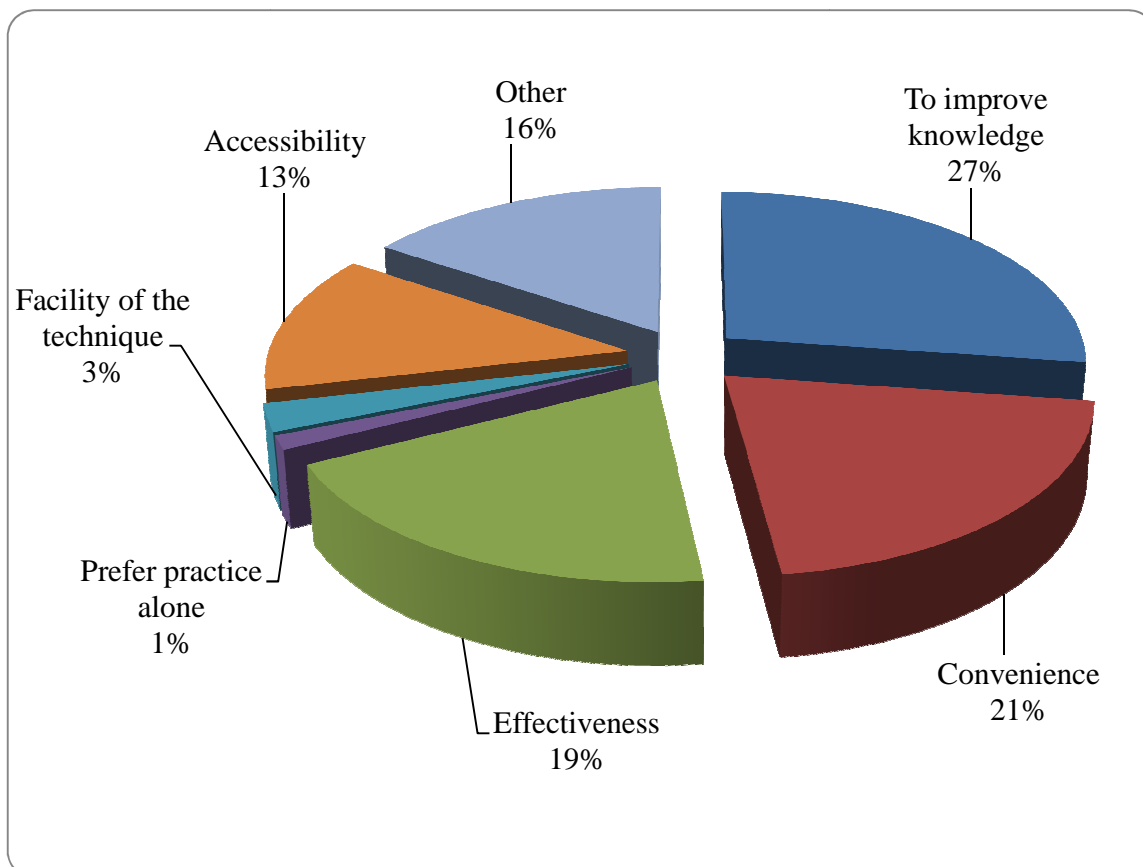
25% of the sample acknowledged that the oral practice helped them to recognize mistakes and correct them; 19% indicated that practice reinforces their English speaking skill. With a 19% respondents identified that the oral practice outside the classroom strengthens social skills (19%); as well, it reinforces self-confidence (16%) and self-efficacy (8%); 13% of the sample chose other (It helps to shape personality, 7%; it does not influence personality, 6%).

Figure 4.1.2.5. Question 6. To practice your English speaking skill outside the classroom, most of the time you... (CHOOSE 3)



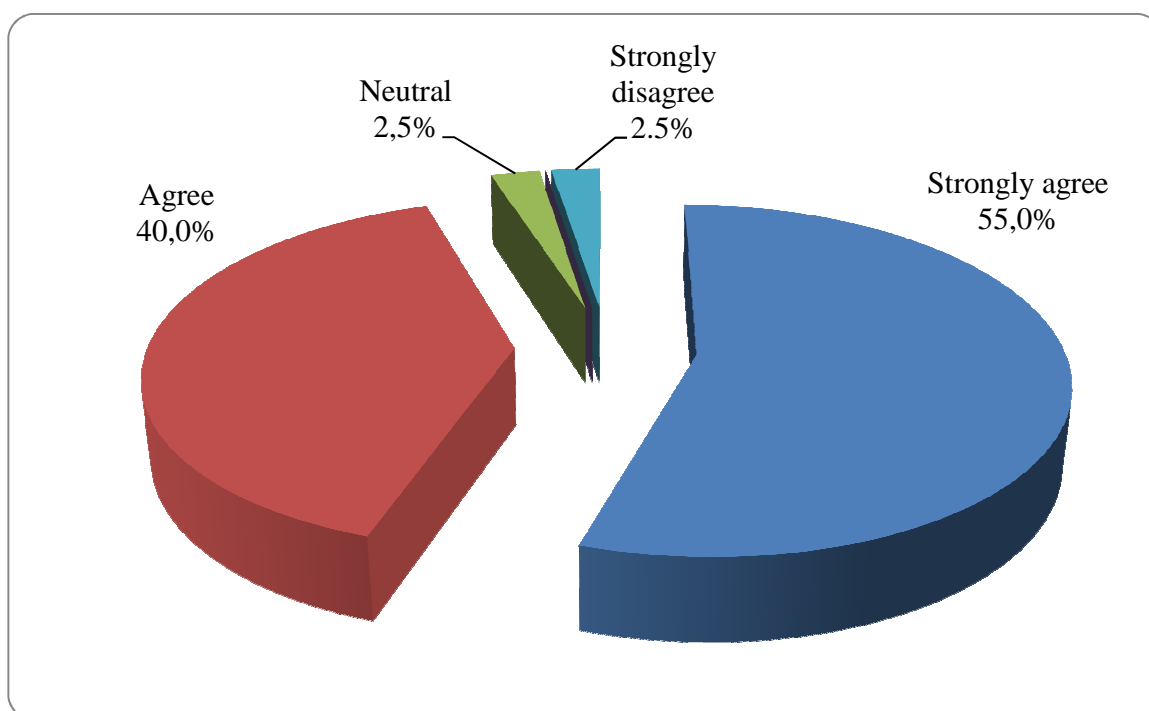
The 32% of the sample prefers to practice situational dialogues out loud by themselves or with classmates/friends. 26% preferred to practice through face to face conversations; video chatting with a 22%; 10% preferred conversations by phone; 9% of the sample has participated or are willing to participate in a conversation or book club; and only 1% chose “other” (Listen to music, watch movies in English, listening to music in English).

Figure 4.1.2.6. Question 7. The reason why you choose the previous technique is... (CHOOSE 2)



