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PUJILÍ CAMPUS

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

The personalities and gender on EFL Students' Speaking Skills

Research report before obtaining the bachelor degree in National and Foreign Language
Pedagogy, English Major

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FEBRUARY-2023

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I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí February, 2023



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COMMITTEE APPROVAL

The research report entitled “The personalities and gender on EFL Students” Speaking Skills”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

We express our deepest gratitude in the first place to God for giving us life and wisdom to go through all the stages of professional training. Likewise, to the Technical University of Cotopaxi for opening its doors with a warm welcome from day one, for being the place where we spent a large part of our professional years, and for contributing to our academic development. To each of the teachers who shared their anecdotes, experiences and knowledge during the different levels of our professional career. A very special thanks to our distinguished MSc tutor, Fabiola Cando for her predisposition, kindness and the help she provided in the process of this research project and at the different levels of the degree. Finally, we want to express our gratitude to each of our families, for being our strength to continue each of our days, to achieve the proposed goals; this academic achievement is not only ours but also each one of yours. THANK YOU!

Jonathan & Edwin

DEDICATION

I dedicate this project to my parents Marco and Ana who with, their love, patience and effort, motivated me to fulfill one more dream today. Thank you for instilling in me the example of effort and perseverance, of not fearing adversity because God is with me, and he always is taking care of me, giving me peace of mind and opening ways for me to find the best solution.

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Jonathan

DEDICATION

“Look, I command you to make an effort and be brave; Do not be afraid or dismayed because the Lord will be with you wherever you go.”

With words that are not enough to express what my heart feels, I want to dedicate this project first of all to God, for being my best friend and accomplice in all the nights in which hope and strength seemed to run out. Thanks to him, I have achieved to conclude this great dream. To the most important person in my life, my mother Esther, because she is my pride and the most valuable person that I have in life, for showing me that such a beautiful heart can become the strongest in the world, and above all for having shown me that she can easily take the place of the best dad in the world. To my sisters and brothers-in-law, Lourdes, Elizabeth, María, Blanca, Edelman, Cristian, Gerardo and Ricardo who have supported me up to this point in my life, to each and every one of them for trusting me and motivating me whenever no longer there was strength to continue. In a special way to my sister Blanca for being a second mother to me and always looking out for my well-being and never letting me go to sleep without something in my stomach. To Jenny, who listened to me, encouraged me and exhibited every little achievement I had. To each one of my little nephews who always see me with illusion, hope and pride, knowing that I will become someone great little by little. To my project partner Jonathan, for his dedication, patience and for trusting me all this time.

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Edwin

TECHNICAL UNIVERSITY OF COTOPAXI

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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: “The personalities and gender on EFL Students’ Speaking Skills”

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ABSTRACT

The purpose of this research was to explore the correlation of personality and gender on the speaking skills of the students with A2 level in the second semester of the Pedagogy of National and Foreign Languages English Major in the academic period 2022-2023. This research was carried out with a quantitative approach with a non-experimental research design and a correlational research level. A personality test was applied to identify introverted and extroverted personalities. This test was developed by Raymon (1943). The population of this study was 14 students which developed a speaking activity entitled "a trip they had", which was assessed by using a Cambridge rubric (2020). Also, the criteria of fluency described in a rubric developed by Farhady et al. (1995) was added to the rubric instead of the dimension of interactive communication. Data were analyzed with the Statical Package for Social Sciences (SPSS) program. The findings of this research indicated that there is a weak positive correlation (0.174) between personality and speaking. Moreover, it showed that introverted students have better speaking skills than extroverted students by the slightest difference with a significance in the sub-skill of pronunciation which was (0.2 tenths). On the other hand, regarding gender and speaking, the results showed that there is a weak positive correlation (0.192), similarly, it was demonstrated that women students have better speaking skills than men students by the slightest difference (0.30 tenths)

Keywords: Personalities, Gender, Speaking.

UNIVERSIDAD TÉCNICA DE COTOPAXI

PROGRAMA DE PREGRADO

DEPARTAMENTO DE PEDAGOGÍA DE LENGUAS NACIONALES Y EXTRANJERAS

INGLÉS MAYOR

TEMA: “Las personalidades y el género en las habilidades orales de los estudiantes de inglés como lengua extranjera”

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Resumen

El propósito de esta investigación fue explorar la correlación de la personalidad y el género en las habilidades orales de los estudiantes con nivel A2 en el segundo semestre de la carrera de Pedagogía de Lenguas Nacionales y Extranjeras Inglés en el período académico 2022-2023. Esta investigación se llevó a cabo con un enfoque cuantitativo con un diseño de investigación no experimental y un nivel de investigación correlacional. Se aplicó un test de personalidad para identificar personalidades introvertidas y extrovertidas. Esta prueba fue desarrollada por Raymon, 1943 y fue utilizada en la investigación realizada por Dini (2018). La población de este estudio fue de 14 estudiantes los cuales desarrollaron una actividad de habla titulada “un viaje que tuvieron”, la cual fue evaluada mediante una rúbrica de Cambridge (2020). Asimismo, el criterio de fluidez descrito en una rúbrica desarrollada por Farhady et al. (1995) se agregó a la rúbrica en lugar de la dimensión de comunicación interactiva. Los datos se analizaron con el programa Statical Package for Social Sciences (SPSS). Los resultados de esta investigación indicaron que existe una correlación positiva débil (0,174) entre la personalidad y el habla. Además, mostró que los estudiantes introvertidos tienen mejores habilidades para hablar que los estudiantes extrovertidos por la mínima diferencia con una significancia en la sub-habilidad de pronunciación que fue (0.2 décimas). Por otro lado, en cuanto al género y el habla, los resultados mostraron que existe una correlación positiva débil (0.192), de igual manera se demostró que las estudiantes mujeres tienen mejores habilidades orales que los estudiantes hombres por la mínima diferencia (0.30 décimas).

Palabras clave: Personalidades, género, habla.

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Problem Statement

According to Quianthy (1990) “speaking is the process of transmitting ideas and information orally in a variety of situations” (p.7). Burns & Joyce (1997) state that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. This is confirmed by Brown et al. (1983) who state that speaking fulfills two main functions: transactional, that is, information transfer, and interactive, which means the development of social relationships. Nunan (1999) mentions that success in learning a language is measured in terms of the ability to hold a conversation in the target language.

Developing this skill in students has become a common problem because there are various external and internal factors. Brown (2000) mentioned that there are some variables influencing the students’ abilities in learning a second language. The first of these is the intrinsic side (which comes within a person in learning a language), and the second facet is the extrinsic factors (sociocultural variables around the learners). These emerging internal factors are the personality, age, learning style, gender, attitudes and also aptitudes of the students, motivation, and confidence while the external factors are those related to teaching methodology, classroom environment, social and economic factors, etc. In the same way, Verghese (2009) identifies several internal and external factors that influence the process of learning a second language, including attitudes, confidence, motivation, length of language exposure, classroom setting, environment, learning background, and the availability of trained teachers.

For this reason, the educational system of the institutions faces many challenges in achieving an effective teaching and learning process of English. Regarding the correlation of personalities and gender (internal factors) on speaking, there has been some international research similar to the topic that demonstrates that there is still a discussion of the results since it can depend on the context. For example, Blau & Barak (2012) showed that extroverted students have greater participation in classroom discussions than introverted students. However, Muslimah (2018) shows that introverted students tend to participate more and have slightly better speaking. Regarding gender, there is the same discussion since the results show that there are some significant differences in speaking skills between male and female students as in the research by Alfiyatin (2020). However, in other results, it is evident that there are no differences in the speaking and gender of the students as in the research carried out by Imaniah & Fitria (2018). Due to this, the following research question was asked: What is the correlation between personalities and gender on speaking skills in students of the second semester of Pedagogy of National and Foreign Languages- English at the Technical University of Cotopaxi?

There is no investigation history with a similar population, personality, gender, English level, and context that offer guidance so that future investigations in this line can be carried out. It might be due to little interest in studying the correlation of internal factors such as personality and gender in speaking ability. Researchers direct their attention to analyze, investigate or explain external factors such as teaching methodology, resources, or other topics, which opens a research gap that needs to be taken into account. Therefore, this research offers previous antecedents that can promote the creation of future studies related to internal factors in the learning of a second language. A research idea that intends to analyze the correlation between personality and gender on speaking skills in our

learning context is presented so that it can be a guide for future research along this line. It can also arouse teachers' interest in exploring internal factors, mainly personality and gender when teaching English to make pedagogical decisions.

