

The Relationship between Personality Traits, Motivation Levels, and Speaking Performance among EFL Learners

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ABSTRACT

Considering the importance of learners' characteristics in facilitating or hindering second language oral communication, two personality traits that have received a lot of attention from researchers are extroversion and introversion. However, their findings have been contradictory - some found that extroversion correlates significantly with speaking skills while others disconfirm this finding. This study aimed to examine the EFL introvert and extrovert learners' speaking performances across motivational levels. The sample comprised 75 female students from a science college whose English proficiency was at the elementary to pre-intermediate levels, the students were taking English as a compulsory subject. The author used the English Level Test by the British council to determine their levels, the EPQR-S questionnaire was used to identify their personality types, and the AMTB questionnaire was used to measure their motivational levels. Their speaking ability was determined by administering a speaking test. Descriptive and inferential statistics were extracted from the data by using SPSS. The two-way ANOVA revealed no significant differences in speaking results between highly motivated introverts and extroverts as well as between low motivated introverts and extroverts. This means that the personality traits do not play an essential role in the learners' speaking performance, suggesting that EFL learners can perform well in the oral test regardless of their personality types and motivation level. This paper concludes by calling for more research into this seemingly clear-cut link between extroversion/introversion and the oral ability of ESL/EFL learners by examining this link with another variable that could provide a more nuanced insight.

Keywords: EFL, extroversion, introversion, motivation, speaking

INTRODUCTION

English is a global language and people involved in international business and tourism, whether inside or outside their country, need to speak the language to facilitate international communication. Torky (2006) defined speaking as the learners' oral ability to express themselves fluently, coherently, and appropriately in a given meaningful context to perform the purposes of both transactional and interactional communication using correct grammar, vocabulary, and pronunciation, and adopting the pragmatic and discourse rules of spoken language.

Speaking in English is considered challenging for many learners in Foreign Language context (EFL) such as Saudi Arabia. In this context, learners do not need to use the L2 in communication outside classrooms, so they lack opportunities to practice the language in authentic situations. However, we cannot assume that the context is the main problem why learners are not competent in English as there are those who could achieve better proficiency in L2 speaking skills. Thus, several researchers have examined various factors that can affect individuals' speaking ability, namely motivation and personality traits.

Motivation has been widely investigated in language learning. It could explain why some L2 learners are more successful than others at mastering a language. Although motivation is

frequently investigated in education and psychology by researchers, there is no explicit agreement about its exact meaning. This study adopted the classic definition by Gardner (1985) who defines motivation as the degree to which a person strives to learn the language out of the desire and pleasure derived from learning it. The motivated individual should display all these three aspects: intensity of motivation, desire to learn the language, and attitudes toward learning that language (Gardner, 2001). Many researchers (Arabai & Moskovsky, 2016; Bernaus & Gardner, 2008; Brown, 2007) have proven that a high level of motivation correlates with a high level of L2 achievement. This factor is a significant predictor of second language success.

The second factor that has been claimed to affect language learning success significantly is personality traits defined as "the characteristic patterns of thoughts, feelings, and behaviors that make a person unique" that "arise from within the individual and remain fairly consistent throughout his life" (Pervin & John, 2001, p.4). This factor has attracted considerable attention in second language learning (SLL) research as it influences what and how people learn (Myres & Myres, 1980). Scholars have focused on and studied extroversion-introversion as a personality trait dimension since Eysenck first described it in 1947. These two opposing traits are considered essential in SLL (Dörnyei, 2005). According to Ahmadian and Yadgari (2011), this dimension is a continuum that shows an individual's degree of outgoingness.

According to Eysenck's theory of personality (Eysenck et al., 1981), extroverts and introverts have a different biological basis which determines differences in their learning ability and causes differences in their behavior.

Eysenck and Eysenck (1964) describe the typical highly extroverted individuals as talkative, energetic, and outgoing in their communication. They prefer speaking to reading, are easy-going and carefree, and always have a ready answer. They are also generally impulsive, tend to be aggressive, and are unreliable. While the typical highly introverted individuals are quiet, reserved, and distant except to their close friends, they prefer reading to talking to people. In addition, they are reliable, tend to plan ahead, and rarely behave in an aggressive manner.

Zafar & Meenakshi (2012) stated that extrovert learners tend to take full advantage of practicing the language opportunities as they are sociable. They like to join groups and are more inclined to engage in conversation both inside and outside the classroom. However, introverts tend to be quiet, private, have few friends, and avoid meeting others. Lastly, they confirmed that everyone is introverted or extroverted to some extent.

Linguists and researchers suggested that the extroversion trait is a preferred one that enables learners to improve their speaking skills since they are sociable and talkative, so they have more opportunities to practice the language than their introverted counterparts. Ellis (1994) states that the extroversion trait positively correlates with basic interpersonal communication skills. Thus, extensive research has been done to examine the link between these two traits and speaking proficiency. However, the findings so far have been contradictory. Some researchers confirm that extroversion correlates significantly with L2 speaking performance; however, others disconfirm this finding, they assert that personality trait does not play a critical role in L2 speaking performance which means that both introverts and extroverts can perform well in L2 oral performance.