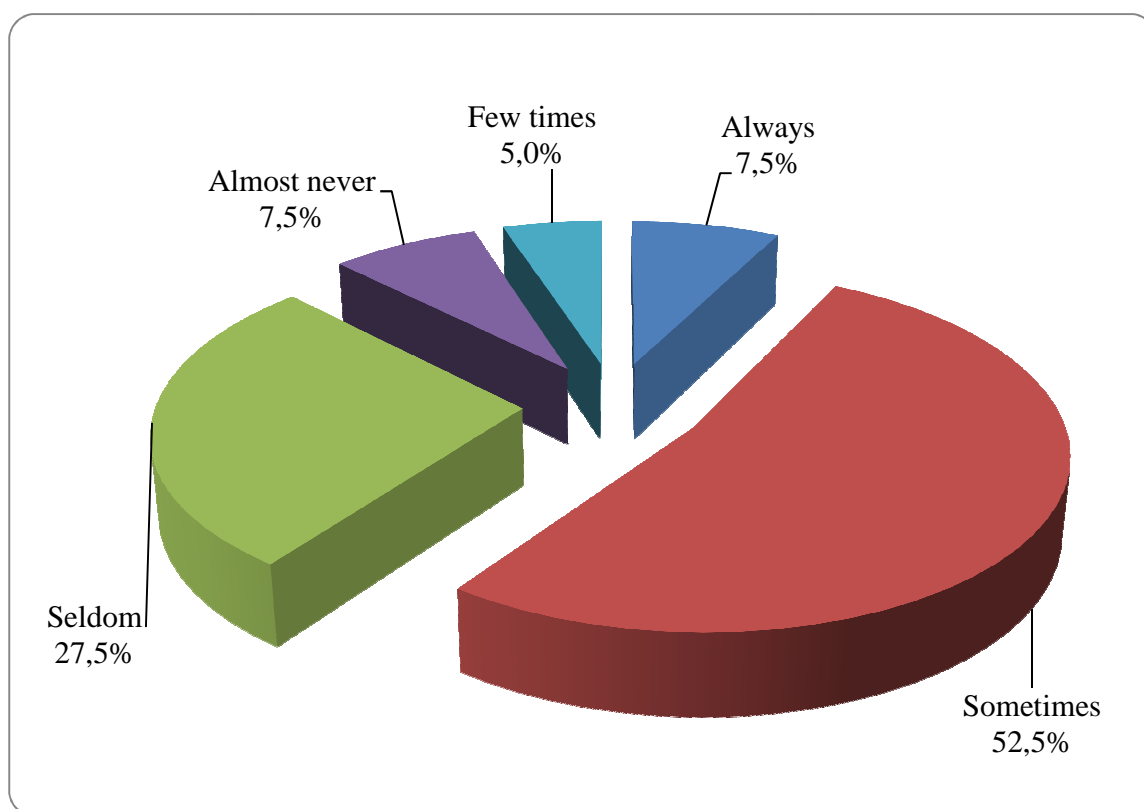
“The improvement of knowledge” (27%) seemed to be the principal reason; 21% chose “to feel comfortable”; effectiveness of the technique, 19%. 16% pointed out that they had “other” reasons; 13% of the sample chose “accessibility” and 3% looked for the easiness of practicing with such technique. Alternatively, only 1% of the sample preferred to practice alone.

Figure 4.1.2.7. Question 8: What do you think about the following statement: "By practicing English outside the classroom, one can improve his/her speaking skill?"



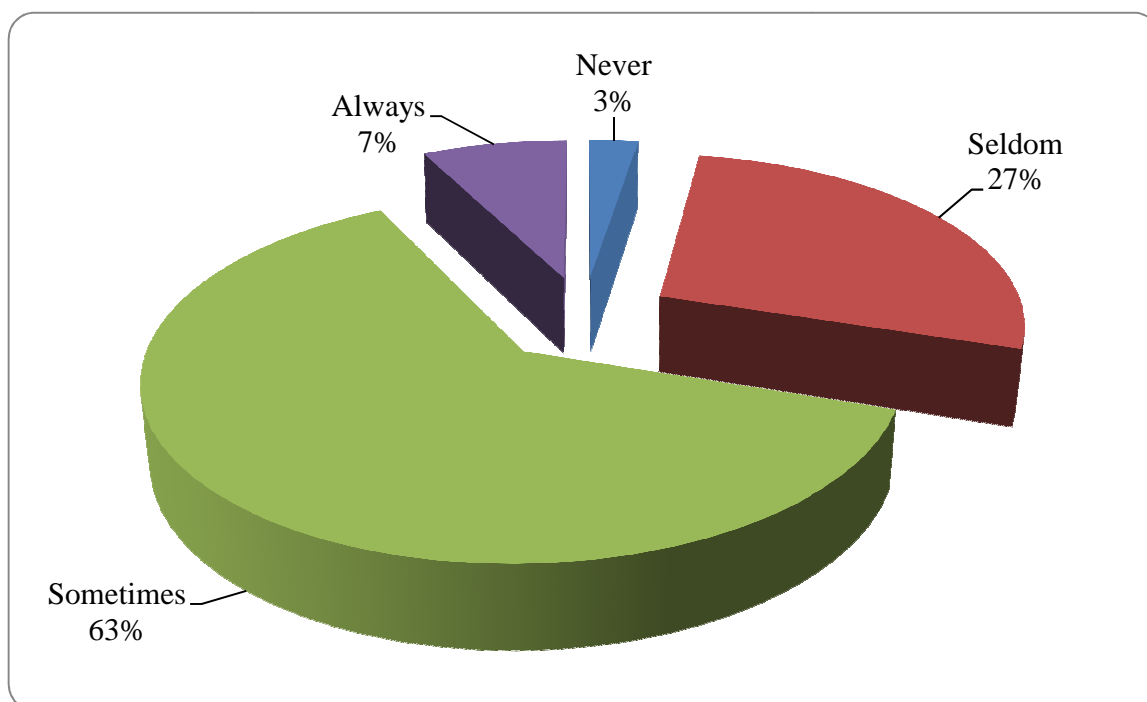
55% of the sample strongly agreed that through practicing English outside the classroom it is possible to improve the speaking skill; 40% of the sample simply agreed with it. While a 2.5% were neutral about it. On the other hand, 2.5% strongly disagreed about the statement.

Figure 4.1.2.8. Question 9. How often do you practice your English speaking skill out of the classroom?



53% of the students chose to say that sometimes, they practice their English outside the classroom followed by 28% that said that they seldom practice. 14% said that they always practice; while another 14% said they almost never practice, ending with 5% of students that said they practice English outside the classroom just a few times.

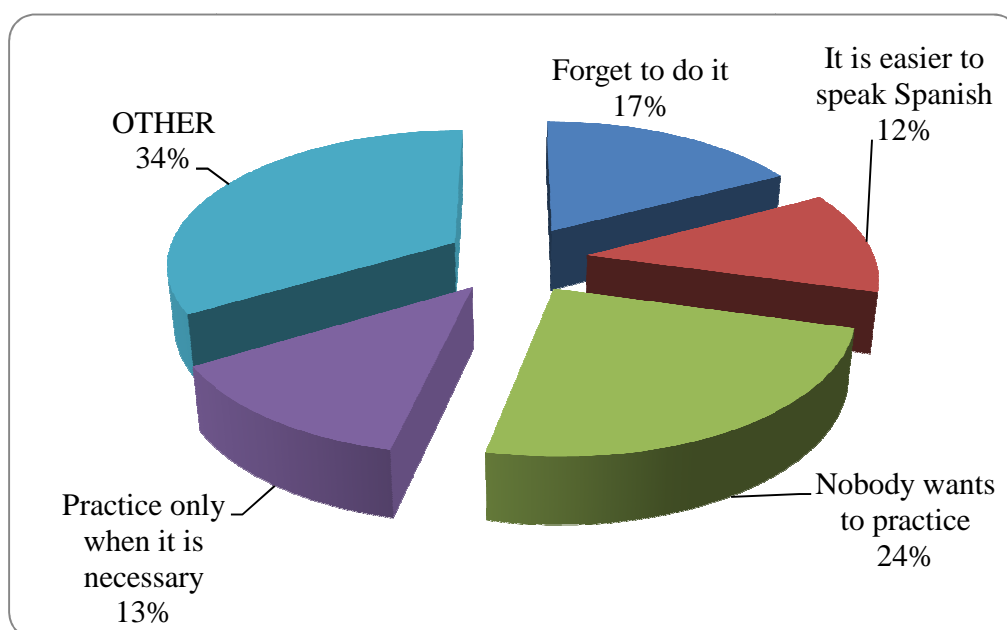
Figure 4.1.2.9. Question 10. How often do you practice orally, outside the classroom, the new vocabulary, phrases, idioms, structures, pronunciation, intonation you learn in class?



A great majority of the participants (62%) indicated that sometimes they practice new vocabulary, phrases, idioms, structures, pronunciation, intonation, among other aspects of the language, while 28% practice seldom. Just 8% of the samples always keep in mind to practice what they have learned in the classroom; on the other hand, a 2% never practice outside, what they have learned in class.