Therefore, this project aims to exploring the correlation of personality and gender on speaking skills of the students of the second level of Pedagogy National and Foreign Languages–English Major in the academic period 2022-2023. To guide this study, we decided to address the following research questions:

Research Questions

- What are the types of personalities of A2 level of second level students by gender?
- How is the speaking A2 second-level student's performance depending on their personality and gender?
- What is the level of correlation between speaking skills depending on their personalities and the gender of the A2 second-level students?

Justification

Speaking skills are considered one of the most important active abilities for the acquisition of a foreign language. In this sense, it is important to emphasize that there are factors that can affect the development of the student's speaking ability. The personality and gender of English as a Foreign Language (EFL) learners can generate a positive or negative correlation in the development of their speaking skills. In this sense, the purpose of this quantitative research was to explore the correlation of personality and gender on the speaking skills of the students of the second level of Pedagogy National and Foreign Languages–English at Technical University of Cotopaxi in the academic period 2022-2023. We decided to develop this research to verify if there is a correlation between personality and gender in speaking skills. The results of the research provided significant

antecedents about the correlation between EFL students' personality and gender on the development of their speaking skills. Zafar & Meenakshi (2012), in their research, revealed that students bring to the classroom their affective states that influence the way they acquire an L2 and not only their cognitive abilities. In this way, it could be said that there is a great variety of individual aspects that could affect the process of learning a second language.

The contribution of this research to the English language field is to promote EFL instructors' understanding of how students' personalities and gender are factors that need to be considered at the moment to develop their speaking skills. In this way, they will be able to apply strategies that will effectively develop speaking ability related to students' needs and context. Another contribution that this research offers to the field of the English language is to arouse the interest of English teachers and future student researchers to analyze the internal factors that students present when putting into practice their communication skills (speaking). If the teacher knows the personalities of the students, they will be able to suggest learning strategies to each student according to their personality.

Objectives

General objective

- To explore the correlation of personality and gender on speaking skills of the students with A2 of the second level of Pedagogy National and Foreign Languages–English Major in the academic period 2022-2023.

Specific objective

- To examine theories, concepts, and background about personality and gender in the speaking skill of a second language.

- To identify the personality of students with A2 of the second level by gender.
- To analyze the speaking A2 second-level students' performance depending on their personality and gender.
- To determine the level of correlation between speaking skills depending on their personalities and the gender of the A2 second-level students.

Activities and Task System in Relation to The Objectives Proposed

Specific objective	Activities	Verifications Means
To examine theories, concepts and background about personality and gender in the speaking skill of a second language.	<ul style="list-style-type: none"> -Browse information. -Find previous research. -Review papers. -Choose Variables and sub-variables related to the topic about personality and gender or speaking skills. -Develop the theoretical Framework. 	-Theoretical Framework.
To identify the personality of students with A2 level of second level by gender.	<ul style="list-style-type: none"> -Apply a Personality test. -Tabulate the results -Analyze and interpret the results. -Do the analysis and 	<ul style="list-style-type: none"> -SPSS program. -Detailed graphics. -Data analysis and discussions. -Result tables.

	discussion.	
To analyze the speaking A2 second level students' performance depending on their personality and gender.	<ul style="list-style-type: none"> -Apply the speaking activity "A tip they had". -Review the recordings of speaking activity. -Analyze and interpret the results. - Tabulate the results. -Do the data analysis and Discussion. 	<ul style="list-style-type: none"> -SPSS program. -Detailed graphics. -Data analysis and discussions. -Result tables. -Rubric.
To determine the level of correlation between speaking skills depending on their personalities and the gender of the A2 second level students.	<ul style="list-style-type: none"> -Analyze and interpret the results. - Tabulate the results. -Do the data analysis and Discussion. 	<ul style="list-style-type: none"> -SPSS program. -Detailed graphics. -Data analysis and discussions. -Result tables.

Scientific and Technical Foundation

Background

There are some research studies about personalities and gender in English language teaching, conducted mainly in an international context.

Muslimah (2018) carried out a mixed method of empirical research to observe the relationship between students' speaking participation, personality traits, and gender differences. This research was carried out with a personality test and an observation file as instruments for collecting information. Non-probability sampling was used to select 50 students who were classified into low levels, medium, and advanced through a placement test, which examined their skills in vocabulary and e grammatical range by asking them several general questions about their personal information, such as name, date of birth, address, etc. The results revealed that introverted students have slightly higher participation in discussions than extroverted students, which generates debate with other studies. Furthermore, the average oral participation of male students is relatively higher than that of female students. The researcher suggests: (1) develop the internal motivation of the students because it encourages participation in the discussions. (2) give all students the opportunity to speak, avoiding sexist and racist treatment. (3) select a textbook for the Intensive English Program with easy topics and introduce didactic material related to English. (4) avoid the proficiency level gap between students.

Alfiyatin (2020) conducted a study to describe the effect of gender and personality types on the English-speaking skills of EFL students in the State Islamic Institute of Kediri (IAIN). This research used a quantitative approach with ex post facto as the research design. It used a questionnaire and an oral speech test for data collection. The technique used to take the sample was random sampling, which means that all members of the population had the same chance of being included in the sample. The students were in the fourth semester and already passed the English course. The questionnaire was taken from one made by Littauer (2001) that is used to obtain data on the personality types of the students. To measure the oral skills of the students, a rubric developed by Harris (1977)

was used. For the analysis of the data obtained, the author divided it into three steps: The first step was to perform a normality test which was done to find out if the data collected or the sample in this investigation were normally distributed or not. The second step was to perform a homogeneity test to determine if the variances of the populations were homogeneous and the last step was to answer the research hypothesis using two-way ANOVA. The population of this study was selected from the students of the English education department of the State Islamic Institute of Kediri (IAIN). The results of the research indicate that there are some significant differences in speaking skills between male and female students. It shows that there are some significant differences in speaking skills between optimistic, choleric, melancholic, and phlegmatic students. Lastly, it is mentioned that there is no interaction effect between gender and personality types on students' oral skills. The author concludes that gender has a significant effect on students' oral skills. According to the variable personality and speaking, he concluded that the type of personality has a significant effect on the oral skills of the students. Finally, in terms of gender and type of personality, he concluded that gender and type of personality do not have a significant interaction effect, on the oral skills of the students. The researcher's suggestions were divided into 3 aspects; The first is related to the students where he suggests to the students to recognize their personalities and minimize their weaknesses, in addition to not worrying about having a good grade in their speaking since he mentions that with practice it can be improved. The second suggestion is for the institutions where it is suggested that they consider the personality and gender of the students and determine the best strategy for teaching and learning and thus minimize the student gap. The third suggestion is for researchers where he mentions that the result of this study be used as a

background for future researchers to carry out the same field of study with a different research object.

Imaniah & Fitria (2018) conducted a study to analyze the correlation between students' communication, personality, and gender on their academic speaking skill achievement using a descriptive method. The data analysis method used was a causal relationship in path analysis, where researchers can manipulate the variables, they need to conditionally control the variables that are not relevant to the results obtained in the criterion variable that is believed to be caused by the manipulated variable. The researchers used a questionnaire and the Eysenck test for data analysis. The Eysenck test is a personality test that was adapted for this investigation since the personalities to be investigated were introverts and extroverts. The questionnaire was used to analyze the level of communication of the students. The researchers used 46 students as a sample, which consisted of 26 women and 20 men. The author concludes that there is no significant difference between the achievement of academic speaking skills of students with introverted or extroverted personality types, as well as the achievement of academic speaking skills of male and female students. The author suggests that the results of this study may be affected by various factors, both technical and conceptual.

Moqaddas et. al (2013) carried out research with a mixed-method approach to investigate the relationship between personality traits and speaking ability. To identify the relationships between gender and students' personality traits and their speaking ability. This research was carried out with a questionnaire and interview as an instrument for collecting information. The participants of the present study were 50 students, ages ranging between 14 and 30 years, most of them were high school students and some of them were university students, which were 25 male and 25 female students who studied

English as a foreign language at the institute of Shokouh languages in Darab, Iran, in 2012-2013. The students were systematically selected among the students with an even number on the teacher's list. The students were divided into four groups (1) extraversion group, (2) neuroticism (3) lie Scale (4) psychoticism after taking the Eysenck Personality Questionnaire. The author concludes that the male participants had higher personality characteristics and higher scores on their ability to speak. In the same way, he concludes that there is no correlation between personality and gender. On the other hand, he concludes that there is a neutral relationship between students' personality traits and their speaking ability.