The inconsistency in findings between introversion-extroversion traits and speaking proficiency raises a question - what were the participants' motivation levels in the studies stated? They could be introverts but are highly motivated to learn, or extroverts but are lowly motivated, which could interfere with and affect previous studies' findings. We believe this could be a possible factor accounting for the contradictory findings. To our knowledge, only two studies (Al Noor &

Khan, 2019; Khoiriyah, 2016) have investigated personality traits and speaking performance across motivation levels, and this warrants more studies. Furthermore, there has been no study so far that has examined this in the Saudi Arabia context. Therefore, this study aimed to investigate the effects of personality traits on Saudi EFL learners' speaking performance across motivational levels. Specifically, our research questions are:

1. Do highly motivated extroverts achieve higher speaking scores than highly motivated introverts?
2. Do low motivated extroverts achieve higher speaking scores than low motivated introverts?

LITERATURE REVIEW

The studies reviewed here include both Second Language (ESL) context and Foreign Language (EFL) context.

MOTIVATION AND L2 ACHIEVEMENT

Many researchers have investigated the effects of motivation on L2 achievement in varied subjects and settings (Alrabai, 2016; Alrabai & Moskovsky, 2016; Cai & Lynch, 2016; Dashtizadeh & Farvardin, 2016). The most widely used instrument to measure motivation quantitatively is Gardner's AMTB Questionnaire, Attitude Motivation Test Battery (Ortega, 2013).

Alrabai (2016) examined the factors responsible for the low achievement in EFL among Saudi students. He concluded that one of these factors is motivation; they lack motivation so they have a low level of language achievement. Similarly, Alrabai and Moskovsky (2016) investigated the effect of the five affective variables on L2 achievement among EFL Saudi university students. They used questionnaires and a language test. In their findings, motivation emerged as by far the strongest predictor of L2 achievement. Cai and Lynch (2016) investigated the relationship between the motivational goal orientation and Chinese as a foreign language achievement for 74 students at International School in Bangkok. They confirmed the significant correlation between the two variables. Dashtizadeh & Farvardin (2016) too found a significant correlation between the two variables among 400 high school EFL learners in four cities in Iran. They gathered the participants' scores on the English final exam held by Iran's Ministry of Education and used a questionnaire to measure motivation.

However, some researchers found that motivation is not related to the success or failure of foreign language achievement. Binalet and Guerra (2014), for example, whose subjects were freshmen students studying Bachelor of Science at a university in the Philippines, did not find a significant correlation between motivation and English foreign language achievement. They administrated a questionnaire to measure the motivation level and English grammaticality judgment test.

MOTIVATION AND SPEAKING

There is a growing interest in examining the relationship between motivation and second language speaking ability in foreign language contexts (Alshamrany, 2019; Menggo, 2018; Pasaribu, 2018; Ratnawati et al., 2019; Yustanti, 2020).

Several studies have found that students with a high level of motivation performed better in speaking ability than lowly motivated students. Menggo (2018) found a significant correlation between motivation and student speaking ability among students of a science program in Indonesia. Pasaribu (2018) also found a positive and significant correlation between speaking ability and motivation and concluded that higher learning motivation increased students' speaking ability. Similarly, the study of Ratnawati et al. (2019) revealed a relatively strong correlation between the two variables. The studies of Menggo (2018), Pasaribu (2018) Ratnawati et al. (2019) were conducted in an EFL context with varied Indonesian subjects.

In the Saudi Arabia context, Alshamrany (2019) too found a positive correlation between motivation and speaking skills among her subjects who were English major female undergraduates.

In contrast, Beni (2020) found no significant correlation between self-motivation and speaking achievement among his sample of eleventh-grade students of a senior high school in Palembang, Indonesia.

PERSONALITY TRAITS AND SPEAKING PROFICIENCY

Most scholars who focused exclusively on extroversion and introversion traits alone found contradictory findings. Some found that extroverts are better L2 speakers than introverts (Gustriani, 2020; Hanafiyeh & Afghari, 2017; Robinson et al., 1994; Wulandari, 2017; Zafar, 2017) while other researchers found no significant difference between the L2 speaking ability of introverts and extroverts (Chen, 2015; Gan, 2011; Lestari et al., 2013; Paradilla et al., 2021; Rofi'i, 2017; Samand et al., 2019; Souzandehfar et al., 2014;). Many researchers used the EPQ (Eysenck Personality questionnaire) to determine the personality types (Chen et al., 2015; Gan, 2011; Robinson et al., 1994; Zafar et al., 2017)

The majority of studies that compared the L2 oral performance of extroverts and introverts confirmed that extroverts commonly outperformed introverts. In the SL context, Robinson et al. (1994) conducted a comparative study to examine introverts' and extroverts' written and oral language abilities. The sample comprised tertiary-level students who were learning French as SL. They found that extroverts did better on the oral test than introverts. In contrast, introverts did better on the written test than extroverts. Recently, Zafar et al. (2017), whose subjects were Chinese undergraduate students studying English as an SL in India, found that personality attributes significantly correlate with certain aspects of language learning skills. In other words, extroverts correlate significantly with speaking skills; however, in listening skills, introverts performed better than extroverted learners.

