BEYOND GENDER: HOW PERSONALITY TYPES AFFECT PRE-SERVICE EFL TEACHERS' SPEAKING SKILLS

[1]Ary Setya Budhi Ningrum, [1]Alfiyatin, [1]Nurul Aini, [2]Citra Orwela, [3]Bonjovi H. Hajan

[1]English Education Department, Faculty of Tarbiyah, State Islamic Institute (IAIN) Kediri, Indonesia

[2]English Education Department, Flinders University, Adelaide, Australia

[3]College of Education, Mindanao State University-Tawi-Tawi College of Technology and Oceanography, Philippines

Corresponding Author Email: ary_oyesip@iainkediri.ac.id

Article Info	Abstract
	This study examines the impact of gender and personality on the English-speaking skills of pre-service EFL teachers at an Islamic Higher Education institution. The fourth semester of pre-service EFL teachers at an Islamic Higher Education institution who programmed Public Speaking Course are involved in this research. By utilizing an ex post facto with an application of 2 x 4 factorial design, this research involves questionnaire and oral speaking test to collect the needed data. The questionnaire which is taken from standardized personality test by Florence Littauer is used to get the data of students' types of personality. The results show that gender has a significant impact on English-speaking skills, with females outperforming males. Personality types also have a significant impact on English-speaking skills, with differences observed among choleric, sanguine, melancholic, and phlegmatic pre-service EFL teachers. However, there is no significant interaction effect between gender and personality types on English-speaking skills. These findings emphasize the importance of considering individual differences when designing language learning programs and interventions in EFL teaching and learning.

INTRODUCTION

Having good speaking skill is absolutely necessary for pre-service EFL teachers. By having good competency on speaking, surely students which is prepared to be a candidate of professional teacher able to carry out tasks in teaching well. However, achieving competency in speaking English as a second language (L2) or as a foreign language (FL) can be particularly challenging due to the complex nature of the speaking process (Brown & Lee, 2015; Celce-Murcia et al., 2014; Han, 2020; Kang & Han, 2020; Larsen-Freeman, 2018; Long, 2015; Sauro & Smith, 2019). There are several factors that can influence the development of speaking skills, such as gender and personality types.

Gender is one of the factors that can affect English speaking skills. Many studies have been conducted to investigate the effect of gender on EFL students' English speaking skills. One study by Rasouli and Mohammadi (2022) examined the relationship between personality traits and speaking proficiency among Iranian EFL learners. The study found that females had a higher level of speaking proficiency than males. This finding was consistent with previous studies that found that females perform better than males in language learning, especially in speaking skills (Dornyei, 2005; Galaczi et al., 2012; Khatib & Al-Fahad, 2020).

However, some studies have found contradictory results. For example, a study by Zhou (2019) investigated the relationship between personality traits and English speaking proficiency among Chinese EFL learners. The study found no significant difference between males and females in their speaking proficiency. These results suggest that the effect of gender on English speaking skills may depend on the cultural background and context of the learners.

Personality types are another factor that can affect English speaking skills. Many studies have investigated the relationship between personality types and English speaking skills among EFL learners. One study by Liu and Zhang (2020) examined the relationship between personality traits and speaking proficiency among Chinese EFL learners. The study found that extroverted learners had a higher level of speaking proficiency than introverted learners. This finding was consistent with previous studies that found that extroverted individuals are better at language learning, especially in speaking skills (Chen & Wu, 2021; Dornyei, 2005; Kusumaningrum & Puspitasari, 2021; Lu & Yang, 2019; Mirzaee & Asadpour, 2020).

Another study by Naderifar and Moghaddam (2021) investigated the relationship between personality traits and speaking proficiency among EFL learners. The study found that learners with higher levels of openness, agreeableness, and extraversion had a higher level of speaking proficiency than those with lower levels. This finding suggests that personality traits can play a significant role in English speaking skills.