Theoretical Framework

Learning English Language

Bernaus (2001) claims that the English language is increasingly fundamental in our society, since it is a world language. Therefore, private institutions try to raise their levels in English. However, in public schools there are few successful results, these results are reflected in the standardized tests that exist to measure this area. Learning a language is a complex and long path because it requires developing macro (listening, speaking, reading, and writing) and micro (pronunciation, fluency, accuracy, grammar, etc.) skills. According to Brown (1994) "language learning is an interactive process" (p.77). Kramina (2000) Language learning is a conscious process, it is the result of formal learning or a self-learning program. Cary (2000) states that the ideal language learning classroom is communicative, constructivist and collaborative.

Tomlinson & Masuhara (2010) mentioned that language learning involves linguistic and grammatical knowledge learned through experiences, emotions, language assessments with the participation of institutions, teachers and students. The development of language

skills, mainly speaking, can be affected by internal and external factors. Brown (2000) said that there are some variables influencing the student's abilities in learning a second language, the first of these is the intrinsic side (comes within a person in learning a language) and the second facet is the extrinsic factors (sociocultural variable around the learners). According to Muñoz (2002) learning English has become a great need, even for our primary school students who thrive in a globalized world. The differences between individuals, their learning conditions and the contexts in which students' learn are some of the aspects on which they focus to deduce and demonstrate the complexity of learning a foreign language.

Speaking Skill

The ability to speak is the most used since through this; humans communicate their thoughts, ideas, or needs orally. "Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end" (McDonough & Shaw, 2022, p. 134). Speaking ability is one of the productive skills since at the moment of making use of linguistic aspects of the language. Chastain (1998) concludes that "speaking is a productive skill that involves many components. It is more than making the right sounds, choosing the right words or getting the constructions grammatically correct" (p. 330). Speaking is a practical process where there is a two-way exchange of information towards another person and vice versa, as stated by Brown (1994) speaking is an interactive process of construction of meaning that involves the production, reception and processing of information.

Burns & Joyce (1997) state that speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and

the purposes of speaking.

Ellis (2010) mentions that in the classroom, interaction is a fundamental aspect since it gives rise to discussion or debate among students when the topic is not clear, developing their learning. Due to this, it is very important to develop speaking in class since this is the practice of all the theories that the teacher can use to teach. This will allow students to discuss or expose their points of view related to the topic taught in class; forming a dialogue with their peers and increasing their skill and learning. Brown (2001) proposes four aspects of speaking skills which are fluency, accuracy, pronunciation, and vocabulary.

Fluency

Richards (2009) affirms that fluency is the daily use of dialectics at the time of a communicative interaction with another person without taking into account that the individual or receiver has the same fluency ability. The term fluency in the teaching-learning process of a foreign language refers to someone who is able to use the appropriate structures of a language at a standard speed. That is, someone who speaks naturally. Namaziandost et al. (2019) describe three approaches to fluency: the first refers to repetition (the continuous practice of material related to content), the second refers to making connections with various contexts already known, and the third refers to the result of the development of the two previously mentioned.

On the other hand, Fillmore (1979) defines fluency in four aspects: The first aspect is fluency as the ability to speak for a long time. That is, students speak for a long time with few pauses. They do not need to stop too many times to think about what they want to say because they already know what to say next. The second aspect is the ability to speak clearly and coherently. On this point, the speakers will speak comfortably but cautiously.

The speaker will have coherence, meaning, cohesion and chronology in his speech, which means that his ideas are in sequence and related to the topic. The third aspect is the ability to say the ideas or thoughts appropriately, which is related to the second aspect but the context is more extensive. Speakers with this aspect of fluency will always be able to communicate correctly in any reality or context where they are, it allows them to have many ideas in mind and facilitate their communication. The fourth aspect is creativity when using language. Speakers with this aspect of fluency will express themselves in different styles and in an original way. Speakers will respond or convey their ideas quickly and alternate their vocabulary to sound witty.

Dore (2016) states that fluency can have many definitions since there is no precise definition. In addition, Tree (1995) said that the antonym of fluency is made up of long pauses, repeated words, restarted sentences, and hesitation, that is, the fillers as ;uh! and ;um! Therefore, the person who wants to evaluate fluency should take in account aspects of pauses, comprehensibility, pronunciation, repetition, and hesitation.

Grammar

Grammar is a part of the language that focuses on the structure of words and the way they are combined to form sentences with the intention to express something in this sense, Debata (1930) argue that “Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences” (p. 483).

Grammar is a system composed of many interconnected components that ensure accuracy and meaning. It is the art of writing and speaking a language correctly. It is "the mental system of rules and categories that allow humans to form and interpret the words and sentences of their language (ZhonggangGao, 2001, p 5).

Grammar process is important inside the second language learning, it provides a clear idea about the role of grammar in the process of learning a second language. It does not extend only to the written and spoken forms but also to make known the importance of grammar and regardless of each language. In this way ZhonggangGao (2001) mention that when the student already knows grammar, it makes it considerably easier for him/her to process what they hear and not dwell on it because they are not sure what it really means. At the same time ZhonggangGao (2001) mentions that “Grammar plays a very important role in second language learning for adult learner, it provides rules and general guidance that facilitate better understanding of the structures of the target language” (p. 4).

Vocabulary

Vocabulary refers to the set of words that people must use and understand in order to communicate in an effective way. Hiebert (2005) states that vocabulary is generically defined as the knowledge of words and word meanings. Vocabulary is considered very important in learning a second language. Without sufficient vocabulary content students will have problems understanding or expressing ideas, opinions and arguments to the other people.

There are four types of vocabulary: listening, speaking, reading, and writing.

Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read.

Writing vocabulary consists of the words we use in writing. (Hiebert, 2005, p 17)

Vocabulary plays a very important role, people acquire knowledge of vocabulary through experiences, entertainment activities, and various learning situations that are presented

orally and in writing. Within the context of vocabulary two types can be found: receptive vocabulary and productive vocabulary. Hiebert (2005) define productive vocabulary as:

A set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. While that, receptive, or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. (p. 4)

Similarly, Faraj (2015) indicate that “Receptive vocabulary knowledge means the capability to comprehend a word when the learner hears or see it, while productive knowledge means the knowledge to produce a word when the learner can use it in their writing or speech” (p. 1).

Pronunciation

Pronunciation refers to the way in which a set of words that try to express an idea, feeling or opinion it is produced Paulston & Burder (1976) recognizes that pronunciation is the creation of a sound system that does not interfere with communication from the perspective of the speaker or the listener.

In the same way Rosalin, & Hasibin (2022) explain that “pronunciation is a way to make a meaning by producing sound. In learning pronunciation, learners are required to pronounce English sounds correctly because mispronunciation can affect meaning” (p. 2).

Kissova (2019) in relation to the pronunciation mention that:

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice

quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. (p. 8)

Sharma (2021) explains that “the segmental features of pronunciation involve consonant and vowel sounds or phonemes, whereas the suprasegmentally features include stress, rhythm, intonation, pitch, length, the central function of a language is for communication through speech” (p.2).

Personality and Language learning

Gardner (1985) mentions that factors that influence the learning process are motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities. Shahila and Meenakshi (2012) in their research revealed that students bring to the classroom their affective states that influence the way they acquire an L2 and not only their cognitive abilities. In this way, it could be said that there is a great variety of individual aspects that could affect the process of learning a second language. Corr & Matthews (2009) define personality as everyday behaviors, cognitions, and emotional patterns that have evolved from biological and environmental factors. Personality dimensions are beyond one's grasp; they play a fundamental role in one's attitudes, expectations, and behavior (Kinicki, 2008). Allport (1961, as cited in Parkash & Kumar, 2016) “personality is a dynamic organization, within the person, of psychophysical systems that create the person's characteristic patterns of thoughts, feelings, and behaviors (p.56)”.

Colquitt et al. (2009) explain that personality defines a person, in a certain way, establishes the abilities or capacities that people are capable of achieving. Eysenck (2004) considers that the traits of individual personality differences are significant in people's performance in various practical situations. In this way, the role of the personality of the

students is essential to influence their behavior when learning a second language or a foreign language which has been widely debated in recent years since there are no absolute results. This has already been proven by several investigations as in the investigation done by Obralic & Mulalic (2017) where the results showed that there is a significant relationship between the predominant personality traits and the language learning strategies quite the opposite in the study carried out by Sharp (2008) where no relationship was found between personalities and learning a language.