In the foreign language context, Hanafiyeh & Afghari (2017) found a significant and positive relationship between the two variables, extroversion, and speaking performance, among their Iranian female students. They asserted that the extroversion personality trait could predict 90.3 percent of the variance of speaking ability. Wulandari (2017) whose subjects were students who enrolled in an English oral communication course reported a significant difference in speaking performance between introverts and extroverts. A recent study by Gustriani (2020) who conducted a causal-comparative study involving 35 tenth-grade science students of a high school in Indonesia found a significant difference in oral performance between introverts and extroverts, the result showed that extroverts outperformed introverts.

On the other hand, some studies found introverts performed as well as extroverts in speaking skills. In a second language context, Gan (2011) conducted a study with 39 ESL Chinese

students of a secondary school in China who took part in a school-based speaking English assessment. The study's results revealed no significant relationship between the assessment scores of extrovert and introvert learners and other discourse-based measures, (Accuracy, Complexity, and Fluency) Measures.

In the foreign language contexts, the results of Lestari et al. (2013) showed a moderate correlation between extroverts and introverts, in speaking performance. Based on the results, the researchers posit that the speaking performance of introverts is almost as good as extroverts. A study by Souzandehfar et al. (2014) found a similar result. There was no significant difference in speaking performance between extroverts and introverts. Chen et al. (2015) conducted a mixed-method study with 117 respondents who were English majors studying at a Chinese university. They found no relationship between the two variables. Rofi'i (2017) suggests that extrovert and introvert students could perform better in English speaking skills through an intervention that focused on their learning style. His finding revealed no difference in the speaking results between extroverts and introverts. Samand et al. (2019) conducted a study with 35 students in an English study program at an Indonesian university and the results revealed no correlation between extroversion/introversion traits and speaking performance. More recently, Paradilla et al. (2021) argue that both extroverts and introverts can perform better in speaking as long as they have enough knowledge about the topic, are supported by frequent practice, and have enough preparation. They found that the personality of the students (whether they are extroverted or introverted) does not influence their speaking performance. They posit that factors like the students' knowledge level, frequent participation, and/or good preparation are more influential.

MOTIVATION, PERSONALITY TRAITS, AND SPEAKING SKILL

Although many studies investigated the effect of personality traits on speaking performance in ESL/EFL contexts, only a few researchers considered the participants' motivation (Al Noor & Khan, 2019; Khoiriyah 2016). Khoiriyah (2016) carried out a study with sixty non-English department students who took an English intensive course program and found that Indonesian university students who were introverts and extroverts, and who had a good attitude and high motivation toward the English language achieved higher speaking test scores than those who had a poor attitude and low motivation. The results indicated a significant correlation between attitude and motivation to speaking achievement of extroverts and introverts.

Generally, most studies discussed so far were quantitative studies. But Al Noor & Khan (2019) recently conducted a qualitative study to investigate the interconnections between personality traits, motivation, and L2 speaking performance. The sample comprised three adults who were learning English as an SL in Bangladesh. They concluded that personality traits (extroversion/introversion) had some impact on oral performance. However, they felt that the teaching method and the amount of interaction in the classroom had more influence than personality traits.

To conclude, the review of previous studies above revealed overwhelmingly that motivation is a significant predictor of L2 success. However, contradictory findings are found in the correlation between personality traits and L2 speaking performance. The author believes that the participants' motivation levels are one factor that has led to this discrepancy in the studies on the correlation between personality and speaking. Thus, this extra dimension could interfere and make a difference across the two personality types, which could affect the findings of the studies. Not much is known about the effect of personality traits on oral performance among learners of

different motivation levels because researchers have only recently examined the three variables together. To fill this gap, this study reinvestigated the effect of extroversion-introversion on L2 speaking performance across learners' motivational levels in the Saudi context where not many EFL studies have been carried out.

METHODOLOGY

This is a quantitative study and took place at the English Language Centre at Taif University, a public university in Saudi Arabia. The study was conducted during the 2020/2021 academic year when there was the Covid-19 pandemic.

PARTICIPANTS

The sample comprised 75 EFL first-year female undergraduates from the Science College who were taking English as a compulsory subject at the language center of Taif University. Although they were from three different classes and taught by three different teachers, they were all taking the same elementary level course in academic English. They were selected using stratified random sampling which has two steps. The first step involved determining the proficiency levels of the participants by asking them to attempt a proficiency test derived from British Council (see APPENDIX A for the test).

The second step was administering the personality questionnaire to determine their personality types. Only the introverts or extroverts were selected, and the ambiverts who fell in the middle were excluded from the study.

INSTRUMENTS

The instruments used to collect data are questionnaire surveys (to measure motivation and personality traits variables) and an oral test to assess speaking ability.