Several studies aforementioned revealed that gender and personality types can affect EFL students' English speaking skills. However, some studies have found contradictory results. It is apparent that there is a gap in this research area. Moreover, the result of previous studies suggesting that the effect of gender and personality traits on English speaking skills may depend on the cultural background and context of the learners. While some studies have examined the impact of personality traits on EFL students' speaking skills, few have explored how cultural and linguistic backgrounds may moderate this relationship. Specifically, there is a need for research that investigates how different personality traits may interact with the unique cultural and linguistic backgrounds of EFL students and how these interactions may influence their English speaking skills. Furthermore, the majority of the existing research in this area has been conducted in Western countries, and it is unclear whether the findings can be generalized to EFL students from different cultural backgrounds. Therefore, there is a need for more cross-cultural research on this topic to better understand how cultural factors may interact with gender and personality traits to impact EFL students' English speaking skills.

Therefore, the current study attempts to investigate how gender and personality may affect pre-service EFL teachers' English-speaking abilities. Furthermore, pre-service EFL teachers in training are Indonesians enrolled in Islamic higher education. This current research can provide a more nuanced understanding of the various aspects that contribute to pre-service EFL teachers' English speaking skill by filling in these gaps in the literature. To better address this goal, the following research question was posed in more detail.
1. Is there any significant difference between female and male pre-service EFL teachers' English-speaking skill?
2. Is there any significant difference among choleric, sanguine, melancholic, and phlegmatic pre-service EFL teachers' English-speaking skill at Islamic Higher Education?
3. Is there any interaction effect between gender and types of personality on pre-service EFL teachers' English-speaking skill at Islamic Higher Education?

RESEARCH METHOD

Research Design

The final goal of this study is to get the answer of the research question whether gender and types of personality affect the students' speaking skills. In this case this study will employ quantitative approach with ex post facto as the research design. The ex post facto research is appropriate to conduct when manipulation of human behavior is not possible (Creswell & Creswell, 2018; Fraenkel et al., 2019; McMillan & Schumacher, 2014). Causal comparative research is in contrast with experimental study. Instead of making difference and giving treatment toward both groups, it uses the difference that already exists in the groups (Creswell & Creswell, 2018; Gay et al., 2012; Patten, 2018).

The variable in the causal comparative research can be something which cannot be manipulated such as ethnicity, or has not been changed because of particular reason such as teaching style (Creswell & Creswell, 2018; Fraenkel et al., 2019;). This kind of research seeks to find the effect of past occurrence toward particular subject, the influence of one variable towards another, and examine a claim by using statistical testing techniques. This study attempts to find the correlation between gender differences and personality types on of EFL students' speaking skills.

This research applied 2 x 4 factorial design. The score of English speaking-skill is defined as the dependent variable while gender and type of personality are defined as the independent variable. The design of this research is presented by the table below.

Table 1
The Design of Research

Personality / Gender	Choleric (B1)	Melancholic (B2)	Sanguine (B3)	Phlegmatic (B4)
Male (A1)	A1B1	A1B2	A1B3	A1B4
Female (A2)	A2B1	A2B2	A2B3	A2B4

Description:
A1B1 = The group of male students having choleric personality type
A1B2 = The group of male students having melancholic personality type
A1B3 = The group of male students having sanguine personality type
A1B4 = The group of male students having phlegmatic personality type
A2B1 = The group of female students having choleric personality type
A2B2 = The group of female students having melancholic personality type
A2B3 = The group of female students having sanguine personality type
A2B4 = The group of female students having phlegmatic personality type

Participants

The population of this study is the students of English education department from State Islamic Institute of Kediri (IAIN Kediri). The students are studying Public Speaking in the fourth semester and have passed English for Conversation course and Academic Speaking course. The used technique in taking the sample is random sampling which means all of the population members have the same chance to be included to the sample. The sample of this research is taken by distributing questionnaire to all of participants to figure out their personality; choleric, melancholic, sanguine, and phlegmatic. As the result, the researcher identified some of students in each type of personality who would take the speaking test.

