VIETNAM NATIONAL UNIVERSITY, HANOI

UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES

FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

TRUONG THI PHUONG

INFLUENCES OF PERSONALITIES ON STUDENTS' PERFORMANCE IN PAIRWORK AND GROUPWORK IN SPEAKING LESSONS OF FIRST-YEAR MAINSTREAM STUDENTS, FELTE, ULIS

Submitted in partial fulfillment of the requirements
for the degree of Bachelor of Arts (TEFL)

Hanoi, May 2011

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Supervisor: Ms. Nguyen Thu Le Hang, M.A.

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ACCEPTANCE

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ABSTRACT

The great demand for pairwork and groupwork in speaking lessons at FELTE, ULIS, VNUH and the shortcomings of first-year mainstream students in those activities has inspired this research paper. As one of the first studies conducted on influences of personality on students' performance in pairwork and groupwork in speaking lessons, the research paper focuses on both influences perceived by students themselves and possible recommendations to overcome the problems raised by experienced teachers. For the accomplishment of these purposes, 52 first-year mainstream students and 2 experienced speaking teachers at Division 1, FELTE, ULIS, VNUH have taken part in the data collection process in terms of questionnaires, interviews and classroom observations. Afterwards, the data analysis detected that unstable-extraverted was the common trend of students' personality. Besides, some and negative influences of personality types on students' performance in pairwork and groupwork speaking activities were found out. Based on those influences, recommendations of diving groups and pairs as well as diving roles and tasks for students in pairwork and groupwork were raised by the speaking teachers to reduce the negative effects and increase positive ones.

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FELTE, ULIS VNUH

| CLT | Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi Communicative Language Teaching |

CHAPTER 1: INTRODUCTION

This first chapter covers the current problem in reality as well as in researching and the rationale for the study. Also, the aims, objectives, scope, significance and design of the paper are included in this chapter. In addition, the research questions, the main element of the study which is considered as the guidelines for the whole paper, are identified here.

1. Statement of the problem and the rationale for the study

For the last few decades, English has become one of the most popular languages in the world. According to the statistics of British Council named *"The future of English"* (as cited in Thi, 2010), the number of people using English nowadays is remarkably rising and is likely to reach two billion in the next decade. In some countries, English is used as the second language and in some others it is considered as a foreign language. As a matter of fact, English has been taught and learned in every corner of the world with different purposes such as for working or studying. In the process of integrating into the world, Vietnam identifies the importance of learning and teaching English. According to the statistics by Vietnam Ministry of Education and Training (as cited in Vu, 2007), in 2003, English was taught in 98.5 % of Vietnamese secondary schools. However, in the past, English learning and teaching at schools mostly focused on grammar and rules; therefore, the most important method used was grammar-translation. In contrast, nowadays, communication has become the main purpose of English learning with another approach – Communicative Language Teaching (CLT) in which four skills of English: speaking, listening, reading

and writing are paid much attention to. In this context, University of Languages and International Studies - Vietnam National University, Hanoi has applied CLT into teaching English and certainly four skills are carefully taught. Among those four skills, speaking is one of the most important and difficult ones because many students who have learned English for seven years at high school cannot communicate in English although they can read well and write correctly (Tran, 2010). Speaking learning, consequently, should be taken more care of.

In English speaking learning process, there are a number of factors influencing the effectiveness of students' learning including objective and subjective factors. As for objective factors, they are social context or regional tradition and customs. Regarding subjective ones, students can be influenced by their psychological and physical features, their interests, purposes of learning and especially their own personalities. In the history of researching, there are several studies focusing on the relationship between personalities and the second language learning such as *The Role of Personality in Second Language Acquisition* (Yan, 2006) and *Personality Preferences and Foreign Language Learning* (Raymond, 1998). In these research papers, the researchers have found out some influences of personalities on foreign language learning process. However, not many studies concentrate on the influences of personalities on learning speaking skill which is considered one of the most important skills of English.

In speaking lessons in which CLT method is applied, there are various activities to stimulate and encourage students such as discussion, role-play and impromptu speaking. Teachers often use pairwork and groupwork in those activities to rouse the learning environment as well as to

let students cooperate with each other. Therefore, using pairwork and groupwork is one of the important methods used in language learning in general and in speaking learning in particular. In this field, some researchers have found out the relationship between pairwork and groupwork and language learning through their investigations such as *Group Work, Interlanguage Talk and Second Language Acquisition* (Long & Porter, 1985). However, the relationship between pairwork and groupwork and English speaking learning has not been paid much attention to.

For those above-mentioned reasons, the researcher has decided to conduct a study for her graduation paper on the topic:

"Influences of personality on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, Faculty of English Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi"

First of all, this paper seriously examines the influences of personalities on students' performance in pair and groupwork activities in speaking lessons. After exploring the influences including both positive and negative ones, the study also aims at discovering several possible ways to enhance the positive effects to help students have a better result in learning.

2. Aims and research questions

Firstly, this graduation paper aims to find out the common category of personalities of first-year mainstream students at FELTE, ULIS, VNUH. The second purpose is to explore how students' personalities affect their performance in speaking lessons when they work in pairs and/or in groups and whether these personalities help to improve or reduce the effectiveness

of their performance. The last aim is to give out some possible recommendations to reduce negative influences and increase positive ones.

Overall, the research aims to answer these three questions:

1. *What are the common personalities of first-year mainstream students of FELTE, ULIS, VNUH?*
2. *How do the personalities of first-year mainstream students of FELTE, ULIS, VNUH affect their performance in pairwork and groupwork in speaking lessons? Do those personalities help to improve or reduce the effectiveness?*
3. *What are possible recommendations to reduce negative influences and increase positive ones as perceived by the speaking teachers of first-year mainstream students?*

3. Significance of the study

When completed, this research will serve as one of the first studies at ULIS, VNUH on the influences of students' personalities on their performance in pairwork and groupwork activities in speaking learning. Therefore, the study may be useful for not only students, teachers but also researchers.

Firstly, the paper might be practical for speaking teachers. Specifically, through the study, speaking teachers will realize the influences of personalities on students and have useful adjustment on using pairs and groups so that students will gain the best results. As for students, the study will also reveal to them those influences; consequently, they may change their attitudes towards the problem to increase positive effects and reduce negative ones. Regarding theoretical benefits, this study may open a new trend for researchers at FELTE, ULIS, VNUH to conduct further research on this field.

4. Scope of the study

At the beginning, although "personality" is put in the title of the research, the researcher will not pay attention to students' personality in general and investigate every aspect of personality. In fact, only students' personality in the relationship with the outside environment and in the reaction with the impact from the outside environment is covered in this paper. Besides, personalities of students can have influences on many aspects of speaking learning; however, because of time limitation and because this is just a graduation paper, the researcher only focuses on students' performance in pair and groupwork activities. Also, pair and groupwork activities here are in speaking lessons, not regarding activities outside class.

5. Methods of the study
5.1. Data collection methods

In order to find out the needed result, the combination of three data collection instruments was used. Specifically, a set of questionnaires were delivered to 40 students to discover necessary information which was perceived by students themselves. Additionally, a classroom observation with a checklist was conducted with four students of four different personalities to explore some more results perceived by the researcher. Lastly, two set of semi-structured interviews were applied with four above-mentioned students to find out clearer results and three speaking teachers to ask for their opinions about the problem.

Regarding the procedure; firstly, the questionnaires were delivered to 52 students to investigate their personalities and the influences of their personality perceived by themselves. Next, permission was asked before the

classroom observations were applied with four students of different personalities who had taken part in the survey to have clearer results perceived by the researcher. Consequently, interviews with these students were conducted after the observation to discover more influences. Lastly, interviews with three speaking teacher were held to ask for suggested solutions for the problem.

5.2. Data analysis methods

Firstly, the researcher classified the collected data into different categories to answer three research questions. Specifically, all the data from the questionnaires would answer the first and second questions. The information of the classroom observations and interviews with four students would also answer these two questions. The last question was expected to be answered by the data from the interviews with three speaking teachers.

With each research question, the data was summarized into tables and charts so that the researcher could analyze and synthesize it. Specifically, the questionnaires were counted and put into tables according to different personality categories and influences. The result from the observation and interview was also synthesized and analyzed to serve the purposes of the study.

6. Research design

The research will be divided into five chapters:

- *Chapter 1: Introduction*

In this chapter, the researcher will give the reason why this topic is chosen based on the practical context and research gap. The research aims, questions and methods will also be included in the first chapter

- *Chapter 2: Literature Review*

In the second chapter, some related studies and definitions of key terms such as personality, pair work, group work, speaking and speaking skill will be reviewed.

- *Chapter 3: Methodology*

Reasons for choosing participants for the research will be explained in the third chapter. Next, data collection instruments, procedure and analysis will be also carefully described in this chapter.

- *Chapter 4: Results and Discussion*

The fourth chapter will analyze results from the questionnaires, interview and observation and then some possible comments on those results will be made.

- *Chapter 5: Conclusion*

The last chapter will focus on the major findings, the contribution as well as the limitation of the research and suggestions for further studies

Summary

In this chapter, the researcher has covered on totally five points:

(1) Statement and rationale for the study

(2) Aims and objectives of the study

(3) Scope of the study

(4) Methods of the study

(5) Design of the study

Thanks to these elaborations, not only the major content but also the structure of the study has been justified. Also, the elaborations work as the guidelines for the rest of the paper.

CHAPTER 2: LITERATURE REVIEW

The second chapter takes a look at the literature of the study which consists of the background and related studies. Specifically, an overview of

the three key concepts *"personality"*, *"pairwork and groupwork"* and *"speaking"* is covered in this chapter. Besides, some studies related to the research topic are included to reveal the research gap and defend the objectives of this paper.

1. Key concepts
1.1. Personality
1.1.1. Definition

According to Phares (1991, p. 4), *"Personality is that pattern of characteristic thoughts, feelings, and behaviors that distinguishes one person from another and that persists over time and situation"*. This definition figures out three components of personality which are thoughts, feelings and behaviors. It also concludes that those components of personality do not change *"over time and situation"*. However, in Zhang's opinion (2008), personality is changeable due to people's needs and determination.

Sharing the same idea with Phares about three components of personality, Carver and Scheier (2000, p. 5) raise another definition *"Personality is a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behavior, thoughts, and feelings"*. When the former definition also mentions changeability of personality apart from its constituents, the latter only focuses on those three elements.

Jung (1934) states *"Personality is the supreme realization of the innate idiosyncrasy of a living being.* In this definition, Jung believes that personality is inborn features which were born at the same time when one person was born. In contrast, in a study on the topic *Role of Personality in*

Second Language Acquisition, Zhang (2008) claims *"personality is born after one was born".* Also in this research, he affirms which was born is appearance but not personality that is *"made here in the earth".*

As for Eysenck (1950), personality is *"The sum-total of the actual or potential behaviour-patterns of the organism, as determined by heredity and environment; it originates and develops through the functional interaction of the four main sectors into which these behaviour-patterns are organized: the cognitive sector (intelligence), the conative sector (character), the affective sector (temperament), and the somatic sector (constitution)".* Clearly, Eysenck sees personality from an overall viewpoint when concluding it depends both on heredity and environment. Moreover, Eysenck's definition also states four other elements of personality which are intelligence, character, temperament and constitution.

Overall, among four above-mentioned definitions, the definition of Eysenck in raised in 1950 is the most complete one because it is seen from the overall viewpoint. Therefore, it will be relied on to be the base of this research.

1.1.2. Types of personality

According to Jung (1921), there are two basic *"general attitude types"*: **Introverted** and **Extraverted** which *"distinguished by the direction of general interest or libido movement..... differentiated by their particular attitude to the object".*

Specifically, extraverted attitude *"maintains a positive relation to the object"* and an extravert's attitude is continually orientated by and related to the object (Jung, 1921). In contrast, the introvert's attitude to the

object *"is an abstracting one"* and an introverted person *"is always facing the problem of how libido can be withdrawn from the object"*. Thus, the main difference between these two kinds of attitudes is that the former is more objective when the latter is more subjective in the relation to the object.

Extraverted	*Introverted*
psychological energy is directed out of the person to the world outside them	the person's psychological energy is internally directed
objective - outward	subjective - inward
"... maintains a positive relation to the object. To such an extent does he affirm its importance that his subjective attitude is continually being orientated by, and related to the object...." (Jung, 1921)	".... attitude to the object is an abstracting one.... he is always facing the problem of how libido can be withdrawn from the object...." (Jung, 1921)

Apart from the two attitudes of extraversion and introversion, Jung also developed a framework of *"four functional types"* from which the *"most differentiated function plays the principal role in an individual's adaptation or orientation to life"* (Jung, 1921). It can be referred that among four functional types, there is one type that is dominant and able to lead to a person's changes.

Jung's Four Functions of the psyche are:

- **thinking**

- **feeling**

which he believes to be the functions that enable us to **decide** and **judge**.

- **sensation**

- **intuition**

which he supposes to be the functions that enable us to **gather information** and **perceive**.

Jung's four functional types – definitions

Thinking	what something is	meaning and understanding	both are opposite **reasoning** and **judging** functions - people consciously 'prefer' one or the other - Jung called these functions '**rational**'
Feeling	whether it's good or not	weight and value	
Sensation	something exists	sensual perception	both are opposite **perceiving** functions - people consciously 'prefer' one or the other - Jung called these functions '**irrational**'
Intuition	where it's from and where it's going	possibilities and atmosphere	

Therefore, in Jung theories, there are 8 psychological types:

Type name		Type characteristics
1	**Extraverted Thinking**	analytical, strategic, plans, implements,

		organises others
2	**Introverted Thinking**	contemplative, discovering, theoretical, seeks self-knowledge
3	**Extraverted Feeling**	sociable, sentimental, seeks personal and social success
4	**Introverted Feeling**	inaccessible, enigmatic, self-contained, seeks inner intensity
5	**Extraverted Sensation**	practical, hands-on, pleasure-seeking, hard-headed
6	**Introverted Sensation**	intense, obsessive, detached, connoisseur, expert
7	**Extraverted Intuition**	adventurous, innovative, seeks novelty, proposes change
8	**Introverted Intuition**	idealistic, visionary, esoteric, mystical, aloof

Overall, Jung concluded there were 16 personality types:

1.   **Extraverted Thinking Sensation**

2.   **Extraverted Thinking Intuition**

3.   **Extraverted Feeling Sensation**

4.   **Extraverted Feeling Intuition**

5.   **Extraverted Sensation Thinking**

6.   **Extraverted Sensation Feeling**

7.   **Extraverted Intuition Thinking**

8.   **Extraverted Intuition Feeling**

9.   Introverted Thinking Sensation

10.   Introverted Thinking Intuition

11.   Introverted Feeling Sensation

12.   Introverted Feeling Intuition

13.   Introverted Sensation Thinking

14.   Introverted Sensation Feeling

15.   Introverted Intuition Thinking

16.   Introverted Intuition Feeling

This way of categorizing is very specific but it is not very understandable and useful in people's life because of its own specification.

In 1962, in a book named *A Guide to the Development and Use of the Myers-Briggs Type Indicator,* Briggs and Briggs combined and developed Jung's categorization to make it *"more useful"* in practical life (Briggs & Briggs, 1962). In their opinion, there are 4 scales represents two opposing *"preferences"*.

- **Extraversion** or **Introversion:** the focus or direction or orientation of our behavior - outward (Extraversion) or inward (Introversion)
- **Sensing** or **Intuition:** how we gather information observed facts and specifics (Sensing) or what we imagine things can mean (Intuition)
- **Thinking** or **Feeling:** how we decide: objective and tough-minded (Thinking) or friendly and sensitive to others and ourselves (Feeling)
- **Judging** or **Perceiving**: our method for handling the outside world and particularly for making decisions - do quite soon evaluate and decide (Judging) or continue gathering data and keep options open (Perceiving)

preference for the outer world and one's own action and effect on it	**Extraversion**	or	**Introversion**	preference for inner self and ideas to understand and protect or take care of it
gathers information by: focusing on facts within information	**Sensing**	or	**Intuition**	gathers information by: interpreting patterns, possibilities and meaning from information received
decides by using logic, consistency, objective analysis, process-driven conclusions	**Thinking**	or	**Feeling**	decides according to what matters to self and others, and personal values
in dealing with the world organizes, plans, controls, and decides clear firm actions and responses - relatively quick to decide	**Judging**	or	**Perceiving**	in dealing with the world responds and acts with flexibility, spontaneity, adaptability and understanding - relatively slow to decide

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In fact, Briggs and Briggs added the fourth dimension **Judging** or **Perceiving** to Jung's three old ones and he succeeded in making categories more understandable. However, the last dimension is somehow related to the third one because they both mention ways of making decisions although they have different approach.