ATTITUDE/MOTIVATION TEST BATTERY (AMTB)

Gardner (1985) designed this scale to assess learners' non-linguistics goals quantitatively; for example, desire to learn a second language and interest in learning languages. It was first used to measure the effects of attitudes and motivation in L2 learning contexts of English-speaking Canadians learning French in elementary and secondary schools. This instrument consists of 5 main constructs: Integrativeness, Motivation, Attitude toward Learning Situation, Language Anxiety, Instrumentality, and Parental Encouragement is an extra construct for young learners. Items relevant to motivation were selected as the study was concerned with this variable. The motivation construct measures individuals in terms of three facets: desire to learn the target language, intensity of motivation, and attitudes toward learning that language; each facet has ten items. Gardner's original questionnaire was a 7-point Likert Scale, but for the purpose of this study, it was changed to a 5-point Likert scale as it would be less confusing. It was translated into Arabic, the learners' mother tongue, to facilitate understanding as the participants were not proficient enough in English to understand it without any misunderstanding. A language specialist

fluent in English and Arabic checked the translation. Refer to APPENDIX B for AMTB administered to the participants.

The scores obtained for motivation can be interpreted as indicated in the “AMTB” Technical Report by Gardner. So, the index of an individual’s motivation is the sum of scores on Desire to Learn English, Motivational Intensity, and Attitudes toward Learning English (Gardner, 1985). The classification of (high vs. low) motivation is defined by a median split on the Attitude/Motivation Index (Gardner and MacIntyre, 1991).

EYSENCK PERSONALITY QUESTIONNAIRE-REVISED SHORT SCALE (EPQR-S)

Eysenck Personality Questionnaire (EPQ) is a self-report questionnaire constructed based on the personality theory of Eysenck and developed by Eysenck and Sybil in 1975 (Mor, 2010). It was designed to measure an individual’s personality traits among adults. This scale consists of 100 yes/no questions, but it has gone into a series of modifications. The more recent form in 1985, is the short form of the Revised Eysenck Personality Questionnaire (EPQR-S). It has four dimensions: Neuroticism, Extraversion, Psychoticism, and The Lie scale. It has 48 items; 12 yes/no questions for each dimension.

This study used the short-revised questionnaire, termed (EPQR-S), not just because it is shorter, but more importantly, it is more valid and reliable than the EPQ (Eysenck et al., 1985). The author only used 12 items for the Extroversion facet to answer the research questions. It was translated into Arabic and checked by a language expert fluent in English and Arabic. Refer to APPENDIX C.

The higher the scores on the 12 items of the extroversion and introversion dimension means an individual's orientation is toward the extroversion trait. In theory, an introverted individual will get scores between 0 to 6 while extroverts’ scores will be higher than that ranging between 7 and 12. However, in practice, the extroversion trait present in a normal population approximate a normal curve with averages extending between 6 and 8 (Eysenck and Eysenck 1991).

SPEAKING TEST

The test was conducted online through the Language Management Systems, “Blackboard” as it is a part of their course assessment. It was in the form of an exchange of short turns or a dialogue between the teacher and learners and the topics selected for the oral test were on daily routine which is consistent with what elementary/pre-Intermediate learners are expected to be able to do in terms of their speaking ability. The learners had studied similar topics during the course.

To rate the participants’ performance, the Cambridge Rubric for Speaking Assessment (APPENDIX D) was used. It consists of five criteria: task achievement, range, organization, pronunciation, and accuracy. The oral performances of the participants were assessed by their class instructors. To ensure inter-rater reliability, only teachers who were familiar with the rubric were selected, and their classes were used for the study. For the study, the overall marks (which added up to a total of 50%) were used.

PILOT STUDY

A pilot study was conducted with an exploratory sample of 41 female students who shared the same characteristics as the original sample. They received a link via the Telegram messaging app that directed them to the personality and motivation questionnaires respectively. After they had completed the questionnaires, their feedback about both questionnaires – particularly regarding their clarity and understandability was then collected. Some of them responded by typing via Telegram to assure that they had no problem with understanding the items.

After that, the data was analysed using SPSS to check the validity and reliability of the instruments. The questionnaires presented high internal consistency validity and reliability; the Cronbach's Alpha was significant at 0.01 and thus, the questionnaires were used for the actual sample.

Table 1 below shows that there is a highly significant Cronbach's Alpha at (0.01) and the Spearman-Brown Cronbach's Alpha coefficient is equal (.727) and the Guttman Cronbach's Alpha coefficient is equal (.705) which are both significant at (0.01). This indicates that the motivation instrument has high reliability.

TABLE 1. The Cronbach's Alpha for Split-half for motivation

Reliability Statistics			
Cronbach's Alpha	Part 1	Correlation Coefficient	.792**
		N of Items	15
	Part 2	Correlation Coefficient	.782**
		N of Items	15
	Total N of Items		30
Correlation Between Forms			.771**
Spearman-Brown Coefficient	Equal Length		.727**
	Unequal Length		.727**
Guttman Split-Half Coefficient			.705**

Table 2 below shows that there is a highly significant Cronbach's Alpha, Cronbach's Alpha coefficient is equal (.97) and the Cronbach's Alpha Based on Standardized Items is equal (.96) which are both significant at (0.01). This indicates that the personality instrument has high reliability and can be applied to the original sample.