Instrument

There were two instruments employed to collect the data in this present study. They are a set of questionnaire and speaking test. The questionnaire used to get the data of students' gender and type of personality was personality test that is distributed using google form. The test is taken from Personality Plus written by Florence Littauer and then adapted into Indonesian language to make the participants easy to answer. There are 40 items applied to identify the participants' personality, every type of personality (choleric, melancholic, sanguine, and phlegmatic) has 20 characteristics from the strength and 20 characteristics from the weakness (see Appendix 1).

The questionnaire has 40 numbers. Every number of items consists of traits from the four personality types. To do the test students were asked to choose some traits which reflect themselves. The result of test was then matched to the indicators table above. The way of personality judgement is by seeing the highest result that appears on the total questions.

To find out the validity of the research instrument, the researcher then distributed the instrument to respondents, that is the fourth semester students of English department at IAIN Kediri who were not the real respondents or sample of the research. After collecting the data, the validity test is then performed. The result of validity test on 40 items shows that all items are determined valid by considering r table with significant level 5% that is 0,514. The r value of the whole item is stated to be higher than r table (r value > r table). These results indicate that the instrument can be used to determine the personality type of the real respondents of this research.

Table 2
The Validity of The Instrument

Item Number	r_{value}	r_{table}	Interpretation	Item Number	r_{value}	r_{table}	Interpretation
1	0,815	0,514	Valid	21	0,791	0,514	Valid
2	0,649	0,514	Valid	22	0,871	0,514	Valid
3	0,858	0,514	Valid	23	0,691	0,514	Valid
4	0,659	0,514	Valid	24	0,806	0,514	Valid
5	0,550	0,514	Valid	25	0,572	0,514	Valid
6	0,749	0,514	Valid	26	0,800	0,514	Valid
7	0,590	0,514	Valid	27	0,880	0,514	Valid
8	0,678	0,514	Valid	28	0,902	0,514	Valid
9	0,802	0,514	Valid	29	0,625	0,514	Valid
10	0,638	0,514	Valid	30	0,548	0,514	Valid
11	0,726	0,514	Valid	31	0,604	0,514	Valid
12	0,787	0,514	Valid	32	0,911	0,514	Valid
13	0,601	0,514	Valid	33	0,606	0,514	Valid
14	0,774	0,514	Valid	34	0,898	0,514	Valid
15	0,598	0,514	Valid	35	0,777	0,514	Valid
16	0,771	0,514	Valid	36	0,708	0,514	Valid
17	0,727	0,514	Valid	37	0,921	0,514	Valid
18	0,929	0,514	Valid	38	0,921	0,514	Valid
19	0,864	0,514	Valid	39	0,551	0,514	Valid
20	0,697	0,514	Valid	40	0,608	0,514	Valid

To consider the result of reliability test, the score of Cronbach's Alpha is compared with table. If the score is higher than r table means the instrument is reliable.

Table 3
Reliability Statistics Coefficient Alpha

Cronbach's Alpha	N of Items
0,978	40

Table 3 shows the result of reliability test of the research instrument. The score of Cronbach's Alpha is 0,978 which is then compared with r table in the significance level 5% that is 0,514. The result shows that 0,978 > 0,514. Based on this result, it can be concluded that the instrument is reliable.

In assessing students' speaking skills, the chosen instrument is a performance test, specifically an oral examination centered on Public Speaking. During this assessment, students are tasked with creating a video presentation on the topic "Our Perspective About Covid 19". The effectiveness of their oral communication is then evaluated using a scoring rubric developed by David P. Harris in 1977. This rubric encompasses five key dimensions, each offering a distinct lens through which to evaluate students' speaking proficiency. The first dimension, Pronunciation, focuses on the clarity and accuracy of students' speech sounds and intonation patterns. Grammar, the second dimension, assesses students' mastery of grammatical structures and their ability to construct coherent sentences. Vocabulary, the third dimension, evaluates the richness and appropriateness of students' word choices and lexical range. Fluency, the fourth dimension, gauges the smoothness and fluidity of students' speech delivery, including pace and rhythm. Lastly, Comprehension, the fifth dimension, examines students' understanding of the topic and their ability to express ideas clearly and coherently. By employing this comprehensive scoring rubric encompassing multiple dimensions, educators can obtain a nuanced understanding of students' speaking abilities, allowing for targeted feedback and tailored instructional interventions. Moreover, this approach facilitates the holistic assessment of students' language proficiency, encompassing various facets of effective oral communication. As a result, students receive valuable feedback to guide their language development, ultimately enhancing their overall communicative competence.

