

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA**

**FACULTY OF LETTERS AND
LANGUAGES
DEPARTMENT OF ENGLISH**

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**DOMAIN: FOREIGN
LANGUAGES
STREAM: ENGLISH
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OPTION: LINGUISTICS

**Exploring Extrovert and Introvert Learners' Attitudes Towards
and Preferences for Oral Error Correction : Case of Second Year
EFL Students at Mohammed Boudiaf M'sila University**

**Dissertation Submitted to the Department of English in Partial fulfillment
of the Requirements for the Degree of Master**

By :

**Miss Kasri Sarra
Mrs Chouia Nour El Houda**

**Under the Supervision of
Dr. Bouazid Tayeb**

2017/2018

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Candidates:

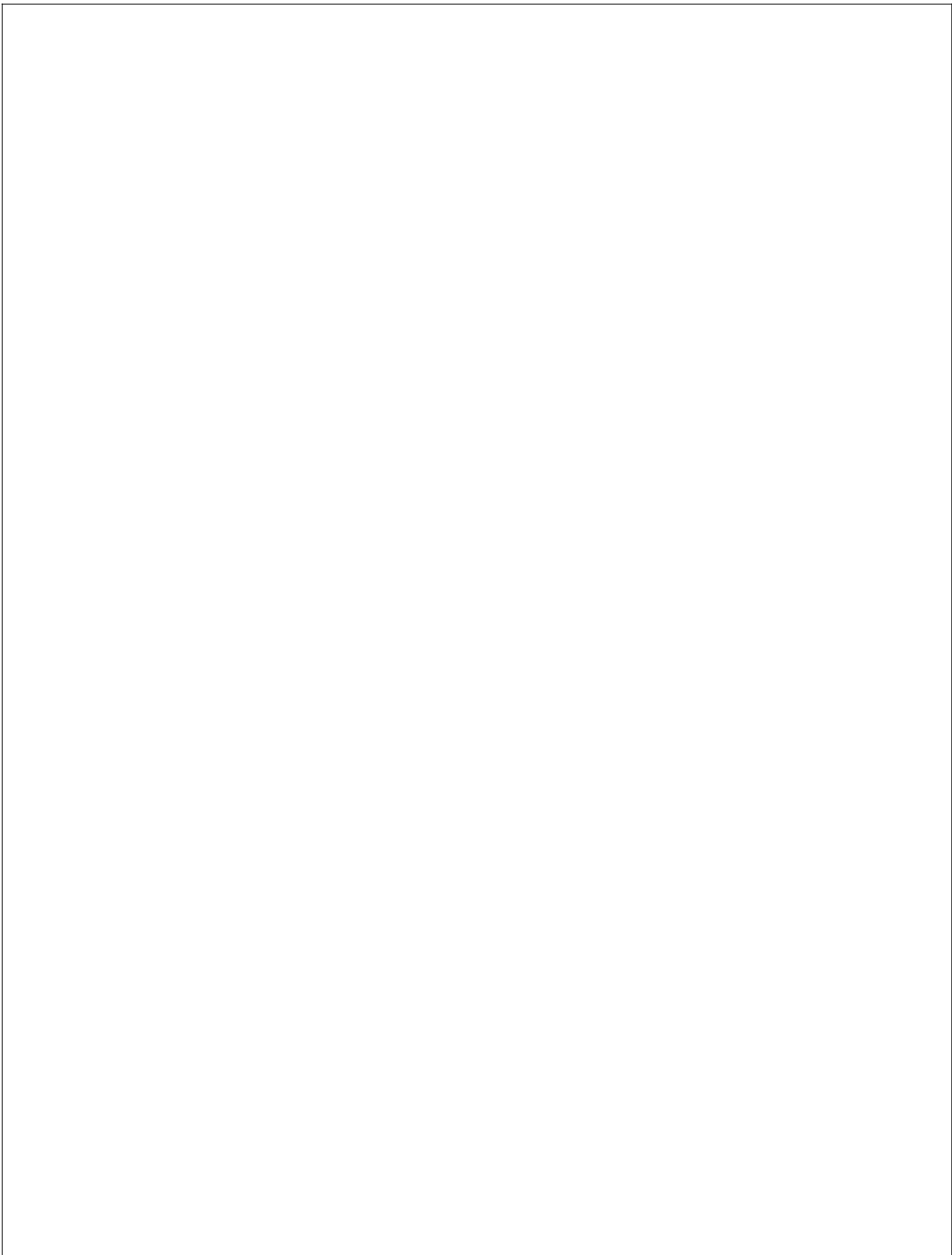
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2017/ 2018



Declaration

I hereby solemnly declare that the work I am going to present in this thesis entitled

Extroverted and Introverted Learners' Attitudes towards and Preferences for Oral Error Correction: Case of Second Year EFL Students at Mohamed Boudiaf Msila University

...is my own to the limits of my knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Signature

Kasri Sarra

.....

Date: June 2018.

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Signature

Chouia Nour El Houda

.....

Date: June 2018

In the memory of our colleague

“Youcef Senouci”

Peace be upon his soul

Dedications

I would like to give a special and heartfelt dedication to my *dear father ABDELKRIM, and ideal mother AKILA*, to whom I owe more than I say, not only for giving me life, loving me and raising me, but especially, for educating me under their principles, encouraging me to study where everything seemed to be lost and supporting my studies, and making me be what I am. “I love you too much”.

Also, special thanks to all the rest of my family members whose encouragements and support are the real secret behind my success. I am indebted to my dear **sister ASMA**, and **brothers WALID** and **YASSER**.

Without forgetting all my **friends** who have helped me a lot with their support.

SARRA

Dedications

I dedicate this dissertation to my dear parents **OMAR** and **AYCHOUCH**, who are the source of my happiness and success in life. May Allah bless them.

To the kindest person who gave me strength '**my husband TAKI**', and my brothers **KHAYREDINE**, **REZKI** and **YASSER** for their unconditional support and encouragement to pursue my interests.

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To all those who believed in me and were proud of my success.

Nour El Houda

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Abstract

The present investigation was an attempt to explore the participants' general preferences for oral errors correction including should, when, which, how and who of correction qualitatively. Moreover, it aims to examine the potential difference between extrovert and introvert learners' attitudes towards and preferences for oral error correction, including Hendrickson's (1978) Five Questions about Error Correction (should, when, which, how, and who). In order to determine the extroverts and introverts, Eysenck Personality Test was administrated to 135 second year EFL students at the University of Mohammed Boudiaf, M'sila. Data were gathered through two data collection tools; a semi-structured interview conducted with 10 students (5 extroverts and 5 introverts), who were purposefully selected, and a structured questionnaire administered to 100 out of 135 second-year students, who were randomly selected. The results reveal that, generally, there is no statistically significant difference between the two groups in terms of their attitudes towards and preferences for oral error correction, and thus the null hypothesis was accepted. Besides, it was found that although they agree with the necessity of spoken error correction, they disagree with constant error correction. They want their teacher to correct their errors-especially grammatical and vocabulary one- just after finish speaking using clarification request, as the most preferable technique. On the basis of the results, the research questions were answered, conclusions and recommendations were drawn. Interesting implications were provided for teachers to assist and encourage them take their students' preferences into account before providing the correction in order to improve their speaking skill. To test the applicability of the findings to a larger population, future research should be done experimentally.

The key terms of the present study are : extrovert, introvert, error, and error correction.

List of Abbreviations

- BICs:** Interpersonal Communication Skills
- CF:** Corrective Feedback
- CLTA:** Communicative Language Teaching Approach
- E/I:** Extroversion/Introversion
- EC:** Error Correction
- ECQ:** Error Correction Questionnaire
- EFL:** English as a Foreign Language
- EPQ:** Eysenck Personality Questionnaire
- EXT/INT:** Extroversion/Introversion
- F:** Frequencies
- Fig. :** Figure
- FLC:** Foreign Language Classroom
- IDs:** Individual Differences
- L2:** Second Language
- MBTI:** Myers and Briggs Type Indicator
- N/S:** Neuroticism/Stability
- OE:** Oral Expression
- P/N:** Psychoticism/Normality
- RQ:** Research Question
- RST:** Reinforcement Sensivity Theory
- SLA:** Second Language Acquisition
- SLL:** Second Language Learning
- SPSS:** Statistical Package for the Social Sciences

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General Introduction

Despite the fact that all human beings are similar, there is no doubt that each individual is unique- different from the others on the planet (Ellis, 2008). When we see people behaving in certain ways, we may ask ourselves about the way and the reason behind such similarity or difference that exist between them which reveals to individual differences (IDS). Physical characteristics (height, weight), intelligence, interest, perception, gender, ability, learning styles and personality traits are all variables of IDs (Arı and Deniz, 2008, cited in Kubat, 2018). Among these variables, personality is considered as one of the main factors that influence success in second language learning (Dörnyei, 1990; Ehrman & Oxford, 1990; Oxford & Cohen, 1992; Peng, 2001, cited in Khalil, 2005). As Oxford (2003) stated that it plays a major role in L2 education. According to Pervin and John's (2001, cited in Dörnyei, 2005) standard definition, personality represents those characteristics of the person that "account for consistent patterns of feeling, thinking, and behaving" (p. 11).

In teaching-learning process, Kubat (2018) asserts that it is very important for teachers to take students' IDs into account. That is, the study of these differences can contribute to a long extent in understanding this complex process. Learners are unique in their learning styles; they reveal different attitudes (e.g., the open-minded, the reserved, the shy, the outgoing and the reticent), and this is automatically influenced by their own personality traits. This is because it is widely believed that "traits are stable over time", and they "directly influence behaviour" (Matthews, Deary & Whiteman, 2009, p.3). Without any doubt, extroversion and introversion (EXT/INT) personality traits have a significant impact on foreign language learning success (Ahour & Nourelahi, 2016). As many studies had shown, extrovert and introvert learners do not show learning facets in the same manner; they variously differ in their attitudes towards learning in the classroom. Hence, it is this difference in personality traits which has become the context for our study at hand giving our attention more focus on extrovert and introvert learners' attitudes towards and preferences for oral errors correction.

On one hand, With regard to EXT/INT relationship with language learning, Eysenck is the first psychologist who had studied this issue, in which he hypothesized "extroversion was not positively correlated with learning due to several neuro-chemical phenomena in the human brain", and "concluded that an introvert and not an extrovert would be a better language learner" (cited in Zafar & Meenakshi, 2012, p.643). Pritchard (1952), Chastain (1975), Rossier (1976), Tucker, Hamayan and Genesee (1976), Cathcart, Strong and Wong-Fillmore (1979), and Strong (1983) had

expressed a similar view (cited in Kezwer, 1987, p.46-47). In contrast, Chastain (1975), Swain and Burnaby (1976), Suter (1977), and Scheibner-Herzig (1984) studies have shown no significant correlation between extroversion and second language learning (as cited in Kezwer, 1987, p.47). Moreover, it was hypothesised by some applied linguists (Naiman, Frohlick, Stern & Todesco, 1978) that “extroverts who are sociable and open to other people are more successful in learning languages than introverts”, however; Swain and Burnaby (1976) believe that “well-organized and serious introverts are seen better learners as far as the systematic study is concerned” (cited in Suliman, 2015, p.110). Furthermore, in her study, Berry (2007, cited in Zafar, Khan & Meenakshi, 2017, p.690) found that introverted learners obtained better scores for accuracy, whereas; extraverts scored higher on the fluency component.

On the other hand, There has been much discussion on errors and their correction in the Second/Foreign Language Classrooms. Corder (1967) claimed that errors are so important in language learning, especially for the learners themselves, because they are considered as “a device the learner uses in order to learn” (p.167). In fact, the term ‘error’ is closely related to the term ‘correction’ because the former lead to the later. The idea whether to correct learners’ errors or to neglect them has witnessed a great debate among practitioners in the field (Krashen, 1994; Truscott, 1999; Rauber & Gil, 2004; McDonough, 2005; Smith, 2010). Error correction can help teachers to determine their classroom teaching practices and methodology to improve their students’ oral proficiency; nevertheless, the majority of teachers do not suit their students’ needs, attitudes, and preferences, due to the fact “One of the most serious blocks to learning is the mismatch between teacher and learner expectations about what should happen in the classroom” Nunan(1986, p.4). Moreover, Zamel (1985, cited in Kelahsarayi, 2014, p.269), concisely stated “...our teachers’ error correction practices tend to be random and arbitrary instead of being based on a clear and focused strategy.”

Therefore, in the recent years, a set of research has emerged to investigate learners’ attitudes towards and preferences for error correction. In fact, there has been much more focus on learners’ preferences for error correction in writing (Radecki and Swales, 1988; Zhang, 1995; Ferris, 1995, 1997; Hedgcock and Lefkowitz, 1996; Lipp and Davis-Ockey, 1997; Porte, 1997; Hyland, 1998; Lee, 1997,2005 ; Diab, 2005 ; Hyland and Hyland, 2006 ; Hamouda, 2011 ; Bishaw, 2014, as cited in Kelahsarayi, 2014). While, learners’ preferences for oral error correction may have received less interest, especially in FLC. Furthermore, a very little attention has been paid to the effect of individual differences on error correction, although they have a significant role in language learning. As Ito (2000, cited in Kelahsarayi, 2014, p.269) concisely argues, “There have been few

studies seeking appropriate error correction methods as related to learners' characteristics". Three examples of such studies are Park (2010) investigation on teachers' and learners' preferences for error correction- including should and how, in relation to anxiety variable, Kelahsarayi (2014) comparative study of extrovert and introvert learners' attitudes towards errors and preferences for error correction in speaking- including should, when, which, how and who, and the study of Shokrpour and Moslehi (2015) about the relationship between personality types and the type of correction in EFL writing skill.

Thus, in accordance to the literature review, it would clearly seem that research done so far is not conclusive and requires further examination, especially in the Algerian context. Hence, the present research paper aims to compare and contrast between extroverted and introverted second year EFL learners' -at Mouhamed Bou-Dhiaf, M'sila University- attitudes towards and preferences for oral error correction- including should, when, which, how and who, quantitatively and qualitatively. In order to make this investigation complete, two main questions are raised :

RQ1: "What are the extrovert and introvert second-year EFL learners' attitudes towards and preferences for oral error correction including should, when, which, how and who of correction?"

RQ2: "Is there any statistically significant difference between extrovert and introvert second year EFL learners' attitudes towards and preferences for oral error correction?" This question is followed by five sub-questions:

- a. Is there any significant difference between extrovert and introvert learners' attitudes towards the necessity of correction?
- b. Is there any significant difference between extrovert and introvert learners' preferences for the time of correction?
- c. Is there any significant difference between extrovert and introvert learners' preferences for the errors types to be corrected when speaking?
- d. Is there any significant difference between extrovert and introvert learners' preferences for oral error correction techniques?
- e. Is there any significant difference between extrovert and introvert learners' preferences for the person who should correct their oral errors?

As it was hypothesized that there is no statistically significant difference between extrovert and introvert second year EFL learners' attitudes towards and preferences for oral error correction. This null hypothesis, in turn, is divided into five sub- null hypotheses:

a: There is no statistically significant difference between extrovert and introvert second year EFL learners' attitudes towards the necessity of correction.

b: There is no statistically significant difference between extrovert and introvert second year EFL learners' preferences for the time of correction.

c: There is no statistically significant difference between extrovert and introvert second year EFL learners' preferences for the errors types to be corrected when speaking.

d: There is no statistically significant difference between extrovert and introvert second year EFL learners' preferences for oral error correction techniques.

e: There is no statistically significant difference between extrovert and introvert second year EFL learners' preferences for the person who should correct their oral errors.

The current study is significant and purposefully conducted among EFL Algerian students because it raises the teachers', in the department of English Language and Literature at Mouhammed Boudiaf-M'sila university, in particular, and all OE teachers in Algeria in general, awareness about their learners', with different personality traits; namely extroversion and introversion, attitudes towards and preferences for oral error correction, including the necessity, timing, errors types to be corrected, correction techniques, and the person who should correct their errors. So that, this helps them adjust and rethink their correction techniques and strategies to suit their learners' needs, attitudes, and preferences which, in turn, positively affect learning outcomes. Leki (1991), and Wang (2010) also express a similar view (as cited in Kelahsarayi, 2014). Moreover, this study is important because its findings can be a reference to other interested educators and researchers in their attempts to study the relationship between extroversion/introversion personality traits and learners' preferences for oral error correction.

In order to achieve the main aim of the present research, a descriptive-comparative design has been carried out, in which a mixed method approach (combining quantitative and qualitative methods) has been used. At first, a version of Eysenck Personality Questionnaire (EPQ), has been administrated to find out the extroverts and the introverts, and thus to start conducting the study. It includes 25 Yes/No questions. Then, the researchers have chosen a semi-structured interview which mainly aims at answering the first research question. It also aims to give depth insights qualitatively. It contains 9 questions. After pilot testing this interview, it is conducted to 10 students (5 extroverts and 5 introverts) with a high degree of extroversion/introversion; thus, they were purposefully selected.

Moreover, a questionnaire named Error Correction Questionnaire (ECQ) has been used as a quantitative tool in order to answer the second research question. This questionnaire, which consists of 23 items, is designed relying on the reviewed literature, some researchers' key terms explanations; Carri (2015) and Akter (2016), and on different questionnaires used by Oladejo (1993), Katayama (2006), and Cabal (2015). After conducting a pilot test, it is administered to 100 (50 extroverts and 50 introverts) out of 135 second year EFL students- at Mohammed Boudiaf, M'sila University- who filled EPQ, in which a random sampling has been used.

Furthermore, the semi-structured interview has been analyzed qualitatively using thematic analysis, in which a detailed description was provided. Whereas, EPQ and ECQ have been analyzed quantitatively using a Software Package for Statistical Science (SPSS), in which frequencies, descriptive and inferential statistics have been measured

The present research paper is composed of a general introduction besides to two major parts, theoretical and practical. The general introduction includes background of the study, a brief literature review, statement of the problem, aim of the study, research questions and hypothesis, significance of the study besides to an overview of the methodology and theoretical definition of key terms. The theoretical part consists of two chapters (the literature review and the research methodology).

The literature review chapter is divided into two sections. The first section is concerned with extroversion and introversion (EXT/INT) as personality variable. It includes personality definitions and its major theories, extroversion versus introversion, their measurements, their role in English as a Foreign Language (EFL) proficiency (previous studies), and their relationship with EFL learners' oral communication uptake (previous studies). While, the second section is about learners' attitudes towards and preferences for oral error correction. It is comprised of attitude definitions and types, errors in speaking FL- including its definitions, typology and causes, Error Correction in spoken FL Classrooms- including its definitions and principles, its techniques, Hendrickson's five questions about it, the debate over it, and learners' preferences for EC techniques and spoken errors types to be corrected (previous studies)-, and the relationship between the EXT/INT as personality variable and learners' attitudes towards and preferences for oral error correction (previous studies).

Whereas, the research methodology chapter tackles the research methodology definitions, the research design type, mixed method approach, data collection methods, population and sampling techniques, data analysis procedures, besides to a full description of the instruments used in collecting data and their pilot tests- including the description of the semi-structured interview, EPQ,

and ECQ-, issues of trustworthiness, limitations and delimitations of the study, and ends with a conclusion. On the other hand, the practical part is concerned with the analysis, interpretation, and discussion of the data collected, followed by some pedagogical implications for teachers and suggestions for the future research. Finally, the researchers provide a space for a general conclusion, references and appendices.

The key words in the study are: error, error correction, extrovert, and introvert. To give a definition to 'error', Richards et al (1985, p.95), second language teachers, stated "the utilization of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as indicating faulty or incomplete learning". Besides, Corder (1967) distinguishes between errors and mistakes by referring to the former as the systematic competence errors, and to the later as the unsystematic performance errors. Lucas (1978, p.66) defined correction in oral work as "the teacher gives an immediate correct model after the pupil has made the error". According to Jung (1921, cited in Sharp, 1936, p.12), extroversion is "normally characterized by an outgoing, candid, and accommodating nature that adapts easily to a given situation, quickly forms attachments, and, setting aside any possible misgivings, will often venture forth with careless confidence into unknown situations" ; whereas, introversion is "normally characterized by a hesitant, reflective, retiring nature that keeps itself to itself, shrinks from objects [and] is always slightly on the defensive".

Chapter One: Literature Review

Introduction

This chapter is a theoretical framework of the research problem of this study. It provides a better understanding of the two present investigation variables. In this study, the literature review chapter consists of two main sections. The first section provides previous studies about extroversion vs introversion as a personality variable. It discusses the personality definitions, its major theories, Ext versus Int, their role in EFL learning proficiency, and their relationship with EFL learners' oral communication uptake, then it ends with a small conclusion. While, the second section concern previous studies about learners' attitudes towards and preferences for oral error correction. It tackles definitions and types of attitude, errors in speaking EFL, error correction in spoken FL classrooms- including its concept and principles, its techniques, Hendrickson's five questions about error correction, the debate over it, learners' preferences for oral error correction, and the relationship between personality variable-EXT/INT- and learners' attitudes towards and preferences for oral error correction. It ends with a small conclusion.

Section One: Extroversion Vs Introversion as a Personality Variable

Introduction

Human, generally, is known by his physical weight, complexion, and psychological traits, intelligence, personality, which distinguish him from the others; whether good or bad, appealing or repulsive. Personality is the backbone of human traits. It is reflected the amount of behaviours one displays in his social roles among his society. These behaviours can be overt or covert and can provide many interpretations. For example, introverts and extroverts can show convergent attitudes; however, when looking inside them we may reveal something different.

1.1.1. Personality Definitions

According to Pervin & John (2001, p.4), personality is defined as “a person's character and nature that account for consistent patterns of feeling, thinking and behaving”. As stable traits of a person, personality suggests that, regardless of the actual context, an individual will remain constant in the way in which he/she thinks and behaves (Dörnyei, 2005). This suggests that personality, once determined, takes its shape in behaviours, attitude and compartment.

However, for Larsen & Buss (2005, p.4), personality is “the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his

or her interactions with, and adaptations to, the intrapsychic, physical, and social environments”. So, since personality is the amount of outgoing behaviours, psychologists tend to be more interested in the science termed personality psychology which is specialized for this purpose.

For McAdams (2006), psychology is “about many things: perception and attention, cognition and memory, neurons and brain circuitry... We try to understand the individual human being as a complex whole... [and] to construct a scientifically credible account of human individuality” (p. 2) . So, while (Mayer, 2007, p.14) considers personality as “an organized, developing system within the individual that represents the collective action of that individual’s major psychological subsystems”, (Pervin, Cervone & John, 2005, p.6) see it as “a reference to those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving” (p. 6).

In short, personality is the rate at which the person is becoming more differentiated as an individual and at the same time living increasingly in common purposes with other persons.

1.2. Personality Major Theories

According to psychologists, there are three distinct and crucial models that have been mainly identified, accepted and used to define personality in Second Language Acquisition (SLA) research. The first model of personality is the one introduced by Eysenck & Eysenck (1947, 1966), where three principal personality dimensions are identified - extraversion, neuroticism, and psychoticism. The second model is the one of Jung (1971), in which he differentiates eight typological groups: two personality attitudes (introversion & extraversion), and four functions or modes of orientation-thinking, sensation, intuition and feeling. The third widely accepted model of personality is the Myers and Briggs Type Indicator (MBTI) (1976). This model, however, gives other traits to the individual with four accompanying dichotomies; extraversion/introversion-taken from Eysenck’s model- in addition to other three elements; sensing/intuition, thinking/feeling, and judging/ perceiving. After that, the Big Five model (Goldberg, 1992, 1993) had come to complete and add to the existing elements; it contains Eysenck’s first two dimensions--extraversion and neuroticism-and three others: conscientiousness, agreeableness, and openness to experience.

1.2.1. Personality Type Theory:

The term ‘type’ refers to the distinct and discontinuous categories (e.g., a person may be humorous or drab). Thus, the main aim of personality type theory is to classify people into distinct psychological categories.

1.2.1.1. Carl Jung's theory

Carl Jung (1971), a psychiatrist who developed a theory based on eight personality types, hypothesized that people are characterized by their preference of general attitude, meaning a person's predisposition to behave in a particular way. According to him, there are two basic attitudes; introversion and extroversion. The two attitudes work differently, yet complementary forces and are often depicted as the classing yin and yang symbol. He described them in terms of two central processes: directing attention and deriving personal power. He used the term extroversion to refer to the dual processes of focusing on, and deriving energy from the outer world (outward orientation), and the term introversion to refer to the process of focusing on and drawing energy from inner psychic activity (inner orientation). Thus, for him, extroverts are relatively more focused on the activities. Furthermore, he began his explanation of personality by stating four functions. When mixed with one of the two attitudes (E/I), these functions formed eight personality types. The first function is feeling representing the person's ability to understand objects. The second function is thinking which enables a person to comprehend the meanings of objects. The third one is sensation referring to the point at which human knows something exists. Whereas, the last function is about intuition indicating to know about something without conscious comprehension of where that knowledge comes from. (See **table.1.1.** for more explanation)

| | |
|----------------------|--|
| Extroverted Thinking | Humans are able to see the world through complex and solid ideas but these complex ones often handed down or moved on by others. These people often work in math and science fields. |
| Introverted Thinking | Humans see how the world works in a subjective and creative way. This analysis is based on internal knowledge. These people often work in science field as well. |
| Extroverted Feeling | Humans base their judgments on factual, known information. They form their assessments on social values and beliefs. These people often work in business fields and politics. |
| Introverted Feeling | Humans base their feelings on emotional feelings and beliefs. These people often work in the art field. |
| Extroverted Sensing | Humans look at the world and interpret reality. They see what is going on and go with it. They are not influenced by other opinions. These people often work as taste testers or proofreaders. |

| | |
|--------------------------|--|
| Introverted Sensing | Humans look for a hidden message or meaning to something. They do not just look at something and see it being there without a reason. These meanings are based on internal reflection. These people often work in the art field as well. |
| Extroverted Intuitive | Humans base their meanings of things on facts rather than feelings. They avoid their senses. These type of people are usually inventors. |
| Introverted Intuitive | Humans are usually based on their inner desires. They find warmth through subjective ideas. These people usually work as artists or religious figures. |

Table.1.1. Jung's eight personality types (Daryl Sharp, 1987)

1.2.2. Personality Trait Theory

In its broad sense, traits refer to stable characteristics. The trait theory approach is one of the major psychological areas in the study that contributes significantly to the study of personality.

1.2.2.1. Eysenck's Personality Theory

Eysenck (1967) had proposed a theory of personality based primarily on physiology and genetics. He is basically interested in what is generally called temperament. His methods include a statistical technique called factor analysis, which separates a number of "dimensions" from large masses of data. For example, if you give long lists of adjectives (e.g., timid, introverted, outgoing, wild etc) to a large number of people to rate themselves on, you have prime raw material for factor analysis. The researcher then examines the data and gives the factor a name such as "Extroversion/ Introversion". Eysenck (1947), therefore, found that their behavior could be represented by three main dimensions of temperament; Extraversion/Introversion(E/I), Neuroticism/Stability(N/S) and Psychoticism-Normality(P/N).

With regard to the first dimension (**E/I**), in this arousal theory of extraversion, Eysenck (1979, cited in Corr & Pickering, 2008, p. 241) believed that "compared with extroverts, introverts have lower response thresholds and thus higher cortical arousal". Thus, extraverts experience lower levels of cortical arousal (excitement), resulting in them looking arousal from external stimuli; whereas, introverts tend to be peaceful and quieter, shy to integrate themselves within group works, do not participate in class, blush when asked or speak.