TABLE 2. The Cronbach's Alpha for Personality Questionnaire

Reliability Statistics	
Cases	31
N of Items	24
Cronbach's Alpha	.97
Cronbach's Alpha Based on Standardized Items	.96

PROCEDURES

First, three teachers who taught Regular English for Academic purposes classes at the English language center volunteered to help to collect data. The participants were informed that their participation is voluntary and anonymous, and their answers would not affect their grades. Then, they received the proficiency test' link via the Telegram application. After receiving the responses,

the author excluded the learners with higher proficiency levels and kept only the learners with elementary to pre-intermediate proficiency. The higher proficiency learners were excluded from this study as the number was small. Next, links to the questionnaires were sent one by one to the participants via Telegram. After they completed the questionnaires, the responses were classified into two groups: low motivated and highly motivated learners using the median. Each group was further divided into two types: introverts and extroverts based on the mean score. These were matched to the participants' overall speaking results that were gathered from their teachers. The final obtained data were reviewed four times and encoded by using numbers in Excel.

DATA ANALYSIS

The data were processed using Statistical Package for the Social Sciences (SPSS). First, a descriptive analysis was conducted to identify the minimum, maximum, mean, median, and standard deviation (SD) for the study variables. Then, a two-way ANOVA was run to investigate the effect of the two independent variables: personality traits and motivation on a dependent variable which is speaking achievement.

RESULTS

The results of the descriptive and inferential statistics are presented below.

DESCRIPTIVE STATISTICS

Table 3 presents the descriptive statistics of the two independent variables of the study. Overall, the mean for motivation was 90.32 with a standard deviation of 8.908, while the personality had a mean score of 7.36 with a standard deviation reached at 3.253. According to the median, the motivation presented 89 and the personality scored 8.

TABLE 3. Descriptive statistics for the two variables (motivation and personality)

Variables	N	Min	Max	Mean	Std Deviation	Median
Motivation	75	74	143	90.32	8.908	89
Personality	75	0	12	7.36	3.253	8

Table 4 reports the mean scores of speaking for each group. For the low motivated group, introverts had a mean score of 36.61 while extroverts had 36.25. on the other hand, the highly motivated learners: introverts achieved 34.67, whereas extroverts scored 35.45.

TABLE 4. Descriptive statistics for dependent variable: speaking

Motivation	N	Personality	Mean in speaking	Std. Deviation
Low Motivation	18	Introvert	36.61	11.041
	20	Extrovert	36.25	10.041

High Motivation	15	Introvert	34.67	10.641
	22	Extrovert	35.45	10.051

INFERENCEAL STATISTICS

The two-way ANOVA was conducted to determine whether the personality traits and the motivation levels had any significant effect on the students' speaking achievement test. The results (see FIGURE 1) show that there is no significant effect for both personality traits $F (.008)$, $p > 0.05$) and motivation $F (.318)$, $p > 0.05$). Also, the results revealed no significant effect of the interaction between personality traits and motivation on the students' scores on the speaking test $F (.056)$, $p > 0.05$).

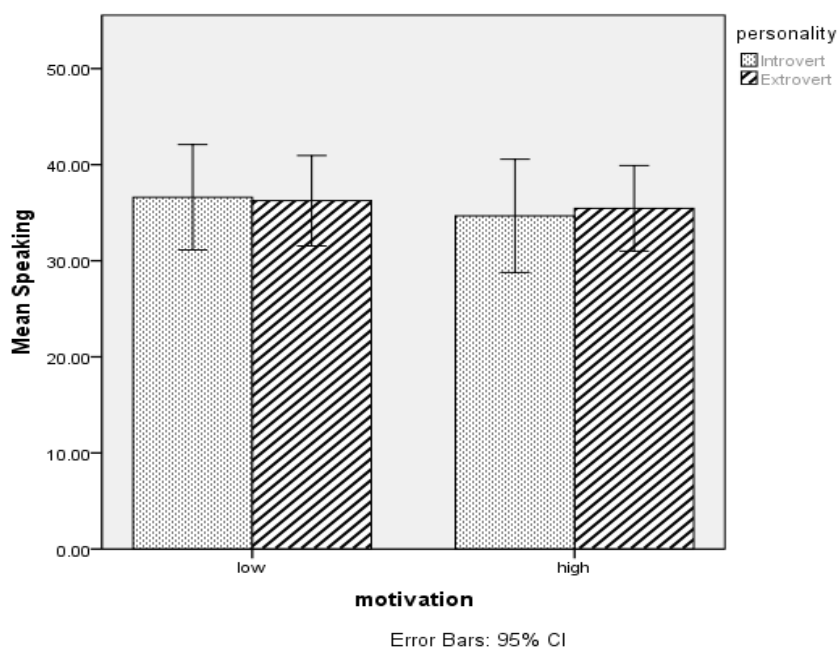


FIGURE 1. Inferential statistics of dependent variable: speaking

DISCUSSION OF FINDINGS

Based on the results mentioned above, there was no significant effect of personality traits and motivation levels on EFL learners' speaking achievements. To answer our research questions, introvert learners performed as well as extroverts. It does not matter whether the learners have high or low motivations. In other words, EFL learners can perform well in speaking regardless of their personality types.