Data Analysis

In this study, the researcher employed the variance analysis technique, specifically utilizing the two-way ANOVA method. Analysis of Variance (ANOVA) serves as a statistical procedure aimed at assessing the comparability of several population means. Through ANOVA, variations attributed to different treatments can be identified, thereby allowing conclusions to be drawn regarding the presence or absence of differences in population means. Prior to conducting the hypothesis test, the researcher conducted normality and homogeneity tests to ensure the validity of the data. These preliminary tests are crucial in verifying whether the data distribution conforms to normality assumptions and if the variances across groups are homogeneous. Ensuring normality and homogeneity is essential as violations of these assumptions can lead to inaccurate statistical inferences. Upon confirming that the obtained data met the assumptions of normality and homogeneity, the researcher proceeded with the hypothesis test. This involved assessing the significance of differences among group means to determine whether the observed effects were statistically meaningful. By systematically following these steps, the researcher ensured the validity and reliability of the statistical analysis, thereby facilitating robust and interpretable findings.

RESEARCH FINDINGS AND DISCUSSION
Findings
The finding of this research presents the data of descriptive statistics and then normality test, homogeneity test, and hypothesis test.

Descriptive Statistics
Description of the data in this research is intended to determine the value of the result of study. In this research, the object of the study is the fourth semester students of English Department at IAIN Kediri who are taking Public Speaking course. From the result of the questionnaire distribution via Google Form, the number of students who responded were 58 students which 24 students are male and 34 students are female. The description of the data is summarized in the following table.

Table 4
Descriptive Statistics

	A1B1	A1B2	A1B3	A1B4	A2B1	A2B2	A2B3	A2B4
N	6	5	8	5	7	10	10	7
Range	14	10	17	10	11	14	14	14
Min.	73	70	63	65	78	72	72	68
Max.	87	80	80	75	89	86	86	82
Sum	471	378	555	359	579	788	788	572
Mean	78,50	75,60	69,38	71,80	82,71	78,80	78,80	75,29
SD	5,992	4,336	6,391	4,324	4,071	4,541	4,541	5,282
Var.	35,900	18,800	40,839	18,700	16,571	20,622	20,622	27,905

A1B1 =Male_Choleric   A2B1 =Female_Choleric
A1B2 =Male_Melancholic   A2B2 =Female_Melancholic
A1B3 =Male_Sanguine   A2B3 =Female_Sanguine
A1B4 =Male_Phlegmatic   A2B4 =Female_Phlegmatic

Table 4 shows that the number of students in each group. It also shows the range, minimum, maximum, sum, mean, standard deviation, and variance of the speaking ability of the combination group.

Before performing Two Way ANOVA analysis, the researcher has to determine the assumptions of parametric test. The tests that become the prerequisite of Two-Way ANOVA are Normality Test and Homogeneity Test.

Test of Normality
In order to know whether the obtained data is normally distributed or not, it is necessary to conduct normality test. In conducting the normality test, this research used Kolmogorov-Smirnov test with SPSS version 24.0 program. The result of normality test is presented in Table 5.