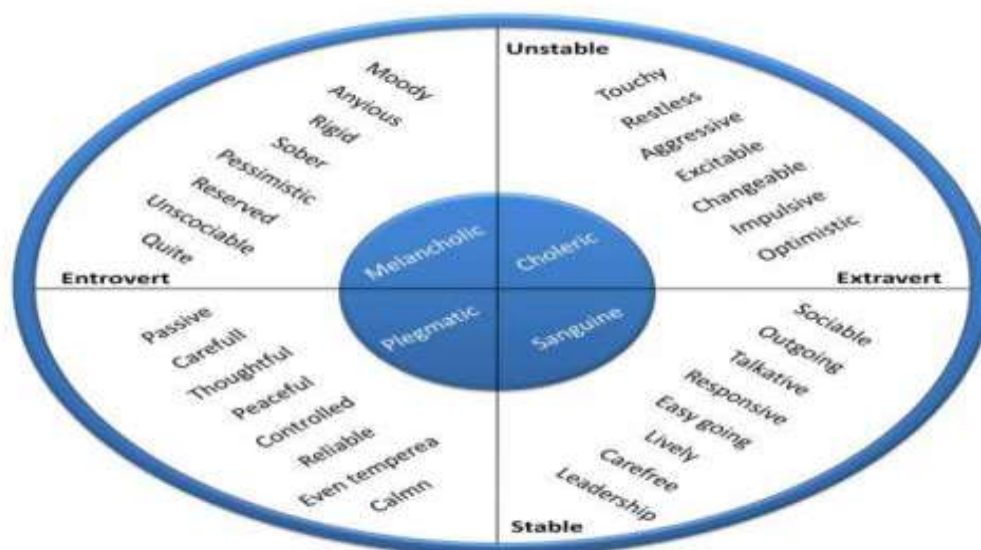
Moreover, the second perspective dimension (**N/S**) is ranged from emotional stability to emotional instability, or neuroticism. According to Gray's Reinforcement Sensitivity Theory (RST)

of Personality, “Eysenck’s E and N dimensions are derivative secondary factors of these more fundamental punishment and reward sensitivities: E reflects the balance of punishment and reward sensitivities; N reflects their joint strengths” (Gray, 1981, cited in Corr & Pickering, 2008, p. 241-242). Hence, people who with a high score of nervousness and anger feel neurotic once their expectations are not met; they turned to curious and envious people.

Later on, Eysenck (1976) added (P/N) as a third personality dimension. Psychoticism is “described by characteristics such as aggressive, more ruthless, egocentric, insensitive, antisocial, impulsive and tough-minded” (Vorkapić, 2012, p.29).

1.1.3. Extroversion Versus Introversion

E/I dimension has a great influence on the teaching-learning process (Brownfield, 1993), because it “can indicate the degree of a student's reliance on activity" (Provost, 1984, cited in Brownfield, 1993, p.8). Thus, By studying the differences amongst extroverts and introverts, instructors can anticipate what sort of activities students will appreciate, what kind of teaching methods they require and what their learning styles are. (See Fig.1.1)



Eysenck, M. W. (1985.)Introvert & extrovert chart

Fig.1.1. Eysenck, M. W. (1985) Introvert & extrovert chart (The International Journal of Indian Psychology, 2016)

1.1.3.1. Extroverted Learners’ Characteristics

According to Sakamoto and Woodruff (1992, cited in Brownfield, 1993, p.8), extrovert students “think and learn best when talking, they like cooperative learning groups, and they rely

more on trial-and-error than on forethought when solving problems”. Tieger and Barron-Tieger (1995, cited in Prakash, Singh & Yadav, 2016, p.44), added “many extraverts find that their preference helps them at work because they generally can think quickly on their feet. When asked a question, they just start talking. Eventually they come up with an answer, and usually they can persuade others that it makes sense”. Moreover, Burruss and Kaenzig (1999) had characterized them as those who like open discussions and discovery exercises, i.e., good oral communicators.

1.1.3.2. Introverted Learners’ Characteristics

As opposed to extroverts, introvert students “tend to be most interested in having a quiet learning environment where they are able to think things out and concentrate on the task at hand” (Brownfield, 1993, p.9). According to him, they enjoy more the lecture-based teaching format. They require time to take in new information and contrast it to internal experiences, so as to understand and react to it (Tieger & Barron-tieger,1995, cited in Prakash, Singh & Yadav, 2016, p.44). This is why introverts look for time away from the outside world (Laney, 2001, cited in Prakash, Singh & Yadav, 2016, p.44). Besides, Burruss and Kaenzig (1999) had characterized them as those who like to work on their own than in groups, think carefully before talking, do not care for sharing their inward thoughts with others unless they know them, and lean toward composing than talking that makes oral abilities more hard to acquire.

| Extroverts | Introverts |
|--|--|
| 1. When I communicate I usually show my energy and enthusiasm. 2. It is easy for me to talk to one person as well as to many people. 3. I prefer speaking to somebody to writing to him. 4. I easily share information about myself with others. 5. I like sharing my experiences with others. 6. I often must restrain myself from speaking to let other people speak. 7. I think loudly when I draw conclusions. | 1. When I communicate I usually do not show my energy unless I speak to somebody whom I know well. 2. I prefer to talk to one person. 3. I prefer writing to somebody to speaking. 4. I do not like sharing information about myself with others. 5. ----- 6. I need to be provoked to speaking. 7. I analyse and consider conclusions before presenting them. |

Table 1.2. Differences between extroverts and introverts in communication styles (The International Journal of Indian Psychology, 2016)

1.1.3.3. Extroversion and Introversion Measurement

Some researchers prefer to conduct personality inventory tests to collect information about their subjects; while, others prefer to make observations to define social and personal tendencies of their subjects. However, this technique requires a systematic and regular focus on the subjects for a long period of time. For that reason, most researchers learn more to employ personality tests, which are considered to be more convenient and reliable. Most theorists worked with Jung's framework to describe introversion-extroversion as a basic aspect of personality, in which it became one of the five dimensions of the Big Five personality inventory, one of the three components of Eysenck's personality inventory, and one of the four facets of Myers- Briggs type indicator. A wide variety of empirical studies have tested these models and found that they represent the central features of personality (Dornyei, 2005).

1.1.3.3.1. Eysenck personality questionnaire (EPQ)

From his part, Eysenck (1975) has developed the Eysenck Personality Questionnaire (EPQ) to assess the personality traits of an individual. It is widely used for self-report personality inventory because of its high degree of validity and reliability. It consists of three basic measurable personality factors: extraversion, neuroticism and psychoticism, and each factor, in turn, is divided into seven traits. The extraversion factor includes activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, and responsibility. The neuroticism factor contains self-esteem, happiness, anxiety, obsessiveness, independence, and guilt. While, the last factor, psychoticism consists of aggressiveness, assertiveness, ambition, manipulation, sensation-seeking, dogmatism, and masculinity/femininity. The view that the EPQ is one of the most generally required psychological instruments has been supported by various scientists (Dewaele & Furnham, 1999; Berry, 2007, cited in Zafar, Khan & Meenakshi, 2017).

1.1.4. The Role of Personality Variable - Extroversion/Introversion- in the Proficiency of English as a Foreign Language Learning

In the recent years, extroverted and introverted types of personality have been crucial in psychological and educational research and studies, yet their treatment in language studies has not been of much focus (Dewaele & Furnham, 2000). Researchers have not yet demarcated the line between who knows better and learn more about languages- a hot point that received much debate (Dewaele & Furnham, 2000). Some researchers tend to associate extroversion with better language learning performance (Dewaele &Furnham, 2000; Sidek, 2012), and some suggest counter-evidence in favour of introverted learners (Gan, 2011).

In a rare study on personality types and language-learning strategies, Ehrman and Oxford (1989) found that extroverts tended to employ more effective strategies. Extroverts favored the use of visualization strategies whereas introverts were keen to communicate meaning. Introverts were found to be slow to initiate, or respond to, a conversation because they were concerned about meaning and context. Dewaele and Furnham (1999) stated that the majority of studies on extraversion-introversion and language learning performed by linguists focused on the effect of extraversion on language learning. In their own study, they measured and compared the performance of language learners from a developmental perspective. Their results were interpreted in normative terms using good and bad as terms for language learners.

In a study that looked for the possible relationship between the dichotomy of E/I and language learning, Ellis (1994, p.520) identified two major hypothesis. The first one is that “extraverted learners will do better in acquiring basic interpersonal communication skills”. However, the second one maintains that “introverted learners will do better at developing cognitive academic language ability”.

Daele (2005) supported these findings, in which he states that although introverts’ short-term memory is restrained up to five minutes after information input, they can code new material more effectively into long-term memory, due to their higher reticulocortical arousal that produces an active memory trace of longer duration. This, as a result, makes them the prime candidates for successful learning. He adds that extraverts have a limited long-term (working) memory.

1.1.4.1. EFL Learners’ Personality Variable-Extraversion/Introversion- and Their Oral Communication Uptake

With regard to oral performance importance in communication successfulness, it has received a considerable attention from the researchers’ part. According to Laney (2002, p.20), behavioural tendencies of introverts and extraverts result from using different brain pathways that influence the direction of peoples’ internally or externally focus.

Many Second Language Acquisition (SLA) theorists are with the opinion that extraverts are better language learners in general, and more proficient than introverts in oral skills in particular (Bush 1982; Dewaele & Furnham 1999).

Gill et al.(2004) claimed that extraverts possess the characteristics a good interlocutor ought to have, namely, they tend to be more talkative and show stronger desire to initiate communication. Ellis (1994, p.520) has put forward a hypothesis that “extraverts do better in acquiring Basic Interpersonal Communication Skills (BICS)”. Given that, one may expect that the degree of extraversion has an effect on the oral fluency, complexity and accuracy of an FL learner”.

According to Dewaele and Furnham (1999, p.509), extraversion may not be a predictor of success in Second/Foreign Language learning, but it does affect the speech production. However, Brown (2000, p.155) claimed that “introverts are more emphatic learners who attach more significance to the correct articulation of the sounds and imitation of the suprasegmental aspects of pronunciation”.

As an assessment of oral proficiency, Hassan (2001) used an oral interview task to assess the participants' pronunciation in the target language. Hence, in the oral performance tasks, participants' oral proficiency is assessed in terms of fluency, accuracy, complexity, and pronunciation. These elements were regarded as linguistic variables of the target language.

Manalo and Greenwood (2004) tried to measure speech production by using some criteria as the length of utterance, filled pauses and self-corrected utterances. They used a story retelling task whose purpose is to provide students with opportunities to speak. The participants will talk about arranged pictures in the form of a story. Finally, the spoken data will be recorded and analyzed. Moreover, they (2004) measured fluency in terms of speech rate and phonetic devices. Accuracy was measured by sentence clauses and verb types, and complexity by the length of utterances which may vary according to the purpose of the study. Oral performance has also been linked to the study of personality traits. The aim is to highlight the connection between personality types and students' oral performance in the target language.

Most recently, Dörnyei (2005, p.27), in his own perception believes that “introverts who are inclined to be rather taciturn and not willing to take risks, usually suffer when it comes to creating opportunities to practice speaking the FL in the environment other than classroom”.

Abali (2006) created a kind of reciprocal task which consisted of a speaking situation for the participants to interact orally. The project consists of two speaking tasks; an information-gap and an opinion-gap task. These reciprocal tasks were administered to generate interpersonal interaction. He proceeded that the information-gap task was used as a tool to make students share their information with their partners; while, the opinion-gap task differed a bit, because it involved the participants' opinions. Besides, for the interactive behavior, he assessed the participants' interactive behavior by using the following categories: negotiation of meaning, conversation initiation, topic initiation, restatement, and question-response sequences (2006).

Berry (2007) attempted to investigate how extreme introverts and extreme extraverts interact with each other both in groups and in homogeneous or heterogeneous pairs. For this purpose, it was hypothesized and to some extent confirmed by Berry (2007, p.23) that “extreme extraverts and extreme introverts perform differently on an oral test depending on the degree of extraversion present in the individual”.

Conclusion

The study of personality is a pertinent issue. Many psychologists even disagree in their definitions of personality for it takes many trends, and thus differ from one context to another. Scholars have all been interested in Eysenck divisions to the five traits of personality and agree to its entirety application with their respective classrooms where both introverts and extroverts see the challenge. Hence, this chapter brings to learners' awareness the personality traits extroverts and introverts display. A good description was initiated in this respect. Eysenck Personality Questionnaire is a good measuring instrument that psychologists and teachers resort to with their students.

Section Two : Learners' Attitudes and Preferences For Oral Error Correction

Introduction

Learners differ in their pursuit of learning especially at oral sessions where both extroverts and introverts are faced in constant challenges. Their attitudes and preferences are openly debated by scholars and practitioners to the way they accept correction or not in their oral performances. This section treats the different attitudes and preferences learners display. It tackles errors definitions, their differences with mistakes, featuring in the course of time the different types of errors, their causes and the way they are corrected. Besides to a general overview of the different approaches on Hendrickson's (1978) Five Questions About Error Correction, learners' preferences for oral error correction, and a brief conclusion.

1.2.1. Attitude Definitions and Types

Definitions to attitudes have been widely discussed and debated. There exist lots of definitions to this term where every researcher tries to speculate on it according to his own conception. According to Eagly and Chaiken (1993, p.1), an attitude refers to "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor and disfavor". In relation to the affective antecedents of attitude, Zajonc (1984) argued that preferences (e.g. evaluations) often occur immediately in line with the first contact a person has with the attitude object, without being mediated by cognitive activities. Moreover, Brown (2001, p.43) says that "students are given the opportunities to center around their own learning process through their own comprehension styles of learning and through the development of suitable strategies for autonomous learning".

In fact, there are three major components of attitudes; cognitive, affective (emotional) and behavioral. These attitudes may affect learners learning at schools. Some students make errors at different levels of their school lives. Some like to be overtly corrected and others do not. A glance to the different errors made has showed that learners, for example, at their oral performance level vary in the degrees of their acceptance to the errors made. Hence, before going deeper, it is essential at that point to explain what is meant by an error and what is the difference between it and a mistake, its types and causes, and how they need to be corrected.

1.2.2. Errors in Speaking a Foreign Language

To communicate effectively in the target language, mastering the four basic skills is necessary; hence, a great deal of attention is increasingly devoted to spoken interaction. Learning how to speak in a Foreign Language (FL) means knowing about its grammar, semantics and how to

speak like a native speaker. Therefore, in developing this skill, learners are usually committing errors when they lack knowledge about grammar rules, appropriate words or sentences.

Making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue in spoken language. As Davis and Pearse (2002, p.103) claimed that “errors are an integral part of language learning and not evidence of failure to learn”. They should be analysed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning .it contains information on strategies that learners use to acquire language and can play an important role in the study of FL.

1.2.2.1. Error Definitions

It is important to explain what is meant by the word error although there are various terms used in identifying errors. Researchers have looked at errors from different angles and each definition reflects a specific theoretical position. Here are some important definitions. According to Corder (1974b), an error can be defined as a systematic deviation in learners’ language which results from lack of knowledge of the correct form. Richards et al (1985, p.95), second language teachers, characterized it as “the utilization of a linguistic item (e.g. a word, a grammatical item, a speech act) in a way which a fluent or native speaker of the language regards as indicating faulty or incomplete learning”. For them, errors are distinguished according to the rules of grammar and use acknowledged by the target language speaker. More recently, it has been acknowledged that context plays a vital role in defining an error (Chaudron 1986; Lennon 1991; Allwright & Bailey 1996; James 1998). Allwright and Bailey (1996) emphasize the importance of taking into consideration the immediate context of expression being referred to, the aim of the educator and student and the prior learning of the students while deciding an error. Obviously, these contextual variables need to be considered when defining error.

1.2.2.1. Error Versus Mistake

Recognizing learner’s errors and mistakes has always been problematic for instructors and analysts. Diverse classification systems utilized by various researchers. For example, Corder (1974b), Edge (1989) and James (1998) have differentiated between two broad types of linguistic deviation. In the first place, aberrations that are the result of fatigue or the pressure of the communicative event and that could be corrected by the learner have been termed mistakes by Corder, slips by Edge and slips, lapses and mistakes by James. In the second place, aberrations that are the result of ignorance of the rules have been termed errors by all three researchers.

Keshavarz (2008, p.49) also noticed that there is a distinction between errors and mistakes. Errors are rule-governed, systematic in nature, internally principled and free from arbitrariness. They show learner's underlying knowledge of the target language that is his transitional skill. Whereas, mistakes are irregular deviations and disconnected to any system. They are related to the performance of the learner and might happen in discourse like that a random guess or a slip of the tongue and false start viewed as a failure to use a known system correctly. At that point, error analyst should consider casual factors of learner's deviant structures as a means of differentiating between errors and mistakes.

1.2.2.2. Errors Typology

Several authors have developed taxonomies for errors and their study. For instance, according to their **systematicity**, they were found to be **pre-systematic** (the learner does not know the rule in L2), **systematic** (the learner discovers the rule in L2, but he does not apply it properly) and **post-systematic** (the learner knows the rule, but for lack of attention or memory, he does not use it) errors (Corder, 1974, cited in Ellis, 1994). This classification seemed to be more effective and popular than the surface strategy taxonomy proposed later by Dulay, Burt and Krashen (1982) for the description of students' errors. That taxonomy included four main categories: **omissions errors**, which refer to the absence of an item that must appear in a well-formed utterance; **additions errors** -characterized by the presence of an item which must not appear in a well-formed utterance; **misinformation**, indicating the use of the wrong form of structure; and **misorderings errors**, which are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Another classification sets errors as lexical, phonological, syntactic, interpretive and pragmatic. Besides, with the Error Analysis Movement, errors were divided as intralingual and interlingual (Richards, Platt & Platt, 1992).

1.2.2.3. Errors Causes

Analysis of erroneous learner speech is that of determining the causes of error "why are certain errors made?". There are mainly two major causes of errors in SLL; interlingual transfer, which results from the mother tongue, or interference at the first stages SLL; and intralingual transfer, which results from L2 itself is. In more details, James (1980, p.185-187) refers to intralingual errors as learning- strategy based errors and lists eight types of them.

The first type is **simplification**; that is, learners often choose simple forms and constructions rather than complex form. The second type refers to **overgeneralization**, i.e., the use of one form or development in one context and stretching out its application to other contexts where it ought not

apply. The third type is about **hypercorrection** (e.g., the ardent efforts of teachers in rectifying their student's errors induce the students to make errors in otherwise correct forms). The fourth type is **faulty teaching**; that is, learners' errors are educator-initiated ones, i.e., caused by the instructor, teaching materials, or the request of presentation. The fifth type is about **fossilization**, in which some errors, especially pronunciation, hold on for long stretches and turn out to be very hard to dispose of. The sixth type is concerned with **avoidance**, i.e., some syntactic structures are hard to produce by some learners. Therefore, these students stay away from these structures and use instead simpler structures. The seventh type is **inadequate learning** which is caused by ignorance of rule restrictions or under differentiation and inadequate learning. The last type is about **false concepts hypothesized**; that is, many learners' errors can be credited to wrong theories formed by them about the target language.

1.2.3. Error Correction in Spoken Foreign Language Classrooms

With regard to the L2 classroom, errors are closely connected to the term correction in the way that an error can lead to a correction. Lucas (1978) defined correction in oral work as “the teacher gives an immediate correct model after the pupil has made the error” (p. 66). At present, as a consequence of trying to avoid interrupting the student's speech, researchers do not only consider the view of immediate correction but they also take into consideration that correction can occur delayed or postponed (cf. Tsui 1995, p. 50). Edge (1989, p.33) came up to the point that “[c]orrection means helping students to become more accurate in their use of language”, which shows that the teacher's aim of correction has to lie in supporting students to overcome their deficits in a suitable way.

1.2.3.1. Error Correction Concept and Principles

An erroneous word or sentence usually evokes a reaction from those who are more competent to those who are less competent. There are different terms when providing correction in response to learner error in a foreign language; repair, treatment, feedback, negative evidence and correction.

Brown (2007, p.388) characterized repair as a correction by the student of an inaccurate utterance, either through self-initiated repair or in response to feedback. Chaudron (1988, cited in Dabaghi, 2006) defined treatment as any educator conduct that follows error and demonstrates the error to the student. Ellis (1994a, cited in Dabaghi, 2006) likewise recognized feedback as a general cover term in which listeners provide information on the reception and the understanding of the messages. Moreover, Lightbown and Spadal (1999, cited in Dabaghi, 2006) pointed out that corrective input as a sign to the students that they utilize target language incorrectly. According to

Ellis (1994a, cited in Dabaghi, 2006) correction has a smaller significance than these terms. It is an endeavor to give negative evidence in the form of feedback that attracts student's regard for the errors they have made.

On the other hand, Schachter (1991, cited in Dabaghi 2006) said that corrective input, negative evidence and negative feedback are terms that are respectively utilized as a part of the field of language teaching, language acquisition, and cognitive psychology. The majority of the analysts utilize these terms reciprocally.

To sum up, there is a high degree of consistency among scientists on what correction really implies regardless of the way that they utilize diverse names. In the present research, we utilize error correction and corrective feedback reciprocally whenever the general sense of feedback provision involved.

1.2.3.2. Error Correction Techniques

Some educators adjust each mistake made by their students; whereas, others once in a while or never adjust their students' errors. In teachers' experience, both methodologies have genuine shortcomings. The first approach makes students nervous and leads to a lack of fluency. The second approach can lead students who speak but whose English is difficult to understand; it is better to avoid either extreme.

Hence, EFL instructors should attempt to find a center technique. We need to choose the right time to rectify and permit students to talk uninhibitedly. Corrections should only be made when students will get the most advantage. As Lyster & Ranta's model (1997, cited in Coskum, 2010), the sorts of spoken error correction are as follows:

- 1) **Explicit recast:** Obviously indicating that the learner's utterance was inaccurate, the educator provides the right form immediately. It enables the student to notice one thing in particular which should be corrected.
- 2) **Implicit Recast:** The educator implicitly reformulates the student's error, or it recommends the correction without directly pointing out that the students' utterance was wrong and often utilize gestures.
- 3) **Clarification Request:** This type requires the instructor demonstrates that the message has not been comprehended or that the student's utterance included some sort of mistake and that a repetition or a reformulation is required by using phrases like "Sorry?"

4) Metalinguistic Clues: Without offering the correct form the teacher poses questions like "Is that how you would say it in English?" or gives feedback or information related to the formation of the student's utterance without explicitly providing the correct form. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the learner.

5) Elicitation: The teacher directly elicits the right form from the student by asking questions (e.g. "How do I ask somebody to clean the board?"), by stopping to enable the student to finish the teacher's utterance (e.g. "it's a...") or by asking students to reformulate the utterance (e.g. "Say that again?").

6) Repetition: The instructor repeats back the incorrect utterance with rising intonation or emphasis so that the students are aware of which part is in need of repair.

1.2.3.3. Hendrickson's (1978) Five Questions About Error Correction

In his Five Questions About Error Correction, Hendrickson's (1978) in his pioneering study about corrective feedback (CF), sought to question the 'should', 'when', 'which', 'how', and 'who' of the oral error correction process in the L2 classroom. Hence, he summed the five points as thus-

(1) Should learner's errors be corrected? (2) If so, when should learner's errors be corrected? (3) Which learner's errors should be corrected? (4) How should learner's errors be corrected? (5) Who should correct learner's errors? –a detailed overview will be developed in the forthcoming part :

1.2.3.3.1. Should Learner Errors Be Corrected?

Since there seems to be a consensus in support of the correction of learner's errors, and the necessity to do so for the benefit of the learner himself, for his peer to profit from and for the teacher who will learn when to interfere, how and why to interfere. For Edge (1989), most teachers of English language agree that using oral error correction in the classroom supports the learning process. Cathcart and Olsen (1976), Nasu (1981), Chenoweth, et al (1983), Lim (1990), McCargar (1993), Oladejo (1993), Beech (1995), Bang (1999), Schulz (2001), Rauber and Gil (2004), McDonough (2005), Smith (2010) and Papangkorna (2015) also express the same idea. Hendrickson (1978) is in favour of L2 learners' error correction because their competence in the language is improved. Krashen and Truscott (1994, 1999), however, are not in agreement with this. They believe that unpleasant classroom activities like inconsistent error correction and grammar instruction are counterproductive to the L2 learning process.

Hence, Hendrickson's (1978) view and findings were cornerstones for a conducive classroom climate to be achieved, "some errors, and not all, should be corrected," as he said.

1.2.3.3.2. When Should Learner Errors Be Corrected?

The idea whether to correct on the spot or to relegate correction after has witnessed a great debate among practitioners in the field. Hence, time for correction should be well determined in the classroom. Brown (2007) claimed that instead of correcting the student immediately, the teacher can note down the errors that have occurred during fluency activities and deals with them after the activity. Beech (1995), Rostami and Shariati's (2003), Kelahsarayi (2014), and Livingstone (2015), and Papangkorna (2015) also claimed the same idea. Yoshida's (2008) study, however, highlighted a number of mismatches regarding error correction in the classroom; teachers' uncertainty about when, for whom, and how learners' errors should be dealt with; time constraints; learners' ability to process public feedback, among others.

In sum, learner's corrections should be on the spot or just after finish speaking, during the course. Learners who commit errors should see their faults immediately so as to avoid them ultimately.

1.2.3.3.3. Which Learner Errors Should Be Corrected?

Since researchers and practitioners are with the view that learners' errors should be addressed at specific moments during the classroom experience, they are now confronted with which specific errors to correct. Oladejo (1993) results show that organization of ideas is the most preferable errors type for the student to be corrected more. Azar and Molavi (2012) reveal that students have paid a high attention to grammatical and phonological errors. Instead, the most preferable errors types for other students are pragmatics and phonological ones (Katayama, 2007; Eyengho & Fawole, 2017). Furthermore, Kelahsarayi's (2014) study revealed that "the highest attention in the correction of errors in speech should be devoted to errors of vocabulary, with pronunciation errors closely following it. Grammatical errors, however, should receive the least amount of attention" (p.279).

1.2.3.3.4. How Should Learner Errors Be Corrected?

The most critical question that raises itself is how and which learner's error should be corrected. The common features of how errors should be treated is through implicit and explicit treatments. Hence, Suzuki (2004), based on research conducted, believes that explicit error correction is more favourable to cause the student to repair the error than implicit error correction. Dabaghi's (2008) study confirmed Suzuki's (2004) findings, establishing the effectiveness of explicit error correction in a post-treatment experiment with learners. Moreover, Kelahsarayi (2014)

found that clarification request is the most preferable correction technique, and metalinguistic feedback as the least preferable one. Similarly, the Lyster and Ranta's (1997) contribution of six kinds of error correction strategies helps a lot in errors treatment on a wide scale.(op cit).

Research done in these areas (Yamamoto, 2003; Sheen, 2006; Ellis, Loewen & Erlam, 2006; Han & Kim, 2008) has shed light on their validity in learner error correction.

1.2.3.3.5. Who should correct learner errors?

People often wonder about the corrector of students' error- Is he the teacher? The peers or through self-correction? (Chenoweth et al. (1983, p.79) pointed out "The role of error correction by ESL/EFL teachers has been an issue for a long time. Generally, the focus of this interest has been restricted to one side of the desk; the teachers". In this respect, Hendrickson (1978) submits that there have been various hypotheses about the desirability of self-correction. The obvious answer may be "the teacher, of course", since it is the teacher who is trained to 'detect' student errors and 'fix' them. It is the teacher who is the 'expert' in the subject matter.

Morris and Tarone (2003) conducted a study on student corrective recasts, where students were required to work in pairs. While research has shown that students should not necessarily correct each other, other research done has shown that peer correction should not be ignored (Yoshida, 2008; Smith, 2010; Kayum, 2015).

1.2.3.4 The Debate Over Error Correction

The need for error correction has been a controversial issue which is discussed by specialists. The question of whether learners' errors ought to be corrected has no basic answer. According to behaviorist teaching models (e.g., audio-lingual method), error correction was stressed at all cost. Behaviorists believed that errors were unavoidable; however, they attempted to give the correct form immediately, i.e., the time lapse between the incorrect response and a presentation of correct form.

In the 1970s and 1980s, the value of grammar instruction and error correction in behaviorist model was questioned. Some scholars claimed that error correction was not only unnecessary but also harmful to second language acquisition (Russell, 2009). The most well-known model which was against it was Stephan Krashen's monitor model which has five hypotheses about language learning. Rashtchi & keshavarz (2007, p.76) noted that the learner's affective and emotional status can act as filters which do not allow easy absorption of input, i.e., affective filter will hinder the process of learning. Besides, they noticed that according to natural order hypothesis all linguistic

elements and skills are learned in an anticipated request and this request is not impacted by the native language of the learners.

Russell (2009) mentioned that Terrell created the natural approach which is a strategy that emphasizes the advancement of communicative competence. According to his approach, affective rather than cognitive factors are the primary concern in the language classroom and correction of learners' error is negative in terms of motivation, attitude and embarrassment. In this approach instructor never correct the learner oral errors. At that point, students themselves should study grammatical structures in order to rectify their mistakes.

In the 1980s, the Communicative Language Teaching Approach became famous and, like natural approach, focuses on communicative competence and notional functional ideas over the instruction of grammatical structures (Richards & Rogers, 1986, cited in Russell, 2009). The objective in CLTA is the development of fluency and acceptable language use and since emphasize is on meaning over form, error correction is not of primary importance. However, when learners' accuracy is assessed, it is always done in context (Hadley, 2001, cited in Russell, 2009). Moreover, in 1990s, some researchers assert that explicit grammar instruction, error correction and focus on form could promote SLA (Aljaafreh & Lantolf, 1994; Doughy & Varela, 1993; Ellis, 1993, 1994; Fotos, 1994; Long 1996; Schmidt, 1990, 1993, 1995; Sharwood Smith, 1993).