Students Personalities

Lounsbury et al. (2005) mentions that information about personality can be involved when making a decision about the commitment, participation, membership in university life of students. Guthrie et al. (1998) mentioned that personality is defined as the tendency to act or behave in a certain way depending on the environment in which the individual finds himself or herself. The study carried out by Chamorro et al. (2007) showed that students with high neuroticism did not like small groups and group discussions while pleasant and open students preferred this type of activity. On the other hand, McClumpha (1925 cited in Roswell n.d). He compared introversion than extroversion in college men and women. The results found that women were considerably more introverted than men, a score showed a 75 % rank of introversion for women but only a 50% rank of introversion for men. Therefore, over the years, researchers have sought and collected information on personality types. Costa & McCrae (1994) state the traits identified in the five-factor model are the result of decades of factor analytic research and their robustness is well established. The Big five personality dimensions are extraversion, neuroticism, openness to experience, conscientiousness and agreeableness as is confirmed by Barrick & Mount (1991) The Big five personality dimensions are extraversion, neuroticism, openness to

experience, agreeableness, and conscientiousness.

However, Eysenck (1964) identifies two general traits that are represented as dichotomies: extroverted/introverted. For this reason, this research covers only the introverted and extroverted personality. Westerman & Simmons (2007) stated that extraversion is associated with ambition, sociability, gregariousness, talkativeness, assertiveness, impulsiveness, and vigor because extroverts crave interpersonal interaction, it has been suggested that they seek out environments with a high degree of relationship and affiliation orientation. Sumantri & Pratiwi (2015) mention that someone with an introverted personality tends to be better in aspects of thinking and acting, better receiving and processing information, more active in learning, and faster at work than an extroverted type. While extroverted is the personality of someone who tends to display energetic behavior.

Eysenck (1964) mention some behaviors that present extrovert and introvert person:

The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He always has a ready answer, and generally likes change; he is carefree, easy going, optimistic, and likes "to laugh and be merry." He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under his tight control, and he is not always a reliable person. The typical introvert is a quiet retiring sort of person, introspective; fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps," and distrusts the impulse of the moment. He does not like

excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards. (p. 8)

Extrovert is an individual characterized by outgoing, easier to get more friends and adapts easily to given situations. He or she gets energy from being around people. Meanwhile, introvert is individual characterized by focus on his or herself, calm, and intimate times with a few close friends and he or she gets her/his energy from spending time alone (Sharp, 1987, p. 13).

Nussbaum (2002) found that extroverts and introverts approached small group discussions differently. The extroverted students expressed contradictions and counterexamples with their extroverted peers, while the introverted students collaborated to find solutions with other students with the same personality.

Ellis (1994) claimed that there are two main hypotheses about the possible relationship between the introversion/extroversion dichotomy and language learning. He argues that extroverts are better language learners since they are better at basic interpersonal communication strategies. On the contrary, the second hypothesis states that introverts are better at learning a language since they have developed academic cognitive ability.

Dewaele & Furnham (2000) mention that some researchers say that extroverted students perform better in language learning. Marashi & Dibah (2013) argue that extroverts are more fluent and particularly in formal situations in native language (L1) and language foreign language (L2) while introverts are more interested in activities such as reading, writing, and drawing than activities that require them to act in an introverted manner as is confirmed in the study conducted by Khodareza & Taheri (2015). The result of this

study shows that extroverts are generally better at speaking than introverts, but the differences are not noticeable.

Gender and second language learning

Gender is defined more broadly to denote a variety of identities that do not correspond to established ideas of men and women related to social and cultural differences rather than biological ones. The definition of gender created opportunities to compare men and women culturally, and also the relationship between them as groups. Gender is an English word, which refers to sex and the differences in physical appearance between males and female (Echols, 1976). According to Papalia et al (2008) “girls are generally superior in the verbal aspect that involves perceptual relationship, memory, language manipulation, and the like, while boys are superior in performance aspects such as spatial, relationship, and numerical manipulation” (p.372).

Coates (2004) also mentioned that during childhood, children learn to identify with men or women to show their identification and adapt the use of gender-appropriate behaviors, which also includes the way they communicate. Payne & Lynn (2010) carried out a study whose objective was to investigate gender differences in the comprehension of a second language. The results showed that girls performed better than boys in second language ability between the ages of 11 and 14. However, in first language ability, girls did not perform better than boys. Coates (2004) said that girls acquire language skills faster than boys because the number of words that girls know tends to be greater than the number of words that boys know at 18 months.

According to SOU (2010) the difference between the school achievements of boys and girls could be that girls mature before boys, which makes it easier for girls to achieve better results in school. Spinath et al. (2014) argue that girls tend to have greater self-

discipline and kindness, which makes school work easier, while boys want to invest little effort in their schoolwork.

All these arguments are supported by previous research, such as the research carried out by Ismiati (2013). His research reveals that female students were better in English speaking ability compared to male students. This study was conducted in seventh grade students in Indonesia. Likewise, Halimah (2010) revealed that female students achieve a higher score than male students in speaking skill. Another study with similar results was conducted by Erdiana et.al (2019) where the results showed that female students are better in speaking ability than male students this is confirmed by Swann (1992) affirms that verbal ability is dominated by girls, meanwhile spatial ability is dominated by boys. Smith & Wilhelm (2002) argued that female students are more active and get better scores than male students. This can be caused as mentioned by Dagon (1992) that most women use the left side in charge of language, while most men use the right side, its function impacts the male superior in the spatial relationship.

Multidimensional theory in second language learning

A human being is an individual who goes through several special events or experiences throughout his life, which makes him unique. These experiences or conditions depending on the context where the person is. This will be influenced by social, biological, and physical aspects as well Germain & Bloom (1999). Germain (1991) defines the internal dimensions into three: biological, psychological, and spiritual dimensions.

Biological dimension. - It refers to the necessary functions of the human being, that is, sensory, motor, respiratory, endocrine, and circulatory. Biological dimensions can be said to encompass all the processes necessary for the physical functioning of the human body. These processes contain the genetic, skeletal, sensory, motor, respiratory, endocrine,

circulatory, waste disposal, sexual-reproductive, digestive, and nervous systems (Newman & Newman 2003).

Psychological dimensions. - It refers to the capacities of thought and memory, of emotion, and of anticipation of the future. An aspect that is introduced in this dimension is gender since the classification of someone as masculine, feminine, or androgynous does not necessarily arise directly from the physical state of a person as a man or woman, but rather from innate characteristics such as the social environment. While sex refers to biological characteristics, gender refers to the complex interaction between individuals, societies, and cultures around the expectations, identities, and roles associated with masculinity and femininity.

Spiritual dimensions: Tacey (2004) define spirituality as:

concerned with connectedness and relatedness to other realities and existences, including other people, society, the world, the stars, the universe and the holy. It is typically intensely inward, and most often involves an exploration of the so-called inner or true self, in which divinity is felt to reside. (p. 38)

The multidimensional theory in second language learning developed by Meisel is that the learner before the target language is defined from two factors: a) The sequence of learning development and b) The socio-psychological orientation of the learner. The first factor is defined by linguistic criteria, although learners may differ due to the second factor.

Meisel (1980) points out that although two learners who are in the same stage and with different orientations, whether it is a segregating attitude (introverted personality) or an integrating attitude (extroverted personality) can have the same level of syntactic development. However, the segregating learner tends to become more fossilized than the integrator, as the latter has a greater chance of learning the target language.

Gitsaki (1998) argues about the multidimensional theory in second language learning:

In the Multidimensional Model, the learner's stage of acquisition of the target language is determined by two dimensions: the learner's developmental stage and the learner's social-psychological orientation. The developmental stage is defined by accuracy orders and developmental sequences, but within a stage, a learner may differ because of their social-psychological orientation, which is independent of the developmental stage. (p. 95)

Spelt et al. (2016) "The multidimensional approach involves the approach of the cognitive, emotional, and social dimensions to learning" (p.2).

"The Multidimensional Model has both explanatory and predictive power in that it not only identifies stages of linguistic development but it also explains why learners go through these developmental stages and it predicts when other grammatical structures will be acquired" (Ellis, 1994 as cited in Gitsaki, 1998, p. 95).

Methodology

Research approach

For this research, a quantitative approach was used to collect and analyze data about the correlation between personality and gender in speaking skills. Bhandari (2020) explains that "quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generate results for wider populations" (p. 1).

Research design

The research design of this study was a non-experimental design with a correlational research level to correlate the personality and gender on English speaking skills. Non-experimental research is research that lacks the manipulation of an independent variable,

random assignment of participants to conditions or orders of conditions, or both (Price et al., 2015). Fitzgerald et. al (2004) describes correlational research designs as a method for testing relationships between life variables of interest.

Research context and participants

The research was carried out at the Technical University of Cotopaxi in Pujili campus with 3 male and 9 female students of the second level of the Pedagogy of National and Foreign languages career in the academic period October 2022- February 2023. Initially, the study was planned to be carried out with a population of 15 students, but 1 of them did not show up and two students, after applying the personality test, found that 2 students were ambiverts, which left them out of the analysis since the research focuses only in the introversion and extroversion of the students as in the investigation done by Dini (2018). A non-probability convenience sampling method was used to select participants. Nikolopoulou (2022) states that “convenience sampling is a non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access (pp. 1)”. Students of the second level were selected because the English teacher had the information about students' level got through a standardized test. It was necessary for this research to know students' level of English according to the common European framework. So, 15 students who have A2 level according to the common European framework were selected. The English instructor through the application of the international English test (KET) verified and confirmed the level of the students (See Annex 1).