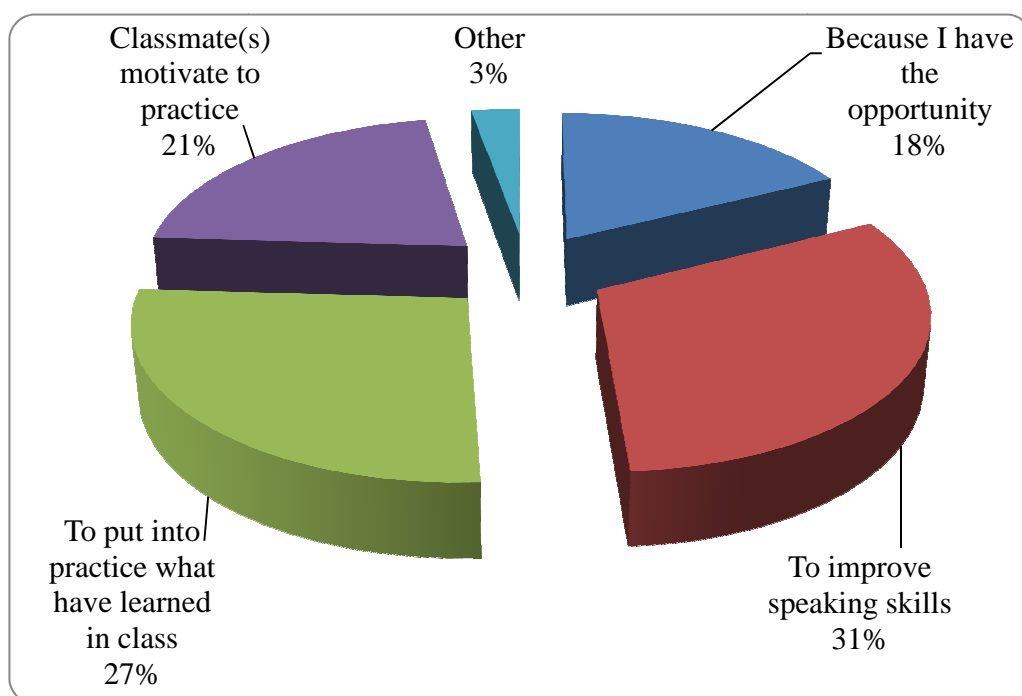
Figure 4.1.2.10. Question 11. What are some reasons why you do NOT practice outside, what you have previously learned inside the classroom?

(CHOOSE 3)



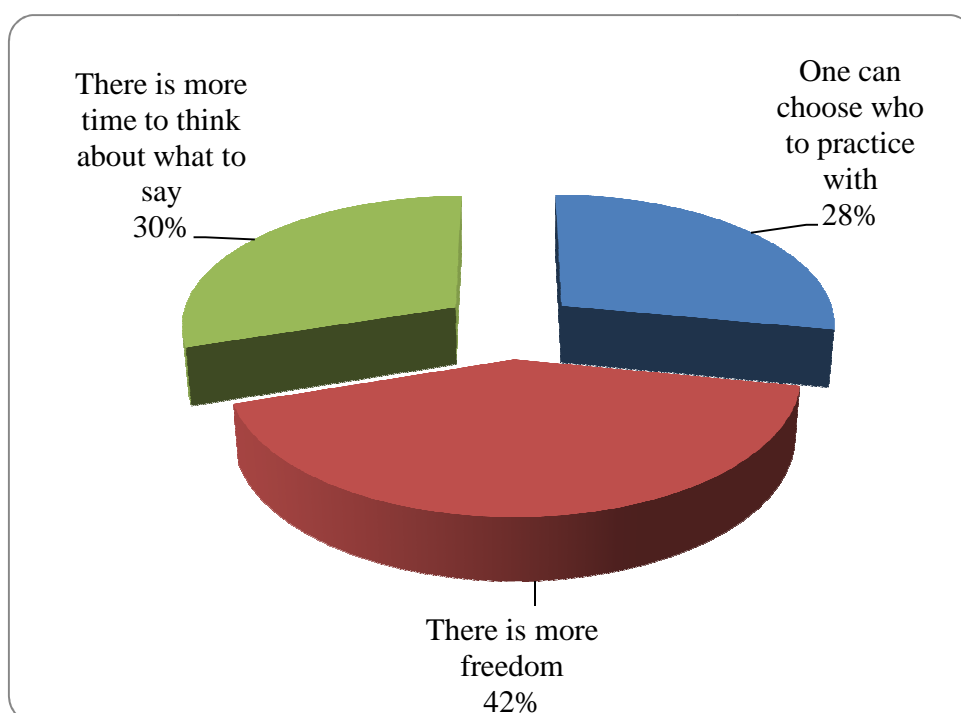
The majority of students with 24% chose to say that nobody wants to practice as the main reason why they do not practice outside the classroom, 17% said that they do not practice because they forget to do it; 13% said they only practice when it is necessary and 12% said it is easier to speak Spanish and that is why they do not practice. A bigger majority of respondents 34% chose other options as the answer of why they do not practice what they have learned outside the classroom.

Figure 4.1.2.11. Question 12. What are some reasons why you practice outside the classroom what you have learned inside the classroom? (CHOOSE 3)



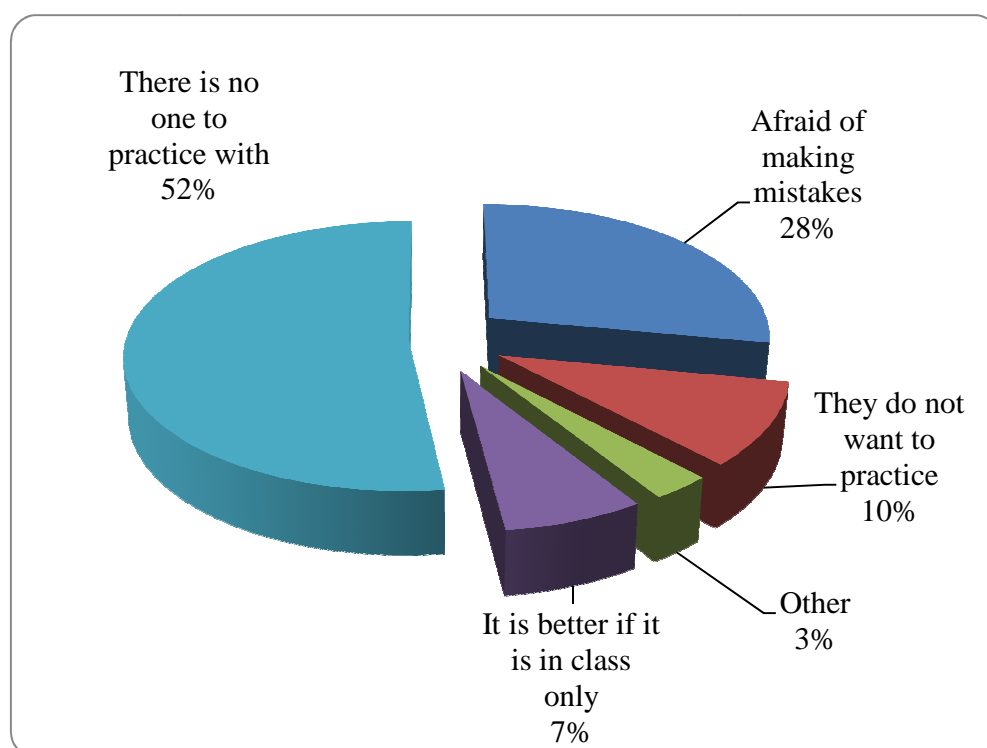
Participants were given five possible answers to this question, with 31% the majority chose to improve speaking skills; 27% selected to practice what have learned in class; 21% classmates motivate to practice and whenever it is possible 18%. Only 3% opted for the open "other" ("To communicate with my friends", "To learn the English language at all", "Because I have an evaluation, not to forget what I have learned").