1.2.3..5. Learners' Preferences for Error Correction Techniques and Spoken Errors Types to Be Corrected

According to Collins English Dictionary (2014), the word 'preference' is the selection of someone or something over another or others. Allwright and Bailey (1991) also pointed out that language learning is more stressful than other subjects because it is a complex process that requires full attention from the part of the learners. It requires learners to master multiple areas, including pronunciation, grammar, and vocabulary.

Kim and Mathes (2001, p. 57) state, "students have a preference of not only receiving feedback from their teachers but also a preference toward a certain feedback style they personally find more effective." This seems to be a crucial point to treat. As Nunan (1986, p.4) argues, "One of the most serious blocks to learning is the mismatch between teacher and learner expectations about what should happen in the classroom". This view is also supported by Fantozzi (1998), Greenand Oxford (1995), Horwitz (1988), Katayama (2007), Schulz (2001), and Vigil and Oller (1976).

To find out how learners select and express their preferences and attitudes to what they like and dislike, researchers have gone through different speculations in what concerns written assignment corrections (Bishaw, 2014; Diab, 2005; Ferris, 1995, 1997; Hamouda, 2011; Hedgcock & Lefkowitz, 1996; Hyland, 1998; Hyland & Hyland, 2006; Lee, 1997, 2005; Lipp & Davis-Ockey, 1997; Porte, 1997; Radecki & Swales, 1988; Rahimi, 2010; Zhang, 1995). However, there was not a great deal of research in what concerns the oral correction of errors, apart from recasts and repetition— the two elements from Hendricksen’s typology.

To cite but a few, Some researchers often did not perceive recasts as corrective feedback; instead, they saw recasts as simple repetitions of their utterances due to their implicitness and ambiguity (cited in Ellis et al., 2001; Lyster & Ranta, 1997). However, For (Ellis et al., 2001; Lyster & Ranta, 1997) recasts can provide correct forms without risking embarrassing the learners. However, some researchers find that the most preferable techniques of correction, according to students, are meta-linguistic feedback and explicit correction, while recast and clarification requests do not receive much attention and preference (Oladejo, 1993; Lyster & Ranta, 1997; Kim & Mathes, 2001).

Besides, concerning learners’ preferences for errors types, Lim (1990, cited in Oladejo, 1993, p.79), found that grammar and vocabulary errors were indicated by the majority of the learners as deserving high attention. However, Oladejo (1993) results show the following order of students preferences she investigated: organization of ideas, Grammatical errors, vocabulary errors, pronunciation errors, spelling and punctuation errors.

Hence, Oladejo (1993, p. 85) stated, “the best decision on how to correct learners’ errors effectively, which errors to correct, when to do so, and who should do it, can be made only with a thorough analysis of the needs and expectations of the learners.” For him, an effective classroom error correction cannot afford to be based rigidly on any standardized practice derived from the opinion of linguists and teachers alone, but it must be flexible enough to incorporate the preferences and needs of the language learner” (p. 71). Moreover, Zhu (2010) points out that “the repetitive use of the same technique could be boring and may cause students lose interests in finding out the reasons for their errors”(p.130).

1.2.4.The Relationship Between -Extroversion/introversion- as Personality Variable and Learners’ Attitudes Towards and Preferences For Oral Error Correction (Previous Studies)

Personality is considered as a significant factor that affects Second/Foreign Language Learning, especially in Oral Expression Classrooms. However, studies on it have been received a little attention, especially in relation with learners’ preferences for error correction.

Major studies on this domain include Park (2010) research on teachers' and learners' preferences for error correction, which takes anxiety as a variable affecting learners' preferences for the necessity of correction and correction techniques, Haji mohammadi and Mukundan (2011) study to the impact of self-correction on extrovert and introvert students in EFL writing progress, Kelahsarayi (2014) comparative study of extrovert and introvert learners' attitudes towards errors and preferences for error correction in speaking- including should, when, which, how and who, and the study of Shokrpour and Moslehi (2015) about the relationship between personality types and the type of correction in EFL writing skill.

In his study, Kelahsarayi (2014) revealed that unlike introverts, extroverts have a positive attitude toward errors. He explains this result by saying ‘‘extroverts, contrary to introverts, are outgoing and usually do not mind being laughed at by others, which may explain why they do not adopt a negative view toward errors. He also found that they both agree on the necessity of correction, and with constant error correction as it causes fatigue and frustration.

With regard to time of correction, his results show that both extroverts and introverts prefer delayed correction over postponed and, especially, immediate correction. Besides, he found that vocabulary errors correction received a high attention, with pronunciation errors closely following it; however, grammatical errors received a little attention.

Concerning error correction techniques, his findings reveal that is the following order, from the most preferable to the least: clarification request, recasts, repetition techniques, explicit correction, and metalinguistic correction. He also found that teacher correction is the most preferable approach with self-correction following it; however, peer correction is the least preferred practice.

Conclusion

During communicative tasks, teachers should not interrupt students to point out a grammatical, lexical or pronunciation error, as the train of thought may be cut, focusing on language form and accuracy rather than on communication. The language teacher should help his/her learners to gain self-confidence and overcome their weaknesses, especially at the beginning stages of the learning process, in a friendly comprehensible low anxiety atmosphere. He/she should also provide feedback to their ill-formed structures in a supportive manner, always reminding them the concept that errors and mistakes naturally happen when learning a foreign language. In this context, learners may feel cared and backed by their knowledgeable teacher and encouraged to use the language more confidently. Thus, it is important for teachers to correct their students' oral errors in accordance with their needs, attitudes and preferences to help them improve their fluency and accuracy in speaking a foreign language.

Chapter Conclusion

To effectively wrap up this chapter, the researchers thought to evoke the main constituents as laid in both section one and two. The first section, which is about the first variable, includes personality definitions and major theories, then a focus on extroversion vs introversion has been done- including their characteristics and measurement, in addition to their role in EFL learning proficiency (previous studies), and their relationship with EFL learners' oral communication uptake (previous studies). Whereas, the second section, which is about learners' attitudes towards and preferences for oral error correction, was initiated by defining 'attitude' as well as its types, moving to errors in speaking EFL, in which error definitions, typology, and causes are well provided, then error correction in spoken FL Classrooms- including its concept and principles, techniques, Hendrickson's (1978) five questions about it, previous studies of the debate over if it, and learners' preferences for error correction techniques and spoken errors types to be corrected (previous studies). Besides, the relationship between extroversion/introversion as personality variable and learners' attitudes towards and preferences for oral error correction (previous studies), and a brief conclusion.

Chapter Two: Research Methodology

Introduction

This chapter presents the methodological framework of the current study; how the research has been carried out. It mainly aims to answer the research questions in order to more understand the problem behind this study. It provides an overview of fundamental research concepts, such as the design-including research nature-, mixed method approach, sample and sampling design. It also involves a full description of the instruments used to collect data; the semi-structured interview, the Eysenck Personality (E/I) Questionnaire (EPQ), and Error Correction Questionnaire (ECQ). Besides, the definition of each used tool, a detailed description of the research instruments, aim, pilot tests, and administration take place. It also includes data analysis tools, issues of trustworthiness and ethical consideration, and finally, limitations and delimitations of the research.

2.1. Research Design

Singh (2006) defines research design as a “mapping strategy” that consists of “research method or research strategy, sampling design, choice of research tools, and choice of statistical techniques” (p.77). It is a framework or plan that outlines how the research study will be carried out, including when, where, from whom, where and under what conditions the data will be obtained and analyzed. Therefore, it is important to select the research design that would best satisfy the research questions as identified.

The current study mainly seeks to explore the participants’ attitudes towards and preferences for oral errors correction qualitatively, including Hendrickson’s (1980) five questions about this educational issue (should, when, which, how and who). The second phase of the study tries to examine the potential statistical difference between extroverted and introverted learners’ attitudes towards and preferences for oral errors correction, with the same regard. To achieve this purpose, a descriptive- comparative research design has been followed.

According to Nayak and Singh (2015), the descriptive research which is used to extend more the phenomena scope, characterizes the interrelationship existing between features of a set of people or a community and their opinions, beliefs, feelings, and attitudes, as accurately as possible. Moreover, Kothari (1990, p.3) stated “the methods of research utilized in descriptive research are survey methods of all kinds, including comparative and correlational methods”. It has been argued that “comparative methods are portrayed as a ‘bridge’ between qualitative, case-oriented research and quantitative, variable-oriented research” (Ragin & Rubinson, 2009).

2.3. Research Approach

Before conducting any research, it is necessary to follow such design which is, in turn, influence the choice of the research approach. There are two basic types of research approach; quantitative, and qualitative, and each one has a different purpose.

2.3.1. Mixed-Methods Approach

Bhawna and Gobind (2015, p.50) define a mixed methods approach as “a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem”. It enables the researcher to “answer the questions about both the complex nature of phenomenon from the participants’ point of view and the relationship between measurable variables”(Williams, 2007, p.70).

In this study, a mixed-methods approach is employed by combining quantitative and qualitative research methods; two questionnaires are used as quantitative tools, followed by an interview as a qualitative tool. In more details, in order to find out the extroverts from the introverts, the Eysenck Personality (Extroversion/Introversion) questionnaire is used as a test. After determining the two personality types, the students were divided into two groups (the extroverts and the introverts). Then, another questionnaire named Error Correction Questionnaire(ECQ) is administered to 50 extrovert and 50 introvert second-year students, in the department of English Language and Literature at Mouhammed Bou-Dhiaf, Msila university in order to answer the first research question (including the five sub-questions). After that, a semi-structured interview in which 10 students (5 extroverts and 5 introverts with a high degree) from the same sample are interviewed to answer the second research question and get more insights about learners’ attitudes towards and preferences for oral error correction.

2.4. Research Setting

The research setting refers to the environment in which the research is carried out. In carrying out research, it is of great importance to specify the environment or the place where it has taken place in order to achieve a high degree of validity.

The present research is conducted in the department of English Language and literature at Mohammed Bou-Dhiaf, M’sila University during the academic year 2017/2018. More precisely, the investigation takes place inside the classroom which is the frequent academic place where our research participants learn spoken English. The data are collected and analyzed during the second semester.

2.4. Research Participants

Research participants are an integral piece of all successful human subjects research. The researcher must decide how best to recruit participants. This will depend greatly on the research question and the methodology.

2.4.1. Population

Defining the intended population and enumerating its characteristics has a fundamental role in selecting sample subjects (Singh, 2006). According to him, it refers to the 'universe' meaning "...the parent group from which a sample is to be formed" (p.82).

In the present study, the target population is comprised of 147 second-year EFL students the promotion of 2017/2018 in the department of English Language and Literature at Mohammed Boudiaf, M'sila University. This population was purposefully chosen because of some facts. First, the present research tend to be psychological more than pedagogical because it mainly seeks to examine learners' (with two major personality traits-extroversion and introversion-) attitudes towards and preferences for oral error correction; and due to the fact that second-year students are more familiar with the environment, they tend to be somewhat more psychologically stable than the first year students. Second, 1st year students' oral communication uptake is not yet to be measured and evaluated; they are gradually forming their English background, trying to get an in-depth familiarization with English and native speakers' lifestyle; so that, they are not aware enough of their needs and wants for errors and their correction at oral expression classrooms. In addition, 2nd year students had already experienced making errors and being corrected, and they were familiar with these concepts.

Hence, for these reasons, the selection of 2nd year students is believed to be the most appropriate population that fits the aim of the current investigation without any psychological barrier.

2.4.2. Sample and Sampling Design

A sample is defined by Nayak and Singh (2015) as a subset of people, objects, or items selected from the entire population for measurement. The process of selecting a portion of a population of interest to take part in the research project (e.g., doing observations and statistical inferences about that population) is known as sampling (Bhattacharjee, 2012). According to Singh (2006), sampling is "fundamental to all statistical methodology of behavioural and social research" (p.82). In fact, Sampling is divided into two broad categories; probability sampling and non-probability sampling. The former, in turn, is divided into sub-categories, such as random, systematic, cluster, multi-stage, stratified and quota; as well as the later (e.g., purposive, theoretical, snowball and convenience).

In order to conduct the present study, the first sample has been selected randomly from second-year students the promotion of 2018 in the department of English Language and literature at Mouhammed Bou-Dhiaf, M'sila university, where 100 (50 extroverts and 50 introverts) out of 135 second year EFL students who fill the EPQ, for the purposes of the present study.

Whereas, the second sample has been purposefully selected 'purposive non-probability sampling' from the first sample. Ten out of ten students (five extroverts and five introverts) have been selected to be interviewed in order to elaborate on their responses to the questionnaire and to get more insights. The interviewees included learners with a high degree of extroversion/introversion.

2.5. Data Collection Tools

With the aim of answering the research questions and testing the research null hypotheses, the researchers have used basic instruments; a structured questionnaire (test) to measure the EXT-INT (adapted from EPC), a semi-structured interview to explore extrovert and introvert attitudes and preferences for oral errors correction-with regard to should, when, which, how, and who of correction- in somewhat more free manner to get more insights, and another structured questionnaire (ECQ) to examine the statistically significant difference between extroverted and introverted second-year EFL learners' attitudes towards and preferences for oral error correction, with the same regard. In order to collect the necessary data, we are going to spend the second semester from February to May of the academic year (2017/2018), without counting holidays and examination periods, gathering and analyzing data.

2.5.1. Qualitative Tools

In the current study, as mentioned before, a semi-structured interview was used as a qualitative tool in order to obtain richer and sensitive data in mind about the subject matter of the current research. This kind of interviewing is considered to be more flexible than the structured interview, and less flexible compared with the unstructured interview as "it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005, as cited in Alshenqeeti, 2014).

2.5.1.1. Students' Semi-Structured Interview

2.5.1.1.1. Students' Semi-Structured Interview Description

The whole interview is made up of 9 questions, where the students-including the extroverts and the introverts- were asked to give their personal opinions and preferences for the subject. The initial

question (Q1) aims to find out how does error correction play an important role in students' speaking performance in learning English as a foreign language. The second question (Q2) tends to figure out if the participants (namely the extroverts and the introverts) prefer correcting all their spoken errors or to focus just on the content of the oral message. The third question (Q3) stands to discover how could constant error correction affects (either positively or negatively) on participants' feelings during oral expression sessions. The fourth question (Q4) seeks to know participants' preferences for the timing of spoken errors correction, including immediate, delayed, and postponed correction. The fifth question (Q5) aims to find out extroverts' and introverts' preferences for spoken errors types that should be corrected. The sixth question (Q6) is stated to investigate participants' preferences for oral errors correction techniques, in which a suitable video is provided for this reason (<https://www.youtube.com/watch?v=VFVSQTNUxtc>). The seventh question (Q7) aims to figure out how the two groups (extroverts and introverts) react to "teacher correction". The eighth question (Q8) stands to know how those participants react to "peer correction". The ninth question (Q9) aims to find out extroverts' and introverts' attitudes towards "self-correction". (See Appendix B)

2.5.1.1.2. Students' Semi-Structured Interview Aim

The rationale behind conducting this kind of interviewing is to gain clear insights about second-year extrovert and introvert learners'-in the department of English Language and Literature at Mohammed Boudiaf, M'sila university- attitudes towards and preferences for oral error correction (based on the necessity, when, which, how and who of correction). That is, eliciting supplementary and detailed information from them in case, there is a need for further explanation and clarification.

2.5.1.1.3. Students' Semi-Structured Interview Pilot Test

This interview had been pilot tested before it was conducted in order to detect any misunderstood points as far as the structure and the vocabulary of the questions are concerned and to determine the allotted time. Moreover, it has been carried out with four 2nd year students (2 extroverts and 2 introverts) on Sunday 8 April 2018 at the laboratory where they study Oral Expression sessions. (See Appendix A)

2.5.1.1.4. Students' Semi-Structured Interview Conduct

In the current study, the participants of this interview are ten "10" out 135 2nd year students; five extroverts and five introverts who have a high degree of extroversion and introversion

(respectively). Thus, they were purposefully selected to achieve the basic aim of administrating this kind of interviewing.

The ten interviews were conducted on different dates and in different places (classrooms, laboratory, Masters' library, and the central library). Four of them were conducted on Sunday 15 April 2018, in which the 1st one lasted from 9.40 to 10.03 a.m, the 2nd one lasted from 11.17 to 11.39 a.m, the 3rd one lasted from 12.50 to 13.11 p.m, and the 4th one lasted from 13.15 to 13.35 p.m.

Furthermore, two of them were administrated on Monday 16 April 2018, in which the 1st one lasted from 14.25 to 14.48 p.m, and the 2nd one lasted from 14.53 to 15.17 p.m.

While, the last fourth ones were conducted on Wednesday 18 April 2018, in which the 1st one lasted from 08:55 to 09.15 a.m, the 2nd one lasted from 11.18 to 11.40 a.m, the 3rd one lasted from 12.45 to 13.07 p.m, and finally, the last one lasted from 14.10 to 14.33 p.m.

Thence, each interviewee was interviewed for twenty (20) to twenty-five minutes (25). All the interviews were conducted in a comfortable atmosphere where both the interviewer and interviewee were calm and feel at ease.

2.5.2. Quantitative Tools

As aforementioned, the quantitative tools of the present study are two structured questionnaires (EPQ and ECQ) in order to collect large amounts of data from a large number of people in a short period of time and in a less costly way, and provide the needed data to test the research hypothesis.

2.5.2.1. Questionnaires Description

Providing a detailed description of data collection instruments has a crucial role in facilitating the readers' understanding and the clarification of research questions scope.

2.5.2.1.1. Eysenck Extroversion-Introversion Questionnaire Description

This structured questionnaire is considered as a test more than a questionnaire because it is used to measure the extroversion and introversion on the basis of seven personality traits: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, and responsibility. It was a version of Eysenck Personality Questionnaire (EPQ), in which from three personality factors; extraversion, neuroticism and psychoticism, 25 items (Yes or No questions) related to extraversion were selected and given to the participants (cited in <http://www.trans4mind.es/cuestionario/login.php>). It is introduced by general information about the respondents' full names, ages, and groups (factual

data). In turn, these questions are divided into seven main extroversion/introversion traits (according to Eysenck Personality Questionnaire). It is introduced by general information about the respondents' full names, ages, and groups (factual data). The first trait, which is about activity, includes three items; the second trait-namely sociability- is consisted of four items; the third trait named risk-taking involves three items; the fourth trait which is about impulsiveness, includes four items; the five trait- namely expressiveness- is comprised of four items as well; while the sixth trait (reflectiveness) consists of three items; and finally the last trait which is about responsibility, contains four items. The questionnaire questions are all closed-ended requiring the students to choose 'yes' or 'no' answers. **(See Appendix D)**

2.5.2.1.2. Error Correction Questionnaire (ECQ) Description

In order to achieve the main research objective and test the null hypothesis, a structured questionnaire, ECQ, were designed relying on the reviewed literature, some researchers' key terms explanations; Carri (2015) and Akter (2016), and on different questionnaires used by Oladejo (1993), Katayama (2007), and Cabal (2015), for the purposes of asking learners' preferences for error correction. It consists of 23 questions (items) divided into five main scales (according to Hendrickson's (1978) five questions about error correction). The first scale is about the necessity of correction, which includes four items (1-4); the second one is concerned with timing "When" of correction- containing 3 items (5-7); the third scale tackles "Which" of spoken errors correction with six items (8-13); whereas, the fourth one is about spoken errors correction techniques "How", which contains seven items (14-20); and the last scale is about the person who is responsible for correcting learners' spoken errors "Who", with three questions (21-23). Here, for the first 7 items, the subjects were to choose an alternative from among a four-likert "strongly agree to strongly disagree" scale, in which the following order is given: (1) "Strongly Agree = AS", (2) "Agree = A", (3) "Disagree", and (4) "Strongly Disagree = SD". For items 8 to 13, they were to choose an alternative from among a four-likert "high to no attention" scale, in which the following arrangement is given: (1) "High Attention = HA", (2) "Some Attention = SA", (3) "Little Attention = LA", and (4) "No Attention = NA". With regard to items 14 to 20, they were to choose an alternative from among a four-likert "highly effective to highly ineffective" scale, which is ranked as following: (1) "Highly Effective = HE", (2) "Effective = E", (3) "Ineffective = I", and (4) "Highly Ineffective = HI". Finally, for questions 21 to 23, they were to choose an alternative from among a four-likert "always to never" scale, in which the following order is given: (1) "Always = A", (2) "Often = O", (3) "Rarely = R", and (4) "Never = N". **(See Appendix F)**

2.5.2.2. Questionnaires Aims

The questionnaire should focus on specific aims and objectives, including asking and collecting the right type of information and making sure each question is specific, objective and understandable.

On one hand, in order to find out second-year students'-in the department of English Language and Literature at Mohammed Boudiaf, M'sila university- personality traits (E/I), the researchers designed a questionnaire in a form of a test relying on Eysenck Personality Questionnaire (an adapted version) which is the first scientifically validated and the most widely used for self-report personality inventory or assessment- created by HJ Eysenck in 1975, on the world.

On the other hand, the Error Correction Questionnaire (ECQ) had been used to examine the statistically significant difference between extroverted and introverted learners' attitudes towards and preferences for oral error correction, regarding Hendrickson's (1978) five questions about error correction- should learner errors be corrected? When should learner errors be corrected? Which learner errors should be corrected? How should learner errors be corrected? And who should correct learner errors?

2.5.2.3. Questionnaires Pilot Testing

In designing a questionnaire, it is very important to make it as clear and precise as possible to all the respondents in order to increase the likelihood of research validity and reliability. Doing so, researchers have to pre-test the questionnaire. As Simon (2011) state "although a pilot study does not guarantee success in the main study, it greatly increases the likelihood" (para.1). Some specialists have defined pilot study as a "small-scale version or trial run in preparation for a major study"(Polit, Beck, & Hungler, 2001, as cited in Simon, 2011, para.1). The questionnaire participants should be randomly selected from the study population during the pilot trial.

It is, thus, very clear to the researchers that the pilot study in the current research was essential to achieve a high degree of research validity and reliability. However, they could not conduct a whole pilot research because of time constraints. As a result, they had pre-tested only the data collection tools; the interview, EPQ, and ECQ.

The questionnaires' pilot tests were carried out (sequentially-EPQ then ECQ) to make sure that everyone in the sample can understand the questionnaires' items (vocabulary, expressions and structure);i.e., realistic, acceptable and applicable questions, and to determine the exact time needed

by participants to complete the questionnaires. The researchers have administered both pilot questionnaires to two different groups who were representative of the main research sample (randomly selected), in which each group consists of 12 students of second-year level in the department of English Language and Literature at the University of Mouhammed Bou-Dhiaf, M'sila. In more details, the EPQ pilot test was conducted on 18 February 2018 (**See Appendix C**); whereas, the ECQ was administrated on 8 April 2018 (**See Appendix E**). It revealed that the items of the questionnaires were not quite clear. After having noted participants' comments and suggestions and with the supervisor's guidance, the researchers reformulated new clearer questionnaires in reference to the first drafts-in which minor changes (removing or modifying) were done to some questions- to start collecting data. Giving more details, the original EPQ had 35 items; whereas, the original ECQ had 27 questions.

2.5.2.4. Questionnaires Administration

Administering the questionnaire in a proper way is important because it assists the researcher in incurring actual data and achieving the research aims and questions.

First, The Eysenck Extroversion-Introversion Questionnaire has been administrated to 135 out of 147 second-year students (26 males and 109 females aged between 19 and 37), the promotion of 2018 in the department of English Language and Literature at the University of Mohammed Boudiaf, M'sila. The researchers took three days to conduct it- from 18 to 20 March 2018. After the administration, students began to respond and they took twenty to twenty-five minutes, which is considered as enough time. They have answered it in very suitable conditions; silence and calm were the dominant features in their classrooms.

Second, tapping the essential data, the researchers conducted ECQ in the same environment as the EPQ in two non-consecutive days (29 April and 1st May 2018). Moreover, it has been administrated to 100 second-year students (50 extroverts and 50 introverts), which are randomly selected from those who have answered the Eysenck Extroversion- Introversion Questionnaire. Appropriate conditions were also provided, in which 25-30 minutes is the time taken by the two groups (namely extroverts and introverts).

2.6. Data Analysis Procedures

In this study, the data that have been collected qualitatively through the semi-structured interview have been transcribed and analyzed via the thematic analysis. Whereas, the data that have been collected through the questionnaires (EPQ and ECQ) have been analyzed using Statistical Package for the Social Sciences (SPSS) software. That is, both questionnaires are analyzed

following a quantitative approach as much as all items are closed-questions. Going through details, the frequencies (F) and percentages (P) have been calculated in EPQ analysis, whereas, descriptive and inferential statistics have been measured in ECQ analysis, in addition to “F” and “P”. The descriptive and inferential statistics are used in order to fit the main objective of the present study ‘compare and contrast between extroverted and introverted learners’ attitudes towards and preferences for oral error correction, including the necessity of correction, timing, types of spoken errors to be corrected, correction techniques, and the person who should correct their errors quantitatively. Thus, the mean, standard deviation, and t-test have been calculated using SPSS, in order to collect, group, and analyze the samples (extroverts and introverts), and to measure how datasets (samples) is distributed. Furthermore, graphs have been designed to better illustrate the findings of ECQ.

2.7. Issues of Trustworthiness and Ethical Considerations

According to Nayak and Singh (2015, p.304), ‘knowing what constitutes ethical research is important for all people who conduct research projects or use and apply the results from research findings’ because ‘‘when even one part of a research project is questionable or conducted unethically, the integrity of the entire project is called into question’’. That is to say, integrity, reliability and validity of the research findings rely heavily on adherence to ethical principles.

Hence, a number of ethical considerations have been applied to protect the research participants and data collection instruments. First, all research participants (either of the 1st or the 2nd sample) were fully informed about the basic aim behind conducting each one of data collection instruments, and about the procedures and risks involved in research before asking for their consent to participate, i.e., **the informed consent**. Second, **the principle of voluntary** is done in this study, in which they agreed to participate with their own will without any pressure; they were not coerced into participating in research. Thus, the researchers attempt to put them as much as possible far from the **risk of harm** (both physical and psychological). Third, **the principle of the confidentiality** is also achieved, in which both groups (extroverts and introverts) are assured that identifying information will not be made available to anyone who is not directly involved in the study. Fourth, the researchers were careful that each participant will remain anonymous throughout the study even to the researchers themselves, i.e., **anonymity principle**. In addition, all research instruments used in this study were pilot tested in order to achieve, as much as possible a high degree of validity and reliability.

2.8. Limitations

During this investigation, the researchers have faced a considerable number of obstacles. Amongst them, time constraints are considered as the basic reason which leads to several other deficiencies; there is a need to finish the whole work on time. First, the subject matter of the current study needs more in-depth exploration to better reach validity and reliability of the results; whereas, two quantitative (EPQ “test” and ECQ) and just one qualitative (semi-structured interview) research methods were used to collect data, which are not considered as enough to gather a great number of data. Second, samples size that has been selected in both cases could not significantly lead the results to be generalized over other students at other universities. Third, the researchers are novice; they lack practical educational experience which, if available could give the topic more validity, reliability and richness. Finally, this study would be better if it were correlational rather than descriptive-comparative in which the researcher would investigate the relationship between the two personality traits- namely extroversion and introversion- and EFL students' attitudes towards and preferences for spoken errors correction.

2.9. Delimitations

The choice of second-year LMD students, who study English as a Foreign Language (EFL) at M'sila university, was purposefully done because the recipients are more familiar with the subject matter concepts. In addition, the present research topic is of a great interest, because there is a little known about this area, especially in Algerian context. In other words, it is very important because it will raise Algerian English teachers' awareness for their students' wants and preferences for oral errors correction in order to achieve a high level of fluency and accuracy in learning EFL.

Conclusion

This chapter presents a brief review of the current study methodology. It includes the research methods (quantitative and qualitative methods). As it presents a description of the data collection tools. The quantitative data were collected through two questionnaires (EPQ & ECQ), while the qualitative data were collected using a semi-structured interview. It is considered as a foundation for the next chapter which deals with data analysis and interpretation. Thus, in the next chapter which is the practical side, we will discuss the analysis and the interpretation of the data gathered from both questionnaire and interview; then, we will provide some pedagogical implications and suggestions for further research.

