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Associating the Big Five Personality Traits with Learners' Participation in Classroom Communicative Tasks

A Case Study of First Year Middle School Learners at Ahmed Boutebekh Middle School, Mila

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Dedication

All thanks and Praise be to Allah for the strength, patience, and blessings he gave me.

I dedicate this work with deep love to:

The most precious people to my heart, my beloved parents,

the greatest parents in the universe.

❖ ***My Father**, my hero, the source of my strength and the light that shines my way.*

❖ ***My Mother**, the Queen of my heart, my source of happiness and the sun of my life.*

I'm very grateful for the endless efforts, sacrifices, prayers, love, and encouragement you have given me throughout my life, which have been the driving force behind my success, and which have helped me become who I am today. I love you. May Allah bless you, keep you healthy, and grant me success in repaying the favour and making you proud of me.

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Dedication

To my parents who words can't express, nor numbers can measure the love, respect, and gratitude I carry for you. Thank you for your support and companionship.

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Abstract

This research study aims at associating the Big Five personality model with participation in classroom communicative tasks. The case study selected for this research is first year middle school learners at Ahmed Boutebekh Middle School. In this study, it is hypothesized that there is a significant relationship between first year middle school pupils' Big Five personality traits and their participation in classroom communication tasks. To test this hypothesis, a Big Five personality test for children (the 65-item inventory) developed, initially, by Barbaranelli et al. 2003, then we translated it to Arabic from the Spanish adapted version (Cupani and Ruarte, 2008) to measure the participants levels of the Big Five personality traits. Moreover, a structured classroom observation was conducted following an Observation Grid we developed. After analysing the different results of the data collection, we concluded that the Big Five personality traits have a relations ship with learner's engagement in classroom communicative tasks in one trait which is Extroversion.

Keywords: *Communicative Tasks, Learners' participation, Observation, The Big Five personality traits, The Big Five Questionnaire for Children*

List of Abbreviations and Acronyms

16PF: The Sixteen Personality Factor

BFPT: Big Five Personality Traits

BFQ-C: Big Five Questionnaire for Children

FFM: Five Factor Model

IGT: Information Gap Task

L2: Second language

NEO PI-R: NEO Personality Inventory-Revised

NEO: Neuroticism-Extraversion-Openness

OCEAN: Openness to experience, Agreeableness, Extroversion, Conscientiousness, Neuroticism

SLL: Second Language Learning

TBLT: Task-Based Language Teaching

TPLS: Techno-Pedagogical Learning Solutions

WTC: Willingness To Communicate

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General Introduction

1. Background of the Study

It is necessary for teachers to understand their students from all aspects, most importantly their psychology and how they feel and see the world. The latter is crucial for creating welcoming and involving language classes. However, many teachers in the field seem to ignore these psychological barriers that may prevent learners from growing and developing. One of these different psychological factors is personality. This study tries to shed light on how personality (Using the big five personality model) relates with students' engagement in classroom communication tasks.

The Big Five personality traits (FFM; Digman, 1990; McCrae & John, 1992) are an explanation of the organization of individual differences in personality. Also known as "The five-factor model of personality" or "OCEAN model,". It is called The Big Five because it encompasses five major components: Neuroticism, Extroversion, Openness to experience, Agreeableness and Conscientiousness. **Neuroticism** refers to the degree of emotional instability, anxiety, and reactivity to stress. **Extraversion**, sometimes called Extroversion, refers to the level of sociability, which includes talkativeness, assertiveness, and high amounts of emotional expressiveness. **Openness** is a characteristic that includes creativity, imagination, and a willingness to engage in new experiences. **Agreeableness** is characterized by trust, kindness, and affection. **Conscientiousness** is the degree of self-discipline, organization, and good-directed behaviour. These five characteristics cover a wide range of human behaviour and explain variations in decision-making and personality.

The original and quite ingenious idea behind the theory goes back to research conducted in the 1930s and 1940s by Allport, Odbert, and Cattell (Dornyei, 2005) which was later developed by Fiske (1949), Norman (1963), Tupes and Christal (1961), Goldberg (1981), and

McCrae and Costa's (1992) work developed and improved this model, making the big five model a famous framework for understanding personality traits.

In the context of classroom communication tasks, several studies have explored the relationship between the Big Five personality traits and students' engagement in classroom communicative tasks. For example, a study conducted by Zeraat Pishe (2023), found that Extraversion and Openness were positively related to willingness to communicate, while Neuroticism and Conscientiousness had negative correlations. Another study by Baruth, Cohen (2023) explored significant correlations between the Big Five personality traits and student satisfaction with various online courses. Furthermore, a study by Safranji (2017) investigated significant positive correlations between WTC and all Big Five dimensions in English language teaching.

Getting students involved in communicative activities is one of the hardest things teachers have to deal with due to the learners' centeredness in the classroom. As a result, we attempted to explore potential causes such as personal differences, specifically personality, through the Big 5 model.

Therefore, understanding the relationship between the Big Five personality traits and learner participation in classroom communication activities is critical for improving educational outcomes by exploring how individual differences in personality traits influence learners' participation levels during classroom interactions.