In Eysenck's 1950s theory, the author just used two scales to measure one's personality:

- **Introversion - extraversion**

- **Stability - instability** (unemotional-emotional)

Based on these scales, Eysenck found out four main types of personality:

Type name	Type characteristics
1 **Unstable – introverted** (emotional-introverted)	moody, anxious, rigid, sober, pessimistic, reserved, unsociable, quiet
2 **Unstable – extraverted** (emotional-extraverted)	touchy, restless, aggressive, excitable, changeable, impulsive, optimistic, active
3 **Stable – introverted** (unemotional-introverted)	calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive
4 **Stable – extraverted** (unemotional-extraverted)	sociable, outgoing, talkative, responsive, easy-going, lively, carefree, leadership

Apart from understandability, this way of categorizing is helpful for people to find out their own personalities. Therefore, the researcher will base on it to conduct the study.

1.2. Pairwork and groupwork
1.2.1. Definition

Pairwork: According to Gover and Walter (1986, as cited in Nguyen, 2004, p. 17), pairwork is the way the teacher divides students into pair and let them work with their partners. Each student will work with the person who is sitting around him/her or even in some cases, students can change their seat to work with their assigned partner but not their neighbor. This change depends on the type of activities and the teacher's aim. Moreover, all of the pairs will work at the same time.

Groupwork: As for Brumfit and John (1984, as cited in Nguyen, 2004, p. 17), groupwork is considered as _"a number of people who interact with one another, who are psychologically aware of one another and who perceive themselves to be a group"_. In this definition, Brumfit and John claim that members of a group have mutual understanding about each other. This is true with groupwork in classrooms where students have learned together for a period of time. However, with students who have just made acquaintance with each other cannot have this understanding.

From another viewpoint, Mills (1967, as cited in Nguyen, 2004, p. 17) defines groupwork as _"units of composed of two or more persons who come into contact for purpose and who consider the contact meaningful"_. Different from the former researchers, Mills believes group members clearly understand the purpose of the activity and respect it. Moreover, Mill's

definition also mentions the amount of group members, which is not said in the previous definition.

1.2.2. Pedagogical arguments for groupwork

After definitions of groupwork were raised, there were a lot of wonderings about its advantages and disadvantages. According to Long and Porter (1985, p. 207), at least five pedagogical arguments for the use of groupwork in second language learning were mentioned at that time.

- ***Argument 1: Groupwork increases language practice opportunities.***

As stated by Long and Porter (1985, p. 208), some observational studies of classrooms indicate that in a normal 50-minute lesson, with traditional ways of teaching, the teacher talks for at least a half, or even two thirds. It means that only about 25 minutes are spent for students. However, teachers often use 10 out of these 25 minutes for other activities such as collecting or distributing homework. Therefore, at last, only 15 minutes are really used for students' language practicing. Supposing that each language class contains 30 students, the amount of available time for each student is 30 seconds per lesson or *one hour per year*.

In fact, groupwork cannot entirely solve this problem but it can certainly help. Suppose that just a half of available time for each student in one lesson is devoted for activities of groups of three instead of individual working, the total amount of available time for each student to practice will rise from one hour to about five and a half hours per year (Long and Porter, 1985, p. 208).

- ***Argument 2: Groupwork improves the quality of student talk.***

The traditional way of teaching (teacher-centered method) not only limits the quantity of students' practicing time but also its quality. The

reason is that in teacher-centered classroom, *"highly conventionalized conversations"* (Long & Porter, 1985, p. 209) which are not authentic are used. Also, in those lessons, the teachers often pay attention to students' accuracy more than fluency.

As for this problem, groupwork can help a lot. It can create authentic situations for students to communicate in classrooms because *"face-to-face communication in a small group is a natural setting for conversation"* (Long & Porter, 1985, p. 209).

- *Argument 3: Groupwork helps individualize instruction.*

For some reasons, teacher-centered lessons sometimes *"ride roughshod over many individual differences"* (Long & Porter, 1985, p. 209) because each class contains different students with different interests and abilities. Obviously, groupwork cannot handle all those differences but once again, it can help. The teachers can divide students into groups and ask groups to work on different sets of materials which are suitable for their needs. At that time, groupwork is a way to individualize instruction (Long & Porter, 1985, p. 209).

- *Argument 4: Group work promotes a positive affective climate*

Groupwork is often favored by shy students who are afraid of speaking in front of class because it creates private situations where students work with friends instead of the *"public atmosphere"* in traditional lessons (Long & Porter, 1985, p. 210).
- *Argument 5: Groupwork motivates learners.*

According to Littlejohn (1982, as cited in Long & Porter, 1985, p. 212), students *"feel less inhibited and freer to speak and make mistakes in*

the small group than in the teacher-led class". Also, his study indicates that using small groups or independent learning can increase beginning students' motivation to learn. Therefore, it cannot be denied that groupwork is able to motivate learners.

1.2.3. Advantages of pairwork and groupwork

According to Nguyen and Nguyen (2001, as cited in Nguyen, 2004, pp. 17-19), there are many advantages of using pairwork and groupwork:

- ***More language practice***

It cannot be denied that by using pairwork and groupwork in class rooms, students will be given more chances to practice the target language by pratising together. The reason is that when working in pairs or groups, many students can talk at the same time; therefore, the target language is produced more.

- ***Learners are more involved***

Because pairwork and groupwork activities provide learners more opportunities to use the language and speak, they can help to encourage students to be more involved and concentrate on the activities. Sometimes, thanks to the way of dividing pairs and groups, pairwork and groupwork can help students avoid being dominated by some excellent ones or being distracted by noisy ones.

- ***Learners feel secure***

By working in pairs and groups, students can be less anxious and more confident to raise their voice than when they talk in front of the whole class. Especially, pair and groupwork activities can encourage shy students practice more because they are working and speaking to their friends instead of their teachers.

- ***Learners can help each other***

Working in pairs and groups means that learners will have more time to talk, discuss or share opinions as well as experiences with their classmates. Therefore, in these activities, there will be some time for peer teaching. Students can learn from their friends' mistakes or by correcting each other's mistakes.

- ***Learners compete with each other and use the target language more creatively***

Pairwork and groupwork encourage groups and even group members to compete with each other. This competitive characteristics of pair and groupwork activities foster learner to work more effectively and use the target language more creatively.

1.2.4. Problems of pairwork and groupwork

Besides those above-mentioned benefits, Nguyen and Nguyen (2001, as cited in Nguyen, 2004, pp. 19-20) also points out some problems of pair and groupwork:

- ***Noise***

When students work in pairs and groups, noise made by them is unavoidable. Sometimes, noise is a good sign because it shows that students are working but not sitting silently. However, in some case, too much noise can affect students' learning.

- ***Mistake***

Asking students to work in pairs and groups means that the teachers cannot control all the language used by the whole class. The teachers cannot observe all the groups at one time; consequently, learners can create some mistakes while working with friends.

- ***Controlling difficulty***

As mentioned above, when students works in pairs and groups, the teachers will have less control over what their students are doing in their groups. The reason is that each pair and group activity just lasts in a

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comparatively short period of time, and the teachers do not have enough time to observe all the groups' activities.

-        ***Use of mother tongue***

Another consequence of controlling difficulties is students' use of mother tongue in pairwork and groupwork. Sometimes, when the teachers are not with them, a few learners will use their mother tongue to talk and discuss instead of the target language.

In summary, there are both advantages and disadvantages of applying pairwork and groupwork in classroom. Therefore, the teachers should be careful when using these activities and alert in managing classroom to increase positive influences and reduce negative ones.

1.3.   Speaking
1.3.1. Definition of speaking

In 1987, Bygates (1987, as cited in Chu, 2003, p. 5) raised a definition of speaking which is a popular form of expression using *"the colloquial register"*. He also emphasized that *"speaking is transient and improvised and can therefore be viewed as facile, superficial or glib"*.

From another viewpoint, Rivers (1968, cited in Tran, 1999, p. 7) considered speaking as *"the selection of the message to be sent and the encoding of the message for transmission (that is, the intentive and encoding behavior of the speaker)"*. Different from Bygates (1987), Rivers (1968) believed that speaking is not a superficial activity but an intentive behavior.

Byrne (1976, cited in Bui, 1999, p. 8) gave another definition of speaking which is *"a two-way process between the speaker(s) and the listener(s) involving the productive skills of speaking and the receptive skills of understanding"*. In his opinion, both speaker and listener have function in this process: the speaker has to encode the target message to convey it in a suitable way and the listener has to decode it.

Among these three definitions, the last one of Byrne (1976, cited in Bui, 1999, p. 8) is the most complete because it not only mentions the speaker but also the listener. As we know, speaking is not an activity of the speaker but is an interaction between the speaker and the listener.

1.3.2. Speaking: knowledge or skill?

According to Bygate (1987, as cited in Tran, 1999, p. 5), speaking is not an easy task because *"we don't merely know how to assemble sentences in the abstract, we have to produce them and adapt them in the circumstances. This means making decisions rapidly, implementing them smoothly and adjusting our conversation as unexpected problems appear in our path"*.

To make his opinion more specific, Bygate (1987, as cited in Tran, 1999, p. 5) compared speaking to driving a car. He thought that to drive a car, the driver not only needs to know the names of the controls but also need the skills to be able to use those controls to guide the car in a correct way so that it cannot crash into other objects. Similarly, speaking a language not only contains the knowledge about the language but also the skills to use that language in a correct and suitable way.

2. Related studies

In fact, personality is not a new concept in the world which has been researched for a long time. In 1921, Jung published a book named *Psychological Types* in which the definition and categories of personalities were firstly introduced. Also, this was the first time that the words *"Introvert"* and *"Extravert"* had been used. The word *"Extravert"* derived from the Latin words *"extra"* meaning outside and *"vertere"* meaning to

turn. Beside, the word *"Introvert"* came from the Latin *"intro"* meaning inward and *"vertere"* to turn. Specifically, Jung affirmed that there were two different attitudes namely Introverted and Extraverted which were *"distinguished by the direction of general interest or libido movement and differentiated by their particular attitude to the object"* (Jung, 1921). Moreover, in his book, Jung stated that both the two attitudes *extraversion* and *introversion* were present in every person, in different levels. There was no one who was purely introverted or extraverted. In fact, along with these two attitudes, Jung developed a framework of *"four functional types"* including *thinking* and *feeling* which enabled us to decide and *judge* and *sensation* and which helped use to gather information and perceive. At last, Jung concluded that there were totally sixteen personality types based on two attitudes and four functional types.

In 1962, Briggs and Briggs, based on what was written in Jung's book, published another book *A Guide to the Development and Use of the Myers-Briggs Type Indicator*. Having thought that Jung's types of personality was too specific and not useful in daily life, in this book, Briggs and Briggs developed another way of categorizing personality. They added one more category into Jung's four functional types which is *Judging* and *Perceiving*. Combining Jung's two attitudes and four functional types, Briggs and Briggs developed four scales of personality each of which represented two opposing preferences. Based on this categorization, some years after the publishing day of the book, a personality test of Briggs and Briggs was used. The aim of this test was to understand personality and preferred modes of behaving.

Over ten years ago, another book named *Please Understand Me* which mostly based on Jung and Briggs's studies by David Keirsey was introduced. An interesting point is that this book included a self-test to discover people's temperament types. Keirsey's model has for many years underpinned a highly regarded personality assessment methodology, which Keirsey claims to be the most widely used in the world. Keirsey's model has also enabled the development of a considerable supporting business corporation, which markets his testing instruments and their associated training and accreditation.

In 1950s, Hans Jurgen Eysenck, a German psychologist, raised another theory of personality. His theory measured personality using two scales *introversion-extraversion* and *stability-instability* and affirmed four types of personality including *unstable-introverted, unstable-extraverted, stable-introverted* and *stable-extraverted*. By surveying many thousands of people, using many and various adjectives (traits) representing behaviors and types, Eysenck built a scalable model which also formed the basis of what became the Eysenck personality test. His way of categorizing and his test of personality have been used until now because of their practicality.

Summary

In this chapter, thanks to the study on the key terms related to the research topic, the theoretical background of the study has been briefly reviewed. Most importantly, it has been pointed out that according to Eysenck, there are totally four different types of personality and each type has its own characteristics which can play as factors influencing students' performance in pairwork and groupwork in speaking lessons. Also, some advantages and disadvantages of pairwork and groupwork in classrooms

have been revealed. Finally, the review of a number of related studies has been mentioned in this chapter, which detected the research gap that motivates the researcher to find out the answers to the four research questions.

CHAPTER 3: METHODOLOGY

To ensure the validity and reliability of the paper, a combination of data collection and analysis methods was carried out. This would be clearly explained in this chapter.

1. Participants and participant selection method

The participants of the research paper included both first-year mainstream students and speaking teachers at Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi.

1.1. First-year mainstream students from FELTE, ULIS, VNUH

One purpose of this graduation paper is to find out the influences of students' personalities on their performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNUH. Therefore, fifty two first-year mainstream students from FELTE, ULIS, VNUH were involved in the process of data collection to find out the answer for the first and the second research questions. Those students were picked up randomly because *"random sampling"* can help to *"minimize the effects of any extraneous or subjective variables that might affect the outcomes of the survey study"* (Hoang & Nguyen, 2006, as cited in Vu, 2007, pp. 30-31).

There are two reasons for choosing first-year mainstream students of FELTE, ULIS as the participants of the research paper. Firstly, first-year students are not very familiar with CLT especially speaking learning. Normally, they are at the same level in this skill because at most high schools, students just focus on learning grammar. Pair and groupwork, moreover, are strange to them. Therefore, the influences of students' personalities on their performance in speaking learning in terms of pairwork and groupwork may be more clearly shown in the first year of learning process than the second or the third year. This reason is the main factor leading to the researcher's decision to choose first-year students as the participants of the research.

Secondly, mainstream students were chosen as the participants of the study but not fast-track ones. Again, speaking and groupwork is a new concept with these students, who mostly come from non-specializing high schools in the countryside. In contrast, fast-track students mostly graduated from specializing schools where CLT have somehow been applied by the teachers. Therefore, they may be more familiar with speaking learning than mainstream students. Due to this reason, the influences of personalities may be more clearly shown in the performance of mainstream students than fast-trackers.

1.2. Speaking teachers

The second purpose of this graduation paper is to find out some solutions to reduce negative influences of personalities on students' speaking learning and increase positive ones; therefore, speaking teachers at Division 1, FELTE were decided to be the second type of participants. The reason for this choice is that teachers at Division 1, FELTE normally have chances to work with students in one or more than one semester. This amount of time is somehow long enough for the teachers to realize their students' personality trend. Besides, the teachers are also the people who observe as well as monitor students' activities in lessons. Consequently, the teachers can have reasonable judgments on influences of students' personalities on their performance in pairwork and groupwork activities in speaking lessons.

Moreover, the researcher decided to choose two experienced speaking teachers at Division 1, FELTE to be involved in the data collection process of the research paper. The reason is that the teachers who have experiences in teaching can understand their students' personality more easily than inexperienced ones. A long period of teaching time can help the

teachers to give valuable suggestions for students to overcome difficulties in pairwork and groupwork caused by their own personalities. In the process of data collection, these two teachers were asked for judgments on the effects of personalities on students' performance in speaking lessons in terms of pairwork and groupwork and some suggested solutions for students as well as teachers to reduce negative influences and increase positive ones.

2. Data collection instruments

A combination of data collection methods including questionnaires, interviews and classroom observation were conducted to have most reliable and valid data for the study.

2.1. Questionnaires

In the process of data collection for the research paper, questionnaires were used for first-year mainstream students of FELTE, ULIS, VNUH. The research decided to choose this instrument because it is very useful and can help to save time which is "*one of the most widely employed tools in educational research*" (Verma & Mallick, 1999, as cited in Tran *et al*, 2010, p. 16). In fact, the questionnaires were written in Vietnamese to misunderstanding as well as confusion of the students.