Figure 4.1.2.12. Question 13. To practice your English speaking skill effectively you prefer to do it outside the classroom, because... (CHOOSE 1)



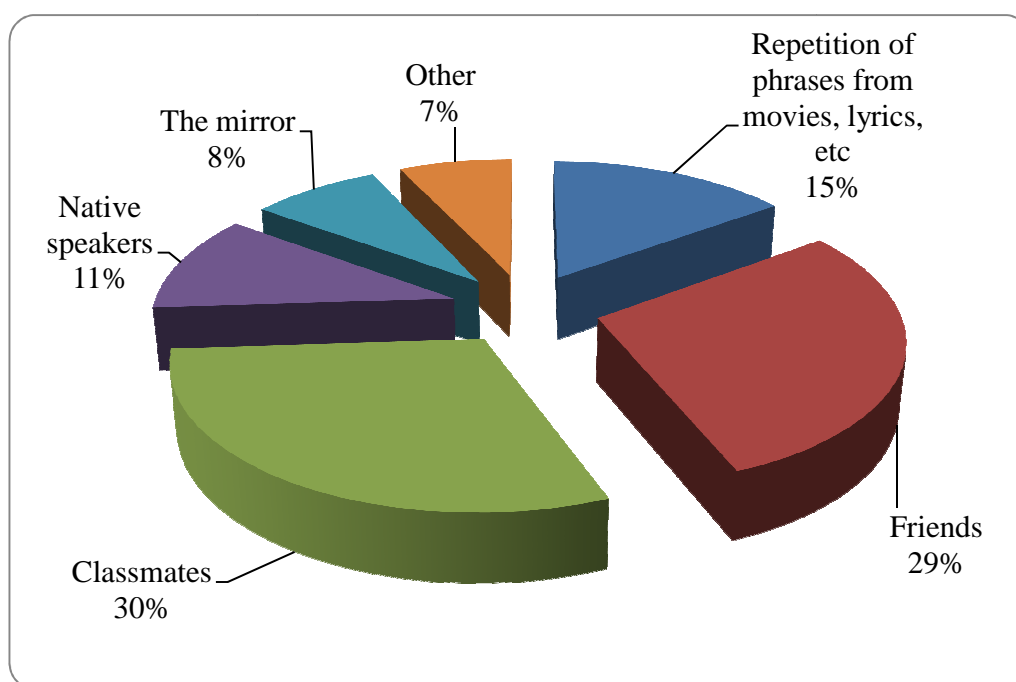
The majority of the students which was 42% said that they practiced English outside the classroom because there was more freedom. 30% said that there was more time to think about what to say. And finally, only 28% stated that doing it that way they were able to practice it with people they wanted.

**Figure 4.1.2.13. Question 14. To practice your English speaking skill effectively you prefer NOT to do it outside the classroom, because...
(CHOOSE 1)**



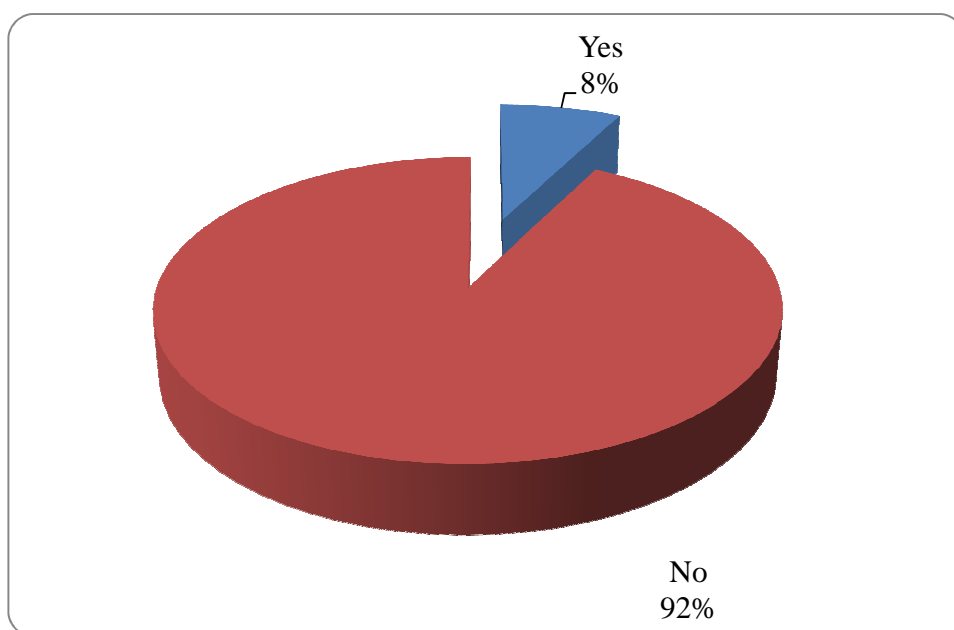
A total of 52% of the participants said that they did not practice English outside the classroom because there was no one to practice with. Besides that, 28% of them stated they were afraid of making mistakes. 10% said they do not practice it outside the classroom because they did not want to. Only 8% considered that it was better if it was in class only. The rest which was a 3% selected “other” reasons (“I don’t care”, “There’s no one else who speaks English at home”).

Figure 4.1.2.14. Question 15. Most of the time, you prefer to practice English orally with... (CHOOSE 3)



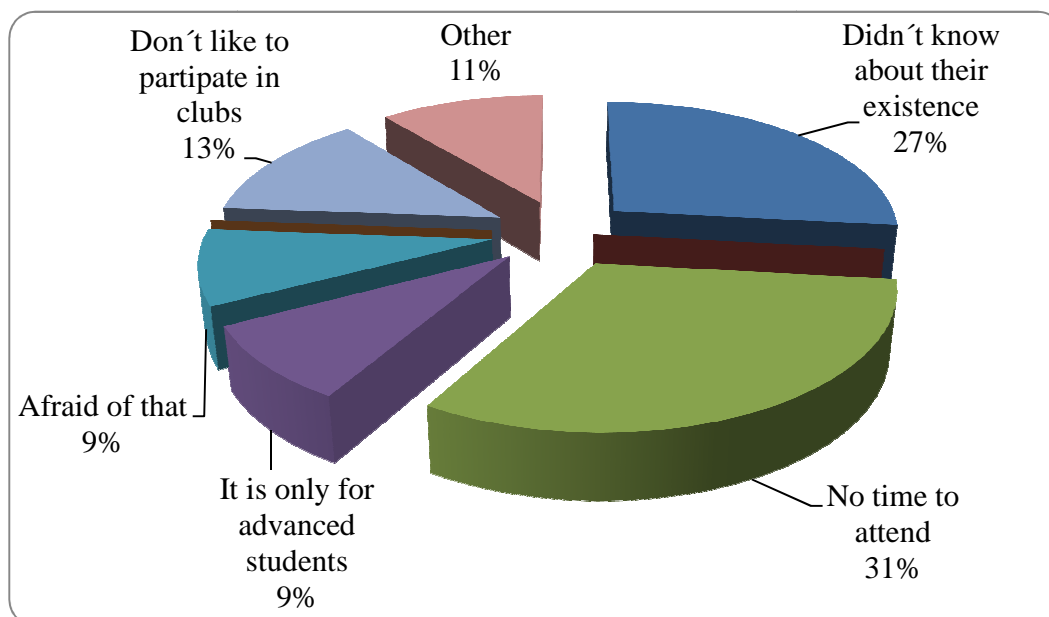
30% of the respondents preferred to practice orally their English with classmates. Another 29% preferred to practice it with friends. While 15% stated that most of the time they practiced it by repeating phrases from movies, song lyrics, etc. 11% said they did it with native speakers. Besides that, there were 8% of the participants who preferred to use a mirror to practice with. Finally, 7% took advantage of other resources to practice (teachers, 5%; “Myself”, 2%).

Figure 4.1.2.15. Question 16. Have you ever belonged to a Conversation Clubs at the Foreign Language Department?



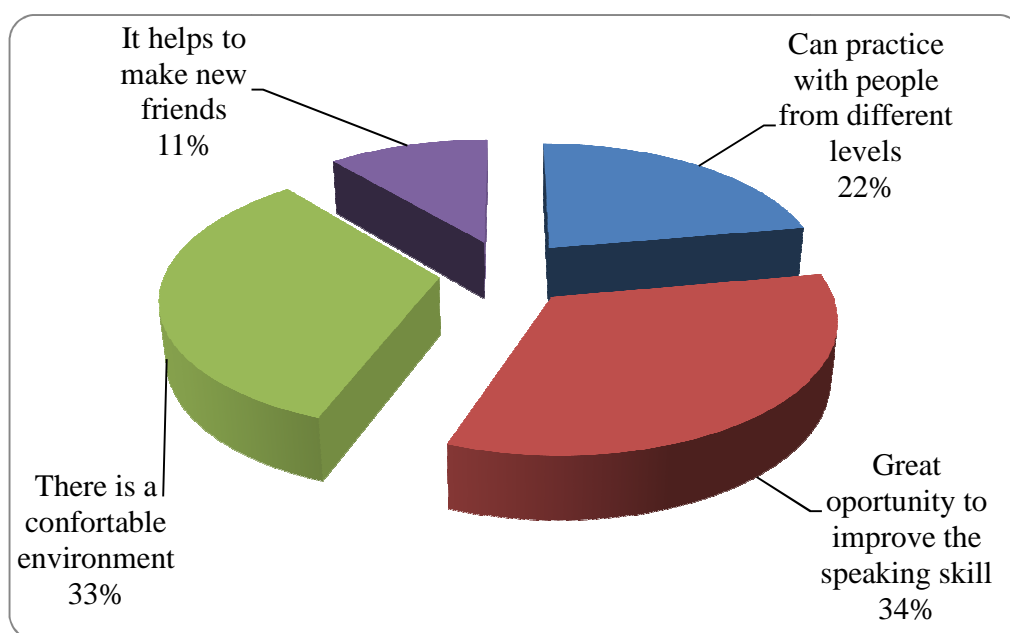
A large amount of the participants which was 92% indicated that they never belonged to a Conversation Clubs. Whereas, only 8% of them said they were part of that kind of club.