Chapter Three: Data Analyses and Interpretations

Introduction

This chapter is considered as the practical part of the current research, in which the researchers present a detailed analysis and interpretation of the data gained from the qualitative and quantitative research instruments; Eysenck Extroversion/ Introversion Questionnaire, Error Correction Questionnaire (ECQ), and Students' semi-structured interview. The subjects' answers to Yes/No items on the extroversion/introversion test were scored-including the frequency and percentage, then the participants' personality types were determined, and thus, divided into two groups (extroverts and introverts) in order to start the study. As it was seen in the previous chapter, the data obtained from the qualitative tool (students' semi-structured interview) is analyzed through the thematic analysis; whereas, the quantitative tools (EPQ & ECQ) are analyzed using SPSS. The present chapter also discusses the findings in order to answer the research questions. Furthermore, a conclusion is drawn concerning extrovert and introvert learners' attitudes towards and preferences for spoken errors correction regarding Hendrickson's (1978) five questions about error correction, and about the statistically significant difference between the two groups' attitudes towards and preferences for oral error correction with the same regard. Finally, based on the research findings, some pedagogical implications and suggestions for further research are included at the end of this chapter.

3.1. Eysenck Extroversion/Introversion Questionnaire Analysis and Interpretation

As it is already mentioned in the previous chapter, this questionnaire seeks to determine the students' types of personalities. Therefore, we will analyze the totality of questions in order to highlight the number of frequencies and options students select.

Trait One: Activity

In this scale, learners with high scores generally are active and energetic, and enjoy all kinds of physical activities including hard work and experience. Whereas, those with low scores tend to be physically inactive, lethargic and easily tired (Adapted from Eysenck & Wilson, 1976; as cited in Machnicka, 2010). Thus, the first category of learners is inclined to have an extroversion characteristic; while, the second one tends to have an introversion characteristic. This scale involves three items. The following table will show participants' options (yes or no), frequencies (F), and percentages (P) of these three items.

Table 3.1.1. Students’ responses to the activity trait items

| Items | Yes (F/P) | No (F/P) | Total (F/P) |
|---|----------------|----------------|---------------|
| 1. Do you feel happy when you get involved in some project that calls for immediate and rapid activity? | 86 (63.70%) | 49 (36.30%) | 135 (100%) |
| 2. Are there times when you enjoy just sitting and doing nothing? | 89 (65.93%) | 46 (34.07%) | 135 (100%) |
| 3. Do you like to have a lot of things to do all the time? | 88 (65.19%) | 47 (34.81%) | 135 (100%) |

Hence, as it is seen in table 3.1.1, the results demonstrate that the large majority of the research participants- second year EFL students at Msila University- are energetic (63.70%), and these are the basic characteristics of extroverts. While, the minority of them (36.30%) are unenergetic-introverts quality.

Unlike the previous question, the outcomes of this question show that the majority of second-year EFL learners (89) like setting with no activity to do (introverts’ quality); whereas, 46 of them tend to be active (extroverts’ quality).

In the third item, the results showed that (65.19%) of the participants enjoy being busy all the time (extroverts’ characteristic); whereas, (34.81%) of them are lazy and do not like a lot of activity (introverts’ characteristic).

Trait Two: Sociability

In this scale, learners with high scores are generally happy and comfortable in sociable situations (parties, dances), and they meet people easily. Those with low scores, by contrast, prefer to have only a few special friends, enjoy solo activities such as reading, have difficulty finding things to talk about to other people, and are inclined to withdraw from oppressive social contacts (Adapted from Eysenck & Wilson,1976; as cited in Machnicka, 2010). Therefore, the first set of characteristics represents extroverts’ qualities, and the second one is of introverts’ qualities. This scale is composed of four items. The following table will discuss participants’ options (yes or no), frequencies (F), and percentages (P) of these four items.

Table 3.1.2. Students’ responses to the items of Sociability trait

| Items | Yes (F/P) | No (F/P) | Total (F/P) |
|---|-----------|----------|-------------|
| 4. Do you enjoy solitary activities such as reading | 111 | 24 | 135 |

| | | | |
|--|----------------|----------------|---------------|
| or watching TV on your own? | (82.22%) | (17.78%) | (100%) |
| 5. Do you like going out rather than staying at home? | 81 (60%) | 54 (40%) | 135 (100%) |
| 6. Do you enjoy spending long periods of time by yourself? | 74 (54.81%) | 61 (45.19%) | 135 (100%) |
| 7. Do you like mixing with lots of other people? | 85 (62.96%) | 50 (37.04%) | 135 (100%) |

In the fourth item of the questionnaire, as the results that the above table shows, we notice that the majority of second-year EFL students at Msila University are enjoying solitary activity; in which we obtain 111 participants of that case, and just 24 (17.78%) of them do not support this kind of activities. Thus, (82.22%) of the total participants have the introverts' quality; while, (17.78%) of them have the extroverts' quality.

Whereas, in the fifth item, it is clear that 81 out of 135 students prefer to go out rather than stay at home; which indicates the extroverts' characteristic, and 54 students like staying at home rather than going out; and this represents the introverts' characteristics.

In the sixth item, 74 (54.81%) of the participants like sitting alone in long periods of time (introverts' quality); while, 61 (45.19%) of them tend to be more sociable, and this is the basic quality of extroverts.

The outcomes of the seventh item demonstrate that (62.96%) of the whole participants like mixing lots of other people, which indicates that they feel more comfortable and happy in meeting people (extroverts' characteristic). Whereas, (37.04%) of them prefer few and special friends, and this refers to the introverts' characteristic.

Trait Three: Risk-Taking

Students scoring high in this scale prefer to live dangerously and seek rewards with little concern for the possible adverse consequences. Characteristically, they are gamblers who believe that 'an element of risk adds spice to life'. Whereas, those with low scores tend to live in a familiarity, safety, and security, even if this means sacrificing some degree of excitement in life (Adapted from Eysenck & Wilson, 1976; as cited in Machnicka, 2010). Thus, the first type of students is characterized by somewhat an extroversion trait; while, the second type tend to have some characteristics of the introverts. This scale includes three basic items. The following table will

summarize the outcomes obtained from students' responses to all these three questions - including options (yes or no), frequencies(F), and percentages (P).

Table 3.1.3. Students' responses to Risk-Taking trait items

| Items | Yes (F/P) | No (F/P) | Total (F/P) |
|---|----------------|----------------|---------------|
| 8. Do you quite enjoy taking risks? | 84 (62.22%) | 51 (37.78%) | 135 (100%) |
| 9. When buying things, do you usually examine the guarantee? | 70 (51.85%) | 65 (48.15%) | 135 (100%) |
| 10. Do you think that young children should learn to cross roads by themselves? | 81 (60%) | 54 (40%) | 135 (100%) |

After analyzing the items of this scale, the following results were obtained in an order. First, 84 out of 135 participants enjoy taking risks; whereas, 51 of them do not have this characteristic, which is considered as a main extroverts' feature. Second, (51.85%) of the whole participants prefer to live in safety and security- including examining the new things guarantee; while, (48.15%) of them usually do not examine the guarantee when buying new things, which means that the first quality is of the introverts and the second one represents an extroverts' characteristic. Third, 81 (60%) out of 135 (100%) subjects agree with the idea of 'children' self-reliance in their life (extroverts' feature); whilst, 54 (40%) of them do not support this idea (introverts' feature).

Trait Four: Impulsiveness

High scorers in this scale inclined to act on the spur of the moment, make hurried, often premature decisions, and are usually carefree, changeable and unpredictable; which signs to the extroverts' characteristics. Whereas, low scorers consider matters very carefully before making a decision. They are systematic, orderly, cautious, and plan their life out in advance; they think before they speak, and 'look before they leap' (Adapted from Eysenck & Wilson,1976; as cited in Machnicka, 2010). All these characteristics are of the introverts. This scale is divided into four items. The following table will show the participants' results obtained from all these items, including options (yes or no), frequencies (F), and percentages (P).

Table 3.1.4. Students' responses to impulsiveness trait items

| Items | Yes (F/P) | No (F/P) | Total (F/P) |
|-------------------------------------|-----------|----------|-------------|
| 11. Can you make decisions quickly? | 66 | 69 | 135 |

| | | | |
|--|----------------|----------------|---------------|
| | (48.89%) | (51.11%) | (100%) |
| 12. Do you generally do and say things quickly without stopping to think? | 55 (40.74%) | 80 (59.26%) | 135 (100%) |
| 13. Would you rather plan things or make a list rather than simply go ahead and start? | 81 (60%) | 54 (40%) | 135 (100%) |
| 14. Do you get bored easily doing the same old things? | 90 (66.67%) | 45 (33.33%) | 135 (100%) |

According to table 3.1.4, the results obtained are as follow. In the first item, it is noticed that the frequencies of the two options (yes/no) are somehow equal; thus, 66 out of the whole participants hold the ability to make decisions quickly, and 69 of them do not have this ability, which is a major characteristic of the extroverts. In the second item, (40.74%) participants talk more than think, while (59.26%) of them think more than talk, which indicates that the former represents an extroverts' quality, and the latter refers to a basic introverts' feature. According to participants' responses to the third item, 81 subjects prefer to make plans before starting anything, and 51 ones do not prefer this manner, which is the basic characteristic of the introverts. Whereas in the fourth item, the majority of the entire participants (66.67%) get bored easily doing the same old thing (they are changeable), and just (33.33%) enjoy this characteristic-the introverts' feature.

Trait Five: Expressiveness

Learners with high scores on this scale have a tendency to display their emotions outwardly and openly whether sorrow, anger, fear, love, and hate. They tend to be sentimental, sympathetic, volatile and demonstrative. While, those with low scores are reserved, even-tempered, cool, detached, and generally controlled as regards the expression of their thoughts and feelings (Adapted from Eysenck & Wilson,1976; as cited in Machnicka, 2010). Therefore, the first set of features belong to the extroverts; whilst, the second one is of the introverts. This scale is composed of four items as well. The following table will discuss the participants' findings of all these items, including options (yes or no), frequencies(F), and percentages (P).

Table 3.1.5. Students' responses to expressiveness trait items

| Items | Yes (F/P) | No (F/P) | Total (F/P) |
|--|----------------|----------------|---------------|
| 15. If you are watching a good comedy, do you laugh louder than many of people around you? | 90 (66.67%) | 45 (33.33%) | 135 (100%) |
| 16. Do you quickly express your annoyance or | 84 | 51 | 135 |

| | | | |
|---|-----------------|----------------|---------------|
| anger? | (62.22%) | (37.78%) | (100%) |
| 17. Do you tell your friends if you think they are making a mistake? | 113 (83.70%) | 22 (16.30%) | 135 (100%) |
| 18. If someone expresses an opinion with which you profoundly disagree, do you tell him so immediately? | 86 (63.70%) | 49 (36.30%) | 135 (100%) |

With regard to table 3.1.5, the obtained results from the first item of this scale show that 90 of the whole participants tend to express their happiness ‘laughter’ easily, and 45 of them do not have this characteristic-an extroverts’ one’; they are secretive. As it is seen in the table and the pie chart –concerning the second item, a considerable amount of second year students (62.22%) express their annoyance or anger quickly; while, (37.78%) of them tend to hide their anger; that is to say, the first category have an extroverts’ quality, and the second one holds an introverts’ quality. In the third item, it is clear that the majority of participants (83.70%) are very honest; whereas, just a few (16.30%) do not have this feature, which represents the extroverts’ characteristic. Finally, the outcomes of the last item on this scale demonstrate that 86 out of 135 students (63.70%) display their disagreement with someone’s opinion in the spot; whilst, 49 of them (36.30%) do not share this characteristic, which is a main extroverts’ feature.

Trait Six: Reflectiveness

High scorers, in this scale, are inclined to be interested in ideas, abstractions, philosophical questions, discussions, speculations, and knowledge ‘for the sake of knowledge,’ that is they are generally thoughtful and introspective. Whereas, low scorers have a practical bent, are interested in doing things rather than thinking about them, and tend to be impatient with ‘ivory tower’ theorizing (Adapted from Eysenck & Wilson,1976; as cited in Machnicka, 2010). That is to say that the first set of features are of the introverts, and the second set are of the extroverts. This scale is divided into three items. The following table will summarize all the outcomes gained from students’ responses to all these three questions -including options (yes or no), frequencies (F), and percentages (P).

Table 3.1.6. Students’ responses to reflectiveness trait items

| Items | Yes (F/P) | No (F/P) | Total (F/P) |
|--|-----------------|--------------|---------------|
| 19. Do you like to have time to be alone with your thoughts? | 126 (93.33%) | 9 (6.67%) | 135 (100%) |

| | | | |
|--|----------------|----------------|---------------|
| 20. Do you spend much time reflecting on the past or the shape that your life is taking? | 77 (57.04%) | 58 (42.96%) | 135 (100%) |
| 21. Have you ever tried to write poetry? | 58 (42.96%) | 77 (57.04%) | 135 (100%) |

As it has seen in table 3.1.6, the first item responses show that almost all of second-year students in the department of English Language and Literature at M'sila University (126) tend to reflect on their thoughts, which indicates to an introverts' essential quality; while, the rest (9) do not prefer this way, signing to the extroverts' quality. In the second item, (57.04%) of the entire population are reflective, in which they spend a lot of time thinking about their past and how their life is going on; whereas, (42.96%) of them prefer doing things rather than just thinking, and this is a major characteristic of the extroverts. When seeing the pie chart of the third item responses, we notice that 58 second year EFL students are practical; whereas, 77 of them are theoretical; they never produce any piece of writing or whatever kind of performance. Hence, the first category of students inclined to have an extroverts' feature; whilst, the second category tend to hold an introverts' feature.

Trait Seven: Responsibility

Students scoring high in this scale are likely to be conscientious; reliable trustworthy and serious-minded, possibly even a little bit compulsive, which represent introverts' features. Whilst, those scoring low tend to be casual, careless of protocol, late with commitments, unpredictable, and perhaps socially irresponsible, indicating extroverts' characteristics (Adapted from Eysenck & Wilson,1976; as cited in Machnicka, 2010). This scale consists of four items. The following table represents the outcomes obtained from participants' responses on this item, including options (yes or no), frequencies(F), and percentages (P).

Table 3.1.7. Students' responses to responsibility trait items

| Items | Yes (F/P) | No (F/P) | Total (F/P) |
|--|-----------------|----------------|---------------|
| 22. Do you think that any job should be done well? | 113 (83.70%) | 22 (16.30%) | 135 (100%) |
| 23. Do you often leave things until the last minute? | 85 (62.96%) | 50 (37.04%) | 135 (100%) |
| 24. Do you put responsibilities before "having a good time"? | 94 (69.63%) | 41 (30.37%) | 135 (100%) |
| 25. Do you set an alarm clock if you have to be up in the morning? | 114 (84.44%) | 21 (15.56%) | 135 (100%) |

In the present scale, the gained results are discussed as follow (see table 3.1.7). In the first item, almost all of second year EFL students (83.70%) are serious-minded, in which they think that any job should be done well or not to be done at all (introverts' quality); whereas, (16.30%) are not serious at all. In the second item, 85 students prefer to leave their projects or whatever thing for the last time; which indicates an extroverts' feature. While, 50 of them are more responsible than the other category. In the third item, it is noticed that (69.63%) of the students are responsible for doing their jobs; whereas, (30.37%) are not responsible. When having a look to the pie chart concerning the fourth item, we can easily notice that the majority of second-year EFL students at Msila University (84.44%) are very serious and responsible, in which they prefer to be always in time; and this is a major characteristic of the introverts. Instead, just (15.56%) of them are irresponsible in their social life; representing one of the extroverts' characteristic.

Therefore, after analyzing the responses of all participants who have filled the Extroversion/introversion Identification questionnaire, it was revealed that there are 58 extroverts and 77 introverts. Then, 5 extroverts and 5 introverts had been puposively selected from those students, and divided into two groups in order to achieve the basic aim behind carrying out the present study.

3.2. Students' Semi-Structured Interview Analysis and Interpretation

Item 1: According to you, does error correction play an important role on EFL students' speaking performance? Explain.

The responses to this question show that all the interviewees- including five extroverts and five introverts- have a positive attitude towards the necessity of spoken errors correction in EFL learning because they think that they will learn from their errors for good English proficiency. (See **Appendices H, I, J, K, L, M, N, O, P, and Q**)

Thus, it is obvious that second-year extrovert and introvert students, who study in English Language and Literature department at Mouhamed Bou-Dhiaf, M'sila University have a similar view, in which both agree that spoken errors correction affects positively their English learning.

Item 2: Do you think that it is better when teachers ignore learners' spoken errors and focus just on the content of the oral communication (message)? Explain.

Here, also, all of the extrovert and introvert participants have a positive attitude towards correcting all errors they made when speaking because they believe that they are learning to be teachers in the future, so it is very necessary to achieve a high level of fluency and accuracy in speaking English. (See **Appendices H, I, J, K, L, M, N, O, P, and Q**)

Hence, it is clear that extrovert and introvert second-year learners have a similar attitude, in which both emphasize on the necessity of correcting all of their spoken errors to better learning.

Item 3: Do you believe that constant error correction during Oral Expression (OE) sessions causes fatigue and frustration? Explain.

Concerning this question, the interviewees' answers are somehow varied. On one hand, three of the extrovert participants agree with the idea of feeling fatigued and frustrated from being corrected constantly. This is because they think that it makes them feel bored, anxious, confused, and hopeless from repeating the same error. Instead, two of them disagree with this idea because they believe that the essential purpose in OE sessions is being corrected to fix the spoken errors for better learning. On the other hand, all the introvert interviewees agree with it because they think that it will eliminate their enthusiasm to learn and improve their level in speaking English. (See **Appendices H, I, J, K, L, M, N, O, P, and Q**)

Therefore, it is obvious that almost all the participants- including the two groups, have a positive attitude towards the idea that constant error correction during Oral Expression (OE) sessions causes fatigue and frustration, i.e., affect negatively.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

The suggested responses to this question seem to be unified to a great extent. On one side, four extroverts prefer to be corrected just after finish speaking (delayed correction) because they believe that they will feel more comfortable, and thus they will better remember their spoken errors. Instead, just one extrovert agree with immediate correction because he thinks that the student can directly understand his error and notice it more. On the other side, there are also four introverts who prefer delayed correction. They added that when correcting the student immediately, this will interrupt him and he may forget his idea, and when let it in a later session (postponed correction), the teacher may forget to correct him. Whereas, only one introvert agree with postponed correction. (See **Appendices H, I, J, K, L, M, N, O, P, and Q**)

Hence, it is clear that almost all second-year participants- including extroverts and introverts, classified delayed correction as the best correction timing.

Item 5: According to you, which type(s)of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

With regard to this question responses, it was revealed that all of the extrovert and introvert participants showed a great attention to grammatical and vocabulary errors correction. They think that these errors should be corrected because they contribute significantly in transmitting the oral message successfully since grammar and vocabulary are considered as the basic units in EFL learning. Moreover, they give a little attention to pronunciation and pragmatic errors. (See **Appendices H, I, J, K, L, M, N, O, P, and Q**)

Thus, it is obvious that both extrovert and introvert second-year learners prefer their grammatical and vocabulary errors to be corrected.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

The responses for this question reveal that almost all the extrovert and introvert participants (four out of five extroverts and all the introverts) show a great amount of attention to clarification request correction technique because they view that it is so polite and makes them feel comfortable. Moreover, three extroverts and two introverts agree with repetition technique. They also agree with recast (three extroverts and three introverts). Furthermore, some attention has been paid to metalinguistic feedback (two extroverts and one introvert) and to clarification request+elicitation which is about using body language (one extrovert and two introverts). Finally, only one introvert who agree with elicitation, and no attention has been paid to metalinguistic feedback + explicit Correction and explicit correction. (See **Appendices H, I, J, K, L, M, N, O, P, and Q**)

Thus, it is clear that the most preferable correction technique for all extrovert and introvert second-year participants is clarification request, giving a considerable amount of attention to recast and repetition techniques. In addition, the least preferable techniques for both are elicitation, explicit and metalinguistic feedback+explicit correction.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

Concerning this question, three extroverts and three introverts totally agree with teacher correction with no condition because they think that he is the guide, and more cultured in English than them. Instead, the rest agree with it with a condition; if the teacher just gives them a sign and they will correct their errors by themselves. (See **Appendices H, I, J, K, L, M, N, O, P, and Q**)

Therefore, generally saying, both extrovert and introvert participant prefer teacher correction.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

With regard to this question show that almost all the participants disagree with peer correction because they will feel some kind of comparison (inferiority and superiority), and they will lose their confidence. Instead, only one introvert agrees with it saying that ‘they are classmates and they have to learn from each other’. (See Appendices H, I, J, K, L, M, N, O, P, and Q)

Thus, it is obvious that extrovert and introvert second-year students have a negative attitude towards peer correction, i.e., they do not prefer it at all.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

According to interviewees’ responses, it is revealed that all extrovert and introvert participants prefer teacher correction more than self-correction because they believe that the teacher has more experience and knowledge. In addition, they said that they will remember the words correction more when provided by the teacher; they consider self-correction as insufficient. (See Appendices H, I, J, K, L, M, N, O, P, and Q)

Hence, in general, both extrovert and introvert second-year learners like self-correction, but they prefer more their teacher to correct them either directly or indirectly.

3.3. Error Correction Questionnaire Analysis and Interpretation

I- Scale One: Should Learners’ Errors Be Corrected?

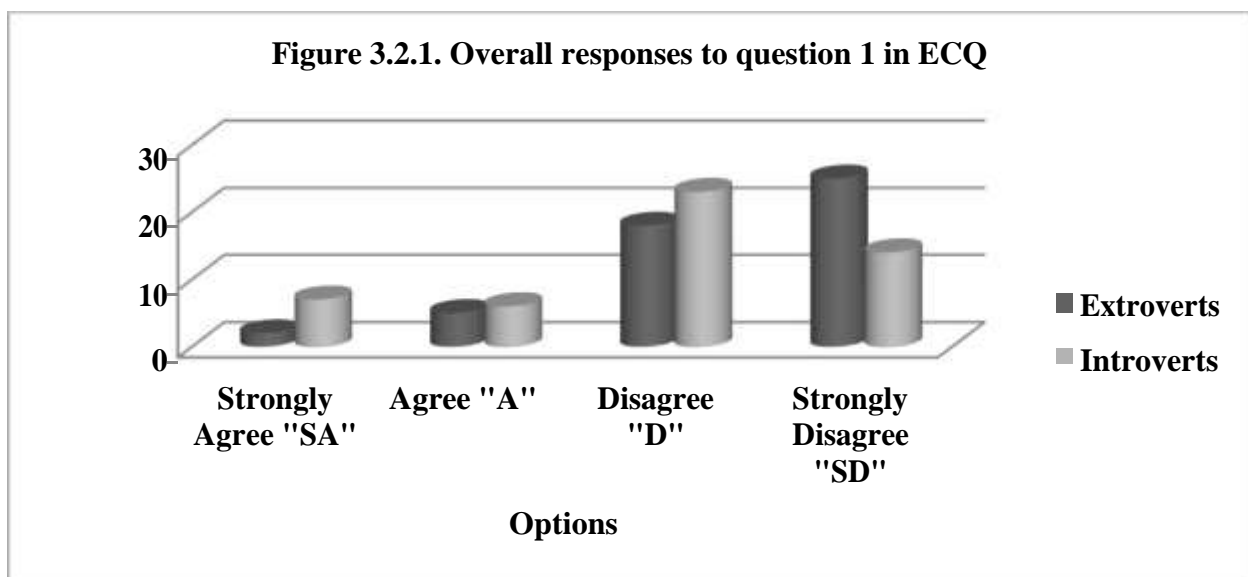
This scale aims to answer the first sub-question of the second research question: Is there any potential statistical difference between 2nd year EFL extroverted and introverted learners’ in terms of their attitudes towards the necessity of spoken errors correction? Tables 3.2.1 below show the responses of our two groups with regard to this question, followed by graphs for each one for better illustrating the given results.

Table 3.2.1. Extrovert and Introvert Learners’ attitudes towards spoken errors correction

| Items | Strongly Agree “SA” (F/P) | | Agree “A” (F/P) | | Disagree “D” (F/P) | | Strongly Disagree “SD” (F/P) | | Total (F/P) |
|---------------------------------------|---------------------------|-------|-----------------|-------|--------------------|-------|------------------------------|-------|--------------|
| | Ext | Int | Ext | Int | Ext | Int | Ext | Int | |
| 1. I do not want my errors corrected. | 2 | 7 | 5 | 6 | 18 | 23 | 25 | 14 | 50 (100%) |
| | (4%) | (14%) | (10%) | (12%) | (36%) | (46%) | (50%) | (28%) | |
| 2. I want all my errors corrected. | 27 | 20 | 18 | 20 | 5 | 8 | 0 | 2 | 50 (100) |
| | (54%) | (40%) | (36%) | (40%) | (10%) | (16%) | (0%) | (4%) | |

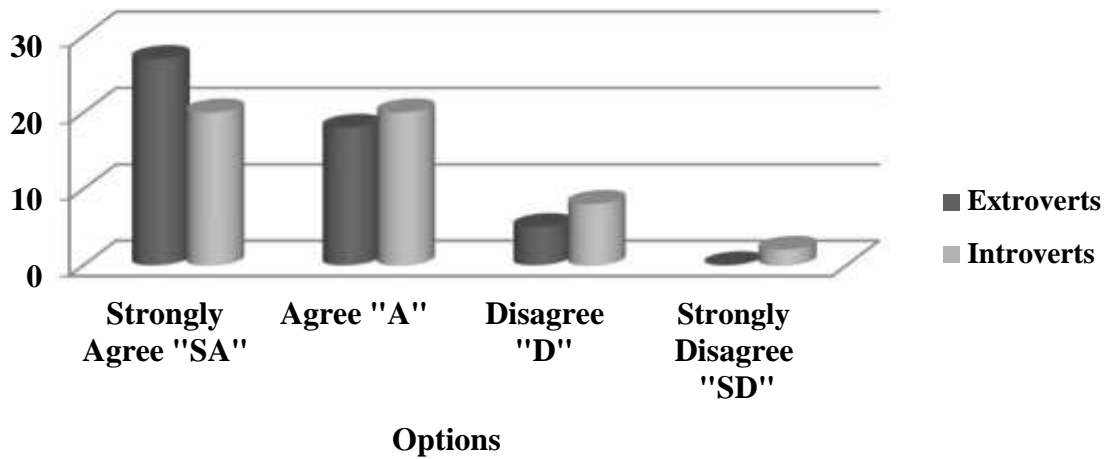
| | | | | | | | | | (%) |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-----------|------------|--------------|
| 3. Error correction is necessary for language learning. | 30 (60%) | 32 (64%) | 18 (36%) | 17 (34%) | 1 (2%) | 1 (2%) | 1 (2%) | 0 (00%) | 50 (100%) |
| 4. Constant error correction causes fatigue and frustration. | 5 (10%) | 7 (14%) | 22 (44%) | 17 (34%) | 19 (38%) | 20 (40%) | 4 (8%) | 6 (12%) | 50 (100%) |

For item number 1, only 2 (4%) extroverts “strongly” agree with ignoring spoken errors correction, and 5 (10%) of them are agree with this statement. This few quantities, compared with the introverts who “strongly” agree and agree with it, are approximately the same- 7 (14%) and (12%) respectively. In addition, 18 (36%) of the extroverted students and 23 (46%) of the introverted students disagree with this statement. Instead, 25 (50%) of the extroverts and 14 (28%) of the introverts “strongly” disagree with it. Graph 3.2.1 clarifies more these discussed results. Graph 3.2.1 will explain the result of this scale more.