Regarding the content of the questionnaire, the first page of the survey paper was covered by a brief introduction of the study including the researcher's name, the paper's topic and aims. Moreover, in this part, the researcher explained the reason for asking for personal contact and promised to use all the information supplied only for the research purpose. Following the introduction of the paper was the main content of the questionnaire which was divided into two main parts. The first part consisting of twenty-

two yes/no questions was collected and adapted from *The short-form revised Eysenck personality questionnaire (EPQ-S): A German edition* (Francis, Lewis & Ziebertz, 2006). These questions' aim was to find out personality type of forty students who took part in the survey. In the second part of the questionnaires, there were twenty statements which were designed according to Likert scales. This part focused on influences of students' personality types on their performance in pairwork and groupwork activities in speaking lessons.

2.2. Interviews

As for the second instrument, there were two separated interview schedules for both speaking teachers and first-year mainstream students. In those shedules, there were only open-ended questions and all the interviews were semi-structured. The reason is that this type of interview *"gives the interviewee a degree of power and control"* as well as provides the interviewer *"a greater deal of flexibility"* (Nguyen, Pham & Luong, 2009).

To be specific, the interviews with four students of four different personality types aimed at finding out the clearer results for the influences of personality types on students' performance in pairwork and groupwork. There were totally six questions in the interview schedule for students and most of them focused on the second research question. Moreover, relaxing conversations between the interviewer and interviewees were conducted to found the interaction between the participants of the interviews. Based on that, the researcher can see and judge the interviewees' personality types more clearly to have more exact results.

Likewise, two speaking teachers were asked to take part in the interviews. The main function of these interviews was to find out possible

solutions to reduce negative influences of personality types on students' performance in pairwork and groupwork activities and increase the positive effects. Besides, some more questions were raised to ask the teachers about the importance of understanding students' personality and the influences of personality on their performance in the classroom in terms of pair and groupwork.

2.3. Classroom observation

According to Mason (1996:60), classroom observation usually refers to *"a method of data gathering which involve the researcher immersing (him or herself) in a research setting, systematically observing dimensions of that setting, interactions, relationships, events and so on"* (as cited in Tran et al, 2010, p. 17). Because of these characteristics, observation in classrooms may help the researcher gain insights into the context of the participants; from that, the researchers can understand the participants deeper in order to produce the most reasonable and reliable note-takings. With all the above-mentioned advantages, the research decided to use classroom observation as the third instrument of the research paper. Specifically, the pairwork and groupwork activities of the four students who took part in the interview were observed in two lessons. The aim of this part was to find out influences of students personality types on their performance in pairwork and groupwork in speaking classes perceived by the researcher. In all those classroom observations, a sample of observation checklist designed by the researcher was used. There were totally five criteria set in the checklist for the researcher to give comments. They were students' *involvement and excitement, leadership, noise and mistakes, use of Vietnamese* as well as *ideas and arguments*. All these criteria came from the

advantages and disadvantages of pairwork and groupwork that the researcher had covered in the second chapter.

3. Data collection procedure

The procedure of data collection was conducted in three phases:

- **Phase 1**:

At the first phase, the preparation for the process of data collection was carried out. To be specific, the researcher adapted the first part and designed the second part of the questionnaires for students. In the meantime, two interview schedules for two main groups of participants namely the teachers and the students were designed. Besides, a classroom observation checklist was planned based on the literature review.

After finishing adapting and designing the questionnaires, interview schedules and observation checklist; pilot interviews and questionnaires were conducted with three voluntary first-year mainstream students. The aim of this stage was to find out whether the language as well as questions in the interview schedules and questionnaires was suitable for students or not so that the researcher would revise the final draft. According to those students' response, the questionnaires and interview questions were translated into Vietnamese to make it easier for the students to read and understand.

- **Phase 2**:

The survey, interviews and classroom observation were conducted in the second phase. Firstly, the researcher asked for the permission of the teachers as well as the students of two first-year mainstream classes to carry out the survey. Before the questionnaires were delivered to the students, the research topic, aims and scope were clearly explained. Beside, the researcher

clarified the reasons why students' personal information was asked at the beginning of the questionnaires and assured to keep them secret. Moreover, the result of personality types was promised to be given to the students if they wanted. In the meantime, the researcher asked the students whether they had any questions or wonderings before giving them the questionnaires. Next, the questionnaires were delivered to each student. While the students were completing the questions in the survey, the researcher moved around the classroom to observe and give help when necessary. Then, all the questionnaires were collected after the students had finished them.

Having the results in hands, the researcher analyzed the first part of the questionnaire to choose four students of four different personality types to conduct the interviews with them. Before the interviews were carried out, the researcher made phone calls to all those four students to ask for their permission and arrange time and place. At the beginning of the interviews, the research topic, aims and scope were introduced again to the interviewees. Also at this time, the researcher asked the interviewees whether they had any questions and permitted for recording the conversations or not. Then, the real interviews started. Six questions in the interview schedule for students were raised one by one. Sometimes, when the interviewees did not understand or were confused, the researcher added some more sub-questions to get more ideas from them. After finishing those six questions, the researcher said thank you to the interviewees had small talks to get close to them in order to understand more about their personality types.

Finishing the interviews with those four students, the researcher started to carry out the interviews with two experienced speaking teachers at Division 1. The procedure of these interviews happened like those above-

mentioned ones. To be specific, the researcher also called to the teachers to ask for permission, arrange time and place. Before starting the interviews, the research topic and objectives were explained to the teachers and then, seven questions were raised in turn. When interviewing, the researcher also stopped to clarify or add some minor questions if necessary. In the end, the interviewees were said thank you for their cooperation.

At the last stage of the second phase, the observation of students' activities was carried out. The researcher took advantage of the practicum at Division 1 to observe the four above-mentioned students' performance in speaking classes in terms of pairwork and groupwork. The observation continued in two lessons and during these lessons, the observation checklist was used for the researcher to give some comments on their performance.

- **Phase 3**

In the last phase, the entire data was arranged to prepare for the process of data analysis. Specifically, all the questionnaires were collected together and all the answers were counted. Beside, the researcher transcribed the content of the interviews with four students and two teachers. Lastly, all the information collected from the classroom observations were written down on the observation checklist.

4. Data analysis procedure

The collected data was classified according to three research questions. To be specific, the first part of the questionnaires was to answer the first question, whereas the second part, the observation's content and students' responses helped to solve the second one. Lastly, the teachers' answers and suggestions were the key to the third question of the study.

As for the first research question, personality types and characteristics of first-year mainstream students were gathered from the first part of the survey questionnaires which consisted of twenty one yes/no questions. To find out the result, the researcher counted the number of the answers Yes and No of each student. Then, a pie chart was formed to compare the number of different personality types of students. Finally, some outstanding characteristics of each type of students' personality which may influence their performance in pairwork and groupwork activities in speaking lessons would be described.

Regarding the second question, the researcher synthesized each of personality types in turn. The information for this research question was revealed from the second part of the questionnaires. Because all of the students' answers showed different levels of agreement, they were converted into a five-point scale. In details, a maximum of five points referred students' strong agreement with the statements in the questionnaires. This score gradually decreased from five to one for strongly disagreement. At last, the number of students' responses for each statement in different levels (from *strongly agree* to *strongly disagree*) was counted. They were all inserted into a table to show the influences of students' personality on their performance in pair and groupwork in speaking lessons. Moreover, the information from the classroom observation and the students' responses in the interviews were added to show clearer results.

With the last question of the study, the researcher took advantage of the teachers' ideas in the interviews to find out the solution for negative influences and help students have the best result in pairwork and groupwork in speaking classes.

Summary

The methodology applied in the research paper has been carefully justified in chapter. To be specific, the reasons for choosing two groups of participants namely first-year mainstream students and speaking teachers at Division 1, FELTE have been revealed. Next, the combination of three data collection instruments, the three-phase process of data collection and the procedure of data analysis have been also justified in this chapter. Those justifications of the methodology would play as the guideline for the analysis of the collected data in the next chapter.

CHAPTER 4: RESULTS AND DISCUSSION

The previous chapter detailed the methodology of the study by describing and justifying reasons for the choice of participants, instruments and the procedure of data collection and analysis. In the fourth chapter, collected data were analyzed to find out the answers to the three research questions.

1. Research question 1: The common personalities of first-year mainstream students of FELTE, ULIS, VNUH

Thanks to part one of the research questionnaires, the common personalities of first-year mainstream students of FELTE, ULIS, VNUH were found out. The answer to this research question is a surprise because it

is not as expected when the number of extraverted students is much bigger than the number of introverted ones. In short, the comparison among the four types of personalities of first-year mainstream students at FELTE, ULIS, VNUH can be summarized in the table below:

Types of personality	Number of students
Introverted-Unstable	6
Introverted-Stable	2
Extraverted-Unstable	26
Extraverted-Stable	18
Total	52

Table 1: Common personalities of first-year mainstream students at FELTE, ULIS, VNUH

Or we can see the comparison among these four types more clearly in the chart below:

Chart 1: Common personalities of first-year mainstream students

11.5%

3.8%

34.6%

50.0%

Introverted-Unstable
Introverted-Stable
Extraverted-Unstable
Extraverted-Stable
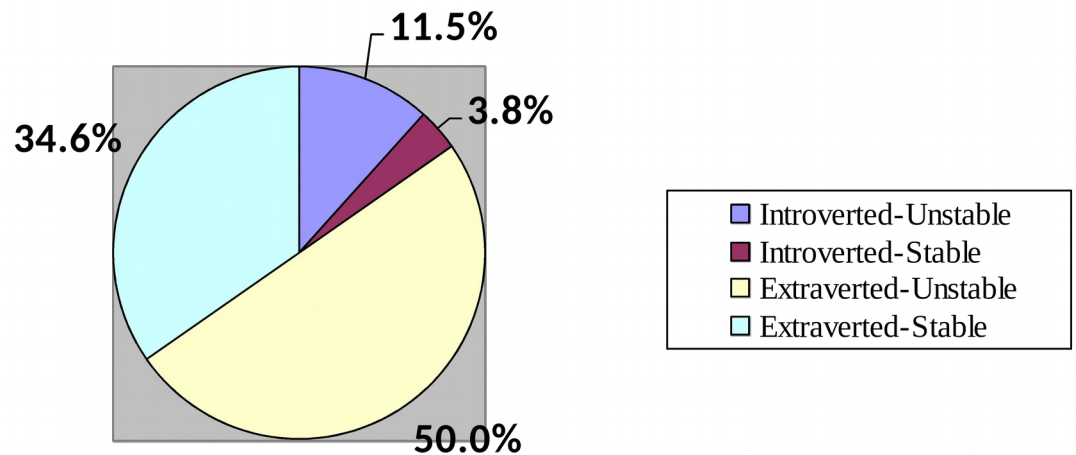
According to the pie chart above, half of the students who took part in the data collection process belong to Extraverted-Unstable type. Meanwhile, 34.6 % of them are Extraverted-Stable; 11.5 % are Introverted-Unstable students and only 3.8 % are Introverted-Stable ones. Thus, it can be clearly seen that the number of extraverted students who are believed to be sociable, active and out-going is much bigger than introverted ones who are quiet and passive. This result is a bit surprising because the participants of the study are freshmen at university who are often believed to be quiet and shy.

Also, the data collection process revealed some characteristics of each personality type. First, it can be concluded that introverted-unstable are quite excited in their daily life with familiar people but not very active and a little bit shy. To be specific, they are talkative, enjoy meeting people especially their friends. However, they cannot take the initiative in making new friends, rapidly get involved in social life at a new work place or get a party going and are not considered a lively person by others. This result is

partially similar with Eysenck's description of introverted-unstable people who are *"quiet"* and *"unsocial"* (Eysenck, 1950). Moreover, according to Eysenck, introverted people like being alone and do not want to be with other people.

Besides, most of introverted-unstable students agree that they are worrying and usually feel lonely as well as suffer from "nerves" and are troubled about feelings of guilt. These students also affirm that their mood often go up and down, they ever feel "just miserable" for no reason and frequently worry too long after an embarrassing experience. In addition, their feelings are easily hurt, they are short-tempered and often feel fed-up. In comparison with the description of introverted-unstable people who are *"moody, anxious, rigid, sober* and *pessimistic"* in Eysenck's theory (1950), these students quite fit with those characteristics. Overall, with all the characteristics analyzed, introverted-unstable students may be not very active and excited in pairwork and groupwork in speaking lessons. Moreover, because they are *moody, anxious* and *rigid*, they may not be able to control their temper in discussions and cause quarrels.

Secondly, as for introverted-stable students, their extraversion is quite similar to introverted-unstable ones'. Their answers in the questionnaires reveal that they are rather talkative and excited about meeting people but are not very lively and quite passive. These characteristics partially fit with Eysenck's opinions when he concludes that introverted-stable people are *"peaceful, thoughtful, careful and passive"* (Eysenck, 1950). Besides, these students say they are not worrying and short-tempered people who do not worry too long after an embarrassing experience and are not often troubled about feelings of guilt. All of them are not nervous; do not

often feel lonely, fed-up, and miserable for no reasons and suffer from "nerves". Moreover, their feelings are not easily hurt. This result is on the contrary with introverted-unstable ones but coincides with the opinion about introverted-stable people of Eysenck when he described them as *"calm, even-tempered, reliable and controlled"*. Thus, it can be guessed that introverted-stable students may be not very excited and involved in pairwork and groupwork speaking activities. However, unlike introverted-unstable ones, these students are *calm* and *controlled*. Therefore, they may know how to keep temper in discussion so as not to cause unexpected arguments.

Thirdly, regarding extraverted-stable students, they are mostly lively and talkative people who like meeting and mixing with people and friends. They are also quite active when usually taking the initiative in making new friends and rapidly getting involved in social life at a new workplace. Most of them can also let themselves go and enjoy themselves at a lively party and like plenty of bustle and excitement around them. Also, most of the students affirmed they are considered lively people by their friends and more than half of them can get a party going. Surprisingly, only one-third can easily get some life into a rather dull party. Comparing with Eysenck's description, this result is somehow similar to characteristics of extraverted-stable type in that theory which was described as *sociable, outgoing* and *talkative*. Moreover, as for stability trend of extraverted-stable people, Eysenck described them as *easy-going, carefree* and have good *leadership*. In comparison with the result from the questionnaires, it is quite similar because most of extraverted-stable students describe themselves as not worrying, nervous and short-tempered people. The majority of them do not usually feel lonely, miserable as well as their feelings are not easily hurt but

their mood often goes up and down. Thus, with these characteristics, extraverted-stable students may be active and excited in pairwork and groupwork in speaking lessons. They may also be enthusiastic to raise ideas and have interesting ones. Moreover, these students may be able to be good leaders in their pairs and groups.

Lastly, concerning extraverted-unstable students, most of them agree that they are talkative and rather lively. These students also enjoy meeting new people and having plenty of bustle and excitement around them. However, nearly half of the students cannot let themselves go and enjoy themselves at a lively party. Besides, almost fifty percent of them are unable to get a party going and easily get some life into a rather dull party. Thus, it can be concluded that although these students are talkative and lively, they are not very active. This result is quite surprising because Eysenck described extraverted-unstable people as *optimistic*, *active* and *excitable.* Regarding stability trend, almost extraverted-unstable students taking part in the data collection process conclude that they are worrying and short-tempered people. These students also agree that their mood often goes up and down and their feelings are easily hurt. Moreover, they affirm that they ever feel miserable for no reason and often feel lonely. However, nearly a half of them say they are not nervous people. Overall, extraverted-unstable students are *optimistic, active, excitable, touchy* and *changeable.* Therefore, in pairwork and groupwork speaking activities, they may be excited and involved in but aggressive to cause quarrels.