Figure 4.1.2.16. Question 17. Mark 3 reasons why you HAVE NOT BELONGED to a Conversation Clubs at the FLD.



No time to attend was the answer for most participants who said they never belonged to a Conversation Clubs; they made a total of 31%. A significant 27% did not know about its existence. Besides that, 13% of the respondents said they did not like to participate in that kind of club; while 9% said they did not belong to that club because it was only for advanced level students. Another 9% of the participants indicated they were afraid of belonging to a Conversation Clubs. The rest 11% chose “other” options (“I don’t know where those clubs take place”, “I am shy, a bit!”, “I don’t know about the subjects discussed”, “I don’t have close relation with people from those clubs”, “I don’t know where and when they are”, “I am a very shy person”, and “I prefer to practice with people I already know” 6%; no interest in participating, 3%; no need to practice, 2%).

Figure 4.1.2.17. Question 18. Mark 3 reasons why you HAVE BELONGED to a Conversation Clubs at the FLD



34% of the respondents indicated they had belonged to a Conversation Clubs due to the chance the club provides them to improve their speaking skill. 33% considered that the comfortable environment that club offered was what motivated them. Another 22% considered such club as a place to practice with people from different levels. The remaining 11% thought it was good to make new friends.

4.2. Data Analysis and Interpretation

After collecting all the data required from both instruments, the EPI (personality test) and the questionnaire, the remaining results were divided into three categories: extroverts (47.5%), introverts (47.5%), and ambiverts (5%); with the purpose of presenting the findings in a comprehensible and detailed manner, as well as determining an appropriated relationship between personality and the oral practice of English outside the classroom.

Extroverts are well known for feeling very comfortable in groups, and may feel even happier when they are the center of attention in such groups. Traditional personality traits of extroverts, is that they are self-confident, enthusiastic, sociable, friendly, and outgoing (see *Figure 4.1.1.2*); such characteristics were identified to be the main reasons, in this research, why extroverts practice their English speaking skills outside the classroom. The extroverts of the sample demonstrated that their oral practice outside the classroom is based on the purpose of developing their communicative skills and to improve their knowledge of the foreign language (see *Figure 4.1.2.3*). They also showed how highly receptive and synchronized with their environment, and naturally approachable they are with other people.

When researchers carried out the measurement instruments, they found out that features like openness in the extroverted participant's thoughts, feelings, and opinions as well as eagerness in their contribution, were present. Although, by the

means of answers given in the questionnaire, they argued that their willingness to practice is affected by others' lack of interest to practice outside the classroom; additionally, their shyness and fear to make mistakes when performing in a foreign language, and the convenience to have the chance to speak in Spanish, are obstacles that they faced (see *Figure 4.1.2.3* and *Figure 4.1.2.10*).

The extroverted respondents acknowledged using different kinds of methods to practice what they have learned inside the classroom such as social networks like Facebook, or software programs like Skype and Google Talk that enabled them to practice not only with friends, classmates or family, but also they opened a window of possibilities for communication with native speakers of English; as well as the performance of face to face conversation with friends or classmates (see *Figure 4.1.2.5*). The participation in Conversation Clubs was minor, just two of the nineteen extroverted students in the sample had participated in one (see *Figure 4.1.2.15*). The principal reason for this is because they did not know about the existence of the clubs as well as other difficulties like insufficient time (see *Figure 4.1.2.16*). The two students that have participated in a Conversation Clubs consider that it represents a great opportunity to expand and improve their knowledge as well as to practice what they have previously learned; besides, respondents declared that they consider such techniques effective, accessible and convenient to practice English orally outside the classroom (see *Figure 4.1.2.17*).

The development of social skills is of great concern for extroverts as it is of great concern to be proficient in the foreign language (see *Figure 4.1.2.11*). They expressed that through practice outside the classroom, they are not only able to reinforce their speaking skills, but also their self-confidence and self-efficacy since no one is forcing their learning by checking their grammar, vocabulary, intonation, etc.; as well as they have more time to organize their ideas before saying something (*Figure 4.1.2.12*).

Introverted people, on the other hand, demonstrate stronger degrees of quietness and shyness and tend to be reserved when in groups. This type of person prefers spending time alone rather than socializing although they may enjoy the interaction with close friends (as shown in *Figure 4.1.2.6*). The participants of the research that were found into this category illuminated a significant relationship between personality and practice of oral English outside the classroom in a negative manner; their introversion impeded their success at the time to exercise their speaking skills outside the classroom (see *Figure 4.1.2.10*). However, there were aspects such as the improvement they reach through the oral practice that motivates them to keep doing it. Introverts can be encouraged among themselves, various participants stated that their classmates motivated them to practice (see *Figure 4.1.2.11*), this has a lot to say about the way in which such students, being introverts, practice without an inner motivation (something that comes from their willingness) but from others.

The various responses that introverted participants of the sample gave in the inquiry about practicing the skill effectively outside the classroom and why they chose to do it like that, showed that such students have more freedom outside than inside the classroom as well as more time to express their concerns about the language, because no one is forcing them or limiting them to a certain amount of time in which they have to talk (see *Figure 4.1.2.12*).

To improve their English speaking skills introverted participants opted to make usage of various resources that were available for them as the already mentioned ones, free video chat software programs, the practice of situational dialogues out loud by themselves, and practicing in front of the mirror (as shown in *Figure 4.1.2.14*). Introverted students thought that the practice outside the classroom was important for them because they had more freedom to talk to people they wanted, they also had more time to think before answering questions or expressing whatever they wanted to say (see *Figure 4.1.2.12*).

Sometimes the fear of making mistakes and the classmates' unwillingness to communicate in English impeded them to practice their speaking skill (as shown in *Figure 4.1.2.10*.) Such conditions created in the participants a rejection for practice even when they had other choices such as attending a Conversation Clubs (see *Figure 4.1.2.15*), which provided a good opportunity for them to practice and to reach a high proficiency level in the speaking area. Most of the participants claimed they did not attend to Conversation Clubs because they never heard of them and others said they

did not feel comfortable because they were not used to speaking with unknown people (see *Figure 4.1.2.16*). However, there were a few who said they liked to be part of Conversation Clubs even though they did it with the sole purpose of improving their listening.

Considering the previous, researchers can say that a person does not have to be an extrovert to be motivated to try new things; as well as, in the case of introverted people, someone does not have to be an introverted to stay discreet about their varieties of choices on how to practice English outside the classroom. Introverts can also have their own way to prove that they can also be interested in something and venture into new experiences, in this case, the language and oral practice of English.

In the current research, there was found a small group of ambiverts. The ambiverts of the sample pointed out that even when they want to practice, sometimes shyness and the fear of making mistakes, were the main reasons that influenced (negatively) their willingness to practice outside the classroom. On the other hand, they acknowledged other reasons, such as others' lack of motivation to practice, the fear of acquiring others' speaking errors and not having an academic reason to do it similarly to the extroverted part of students (see *Figure 4.1.2.10*).

The ambiverts of the sample take advantage of internet resources and social networks, but most of the time, they prefer to practice through conversations with

others (see *Figure 4.1.2.14*); even though none of them had never attended a Conversation Club.