This study confirmed that personality traits (introvert or extrovert) coupled with high or low motivation levels do not play a crucial role in the speaking performance of EFL learners. Whether the learners were highly or lowly motivated, and introverts or extroverts, they performed almost the same. These results are aligned with and confirmed previous research studies that show

no significant difference in speaking performance between extroverts and introverts (Lestari et al., 2013; Souzandehfar et al., 2014; Khoiriyah, 2016; Rofi'i, 2017; Al Noor & Khan 2019; Paradilla et al., 2021). Also, the findings of other studies that found no significant correlation between introverts or extroverts and speaking achievement (Gan, 2011; Chen et al., 2015; Samand et al., 2019) are aligned with this study's finding that learners can achieve a high score on an oral performance notwithstanding their personality traits. As Chen et al. (2015) and Paradilla et al. (2021) posit introverts and extroverts can employ different learning strategies that help them to acquire speaking skills. Therefore, the learners' personality trait is not a critical factor that contributes to the success of the L2 spoken performance.

On the other hand, our findings contradict other findings of studies that found that extroverts significantly outperformed introverts on SL speaking skills. A range of studies in the FL context (Robinson et al., 1994; Wulandari et al., 2017; Zafar et al., 2017; Gustriani, 2020) supported this result. Relatedly, scholars like Hanafiyeh & Afghari (2017) found a significant positive correlation between extroversion traits and L2 speaking achievements.

Unexpectedly, there is no significant difference in speaking results between the groups with high motivation and low motivation. This result disproves previous studies that found a significant correlation between language learning motivation and FL speaking performance (Menggo, 2018; Pasaribu, 2018; Alshamrany, 2019; Ratnawati et al., 2019; Yustanti, 2020). Also, our findings contradicted studies that found a positive correlation between L2 motivation and L2 language achievement (Alrabai 2016; Alrabai & Moskovsky 2016; Cai & Lynch 2016; Dashtizadeh & Farvardin 2016). This incongruity is attributed to the proficiency level of the subjects whose proficiency was at the elementary to pre-intermediate levels. Since the oral task was taken from their course and hence familiar to them, they could have sufficient knowledge about the topic to be able to perform well. We think that an EFL learners' level of motivation is not important to how they perform in the task. Thus, the findings did not reveal any difference between the two groups. However, the difference may be more evident with learners at the intermediate or advanced proficiency levels because the oral tasks here would be more linguistically challenging necessitating higher learner motivation. This finding is similar to that of Binalet and Guerra's (2014) study, which confirmed that motivation is not associated with language learning achievement and that the success or failure of EFL learners cannot be attributed solely to language learning motivation. Moreover, the finding is supported by Beni (2020)'s study that found motivation level and EFL speaking performance are not correlated.

To reiterate, this study's results confirmed that the extroversion trait does not ensure better speaking performance under the FL context. Introverts can improve their speaking skills using approaches and strategies that are suited to their personality and learning styles. In addition, FL learners at the elementary level can perform well at any oral tasks despite their personality types and motivation levels.

CONCLUSION

Although many studies have examined personality traits with speaking proficiency, few researchers have focused on participants' motivation levels, which can make a difference in their speaking proficiency across personality types. The findings in this field are conflicting with some researchers asserting that extroverts are better speakers than introverts. Therefore, the researchers investigated the effect of these two traits on L2 speaking performance across motivation levels.

Based on this study's findings, I conclude that personality traits do not play an essential role in EFL learners' speaking skills. This means that EFL learners' personality trait does not hinder their ability to perform well in speaking and that supports Eysenck's theory of personality. Both Introverts and extroverts can perform well in L2 speaking skills since there are a friendly environment and a suitable teaching method.

The findings suggest that the link between personality traits and speaking is not that clear-cut. I investigated motivation as another variable that could affect the causal relationship. There could be other variables that could have an influence, and they also merit further investigation. I also recommend that other researchers reinvestigate the effect of personality traits on L2 speaking performance across learners of different language proficiencies (elementary, intermediate, and advanced), motivational levels, and personality orientations. I suspect that proficiency levels could lead to variation in speaking performance among different learners' traits. In addition, I recommend using other measures like classroom observation to determine and/or validate personality traits for better reliability because triangulation of data from different sources could provide more nuanced insights.

In light of these findings, EFL teachers should not assume that just because a learner is an introvert that s/he would not be able to perform well in speaking or that s/he would make little progress in speaking. They should know that introverts may not raise their hands in class to answer although they know the answers, but because of their nature, they may hesitate to do so. Also, those learners may face difficulties with teachers who speak fast because they need more time than their counterpart extroverts to think and process information. The connection between the two variables is not a simple one and until we know more, teachers can facilitate the acquisition of speaking skills of their learners by adopting an array of teaching methods and strategies in the classroom. Teachers can also use technology to create opportunities for learners to use the target language. For example, voice- blogging can be introduced to enhance speaking skills. By doing so, they can cater to both introvert and extrovert learners.

Although this study revealed critical findings, like any other study, there are limitations. First, the speaking scores of the student participants were derived from just one performance. The scores would have been more reliable if more than one performance to different oral tasks were obtained over some time. Also, since the participants were elementary to lower intermediate English users, their response to the oral task was rather short making it difficult to discriminate between the responses. Nonetheless, since the class teachers were doing the assessment, they could also use their knowledge of the students' ability to help in their assessment.

The next limitation concerned the validity of the results of the motivation and personality questionnaires. I had originally intended to confirm the personality traits qualitatively, not just quantitatively, but because of the COVID-19 pandemic that discouraged face-to-face interaction, I could not do so. However, this does not mean that the data from the questionnaire were flawed as the questionnaires used had been proven repeatedly to be valid and reliable.