2. Research question 2: Influences of personality on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNUH

The answer for the second research question was revealed from the second part of the questionnaires, the information from the classroom observation and the interviews with four students of four personality types. The influences of each personality type were specifically analyzed according to five criteria: *Involvement and excitement*, *leadership*, *noise and mistakes*, *use of Vietnamese* and *ideas and arguments*. Regarding the questionnaires, students answered by giving their opinions on the statements from *strongly disagree* to *strongly agree*. To be specific, there are totally five scales which were converted into five-point scale, ***1 pt: strong disagree, 2 pts: disagree, 3 pts: neutral, 4 pts: agree, 5 pts: strongly agree.***

2.1. Unstable-Introverted students

2.1.1. Involvement and excitement

Regarding unstable-introverted students who are believed to be *unsociable* and *quiet* (Eysenck, 1950), they admitted that they were not really involved in pairwork and groupwork activities in speaking classes. Their *"quiet"* characteristic was clearly shown in their performance in those kinds of activities which was specifically illustrated in the table below:

Table 2: A summary of unstable-introverted students' involvement and excitement in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I am really involved and motivated	0	0	5	1	0	**3.17**
2	I take advantage of chances to use English	0	1	2	3	0	**3.33**
3	I feel excited in these activities because I have chance to compete with my friends	0	1	4	1	0	**3.0**
4	I feel more secure when working with	0	1	1	4	0	**3.5**

	friends instead of talking to the teacher						
5	I dominate other friends in my group	1	2	3	0	0	**2.33**

As it can be clearly seen from the table above, unstable-introverted students were not very involved and motivated in pairwork and groupwork as well as did not really take advantage of chances to use English in those activities because the overall mark of students' agreement was just about three over five points. On the contrary, according to the information collected from the interview with an unstable-introverted student, he said that he was quite involved and excited in pairwork and groupwork speaking activities. Moreover, this student affirmed he tried to take advantage of chances to use English in those activities and *"the chance to be the presenter for my group"*. This totally fitted with the results from the observation of this student's performance. Through the classroom observation, the researcher found out that this unstable-introverted student was quite involved in the activities and sometimes fought to be the speaker of his group. Overall, it can be concluded that most of unstable-introverted students did not involve in pair and groupwork activities in speaking classes; however, some of them still tried to overcome the shortcomings of their personality to participate in and practice speaking English.

Beside the involvement, this table showed that most of the students felt more secure when working with their friends' instead of talking to the teacher. The average mark for this one is 3.5 over 5 points which is the highest one among five criteria. Similarly, the interviewed student agreed with this idea when he stated: *"I feel working with the teacher is not very comfortable. Working with my friends is safer"*.

Last but not least, because these unstable-introverted students did not actively participate in pair and groupwork speaking activities, they did not dominate their friends in discussions. The average mark for this criterion was only about 2.3 over 5 points which was the lowest one. In the meantime, the result from the classroom observation and the interview shared the same ideas. When being asked about this problem, the interviewed student answered he could not dominate other friends because they were very energetic, dynamic and quick-minded.

Overall, although unstable-introverted students felt safer when working in groups, they did not involve as well as did not dominate their friends in those activities. This result can be easily guessed based on their analyzed characteristics: *"quiet"* and *"unsocial"*. However, if the students are aware of the weakness in their personality, they can have suitable adjustment to have the best results in pairwork and groupwork in speaking lessons.

2.1.2. Leadership

According to Eysenck's theory about four types of personality in 1950, unstable-introverted was not the type which had good leadership. Comparing with the information collected from the data collection procedure, Eysenck' idea is quite true when there were few students affirming that they could be the group leader in pairwork and groupwork activities. The result from the questionnaires was clearly shown in this table:

Table 3: A summary of unstable-introverted students' leadership in pairwork and groupwork

Statements	1	2	3	4	5	Average

1	I help other group members when they have difficulties	0	0	2	4	0	**3.67**
2	I play as the group leader in my group to lead my friends to finish the task	0	2	2	2	0	**3.0**
3	I respect others' ideas and listen to them whenever they raise voice	0	0	2	4	0	**3.67**

Thanks to the analysis from the table, it can be concluded that most of unstable-introverted students participating in the survey helped their group members when they had difficulties and respected others' ideas. Four of six participating students agreed with these statements and the average mark for them was 3.67 over five points which was rather high. However, only two among six students approved that they played as the group leader in their groups to guide other members to finish the task, which leaded to the low average mark: three over five. This result quite fitted with the information from the classroom observation when the researcher realized the unstable-introverted student did not show his leadership in groupwork. In contrast, in the conversation with him, this student said he was normally the leader in his group, but only in presentation stage because he usually volunteered to become the presenter. Nevertheless, in the researcher's opinion, this does not mean he played as a leader but only a volunteer speaker.

To sum up, unstable-introverted students did not show leadership in pairwork and groupwork in speaking lessons although they still helped their friends overcome difficulties as well as respected others' ideas. The result of this part is not surprising because unstable-introverted students are not only

"quiet", *"unsociable"* but also *"anxious"* and *"rigid"*. These characteristics are not suitable for them to play as the leader in pairwork and groupwork.

2.1.3. Noise and mistakes

Based on the *quiet* and *passive* nature of unstable-introverted people (Eysenck, 1950), it can be easily inferred that the students of this personality type would not make much noise in pairwork and groupwork activities. This prediction totally fitted with the result collected from the survey with six unstable-introverted students.

Table 4: A summary of unstable-introverted students' noise and mistakes in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I make a lot of noise because of my excitement	1	4	0	0	1	**2.33**
2	I make my group noisier than others because of my aggressiveness	2	3	1	0	0	**1.83**
3	The teachers often take notice of and remind my group because of my noisy arguments	1	5	0	0	0	**1.83**
4	I make mistakes when practising English because of my hurry	0	0	2	4	0	**3.67**

The table above clearly showed that these unstable-introverted students did not make noise in their groups. Specifically, apart from one students approving of the first statement, five students left disagreed and strongly disagreed with it, which make the average mark become very low,

just about 2.33 over 5. Moreover, most of the students said they did not make their groups noisier than other because of their aggressiveness and therefore, the teacher did not often take notice of and remind their groups. These two statements got the lowest point, about 1.83. Similarly, the observation result proved these kinds of students were not noisy in pairwork and groupwork.

Concerning mistake-making, four among six students agreed with the statement, which leaded to the highest point 3.67. This means that most of unstable-introverted students made mistakes when practicing English because of their hurry.

To sum up, unstable-introverted students were not noisy when working in groups but their hurry caused a lot of mistakes in practicing English. Thus, not only Esynck but unstable-introverted students also described themselves to be *quiet* and *unsociable*. These characteristics were not only shown in their daily life but also in studying and especially in pairwork and groupwork in speaking lessons.

2.1.4. Use of Vietnamese

As for the use of Vietnamese in pair and groupwork speaking activities, surprisingly, unstable-introverted students asserted they did not use Vietnamese regularly. To be specific, three of six students disagreed with the statement and other three were neutral.

Table 5: A summary of unstable-introverted students' use of Vietnamese in pairwork and groupwork

Statements	1	2	3	4	5	Average
I use mother tongue instead of English	0	3	3	0	0	2.5

Moreover, thanks to what was collected from the observation and interview, the reason for students' using Vietnamese instead of English was revealed. The interviewed student said he sometimes used mother tongue in discussions but only when he found it difficult to express in English or did not find suitable words. At that time, he used Vietnamese to save time although he was still willing to practice English. Similarly, through the observation, the researcher believed his sharing was true. In pairwork and groupwork in speaking lessons, he tried to use English and only used Vietnamese when having difficulties in expressing ideas.

The result of this part is really surprising because with their *"quiet"* and *unsociable"* characteristics, unstable-introverted students may be afraid that others will laugh at their mistakes and use Vietnamese to be safe. However, they have tried to use English, which proves their effort in practicing English.

2.1.5. Ideas and arguments

Regarding ideas and arguments in pairwork and groupwork in speaking classes, unstable-introverted students performed quite well. Mostly, they did not wait until others asked them to raise ideas as well as were not afraid of their friends' judgment when giving opinions. Also, these students controlled their temper when having arguments. The results were specifically analyzed in the table below:

Table 6: A summary of unstable-introverted students' ideas and arguments in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I observe and listen to other's ideas	0	0	2	4	0	3.67

	before raising voice						
2	I raise my voice only after others ask me	1	4	1	0	0	**2.0**
3	I do not raise my ideas because I am afraid that others will laugh at me	1	5	0	0	0	**1.83**
4	I keep silent when other group members are arguing	0	1	3	2	0	**3.12**
5	I cannot control my temper so I cause unexpected arguments in my group	1	4	0	1	0	**2.17**
6	I try to protect my ideas even though they can cause quarrels	2	1	2	1	0	**2.33**
7	I want all my group members to agree with my ideas	0	3	1	2	0	**2.83**

The table showed that four of six unstable-introverted students observed and listen to their friends' ideas before raising voice. The average mark for this statement was also the highest one, 3.67. Surprisingly, these students said they volunteered to raise voice before others asked them and especially, all of six students disapproved with the statement that they did not give opinion because they were afraid others would laugh at them. This result was quite contrary to their nature of *"quiet"* and *"shy"*. Nevertheless, the unstable-introverted student's answer in the interview proved the truthfulness of that result when he mentioned that he was not afraid of raising voice in groupwork. Also, he often listened to his friends' opinions first because he thought his friends *"may be more active and have more interesting ideas"*. Similarly, the classroom observation had the same result

when the researcher realized this students' volunteering in giving opinions as well as he had a lot of interesting ideas and reasonable arguments.

Secondly, these unstable-introverted students behaved politely in arguing. As it can be seen from the table, statement number five had one of the lowest points, only 2.17 and then number six with 2.33. This proved that the students were not aggressive and stubborn in pairwork and groupwork activities when they did not try to protect their own ideas even though it can cause quarrels. This is the same as the result of the interview and observation. Besides, half of them agreed or were neutral with the statement that they wanted all group members to agree with their ideas and kept silent when other group members were arguing. This means that although they wanted to protect their ideas, they did not want to argue with their group members. Also, the student's answer in the interview supported for this ideas when he affirmed he was not too competitive and aggressive to cause unexpected arguments in groups and *"not brilliant enough to pick holes into my friend's coat"*.

In conclusion, unstable-introverted students performed quite well in terms of ideas and arguments in pairwork and groupwork. They actively raised ideas rather than waiting others to ask. Also, they were not aggressive in discussions. This result is also surprising because unstable-introverted students are believed to be passive which may imply that they would not actively give opinions in pairwork and groupwork.

2.2. Stable-Introverted students

2.2.1. Involvement and excitement

As described in Eysenck's theory, stable-introverted people are *careful* and *passive*. According the the questionnaires' results, the students of this personality type did not really involve in pairwork and groupwork speaking activities.

Table 7: A summary of stable-introverted students' involvement and excitement in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I am really involved and motivated	0	1	0	1	0	3.0
2	I take advantage of chances to use English	0	0	1	1	0	3.5
3	I feel excited in these activities because I have chance to compete with my friends	0	1	0	1	0	3.0
4	I feel more secure when working with friends instead of talking to the teacher	0	0	1	1	0	3.5
5	I dominate other friends in my group	1	1	0	0	0	1.5

According to the result from the table above, stable-introverted students were not very excited but not really indifferent when working in groups. In detail, one of them agreed and one disagreed with the statement of involvement and excitement in groupwork. Besides, they quite approved that they took advantage to practice English and felt secure when working with friends instead of talking to the teacher. This result fitted with the opinions of the interviewed student taking part in the data collection process. She admitted that she did not take advantage of chances to use English because she was still afraid to communicate in English. Moreover, she shared that if she had chances to work with her close friends, she would feel free to give opinions and be involved in the activities. This student also added that she

liked working with friends because it is much safer than talking to the teacher. In addition, the classroom observation also showed that the stable-introverted student did not actively participate in the activities when she spent most of the time listening to other members.

Regarding the domination, both of the students of this personality type affirmed that they did not dominate their friends in discussions. The observation and interview's result also supported this idea. To be specific, the student said she was quiet in groupwork and the researcher witnessed she only talked at the beginning of the activities and then sat to listen to others.

Overall, stable-introverted students did not actively join in pairwork and groupwork speaking activities; therefore, they did not dominate their friends when discussing. Moreover, they felt safer to work with friends instead of talking to the teacher. This result is reasonable because Eysenck described people of this personality type as *"careful"* and *"passive"*. In the survey, these students also affirmed they were not lively. Those characteristics really affect their performance in pairwork and groupwork in speaking lessons.

2.2.2. Leadership

With described characteristics of stable-introverted personality type, it can be easily inferred that the students of this type do not have leadership. The result of the questionnaire proved the truthfulness of this inference as seen in the below table:

Table 8: A summary of stable-introverted students' leadership in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I help other group members when they have difficulties	0	0	1	1	0	**3.5**
2	I play as the group leader in my group to lead my friends to finish the task	0	1	1	0	0	**2.5**
3	I respect others' ideas and listen to them whenever they raise voice	0	0	1	1	0	**3.5**

One among two students said that they helped other members when they had difficulties and respected their friends' ideas while the other was neutral with these two statements. Nevertheless, both of them were not sure about their leadership when the average mark for this claim was only 2.5 over five points. Comparing with the result from the observation, the researcher found out the student of this personality did not show leadership in pairwork and groupwork activities. Besides, in the conversation with the researcher, she also admitted she was not qualified enough to be a leader.

Overall, stable-introverted students did not play as leaders when working in pairs and groups in speaking classes. Although these students are *calm* and *controlled*, they cannot be a group leader because of their passiveness in groupwork.

2.2.3. Noise and mistakes

Because of their passiveness in groupwork, stable-introverted students were not noisy when working in groups in speaking lessons. Both of the students asserted they did not make noise in groupwork activities and therefore, the teacher did not have to remind their groups. This can be clearly seen in the table below:

Table 9: A summary of stable-introverted students' noise and mistakes in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I make a lot of noise because of my excitement	2	0	0	0	0	**1.0**
2	I make my group noisier than others because of my aggressiveness	2	0	0	0	0	**1.0**
3	The teachers often take notice of and remind my group because of my noisy arguments	0	2	0	0	0	**2.0**
4	I make mistakes when practising English because of my hurry	0	0	1	0	1	**4.0**

Moreover, according to the classroom observation, the researcher witnessed the student's quietness in those activities. In contrast, regarding mistake-making, one among two students said she/he made mistakes when practicing English because of her/his hurry and the other was neutral. However, thanks to the researcher's observation, it can be concluded that the student had some mistakes in her pronunciation because she was not good at it, but not because of her hurry.

Overall, stable-introverted students did not make noise in groupwork in speaking lessons and sometimes, they can make mistakes in practicing English. The fact that the students were not noisy can be easily guessed based on these students' characteristics according to Eysenck's theory and their answers in the survey. Concerning students' mistake-making, the reason is not very clear. The students can make mistakes when practicing

English because of their hurry or because they are not good at English enough.

2.2.4. Use of Vietnamese

Table 10: A summary of stable-introverted students' use of Vietnamese in pairwork and groupwork

Statements	1	2	3	4	5	Average
I use mother tongue instead of English	1	0	1	0	0	2.0

According to the description of stable-introverted personality type, it can be inferred that the students of this type may use Vietnamese in groupwork instead of English. Surprisingly, the questionnaires' result was on the contrary. Among two students, one disagreed with the statement and one was neutral. However, thanks to the observation, the researcher found that the stable-introverted student used Vietnamese frequently especially when the teacher was not at her groups/pairs. Besides, the interviewed student admitted that she often used mother tongue in discussion because she found it difficult to express in English and she was afraid of communicating in English.

In conclusion, based on the features of stable-introverted students' personality and the result collected from the interview as well as the observation, it can be concluded that these students often use Vietnamese in pairwork and groupwork in speaking lessons. Maybe the reason is that they are not confident about their English and afraid that other will laugh when they speaking wrongly or not beautifully.

2.2.5. Ideas and arguments

In group discussion, stable-introverted students were quite passive when they had to wait others to raise voice first. The table below would show the result more clearly.

Table 11: A summary of stable-introverted students' ideas and arguments in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I observe and listen to other's ideas before raising voice	0	0	0	2	0	**4.0**
2	I raise my voice only after others ask me	0	1	1	0	0	**2.5**
3	I do not raise my ideas because I am afraid that others will laugh at me	0	1	0	1	0	**3.0**
4	I keep silent when other group members are arguing	0	1	0	1	0	**3.0**
5	I cannot control my temper so I cause unexpected arguments in my group	2	0	0	0	0	**1.0**
6	I try to protect my ideas even though they can cause quarrels	0	0	2	0	0	**3.0**
7	I want all my group members to agree with my ideas	0	2	0	0	0	**2.0**

As it can be seen from the table above, both of the students agreed with the first statement, which led to the highest average point, four over five. With the second statement, one of them disagreed and the other was neutral. It means that although all of these stable-introverted students were not the first people to raise voice in their groups, they did not wait until

others asked them to give opinions. Sharing the same idea, the interviewed student said she had never been the first person to raise voice in discussions. She also admitted that in groupwork discussions, she could not think of any ideas, and when her friends asked, she just shook her head. Similarly, thanks to the observation, the researcher found this student mostly waited for others' reminder of giving her own ideas.