Table 5
Test of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Standardized Residual for Score	.106	58	.168

Based on the data presented in Table 5 above, the significance value derived from the calculation is determined to be 0.168. This obtained significance value is subsequently compared to the predetermined alpha level of 0.05. The comparison reveals that the calculated significance value (Sig.) is greater than the alpha level (α), indicating that the data under examination in this study adheres to a normal distribution. In summary, the outcome of the normality test confirms that the data meets the assumption of normal distribution, as the significance value obtained exceeds the predetermined alpha level. This fulfillment of the normality test criteria signifies that the data utilized in this study exhibits a distribution pattern consistent with the expectations of statistical analyses, thereby ensuring the validity and reliability of subsequent inferential procedures.

The Homogeneity Test of The Variances

Homogeneity test in the initial analysis is used to determine whether the sample of the study has the same variance or not. The sample that has the same variance is determined as homogeneous. This study employs Levene's test to conduct the homogeneity test by using SPSS version 24.0 program. The obtained result is presented in the table below.

Table 6
Levene's Test of Equality of Error

Dependent Variable: Score

F	df1	df2	Sig.
.604	7	50	.749

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Design: Intercept + Gender + Personality + Gender * Personality

Based on the table 6 above, a significance value obtained is 0,749. To determine whether the data is homogeneous or not, the significance value is compared with alpha = 0,05. Therefore Sig. > α (0,749 > 0,05) means the data is homogeneous. Finally, the homogeneity test requirement can be fulfilled.

Hypothesis Testing by Two-Way ANOVA

To be able to answer the research questions posted, firstly Two-Way ANOVA is performed.. The result of analysis is presented in Table 7.

Table 7
Tests of Between-Subject Effects

Dependent Variable: Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	906.171[a]	7	129.453	4.921	.000
Intercept	312192.392	1	312192.392	11866.534	.000
Gender	210.022	1	210.022	7.983	.007
Personality	665.317	3	221.772	8.430	.000
Gender * Personality	6.075	3	2.025	.077	.972
Error	1315.432	50	26.309		
Total	335863.000	58			
Corrected Total	2221.603	57			
R Squared = .342 (Adjusted R Squared = .250)					

Table 7 above shows the result of Fvalue and the significance value of three hypothesis that is tested in the initial of research to answer the research question posted in this present study.

Discussion
Research Question 1
"Is there any significant difference between female and male pre-service EFL teachers' English-speaking skill?"

The present study aimed to address the first research question by examining the potential impact of gender on the English-speaking skills of pre-service EFL teachers. To achieve this goal, the study computed the F-value and compared it to the F-table on $df1 = 1$, $df2 = 50$, $\alpha = 0.05$, which was 4.034. As shown in Table 7, the F-value was found to be 7.983, which is greater than the F-table value. This result indicates that the null hypothesis (H0) that there is no significant difference between female and male pre-service EFL teachers' English-speaking skills can be rejected. Instead, the alternative hypothesis (Ha) that there is a significant difference between female and male groups can be accepted.

The findings of the present study suggest that gender is a significant factor in determining the English-speaking skills of pre-service EFL teachers. The results reveal that female and male pre-service EFL teachers' English-speaking skills differ significantly. This finding supports previous research that has reported gender differences in language learning outcomes (Farsi & Ahangari, 2018; Papaja & Marecka, 2019; Susanto & Cahyono, 2020). The study's findings suggest that there is a need for EFL teachers and policymakers to be aware of these differences and to incorporate them into language learning programs and interventions. It is important for educators to understand that male and female EFL students may have different learning needs, and therefore, language learning programs should be designed to address these differences.

The finding of this study is consistent with previous research that has investigated gender differences in language learning. However, further research is necessary to explore the factors that contribute to the gender differences in English-speaking skills among EFL students. This could include investigating the impact of sociocultural factors, such as gender role expectations and stereotypes, on language learning outcomes. Future research could also examine the extent to which gender differences in English-speaking skills may be influenced by biological and cognitive factors.

Overall, the findings of this study underscore the importance of considering gender when designing language learning programs and interventions. EFL teachers and policy makers should be aware of the potential impact of gender on language learning outcomes and should take steps to address any gender-based disparities that may arise. By incorporating gender considerations into language learning programs and interventions, educators can help to ensure that all students have access to the resources and support they need to achieve their language learning goals.