Ambivert students were in agreement (the majority) with the following statement “One can improve his/her speaking skill by practicing” (see *Figure 4.1.2.7*). Since they expressed that one of the greatest reasons to practice outside the classroom is that no one is evaluating their performance, and they have more time to organize their ideas before saying something. But even when they know the advantages of practicing outside the classroom, the fear of making mistakes discourages them (see *Figure 4.1.2.10*).

The great majority of the sample truly believed that their personality influences when deciding how to practice their speaking skills outside the classroom (as shown in *Figure 4.1.2.2*.) In this way, researchers can say that every student within the three types of personality found out about advantages and disadvantages when practicing English outside the classroom.

4.3. Global Analysis of the Research

Extroversion, introversion and ambiversion, these three personality types were found in the research led through a sample of 40 students of the Advanced Intensive English I class. The foregoing research has exposed a quantity of diverse elements in the question of personality extroversion, introversion and ambiversion, and their relationship with the oral practice of English outside the classrooms with the objective to describe the extension of the influence of the students' personality on the oral practice of English outside the classroom. The linguistic tools, the organization of the classes and curricula, the engagement conditions, and the student's propensity to be concerned with others may all be funding factors that will influence a given performance in oral English practice. Although more studies need to be done on the topic, it can be said that it appears that personality, especially the three types already mentioned, ensure certain attitude towards the oral practice of English outside the classroom; yet, the particular source of this relationship is still dim and could be influenced by numerous aspects. Additional meticulous investigation needs to be carried out in this topic with the intention of separating and clearing out the variables that are shown in the question of the influence of personality on the oral practice of English outside the classroom.

Extroversion and introversion are two characterizations of how one relates to the outside world, especially when studying these two types of personality and their relationship with education. Through the data obtained, researchers can describe an

extrovert as a person who is more interested in what is happening around him than in his own thoughts and emotions. That is to say, extroverted people experience and learn more of the foreign language through contact with others by sharing experiences and information, than through self-examination or study. On the contrary, introverted people are those who are more interested in their own thoughts and feelings than in things outside themselves and are often shy and unwilling to join in conversational activities with others. In other words, introverts tend to remain "in" themselves when learning. People with this type of personality prefer to learn from a book or any other kind of instrument that does not require interaction with other people.

The theories about the existence of a relationship between extrovert-introvert personality traits and the oral practice of English outside the classroom were confirmed through the results of the different instruments; they demonstrated that there is a positive relationship. This means that when a student is extrovert his/her willingness to practice outside the classroom increases, and when he/she is introvert his/her willingness to practice outside the classroom decreases. Therefore when students' practice is carried out constantly, students achievement in the speaking skill increases and vice versa.

Additionally, even when most of the students of the sample are afraid of making mistakes, extroverts like to practice because of the advantages that such an activity entails. The data collected within this research, showed that extroverts seek to

make use of accessible resources and techniques, with the intention to develop and strengthen their social and speaking skills outside the classroom. The introverts demonstrated they are used to practicing inside the classroom and only when it is required, because they think that this frame of time is enough for them. They usually practice for academic reasons such as oral tests, presentations, dialogues in class, etc. The results showed up that introverts are dominated by shyness and the fear of making mistakes.

Introverts, extroverts, or ambiverts, evidently have characteristics that differ from each other, (especially extroverts and introverts who have opposite characters); nevertheless, these personality types shared some aspects when talking about practicing English orally outside the classroom, for example the same answer that they gave when they were asked about the frequency of practice of English orally outside the classroom, “sometimes”. It was found out that extroverts tended to practice more than others since they were more talkative, sociable and outspoken. With introverts there was a tendency not to practice since their personality characteristics were the opposite.

They all strongly agreed that by practicing oral English outside the classroom they could improve their speaking skills. However, only extroverted people made bigger efforts to improve their speaking skill by following such statement.

The Relationship between Personality and the Oral Practice of English outside the Classroom

The causes and effects that can be indicated between the personality of the students and their attempts to improve their English orally outside the classroom, are shown in this research as the various ways in which their behavior influences in them by allowing and determining whether if they practice or not, for example, as it was stated before in the case of extroverted students, they tend to practice outside the classrooms with more freedom than introverted ones, this shows how their extroverted personality is controlling their actions, thus, their practice; on the other hand, introverted students are to be expected to enjoy time on their own rather than accompanied, therefore, they like to concentrate on single activities and are keen to observe any given situation before they go on with their oral practice. In this way, it is believed by researchers that one inner action as it is the personality of the individual, leads to a determined action namely the practice outside the classroom.

According to the three personalities found in the sample of forty participants of the Advanced I class, researchers can conclude that extroverted students are more enthusiastic about their practice of oral English outside the classroom because of their outgoing personality, taking chances and challenges for the development of their English speaking skills and taking advantages of every program or situation presented to them as an opportunity for improvement in such area (the conversation club was an exception in this case because students stated they were not familiar with the project therefore, they did not attend, otherwise they would have taken advantage of it) because they are more at ease with trying new experiences with people around; unlike

The Relationship between Personality and the Oral Practice of English outside the Classroom

the introverted ones that look for other kinds of practice outside the classroom that do not involve interaction with others but rather look for solitary activities in which they can progress in their objectives by following their own learning rhythm. Ambiverted students have the distinguishing characteristic of devising a variety of opportunities set to choose whatever personal preference they have for their practicing of oral English, always striving for a good balance between extremes to meet their leaning needs.

Results from the analysis of the data showed that students of the sample, having different personalities, all practice their English outside the classroom in different ways, but the personality of each is going to influence the way in which they practice. All students have motivations and strive for improvement of their speaking skills, although not every student is going to practice in the desirable way according to ordinary standards or as teachers expect them to do it. The personality of individuals influences their actions greatly and for students of the Advanced English I class at the Foreign Languages Department of the University of El Salvador, it especially influences in their academic activities, more specifically, their oral practice of English outside the classroom.

CHAPTER V

5. Conclusions and Recommendations

5.1. Conclusions

This section will have two objectives: 1) to review the activities that have comprised the thesis process, and 2) to evaluate the importance of this study; a judgment based on the nature and extent of the relationship between the students' practice of oral English outside the classroom and their personality type. Considering the results obtained throughout this research project, it can be concluded that :

- Many professional researchers highlight the power of factors such as students' background, socioeconomic status, and learning environment, but in this investigation, researchers have focused on one single aspect that has been only scarcely explored as an influential factor on the student's English as a foreign language development, this being the personality, that has a major impact on the oral practice of English outside classrooms.
- Students of the English teaching major in the Foreign Language Department of the University of El Salvador, are taught such language

in a single consistent environment, therefore it is hoped to have similar outcomes, nevertheless, in the process it is impossible not to observe dramatic changes in their oral practice because of the personality each and every one of them has.

- The research method that has been used in this investigation, to understand about what encompasses the relationship between personality and the oral practice of English, was qualitative and has a descriptive method, with the aim to produce a direct analysis of the collected data provided by the sample of forty students of the Advanced Intensive English I class that participated in the second semester of 2012.
- The instruments for data collection were two the EPI personality test and a questionnaire that included personal interrogations about practice options. Through the gathered data, the results showed that the oral practice of English outside the classroom was a factor that was considerably affected by extroversion and introversion personality traits. These findings can be exemplified resembling the fact that those students who are extroverted are more sociable, risk taking, etc.; therefore, they can easily share their experiences practicing with others

in an oral manner; while, the introverted ones prefer to improve their speaking skills by using practice techniques that do not require social interaction.

- English language learners and future researchers can find the current investigation beneficial as soon as they become aware of the existing causality that the extroversion-introversion personality traits have in the development of the speaking skills, given that personality, (among linguistic tools, organization of the curricula, engagement conditions, and the student's propensity to be concerned with other students around him) is a factor responsible for the success in the learning of English as a Foreign Language in combination with the quality of the oral practice of the student.
- A student does not precisely need to have an extroverted personality to practice English outside the classroom with other students. Introvert students motivate and feel comfortable among themselves, this shows how motivation influences in the personality of an individual, on the other hand, extroverted students can feel afraid of making mistakes when speaking in English in front of others, this is why they can also feel intimidated and make them withdraw themselves from the oral practice, even though it would mean to decrease their socializing.