Data collection process

Personality Test

Raymon (1943) developed a personality test called “Big Five”, the personality test

contained 5 dimensions but for this study only the dimensions of extroversion and introversion were taken as in the study of Imaniah & Fitria (2018). The test of this investigation consisted a total of eight closed questions that were aimed at identifying two types of personality introvert, extrovert and probably the existence of ambivert personalities, but if this last type of personality is present, it will not be taken into account since the study is aimed at investigating the two personalities; introverted and extroverted. The questionnaire was translated to Spanish, transcribed to the google forms, and applied with the EFL instructor's help. The questionnaire was applied in Spanish to ensure students' comprehension and to get valid data (See annex 2). The students had to select yes or no according to each statement. Those who answered YES were scored (1) and those who answered NO were scored (-1). If at the end the student had a note with a positive number, he/she was considered an extrovert and in turn if the student had a negative number in the note, he/she was considered an introvert. If the student had the same amount of positive and negative numbers in the note, he/she was considered ambivert (See annex 3).

Speaking Activity

Students carried out a speaking activity taken from Moqaddas et. al (2013). The activity required students to record an audio for three minutes describing **“a trip they had”**. The activity was introduced by the EFL instructor and monitored by the researchers. They used their mobile devices in order to record their speaking activity. After completing the time established, they had to send their audio recordings to their EFL instructor who, after collecting all the speaking activities, shared it with the authors of the research for further analysis. It is important to mention that the speaking activity was developed as a normal activity during their classes. Initially the students did not know that the activity was part

of a study. No information was provided with the purpose to develop the activity in a natural way but once the audio recordings were collected, the purpose and all the details about the object of the investigation were reported, after that, it was explained to the students that their personal information would not be revealed at any time. Additionally, they were given an informed consent detailing their purpose which they subsequently proceeded to sign (See annex 4).

Rubric

To assess students' speaking activity the rubric of Key English test (KET) were used (Cambridge 2020). The rubric was composed by the criteria of grammar-vocabulary, pronunciation, and interactive communication, the criteria of interactive communication was replaced by the criteria of fluency which was used in a rubric developed by Farhady, et. scale (1995) (See annex 5).

Pilot test

In order to ensure the process to follow and to check the instruments to be used, a pilot test was conducted with 2 students in the first semester of English major with a similar English level that their partners. The personality test was applied through their EFL instructor using the WhatsApp platform. In the case of the speaking activity; students were asked to use the Flip grid platform to record their activity entitled "**How did you celebrate your last birthday?**", the established time was 5 minutes, the situations that could be evidenced through the implementation of this pilot test were unpunctuality of students to comply with the activity, they didn't complete the established time for the recording, approximately after the first minute of his recording they had no more information to say, based on these aspects, it was decided to carry out the process described above.

Data analysis

The data were analyzed with the Social Sciences Statistical Package Program (SPSS). The data obtained from the students' audio recordings were analyzed using the rubric according to each evaluation criteria for a subsequent analysis of the personality of EFL students about the ability to speak. In this sense, the analysis process developed to answer the first question was through the use of (SPSS) for the analysis of the personality test, this process was carried out to discover how many male and female students were extroverted or introverted.

The analysis process developed to answer the second research question was based on separating the participants into extroverts and introverts to analyze their speaking activity. This process was carried out with the help of the SPSS program and an Excel spreadsheet for the illustration of the data graphs that were later analyzed and interpreted. After the interpretation of the graph, differences and similarities could be evidenced, so to verify if these differences and similarities were significant, an independent sample test was carried out within the same SPSS program.

The process developed to analyze the speaking performance of students based on gender was a process similar to the one described above, but in this aspect, it was based on separating men and women to analyze their speaking activity. This process was carried out with the help of SPSS and an Excel spreadsheet for the illustration of the data graphics. After carrying out the process, SPSS provided a data graph which was later analyzed and interpreted. After the interpretation of the graph, differences and similarities could be evidenced, so to verify if these differences and similarities were significant, an independent sample test was carried out within the same SPSS program.

The process developed to answer the third research question. The Pearson correlation described in the research methodology developed by Sampieri (2014), took a large part during the process of analyzing the results. Pearson's correlation (r) indicates a measured value between -1 and +1 when the result is close to +1, there is a positive correlation between the two variables, and if the result is close to -1, there is a negative correlation between the variables. The weak or strong correlation of the variables will depend on how close they are +1 or -1, since there are very weak, weak, medium, considerable and very strong items. If the result is zero, then there is no correlation between the variables. In this sense, it is important to point out that one of the ways to identify if the results are correct is through the "bilateral significance (p)" which indicates that if the results are greater than 0.05, it means weak significance. On the other hand, if the significance is less than 0.05, it means a strong significance. However, if the result is equal to 1(1000) it means that there is no significance.

Results

To answer the first question: How can A2 level students be classified in the second level of Pedagogy National and Foreign Languages–English Major in the academic period 2022-2023 related to their personality?

Table 1

*Gender * Personality*

		Personality		Total
		Extroverted	Introverted	
Gender	MALE	1	2	3

FEMALE	3	6	9
Total	4	8	12

Note: This table shows the personality classification of the students in terms of extroversion and introversion related to gender.

Data show a total of 12 students, among which 9 are women (75%) and 3 men (25%).

The results are the following; 6 introverted women and 3 extroverted men. In terms of men, 2 introverted men and 1 extroverted man.

To answer the second question; How is the speaking A2 second-level students' performance depending on their personality? Observe figure 1

Table 2

Scores of speaking activity : "A trip they had" of the students

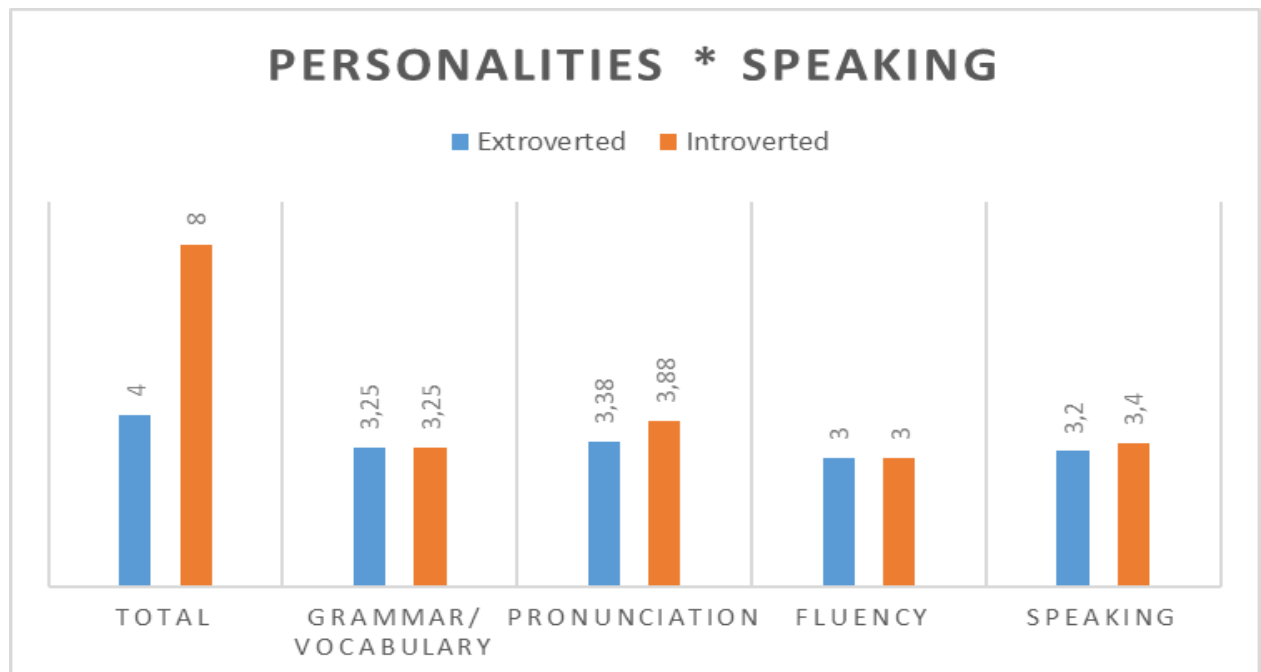
Students	Gender	Personality	Grammar and Vocabulary	Pronunciation	Fluency	Speaking
Student 1	F	E	3	4	3	3,3
Student 2	F	E	3	2	2	2,3
Student 3	F	I	3	4	3	3,3
Student 4	F	I	3	3	2	2,7
Student 5	M	E	3	3	3	3,0

Student 6	F	I	3	4	3	3,3
Student 7	M	I	3	3	3	3,0
Student 8	F	I	3	4	3	3,3
Student 9	F	I	3	4	3	3,3
Student 10	M	I	3	4	3	3,3
Student 11	F	E	4	4	4	4,0
Student 12	F	I	5	5	4	4,7

Note: This table shows the scores of each evaluated criterion of the speaking activity of the students.