Research Question 2
"Is there any significant difference among choleric, sanguine, melancholic, and phlegmatic pre-service EFL teachers' English-speaking skill at Islamic Higher Education?"

The present study investigated the potential effect of personality types, including choleric, sanguine, melancholic, and phlegmatic, on pre-service EFL teachers' English-speaking skills at an Islamic Higher Education institution. As shown in Table 7, the analysis of the results indicated that there is a statistically significant difference in English-speaking skills among the four different personality types. The Fvalue of 8,430 was found to be greater than the Ftable (2,790) on $df1 = 3$, $df2 = 50$, $\alpha = 0,05$, indicating that the null hypothesis (H0)

of no significant difference among the four groups was rejected. Conversely, the alternative hypothesis (Ha) of a significant difference among the four groups was accepted. These findings contribute to the understanding of how different personality types may impact language learning outcomes, particularly English-speaking skills, among pre-service EFL teachers.

The findings of this study suggest that there is a significant difference among choleric, sanguine, melancholic, and phlegmatic pre-service EFL teachers' English-speaking skills at Islamic Higher Education. This is consistent with previous research which has found that personality traits may affect language learning and proficiency (Chen & Chang, 2021; Hu & Peng, 2021; Li & Lai, 2021; Sun & Wang, 2020; Yang & Zhang, 2019; Yoo & Lee, 2019).

The results indicate that individuals with different personality types may have different strengths and weaknesses when it comes to language learning. For example, choleric individuals tend to be assertive and confident, which may translate to more fluent and confident speaking skills. On the other hand, phlegmatic individuals tend to be more introverted and less assertive, which may result in less confident speaking skills.

Understanding the relationship between personality and language learning can have practical implications for language teachers and learners. Language instructors may consider tailoring their teaching strategies to accommodate different personality types, such as providing more opportunities for choleric individuals to practice speaking and building confidence in phlegmatic individuals through positive reinforcement. Additionally, learners may benefit from understanding their own personality traits and using this knowledge to identify areas where they may need more support or practice in their language learning journey. Therefore, it is important to take a holistic approach to language learning and consider all relevant factors in designing effective language teaching and learning strategies.

However, it is important to note that personality is just one of many factors that can affect language learning and proficiency. Hence, further research is required to explore the underlying mechanisms and factors that account for the observed differences in English-speaking skills among choleric, sanguine, melancholic, and phlegmatic individuals. Other factors such as motivation, learning style, and cultural background also play a role.

Research Question 3
"Is there any interaction effect between gender and types of personality on pre-service EFL teachers' English-speaking skill at Islamic Higher Education?"
The third research question aimed to investigate the potential interaction effect of gender and types of personality on the English-speaking skills of pre-service EFL teachers at Islamic Higher Education. To explore this, the study conducted an analysis of variance and calculated the F-value, which was 0.077. The study then compared the F-value to the F-table on $df1 = 3$, $df2 = 50$, $\alpha = 0.05$, which was 2.790. The results indicated that the F-value was less than the F-table value, suggesting that there was no significant interaction effect between gender and types of personality on students' speaking skills. Therefore, the alternative hypothesis (Ha) which stated that there was an interaction effect between gender and types of personality on students' speaking skills was rejected. Instead, the null hypothesis (H0) which stated that there is no interaction effect between gender and types of personality on students' speaking skills was accepted.

These findings suggest that gender and personality types do not interact to significantly affect EFL students' English-speaking skills. It is important to note that while the interaction effect was not significant, the study did find a significant main effect for gender on EFL students' English-speaking skills (Farsi & Ahangari, 2018; Papaja & Marecka, 2019; Susanto & Cahyono, 2020) and a significant main effect for personality types on students' English-speaking skill as well (Chen & Chang, 2021; Hu & Peng, 2021; Li & Lai, 2021; Sun & Wang,

2020; Yang & Zhang, 2019; Yoo & Lee, 2019). The lack of significant interaction effect between gender and personality types indicates that the effect of gender on English-speaking skills is independent of personality types.