The Relationship between Personality and the Oral Practice of English outside the Classroom

- Students with an extroverted personality find it easy to practice English outside the classroom because they not only have an academic purpose for that, but also because of their outgoing, talkative, etc. personality, they have the strong need to socialize and be around others; unlike the introverted students that prefer to look for other kinds of resources available to practice, in which any social interaction would not be needed.
- The fact that introverted students are not involved in activities that comprise social interaction, does not mean that they do not reach a good level in their speaking proficiency practice outside the classroom, they prefer activities such as singing songs along, watching movies and repeating phrases by themselves, practicing dialogues in front of the mirror, and so on, and in this way, they develop their self-efficacy. Also the fact that extroverted students like to practice outside the classroom does not ensure a complete achievement of the desirable oral proficiency given that such students strive for a social interaction with others rather than a full development of their speaking skills.

5.2. Recommendations

Considering the obtained results through the investigation process, the research group suggests the following recommendations in order to encourage in students and teachers the oral practice of English outside the classroom:

- Foreign Language Department and future researchers should take into consideration the results of the current research project in order to stimulate further investigation into the relationship between personality of students and oral practice of English outside the classroom. It would be of great benefit for the Foreign Language Department and students of the English Teaching Major to continue sponsoring, promoting, and participating in the Conversation Clubs, actively and consistently. Students and faculty must recognize the great importance that interaction with native speakers of English, as the most salient form of practice outside the classroom, holds for a non-native speaker, and the Conversation Club should serve as the most accessible portal to such opportunities. Capitalizing on just this one possibility, students will ensure the greatest likelihood that they successfully improve their oral proficiency and derive more from their education inside the classroom.

The Relationship between Personality and the Oral Practice of English outside the Classroom

- In order to sustain and further develop the Conversation Clubs and other extracurricular activities for oral practice, the Foreign Language Department should pursue formal agreements with organizations, such as the U.S Embassy and non-profit organizations that can supply volunteers in a reliable manner.
- The Foreign Language Department should establish meeting places for the students to share during their spare time, places that have better technological resources for practicing purposes, such as a laboratory with reliable computers and internet access, updated books and memberships to online libraries from English speaking countries, and so forth.
- Teachers ought to encourage more oral activities that are usually performed in class in which students interact and share experiences, opinions, etc. in a natural manner; such as interviews, debates, oral reports about important topics related to the community, not only inside but also outside the classrooms with the purpose to improve their self-confidence and self-efficacy.

CHAPTER VI

6. Bibliography and Appendixes

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APPENDIXES

APPENDIX I

Letter Addressed to the Teachers

Ciudad Universitaria Lunes 17 de Septiembre de 2012.

Lic. _____

Docente de la cátedra Inglés Avanzado I

Presente.

Respetable Maestro (a) _____:

Reciba cordiales saludos. Aprovecho la oportunidad para solicitarle su valiosa colaboración en el sentido que las alumnas **Isabel Cristina Arévalo** con carné **AR07012**, **Sara Esther Rodríguez** con carné **RT07008**, **Adriana Sofía Mejía** con carné **MA06067**, y **Mireya Liseth Portillo** con carné **PP07041** que realizan su proceso de grado bajo mi supervisión, puedan administrar dos instrumentos de investigación pertinentes al estudio que ellas realizan a una muestra de **5** estudiantes del curso que ud. Se encuentra impartiendo. El tema en estudio ha sido denominado “The Relationship between Personality and the Oral Practice of English outside the Classroom”.

Agradeciendo de antemano su valiosa colaboración, me suscribo.

Cordialmente,

MsD. Ana Carolina Ramos de Gómez
Docente Director de Proceso de Grado

APPENDIX II

Questionnaire for Students

University of El Salvador
Foreign Language Department



“The Relationship between Personality and Oral Practice of English outside the Classrooms”

Code (Researchers)*: _____

Objective: To find the correlation between personality and the Oral Practice of English outside the classroom among students of Advanced Intensive English I level, on the second semester of 2012 at the Foreign Language Department in the University of El Salvador.

Age: _____

Gender: Male Female

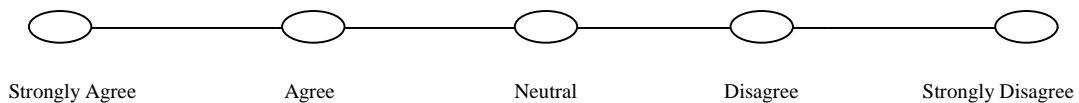
1. Mark with an “X” **SIX** characteristics that best describe you.

- | | | | |
|--|-------------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Sociable | <input type="checkbox"/> Anxious | <input type="checkbox"/> Pessimistic | <input type="checkbox"/> Thoughtful |
| <input type="checkbox"/> Active | <input type="checkbox"/> Reliable | <input type="checkbox"/> Easygoing | <input type="checkbox"/> Reserved |
| <input type="checkbox"/> Outgoing | <input type="checkbox"/> Rigid | <input type="checkbox"/> Excitable | <input type="checkbox"/> Unsociable |
| <input type="checkbox"/> Optimistic | <input type="checkbox"/> Impulsive | <input type="checkbox"/> Lively | <input type="checkbox"/> Careful |
| <input type="checkbox"/> Talkative | <input type="checkbox"/> Responsive | <input type="checkbox"/> Aggressive | <input type="checkbox"/> Passive |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Changeable | <input type="checkbox"/> Carefree | <input type="checkbox"/> Quiet |
| <input type="checkbox"/> Moody | <input type="checkbox"/> Controlled | <input type="checkbox"/> Restless | |
| <input type="checkbox"/> Even-tempered | <input type="checkbox"/> Sober | <input type="checkbox"/> Leadership | |
| | <input type="checkbox"/> Peaceful | <input type="checkbox"/> Touchy | |

2. What kind of personality do you think you have?

- Introverted Extroverted I don't know.

3. Your personality type influences your oral practice of English outside the classroom.



The Relationship between Personality and the Oral Practice of English outside the Classroom

4. Which of the following reasons do you think influence your oral practice of English outside the classroom? (CHOOSE 3)

- | | |
|---|--|
| <input type="checkbox"/> You are shy. | <input type="checkbox"/> You feel more comfortable speaking Spanish. |
| <input type="checkbox"/> You don't like to practice. | <input type="checkbox"/> Class time is enough to practice. |
| <input type="checkbox"/> You are an outgoing person. | <input type="checkbox"/> No one wants to practice English after class. |
| <input type="checkbox"/> You like to practice. | <input type="checkbox"/> To improve your English knowledge. |
| <input type="checkbox"/> You are afraid of making mistakes. | <input type="checkbox"/> To develop your communicative skills. |
| <input type="checkbox"/> You enjoy speaking in English. | <input type="checkbox"/> To enrich your vocabulary. |

5. How do you think the Oral practice of English outside the classroom influences your personality? (CHOOSE 3)

- It strengthens your social skills.
- It helps you to shape your personality in a positive way.
- You don't think it influences your personality.
- It reinforces your self-confidence.
- It reinforces your belief in your competence to succeed in a particular situation.
- It reinforces your English speaking performance.
- It helps you to recognize your mistakes and correct them.
- Other _____

6. To practice your **English speaking skill outside the classroom**, most of the time you (CHOOSE 3)...

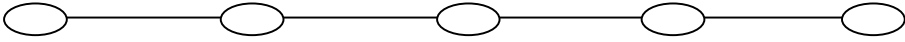
- Video chat.(Ex. Skype, Google Talk, Facebook)
- Have face to face conversations.
- Have conversations by phone.
- Participate in a Conversation Clubs or book club.
- Practice situational dialogues out loud by yourself or with classmates/friends.
- Other _____

7. The reason why you choose the previous technique is (CHOOSE 2):


- | | |
|--|---|
| <input type="checkbox"/> You improve your knowledge. | <input type="checkbox"/> It is easier practicing in that way. |
| <input type="checkbox"/> You feel more comfortable doing that. | <input type="checkbox"/> It is accessible for me. |
| <input type="checkbox"/> It is more effective for you. | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> You rather practice alone. | |
| <input type="checkbox"/> You are shy. | |

The Relationship between Personality and the Oral Practice of English outside the Classroom

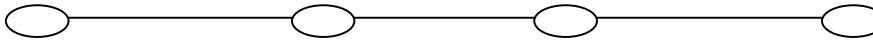
8. What do you think about the following statement: "By practicing English outside the classroom, one can improve his/her speaking skill".