As for arguments, stable-introverted students were not aggressive. Based on the result in the table, only one of them kept silent when other group members were arguing but they could control their temper in order not to cause unexpected arguments. Moreover, they did not try to protect their ideas regardless of quarrels or wanted all the others to agree with them. Approving of this ideas, the student participating in the interview shared she did not cause arguments in her groups because she always waited others to finish before raising opinions. Besides, the observation's result revealed that this student did not really argue with peer and other members of her group when just giving opinions once or twice, then listen to others and did not reject others' ideas.

Overall, stable-introverted students were quite passive in giving opinions in discussions and did not cause arguments when working in groups in speaking lessons. The characteristics of these students are both their strength and weaknesses. To be specific, their calmness helped them control themselves very well and did not cause quarrels in discussions. However, their passiveness prevented them from actively raising voice in pairwork and groupwork.

2.3. Unstable-Extraverted Students

2.3.1. Involvement and excitement

As described by Eysenck in 1950, unstable-extraverted people were *excitable* and *active*. These characteristics were shown in their involvement in pairwork and groupwork in speaking lessons.

Table 12: A summary of unstable-extraverted students' involvement and excitement in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I am really involved and motivated	1	5	10	7	3	**3.23**
2	I take advantage of chances to use English	2	3	7	11	3	**3.38**
3	I feel excited in these activities because I have chance to compete with my friends	0	7	9	8	2	**3.23**
4	I feel more secure when working with friends instead of talking to the teacher	1	2	9	10	4	**3.54**
5	I dominate other friends in my group	6	14	4	1	1	**2.11**

The above table revealed the participation of unstable-extraverted students. According to the result analyzed, these students were quite involved and excited in groupwork speaking activities. Over half of them did try to take advantage of chances to use English in those activities. The average mark for these statements was about 3.3 over 5 points, which is not very high. The highest point was for the statement of safety when working with friends instead of talking to the teacher. However, in fact, only half of them agreed with this idea. In comparison with the result of the interview, the unstable-extraverted student said she was very enthusiastic in pairwork and groupwork and talked so much in discussions. The researcher shared the

same idea when observing her performance in pairwork and groupwork activities. She was over-excited and talked most of the time.

Regarding students' domination in pairwork and groupwork, surprisingly, this statement got the lowest point when only two among twenty-six agreed and strongly agreed with it. In contrast, the interviewed student told she always dominated their friends in her groups. The classroom observation also proved the truthfulness of her saying when the researcher found she did not save time for others to talk.

Overall, unstable-extraverted students were quite involved in groupwork speaking activities and felt secure to work with friends. Also, most of them did not dominate other friends in discussions. Thus, unlike the students of the two first personality types, characteristics of the students of this one have positive influences on their performance in pairwork and groupwork in speaking lessons when they were excited in those activities. However, as guessed, these students may dominate their friends because of their aggressiveness but in fact, they did not.

2.3.2. Leadership

Concerning leadership, most of unstable-extraverted students were not group leaders in discussions although they still helped others and respected their friends' ideas.

Table 13: A summary of unstable-extraverted students' leadership in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I help other group members when they	1	1	8	14	2	**3.58**

	have difficulties						
2	I play as the group leader in my group to lead my friends to finish the task	1	10	10	3	2	**2.81**
3	I respect others' ideas and listen to them whenever they raise voice	0	0	4	12	10	**4.23**

As it can be seen from the table, the last statement got the highest point, which means that most of students respected others' ideas and listened to them whenever they raise voice. The second highest point belonged to the first statement. It proved these students helped their friends in discussions. However, most of them were not confident to say they were the group leader in pairwork and groupwork, which led to the lowest point 2.81. Nevertheless, according to the interviewed student's sharing, she said she often talked so much in her groups and felt that she was the leader. In contrast, the information from the observation revealed this student wanted to be the leader in her group, but her leadership was not good when she sometimes forced others to do as she asked and spoke too much.

To sum up, although unstable-extraverted students helped their group members in groupwork and respected their ideas, they did not show effective leadership. This result fits with Eysenck's opinion in his 1950's theory and the researcher's guess. Although these students are *active,* and *excitable,* their *touchy* and *changeable* characteristics prevent them from being a good group leader.

2.3.3. Noise and mistakes

As guessed, unstable-extraverted students would make a lot of noise when working in pairs and groups in speaking lessons. However, the result was on the contrary, they were not very noisy in pairwork and groupwork.

Table 14: A summary of unstable-extraverted students' noise and mistakes in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I make a lot of noise because of my excitement	4	12	5	2	3	**2.54**
2	I make my group noisier than others because of my aggressiveness	7	14	2	3	0	**2.04**
3	The teachers often take notice of and remind my group because of my noisy arguments	7	8	7	4	0	**2.31**
4	I make mistakes when practising English because of my hurry	1	0	6	11	8	**3.96**

From the table above, it can be easily seen that the three first statements got quite low points, only from 2 to 2.5 over total 5 points. This means that unstable-extraverted students did not make noise in their groups and the teachers did not have to take notice of them when working in groups. In contrast, as observed by the researcher, the unstable-extraverted student was over-excited and very noisy in discussions in speaking lessons. She spoke loudly and laughed most of the time.

As for mistake-making, the last statement got the highest point, nearly four over five. This revealed that these students made mistakes when practicing English because of their hurry. To be specific, the observation's

result showed the unstable-extraverted students made some grammar mistakes when speaking because she talked so fast.

In conclusion, most of unstable-extraverted students were not very noisy in their discussion but they made a lot of mistakes due to their hurry. This result is on the contrary to the researcher' guess. Based on characteristics of these students, the researcher thought they would make a lot of noise in pairwork and groupwork speaking activities. Thus, personality features did not negatively influence unstable-extraverted students' performance in terms of noise-making.

2.3.4. Use of Vietnamese

Fortunately, although unstable-extraverted students made a lot of mistakes in discussions, they did not often use Vietnamese in pairwork and groupwork speaking activities. According to the result of the questionnaires, only one third of them agreed with the statement of using Vietnamese instead of English. The average point, only 3.08 over 5 showed that these students tried to communicate in English to finish the tasks. This can be clearly seen in the table below:

Table 15: A summary of unstable-extraverted students' use of Vietnamese in pairwork and groupwork

Statements	1	2	3	4	5	Average
I use mother tongue instead of English	2	6	8	8	2	**3.08**

Moreover, the interviewed student also admitted that she only used Vietnamese when she did not know to speak in English. However, she always tried to limit Vietnamese using because she thought communicating

English would be better for her. The researcher also agreed with this thanks to the observation's result.

Overall, unstable-extraverted students did not often use mother tongue in pairwork and groupwork but tried to communicate in English. Thus, although the students' hurry caused their mistakes when practicing English, they still tried to use it instead of Vietnamese.

2.3.5. Ideas and arguments

Although described as aggressive, unstable-extraverted showed their calmness in pairwork and groupwork. The result can be seen more clearly in the table below:

Table 16: A summary of unstable-extraverted students' ideas and arguments in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I observe and listen to other's ideas before raising voice	0	2	6	16	2	**3.58**
2	I raise my voice only after others ask me	4	8	8	4	2	**2.46**
3	I do not raise my ideas because I am afraid that others will laugh at me	7	9	6	2	2	**2.35**
4	I keep silent when other group members are arguing	9	7	11	3	2	**3.0**
5	I cannot control my temper so I cause unexpected arguments in my group	14	6	6	0	0	**1.69**
6	I try to protect my ideas even though they can cause quarrels	8	6	9	3	0	**2.67**

7	I want all my group members to agree with my ideas	3	8	8	6	1	**2.77**

As analyzed in the table, the first statement got the highest point, 3.58 over 5 when most of the students agreed that they observed and listened to other's ideas before raising voice. However, most of them did not wait until other asked to raise their voice. In contrast, the interviewed student said she was always the first person to raise voice in her groups and then listened to others. In fact, the observation's result proved the truthfulness of her sharing when the researcher witnessed she gave opinions before all the others. Besides, her ideas were very interesting and useful for the discussions.

Moreover, the unstable-extraverted students took part in the arguments quite actively when only five among twenty-six said they kept silent when other group members were arguing. Nevertheless, surprisingly, most of them could control themselves quite well so as not to cause unexpected arguments. They were also not stubborn to protect their ideas when the average mark for the two last statements was only about 2.7 over 5. Similarly, the student taking part in the interview shared that although she tried to protect her opinions; she still listened to my friends' ideas and appreciated interesting ones. In addition, the observation result revealed this student was a little aggressive in discussing when she argued with his peer and group mates a lot.

Overall, unstable-extraverted performed quite well when they actively gave opinions and respected others'. Moreover, they were not very aggressive in discussions because they could still control themselves in order not to have unexpected quarrels. Once, students' characteristics had positive

effects on their performance in pairwork and groupwork speaking activities. They took advantage of their activeness and excitement to raise ideas. However, their aggressiveness in their personality was not shown in group discussions.

2.4. Stable-Extraverted students

2.4.1. Involvement and excitement

As described to be *sociable, out-going* and *talkative*; stable-extraverted students showed these characteristics in pairwork and groupwork in speaking lessons. They were quite involved in those activities, which was clearly shown in the below table:

Table 17: A summary of stable-extraverted students' involvement and excitement in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I am really involved and motivated	0	0	6	10	2	**3.78**
2	I take advantage of chances to use English	0	2	6	6	4	**3.67**
3	I feel excited in these activities because I have chance to compete with my friends	1	2	8	2	5	**3.88**
4	I feel more secure when working with friends instead of talking to the teacher	0	2	11	4	1	**3.63**
5	I dominate other friends in my group	0	5	7	4	2	**3.56**

From the table, it can be easily seen that the students of this personality type quite actively took part in pairwork and groupwork speaking activities when two thirds of them agreed with the first statement and only one third were neutral. Moreover, most of them also approved of the second that they took advantage of chances to use English. The third claim got the highest point, 3.88 over 5 proved that students were excited in the activities when competing with their friends. The truthfulness of this was proved thanks to the observation's result when the researcher witnessed the excitement of the observed stable-extraverted student. He talked most of the time in pairwork and groupwork. Next, only five among eighteen students felt safer to work with friends instead of talking to the teacher. In comparison with the information from the interview, the stable-extraverted student did not agreed because he considered teachers as his friends, but working with friends helped him feel more confident and critical.

Regarding students' domination over other members, only six over eighteen students agreed with the last statement while the rest disagreed or were neutral, which led to the lowest point, 3.56. In fact, the interviewed student shared the same idea with these students when he said he did not normally dominate others in his group. However, according to the information from the observation, this student sometimes dominated others when he was over-excited in discussions.

Overall, most of stable-extraverted students were involved and excited in pairwork and groupwork in speaking lessons and tried to take advantage of chances to communicate in English. Besides, they did not usually dominate their friends in discussions and did not think it was safer to work with friends rather than the teachers. Thus, the students' talkativeness and sociability were clearly shown in their involvement in pairwork and groupwork. Another positive influence of their personality was that they were calm enough not to dominate their friends.

2.4.2. Leadership

Although described to be good leaders, stable-extraverted students did not show much leadership in pairwork and groupwork in speaking lessons.

Table 18: A summary of stable-extraverted students' leadership in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I help other group members when they have difficulties	0	1	8	7	2	**3.17**
2	I play as the group leader in my group to lead my friends to finish the task	0	5	7	4	2	**3.17**
3	I respect others' ideas and listen to them whenever they raise voice	0	0	2	5	11	**4.5**

The table above revealed that the last statement got the highest point, 4.5 over 5. It means that most of stable-extraverted students respected others' ideas and listened to them whenever they raised voice. However, the

two remaining statements got quite low points: 3.17. To be specific, only half of them helped other members when they had difficulties and one third played as the leader in pairwork and groupwork speaking activities. In contrast, the interviewed student shared he was always the leader in his pairs or groups. He also tried to lead other members to finish the task and helped them if necessary. In addition, he respected his friends' ideas and listened to them when they raised voice. Comparing with the result from the observation, the researcher found that this stable-extraverted student showed very good leadership and respected others by being patient to listen to their voice.

To sum up, most of stable-extraverted students showed their respect to their friends' ideas but did not play as the leader as well as help others in difficulties. This result is really surprising because according to Eysenck, people of this personality type had very good leadership. Moreover, some characteristics described above showed that they could be good group leaders.

2.4.3. Noise and mistakes

Although stable-extraverted students are talkative in daily life, they did not show this characteristic in pairwork and groupwork in speaking lessons.

Table 19: A summary of stable-extraverted students' noise and mistakes in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I make a lot of noise because of my	6	6	3	3	0	2.17

	excitement						
2	I make my group noisier than others because of my aggressiveness	8	7	3	0	0	**1.72**
3	The teachers often take notice of and remind my group because of my noisy arguments	6	6	5	1	0	**2.06**
4	I make mistakes when practising English because of my hurry	1	3	4	8	2	**3.39**

It can be clearly seen from the above table that the three first statements got very low point, only from 1.7 to 2.1 over 5. It means these students did not make much noise in pairwork and groupwork speaking activities. However, thanks to the observation, the research saw that the stable-extraverted student was very noisy in those activities. Regarding mistake-making, ten out of eighteen students agreed they made mistakes when pratising English because of their hurry. The researcher shared the same idea when witnessing the observed student made some grammar mistakes when he spoke so fast.

In conclusion, stable-extraverted students were not very noisy in pairwork and groupwork in speaking lessons. Moreover, most of them made mistakes because they were in a hurry to speak. Thus, the students' talkativeness and sociability did not make them noisy in discussions. Moreover, although not be described as *unstable*, these students were still hurried to make mistakes.

2.4.4. Use of Vietnamese

As it can be seen from the above analysis, stable-extraverted students were quite involved in pairwork and groupwork in speaking lessons and tried to communicate in English. Therefore, they did not often use Vietnamese in those activities.

Table 20: A summary of stable-extraverted students' use of Vietnamese in pairwork and groupwork

Statements	1	2	3	4	5	Average
I use mother tongue instead of English	3	2	10	3	0	**2.72**

The table revealed that only four among eighteen students agreed they used mother tongue instead of English in discussions, which led to the quite low point: 2.72 over 5. Similarly, the interviewed student also said he did not usually use Vietnamese while working in pairs and groups. Sometimes, only when he could not find suitable words or did not know how to express in English, he used Vietnamese. The observation's result also showed this student tried to take advantage to use English and he only spoke Vietnamese when having difficulties in expressing.

Overall, students of stable-extraverted personality type did not use mother tongue in pairwork and groupwork in speaking lessons. Maybe it was their activeness and excitement which helped them try to use English instead of Vietnamese in those activities.

2.4.5. Ideas and arguments

Described to be *calm* and *even-tempered*, stable-extraverted students were not aggressive in speaking lessons in terms of pairwork and groupwork activities.

Table 21: A summary of stable-extraverted students' ideas and arguments in pairwork and groupwork

	Statements	1	2	3	4	5	Average
1	I observe and listen to other's ideas before raising voice	0	0	4	9	5	**4.06**
2	I raise my voice only after others ask me	4	8	4	1	1	**2.28**
3	I do not raise my ideas because I am afraid that others will laugh at me	9	7	1	0	1	**1.72**
4	I keep silent when other group members are arguing	2	4	6	3	3	**3.06**
5	I cannot control my temper so I cause unexpected arguments in my group	9	7	2	0	0	**1.61**
6	I try to protect my ideas even though they can cause quarrels	1	8	7	1	1	**2.61**
7	I want all my group members to agree with my ideas	2	5	9	1	1	**2.67**

The above table showed that the first statement got the highest point. It means stable-extraverted students often observed and listened to their friends' ideas before raising voice. However, they did not wait for others' asking them to raise voice when only two of them agreed with the second statement. Also, most of them were not afraid others would laugh at them when raising ideas. Differently, the interviewed student said he was always the first person to raise ideas in his pairs or groups but he was still impatient enough to listen to others. The observation's result also proved the truthfulness of his sayings when the researcher realized he always gave

opinions before all the others. Moreover, his ideas were often very interesting.