Figure 1

Results of speaking activity depending on their personality.



Note: This figure shows the results of the students classified by their personality; extroverted and introverted students of each criterion evaluated in the rubric.

Figure 1 shows that introverted students have better speaking skills than extroverted students by a minimal difference, which is 0.2 tenths since introverted students have an average of 3.4 and extroverted students have an average of 3.2. In the same way, it shows that introverted students have a better pronunciation due to the minimum difference of 0.5 tenths since introverted students have an average of 3.88 and extroverted students have an average of 3.38. In the grammar - vocabulary and fluency subskills, introverted and extroverted students score the same.

The further inferential analysis is required to find out if these differences or similarities are statistically significant or not. A series of independent sample tests were performed on the data shown in table 4 related to speaking and personality.

Table 3

Group statistics for participants' personalities and their speaking ability.

Group statistics					
	Personality	N	Mean	Std. deviation	Std. Error mean
Grammar/Vocabulary	Extroverted	4	3,25	,500	,250
	Introverted	8	3,25	,707	,250
Pronunciation	Extroverted	4	3,25	,957	,479
	Introverted	8	3,88	,641	,227

Fluency	Extroverted	4	3,00	,816	,408
	Introverted	8	3,00	,535	,189
Speaking	Extroverted	4	3,15	,705	,352
	Introverted	8	3,36	,583	,206
Gender	Extroverted	4	1,75	,500	,250
	Introverted	8	1,75	,463	,164

Table 4

Independent Samples Test for Participants' Personalities and their Speaking Ability

Independent samples test

Levene's test for equality of variance				T test for equality of means			
F	Sig.			Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
				(2-tailed)			Lower Upper

Equal	-	5,1	,62	-,213	,408	-	,82
varian							
ces	,52	46	4			1,2	8
not							
assum	1					53	
ed							

Based on the information in Table 4, the result of the t-task between the two personality groups (extroverts and introverts) is shown. The difference in speaking ability is not significant ($p = 0.589$, $CI = 0.95\%$), but in the pronunciation subscale if there is significance, which is ($p = 0.203$, $CI = 0.95\%$). For the other sub-skills, which are fluency and grammar/vocabulary, the difference is not significant. This means that both participants had more or less similar abilities except for pronunciation.

To answer the third research question: What is the level of correlation between speaking skills depending on their personalities of the A2 second-level students? A correlational analysis was done in SPSS (See table 5).

Table 5

Correlation between personality and speaking

		Speaking	Personality
Speaking	Pearson correlation	1	,174
	Sig. (2-tiled)		,589
	N	12	12
Personality	Pearson correlation	,174	1
	Sig. (2-tiled)	,589	
	N	12	12

According to Table 4, the results show that there is a very weak positive correlation between personality and speaking since the table returned a Pearson correlation of .174. Consulting the criteria Pearson evaluation, point 0.174 is categorized as a very weak

correlation (0.00 – 0.19). Since there is a positive symbol in the r-value, it shows a positive but very weak correlation.

To answer the second question; How is the speaking A2 second-level students' performance depending on their gender? See figure 2

Figure 2

Results of speaking activity depending on their gender.

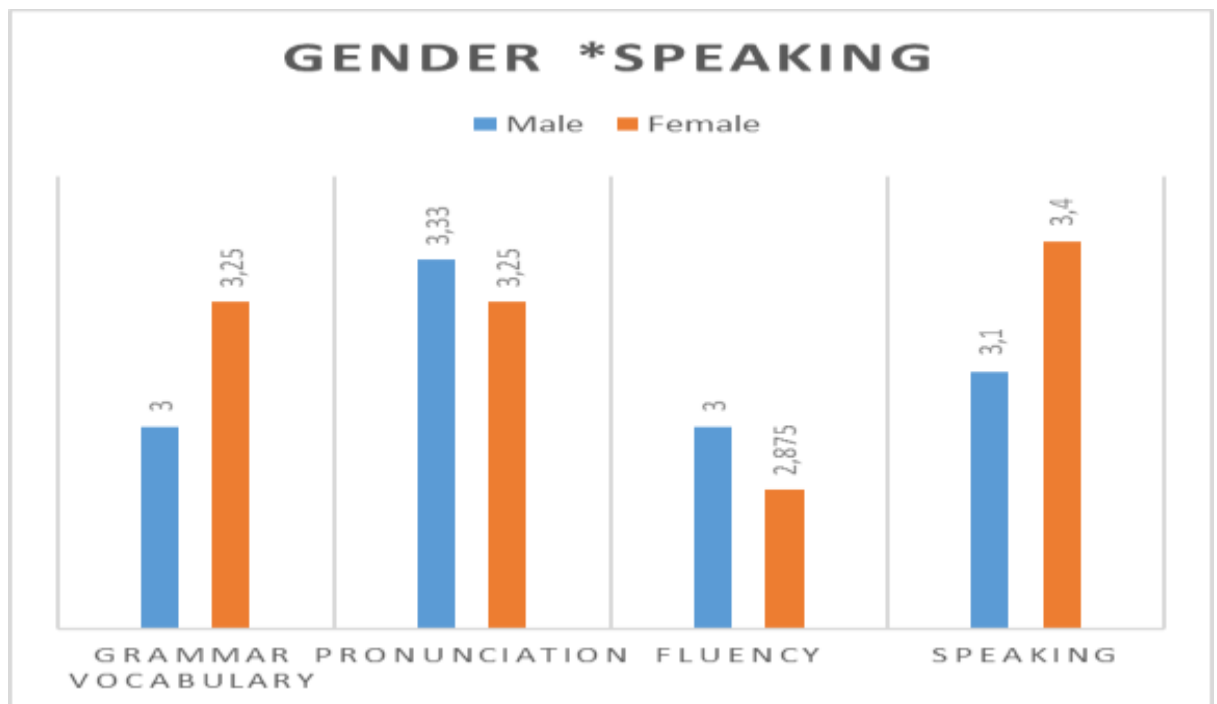


Figure 2 shows that women have better speaking skills than men by a minimal difference since women have an average of 3.4 while men have 3.1, the difference is 0.30 tenths. Likewise, women have a better grammar/vocabulary sub-skill with a result of 3.25 while that of men 3, the difference is 0.25 tenths. On the other hand, in the sub-skills fluency and pronunciation, the men stood out for the slightest difference with an average of 3.33 and the women 3.25 in pronunciation, the difference was 0.08. In terms of fluency, the average for men was 3.0, while for women, 2,875, and the difference was 0.125.

A series of independent sample tests were performed on the gender and speaking-related

data to find out whether the observed differences or similarities are statistically significant or not with further inferential analysis shown in table 7.

Table 6

Group statistics for participants' gender and their speaking ability

Group statistics					
	Gender	N	Mean	Std. deviation	Std. Error mean
Personality	MALE	3	1,67	,577	,333
	FEMALE	9	1,67	,500	,167
Grammar/Vocabulary	MALE	3	3,00	,000	,000
	FEMALE	9	3,33	,707	,236
Pronunciation	MALE	3	3,33	,577	,333
	FEMALE	9	3,78	,833	,278
Fluency	MALE	3	3,00	,000	,000
	FEMALE	9	3,00	,707	,236
Speaking	MALE	3	3,10	,173	,100
	FEMALE	9	3,36	,688	,229

Table 7*Independent Samples Test for Participants' Gender and their Speaking Ability***Independent samples test**

		Levene's test for equality of variance								T test for equality of means	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Personality	Equal variances assumed	,000	,910	,000	10	,910	,000	,344	-,767	,767	

	Equal variances not assumed	,0 00	3, 07	- 7	10 0	,1 00	-,000	,373	- 1,1 69	,1 16 9
Grammar/ Vocabulary	Equal variances assumed	3, 82 8	,0 79 91	- 7	10	,4 48	-,333	,422	- 1,2 73	,6 06
	Equal variances not assumed			- 1, 41 4	8, 00 0	,1 95	-,333	,236	- 87 7	,2 10
Pronunciation	Equal variances assumed	,1 26	,7 30	- 8 45	10	,4 18	-,444	,526	- 1,6 16	,7 27
	Equal variances not assumed			- 1, 02 4	5, 12 4	,3 52	-,444	,434	- 1,5 52	,6 63
Fluency	Equal variances assumed	2, 00 0	,1 88	,0 00	10	,1 00 0	-,000	,422	- 93 9	,9 39

	Equal variances not assumed									
Speaking	Equal variances assumed	1,055	,328	-,618	10	,550	-,256	,413	-,176	,665
	Equal variances not assumed									

Based on the information in Table 7, the result of the t between the two gender groups (men and women) is shown. The difference in speaking ability is not significant ($p = 0.550$, $CI = 0.95\%$)- In the pronunciation subscale with a result of ($p = 0.418$, $CI = 0.95\%$) and grammar/ vocabulary with a result of ($p=.448$, $CI=.95\%$) there is significance. For the fluency subskill, the difference is not significant.