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APPENDIX A

PROFICIENCY TEST ADAPTED FROM BRITISH COUNCIL AND CONDUCTED ONLINE

A) Choose the right word to complete the following sentences

1. The baby boy saw _____ in the mirror and started to cry.
 - a. itself
 - b. himself
 - c. herself
2. _____ was a strong wind last night.
 - a. There
 - b. Here
 - c. This
3. A lot of trains _____ late today due to the heavy storms.
 - a. are run
 - b. run
 - c. are running
4. Firstly, I want to congratulate you all. Secondly, I would like to wish you good luck and _____ I hope you have enjoyed the course.
 - a. in the end
 - b. at last
 - c. finally
5. You _____ clean your teeth twice a day to avoid having problems.
 - a. can
 - b. should
 - c. will
6. The children thought they were _____ when they saw the bull.
 - a. in danger
 - b. in a danger
 - c. in the danger
7. Jack: I think it's going to rain.
Jill: I _____, the clouds are clearing.
Jack: We'll soon see.
 - a. disagree
 - b. complain
 - c. argue
8. I do not like this meal. _____ money in the world would not get me to eat it.
 - a. Enough
 - b. Whatever
 - c. All the
9. Last year, Joanna bought two _____ coats in New York.
 - a. Long, black, leather
 - b. Black, long, leather
 - c. Leather, black, long
10. I must report to the meeting that Cyrus completed his first piece of work well ahead of schedule _____; however, his work has been handed in late.
 - a. sequentially
 - b. subsequently
 - c. Consequently
11. That's very good of you, but you _____ have paid me back until tomorrow.
 - a. needn't
 - b. wouldn't
 - c. couldn't
12. I _____ intending to stop smoking even before I got this bad cough.
 - a. would have been
 - b. had been

- c. have been
13. Anne: Oh! I watched the new TV show last night. Jo: Was it any good? Anne: Yes. _____, the TV set is so old I could see very little.
- a. Mind you
 - b. Still
 - c. By the way
14. The _____ went to the police.
- a. crime
 - b. solicitor
 - c. shoulder
15. She hit her _____ while she was playing football.
- a. motor
 - b. tail
 - c. shoulder
16. It was bad, but it was not a _____.
- a. gate
 - b. magazine
 - c. crime
- B) Choose the word that has a similar meaning for the following vocabulary
17. Consider
- a. think about
 - b. seem well
 - c. go for
18. Talk
- a. stroll
 - b. point out
 - c. converse
19. Complete
- a. finish
 - b. go through
 - c. full
20. Return
- a. account
 - b. go back
 - c. reverse
21. Report
- a. go after
 - b. account
 - c. respect
- C) Choose the words that often come together for the following words. e.g., smelly+ socks
22. Concrete
- a. builder
 - b. thrill
 - c. proposal
23. Tender
- a. diet
 - b. words
 - c. beast
24. Sophisticated
- a. dress
 - b. purse
 - c. ship
25. Blunt
- a. movement
 - b. proposition
 - c. instrument

APPENDIX B

MOTIVATION QUESTIONNAIRE (AMTB)

فيما يلي عدد من العبارات التي قد يتفق معها البعض والآخر يختلف. يرجى وضع دائرة حول الإجابة التي تريدها أسفل كل عبارة وفقاً لموافقك أو عدم موافقتك على هذا البند. ملاحظة: لا توجد إجابة صحيحة وأخرى خاطئة!

الفقرة	1 غير موافق بشدة	2 غير موافق	3 محايد	4 أوافق	5 أوافق بشدة
1- أحاول فهم كل معاني اللغة الإنجليزية التي أسمعها أو أوجهها					
2- لا ألقى اهتماماً كافياً للملاحظات التي أتلقها أثناء حصص الإنجليزية					
3- أتمرّن على لغتي الإنجليزية بشكل شبه يومي					
4- لا أراجع واجباتي بعد استلامها من معلمة الإنجليزية					
5- حينما أواجه مشكلة في الفهم في حصة الإنجليزية دائماً أطلب من معلمتي التفسير والشرح					
6- أقوم بتأجيل واجباتي الإنجليزية بقدر المستطاع					
7- اعمل جاهداً على تعلم الإنجليزية					
8- أميل للإستسلام وعدم إعارة الإنتباه حينما لا أفهم شرح معلمتي لشيء بالإنجليزية.					
9- عندما أدرس الإنجليزية، أتجاهل المشتتات وأولي اهتماماً لدراستي.					
10- لا أزعج نفسي بمحاولة فهم الجوانب الأكثر تعقيداً في اللغة الإنجليزية.					
11- لدي رغبة قوية لتعلم جميع جوانب اللغة الإنجليزية					
12- معرفة اللغة الإنجليزية ليست هدفاً مهماً في حياتي					
13- لو كان الأمر بيدي، لقضيت كل وقتي في تعلم الإنجليزية.					
14- بنتابني شعور دائم لحذف مقرر اللغة الإنجليزية.					
15- أرغب في تعلم الإنجليزية بشكل جيد إلى درجة أن تصبح أمراً طبيعياً لدي.					
16- بدأت بفقدان أي رغبة كانت لدي لتعلم الإنجليزية.					
17- أودّ تعلم أكبر قدر مستطاع من اللغة الإنجليزية					
18- بصراحة لا توجد لدي أي رغبة لتعلم الإنجليزية.					
19- أتمنى لو أتحدث الإنجليزية بطلاقة.					
20- ليس لدي أي رغبة كبيرة في تعلم أكثر من أساسيات اللغة الإنجليزية.					
21- تعلم الإنجليزية أمراً رائعاً.					
22- أكره اللغة الانجليزية.					
23- أستمتع حقاً بتعلم الإنجليزية.					
24- أفضل قضاء وقتي في تعلم مادة أخرى غير الإنجليزية.					
25- اللغة الإنجليزية جزء مهم من برنامجي الجامعي.					
26- تعلم الإنجليزية مضيعة للوقت.					
27- أخطط لتعلم أكبر قدر مستطاع من الإنجليزية					
28- أعتقد أن تعلم الإنجليزية ممل.					
29- أحب تعلم الانجليزية.					
30- عندما أغادر الجامعة سأتوقف عن دراسة الإنجليزية لأنني غير مهتم بها.					