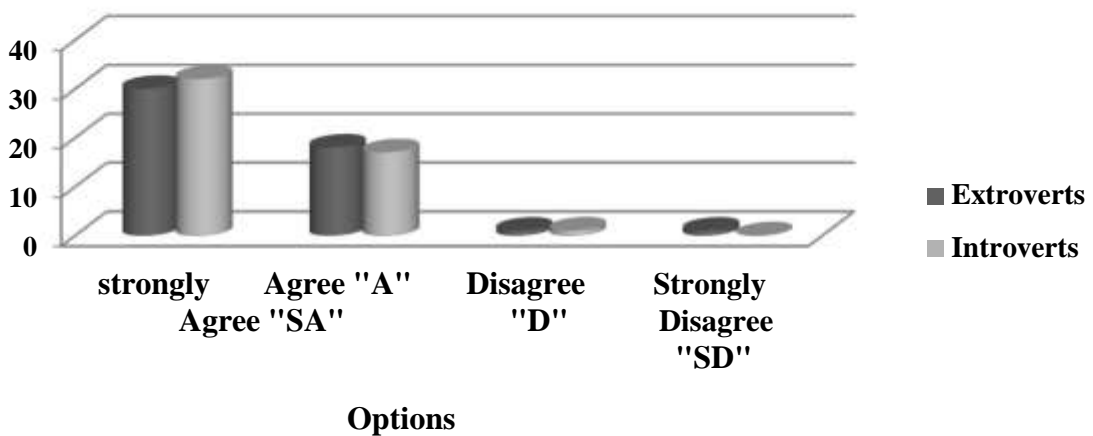
With regard to item number 2, 27 (54%) of the extroverts and 20 (40%) of the introverts (strongly) agree with the idea of “correcting all errors that they made during oral expression sessions”, which is the opposite of the first item. Also, 18 (36%) of the extroverts and 20 (40%) of the introverts agree with it. Instead, the number of extroverts who disagree with this statement is 5 (10%), and the number of introverts is 8 (16%). In addition, no one of the extroverted students who (strongly) disagree with correcting all of their spoken errors, and only 2 (4%) of the introverted students who disagree with a strong emphasize. Graph 3.2.2 illustrates more these results. Graph 3.2.2 will explain the result of this scale more.

Figure 3.2.2. Overall responses to question 2 in ECQ



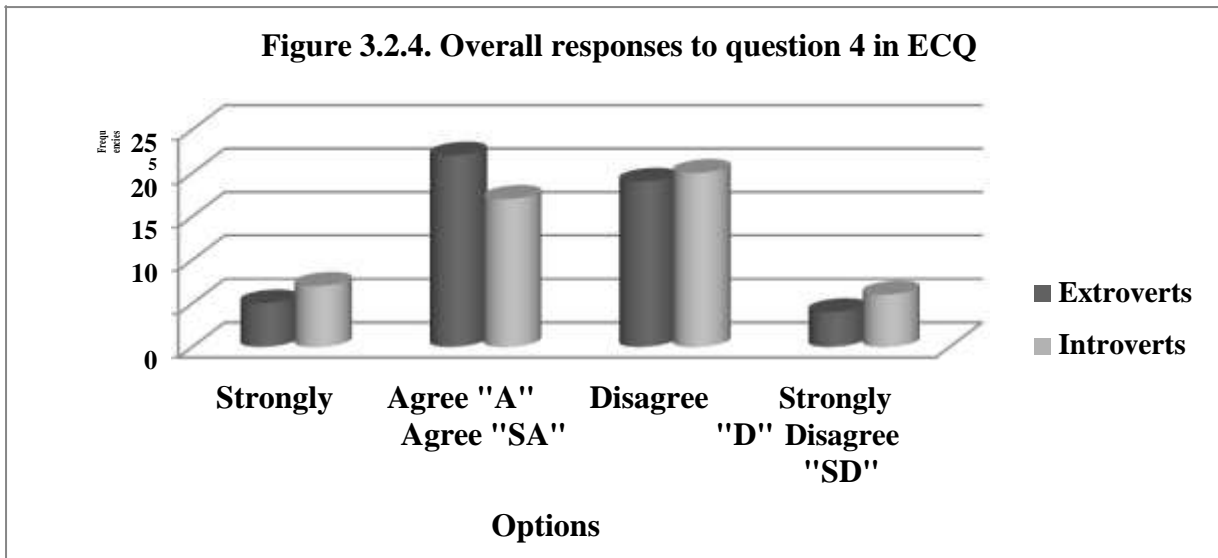
As it was seen in the above tables, the results showed that 30 (60%) of the extroverts and 32 (64%) of the introverts “strongly” agree with the necessity of error correction in language learning (item number 3). Instead, 18 (36%) of the extroverts and 17 (34%) of the introverts agree with this statement. Furthermore, the number of extroverted students who disagree with it is 19 (38%), and 20 (40%) of introverted students also disagree. Concerning the strongly disagree option, only one extrovert (2%) and no introverts (0%) choose it. Graph 3.2.3 shows these results more clearer. Graph 3.2.3 will explain the result of this scale more.

Figure 3.2.3. Overall responses to question 3 in ECQ



Moving to the item number 4, it is clear that only 5 (10%) out of 50 extroverts who “strongly” agree with the idea that “Constant error correction causes fatigue and frustration”, and 7 (14%) out of 50 introverts also agree with this idea with a strong emphasize. The numbers of extroverts and

introverts who agree with it are 22 (44%) and 17 (34%), respectively. Graph 3.2.4 illustrates better these results. Graph 3.2.4 will explain the result of this scale more.



1. Descriptive Statistics:

Quantifying the participants' responses to items 1-4 on this section of the ECQ, using SPSS “20” program, gives us a mean score of 8.78 for the extroverts and 8.60 for the introverts, and a standard deviation (SD) score of 1.13 for the extroverts and 1.44 for the introverts. Table 3.2.2 summarizes these calculations of the two groups:

Table.3.2.2. Summary of mean and standard deviation measures for the first scale.

| Scale One | Group | N | Mean | SD |
|-------------------------------|------------|----|------|------|
| Necessity of error correction | Extroverts | 50 | 8.78 | 1.13 |
| | Introverts | 50 | 8.60 | 1.44 |

2- Inferential Statistics:

Placing these mean scores into the t-test formula, using SPSS, produces a *t* value of 2.54. This is while the critical value of *t* at $p < .05$ for a degree of freedom (*df*) of 98 is approximately 1.984 (See **Appendix E**). The following table summarizes the statistical calculations for this part of the study.

Table3.2.3. Summary of inferential statistics for the first scale.

| Group | N | Df | t-value | t-critical | P | H _a |
|------------|----|----|---------|------------|--------|----------------|
| Extrovert | 50 | 98 | -0.69 | 1.984 | < 0.05 | Accepted |
| Introverts | 50 | | | | | |

Since the observed t value ($t_o = -0.69$) is smaller than its critical value ($t_c = 1.984$), it can be concluded with perfect certainty that there is no any significant difference between the two groups-namely the extroverts and the introverts- in terms of their attitudes towards spoken errors correction.

Thus, it is quite clear that both extroverted and introverted learners agree with the necessity of correcting their spoken errors in learning English as a foreign language (EFL), and there is almost no difference between them in their attitudes toward the necessity of correction. This conclusion leads us to accept the first sub-null hypothesis “H_{0a}”.

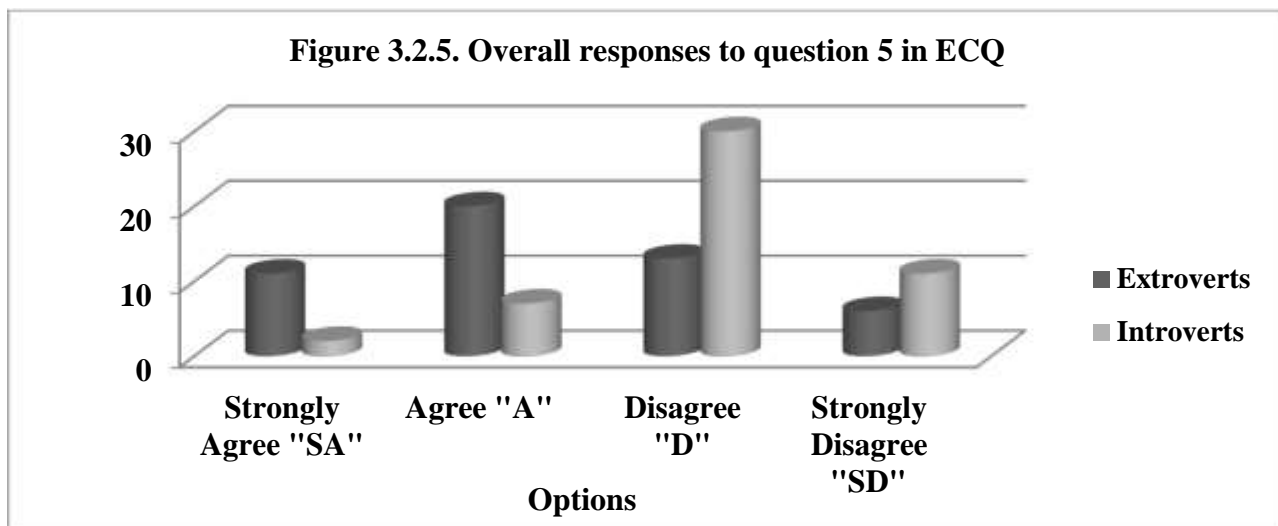
Scale Two: When Should Learners' Errors Be Corrected?

The aim of this scale is to answer the second sub-question of the second research question: Is there any potential statistical difference between 2nd year EFL extroverted and introverted learners' in terms of their preferences for when to correct their spoken errors (timing)? The results of this part of the study are presented in the table 3.2.4, followed by graphs in order to get more illustration.

Table 3.2.4. Extrovert and Introvert learners' preferences for the time of correction

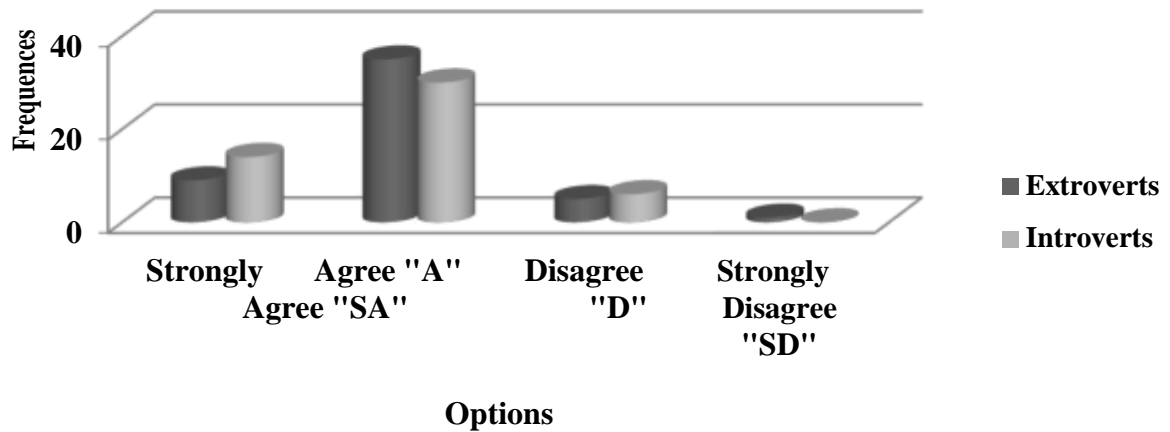
| Items | Strongly Agree “SA”(F/P) | | Agree “A” (F/P) | | Disagree “D” (F/P) | | Strongly Disagree “SD” (F/P) | | Total (F/P) |
|---|--------------------------|-------------|-----------------|-------------|--------------------|-------------|------------------------------|-------------|--------------|
| | Ext | Int | Ext | Int | Ext | Int | Ext | Int | |
| 5. I would like to be corrected immediately after making the error, even when my speech is interrupted. | 11 (22%) | 2 (4%) | 20 (40%) | 7 (14%) | 13 (26%) | 30 (60%) | 6 (12%) | 11 (22%) | 50 (100%) |
| 6. I would like to be corrected when I have finished speaking. | 9 (18%) | 14 (28%) | 35 (70%) | 30 (60%) | 5 (10%) | 6 (12%) | 1 (2%) | 0 (0%) | 50 (100%) |
| 7. I would like to be corrected in a later session. | 2 (4%) | 4 (8%) | 8 (16%) | 12 (24%) | 26 (52%) | 30 (60%) | 14 (28%) | 4 (8%) | 50 (100%) |

The fifth item is about the immediate correction of students' spoken errors. Here, as it is noticed in the above tables (3.12 and 3.13), 11 (22%) of the extroverted students 'strongly' agree, and 20 (40%) of them agree with this way of correction. Instead, only 2 (4%) of the introverted students who 'strongly' agree, and 7 (14%) ones agree with it. In addition, the numbers of extroverts who disagree and 'strongly' disagree with this statement are 13 (26%) and 6 (12%), respectively. Up to the half of introverts (60%) disagree, and 11 (22%) of them 'strongly' disagree with immediate correction. Graph 3.2.5 will explain the result of this scale more.



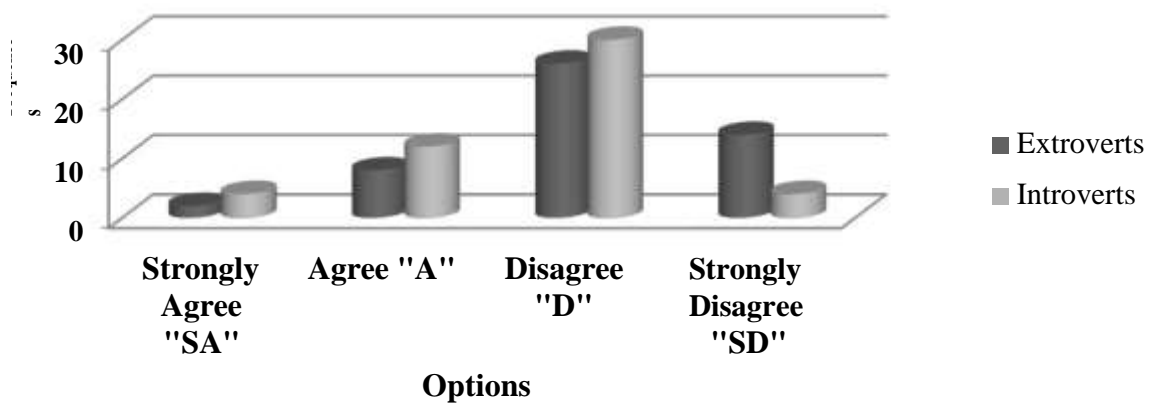
For the sixth item, which is about delayed correction, nine (18%) out of 50 extroverts 'strongly' agree, and 35 (70%) ones agree with this manner of correction. Among the introverts, 14 (28%) students also 'strongly' agree, and 30 (60%) of them agree with this item. The number of extroverts who disagree with this statement is five (10%), and just one (2%) student who 'strongly' disagree with it. Instead, 30 (60%) introverts show their disagreement, 4 (8%) of them 'strongly' disagree, with it. Graph 3.2.6 will explain the result of this scale more.

Figure 3.2.6. Overall responses to question 6 in ECQ



Eight (16%) extroverts agree, and only 2 (4%) show their agreement with a strong emphasize, with postponed correction (item number seven). Among the introverts, 12 (24%) students also agree, and just 4 (8%) ‘strongly’ disagree, with this way of correction. A total number of 26 (52%) extrovert students disagree, and 14 (28%) of them ‘strongly’ disagree, with it. Instead, up to the half of introverts (60%) also disagree, and only 4 (8%) of them ‘strongly’ disagree, with postponed correction. Graph 3.2.7 will explain the result of this scale more.

Figure 3.2.7. Overall responses to question 7 in ECQ



1.Descriptive Statistics:

Using SPSS, mean scores of 7.28 and 7.52 are what the extroverts and introverts get, respectively, on this section. Also, it gives us a standard deviation score of 1.11 for the extroverts and 0.97 for the introverts. The table below summarizes these statistical findings:

Table.3.2.5. Summary of mean and standard deviation measures for the second scale.

| Scale Two | Group | N | Mean | SD |
|----------------------------|------------|----|------|------|
| Timing of error correction | Extroverts | 50 | 7.28 | 1.11 |
| | Introverts | 50 | 7.52 | 0.97 |

2. Inferential Statistics:

Applying the t-test formula, using SPSS, to these mean scores gives us a total t value of 1.15. (to = 1.15), as shown by table 11 below, which is smaller than the critical value of t ($t_c = 1.984$).

Table3.2.6. Summary of inferential statistics for the second scale.

| Group | N | Df | t-value | t-critical | P | H ₀ |
|------------|----|----|---------|------------|--------|----------------|
| Extrovert | 50 | 98 | 1.15 | 1.984 | < 0.05 | Accepted |
| Introverts | 50 | | | | | |

Thus, according to the findings of the present study, extrovert and introvert learners are not different in terms of their preferences for the timing of correction. Moreover, the results show that delayed correction, compared with immediate and postponed correction, is the most preferable timing of correction for both groups. It also reveals a slight difference between the two groups' preferences for immediate and postponed correction, in which the extroverts show some attention to immediate correction and just a little attention to postponed correction; whereas, the opposite is true for the introverts. However, generally saying, there is no statistically significant difference between the two groups in terms of "when" of correction. This fruitful conclusion leads us to accept the second sub-null hypothesis "H_{0b}".

Scale Three: Which Learners' Errors Should Be Corrected?

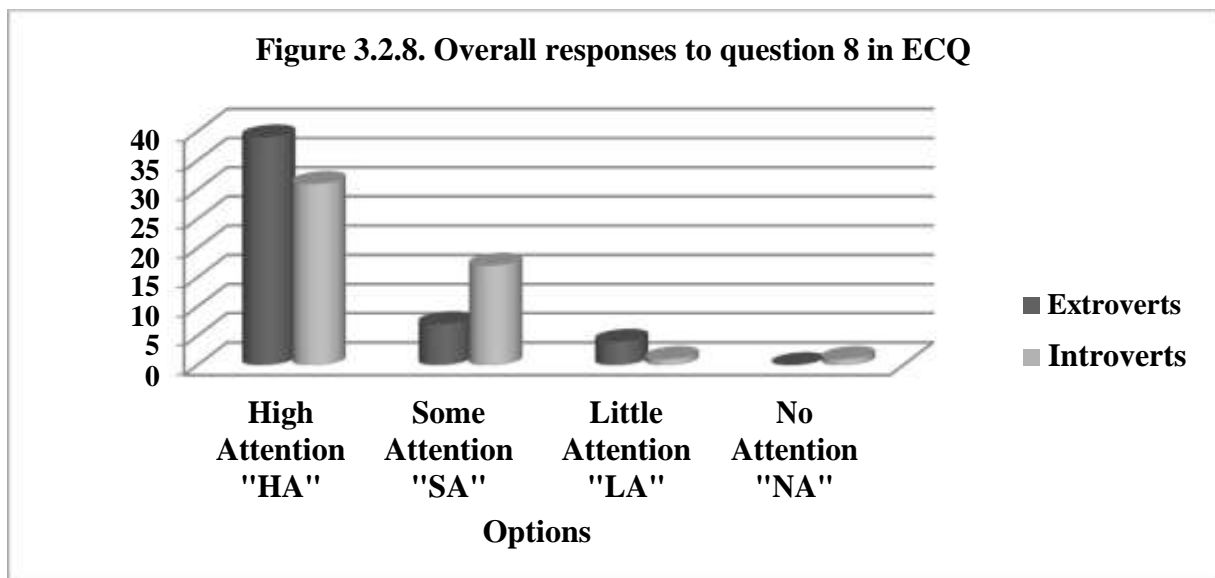
This scale aims to answer the third sub-question of the second research question: Is there any potential statistical difference between 2nd year EFL extroverted and introverted learners' in terms of their preferences for the types of errors they make during speaking? It is so important to find out which aspect of English as a foreign language "EFL" (grammar, pronunciation, vocabulary, pragmatics, and discourse) should receive the highest amount of attention when correcting the spoken errors to achieve a successful learning. Table 3.2.7 presents extrovert and introvert learners' preferences in this regard, followed by graphs to better comparison between the two groups.

Table 3.2.7. Extrovert and Introvert Learners' preferences for "Which of correction"

| Items | High Attention "HA" (F/P) | Some Attention "SA" (F/P) | Little Attention "LA" (F/P) | No Attention "NA" (F/P) | Total (F/P) |
|-------|------------------------------|---------------------------------|-----------------------------------|----------------------------|----------------|
| | | | | | |

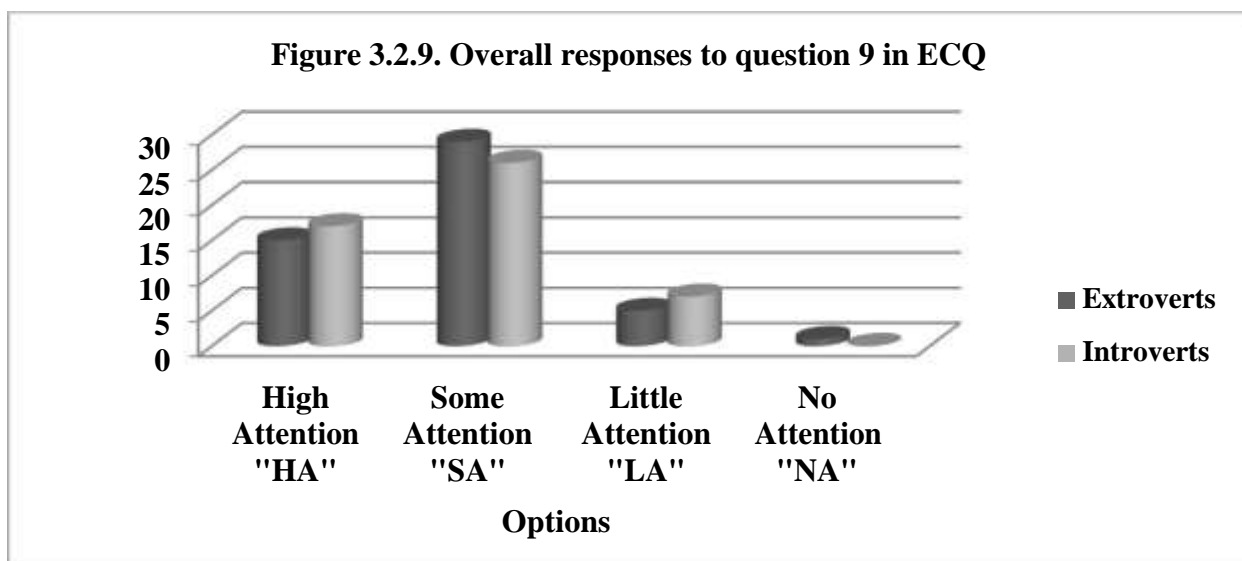
| | | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|------------|-----------|--------------|
| 8. Grammatical errors correction. | Ext | Int | Ext | Int | Ext | Int | Ext | Int | 50 (100%) |
| | 39 (78%) | 31 (62%) | 7 (14%) | 17 (34%) | 4 (8%) | 1 (2%) | 0 (0%) | 1 (2%) | |
| 9. Phonological errors correction. | 15 (30%) | 17 (34%) | 29 (58%) | 26 (52%) | 5 (10%) | 7 (14%) | 1 (2%) | 0 (0%) | 50 (100%) |
| 10. Vocabulary errors correction. | 33 (66%) | 27 (54%) | 11 (22%) | 15 (30%) | 6 (12%) | 8 (16%) | 0 (0%) | 0 (0%) | 50 (100%) |
| 11. Pragmatic errors correction. | 10 (20%) | 21 (42%) | 19 (38%) | 17 (34%) | 15 (30%) | 4 (8%) | 6 (12%) | 4 (8%) | 50 (100%) |
| 12. Inappropriate expressions correction. | 12 (24%) | 21 (42%) | 19 (38%) | 18 (36%) | 13 (26%) | 8 (16%) | 6 (12%) | 3 (6%) | 50 (100%) |
| 13. Discourse organization correction. | 17 (34%) | 15 (30%) | 14 (28%) | 22 (44%) | 17 (34%) | 12 (24%) | 2 (4%) | 1 (2%) | 50 (100%) |

The item number eight is concerned with grammatical errors correction. As the above tables and histograms show, 39 (78%) of the extroverts and 31 (62%) of the introverts state that grammar should be given high attention when correcting the spoken errors. Among the extroverts, 7 (14%) students say that it should be given some attention, and 17 (34%) of the introverts also state the same thing. Few numbers of the extroverts and the introverts who argue that correcting grammatical errors should be given little attention; 4 (8%), and 1 (2%) respectively. None of the extroverts, and just one introvert (2%) give no attention to this type of errors. Graph 3.2.8 will explain the result of this scale more.

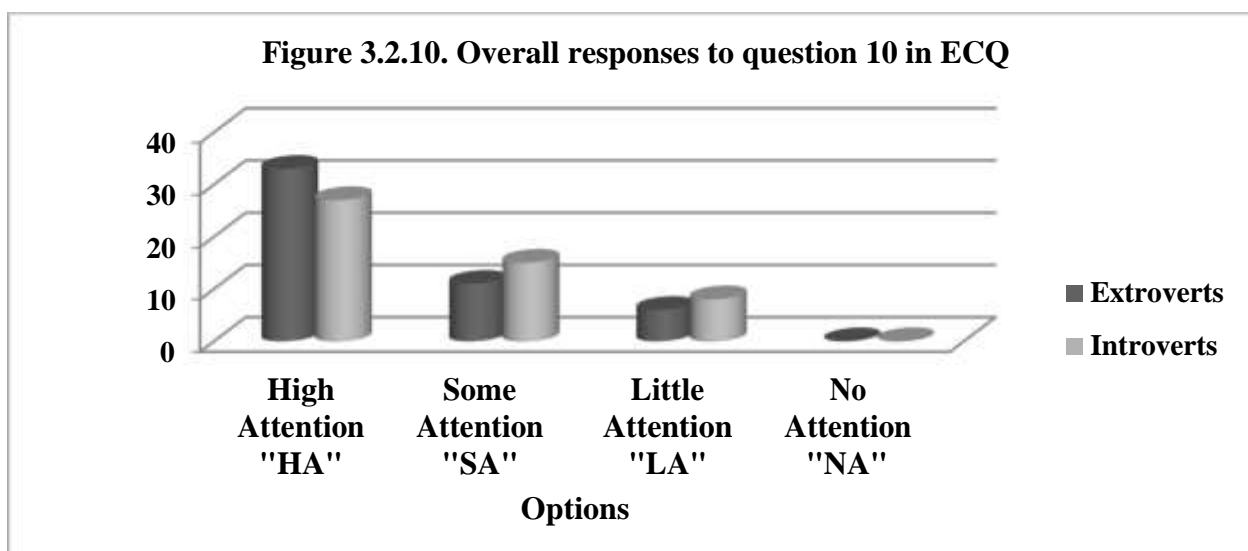


For the ninth item, 15 (30%) extroverts and approximately the same number of the introverts (seventeen) give high attention to phonological errors correction. The number of extroverts and

introverts who give some attention to this type of errors are 29 (58%) and 26 (52%), respectively. Instead, 5 (10%) extrovert students and 7 (14%) introvert students say that phonological errors correction should receive little attention. Only one “1” extrovert, and none of the introvert, who give no attention to it. Graph 3.2.9 will explain the result of this scale more.

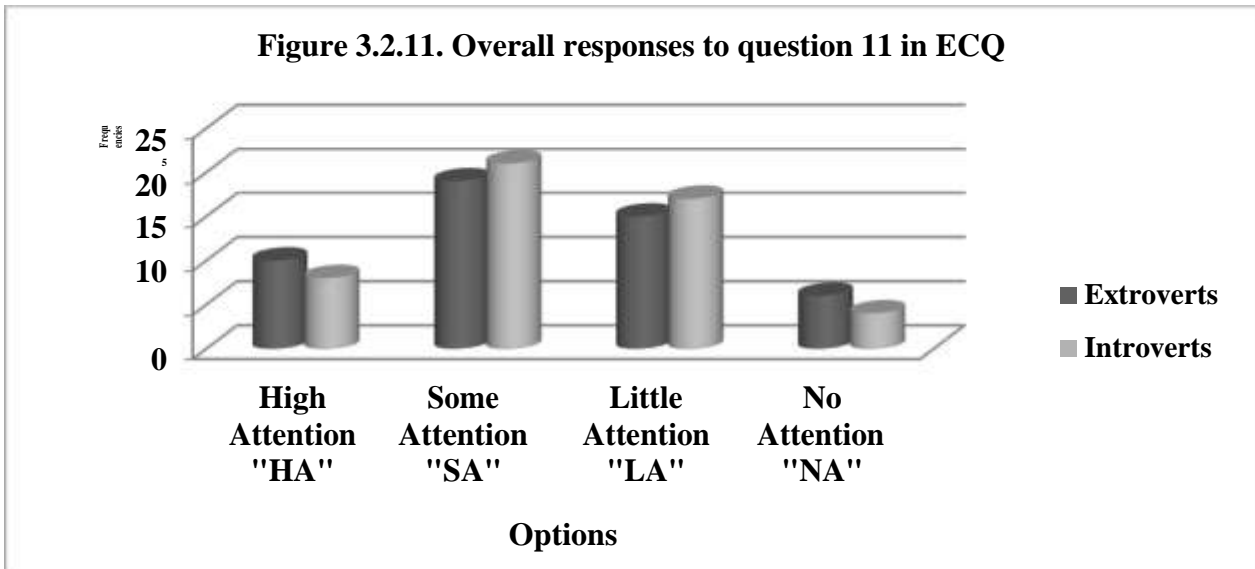


Up to the half of extroverted student (66%), and 27 (54%) introverted students say that vocabulary errors correction (item number 10) should receive high attention in English as a foreign language learning. Eleven (22%) extroverts and fifteen (30%) introverts give some attention to this spoken errors type. In addition, six (12%) extroverts and eight (16%) introverts state that it should receive little attention. Instead, none of the subjects chooses “No Attention” as a response. Graph 3.2.10 will explain the result of this scale more.