To answer the third research question: What is the level of correlation between speaking skills depending on their gender of the A2 second-level students?

Table 8

Correlation between gender and speaking

		Gender	Speaking
Gender	Pearson correlation	1	,192
	Sig. (2-tailed)		,550
	N	12	12
Speaking	Pearson correlation	,192	1
	Sig. (2-tailed)	,550	
	N	12	12

According to Table 8, the results show that there is a very weak positive correlation between gender and speaking since the table returned a Pearson correlation of .192. Consulting the criteria Pearson methodology evaluation, the point 0.192 is categorized as a very weak correlation (0.00 – 0.19). Since there is a positive symbol in the r-value, it shows a positive but very weak correlation.

Discussion

Regarding the previous data analysis, learners with A2 level are there in the second level of Pedagogy National and Foreign Languages–English Major in the academic period 2022-2023 there are a total of 9 women of which 3 are extroverted (33,33%), 6 introverted (66,67%) women. In terms of men, there are a total of 3 men, of which 1 student is extroverted (33,33%) and 2 students are introverted (66,67%). The result of these data was similar to the research carried out by McClumpha (1925 cited in Roswell n.d). He compared introversion to extroversion in college men and women. The results found that

women were considerably more introverted than men, a score showed a 75 % rank of introversion for women but only a 50% rank of introversion for men which generated debate with Feingold (1994) who mentioned that women are more extroverted than men. Furthermore, it should be taken into account that the population was not identical compared between men and women in this investigation.

Regarding the performance of students in speaking depending on their personalities. The results showed that introverted students had better speaking skills than extroverted students by the slightest difference of 0.2 tenths since introverted students had an average of 3.4 and extroverted students had an average of 3.2. Moreover, it showed that introverted students had better pronunciation due to the slightest difference of 0.5 tenths since introverted students had an average of 3.88 and extroverted students had an average of 3.38 which could generate debates with theories and investigation such as by Khodareza & Taheri (2015). The result of this study showed that extroverts are generally better at speaking than introverts, but the differences were not noticeable. Marashi & Dibah (2013) argue that extroverts are more fluent and particularly in formal situations in both language 1 (L1) and language 2 (L2) while introverts are more interested in activities such as reading, writing, and drawing than activities that require them to act in an introverted manner. So, the result could be affected by the speaking activity developed because it did not require a discussion, participation or interactive communication, but quite the opposite, it could be said that it was carried out discreetly and did not require a communicative interaction, which could condition the activity and the result.

Regarding personality and speaking, a very weak positive correlation was found, since the result showed a Pearson correlation of .174. The result of the investigation was in line

with the conduct of the investigation by Fiqqi (2017). He tried to find the correlation between extrovert and introvert personalities' students and their speaking mastery. He found a significant correlation between student extrovert and introvert personalities with their speaking. In addition, a significance was found within the pronunciation sub-skill with $p=,203 < 0.05$ similar to the results of Hassan (2001). He researched extraversion/introversion and gender about English pronunciation accuracy. Research showed that extraversion and introversion personality is positively related to English pronunciation accuracy.

According to the performance of students in speaking depending on their gender. It showed that women had better speaking skills than men by a minimal difference since women had an average 3.4 while men had 3.1, the difference is 0.30 tenths. Likewise, women had a better grammar/vocabulary sub-skill with a result of 3.25 while that of men 3, the difference is 0.25 tenths. The result of the investigation coincides with investigations such as the one carried out by Ismiati (2013). The research reveals that female students were better in English speaking ability compared to male students and is consistent with theory as Coates (2004) said that girls acquire language skills faster than boys because the number of words that girls know tends to be greater than the number of words that boys know which confirms Swann (1992) affirms that verbal ability is dominated by girls, meanwhile spatial ability is dominated by boys. Dagon (1992) argued that most women use the left side in charge of language, while most men use the right side, its function impacts the male superior in the spatial relationship. On the other hand, the similarities found between speaking and gender showed that there is significance. Similar results can be observed in the research carried out by Nurfitria (2017). The results of that investigation showed that gender has a significant influence on the oral

competence of male and female students.

Research Impacts

This research project would have an educational impact since it could provide a theoretical guide to be used by other researchers as a basis for future projects related to internal or external factors of students. In the same way, this project could encourage teachers to identify the personalities of their students to design or implement strategies according to the characteristics of their context. So that students feel satisfied and safe in the development of knowledge and skills.

Conclusion

The objective of this research was to explore the correlation of personality and gender in the speaking skills of second-level A2 students of Pedagogy of National and Foreign Languages-English Major in the academic period 2022-2023.

For this, a variety of concepts were presented, allowing an adequate approach to the theme presented. Thus, Gardner (1985) mentions that factors that influence the learning process are motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personality. Shahila & Meenakshi (2012) in their research revealed that students bring to the classroom their affective states that influence the way they acquire an L2 and not only their cognitive abilities. In addition, Coates (2004) also mentioned that during childhood, they learn to identify with men or women to show their identification, and adapt the use of gender-appropriate behaviors, which also includes the way they communicate.

This allowed the development of the research adopting the aforementioned perspective, which has previously produced results that have attracted attention, as is the case of Alfiyatin (2020) who conducted a study to describe the effect of gender and personality types on the English-speaking skills of English as a foreign language students (EFL) in

the State Islamic Institute of Kediri (IAIN). The author concludes that gender has a significant effect on students' oral skills. According to the variable personality and speaking, he concluded that the type of personality has a significant effect on the oral skills of the students.

Based on the exposed analysis, it is concluded that the majority of women and men are introverts, being (66.67%) for both women and men of the sample selected in this investigation. Similarly, it is concluded that introverted students had better speaking skills than extroverted students by the slightest difference of 0.2 tenths. Moreover, it showed that introverted students had a better pronunciation due to the slightest difference of 0.5 tenths. In terms of gender and speaking, it is concluded that women had better speaking skills than men by a minimal difference of 0.30 tenths. Likewise, women had a better grammar/vocabulary sub-skill with a difference of 0.25 tenths. At the same time, it can be concluded that there is a weak positive correlation between the variables of personality and speaking, likewise between the variables of gender and speaking of the students.

Recommendations

It was possible to identify that there is a correlation that, despite not being so strong, shows that internal aspects such as personality can be correlated with the speaking skills of the students. Therefore, it is recommended to carry out more rigorous studies of the different internal aspects of the students. with an older population and analyzing aspects such as anxiety, motivation, attitudes and aptitudes, with the intention of creating strategies that allow the development of new teaching methods in students and in turn provide information to EFL instructors that may not take these aspects into account. within its process of teaching communication skills (speak).

The results obtained through the study carried out also show that there is a correlation between the gender of female and male people when it comes to developing their speaking skills. In the same way, the results indicate that introverted students present favorable results in terms of the development of speaking skills. For this reason, it is recommended to implement discussions of various topics that include the point of view and the participation of students so that student's language teachers identify the factors that intervene in the development of their teaching and learning process with the objective that there is no inequality of knowledge and inequality in the development of skills.

Pedagogical implications

One of the most important communication skills is speaking. In EFL contexts, it is a skill that requires special attention and instruction. The present investigation deals with the correlation of personality and gender related to speaking skill. Although many studies have been carried out in this area, it feels the need to carry out more research to provide more research background related to the context of the Technical University of Cotopaxi and thus provide some possible solutions for teachers to apply more effective strategies in their teaching according to the needs, interests and teaching context of its students and thus minimize the student gap.

In turn, this research will be very helpful for students, since having a clear idea of what personalities are, in this case, knowing and identifying whether they are extroverts or introverts.