As for arguments in pairwork and groupwork in speaking lessons, the students of this personality were not aggressive. One third of them said they did not keep silent when others were arguing. However, all of them could control their temper so that they did not cause unexpected arguments. Also, only two of them shared they tried to protect their ideas even though they could cause quarrels and wanted all the others to agree with them. Similarly, the interviewed student said he was not aggressive in groupwork. He still listened to his friends' ideas and accepted if they were correct. In addition, the observation's result revealed that he was so calm in discussions. He actively took part in discussing but was not aggressive.

Overall, most of stable-extraverted students were active in giving opinions and were not aggressive in pairwork and groupwork in speaking lessons. Thus, regarding ideas and arguments, students' personality had very positive influences on their performance. To be specific, their talkativeness helped them raise ideas actively. Moreover, their *easy-going* characteristic helped them not be aggressive in those activities.

3. Research question 3: Possible recommendations to reduce negative influences and increase positive ones as perceived by the speaking teachers of first-year mainstream students

After finding the answer to the second research question, the researcher continued working with the last one. All the result for this question derived from the interviews with the two speaking teachers at Division 1, FELTE, VNUH. These teachers raised interesting ideas about suggestions to reduce negative influences and increase positive ones.

First of all, both of the teachers shared that they had taught speaking a lot. Regarding the amount of teaching time, with each class, they were in charge of in one semester (fifteen weeks). In their opinion, this amount of time was long enough for them to realize the common trend of the whole class as well as some outstanding students, for example some very talkative ones or some really quiet ones. Also, the teachers admitted it was very difficult for them to understand each student's personality. Moreover, they two affirmed personality of students could affect their performance in pairwork and groupwork in speaking lessons. The reason raised by one of them was that in English learning environment, students did not use mother tongue, so the communication was not natural. They were learning to communicate; therefore, personality affected students' performance a lot. However, when being asked to figure out specific influences on each type of personality, the teachers could not. They only could give opinions about effects on extraverted and introverted students. To be specific, from their point of view, extraverted students often performed themselves well and led other members in their groups because they were often excited, enthusiastic and seemed to be interested in communicating and performing. In contrast, introverted ones did not take advantage to talk in pairwork and groupwork. In fact, they may participate in the activity but not enthusiastically. They took part in only because of the requirement of the activity but did not feel relaxed to involve in. These teachers also added it was the teachers' duty to ensure that the participation of students was relatively equal as well as the chance of practicing and talking must be equally given to each student regardless of the differences in their personality.

Realizing those influences on their students' performance in pairwork and groupwork, the teachers had some solutions to overcome the problem. The teachers agreed they did not base on each student's personality to divide pairs or groups but based on the requirements of the tasks. Moreover, the arrangement of the classrooms did not allow them to pick up so many students. They often divided groups or pairs by traditional ways such as counting and asking the same numbers to sit together or requiring students in one or two tables to be in one group. Then, if there were any problems with students in discussions, the teacher would have some necessary adjustments.

Regarding pairwork, the first suggestion from the teachers was to divide explicit role for each student. To be specific, in this activity, student one had to do this and student two had to do that. Both of them had to do their own task to finish the common task of the pair. At that time, whether the student's personality was quiet or talkative, they still must talk at least enough to complete the task assigned to them. Secondly, the teachers shared they changed the chance of speaking for students regularly. For example, if in the first activity, student one talked more than the second student; then in the next activity, the teacher would adjust the roles so that student two had more chance of speaking. Thus, the chance of speaking for each student would increase and be equal. Moreover, the teachers had another way of adjusting students' performance in pairwork. That was to assign task to each individual to make talkative students speak less and vice versa, quiet ones talk more. For instance, when quiet student was talking, the more talkative one would be told to do another task such as note-taking.

As for groupwork, the teachers also had some ways to improve the quality of students' performance regardless their different personality types. The first solution raised by the teachers was to divide different tasks for each member in one group. For example, dominant members could be asked to some "quiet" task such as note-taking or observing to save the chance for other more introverted and shy students to perform. Secondly, the teacher needed to use different observing methods when dividing roles. For instance, in some cases in one group, the teacher could assign some roles in which students must talk to quiet learners to force them to talk. Or sometimes, based on their observation, the teacher could come to quiet students to elicit and help them involve in the activities. Another way the teachers suggested was to control groupwork when students came to the board to present. The teachers shared they never called only one student to come to present because volunteer students or group leaders were normally good at speaking. Therefore, the chance of speaking should be saved for other members by randomly calling one member or even asking the whole group to present. At that time, the teacher would give mark or each student as well as observe the cooperation among members. Consequently, each member had to be aware of their own task and the minimum requirement for each of them. Another way which could be applied into both pairwork and groupwork was to encourage students by giving bonus points to enthusiastic and active ones. Besides, the teachers also could affirm dynamic students would be given some gifts and quiet ones would receive some punishments.

To sum up, this chapter has found out the answers for each of research questions thanks to the analysis and discussion of the collected data. Regarding the common personality types of first-year mainstream

students, extraverted ones make up the majority. Concerning the influences, although there are some surprising results which are on the contrary to the researcher's guess, each personality type has both positive and negative effects on students' performance. As for possible solutions, some advices about diving pairs and groups as well as assigning tasks and roles for students were raised by the speaking teachers to solve the problem.

CHAPTER 5: CONCLUSION

The last chapter of the research paper will consist of the summary and the evaluation of the whole study. Specifically, the research will sum up the findings, limitations, contribution as well as suggestions for further research in this chapter

1. Major findings of the study

On the whole, the research paper studies the influences of personality on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE. Thanks to the analysis and

discussion of data collected from questionnaires, interviews and classroom observation, the answers to three research questions were revealed.

As for the first research question, the study confirmed that half of first-year mainstream students of FELTE, ULIS were unstable-extraverted, 34.6 % of them were Extraverted-Stable, 11.5 % were Introverted-Unstable students and only 3.8 % were Introverted-Stable ones. Regarding characteristics of each personality type, unstable-introverted students are quite excited in their daily life with familiar people but not very active and a little bit shy. Moreover, they are also *moody, anxious* and *pessimistic* like the description of Eysenck in 1950. Belonging to the second personality type, stable-introverted students are similar to unstable-introverted ones in terms of their extraversion trend. However, unlike the students of the first type, they are *calm, even-tempered* and *controlled.* In the third type, stable-extraverted students show that they are *sociable, outgoing* and *talkative.* These students are also *carefree* and *easy-going* when they do not worry too much and are not nervous. Lastly, unstable-extraverted students described themselves as talkative and rather lively but not very active because they cannot let themselves go and enjoy themselves at a lively party. Moreover, their mood is changeable and they are moody but not nervous people.

Regarding the second research question, some influences of different personality types on students' performance in pairwork and groupwork in speaking lessons have been found out. Firstly, although unstable-introverted students felt safer when working in groups, they did not involve as well as did not dominate their friends in those activities. Moreover, even though these students helped their friends overcome difficulties and respected others' ideas, they did not show leadership in pairwork and groupwork in

speaking lessons. Besides, unstable-introverted students were not noisy when working in groups but their hurry caused a lot of mistakes in pratising English. These students also affirmed they did not usually use Vietnamese in discussions only when they could not express in English. About ideas and arguments, they performed quite well when actively raised ideas rather than waiting others to ask and were not aggressive in discussions.

Similar to unstable-introverted students, stable-introverted ones felt safer to work with friends instead of talking to the teacher but did not actively join in pairwork and groupwork speaking activities; therefore, they did not dominate their friends when discussing. These students also did not play as a leader in discussions. Moreover, students of the second personality type were not noisy in groupwork in speaking lessons and sometimes, they could make mistakes in practicing English. In addition, stable-introverted ones often used mother tongue in pairwork and groupwork in speaking lessons instead of English. Lastly, they were quite passive in giving opinions in discussions and did not cause arguments when working in groups in speaking lessons.

Unlike stable and unstable-introverted students, unstable-extraverted ones were quite involved in groupwork speaking activities and felt secure to work with friends. However, most of them did not dominate other friends in discussions. Also, although unstable-extraverted students helped their group members in groupwork and respected their ideas, they did not show effective leadership. Besides, most of unstable-extraverted students were not very noisy in their discussion but they made a lot of mistakes due to their hurry. These students also affirmed they did not often use mother tongue in pairwork and groupwork but tried to communicate in English. Last but not

least, unstable-extraverted performed quite well when they actively gave opinions and respected others'. Moreover, they were not very aggressive in discussions because they could still control themselves in order not to have unexpected quarrels.

Belonging to the last personality type, stable-extraverted students were involved and excited in pairwork and groupwork in speaking lessons and tried to take advantage of chances to communicate in English. Besides, they did not usually dominate their friends in discussions and did not think it was safer to work with friends rather than the teachers. Moreover, although most of stable-extraverted students showed their respect to their friends' ideas, they did not play as the leader as well as help others in difficulties. These students also said they were not very noisy in pairwork and groupwork in speaking lessons. In addition, most of them made mistakes because they were in a hurry to speak. In terms of using Vietnamese in discussions, most of the students confirmed they did not often speak in mother tongue but tried to use English instead. Lastly, when working in groups, most of stable-extraverted students were active in giving opinions and were not aggressive.

After the answers for the first and second research question were found out, some suggestions to reduce negative influences of personality types on students' performance in pairwork and groupwork in speaking lessons were proposed. First of all, regarding pairwork, the speaking teachers recommended to divide explicit roles for each student. Secondly, the students' chance of speaking should be changed regularly. Moreover, the teachers had another way of adjusting students' performance in pairwork.

That was to assign task to each individual to make talkative students speak less and vice versa, quiet ones talk more.

As for groupwork, the first solution raised by the teachers was to divide different tasks for each member in one group. Next, the teachers needed to use other observing methods when dividing roles to help quiet students when necessary. Another way the teachers suggested was to control groupwork when students came to the board to present by randomly calling one member or the whole group to make the presentation. Another way which could be applied into both pairwork and groupwork was to encourage students by giving bonus points to enthusiastic and active ones.

2. Contributions of the study

Overall, the research paper could be relatively helpful for both speaking teachers and first-year mainstream students at FELTE, ULIS, VNUH.

Firstly, as for first-year mainstream students, the study helps them become aware of influences of their own personality type on their performance in pairwork and groupwork in speaking lessons. Moreover, when those influences have been clearly revealed, those students will have some suitable adjustments to reduce negative influences and increase positive ones on their performance to have the best result in learning.

Secondly, regarding contributions for speaking teachers, the research paper also raised their awareness about influences of personality on their students' performance when working in pairs and groups. The study also supplies them some ways to overcome the problems caused by those influences to help students have the best results in learning. Moreover, based

on their students' personality types and the influences and thanks to the teachers' own experiences, they can also find out some other solutions by themselves.

3. Limitations of the study

Despite the researcher's effort, the study still has some short-comings because of time limitation and other unexpected factors.

First of all, the number of first-year mainstream students participating in the data collection procedure was quite small in comparison with the whole number of students in Division 1. Therefore, the representativeness of them was rather low. Maybe because of this reason, the result for the first research question was quite surprising when the amount of extraverted students was much more than introverted ones.

Secondly, also because of time limitation, there were only two speaking teachers in Division 1 taking part in the interviews. Although the advices and suggestions they gave were really useful, they did not focus on each type of personality but only extraversion and introversion. The reason is that it is not easy for the teachers to understand each student's personality type. They could only realize the common trend of the whole class or some outstanding students.

4. Suggestions for further studies

Since there have existed limited studies related to personality, further research papers can be conducted on this topic to find out more results. To be specific, other researchers can increase the representativeness by expanding and varying the participants of the data collection process. For example, the researchers can conduct their studies on the whole first-year

mainstream students of Division 1, FELTE, ULIS, VNUH. By this way, the variety of the participants' personality types will increase.

Additionally, this research paper only focuses on influences of personality on students' performance in pairwork in groupwork in speaking lessons. Therefore, other researchers may conduct on a broader scope, not only in speaking lessons but in pairwork and groupwork in general, including outside classroom activities. Besides, influences of personality types are not only shown in pairwork and groupwork speaking activities but also in other skills. For example, different types of personality can affect writing styles and especially students' essays. Consequently, some further studies can be conducted on that scope to see the influences of different personality types.

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APPENDICES

APPENDIX 1: QUESTIONNAIRES, INTERVIEW SCHEDULES AND CLASSROOM OBSERVATION CHECKLIST

Note: All the questionnaires and interview schedules were originally in Vietnamese. Below are the Vietnamese versions and their translation in English respectively.

APPENDIX 1A: Questionnaires for students

The Vietnamese version

Chào các bạn, tôi tên là Trương Thị Phượng, sinh viên lớp 07.F1.E1. Hiện nay, tôi đang thực hiện khóa luận tốt nghiệp với đề tài:

"Ảnh hưởng của tính cách cá nhân đến biểu hiện của sinh viên trong các hoạt động theo đôi và theo nhóm, trong giờ học môn Nói, năm thứ nhất hệ Chính quy, khoa Tiếng Anh Sư phạm, Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội"

Tôi rất mong các bạn có thể giúp tôi hoàn thành bản điều tra này. Đây không phải là một bài kiểm tra vì vậy không có câu trả lời **đúng** hai **sai**. Tất cả những thông tin bạn cung cấp chỉ được dùng để phục vụ mục đích nghiên cứu và sẽ được **giữ bí mật hoàn toàn**. Kết quả nghiên cứu của tôi phụ thuộc rất nhiều vào **tính chân thực** của bản điều tra này, vì vậy tôi rất mong các bạn sẽ hoàn thành nó một cách nghiêm túc. Tôi xin chân thành cảm ơn!

PHẦN I

Trả lời các câu hỏi sau bằng cách đánh dấu "X" vào ô ĐÚNG hoặc SAI

	CÂU HỎI	ĐÚNG	SAI
1	Bạn có phải là người hay nói?		
2	Bạn có phải là người hoạt bát?		
3	Bạn có thích gặp những người bạn mới?		
4	Bạn có thường cảm thấy thoải mái và vui vẻ ở một bữa tiệc nhộn nhịp đông người?		
5	Bạn có thường chủ động làm quen, kết bạn với những người bạn mới?		
6	Bạn có thể nhanh chóng hòa nhập với cuộc sống ở một môi trường mới?		
7	Bạn có thích gặp gỡ bạn bè?		
8	Bạn có thích xung quanh bạn nhộn nhịp và hào hứng?		
9	Người khác có nghĩ bạn là người hoạt bát?		
10	Bạn có thể tự mình điều hành một bữa tiệc?		
11	Bạn có thể dễ dàng làm cho một bữa tiệc buồn chán trở nên sống động?		
12	Tâm trạng của bạn có thường xuyên thay đổi đột ngột?		
13	Bạn có từng cảm thấy tồi tệ mà không có lý do gì?		
14	Bạn có dễ bị tổn thương?		
15	Bạn có thường cảm thấy chán nản?		
16	Bạn có tự thấy mình là người dễ hoảng sợ?		
17	Bạn có phải là người hay lo lắng?		
18	Bạn có lo lắng rất lâu sau một sự việc đáng xấu hổ?		
19	Bạn có phải là người nóng tính?		
20	Bạn có thường cảm thấy cô đơn		
21	Bạn có thường gặp rắc rối vì cảm giác tội lỗi?		
22	Bạn có dễ bị kích động?		