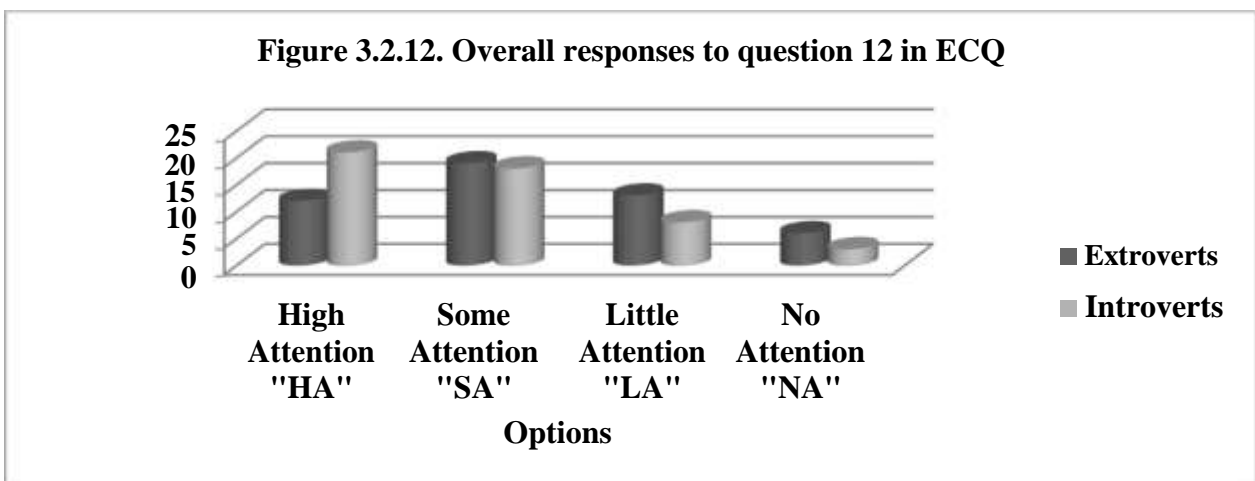


For item number 11, 10 (20%) out of 50 extroverts, and 8 (16%) introverts give high attention to pragmatic errors correction. Among the extroverts, 19 (38%) students who give some attention to correcting this type of errors. 21 (42%) introverts also give some attention to it. 15 (30%) extroverts

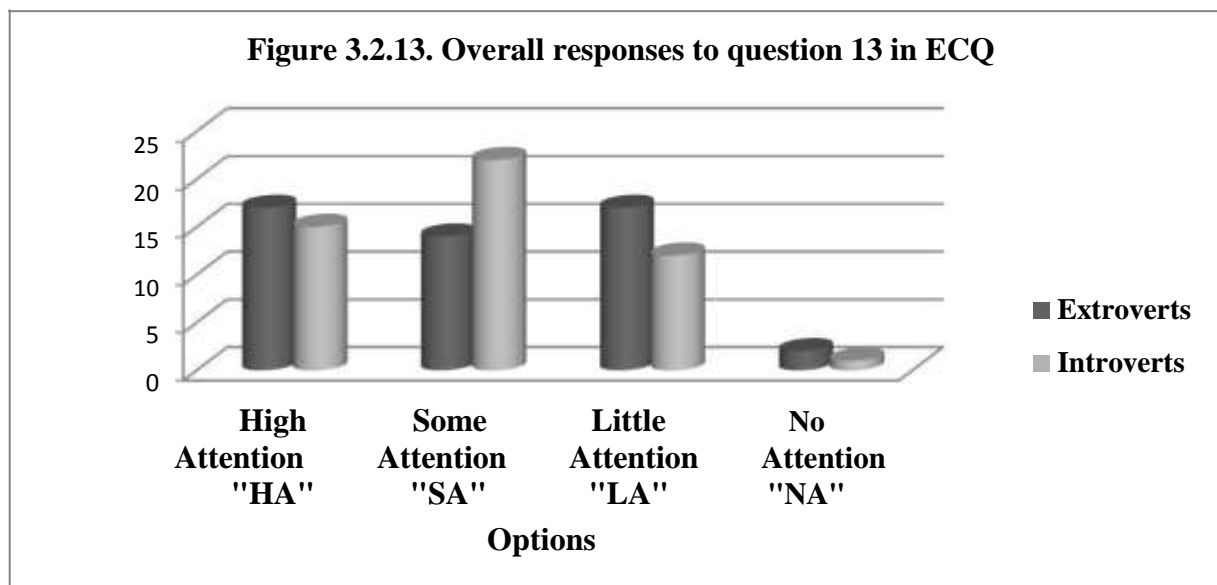
and approximately the same percentage of the introverts (34%) give little attention to it. Only 6 (12%) extroverts and 4 (8%) introverts who give no attention to pragmatic errors correction. Graph 3.2.11 will explain the result of this scale more.



With regard to item number 12, 12 (24%) extrovert students and 21 (42%) introvert students say that correcting the inappropriate expressions (e.g., when offering a drink in English: “would you like some coffee”? is more appropriate than “do you want to drink coffee”?) should be given high attention. The numbers of extroverts and introverts who give some attention to correcting this type of spoken errors are 19 (38%) and 18 (18%), respectively (approximately the same number). In addition, 13 (26%) extroverts and 8 (16%) introverts give little attention to it. Only 6 (12%) extroverts and 3 (6%) introverts who give no attention to it. Graph 3.2.12 will explain the result of this scale more.



For item number 13, 17 (34%) extroverts and 15 (30%) introverts say that correcting the organization of discourse (e.g., how to negotiate or persuade) should receive high attention. The numbers of extroverts and introverts who give some attention to correcting this type of oral errors are 14 (28%) and 22 (44%), respectively. Among 50 (100%) extroverts and 50 (100%) introverts, 17 (34%) and 12 (24%) students (respectively) state that it should be given little attention. In addition, only 2 (4%) extroverts and 1 (2%) introverts who give no attention to discourse organization correction. Graph 3.2.13 will explain the result of this scale more.



1.Descriptive Statistics:

For this scale “which of errors correction”, SPSS gives us mean scores of 11.3 for the extroverts and 11.04 for the introverts. It gives us also a standard deviation scores of for both subjects. In addition, modes scores were quantified, which are 10 for the extroverts and 11 for the introverts. The table below summarizes the obtained results for this section.

Table.3.2.8. Summary of mean and standard deviation measures of the third scale.

| Scale Three | Group | N | Mean | SD |
|-----------------------------|------------|----|-------|-------|
| “Which” of error correction | Extroverts | 50 | 11.3 | 2.59 |
| | Introverts | 50 | 11.04 | 2.285 |

2.Inferential Statistics:

Applying the t-test formula, using SPSS, to these mean scores gives us a total observed t value of (-0.53). Table 17 below is a summary of this statistical calculation.

Table3.2.9. Summary of inferential statistics for the third scale.

| Group | N | Df | t-value | t-critical | P | H _{0c} |
|------------|----|----|---------|------------|--------|-----------------|
| Extrovert | 50 | 98 | -0.53 | 1.984 | < 0.05 | Accepted |
| Introverts | 50 | | | | | |

Since the observed t value (to = -0.53) is smaller than the critical t value (tc = 1.984), we can conclude that there no significant statistical difference between extroverted and introverted learners in terms of their preferences for the types of errors to be corrected. To a long extent, they have a similar view on which areas of foreign language learning (e.g., grammar, vocabulary, and phonology) should receive more attention when correcting their spoken errors in order to better achieve accuracy and fluency. In more details, Both subjects state that “grammatical errors correction” should be devoted a high amount of attention and emphasis, with vocabulary errors closely following it. In addition, they give some attention to phonological and pragmatic errors correction, and a little attention, however, to discourse and inappropriate expressions errors correction. Hence, this fruitful conclusion leads us to accept the third sub-null hypothesis “H_{0c}”.

Scale Four: How Should Errors Be Corrected?

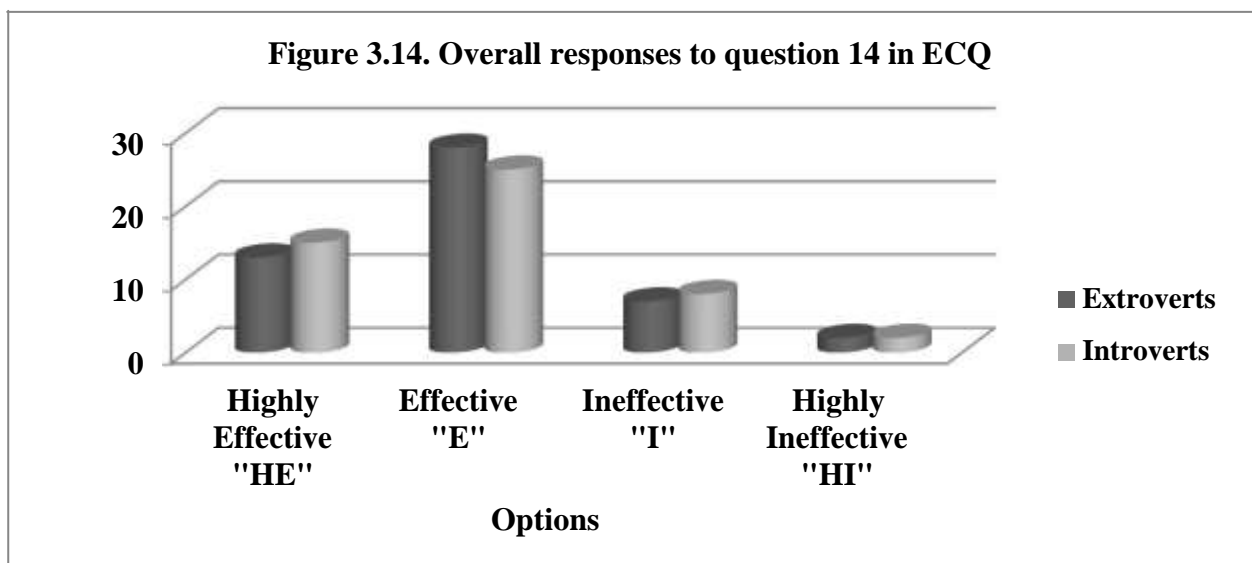
This scale mainly aims to answer the fourth sub-question of the second research question: Is there any potential statistical difference between 2nd year EFL extroverted and introverted learners' in terms of their preferences for spoken errors correction techniques? Table 3.2.10 shows extrovert and introvert learners' preferences with regard to correction methods.

Table 3.2.10. Extroverted Learners' preferences for spoken errors correction techniques

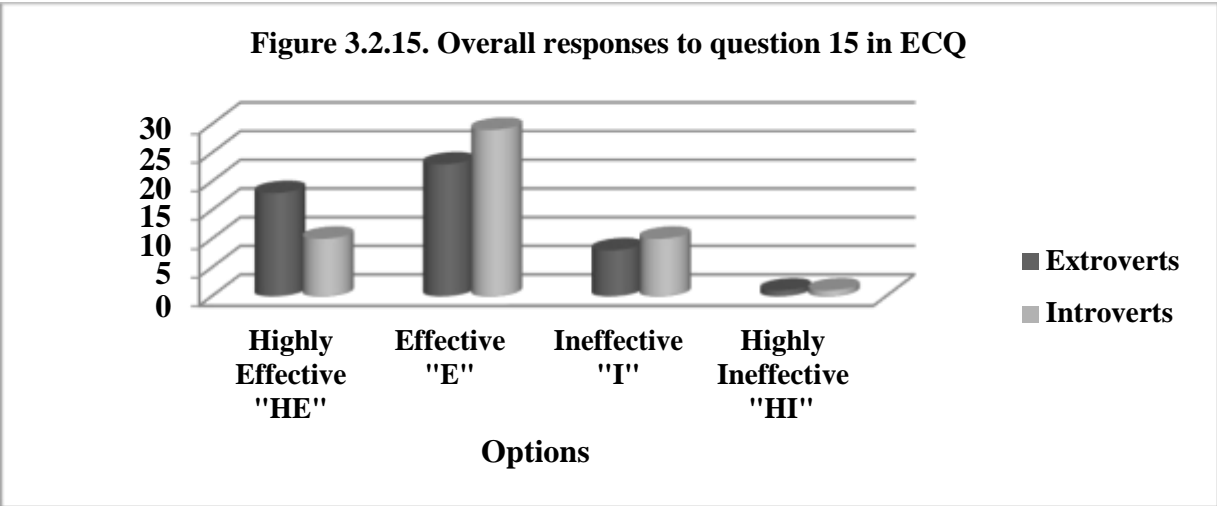
| Items | Highly Effective “HE” (F/P) | | Effective “E” (F/P) | | Ineffective “I” (F/P) | | Highly Ineffective “HI” (F/P) | | Total (F/P) |
|----------------------------|-----------------------------|-------------|---------------------|-------------|-----------------------|-------------|-------------------------------|------------|--------------|
| | Ext | Int | Ext | Int | Ext | Int | Ext | Int | |
| 14. Recast. | 13 (26%) | 15 (30%) | 28 (56%) | 25 (50%) | 7 (14%) | 8 (16%) | 2 (4%) | 2 (4%) | 50 (100%) |
| 15. Clarification Request. | 18 (36%) | 10 (20%) | 23 (46%) | 29 (58%) | 8 (16%) | 10 (20%) | 1 (2%) | 1 (2%) | 50 (100%) |
| 16. Repetition. | 10 (20%) | 12 (24%) | 26 (52%) | 27 (54%) | 13 (26%) | 8 (16%) | 1 (2%) | 3 (6%) | 50 (100%) |
| 17. Elicitation. | 5 (10%) | 4 (8%) | 20 (40%) | 24 (48%) | 20 (40%) | 17 (34%) | 5 (10%) | 5 (10%) | 50 (100%) |

| | | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|--------|--------|--------------|
| 18. Metalinguistic Feedback. | 15 (30%) | 10 (20%) | 20 (40%) | 22 (44%) | 13 (26%) | 16 (32%) | 2 (4%) | 2 (4%) | 50 (100%) |
| 19. Clarification Request+ Elicitation (Body language). | 12 (24%) | 11 (22%) | 20 (40%) | 27 (54%) | 16 (32%) | 9 (18%) | 2 (4%) | 3 (6%) | 50 (100%) |
| 20. Explicit Correction. | 8 (16%) | 10 (20%) | 24 (48%) | 24 (48%) | 15 (30%) | 14 (28%) | 3 (6%) | 2 (4%) | 50 (100%) |

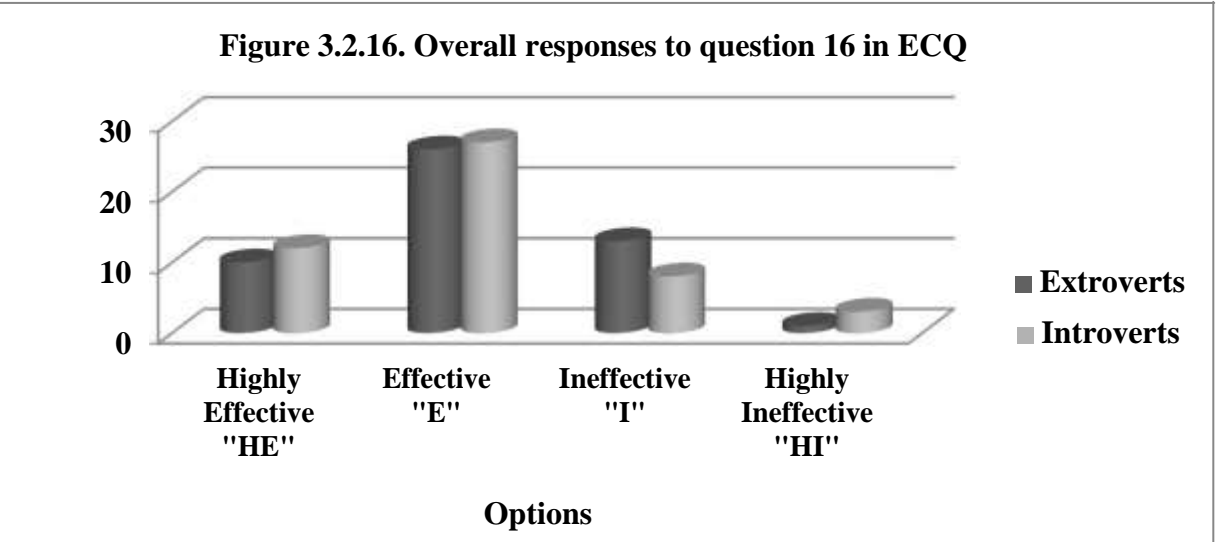
The first correction technique is about recast (item number 14). The numbers of extroverts and introverts who say that recast is highly effective are approximately the same (13 "26%" and 15 "30%", respectively). Among extroverts, 28 (56%) learners state that it is effective in EFL learning. The half of introverted learners (50%) also prefer this method of correction. Seven (14%) of the extroverts and 8 (16%) of the introverts say that it is an ineffective technique to be applied in EFL teaching-learning process. The same numbers of both subjects "2" (4%) who choose "Highly Ineffective" as a response. Graph 3.2.14 will explain the result of this scale more.



Clarification request (item number 15) is preferred by 18 (36%) extroverts and 10 (20%) introverts, in which they say that it is highly effective correction technique. 23 (46%) extroverts and more than the half of introverts "29 (58%)" see it as an effective manner to be applied. Instead, in the extroverts group, only 8 (16%) participants who say that clarification request is an ineffective method in correcting the spoken errors. 10 (20%) introverts also choose the same response. In addition, only one student (2%) in both groups states that it is highly ineffective. Graph 3.2.15 will explain the result of this scale more.



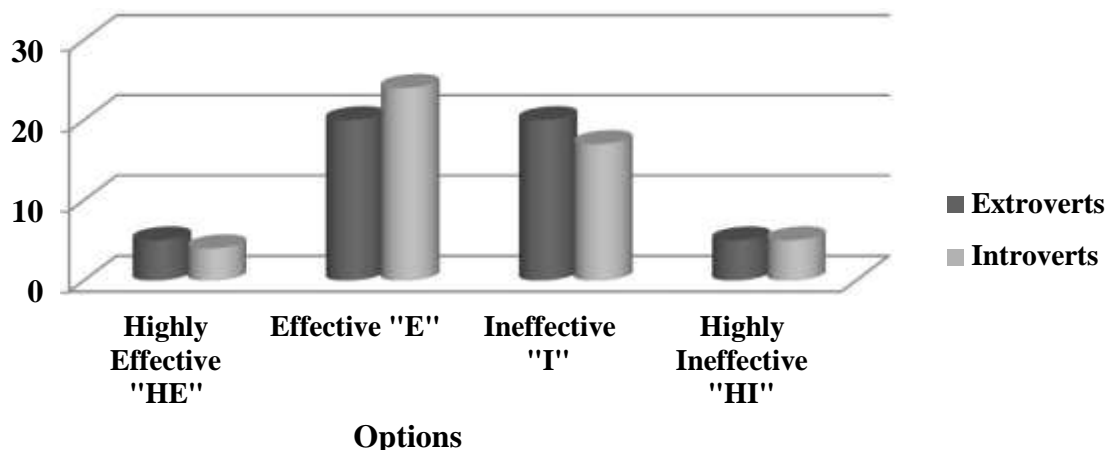
For item number 16, 10 (20%) extroverts and 12 (24%) introverts see repetition as a highly effective technique in correcting EFL students errors during speaking. Almost the same number of



extroverts and introverts (26 “52%” and 27 “54%” respectively) who see it as an effective tool. However, 13 (26%) extroverts say that it is an ineffective correction technique, and only one of them chooses “Highly Ineffective” as a response. In addition, 8 (16%) introverts and 3 (6%) of them who choose the previous two options, respectively. Graph 3.2.16 will explain the result of this scale more.

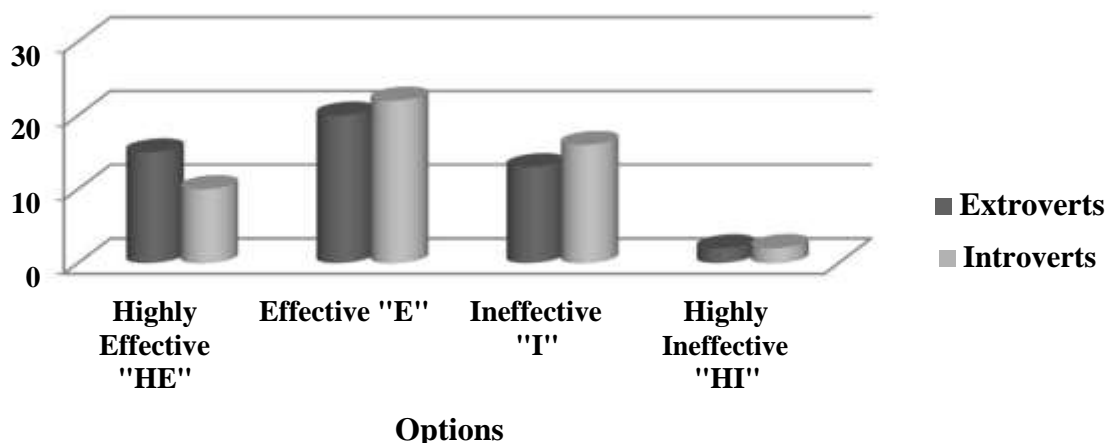
With regard to the 17th item, 20 (40%) introverts and 24 (48%) introverts choose “Effective” as a response to express their preference to elicitation technique. Instead, only 5 (10%) extroverts and 4 (8%) extroverts who choose “Effective” option with a high emphasis. Among the extroverts, 20 (40%) say that this technique is ineffective. 17 (34%) introverts also say the same thing. Furthermore, the same number in both groups (5 “10 %”) who see it as a highly ineffective method in EFL learning. Graph 3.2.17 will explain the result of this scale more.

Figure 3.2.17. Overall responses to question 17 in ECQ



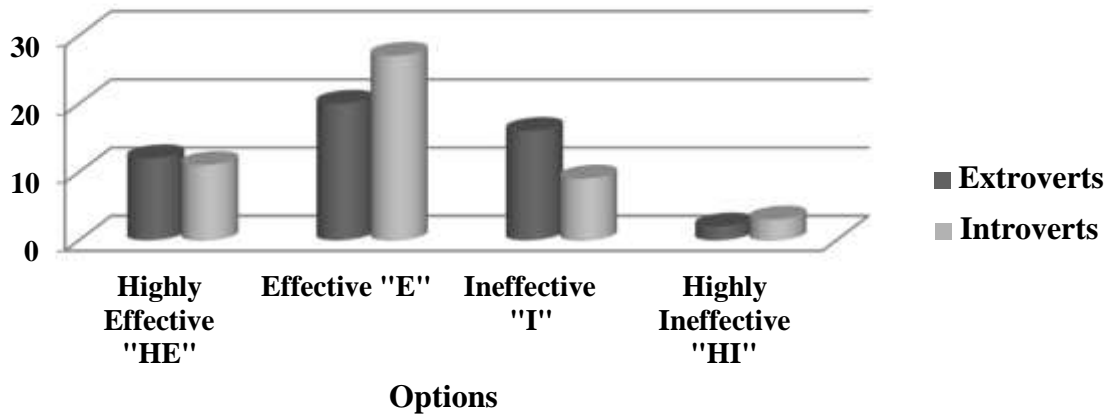
Metalinguistic feedback (item number 18) is seen as highly effective correction technique by 15 (30%) extroverts and 10 (20%) introverts. 20 (40%) introverts and 22 (44%) extroverts also see it as an effective method. Nevertheless, 13 (26%) extroverts and 16 (32%) introverts say that it is ineffective. In addition, 2 (4%) students in each group choose “Highly Ineffective” as a response. Graph 3.2.18 will explain the result of this scale more.

Figure 3.2.18. Overall responses to question 18 in ECQ



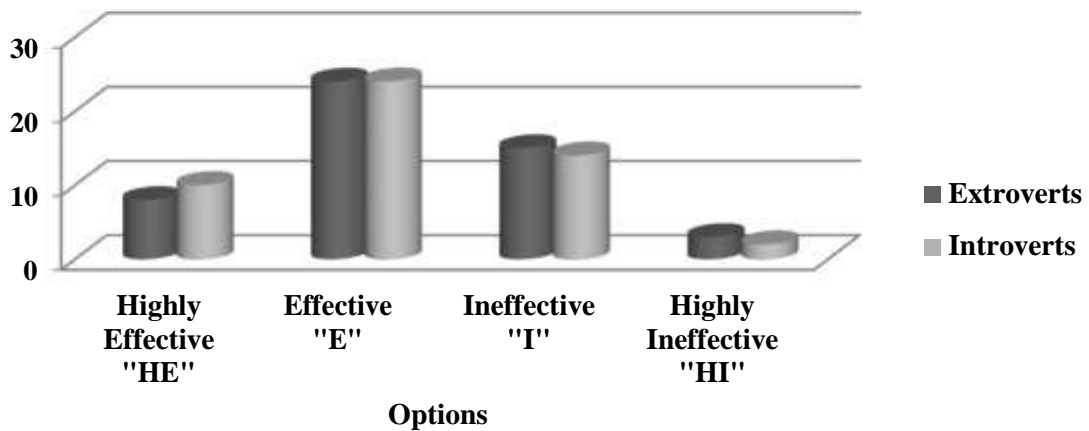
The 19th item is a combination of two correction techniques; clarification request and elicitation. It is about using body language (gestures, facial expressions, etc) when trying to correct such type of spoken errors that learners make. 24 (48%) extroverts and 11 (22%) introverts state that this type of correction is highly effective. The numbers of extroverts and introverts who choose “Effective” as a response are 20 (40%) and 27 (54%) respectively. However, 16 (32%) extroverts and 9 (18%) introverts say that it is an ineffective method. In addition, only 2 (4%) extroverts and 3 (6%) introverts who state the same thing with a high emphasis. Graph 3.2.19 will explain the result of this scale more.

Figure 3.2.19. Overall responses to question 19 in ECQ



The last correction technique to be discussed in this study is explicit correction. Only 8 (16%) extroverts and 10 (20%) introverts who choose “Highly Effective” as a response. 24 (48%) students in both groups state that this technique is effective. Instead, 15 (30%) extroverts and 14 (28%) introverts say that it is ineffective. Only three (6%) extroverts and two (4%) introverts who choose “Highly Ineffective” as a response. Graph 3.2.20 will explain the result of this scale more.

Figure 3.2.20. Overall responses to question 20 in ECQ



1.Descriptive Statistics:

When quantifying the responses of participants, the SPSS gives us mean scores of 14.9 for the extroverts, and 14.96 for the introverts. It gives also a standard deviation scores of 2.74 for the extroverts and 2.26 for the introverts. In addition to mode scores of 16 for the extroverts, and 15 for the introverts. The following table summarizes these statistical calculations.

Table.3.2.11. Summary of central tendency measures of the fourth scale.

| Scale Four | Group | N | Mean | SD |
|------------|-------|---|------|----|
|------------|-------|---|------|----|

| | | | | |
|---------------------------|------------|----|-------|------|
| “How” of error correction | Extroverts | 50 | 14.9 | 2.74 |
| | Introverts | 50 | 14.96 | 2.26 |

2. Inferential Statistics:

Applying the t-test formula, using SPSS, to these mean scores gives us a total observed t value of 0.119. Table 17 below is a summary of this statistical calculation.