It will help them to have greater control over their attitudes, feelings and behaviors in the development of an activity in class or in their daily life.

In the same way, it will make it easier for them to make decisions that suit him or her according to their personality. Understanding the influence of personality on academics

is also fundamental as they determine the level of success of an individual. An individual can learn and develop their personalities from it to maximize their performance from it. Richards & Renandya (2002) mention that effective instructions deduced from careful analysis of this area, along with sufficient language entry activities and speech promotion, will gradually help students speak English fluently and appropriately.

Limitations of the study

The results could be affected by two aspects: sample and, evaluator.

Sample

In this sense, it refers to the fact that the sample of this investigation was small, which generates imprecision of the result, since technically the results of this investigation do not represent the results of a population. On the other hand, the sample was not equitable, that is, there was not the same number of male and female participants, which could have generated a disadvantage when evaluating the correlation between the two variables (gender and personality) and in the analysis depending on gender.

Evaluator

For the evaluation of the speaking activity of this research, a rubric was used, with the objective that there is no inconvenience when evaluating the students. However, this research was evaluated by pre-service teachers, which means that the evaluation is affected by subjectivity and lack of experience of pre-service teachers.

Further Research

This research has provided an overview of the personalities and gender in the speaking skills of the students with A2 of the second level of Pedagogy National and Foreign Languages–English Major in the academic period 2022-2023. It is recommended to future researchers conduct a similar study with a broader population and with different

levels. It is also necessary to explore the correlation of other internal factors such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, and age in the four skills.

This research has provided an overview of the incidence of personalities and gender in the speaking skills of EFL learners. In this sense, future researchers are recommended to carry out more in-depth studies on the students of the Pedagogy career of the National and Foreign Languages at the Technical University of Cotopaxi, with the students of the semesters that present an A2 level. This study addressed the personality and gender of students regarding speaking skills but it is also necessary to explore the correlation of other internal factors such as (motivation, anxiety, age, and aptitude among others.) to provide a clear idea to students, teachers or researchers of the internal problems that each of the EFL learners present when developing their communication skills (speaking) and as a result, new learning strategies are generated.

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Annex

Annex 1. Students' level

1	F ₁
2	F ₂
3	F ₃
4	F ₄
5	F ₅
6	F ₆
7	F ₇
8	F ₈
9	F ₉
10	F ₁₀
11	F ₁₁
12	F ₁₂
13	F ₁₃
14	F ₁₄
15	F ₁₅
16	F ₁₆
17	F ₁₇
18	F ₁₈
19	F ₁₉
20	F ₂₀
21	F ₂₁
22	F ₂₂
23	F ₂₃
24	F ₂₄
25	F ₂₅
26	F ₂₆
27	F ₂₇
28	F ₂₈
29	F ₂₉
30	F ₃₀
31	F ₃₁
32	F ₃₂
33	F ₃₃
34	F ₃₄
35	F ₃₅
36	F ₃₆
37	F ₃₇
38	F ₃₈
39	F ₃₉
40	F ₄₀
41	F ₄₁
42	F ₄₂
43	F ₄₃
44	F ₄₄
45	F ₄₅
46	F ₄₆
47	F ₄₇
48	F ₄₈
49	F ₄₉
50	F ₅₀
51	F ₅₁
52	F ₅₂
53	F ₅₃
54	F ₅₄
55	F ₅₅
56	F ₅₆
57	F ₅₇
58	F ₅₈
59	F ₅₉
60	F ₆₀
61	F ₆₁
62	F ₆₂
63	F ₆₃
64	F ₆₄
65	F ₆₅
66	F ₆₆
67	F ₆₇
68	F ₆₈
69	F ₆₉
70	F ₇₀
71	F ₇₁
72	F ₇₂
73	F ₇₃
74	F ₇₄
75	F ₇₅
76	F ₇₆
77	F ₇₇
78	F ₇₈
79	F ₇₉
80	F ₈₀
81	F ₈₁
82	F ₈₂
83	F ₈₃
84	F ₈₄
85	F ₈₅
86	F ₈₆
87	F ₈₇
88	F ₈₈
89	F ₈₉
90	F ₉₀
91	F ₉₁
92	F ₉₂
93	F ₉₃
94	F ₉₄
95	F ₉₅
96	F ₉₆
97	F ₉₇
98	F ₉₈
99	F ₉₉
100	F ₁₀₀

1. SUBMISSION OF THE STUDENT'S WORKS TO THE EXAMINER FOR MARKING.
 2. MARKING OF THE STUDENT'S WORKS BY THE EXAMINER.


 2021

Annex 2. Test of Personality

THE BIG FIVE INVENTORY (BFI)

Escribe la palabra si o no dependiendo de cada situaciones planteada

- **Llenar las afirmaciones con honestidad**
- **La información recolectada será confidencial**

NOMBRES Y APELLIDOS: _____

Edad: _____

Genero: _____

1. Soy hablador: _____

2. Soy reservado: _____

3. Estoy lleno de energía: _____

4. Genero mucho entusiasmo: _____

5. Tiendo a estar callado: _____

6. Tengo una personalidad asertiva = (**expresas de la manera adecuada, sin hostilidad ni agresividad, sus emociones frente a otra persona**): _____

7. Me considero tímido: _____

8. Me considero sociable: _____

Annex 3. Results of test personality

Students	Gender	Score	Personality
S1	Mujer	8	EXTROVERT
S2	Mujer	-8	INTROVERT
S3	Mujer	-5	INTROVERT
S4	Hombre	8	EXTROVERT
S5	Mujer	-6	INTROVERT
S6	Mujer	-5	INTROVERT
S7	Mujer	4/ -4	AMBIVERT
S8	Mujer	-6	INTROVERT
S9	Mujer	8	EXTROVERT
S10	Mujer	-7	INTROVERT
S11	Hombre	-7	INTROVERT
S12	Hombre	-5	INTROVERT

S13	Mujer	4/ -4	AMBIVERT
S14	MUJER	7	EXTROVERT

Annex 4. Informed Consent



UNIVERSIDAD
TÉCNICA DE
COTOPAXI



Carrera de
Pedagogía de los
Idiomas
EXTENSIÓN PUJILÍ

UNIVERSIDAD TÉCNICA DE COTOPAXI
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____ estudiante de segundo semestre de la carrera de pedagogía de los idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi acepto participar en el proyecto desarrollado por los estudiantes **Jonathan Alexis Mejía Moreira** y **Edwin Paul Taipe Lastuisa**, supervisado por la **Mg. Fabiola Cando** el cual se llevará a cabo en el periodo académico 2022-2023. De igual manera, declaro que he sido informado que el análisis de los resultados de mi participación se realizará con el objetivo de examinar el impacto de las personalidades y el género en el desarrollo del habla en inglés de los estudiantes.

Entiendo que bajo ningún medio serán expuestos mis datos personales en el proyecto.

Por lo tanto, acepto y me comprometo voluntariamente a participar en las actividades de recopilación de datos en los que se incluyen mi participación en el test de personalidad y en la actividad oral que serán proporcionados por los autores del proyecto de investigación, pues además he recibido una copia del presente documento.

Firma del participante:

Cédula de identidad:

Correo electrónico:

Fecha: 12/01/2023

Latacunga - Ecuador

Av. Simón Rodríguez s/n Barrio El Ejido / San Felipe. Tel: (03) 2252346 - 2252307 - 2252205

Annex 5. Rubric of Speaking Test

Rubric of Speaking A2 Level (KET)

A2	Grammar and Vocabulary	Pronunciation	Fluency
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Expresses himself/herself correctly with ease and spontaneity.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Expresses pauses in conversation that distort the clarity of the message,
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Expresses himself/herself with difficulty. The message is not understood.
0	Performance below Band 1.		

Annex 6. Glossary of terms

Glossary of terms

Terms	Definition
(r)	Pearson's correlation
Pearson's Correlation	It is defined as a linear correlation coefficient that falls in the range of values from -1 to +1. The value of -1 means a strong negative correlation while +1 indicates a strong positive correlation.
(p)	Significance Bilateral
Significance Bilateral	It refers to the existence of a linear association between two variables. In other words, significance is a way of showing that a given statistic can be trusted.
Ambivertes	It means a person whose personality has a balance of extrovert and introvert features.
Mean	It refers to the value obtained by dividing the sum of a conglomerate of numbers by the number of them.
Typical deviation	It means a measure used to quantify the variation or spread of a set of numerical data.
T-task	The T-Task Test procedure is used to compare the means of two groups of cases.
C. I	It refers to the "Confidence interval" and describes the variability between the measurements obtained in a study and the actual measure of the population.
Independent sample test	Compares the means of two independent groups with the intention of determining if they are significantly different.