Strongly Agree Agree Neutral Disagree Strongly Disagree

9. How often do you practice your English Speaking skill out of the classroom?


Always Sometimes Seldom Almost never Few times

10. How often do you practice orally outside the classroom the new vocabulary, phrases, idioms, structures, pronunciation, intonation, etc?


Never Seldom Sometimes Always

11. What are some reasons why you **DO NOT practice outside the classroom** what you have learned (**CHOOSE 3**).

- You forget to do it.
- It is easier to speak Spanish.
- You do not think others will understand.
- Nobody wants to practice.
- You don't like your partners pronunciation.
- You can acquire some of your classmates' mistakes.
- Don't understand your classmates' pronunciation.
- Only when it is necessary.
- You don't think people will understand.
- People don't like to use complicated phrases.
- People don't like to use complex structures.
- Other: _____

The Relationship between Personality and the Oral Practice of English outside the Classroom

12. What are some reasons why you **PRACTICE** (when you do it) outside the classroom what you have learned **(CHOOSE 3)?**

- You use it whenever you can.
- You always try to improve your speaking skill.
- You like to practice what you have learned in the class.
- Your classmates motivate you to practice.
- Other: _____

13. To practice your English speaking skill effectively **you prefer to do it** outside the classroom, because... **(CHOOSE 1)?**

- There is more freedom.
- You have more time to think about what I want to say.
- You can do it with people you want to.
- Other: _____

14. To practice your English speaking skill effectively **you prefer NOT to do it** outside the classroom, because... **(CHOOSE 1)**

- You think is better if you do it in class only.
- There is none who you can practice with.
- I'm afraid of making mistakes.
- I don't want to practice.
- Other: _____

15. Most of the time, you prefer to practice orally your English with... **(CHOOSE 3)**

- | | |
|--|---|
| <input type="checkbox"/> Classmate(s) | <input type="checkbox"/> Friends |
| <input type="checkbox"/> Teacher(s) | <input type="checkbox"/> Repetition of phrases from movies, interviews, lyrics. |
| <input type="checkbox"/> Native speaker(s) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> The mirror | |

16. Have you belonged to a Conversation Clubs at the Foreign Language Department?

- Yes
- No

The Relationship between Personality and the Oral Practice of English outside the Classroom

NOTE: If your answer was **NO**, go to question **#17** and mark **3 reasons**.

If your answer was **YES**, go to question **#18** and mark **3 reasons**.

17. Mark **3** reasons why you **HAVE NOT BELONGED** to a Conversation Clubs at the FLD.

- You did not know about their existence.
- You do not need to go there to practice.
- You do not have time to attend.
- Only advanced students belong to that.
- You are afraid of belonging to these kinds of clubs.
- You are not interested in participating.
- I do not like to participate in clubs.
- Other: _____

18. Mark **3** reasons why you **HAVE BELONGED** to a Conversation Clubs at the FLD.

- You can speak with people from different English levels.
- It is a great opportunity to improve your speaking skill.
- You learn from your peers.
- It is a comfortable environment.
- It helps you to make new friends.
- Other: _____

APPENDIX III

EPI Test

Code (Researchers)*: _____

The EPI

Instructions

Here are some questions regarding the way you behave, feel and act. After each question there is a space for answering YES or NO.

Try to decide whether YES or NO represents your usual way of acting or feeling. Then **mark with a tick** ✓ in the YES or NO cell. Work quickly, and don't spend too much time over any question, we want your first reaction, not a long drawn-out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any questions.

Start now, work quickly and **remember to answer every question**. There is no right or wrong answer, and this isn't a test of intelligence or ability, but simply a measure of the way you behave.

1. Do you often look for excitement?	YES	NO
2. Do you often need understanding friends to cheer you up?	YES	NO
3. Are you usually a relaxed person?	YES	NO
4. Is it hard for you to take NO for an answer?	YES	NO
5. Do you stop and think things over before doing anything?	YES	NO
6. If you say you will do something, do you always keep your promise, no matter how inconvenient it might be to do so?	YES	NO
7. Do your moods go up and down?	YES	NO
8. Do you generally do and say things quickly without stopping to think?	YES	NO
9. Do you feel "just miserable" for no good reason?	YES	NO
10. Would you do anything if someone dares you to do it?	YES	NO
11. Do you suddenly feel shy when you want to talk to a physically attractive stranger?	YES	NO

The Relationship between Personality and the Oral Practice of English outside the Classroom

12. Once in a while do you lose your temper and get angry?	YES	NO
13. Do you often do things wildly, in the impulse of the moment?	YES	NO
14. Do you often worry about things you should have done or said?	YES	NO
15. Generally do you prefer reading to meeting people?	YES	NO
16. Are your feelings easily hurt?	YES	NO
17. Do you like going out a lot?	YES	NO
18. Do you occasionally have thoughts and ideas that you would not like other people to know about?	YES	NO
19. Do you sometimes feel very energetic and sometimes very tired?	YES	NO
20. Do you prefer to have a few but special friends?	YES	NO
21. Do you daydream a lot?	YES	NO
22. When people shout at you do you shout back?	YES	NO
23. Are you often troubled about feelings of guilt?	YES	NO
24. Are all your habits good and attractive ones?	YES	NO
25. Can you usually let yourself go and enjoy yourself a lot at a lively party?	YES	NO
26. Would you call yourself tense or impatient?	YES	NO
27. Do other people think of you as being very dynamic/energetic?	YES	NO
28. After you have done something important, do you feel like you could have done better?	YES	NO
29. Are you mostly quiet when you are with other people?	YES	NO
30. Do you sometimes gossip?	YES	NO
31. Do ideas run through your head so that you cannot sleep?	YES	NO
32. If there is something that you want to know about, would you look it up in books, internet, etc; instead of asking someone about it?	YES	NO
33. Do you get palpitations or potent beating in your heart?	YES	NO
34. Do you like the kind of work that you need to pay close attention to?	YES	NO
35. Do you get attacks of shaking or fear?	YES	NO
36. Would you dare to sell or buy something illegally, (e.g. robbed cell phones, computers appliances, drugs)?	YES	NO

The Relationship between Personality and the Oral Practice of English outside the Classroom

37. Do you hate being with a crowd who play jokes on one another?	YES	NO
38. Are you an irritable person?	YES	NO
39. Do you like doing things in which you have to act quickly?	YES	NO
40. Do you worry about horrible things that might happen?	YES	NO
41. Are you slow and y calm in the way you move?	YES	NO
42. Have you ever been late for an appointment or work?	YES	NO
43. Do you have many nightmares?	YES	NO
44. Do you like talking to people so much that you never miss a chance of talking to a stranger?	YES	NO
45. Are you troubled by aches and pains?	YES	NO
46. Would you be very unhappy if you could not see lots of people most of the time?	YES	NO
47. Would you call yourself a nervous person?	YES	NO
48. Of all of the people you know, are there some whom you definitely do not like?	YES	NO
49. Would you say that you were reasonably self-confident?	YES	NO
50. Are you easily hurt when people criticize you or your work?	YES	NO
51. Do you find it hard to really enjoy yourself at a lively party?	YES	NO
52. Are you troubled by feelings of inferiority?	YES	NO
53. Can you easily find something entertaining to do into a boring party?	YES	NO
54. Do you sometimes talk about things you know nothing about?	YES	NO
55. Do you worry about your health?	YES	NO
56. Do you like playing pranks (disgusting jokes, cheap tricks) on others?	YES	NO
57. Do you suffer from insomnia?	YES	NO

APPENDIX IV

Eysenck's Personality Inventory Measuring

When fill out Eysenck's Personality Inventory (EPI) one gets three scores:

- ✓ The 'lie score' is out of 9. It measures how socially desirable a person is trying to be in his/her answers. Those who score 5 or more on this scale are probably trying to make themselves look good and are not being totally honest in their responses.
- ✓ The 'E score' is out of 24 and measures how much of an extrovert a person is.
- ✓ The 'N score' is out of 24 and measures how neurotic a person is.

To interpret the scores, the E score and the N score are plotted on a graph from which one can read his/her personality characteristics. The nearer the outside of the circle one person is, the more marked are the personality traits.