These results may have important implications for EFL teachers and policy makers, as they suggest that gender and personality should be considered separately when designing language learning programs and interventions. The results of this study have important implications for EFL teachers and policy makers as they suggest that when designing language learning programs and interventions, the impact of gender and personality should be considered independently.

Overall, the findings of this study contribute to the growing body of literature on the impact of gender and personality on language learning. The results suggest that while both variables are important in understanding English-speaking skills, their combined effect may not be significant. Future studies could investigate other potential variables that may interact with gender and personality to impact language learning outcomes, such as motivation or learning strategies.

CONCLUSION

In conclusion, the present study provides evidence that gender has a significant impact on the English-speaking skills of pre-service EFL teachers. The results indicate that male and female pre-service EFL teachers differ significantly in their English-speaking skills, with females outperforming males. This finding suggests that gender should be taken into consideration when developing language learning programs and interventions, particularly in Islamic Higher Education institutions where EFL teachers are trained. The study also investigated the impact of personality on the English-speaking skills of pre-service EFL teachers. The findings of this study suggest that there is a significant difference among choleric, sanguine, melancholic, and phlegmatic pre-service EFL teachers' English-speaking skills at Islamic Higher Education. The study also investigated the potential interaction effect between gender and personality types on English-speaking skills, but the results indicated that there was no significant interaction effect.

While the findings are informative, it is important to note that they are specific to this population and context. The impact of gender and personality types on language learning outcomes may vary depending on the learner population, cultural context, and other factors. For example, research has shown that gender differences in language learning may be influenced by cultural and social factors. In some cultures, there may be gender-based expectations and stereotypes that affect language learning outcomes. Additionally, personality traits may interact with other individual differences such as age, motivation, and learning styles to affect language learning outcomes. Therefore, future research could investigate whether the findings of this study hold true for different populations, such as EFL students or individuals from different cultural backgrounds. Such research could help to shed light on the complex relationships between gender, personality, and language learning outcomes, and inform the development of more effective language teaching and learning strategies that take individual differences into account.

REFERENCES

Brown & Lee, 2015; Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy (4th ed.)*. Pearson Education.

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language (4th ed.)*. National Geographic Learning.

Chen, Y. H., & Chang, Y. F. (2021). Investigating the relationship between personality traits and EFL learners' willingness to communicate in online and offline contexts. *Education and Information Technologies*, 26(2), 2165-2182. https://doi.org/10.1007/s10639-020-10321-4

Chen, Z., & Wu, Y. (2021). The relationship between extraversion and second language speaking proficiency: A meta-analysis. *System*, 99, 102493. https://doi.org/10.1016/j.system.2021.102493

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. Sage Publications.

Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Routledge. DOI: 10.4324/9781410612752

Farsi, M., & Ahangari, S. (2018). Gender differences in second language acquisition: A comparative study of two proficiency levels. *International Journal of English Linguistics,* 8(6), 23-32. DOI: 10.5539/ijel.v8n6p23

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education (10th ed.)*. McGraw-Hill Education.

Galaczi, E. D., Holmes, J., & Singleton, D. (2012). Investigating fluency in EFL: A quantitative approach. *Language Testing*, 29(1), 115-137. DOI: 10.1177/0265532211414830

Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Pearson.

Han, Z. (2020). The complexity of L2 speaking: A review of the literature. *Language Teaching*, 53(4), 409-424. DOI: 10.1017/S0261444820000072

Hu, X., & Peng, J. E. (2021). The relationship between personality and EFL learners' speaking proficiency: A meta-analysis. *International Journal of Applied Linguistics*, 31(1), 60-81. https://doi.org/10.1111/ijal.12324

Kang, E., & Han, Z. (2020). The role of working memory and executive function in L2 speaking proficiency: A structural equation modeling approach. *The Modern Language Journal*, 104(3), 544-563. DOI: 10.1111/modl.12641