APPENDIX C

PERSONALITY QUESTIONNAIRE

فيما يلي عدد من العبارات التي قد يتفق معها البعض والبعض الآخر قد يختلف. الرجاء اختيار الخيار الذي يمثلك بكل صدق وتلقائية. حيث إنه لا توجد إجابة صحيحة وأخرى خاطئة.

الفقرة	نعم	لا
1- هل تميل الى التحدث كثيراً مع الآخرين؟		
2- هل أنت شخص مرح او مفعم بالحياة؟		
3- هل تستمتع بلقاء أشخاص جدد؟		
4- هل تستمتع في حضور المناسبات الاجتماعية؟		
5- هل عادة أنت الشخص المبادر في تكوين صداقات جديدة؟		
6- هل يمكنك بسهولة إضافة بعض المرح في مناسبة مملّة؟		
7- هل تميل الى البقاء صامتاً وهادئاً في المناسبات الاجتماعية؟		
8- هل تحب الاندماج والاختلاط مع الآخرين؟		
9- هل تحب وجود الكثير من الحماس والصخب من حولك؟		
10- هل أنت شخص هادئ حينما تكون مع الآخرين؟		
11- هل يصنفك الناس ك شخص اجتماعي؟		
12- هل بإمكانك إدارة مناسبة اجتماعية؟		

APPENDIX D

CAMBRIDGE SPEAKING ASSESSMENT SCALE

CAMBRIDGE SPEAKING ASSESSMENT SCALE

Quick guide to marking.
 A mark of 5 means that the learner's speaking is well above Pre-intermediate level.
 A mark of 3 means that the learner's speaking is average for Pre-intermediate level. A mark of 1 means that the learner's speaking is not coherent enough to be properly assessed.

	Task achievement	Pronunciation			
		Range	Organization	Accuracy	
	Did the learner complete the tasks in each section of the test?	Did the learner use a wide variety of vocabulary and grammar structures?	Did the learner express his/ her ideas clearly and connect them together effectively?	Did the learner produce individual sounds clearly and use appropriate stress and intonation?	Did the learner produce grammatically correct language?
5	All tasks completed successfully and without difficulty	A wide variety of both appropriate structures and vocabulary used confidently	Learner able to connect ideas clearly and effectively, using basic linkers and devices appropriate to the level	Clear pronunciation of sounds and use of stress and intonation to convey meaning, though L1 accent may be discernible	Very few errors in use of structures and vocabulary expected at this level, perhaps with evident ability to self-correct
4	Most tasks completed without difficulty	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5
3	Tasks completed with occasional difficulty	A variety of appropriate structures used, with some inappropriate usage or difficulty retrieving appropriate language	Learner usually able to communicate and link ideas clearly, though with a lack of overall fluency	Some difficulty with sounds, stress and intonation, causing strain on the listener, though communication is rarely impaired	Errors in use of structures and vocabulary are frequent, but rarely impair communication
2	Frequent difficulties prevented task completion	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3
1	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess

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APPENDIX E

LEARNERS' MARKS (OVERALL PERFORMANCE) IN FIVE CRITERIA

Students' serial num	Total Score	Students' serial num	Total Score	Students' serial num	Total Score	Students' serial num	Total Score
1	45	20	45	39	46	58	42
2	45	21	42	40	31	59	46
3	42	22	42	41	42	60	24
4	37	23	30	42	46	61	23
5	45	24	37	43	35	62	25
6	41	25	45	44	17	63	26
7	45	26	27	45	46	64	44
8	38	27	44	46	32	65	28
9	19	28	30	47	42	66	37
10	23	29	46	48	25	67	22
11	25	30	45	49	14	68	47
12	30	31	45	50	27	69	25
13	39	32	15	51	15	70	38
14	47	33	45	52	16	71	39
15	33	34	45	53	34	72	19
16	45	35	45	54	45	73	32
17	47	36	40	55	45	74	44
18	43	37	19	56	44	75	18
19	37	38	45	57	45		