Table3.2.12. Summary of inferential statistics for the fourth scale.

| Group | N | Df | t-value | t-critical | P | H ₀ d |
|------------|----|----|---------|------------|--------|------------------|
| Extrovert | 50 | 98 | 0.119 | 1.984 | < 0.05 | Accepted |
| Introverts | 50 | | | | | |

Hence, as the above table show, since the observed “ t ” value ($t_o = 0.119$) is smaller than the critical “ t ” ($t_c = 1.984$), we can conclude that there is no significant statistical difference between the extroverted and introverted learners’ preferences for spoken errors correction techniques. In more depth, the most preferable correction techniques for both subjects are recast, clarification request, and repetition; at very close rates, then metalinguistic feedback and clarification request+elicitation following them. Instead, the least preferable technique for both groups is elicitation. This fruitful conclusion leads us to accept the fourth sub-null hypothesis “H₀d”.

Scale Five: Who Should Correct Learners’ Errors?

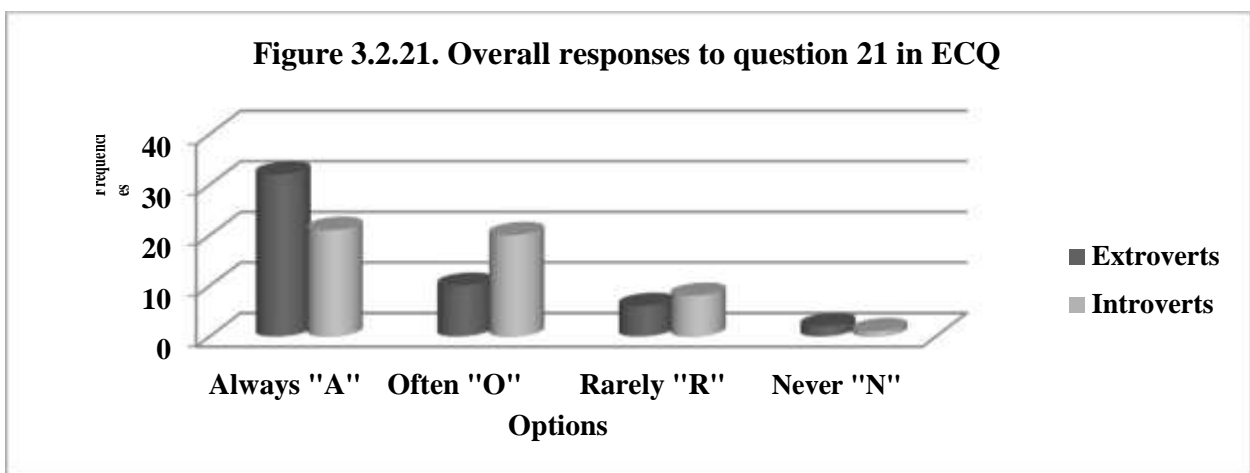
This scale aims at answering the fifth sub-question of the second research question: Is there any potential difference between extroverted and introverted learners’ preferences for the person who should correct their spoken errors? The table below summarize the extroverted and introverted learners’ responses, including frequencies (F) and percentages (P), and well-illustrated graphs following them.

Table 3.2.13. Extrovert an Introvert learners’ preferences for “Who” of correction

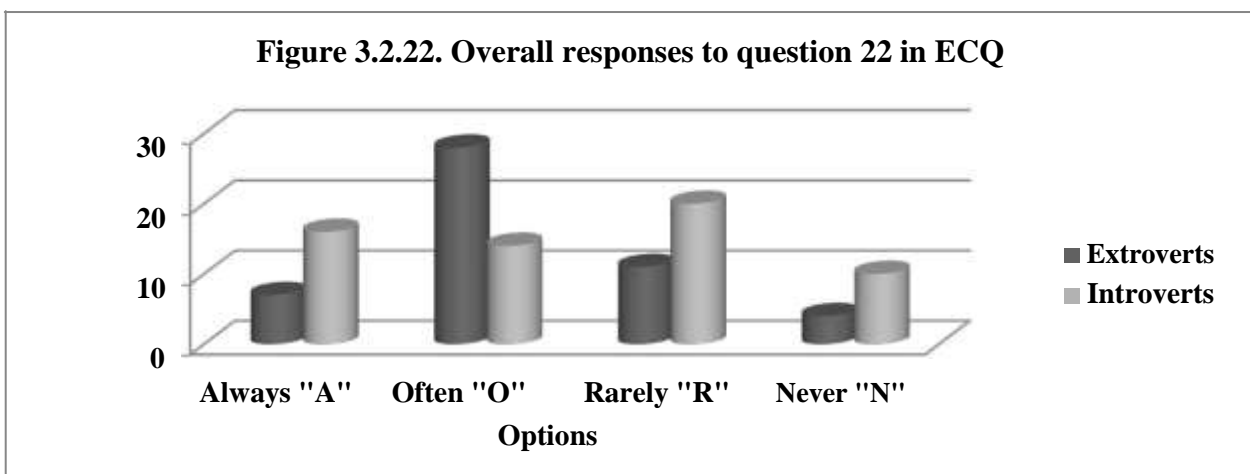
| Items | Always “A” (F/P) | | Often “O” (F/P) | | Rarely “R” (F/P) | | Never “N” (F/P) | | Total (F/P) |
|---|------------------|-------------|-----------------|-------------|------------------|-------------|-----------------|-------------|--------------|
| | Ext | Int | Ext | Int | Ext | Int | Ext | Int | |
| 21. How often would you like to be corrected by your teacher? | 32 (64%) | 21 (42%) | 10 (20%) | 20 (40%) | 6 (12%) | 8 (16%) | 2 (4%) | 1 (2%) | 50 (100%) |
| 22. How often would you like to be corrected by your peers? | 16 (32%) | 16 (32%) | 28 (56%) | 14 (28%) | 11 (22%) | 20 (40%) | 4 (8%) | 10 (20%) | 50 (100%) |

| | | | | | | | | | |
|--|-------------|-------------|-------------|------------|------------|-----------|-----------|-----------|--------------|
| | | | | | | | | %) | |
| 23. How often do you like to be corrected by yourself? | 26 (52%) | 42 (84%) | 11 (22%) | 6 (18%) | 9 (18%) | 1 (2%) | 4 (8%) | 1 (2%) | 50 (100%) |

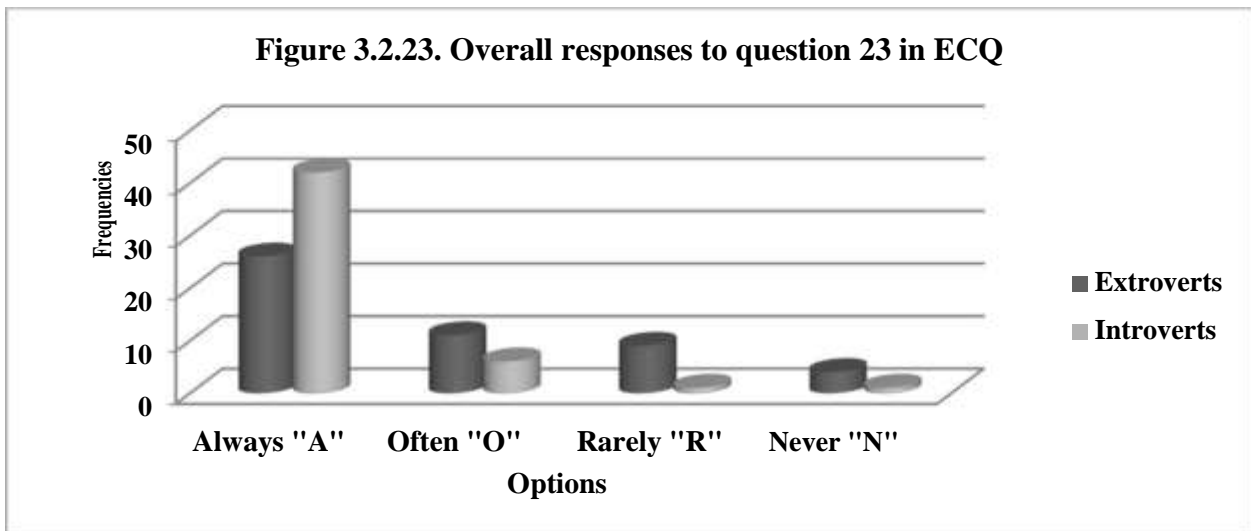
Item number 21 pertains to “teacher correction”. A total number of 32 (64%) extroverts and 21 (42%) introverts prefer to be corrected by their teacher permanently (always). 20 (40%) in each group like to be corrected predominately (often). Whereas, 6 (12%) extroverts and 8 (16%) introverts rarely want this way of correction. Only 2 (4%) extroverts and 1 (2%) introverts who never prefer it. Graph 3.2.21 will illustrate more the result of this scale.



Among the extroverts, only 7 (14%) who prefer to be corrected by their peers “peer correction” (item number 22) permanently. 16 (32%) introverts also choose “Always” as a response. 28 (56%) extroverts and 14 (28%) introverts “often” like to be corrected by their colleagues. Instead, the numbers of extroverts and introverts who rarely want it are 11 (22%) and 20 (40%), respectively. Only, 4 (8%) extroverts who choose “Never” as a response. 20 (40%) introverts also choose the same option. Graph 3.2.22 will illustrate the result of this scale more.



Item number 23 is devoted to “self-correction”. 26 (52%) extroverts and 42 (84%) introverts always prefer their spoken errors to be corrected by themselves. The number of extroverts and introverts who often like this way of correction are 11 (22%) and 6 (12%), respectively. 9 (18%) extroverts and 1 (2%) introverts say that they rarely prefer it. Only 4 (8%) extroverts and 1 (2%) introverts who never want this correction type. Graph 3.2.23 will explain the results of this scale more. Graph 3.2.23 will illustrate more the result of this scale.



1.Descriptive Statistics:

When quantifying the responses of participants, the SPSS gives us mean scores for the extroverts, and for the introverts. It gives also standard deviation scores of 1.85 for the extroverts and for the introverts. The following table summarizes these statistical calculations.

Table.3.2.27. Summary of mean and standard deviation measures of the fifth scale.

| Scale Five | Group | N | Mean | SD |
|---------------------------|------------|----|------|------|
| “Who” of error correction | Extroverts | 50 | 5.58 | 1.85 |
| | Introverts | 50 | 5.66 | 1.52 |

2. Inferential Statistics:

Applying the t-test formula, using SPSS, to these mean scores gives us a total observed *t* value of 0.08. Table 17 below is a summary of this statistical calculation.

Table3.2.30. Summary of inferential statistics for the fifth scale.

| Group | N | Df | t-value | t-critical | P | H _e |
|-----------|----|----|---------|------------|--------|----------------|
| Extrovert | 50 | 98 | 0.08 | 1.984 | < 0.05 | Accepted |

| | | | | | | |
|------------|----|--|--|--|--|--|
| Introverts | 50 | | | | | |
|------------|----|--|--|--|--|--|

So that, the obtained result from SPSS of t-value ($t_o=0.08$); which is smaller than the t-critical ($t_c=1.984$) lead us to infer that there is no significant statistical difference between extroverted and introverted learner in terms of their preferences for the person who is responsible for the correction of their errors. Both groups had classified “peer correction”, compared with teacher correction and self-correction, as the least preferable manner. Instead, they prefer to be corrected by their teacher or by themselves more. In this study, as the above tables of frequencies and percentages show, there is a slight difference the two groups, in which the extroverts prefer to be corrected by their teacher following by themselves; whereas, the introverts prefer self-correction more than teacher correction. However, this cannot be considered as a significant difference. This fruitful conclusion leads us to accept the null hypothesis “ H_o ”.

3.4. Discussion :

To achieve the objectives of the present study, two main research questions were posed. The research questions included; first, “Is there any statistically significant difference between extrovert and introvert second-year EFL learners’ attitudes towards and preferences for oral error correction?”; and second, “What are the extrovert and introvert second-year EFL learners’ general preferences for oral error correction?”

On one hand, **The first main research question** was addressed through a semi-structured interview. It is answered by all the items 1, 2, 3, 4, 5, 6, 7, 8, and 9 in the students' interview, and the following results were obtained:

First, it was found that both extrovert and introvert second year EFL students- at Mouhamed Bou-Dhiaf, M’sila University- emphasize on the necessity of spoken errors correction because, according to them, it contributes significantly in eliminating their errors in order to achieve a high degree of English proficiency.

Second, the results show that both groups strongly agree with correcting all of their spoken errors because they want to realize a high level of fluency and accuracy in speaking English as a Foreign Language.

Third, it was revealed that almost all extrovert and introvert second-year EFL learners agree with the idea that “constant error correction during OE sessions causes fatigue and frustration” because they think that it will make them afraid from repeating the same errors, and will eliminate their desire to learn English.

It was also found that the most preferable correction timing for both groups is delayed correction; just after finish speaking. According to them, it makes them feel less stressed and get a better accommodating for their errors correction provided by the teacher.

Moreover, it was demonstrated that both extrovert and introvert second-year EFL learners show a strong agreement with grammatical and vocabulary errors correction. They consider grammar and vocabulary as the two essential substrates which have a significant role in oral communication successfulness, and thus achieve a better EFL learning.

The findings were also found that almost all extrovert and introvert students strongly agree with clarification request, giving a considerable amount of attention to repetition and recast techniques. They believe that the teacher is more polite when providing the correction implicitly; they feel more comfortable.

Furthermore, it was revealed that prefer their teacher to correct their spoken errors, either directly or indirectly because they consider the teacher as the guide of the teaching-learning process since they are learning a foreign language. Instead, they show some attention to self-correction if it is preceded by their teacher guide (giving hints); so they consider it as insufficient. However, they show very little or no attention to peer correction because they will feel some kind of superiority and inferiority.

On the other hand, **the second research question**, which is divided into five sub-questions, were addressed through Error Correction Questionnaire and the following results were obtained:

The first sub-question, “ Is there any statistically significant difference between extrovert and introvert second year EFL learners’ attitudes towards the necessity of spoken errors correction? ”, were answered by items 1, 2, 3, and 4. Based on data analysis procedure, it was found that there is no significant different difference between the extrovert and introvert second year EFL learners’ attitudes towards the necessity of correction. This result is similar to Kelahsarayi (2014) one, in which he states that both extroverts and introverts agree with the necessity of correction. This is also in line with what Cathcart and Olsen (1976), Nasu (1981), Chenoweth, et al (1983), Lim (1990), McCargar (1993), Oladejo (1993), Beech (1995), Bang (1999), Schulz (2001), and Papangkorna (2015) have found, in which they state that, generally speaking, EFL students have positive attitudes toward correction. Tables 3 and 4, however, show that the two groups do not agree with constant error correction as it causes fatigue and frustration. On one hand, this result is supported by Kelahsarayi (2014), and Zhu (2010), in which they state that constant error correction annoys, distract and discourage the students. On the other hand, it is not in the same line with

Oladejo (1993); who finds that “the majority of the learners disagree with the view that constant error correction could frustrate the learner and inhibit his willingness to perform in the language” (p.78), and Papangkorna (2015).

The second sub-question, “Is there any statistically significant difference between extrovert and introvert second year EFL learners preferences for correction time?” was answered by the items 5, 6, and 7 in the questionnaire. It was revealed that there is no significant difference between the two groups’ in terms of their preferences for correction time, in which both prefer delayed correction over postponed and, immediate correction. These findings is underpinned by Beech (1995), Rostami and Shariati’s (2003), Kelahsarayi (2014), and Livingstone (2015). Papangkorna (2015) also finds that “after finishing speaking is the most appropriate time to correct SSRUIC students’ spoken errors regardless whether the focus is on accuracy or fluency”(p.1844). In his study, Tomczyk (2013), however, finds that “the number of adherents of the immediate correction among the students is 45.20%, and 54,40% of the learners would like the teacher to delay his or her correction”.

The third sub-question, “Is there any statistically significant difference between extrovert and introvert second year EFL learners preferences for oral errors types to be corrected?” was answered by the items 8, 9, 10, 11, 12, and 13 in the questionnaire. It was found that there is no statistically significant difference between the two groups with regard to “Which of correction”. The most preferable errors type to be corrected is “grammatical errors”, with “vocabulary errors” closely following it. In addition, they give some attention to phonological and pragmatic errors correction, and a little attention, however, to discourse and inappropriate expressions errors correction. This result is supported by Lim (1990, cited in Oladejo, 1993, p.79), in which he found that grammar and vocabulary errors were indicated by the majority of the learners as deserving high attention. Kelahsarayi (2014), in his study, also found no significant difference between extroverted and introverted learners with this regard. However, he revealed that “the highest attention in the correction of errors in speech should be devoted to errors of vocabulary, with pronunciation errors closely following it. Grammatical errors, however, should receive the least amount of attention” (p.279). However, Azar and Molavi (2012) reveal that students have paid a high attention to grammatical and phonological errors. Instead, the most preferable errors types for other students are pragmatics and phonological ones (Katayama, 2007; Eyengho & Fawole, 2017). Moreover, Oladejo (1993) results show the following order of students preferences she investigated: organization of ideas, Grammatical errors, vocabulary errors, pronunciation errors, spelling and punctuation errors.

The fourth sub-question, “Is there any statistically significant difference between extrovert and introvert second year EFL learners’ preferences for oral error correction techniques?” was

answered by items 14, 15, 16, 17, 18, 19, and 20 in the questionnaire. It was found that there is no significant difference between the two groups with regard to “How of correction”. For them, the most preferable correction techniques are clarification request, repetition, and recast, at very close rates; instead, the least preferable one is elicitation. These findings are almost underpinned by Kelahsarayi (2014) who found no difference with this regard; however, in which clarification request is the most preferable correction technique, and metalinguistic feedback as the least preferable one. Acosta (2007) asserted that reformulation (recast) is the most preferable technique for the students, and clarification request as the least preferable one. Furthermore, Oladejo (1993) states that metalinguistic feedback and explicit correction are the most preferable technique for the students.

The fifth sub-question, “Is there any statistically significant difference between extrovert and introvert second year EFL learners’ preferences for who should correct their spoken errors ?” was answered by items 21, 22, and 23 in the questionnaire. It was revealed that there is no statistically significant difference between the two groups’ preferences with regard to “Who of correction”, in which both strongly emphasize teacher correction as the most preferable. Instead, some attention is paid to self-correction, and no attention to peer correction. These results are in line with Kelahsarayi (2014) who argue that there is no significant difference between the two subjects in this regard. He also pointed out that teacher correction is the most preferable approach with self-correction following it, and peer correction is the least preferred practice. A similar outcome has been also found by Acosta (2007), Zhu (2010), Azar and Molavi (2012), Tomczyk (2013), and Papangkorna (2015). However, Livingstone (2015) asserts that students agree with both teacher correction and peer correction taking place in the language classroom.

As a result, the previous findings answer the main research question “Is there any statistically significant difference between extrovert and introvert second year EFL learners attitudes towards and preferences for oral error correction?” and confirm the null hypothesis “there is no statistically significant difference between extrovert and introvert second year EFL learners- at Mouhammed Bou-Dhiaf, M’sila University- preferences for oral error correction.

3.5. Pedagogical Implications and Recommendations For Practice

Based on the achievable results of the present study, a number of implications are suggested to EFL teachers which would contribute to treat the problem discussed and improving learning as well as teaching processes in the OE classrooms. Using SPSS, the findings revealed that there is no difference between extroverts and introvert second-year EFL learners’ - at Mouhammed Bou-Dhiaf,

M'sila University- preferences for oral error correction, including Hendrickson's (1978) Five Question About Error Correction "Should learner errors be corrected? When? Which? How? Who to correct?". Although they both emphasize on the necessity of error correction, they disagree with constant error correction. They both prefer to be corrected by their teacher (either directly or indirectly) just after finish speaking, giving more attention to grammatical and vocabulary errors, and a great emphasis on clarification request correction technique.

Hence, researchers would like to recommend all OE teachers to raise their awareness about their students' attitudes, needs, and preferences for oral error correction. Moreover, the teachers are expected to adjust the employed correction techniques that affect positively on students' attitudes which, in turn, contributes significantly in teaching-learning successfulness.

As Nunan (1986, p.3) claimed that "If we are to be really learner-centred, then the subjective needs and attitudes of the learner must be taken into consideration". To do this, it is recommended that teachers provide an ECQ at the beginning of the course. If they are aware of learners' preferences for oral error correction (including the necessity, when, which, how, and who of correction), they can help them to remove some affective variables that interrupt FL learning process. In other words, Teachers can provide a positive and warm environment in the classroom to better improve their students' fluency and accuracy in speaking EFL.

3.6. Suggestions For Further Research

This research has collected quantitative and qualitative data from only second-year English students in the English Language and Literature department at Mohammed Bou-Dhiaf, M'sila University. It is suggested that future research should consider participants from other English departments at other Universities, in order to gain more in-depth insights about extrovert and introvert learners' attitudes towards and preferences for oral error correction. Moreover, since the research in personality has been paid a little attention, it was suggested for future research to investigate learners' attitudes towards and preferences for oral error correction in relation to other personality variables, in particular, or to other individual differences, in general. Besides, future research studies can apply more than two data collection means, in order to collect more valid and reliable data. Finally, the conducted study is only descriptive-comparative; therefore, it will be better if future researchers conduct a correlational research for the sake of finding out the relationship between personality traits (extroversion/ introversion) and students' attitudes towards and preferences for oral error correction.

Conclusion

This chapter has tackled many aspects that are quite important as it added a lot to the work. The researchers have initiated this chapter with the data analysis and interpretation; they have begun with analyzing and interpreting the data collected from the Eysenck Ext/Int and EQ questionnaires, then moved to the analysis and interpretation of the data collected from the semi-structured interview. Afterwards, the researcher has dealt with the discussion of the findings obtained from both ECQ and the interview, in which some quotations and citations, to support what was found in the studied context, has been provided then has drawn some conclusions that answered the research questions. Finally, the researchers have tackled the implications and recommendations part, as well as some suggestions for further research.

General Conclusion

The ability to speak English as a Foreign Language (EFL) fluently and accurately is considered as an important skill in the academic development. In order to achieve this skill, it is very necessary to correct learners' spoken errors. However, before doing that, teachers should take their learners' attitudes and preferences into account. This study has been conducted to compare and contrast between extrovert and introvert learners' attitudes towards and preferences for oral error correction, including should, when, which, how, and who of correction, quantitatively and qualitatively. To achieve this aim, two main research questions have been aroused. **RQ1:** "What are the extrovert and introvert second-year EFL learners' attitudes and preferences for oral error correction including should, when, which, how and who of correction?"

RQ2: "Is there any statistically significant difference between extrovert and introvert second year EFL learners' attitudes towards and preferences for oral error correction?" This question is followed by five sub-questions:

- a. Is there any significant difference between extrovert and introvert learners' attitudes towards the necessity of correction?
- b. Is there any significant difference between extrovert and introvert learners' preferences for the time of correction?
- c. Is there any significant difference between extrovert and introvert learners' preferences for the errors types to be corrected when speaking?
- d. Is there any significant difference between extrovert and introvert learners' preferences for oral error correction techniques?
- e. Is there any significant difference between extrovert and introvert learners' preferences for the person who should correct their oral errors?

The current investigation has carried out a descriptive-comparative research design, in which a mixed methods approach has been adopted- combining the quantitative and qualitative methods together. First, in order to measure the degree of personality type, Eysenck Extroversion/Introversion Questionnaire (in a form of a test) has been used for 135 out of 147 second-year students in the department of English Language and Literature at Mouhammed Bou-dhiaf, M'sila University, who were randomly selected. Second, in order to answer the first research question a semi-structured interview has been administrated to 10 students (5 extroverts and 5 introverts) who were purposefully selected, in which depth insights have been obtained. Moreover, a structured questionnaire named Error Correction Questionnaire (ECQ) has been used for 100 (50 extroverts

and 50 introverts) out of 135 students who had filled the personality test in order to answer the second research question- including its minor questions. To release a high degree of reliability and validity, all research tools were pilot tested before administrating them.

On one hand, the semi-structured interview has been analyzed qualitatively using thematic analysis, in which more insights have been obtained. Based on data analysis procedure, it was revealed that both groups have a positive attitude towards oral error correction because they want to master EFL speaking. They also prefer all their errors to be corrected in order to achieve a high level of fluency and accuracy in speaking English. However, they both do not prefer their oral errors to be corrected constantly because it eliminates their willingness to learn more. Moreover, they both state that the most preferable timing of correction is the 'delayed correction' because they will concentrate more on their errors correction provided by the teacher. The results also found that they both show a high amount of attention to grammatical and vocabulary errors correction because they considered them as very essential parts in EFL learning, that contribute significantly in the successfulness of transmitting the oral message. Furthermore, they both strongly agree with clarification request since they feel more comfortable since the teacher provides the correction implicitly. At last, it was revealed that both prefer their teacher to correct their spoken errors- either directly or by giving hints- in order to better learning from their errors since he is more knowledgeable than them.

On the other hand, the two questionnaires have been analyzed quantitatively, in which the frequencies, descriptive statistics, and inferential statistics have been calculated using SPSS. After running an Independent Sample T-test, the results revealed that there was no statistically significant difference between extroverted and introverted second-year learners in terms of their attitudes towards and preferences for oral error correction. It was found that they both agree with the necessity of error correction. However, they disagree with constant error correction, as it causes fatigue and frustration. Besides, they both prefer to be corrected by their teacher (either directly or indirectly) just after finish speaking, giving more attention to grammatical and vocabulary errors. Furthermore, they show a great emphasis on clarification request correction technique, and to repetition and recast closely following it.

Therefore, it is necessary for these teachers to raise their awareness about the students' attitudes and preferences for oral error correction, then to adjust the used correction techniques in accordance with this regard, in order to help them improve their speaking skill.

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Appendices

Appendix A: Students' Semi-Structured Interview Pilot Test

Dear second year students,

This interview aims at finding out the specific preferences of EFL students, with two personality traits modality- extroversion and introversion, for spoken errors correction-including should, when, which, how, and who.

You are kindly requested to answer the following questions that best suit your opinions.

Thanks for accepting to devote your time to answer the questions.

1. According to you, does errors correction contribute significantly in improving students' speaking performance? Explain.
2. Do you think that teachers should correct all errors that learners make in speaking English? Or it is better to ignore them and focus just on the content of the oral communication (message)? Explain.
3. Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.
4. Do you prefer immediate correction, delayed correction, or postponed correction? Explain.
5. When the teacher provides an oral feedback during the classroom, he usually comments on: Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, and discourse errors. From your point of view, which one(s) is/are most important to be corrected?
6. After listening to the video, which is about error correction techniques, which type (s) you find it/them the most appropriate in learning process? and which one(s) are inappropriate to employ? Explain.
7. Imagine yourself in your English classroom, and your oral expression teacher asks you to give a sentence in which you apply the adjective 'Safe' in the comparative form. You answer incorrectly. Then, your teacher provides the correct answer. After, you repeat the correct form as your teacher correct. Do you prefer this manner 'teacher correction' ? Explain.
8. Do you feel happy when your peers correct your oral errors? Explain.
9. Do you prefer to correct your spoken errors by yourself rather than by your teacher or your peers ? Explain.

Thank you for your collaboration

Appendix B: Students' Semi-Structured Interview

Dear second year students,

This interview aims at finding out the specific preferences of EFL students, with two personality traits modality- extroversion and introversion, for spoken errors correction-including should, when, which, how, and who.

You are kindly requested to answer the following questions that best suit your opinions.

Thanks for accepting to devote your time to answer the questions.

1. According to you, does error correction play an important role on EFL students' speaking performance? Explain.
2. Do you think that it is better when teachers ignore learners' spoken errors and focus just on the content of the oral communication (message)? Explain.
3. Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.
4. When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him in the spot (immediately), just after finish speaking or in a later session ? Explain.
5. According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, discourse errors? Explain.
6. After listening to the video, which is about error correction techniques, which type (s) you find it/them the most appropriate in the learning process ? And say why ?
(<https://www.youtube.com/watch?v=VFVSQTNUxtc>)
a/ Explicit Correction b/ Metalinguistic Feedback c/ Elicitation d/ Clarification Request e/ Repetition f/ Recast i/ Metalinguistic Feedback + Explicit Correction j/ Clarification Request + Elicitation (The error correction techniques that the video provided, respectively)
7. Would you like your English teacher to correct your spoken errors ? Explain.
8. How do you feel when your colleagues correct you when you make an error during the OE session ? Explain
9. Do you prefer correct your spoken errors by yourself rather by your teacher? Explain.