PHẦN II

Trả lời các câu hỏi sau bằng cách đánh dấu "X" vào ô trống phù hợp

1: Hoàn toàn Phản đối   **2: Phản đối**   **3: Trung lập**

4: Đồng ý   5: Hoàn toàn Đồng ý

CÂU HỎI	1	2	3	4	5
Trong các hoạt động theo nhóm và theo cặp trong giờ học môn Nói …..					
1 Tôi thực sự bị thu hút vào các hoạt động					
2 Tôi tận dụng cơ hội để sử dụng tiếng Anh					
3 Tôi cảm thấy hào hứng trong các hoạt động này vì tôi có cơ hội thi đua với bạn					
4 Tôi cảm thấy an toàn khi làm việc với bạn thay vì nói chuyện với giáo viên					
5 Tôi giúp đỡ các bạn cùng nhóm khác khi họ gặp khó khăn					
6 Tôi đóng vai trò là nhóm trưởng để hướng dẫn các bạn hoàn thành nhiệm vụ					
7 Tôi tôn trọng ý kiến của các bạn cùng nhóm và chú ý lắng nghe mỗi khi họ đưa ra ý kiến					
8 Tôi quan sát và lắng nghe ý kiến của người khác trước khi đưa ra ý kiến của mình					
9 Tôi yên lặng khi các bạn cùng nhóm đang tranh luận					
10 Tôi làm ồn vì quá phấn khích					
11 Tôi gặp lỗi khi sử dụng tiếng Anh vì sự vội vàng của mình					
12 Tôi lấn át các thành viên khác trong nhóm					
13 Tôi không thể giữ bình tĩnh vì vậy tôi gây ra các cuộc tranh cãi không đáng có trong nhóm					
14 Tôi cố gắng bảo vệ ý kiến của mình mặc dù có thể gây ra cãi nhau					
15 Tôi làm nhóm mình ồn ào hơn các nhóm khác chỉ vì sự hung hăng của mình					
16 Tôi muốn tất cả các bạn cùng nhóm đồng ý với ý kiến của tôi					
17 Giáo viên chú ý và nhắc nhở nhóm tôi vì sự ồn ào của tôi					
18 Tôi sử dụng tiếng Việt thay vì tiếng Anh					
19 Tôi chỉ đưa ra ý kiến của mình sau khi người khác hỏi tôi					
20 Tôi không đưa ra ý kiến vì tôi sợ người khác sẽ cười tôi					

Xin chân thành cảm ơn sự giúp đỡ của các bạn!

The English version

My name is Truong Thi Phuong, from class 07.1.E1, Faculty of English Language Teaching Education, ULIS, VNUH. I am conducting my graduation paper on the topic:

"Influences of personality on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, Faculty of English Language Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi"

I would like you to help me by completing this survey questionnaire. This is not a test so there is **no "right" or "wrong" answers**. All the information you give in this survey only serves for the purpose of carrying out this paper and will be kept secret. I ask for your personal information just because I would contact you later to conduct an interview. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your kind cooperation!

PART I

Please answer the following questions by putting an "X" in the box YES or NO.

	QUESTIONS	YES	NO
1	Are you a talkative person?		
2	Are you rather lively?		
3	Do you enjoy meeting new people?		
4	Can you usually let yourself go and enjoy yourself at a lively party?		
5	Do you usually take the initiative in making new friends?		
6	Do you rapidly get involved in social life at a new workplace?		
7	Do you like mixing with people?		
8	Do you like plenty of bustle and excitement around you?		
9	Do other people think of you as being very lively?		
10	Can you get a party going?		
11	Can you easily get some life into a rather dull party?		
12	Does your mood often go up and down?		
13	Do you ever feel 'just miserable' for no reason?		
14	Are your feelings easily hurt?		
15	Do you often feel 'fed-up'?		
16	Would you call yourself a nervous person?		
17	Are you a worrier?		
18	Do you worry too long after an embarrassing experience?		
19	Are you a short-tempered person?		

20	Do you often feel lonely?		
21	Are you often troubled about feelings of guilt?		
22	Do you suffer from 'nerves'?		

PART II

Please answer the following questions by putting an "X" in the box of the appropriate number:

1: Strongly Disagree   2: Disagree   3: Neutral   4: Agree   5: Strongly Agree

QUESTIONS	1	2	3	4	5
In pairwork and groupwork activities in speaking lessons …..					
1 I am really involved and motivated					
2 I take advantage of chances to use English					
3 I feel excited in these activities because I have chance to compete with my friends					
4 I feel more secure when working with friends instead of talking with the teacher					
5 I help other group members when they have difficulties					
6 I play as the group leader in my group to lead my friends to finish the task					
7 I respect others' ideas and listen to them whenever they raise voice					
8 I observe and listen to other's ideas before raising voice					
9 I keep silent when other group members are arguing					
10 I make a lot of noise because of my excitement					
11 I make mistakes when practising English because of my hurry					
12 I dominate other friends in my group					
13 I cannot control my temper so I cause unexpected arguments in my group					
14 I try to protect my ideas even though they can cause quarrels					
15 I make my group noisier than others because of my aggressiveness					
16 I want all my group members to agree with my ideas					
17 The teachers often take notice of and remind my group because of my noisy arguments					
18 I use mother tongue instead of English					
19 I raise my voice only after others ask me					
20 I do not raise my ideas because I am afraid that others will laugh at me					

Thank you very much for your help!

APPENDIX 1B: Interview schedules

Interview schedules for speaking teachers

The Vietnamese version

Thưa thầy (cô),

Em tên là Trương Thị Phượng, sinh viên năm thứ 4 khoa Tiếng Anh Sư phạm. Em đang thực hiện một đề tài nghiên cứu có tên là "Ảnh hưởng của tính cách cá nhân đến biểu hiện của sinh viên trong các hoạt động theo đôi và theo nhóm, trong giờ học môn nói, năm thứ 1, hệ Chính quy, khoa Tiếng Anh Sư phạm, trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội".

Em có một vài câu hỏi, mong thầy (cô) có thể giải đáp để giúp em hoàn thành nghiên cứu này.

1. Hiện tại, thầy (cô) đang dạy Nói ở những lớp nào?

2. Thầy (cô) đã dạy những lớp này được bao lâu? Thông thường thầy (cô) thường dạy mỗi lớp trong bao lâu?

3. Khoảng thời gian đó có đủ để thầy (cô) hiểu được tính cách của sinh viên không?

4. Thầy (cô) có nghĩ tính cách của sinh viên có thể ảnh hưởng tới biểu hiện của họ khi làm việc theo đôi và theo nhóm trong giờ học không?

5. Thầy (cô) có thể chỉ ra một vài ảnh hưởng đối với những sinh viên hướng nội? Hướng ngoại?

6. Thầy (cô) có gợi ý gì về cách thức chia đôi để giảm những ảnh hưởng tiêu cực và phát huy những ảnh hưởng tích cực?

7. Thầy (cô) có gợi ý gì về cách thức chia nhóm để giảm những ảnh hưởng tiêu cực và phát huy những ảnh hưởng tích cực?

Xin chân thành cảm ơn sự giúp đỡ của thầy (cô)!

The English version

My name is Truong Thi Phuong. I am a fourth-year student at FELTE, ULIS, VNUH. I am conducting a research on ***"Influences of personality on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, Faculty of English Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi"***.

I would like to ask you some questions about influences of personality on students' performance and some solutions you have applied to overcome negative effects and increase positive ones.

1. *At the moment, which class are you in charge of speaking skill?*
2. *How long have you taught these classes? How long do you often teach each class?*
3. *Is that amount of time long enough for you to understand your students' personalities?*
4. *Do you think that students' personalities can affect their performance in pairwork and groupwork in speaking lessons?*
5. *Can you figure out those influences on the students who are introverted? Extraverted?*
6. *Do you have any suggestions towards dividing pairs to increase positive influences and reduce negative ones?*

7. *Do you have any suggestions towards grouping students to increase positive influences and reduce negative ones?*

Thank you very much for your guidance and help!

Interview schedules for students

The Vietnamese version

Chào bạn,

Tôi tên là Trương Thị Phượng, sinh viên năm thứ 4 khoa Tiếng Anh Sư phạm. Tôi đang thực hiện một đề tài nghiên cứu có tên là "Ảnh hưởng của tính cách cá nhân đến biểu hiện của sinh viên trong các hoạt động theo đôi và theo nhóm, trong giờ học môn nói, năm thứ 1, hệ Chính quy, khoa Tiếng Anh Sư phạm, trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội".

Tôi có một vài câu hỏi, mong thầy cô có thể giải đáp để giúp tôi hoàn thành nghiên cứu này.

1. Bạn có biết bạn thuộc nhóm tính cách nào không?

2. Khi làm việc theo đôi trong giờ học môn Nói, bạn thường có biểu hiện như thế nào?

3. Bạn thích làm việc theo đôi với những bạn như thế nào?

4. Khi làm việc theo nhóm trong giờ học môn Nói, bạn thường có biểu hiện như thế nào?

5. Bạn thích làm việc theo nhóm với những bạn như thế nào?

6. Bạn có nghĩ tính cách cá nhân có ảnh hưởng tới biểu hiện của bạn khi làm việc theo đôi và theo nhóm trong giờ học môn Nói không?

Xin chân thành cảm ơn bạn!

The English version

My name is Truong Thi Phuong. I am a fourth –year student at FELTE, ULIS, VNUH. I am conducting a research on ***"Influences of personality on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, Faculty of English Teacher Education, University of Languages and International Studies, Vietnam National University Hanoi"***.

I would like to ask you some questions to ask you. I hope that you will help me by sincerely answering them.

1. *What kind of personality do you think you belong to? (Introverted or extraverted? Stable or unstable?)*
2. *In pairwork, how do you often perform?*
3. *Which kinds of students do you want to work in pair?*
4. *In groupwork, how do you often perform?*
5. *Which kinds of students do you want to work in group?*
6. *Do you think that your personalities can affect your performance in pairwork and groupwork in speaking lessons?*

Thank you very much for your help!

APPENDIX 1C: Observation checklist

OBSERVATION CHECKLIST

CRITERIA	COMMENTS
Involvement and excitement	
Leadership	
Noise & Mistakes	
Use of Vietnamese	
Ideas & Arguments	

APPENDIX 2: TRANSCRIPTIONS OF THE INTERVIEWS

Following are extracts from the original. Each interviewee was asked the same set of questions given in Appendix 1B and other related ones when there was a need to do. It is notable that all the transcriptions were originally in Vietnamese. Provided below are the English translations.

INTERVIEW 1: With student A

Interviewer: Before starting the interview, I want to ask for your permission to record our conversation. I affirm that I only use it for the objectives of the research and your name will be kept secret in my paper.

First of all, I want to introduce the title of my research "Influences of personalities on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNU".

The first question is: Do you know which type of personality you belong to?

Interviewee: I think I am a sensitive person although normally in class, my friends do not often think that. I think only long-time friends can realize that. In class, I still keep the normal relationship with my classmates and I am still active in activities.

Interviewer: Do you think you are extraverted or introverted?

Interviewee: Quite introverted

Interviewer: Is your personality stable or unstable? Does your mood easily change?

Interviewee: Truthfully, it is quite easy for my mood to change. For example, when a sudden change happens, it is quite difficult for me to get acquainted with. Also, my friends often said to me that I could not hide my real emotions. My emotions and feelings are often shown on my face and in my action.

Interviewer: In pairwork activities in speaking lessons, how do you often perform?

Interviewee: I often negotiate with my friends and try to perform my part well and then contribute ideas for my peer.

Interviewer: Do you think that you are excited and involved in pairwork in class?

Interviewee: I am quite excited and involved. Normally in class, we often work in groups of 4 – 5 members rather than in pairs.

Interviewer: Which kinds of students do you want to work in pairs?

Interviewee: I want to work with dynamic and quick-minded people.

Interviewer: How do you often perform in groupwork in speaking lessons?

Interviewee: I am also quite excited and involved.

Interviewer: In groupwork, are you afraid to raise your ideas?

Interviewee: Firstly, I will listen to my friends' ideas and then raise mine. The reason is that I think my friend may be more active and have more interesting ideas. And then I will consider which idea is more feasible and contribute to it.

Interviewer: Do you often use Vietnamese in groupwork activities?

Interviewee: Sometimes, I still use Vietnamese. Normally, when I don't know how to express my ideas in English, I will speak Vietnamese instead to save time. However, I am still willing to use English.

Interviewer: You like groupwork because you feel safer when working with friends rather than with your teachers or because you have chance to compete with your friends?

Interviewee: Groupwork will help to improve my cooperation with other group members and help the group have more ideas and the atmosphere more exciting. Also, groupwork helps me more open-minded. Moreover, I feel working with the teacher is not very comfortable. Working with my friends is safer.

Interviewer: Do you often play as the leader in groupwork?

Interviewee: Yes, normally I often take the chance to be the presenter for my group. Sometimes, I also dominate other members. Usually, after finishing the task, the group gives out the result and I will be my group's representative coming to the board to make

presentation. I think it is useful for my presentation skills because I will have more chances to pratise. I take advantage to use English and practice other skills.

Interviewer: In discussions, do you often dominate your friends?

Interviewee: In discussion, I cannot dominate other members because there are some friends who are very energetic, dynamic and quick-minded. At that time, I still contribute my ideas and take part in the discussion. However, I still volunteer to be presenter.

Interviewer: In groupwork activities, are you aggressive? Have you ever caused unexpected arguments in your group?

Interviewee: Maybe not, because I am not too competitive and aggressive to cause unexpected arguments in groups. In fact, I am not brilliant enough to pick holes into my friend's coat. Maybe it is one of my weaknesses.

Interviewer: Which kinds of students do you want to work in group?

Interviewee: I think when working in groups, there should be active and quick-minded members. I don't think that my group mates' personality should be similar to mine. The reason is that if our personalities are the same, the atmosphere may be boring and the pace may be slow. Also, I don't want to work with aggressive person because they can interrupt others' ideas. Moreover, I want to work with people who know to listen to others. Besides, when working in groups, I need all group members' cooperation and contribution. I think active and quick-minded members should save the chance for quiet ones.

Interviewer: Do you think that your personality can affect your performance in pairwork and groupwork in speaking lessons?

Interviewee: I think it does affect. However, as you see, my personality is sensitive and introverted but I am quite active in lessons.

Thank you very much for your sharing!

INTERVIEW 2: With student B

Interviewer: Before starting the interview, I want to ask for your permission to record our conversation. I affirm that I only use it for the objectives of the research and your name will be kept secret in my paper. First of all, I want to introduce the title of my research "Influences of personalities on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNU".

The first question is: Do you know which type of personality you belong to?

Interviewee: No, I don't know.

Interviewer: Do you think you are introverted or extraverted?

Interviewee: I think both.

Interviewer: Do you think your personality is stable or unstable? Does your mood easily change?

Interviewee: I think it is difficult to identify.

Interviewer: In pairwork activities in speaking lessons, how do you often perform?

Interviewee: When working with friends who have the same likes and dislikes with me, I am very excited and involved. However, when working with unfamiliar friends, I find it difficult to work. With familiar friends, I am totally free to speak and raise ideas; meanwhile, with unfamiliar ones, I am often afraid of speaking or have to consider too much before raising my ideas.

Interviewer: Which kind of students do you want to work in pair with?

Interviewee: I want to work in pair with the people who share the same hobbies, likes and dislikes with me especially my close friends.

Interviewer: In groupwork activities in speaking lessons, how do you often perform?

Interviewee: In groupwork, I still cooperate with my group mates and take part in discussions.

Interviewer: Do you feel you are enthusiastic in groupwork in class?

Interviewee: Perhaps yes.

Interviewer: Are you really involved in and take advantage to use English in groupwork?

Interviewee: I don't really take advantage to use English. I am still afraid to communicate in English.

Interviewer: Do you often use Vietnamese in groupwork activities?

Interviewee: Certainly yes. One of the reasons is that it is very difficult to express in English. Sometimes, I cannot find suitable words to speak. Another reason is that I am afraid of using English

Interviewer: Do you think that working with friends is safer because you don't have to talk with teachers?

Interviewee: Yes, certainly. I like working with friends because it is much safer.

Interviewer: Do you often play as the group leader in your groups?

Interviewee: No, I think I am not qualified enough to be a leader.

Interviewer: Do you often cause arguments in discussions?

Interviewee: No. When my friend is talking, I will listen and wait until my friend has finished before raising my ideas. Often in discussions, I cannot think of any ideas. If my group mates ask me, I usually shake my head.

Interviewer: Which kinds of students do you want to work in group?

Interviewee: I don't want to work with people who like to show off themselves and want to prove that they are intelligent. The reason is that when my group mates want to show themselves, I will be afraid and will not want to raise my ideas. I am afraid that I will speak wrongly and they will laugh at me or ask me to me more specific. I want to work with people who treat others equally. Also, I want to work with my close friends who understand me and I also understand them. They should be at the same level with me.