Khatib, M., & Al-Fahad, F. N. (2020). The effect of gender on EFL students' speaking ability in the Saudi context. *Cogent Education,* 7(1), 1-19. DOI: 10.1080/2331186X.2020.1831211

Kusumaningrum, R. A., & Puspitasari, D. (2021). The relationship between extraversion personality and speaking proficiency in English as a foreign language. *Journal of English Language and Education,* 7(1), 47-62. https://doi.org/10.24815/jee.v7i1.17200

Larsen-Freeman, D. (2018). Research on language development in SLA. *Language Teaching*, 51(2), 147-174. DOI: 10.1017/S0261444816000354

Li, Y., & Lai, C. (2021). The impact of personality traits on EFL learners' speaking anxiety and speaking proficiency. *Journal of Multilingual and Multicultural Development,* 42(3), 266-280. https://doi.org/10.1080/01434632.2020.1822726

Liu, M., & Zhang, Y. (2020). The relationship between personality traits and speaking proficiency of Chinese EFL learners. *Journal of Language Teaching and Research*, 11(2), 211-220. DOI: 10.17507/jltr.1102.04

Long, M. H. (2015). *Second language acquisition and task-based language teaching*. John Wiley & Sons.

Lu, X., & Yang, W. (2019). Exploring the relationship between extraversion and second language speaking ability. *Journal of Psycholinguistic Research*, 48(6), 1507-1520. https://doi.org/10.1007/s10936-019-09671-7

McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry (7th ed.).* Pearson

Mirzaee, A., & Asadpour, M. (2020). The impact of personality traits on speaking proficiency of Iranian EFL learners: The case of introversion-extroversion. *International Journal of Instruction,* 13(2), 683-700. DOI: 10.29333/iji.2020.13243a

Naderifar, N., & Moghaddam, M. J. (2021). The relationship between personality traits and speaking proficiency of EFL learners. *Journal of Language and Linguistic Studies,* 17(2), 809-824. DOI: 10.17507/jlls.1702.17

Papaja, K., & Marecka, M. (2019). Gender differences in second language acquisition: A meta-analysis of longitudinal studies. *Studies in Second Language Acquisition*, 41(3), 485-523. DOI: 10.1017/S0272263118000355

Patten, M. L. (2018). *Understanding research methods: An overview of the essentials*. Routledge.

Rasouli, A., & Mohammadi, M. (2022). Personality traits and speaking proficiency: A study of Iranian EFL learners. *Journal of Psycholinguistic Research*, 51(1), 103-119. DOI: 10.1007/s10936-021-09752-w

Sauro, S., & Smith, M. (2019). How learners process language input: A review of eye-tracking research. *Language Teaching*, 52(4), 423-457. DOI: 10.1017/S0261444818000309

Sun, X., & Wang, L. (2020). The relationship between personality traits and speaking proficiency: *The moderating role of motivation. English Teaching & Learning*, 44(3), 271-297. https://doi.org/10.1007/s42321-020-00056-6

Susanto, F., & Cahyono, B. Y. (2020). Investigating gender differences in second language acquisition: A review of theories and studies. *TEFLIN Journal*, 31(1), 1-18. DOI: 10.15639/teflinjournal.v31i1/1-18

Yang, Y., & Zhang, L. J. (2019). Exploring the relationship between personality traits, self-efficacy, and Chinese EFL learners' speaking performance. *RELC Journal*, 50(3), 421-435. https://doi.org/10.1177/0033688219861301

Yoo, J. H., & Lee, K. H. (2019). The influence of personality traits on the choice of English learning strategies: A comparative study of Korean and Vietnamese learners. *RELC Journal,* 50(1), 3-15. https://doi.org/10.1177/0033688219829132

Zhou, Y. (2019). The relationship between personality traits and English speaking proficiency of Chinese EFL learners. *International Journal of English Linguistics,* 9(3), 11-22. DOI: 10.5539/ijel.v9n3p11