Thank you for your collaboration

Appendix C: Extroversion/Introversion Identification Questionnaire Pilot Test

University of Msila

Faculty of Letters and Foreign Languages

Department of English

Second Year Students

Introduction

This questionnaire is designed to collect data about students' personality traits- extroversion and introversion-that had been measured on the basis of seven personality traits: activity, sociability, risk taking, impulsiveness, expressiveness, reflectiveness and responsibility. The results obtained will be used only for research purposes. The researchers will be very grateful if you could help them by answering the following questions honestly.

Thank you in advance.

Choose 'Yes' or 'No' to answer the following questions:

1. Do you become anxious when things do not move the way you want them to be?

Yes

No

2. Do you like having the initiative for leisure activities organization and participation?

Yes

No

3. Are you generally very enthusiastic about starting a new project or undertaking?

Yes

No

4. Do you often feel discouraged and demotivated to do things?

Yes

No

5. Do you often feel bored and lonely without any help?

Yes

No

6. Do you always like to have something to occupy yourself with?

Yes

No

7. Do you usually get in a hurry each time you have to wait for someone?

Yes

No

8. Do you enjoy sitting alone by yourself for long periods of time doing nothing?

Yes

No

9. Do you feel at ease and self-confident when you are with other people?

Yes

No

10. Do you enjoy practicing solitary activities as gardening and doing crossword puzzles?

Yes

No

11. Would you prefer taking an insecure job where variety, change and your money is spent?

Yes

No

12. Do you enjoy taking risks and be adventurous?

Yes

No

13. Do you think that even adults should learn to cross roads by themselves?

Yes

No

14. When the odds and chance are against you, do you still have the envy to try?

Yes

No

15. Are you rather careful in unusual and odd situations?

Yes

No

16. When buying things do you usually make sure of the guarantee?

Yes

No

17. Do you agree that trouble making is often advantageous and casual in life?

Yes

No

18. Do you disagree with the idea of borrowing things from people?

Yes

No

19. If you are in debt, does this worry you?

Yes

No

20. Are you the type of person who likes making decisions quickly?

Yes

No

21. Are you an impulsive person full of enthusiasm and energy?

Yes

No

22. Do you always keep your outward expressions even when facing an emergency?

Yes

No

23. Do you feel timid and ashamed whenever you express emotive feeling?

Yes

No

24. Do you openly tell your friends when they make mistakes?

Yes

No

25. Do you find it easy to discuss personal matters with other members of your family?

Yes

No

26. Do you feel comfortable when dressing with unusual coloured clothing?

Yes

No

27. If someone says something you disagree with, do you tell him about the spot?

Yes

No

28. Do you feel reluctant to ask about things you do not know?

Yes

No

29. Do you frequently pause to mediate about troubles facing your life?

Yes

No

30. Do you enjoy working on a project that involves a lot of library research?

Yes

No

31. Do you often spend an evening reading a book or a short story?

Yes

No

32. Do you like reading "serious" articles on literature, psychology, philosophy or sociology?

Yes

No

33. Do you often see it is a waste of time thinking of trivial things?

Yes

No

34. Do you often stop and think about your past or the shape that your life will take?

Yes

No

35. Do you often reflect upon the rights and wrongs of the world around you?

Thank you for your collaboration

Appendix D: Extroversion/Introversion Identification Questionnaire

University of Msila

Faculty of Letters and Foreign Languages

Department of English

Second Year Students

Introduction :

This questionnaire is designed to collect data about students' personality traits-extroversion and introversion-that had been measured on the basis of seven personality traits: activity, sociability, risk taking, impulsiveness, expressiveness, reflectiveness and responsibility. The results obtained will be used only for research purposes. The reseachers will be very grateful if you could help them by answering the following questions honestly. Thank you in advance.

General Information:

Please write legibly your full name, gender, age, and group in the dotted places:

a/ Full name: b/ Age: d/Group:.....

➤ Choose (Yes) or (No) to answer the following questions. Your first reaction to each question is the best response.

Trait One: Activity

1. Do you feel happy when you get involved in some project that calls for immediate and rapid activity?

Yes No

2. Most days, are there times when you enjoy just sitting and doing nothing?

Yes No

3. Do you like to have a lot of things to do all the time?

Yes No

Trait Two: Sociability

4. Do you enjoy solitary activities such as reading or watching TV on your own?

Yes No

5. Do you like going out rather than staying at home?

Yes No

6. Do you enjoy spending long periods of time by yourself?

Yes No

7. Do you like mixing with lots of other people?

Yes No

Trait Three: Risk-Taking

8. Do you quite enjoy taking risks?

Yes No

9. When buying things do you usually examine the guarantee?

Yes No

10. Do you think that young children should learn to cross roads by themselves?

Yes No

Trait Four: Impulsiveness

11. Can you make decisions quickly?

Yes No

12. Do you generally do and say things quickly without stopping to think?

Yes No

13. Would you rather plan things or make a list rather than simply go ahead and start?

Yes No

14. Do you get bored easily doing the same old things?

Yes No

Trait Five: Expressiveness

15. If you are watching a good comedy, do you laugh louder than many of the people around you?

Yes No

16. Do you quickly express your annoyance or anger?

Yes No

17. Do you tell your friends if you think they are making a mistake?

Yes No

18. If someone expresses an opinion with which you profoundly disagree, do you tell them so immediately?

Yes No

Trait Six: Reflectiveness

19. Do you like to have time to be alone with your thoughts?

Yes No

20. Do you spend much time reflecting on the past or the shape that your life is taking?

Yes No

21. Have you ever tried to write a poetry?

Yes No

Trait Seven: Responsibility

22. Do you think that any job should be done well?

Yes No

23. Do you often leave things until the last minute?

Yes No

24. Do you put your responsibilities before "having a good time"?

Yes No

25. Do you set an alarm clock if you have to be up in the morning?

Yes No

Thank you for your collaboration

Appendix E: Error Correction Questionnaire Pilot Test

M'sila University

Letters and Foreign Languages Faculty

English Department

About the questionnaire:

Dear second year students,

I am a second year master student at Mohammed Bou-Diaf, M'sila University.

The main aim behind administrating this questionnaire is to examine the potential statistical difference between extroverted and introverted learners' attitudes towards and preferences for oral error correction, including the Hendrickson's (1978) Five Questions About Error Correction (the necessity of correction; When, How, and Who of error correction).

By filling this questionnaire you will help teachers to be more aware about their students' preferences for oral error correction.

You are kindly requested to answer the questions below honestly, and we will maintain the anonymity and confidentiality of your personal information because it is only used for research purposes.

Scale One: Should Learners' Errors Be Corrected?

Tick the option which best describes your opinion about each of the following statements. (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

1. I do not want my errors corrected.

SA A D SD

2. I want all my errors corrected.

SA A D SD

3. I want to improve my fluency and accuracy in speaking English.

SA A D SD

4. Error correction is necessary for language learning

SA A D SD

5. Teachers should overlook grammatical errors and focus only on errors relating to expression so that learners are not frustrated.

SA A D SD

6. Errors should be corrected only if the majority of learners seem to have difficulty with the features concerned.

SA A D SD

7. Constant error correction causes fatigue and frustration.

SA A D SD

Scale Two: When Should Learners' Errors Be Corrected? (The same options as in scale one)

8. I would like to be corrected immediately after making the error, even when my speech is interrupted.

SA A D SD

9. I would like to be corrected when I have finished speaking.

SA A D SD

10. I would like to be corrected after the end of given activity.

SA A D SD

11. I would like to be corrected in a later session.

SA A D SD

Scale Three: Which Learners' Errors Should Be Corrected?

Choose the option which best describes your opinion on the amount of attention that should be given to the correction of errors in the following areas of spoken English. (HA = High Attention, SA = Some Attention, LA = Little Attention, NA = No Attention).

12. Grammatical errors correction.

HA SA LA NA

13. Phonological errors correction.

HA SA LA NA

14. Vocabulary errors correction .

HA SA LA NA

15. Pragmatic errors correction.

HA SA LA NA

16. Inappropriate expressions (e.g., When offering a drink in English: “Would you like some coffee”? is more appropriate than “Do you want to drink coffee?”).

HA SA LA NA

17. The organization of discourse (e.g., how to negotiate or persuade).

HA SA LA NA

Scale Four : How Should Errors Be Corrected?

Rate types of error correction feedback according to their effectivity in each of the following statements. (HE = Highly Effective, E = Effective, I = Ineffective, HI = Highly Ineffective).

18. The teacher repeats the student’s erroneous utterance with the correct form without directly point out that the utterance is incorrect(e.g., **Student(S): Can I lend your book?**

Teacher(T): What? **S:** Can I lend your book? **T:** You mean, can I borrow your book?) .

HE E I HI

19. The teacher indicates to his/her student that he/she does not understand what student just said(e.g.,

S: boud. **T:** Ok, again? **S:** bought. **T:** exactly.)

HE E I HI

20. The teacher repeats the student’s utterance by highlighting the error -by means of emphatic stress. (e.g., **S: I will showed you. **T:** I will SHOWED you. **L:** I’ll show you.)**

HE E I HI

21. The teacher repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it (e.g., **S:** I'll come if it will not rain. **T:** I'll come if it?)

HE E I HI

22. The teacher provides information, comment or question on the basis of student's erroneous utterances without explicit correct form for well-forming of student utterance by self-correction. (e.g., **S:** I go to a movie yesterday. **T:** you need the past tense. **S:** I went (provided self-correction).

HA E I HI

23. The teacher uses facial expression or body movement to indicate that the utterance is not correct. (e.g., a frown, head shaking and finger signalling "no").

HA E I HI

24. The teacher directly points out the student's error and give him/her the correction. (e.g., **S:** Yesterday rained. **T:** Yesterday it rained.)

HA E I HI

Scale Five: Who Should Correct Learner's Errors?

A. Tick the option which best describes your opinion about each of the following questions.(A = Always, O = Often, R = Rarely, N = Never)

25. How often would you like to be corrected by your teacher?

A O R N

26. How often would you like to be corrected by your peers?

A O R N

27. How often would you like to be corrected by yourself ?

A O R N

Thank you for your collaboration

Appendix F : Error Correction Questionnaire (ECQ)

M'sila University

Letters and Foreign Languages Faculty

English Department

About the questionnaire:

Dear second year students,

I am a second year master student at Mohammed Bou-Diaf, M'sila University.

The main aim behind administrating this questionnaire is to examine the potential statistical difference between extroverted and introverted learners' attitudes towards and preferences for oral error correction, including the Hendrickson's (1978) Five Questions About Error Correction (the necessity of correction; When, How, and Who of error correction).

By filling this questionnaire you will help teachers to be more aware about their students' preferences for oral error correction.

You are kindly requested to answer the questions below honestly, and we will maintain the anonymity and confidentiality of your personal information because it is only used for research purposes.

Scale One: Should Learners' Errors Be Corrected?

Tick the option which best describes your opinion about each of the following statements. (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

1. I do not want my errors corrected.

SA A D SD

2. I want all my errors corrected.

SA A D SD

3. Error correction is necessary for language learning.

SA A D SD

4. Constant error correction causes fatigue and frustration.

SA A D SD

Scale Two: When Should Learners' Errors Be Corrected? (The same options as in scale one)

5. I would like to be corrected immediately after making the error, even when my speech is interrupted.

SA A D SD

6. I would like to be corrected when I have finished speaking.

SA A D SD

7. I would like to be corrected in a later session.

SA A D SD

Scale Three: Which Learners' Errors Should Be Corrected?

Choose the option which best describes your opinion on the amount of attention that should be given to the correction of errors in the following areas of spoken English. (HA = High Attention, SA = Some Attention, LA = Little Attention, NA = No Attention).

8. Grammatical errors correction.

HA SA LA NA

9. Phonological errors correction.

HA SA LA NA

10. Vocabulary errors correction .

HA SA LA NA

11. Pragmatic errors correction.

HA SA LA NA

12. Inappropriate expressions (e.g., When offering a drink in English: “Would you like some coffee”? is more appropriate than “Do you want to drink coffee?”).

HA SA LA NA

13. The organization of discourse (e.g., how to negotiate or persuade).

HA SA LA NA

Scale Four: How Should Errors Be Corrected?

Rate types of error correction feedback according to their effectivity in each of the following statements. (HE = Highly Effective, E = Effective, I = Ineffective, HI = Highly Ineffective).

14. The teacher repeats the student's erroneous utterance with the correct form without directly point out that the utterance is incorrect(e.g., **Student(S):** Can I lend your book? **Teacher(T):** What? **S:** Can I lend your book? **T:** You mean, can I borrow your book?) .

HE E I HI

15. The teacher indicates to his/her student that he/she does not understand what student just said(e.g., **S:** boud. **T:** Ok, again? **S:** bought. **T:** exactly.)

HE E I HI

16. The teacher repeats the student's utterance by highlighting the error -by means of emphatic stress. (e.g., **S:** I will showed you. **T:** I will SHOWED you. **L:** I'll show you.)

HE E I HI

17. The teacher repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it (e.g., **S:** I'll come if it will not rain. **T:** I'll come if it?)

HE E I HI

18. The teacher provides information, comment or question on the basis of student's erroneous utterances without explicit correct form for well-forming of student utterance by self-correction. (e.g., **S:** I go to a movie yesterday. **T:** you need the past tense. **S:** I went (provided self-correction).

HA E I HI

19. The teacher uses facial expression or body movement to indicate that the utterance is not correct. (e.g., a frown, head shaking and finger signalling "no").

HA E I HI

20. The teacher directly points out the student's error and give him/her the correction. (e.g., **S:** Yesterday rained. **T:** Yesterday it rained.)

HA E I HI

Scale Five: Who Should Correct Learner's Errors?

B. Tick the option which best describes your opinion about each of the following questions.(A = Always, O = Often, R = Rarely, N = Never)

21. How often would you like to be corrected by your teacher?

A O R N

22. How often would you like to be corrected by your peers?

A O R N

23. How often would you like to be corrected by yourself?

A O R N

Thank you for your collaboration

Appendix G: T-Table

| cum. prob | $t_{.50}$ | $t_{.75}$ | $t_{.80}$ | $t_{.85}$ | $t_{.90}$ | $t_{.95}$ | $t_{.975}$ | $t_{.99}$ | $t_{.995}$ | $t_{.999}$ | $t_{.9995}$ |
|-----------|-------------------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-------------|
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| Z | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |
| | Confidence Level | | | | | | | | | | |

Appendix H: The First Extrovert's Responses

Item 1: According to you, does error correction play an important role in EFL students' speaking performance? Explain.

“Yes! it does because the correction of errors help students to know their errors and help them to improve more their English”.

Item 2: Do you think that it is better when teachers ignore learners' spoken errors and focus just on the content of the oral communication (message)? Explain.

“ Actually, the teacher should focus on all errors for learners not just on the content of oral communication because as students we need to surround all our errors and correct them”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“Yes, for me it makes me feel frustrating more and more, and hopeless from repeating the same error”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him in the spot (immediately), just after finish speaking or in a later session? Explain.

“ Actually, I prefer immediately, in the spot, so that the student can directly understand his error and notice it more”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, discourse errors? Explain.

“I think it is should be vocabulary, pronunciation and grammatical errors because we are beginners in learning English, so these are the basics to be focused on”.

Item 6: After listening to the video, which is about error correction techniques, which type (s) you find it/them the most appropriate in the learning process? And say why?

“Eeee, actually there is one appropriate technique which is clarification request. It helps the student to notice more his error and keep memorize it when he is in the same situation next time”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Yes! of course, because he is more knowledgeable than me”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“Actually, I hate it because it somehow takes my confidence and believing in myself and I totally hate the comparison between people; I hate when someone comparing between me and another student”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“No, I prefer teacher correction more because I don’t know more than him”.

Appendix I: The Second Extrovert’s Responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“Yes! I think error correction plays an important role in students’ speaking performance because it fixes their pronunciation and helps their vocabulary and their pronunciation”.

Item 2: Do you think that it is better when teachers ignore learners’ spoken errors and focus just on the content of the oral communication (message)? Explain.

“To me, I would like to be corrected in my errors but sometimes I don’t like when someone interrupts me, and I prefer to be corrected after finishing my presentation or my project”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“I like this cuz in learning we cannot say he is embarrassing me or I’m embarrassed, fixing my errors help me to be better after. I don’t mind”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“Just after he has finished speaking because in this way I will remember and not forget it”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, discourse errors? Explain.

“Eeee! grammar and vocabulary because grammar is the most important in English; in the structure of the sentence, then vocabulary because the student is often influenced by his teacher.

Item 6: After listening to the video, which is about error correction techniques, which type (s) you find it/them the most appropriate in the learning process? And say why?

“I like the second, the fourth, and the last ones because in the second one the teacher gave her student a chance to correct her error; in the fourth one, he does this in another way; and in the last one, he used the body language to give her a chance to correct her error”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Maybe I would like if she gives me a chance to correct my errors, it will be better”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“I like this because we are classmates and we have to learn from each other”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? How?

“I like to correct my errors by myself, but I prefer more my teacher to correct me cuz he has experience; he knows better than me.

Appendix J: The Third Extrovert’s responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“Yes, of course, error correction plays an important role in students’ speaking performance because they will learn from their errors”.

Item 2: Do you think that it is better when teachers ignore learners’ spoken errors and focus just on the content of the oral communication (message)? Explain.

“I think that teacher should correct all the errors of their students because if he ignores them maybe they will repeat them another time”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“No! it’s normal because the main purpose in oral expression is to correct students’ errors”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“The better way is to correct him just after he has finished speaking to avoid making him nervous or...”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“I think that pronunciation and grammar are the most important ones because they are the basic unit in English learning”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“They are clarification request, recast, and repetition because when teacher directly corrects the errors may be the student in the class will feel embarrassment so he should give him signals is a better way.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“ I like it but if he just gives me a sign then I correct my errors by myself, it will enjoy more”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“No, of course. I will feel embarrassment and disappointment”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“No, I prefer my teacher to correct me because he is more intellectual than me”.

Appendix K: The Fourth Extrovert's Responses

Item 1: According to you, does error correction play an important role in EFL students' speaking performance? Explain.

“Yes, actually it has a very important role. For example, eeee! when a student does an error and the teacher correct it for him, he will absolutely remember that he made an error that moment; and thus, he won't ever forget about it”.

Item 2: Do you think that it is better when teachers ignore learners' spoken errors and focus just on the content of the oral communication (message)? Explain.

“Errr! I don't think that teacher should correct all students' errors. It's good to correct them but it will be better if he just focuses on the most important ones”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“yes it causes fatigue because it interrupts the student and makes him confused”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“ I’ll choose the second answer which is ‘just after he has finished speaking’ because immediate correction means interrupting him, and if the teacher let the correction in a later session he may forget”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“ The most important one which must be corrected is the grammatical and vocabulary errors because I see them as the essential units in learning or acquiring a foreign language”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“I think that clarification request, repetition and recast are the three useful methods because they are more polite; so that, students will feel more comfortable”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Yes! for sure, because my teacher is in high class, so I accept this way”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“Actually, I hate this way because when the teacher asks another student to correct me, I will feel some kind of comparison. Just let each one in his level and don’t compare”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“Eee! I think both are good, but when my teacher corrects my error, I will remember it more than by myself”.

Appendix L: The Fifth Extrovert’s Responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“Well! of course, it does because we are now English students, our errors should be corrected to improve our fluency and accuracy in speaking this language”.

Item 2: Do you think that it is better when teachers ignore learners’ spoken errors and focus just on the content of the oral communication (message)? Explain.

“No, they should correct all errors that learners make when speaking because if they focus on the content only, they may misunderstand the message; sometimes errors change the meaning”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“Not really, it depends on the person. However, generally saying, it makes the students feel bored and anxious through time”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“I prefer just after finish speaking in order not to make his peers laugh at him, and not to forget his errors,”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“ Well! personally, I choose the vocabulary errors because they touch the tradition of the certain country; for example, when an English student makes vocabulary errors, a listener from another country may misunderstand him”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“I like the second type. When the teacher replied ‘you to use the verb in the past’, then she corrected her own error. In that way, it will stay in her mind, so I found it most influential type”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Of course, it is a good way, so crucial because it leads the student to realize their errors immediately, and he will learn the language better”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“I don’t really prefer this manner because I wouldn’t like to see my friends better than me. It’s a matter of moral comparison”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“Yes! I do because I feel more comfortable, and I like learning by myself”.

Appendix M: The First Introvert’s Responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“Yeah! Yeah! I think error correction plays a very important role in student’s speaking performance. All of us make errors which add some ambiguous points must be corrected”.

Item 2: Do you think that it is better when teachers ignore learners’ spoken errors and focus just on the content of the oral communication (message)? Explain.

“Here it depends on the level of the learner, but anyway it is very essential to correct errors to better learning”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“Yeah! Because some students, like me, are ambitious; they try every time to improve their level in English and by constant error correction they make us frustrated”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“I think it is better to correct him later, because he may get angry and don’t want to get corrected immediately among their classmates”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“Emmm! I think grammatical errors must be corrected immediately because it’s an essential part in learning English; in addition to vocabulary errors”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“I really love the fourth one, clarification request, because when a student makes an error the teacher provides an intonation or interjection and the student will get the message and understand immediately then correct himself”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Yes! I really love it because, in my perspective, the teacher is a guide inside the classroom and we must follow him; every correction must be followed and stay in our brains”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“I hate it because some students are somehow sensitive, they don’t like this kind of inferiority”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“Self-correction is good but when the teacher provides the correction it will be more effective”.

Appendix N: The Second Introvert’s Responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“Yes! I believe that error correction has an important role on students’ speaking performance because when they made an error and their teacher correct them, they will never forget it”.

Item 2: Do you think that it is better when teachers ignore learners’ spoken errors and focus just on the content of the oral communication (message)? Explain.

“I think that teacher should correct all errors that the learners make in speaking English because after years we will be teachers, so we can not continue learning with those errors”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“Yes, I think it does because for me if I speak and my teacher correct me constantly I will get angry and forget my idea”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“when an EFL student makes an error it’s better to correct him just after finish speaking because he will frustrate and maybe forget his idea when interrupting him”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“I think that grammatical and vocabulary errors are the most important to be corrected because they are the main units to achieve a high degree of fluency and accuracy in speaking English”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“I prefer body language technique, clarification request, and recast because I found the teacher more polite”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Yes, it’s an effective method to better learn from the errors, especially when it is politely”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“I don’t like this method of correction because it makes me less confident and shy”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“No, I prefer my teacher to correct my errors because he has more experience than me”.

Appendix O: The Third Introvert’s Responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“Yes! It does, because they will improve their fluency in speaking, so they learn more”.

Item 2: Do you think that it is better when teachers ignore learners’ spoken errors and focus just on the content of the oral communication (message)? Explain.

“I think so if the student should be corrected in an individual way; otherwise, they will learn in a twisted way and their knowledge will be frustrated”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“Yes, it does because the student, the one who was being corrected, may lose the idea or feel embarrassed”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“Eee! just after he has finished speaking is better because when correcting him immediately, he will be interrupted, and in a later session, he may forget the idea”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“Vocabulary and grammatical errors are the ones to be corrected in the classroom. I believe that because they are more academic”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“In this video, I have seen eight methods. I believe that they are good, except for the explicit correction and metalinguistic feedback + explicit Correction, because they may cause some psychological or public issues”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“I do with one condition; to give me a sign that I made an error and I correct it by myself. I hate to be corrected publically”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“No, it’s the wrongest way to be used because the student will feel underestimate and foregranted, and maybe his fellows will look at him as the only one who makes errors and that they are smart and he is not. In this way, he may lose confidence”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“Sure, I’m with self-correction because it increases my self-confidence. However, I like more when my teacher just gives me a sign then I correct myself”.

Appendix P: The Fourth Introvert’s Responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“Yes! in my point of view, it’s really important because students will learn more about correcting their errors and thus they will hold a good ability to speak English, i.e., fluent”.

Item 2: Do you think that it is better when teachers ignore learners' spoken errors and focus just on the content of the oral communication (message)? Explain.

“In my point of view, little of or no errors correction leads to bad English learning. So, as I have just said, the more errors correction the more fluent the students will be”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“Yes, I do believe in that because this will eliminate his enthusiasm to learn”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“ I think after finish speaking is better because the student will make more attention for his errors”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“The most important to correct is the vocabulary and grammatical errors because they play a crucial role in improving speaking English”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“I think that clarification request, repetition, and recast are the most important because I feel they fit my needs and emotions”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Yes! I like that because he is the teacher and I should follow him and I should not be upset of his correction”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“No! Definitely, it's a bad way because I do not want one who is similar to me, sitting next to me, and studying the same branch, correct me, because I'll feel less confident and I will start to compare myself with him, he is better than me and so on”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“Self-correction is good but not sufficient. Alright, I just want my teacher to correct me rather than anyone else simply because he is my teacher and knows more than me”.

Appendix Q: The Fifth Introvert’s Responses

Item 1: According to you, does error correction play an important role in EFL students’ speaking performance? Explain.

“ Yes, it does because we will learn from our errors and will remember the correction directly”.

Item 2: Do you think that it is better when teachers ignore learners’ spoken errors and focus just on the content of the oral communication (message)? Explain.

“Yes they should correct all the errors that learners make because the teacher should teach the student to speak in the right way and to avoid error next time”.

Item 3: Do you believe that constant error correction during oral expression sessions causes fatigue and frustration? Explain.

“Yes, I do because it makes us being afraid of speaking and learning”.

Item 4: When an EFL student makes an error while speaking (e.g., oral presentation), is it better to correct him: in the spot (immediately), just after finish speaking or in a later session? Explain.

“I prefer my errors to be corrected just after finish speaking because I feel more comfortable”.

Item 5: According to you, which type(s) of errors should be corrected more when speaking? Vocabulary errors, pronunciation errors, pragmatic errors, grammatical errors, or discourse errors? Explain.

“In my opinion, the teacher should focus more on grammatical, vocabulary and pragmatic errors because they are the most important to better send the oral message to the listener”.

Item 6: After listening to the video, which is about error correction techniques, which type(s) you find it/them the most appropriate in the learning process? And say why?

“In my opinion, the most appropriate technique is clarification request because the teacher shows to his student as he doesn’t understand to give her a sign to correct herself. It’s so polite”.

Item 7: Would you like your English teacher to correct your spoken errors? Explain.

“Yes, I like my teacher to correct my errors in an indirect way and let me correct it myself because I will feel so comfortable”.

Item 8: How do you feel if your colleagues correct you when you make an error during the OE session? Explain.

“No I don’t like this way because I will be confused; I will feel some kind of comparison”.

Item 9: Do you prefer to correct your spoken errors by yourself rather by your teacher? Explain.

“ No, I think that it’s better to correct my errors by my teacher because it will still in the mind and next time I won’t repeat it with him or with others”.

Résumé

La présente enquête était une tentative d'explorer les préférences générales des participants pour la correction des erreurs orales, y compris le devrait, quand, qui, comment et qui de la correction qualitativement. De plus, il vise à examiner la différence potentielle entre les attitudes des apprenants extravertis et introvertis vis-à-vis de la correction d'erreurs orales, y compris les cinq questions sur la correction d'erreurs de Hendrickson (1978) (devrait, quand, comment, et qui). Afin de déterminer les extravertis et les introvertis, Eysenck Personality Test a été administré à 135 étudiants en EFL de deuxième année à l'Université de Mohammed Boudiaf, M'sila. Les données ont été recueillies à l'aide de deux outils de collecte de données. une entrevue semi-structurée avec 10 étudiants (5 extravertis et 5 introvertis), qui ont été choisis de manière ciblée, et un questionnaire structuré a été administré à 100 des 135 étudiants de deuxième année, choisis au hasard. Les résultats révèlent qu'en général, il n'y a pas de différence statistiquement significative entre les deux groupes en termes d'attitudes et de préférences pour la correction d'erreur orale, et donc l'hypothèse nulle a été acceptée. En outre, il a été constaté que, bien qu'ils soient d'accord avec la nécessité de la correction d'erreur parlée, ils sont en désaccord avec la correction d'erreur constante. Ils veulent que leur professeur corrige leurs erreurs - en particulier grammaticales et vocabulaires - juste après avoir fini de parler en utilisant la demande de clarification, comme la technique la plus préférable. Sur la base des résultats, les questions de recherche ont été répondues, des conclusions et des recommandations ont été tirées. Des implications intéressantes ont été fournies aux enseignants pour les aider et les encourager à tenir compte des préférences de leurs élèves avant d'apporter la correction afin d'améliorer leurs aptitudes à parler. Pour tester l'applicabilité des résultats à une population plus importante, les recherches futures devraient être expérimentales. Les mots clés de cette présente étude sont : extraverti, introverti, erreur, et correction d'erreur.