Interviewer: Do you think your personality affect your performance in pairwork and groupwork in speaking lessons?

Interviewee: I think yes. I am often quiet. Normally, I do not dare to raise my ideas. I often let my friends speak freely and sometimes, I only keep my ideas for myself.

Thank you very much for your help!

INTERVIEW 3: With student C

Interviewer: Before starting the interview, I want to ask for your permission to record our conversation. I affirm that I only use it for the objectives of the research and your name will be kept secret in my paper.

First of all, I want to introduce the title of my research "Influences of personalities on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNU".

The first question is: Do you know which type of personality you belong to?

Interviewee: Certainly extraverted. I have taken part in a course of soft skills and I find out that I belong to group E (groups of people who are optimistic, extraverted and stubborn but are not suitable to be a leader)

Interviewer: In pairwork in speaking lessons, how do you often perform?

Interviewee: Firstly, I often read through the provided task, then I will divide the work for each member in my pair if the task is big and contains a lot of work. However, if the task is small and the work is simple, I often let all the members do the task spontaneously and then discuss with each other.

Interviewer: In that discussion, do you still play as the leader in your pair?

Interviewee: Normally, I still play as the leader but I don't overuse my power to force others. I am always the first person to raise ideas. But I know how to control myself to listen to others' ideas. And especially, there must be a person who takes note all the ideas. I will accept good ideas and then combine all those good ideas.

Interviewer: Which type of students do you want to work with?

Interviewee: Both in pair and groupwork, I am always the person who keeps the spirit, push others to do the task and motivate the environment. Maybe I am a talkative person; therefore, I want to work with a talkative person, too. That person must be a good listener and not be conservative.

Interviewer: In groupwork in speaking lessons, how do you often perform?

Interviewee: Like in pairwork, I am still the leader in my group who divides the task and lead others to finish it. I also raise my ideas first, before other members.

Interviewer: Do you often use Vietnamese in groupwork?

Interviewee: I use Vietnamese most of the time because I feel my English is not good enough to express my ideas in English. If I use English, other members cannot understand. Therefore, I use Vietnamese to brainstorm all the ideas, then arrange and combine them. After that, I will translate them in my mind into English to present before the class. I use Vietnamese only because I cannot express my ideas in English. It does not mean that I am afraid of using or communicating in English.

Interviewer: Do you think that groupwork helps you feel safer because you are working with your friends instead of your teachers?

Interviewee: No, I don't think that. Usually, I consider my teachers as my friends. But working with friends helps me feel more confident and critical.

Interviewer: Do you often dominate your group mates?

Interviewee: Normally not. With the ideas which I certainly know its truth, I will try my best to protect it if my friends do not agree. But this rarely happens because my friends can realize which is true and which is wrong. As I have said, I will raise my ideas first, and then listen to my friends. I will accept the reasonable ones and reject the wrong ones.

Interviewer: Do you think that you are aggressive in groupwork in speaking lessons?

Interviewee: No. I still listen to my friends. If I am correct, I will try to protect but if I am wrong, I will accept it.

Interviewer: Which type of students do you want to work in groups?

Interviewee: I like to work with people of variety of personalities. The leader must be decisive and stable. A creative person is also needed who can raise interesting ideas. Another person who can analyze logically will play as the secretary. Another person who is eloquent will be the presenter.

Interviewer: Do you think that your personality affects your performance in pair and groupwork in speaking class?

Interviewee: Certainly yes. I think it affect positively because I have the confidence which many people want to have. My confidence helps my presentation more reasonable and my friendly expressions help other people understand me easily. And also, my thought is quite good, therefore, I speak smoothly.

<center>

Thank you very much for your help!

</center>

INTERVIEW 4: With student D

Interviewer: Before starting the interview, I want to ask for your permission to record our conversation. I affirm that I only use it for the objectives of the research and your name will be kept secret in my paper.

First of all, I want to introduce the title of my research "Influences of personalities on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNU".

The first question is: Do you know which type of personality you belong to?

Interviewee: I think I am extraverted and like activities. I am also quite enthusiastic.

Interviewer: Do you think that your mood can easily change?

Interviewee: I think yes. My mood can change quickly.

Interviewer: In pairwork in speaking lessons, how do you often perform?

Interviewee: I often raise ideas before others and then discuss with my friends. I have the feelings that I play as the leader in my pairs. My friends often do not talk much but I talk most of the time.

Interviewer: Which type of students do you want to work in pairs with?

Interviewee: I think I can work with all people. Even with quiet people, I still try to exploit their strength.

Interviewer: In groupwork in speaking lessons, how do you often perform?

Interviewee: I also play the role as in pairwork. I am enthusiastic to contribute ideas. I also raise my ideas before other people and play as the leader. However, I still listen to my friends' ideas and appreciate interesting ones but not reject all others' ideas. I also try to protect my ideas.

Interviewer: Do you often use Vietnamese when working in groups in speaking lessons?

Interviewee: When I don't know how to speak, I often use Vietnamese. However, I have tried to limit Vietnamese using. I still take advantage to use English. I use Vietnamese because sometimes it is difficult for me to express in English. It does not mean that I am afraid of speaking English.

Interviewer: Do you think you are aggressive when working in groups?

Interviewee: Yes. When I am over-excited

Interviewer: Do you often make noise in your groups?

Interviewee: Yes. And the teachers have to remind my group most of the time.

Interviewer: Which type of students do you want to work in groups with?

Interviewee: I think if I have chance to work with active students, our work will be the most effective but we often have arguments. However, I still can work with other quiet people. At that time, I will be the leader. The work may be not as effective as when I work with active people, but it will be smooth because we do not have to argue much.

Interviewer: Do you think that your personality affects your performance in pair and groupwork in speaking lessons?

Interviewee: I think yes. It affects most of my activities, manners as well as expressions in groupwork. It influences both positively and negatively. First, I am very confident to talk and present. And I have more chance to speak English in the lessons. About negative ones, I am often reminded because of my noisy discussions. Sometimes, I dominate others and do not save time for others to speak.

Thank you very much for your help!

INTERVIEW 5: With teacher A

Interviewer: Before starting the interview, I want to ask for your permission to record our conversation. I affirm that I only use it for the objectives of the research and your name will be kept secret in my paper.

First of all, I want to introduce the title of my research "Influences of personalities on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNU". According to the Literature Review, there are four types of personalities: Extraverted-stable, extraverted-unstable, introverted-stable and introverted-unstable.

The first question is: Do you often teach speaking for first-year mainstream students at FELTE, ULIS, VNUH?

Interviewee: Mostly I am assigned to teach speaking by the department.

Interviewer: How long do you often teach each class?

Interviewee: I often teach three periods in each lesson and there are totally 15 weeks in one semester.

Interviewer: Is that amount of time long enough for you to understand your students' personality?

Interviewee: It is not really long enough for me to understand because I only have 15 weeks. However, from the 10th week, I can understand my students' personality more clearly.

Interviewer: Can you understand each individual in the class or just the common trend of that class?

Interviewee: Only the trend of the class and with some outstanding individuals, I can take notice of and understand them. However, the way of categorizing is just relative. For example, in one class, I can realize some more exciting and outgoing students than others and some quiet ones.

Interviewer: According to your experiences, do you think that students' personalities can affect their performance in pairwork and groupwork in speaking lessons?

Interviewee: Certainly, extraverted students often perform themselves well and lead other members in their groups. In contrast, introverted ones do not take advantage to talk in pairwork and groupwork.

Interviewer: Realizing those influences, do you have any solutions to increase positive influences and reduce negative ones?

Interviewee: In fact, that is the duty of the teacher because in the lessons, the teachers have to ensure the participation of students is relatively equal as well as the chance of practicing and talking must be equally given to each student regardless of the differences in their personality. There are a lot of ways to overcome that problem for example the ways of dividing groups. Or, we can divide different tasks for each member in one group. For instance, with dominant students, I can ask them to do some "quiet" task such as note-taking or observing to save the chance for other more introverted and shy students to perform. Moreover, we can use other observing methods when dividing roles. For example, in some cases in one group, we can assign some roles in which students must talk to quiet learners to force them to talk.

Interviewer: Do you have any suggestions towards dividing pairs?

Interviewee: It is somehow the same although certainly, pair-controlling is more difficult because there are many members in one group and we can adjust their activity. However, when dividing pairs, we only simply count one and two. The method that I often use is to control the frequency of the activity for example I change the chance regularly. Specifically, in this activity, student no.1 has to talk and in the next activity, student no.2 has to talk. Thus, the chance of talking for each student will increase. Secondly, I can control the way of dividing roles in each pair for students to role-play. Sometimes, I have to assign tasks for students, for example, when this student is talking, the other also has some tasks to do. This way can make talkative students speak less and vice versa, quiet ones will talk more. Moreover, I think there are some other ways to encourage students. For example, the teachers affirm that enthusiastic students will get something and quiet ones will get something. Especially, we can use bonus points to encourage them.

Interviewer: In pairwork, do you think that introverted students should work with introverted ones or extraverted ones?

Interviewee: It is a way of dividing pairs but in classroom, we do not have chance to do that. There are different ways of matching for example, sometimes, good students will sit together and sometimes, good students sit with weak ones. Dividing pairs or groups

depends on many conditions such as time and classroom arrangement. Therefore, it is difficult to divide in that way

Thank you very much for your help!

INTERVIEW 6: With teacher B

Interviewer: Before starting the interview, I want to ask for your permission to record our conversation. I affirm that I only usse it for the objectives of the research and your name will be kept secret in my paper.

irst of all, I want to introduce the title of my research "Influences of personalities on students' performance in pairwork and groupwork in speaking lessons of first-year mainstream students, FELTE, ULIS, VNU". According to the Literature Review, there are four types of personalities: Extraverted-stable, extraverted-unstable, introverted-stable and introverted-unstable.

The first question is: At present, how many speaking classes are you in charge of?

Interviewee: I am teaching one speaking class.

Interviewer: How long have you taught this class?

Interviewee: I have taught this class since the first semester of this school year.

Interviewer: Normally, how long do you often teach one class?

Interviewee: At least one semester. But with the class in which I am the form teacher, I have to work with them in 2 semesters.

Interviewer: Is that amount of time long enough for you to understand your students' personality?

Interviewee: If there is not something too complicated, it is long enough to understand.

Interviewer: Can you understand each individual in the class or just the common trend of that class?

Interviewee: I understand the trend of the class. With individuals, it depends, for example, with some open students, I can have chance to understand them more. I also can realize some very quiet students based on their performance in class.

Interviewer: According to your experiences, do you think that students' personalities can affect their performance in pairwork and groupwork in speaking lessons?

Interviewee: Certainly, it does affect. Because in English learning environment, we do not use our mother tongue, so the communication is not natural. We are learning to communicate; therefore personality affects students' performance a lot.

Interviewer: There are two general trends of personality, extraverted and introverted. Can you realize the influences of each trend?

Interviewee: Certainly, extraverted students are often excited and enthusiastic. They seem to be interested in communicating and performing. Therefore, when there are speaking activities in class, they are eager to take part in to show themselves. In contrast, introverted students may participate in the activity but not enthusiastically. They take part in only because of the requirement of the activity but not feel relaxed to involve in.

Interviewer: Realizing those influences, do you have any solutions to increase positive influences and reduce negative ones?

Interviewee: In my opinion, extraversion or introversion is not strength or weakness of students. It is just the students' personality. Therefore, I have some activities to encourage them to take part in to improve speaking skills in class. For example, in pairwork activities, student 1 will play this role and student 2 will play another role. Therefore, to complete that task, each student must talk at least enough.

Regarding groupwork, normally, in one class, I divide them into groups of four to five students. As the teacher and facilitator, I often go around and observe whether quiet students take part in the discussion or not. If they do not, I will go to elicit so that they can speak. Or even I can control groupwork when students come to the board to present. I never ask only one member to be the representative because the volunteer students or leaders are often good at speaking. Usually, I randomly call one member in the group to come or sometimes, I call the whole group to speak. I will give the mark for each student as well as observe the cooperation among members. Therefore, each member has to be aware of the own task and the minimum requirement for each of them.

Interviewer: If you observe the activities of some groups and realize some dominating members whereas others are quiet, how can you do?

Interviewee: This situation can happen in some first lessons when the teacher does not understand students or students do not understand the nature of groupwork. If this situation happens, I will rotate the group leader. I will control by asking him/her to manage that group by timing for other members or note-taking others' ideas. However, I will not control clearly.

Interviewer: Once understanding students' personality, do you think you can divide groups by asking extraverted students to sit together and vice versa, introverted ones to work together or other ways?

Interviewee: Regarding ways of dividing groups, I think it should be flexible. I have different ways of dividing groups for example; in some activities I divide groups according to students' interests and theme. In some others, I can divide them randomly. I never think that extraverted should sit with introverted; I will let them to take part in the group and then have some adjustments. Overall, based on the type of each task and the classroom arrangement, I will choose the way of dividing groups.

Thank you very much for your help!

APPENDIX 3: Classroom observations

Below are the four classroom observations which were conducted to observe the performance of the four students taking part in the interviews.

CLASSROOM OBSERVATION 1

CRITERIA	COMMENTS

Involvement & excitement	- Not really involved in the task - Only discussed at the beginning of the activities - Spent most of the time listening others' ideas and did not say anything
Leadership	- Did not show leadership - Just spoke a little bit, listened to other and smiled
Noise & Mistakes	- Did not make noise in the group - Were mostly quiet - Make a lot of mistakes in pronunciation (but not because of her hurry)
Use of Vietnamese	- Use Vietnamese frequently especially when the teacher was not at her group/pair
Ideas & Arguments	- Raise ideas after others' - Mostly waited for others' reminder of giving her own ideas - Did not really argue with peer and other members of her group. Just raised ideas once or twice, then listen to others and did not reject others' ideas

CLASSROOM OBSERVATION 2

CRITERIA	COMMENTS
Involvement & excitement	- Very excited and involved in the activities - Talked most of the time and sometimes dominated his peer and other members
Leadership	- Showed very good leadership

	- Was the person who divided the work for his peer or each member of his group - Was patient to listen to others' ideas
Noise & Mistakes	- Was very noisy in his group - Talked loudly most of the time - Sometimes showed that he was overexcited, laughed a lot - Sometimes made some mistakes in grammar (maybe because he was in hurry to speak)
Use of Vietnamese	- Sometimes used Vietnamese instead of English to express ideas - Took advantage to speak English, only used Vietnamese when he did not know how to express in English
Ideas & Arguments	- Was the first person to raise ideas - Give a lot of good ideas and try to protect his ones - Asked other members to raise more - Argued with his peer and group mates a lot - Was not aggressive in discussing

CLASSROOM OBSERVATION 3

CRITERIA	COMMENTS
Involvement & excitement	- Very excited and involved in the activities - Talked most of the time and dominated his peer and other members - Dominated others

Leadership	- Showed that she wanted to be the leader of the group/pair - Sometimes forced others to do as she asked
Noise & Mistakes	- Was very noisy in his group - Talked very loudly, laughed a lot and was overexcited - Have some grammar mistakes
Use of Vietnamese	- Sometimes used Vietnamese instead of English to express ideas - Took advantage to speak English, only used Vietnamese when he did not know how to express in English
Ideas & Arguments	- Was the first person to raise ideas - Give a lot of good ideas and try to protect her ones - Argued with his peer and group mates a lot - Was a little aggressive in discussing - Showed that she wanted others to agree with her ideas - Was still patient to listen to others' ideas - Was still persuaded by reasonable ideas

CLASSROOM OBSERVATION 4

CRITERIA	COMMENTS
Involvement & excitement	- Quite excited and involved in the activities - Spent a lot of time speaking English and discussing - Sometimes, fought with others to be the speaker
Leadership	- Did not show leadership much
Noise & Mistakes	- Was not very noisy in pairs and groups - Talked a lot but still kept his groups/pairs quiet

Use of Vietnamese	- Sometimes used Vietnamese instead of English to express ideas - Took advantage to speak English, only used Vietnamese when he did not know how to express in English
Ideas & Arguments	- Was one of the first people to raise ideas - Give a lot of interesting ideas and reasonable arguments - Was not aggressive in discussing - Was patient to listen to others' ideas