2. Statement of the Problem

Teaching foreign languages necessitates the incorporation of communicative tasks in classroom activities in order to ensure that language learners master both listening and speaking skills in the target language. Nonetheless, many teachers face difficulties with learners' participation in such activities that requires students' usage of the target language to

convey their thoughts and ideas among an audience. This occurs, especially, in language classes with beginner level learners where they feel overwhelmed by the unfamiliar language and often feel startled when asked to step up and be part of a certain communicative task. In a beginner classroom setting, as first year middle school, such absence in engagement can be due to multiple reasons; one we sought to explore is personality using Costa and Mccrae's Big Five personality model.

Subsequently, the incentive behind this research study is to investigate the relation between The Big Five personality traits and first year middle school learners' participation in classroom communication tasks. Furthermore, we seek to know how the different dimensions of The Big Five personality model affects middle school students' levels and patterns of participation in communicative tasks.

3. Aim of the Study

The aim of the study is:

To investigate the relation between personality using The Big Five personality model and first year middle school pupils' engagement in language classroom communicative tasks.

4. Research Objectives

1. To explore to what extent The Big Five personality traits affect classroom participation in tasks that are communicative based among first year middle school pupils.

2. To identify specific behaviours associated with each big five personality dimension that may impact participation in classroom communicative tasks.

3. To show the importance of understanding the big factors of personality traits to the improvement of the learners' involvement in their own learning.

5. Research Questions

The research questions are as follows:

1. What is the relation between middle school pupils' Big Five personality traits and their participation in language classroom communicative tasks?

2. How do the different dimensions of the big five personality model affect the engagement of middle school pupils in classroom communicative tasks?

3. How do the big five personality traits influence the communication patterns and participation levels of first year middle school pupils in classroom communication tasks?

6. Research Hypothesis

Based on the formulated research questions, it is hypothesized that there is a significant relation between first year middle school pupils' Big Five personality traits and their participation in classroom communication tasks.

7. Significance of the Study

It is often observed amid middle school learners that they tend to avoid participating in tasks that are based on communication and direct usage of the target language. There are many reasons as why such issues may occur in language classes; one we pursuit to understand is personality. As a reaction to these observations, this research study attempts to understand the relationship between personality using Costa and Mccrae's Big Five personality model and the participation of first year middle school pupils in classroom tasks that are based on interactions with an interlocutor in the target language.

The understanding and depiction of the relation between the big five model and participation in classroom communicative tasks is crucial to creating language classes that are efficient, engaging as well as safe. First of all, it will help teachers understand certain patterns of behaviour that learners display when asked to engage in a certain communicative task in class; consequently, teachers would be more mindful and understanding. Second, understanding how the different five personality dimensions affect participation levels will guide teachers to design adequate task instructions; therefore, include all learners for a better

learning experience and outcomes. Finally, communicative tasks in language classes are extremely important for learners not only to develop better listening and speaking skills but also to learning values such as group work, sharing and relationship building; that being said, this research aims at finding valuable information and solutions to include all learners regardless of their personality tendencies and differences in such tasks that are challenging but equally important to mastering a foreign language.

To conclude, this research study is an attempt to find solutions and seek improvement not only in language learning but also in developing strong, mindful, and outgoing learners.

8. Research Methodology

To obtain the necessary information from our subject and answer our research questions, we utilize psychology tests and structured classroom observation for students. The personality test gives us insights on the learners' personality dimensions; whereas the observation checklist helps us gather data on students' participation in communicative tasks. Then we relate the learners' responses to the psychology test to determine the effect of the Big Five personality traits on learners' participation in communication tasks.

9. Structure of the Study

This research study is structured into two main chapters. Chapter one is designated to the literature review with two primary sections. Section one is entitled "**The Big Five Personality Traits''**. It defines personality and The Big Five personality model; it also tackles the Big Five personality model significance, its relationship with learning and its history. Section two is entitled "**Classroom Communicative Tasks''**. This section defines classroom communicative tasks, their different types, and their importance. Chapter Two is devoted to field work. This chapter, also, includes two primary sections. Section one is labelled **"Methodology"** where the population sample and data collection methods are presented. The second section is entitled **"Data Analysis and Results Interpretation"**. In

this section, data results are analysed as well as interpreted. This section closes off with limitations of the study and a set of suggestions and recommendations.

Chapter One: An Overview of the Big Five Personality Traits and Classroom

Communication Tasks

Section one: The Big Five Personality Traits

Introduction

   In Foreign Language education, achieving learners' participation in classroom communicative tasks is influenced by several elements, including age, gender, intelligence, motivation, and language aptitude. In addition to these elements, some studies showed that one of the major effective elements of learning comes from the learners' personality, which can be defined as the unique set of characteristics, traits, behaviours, and patterns of thinking that define an individual's way of being in the world. There are a variety of personality models developed in psychology, one personality model that is wildly known is the Big Five personality model developed by many researchers namely Norman (1967), Smith (1967), Goldberg (1981), and Costa and McCrae's (1987). This model breaks down personality to five major dimensions: Openness to experience, Agreeableness, Extroversion, Conscientiousness, and Neuroticism. Hence, The Big five personality traits have a major impact on different aspects of students' behaviours and performance. In this regard, understanding the relationship between the five-factor model of personality and classroom communication tasks is critical. As a result, teachers must develop an inclusive and supportive learning environment that meets the needs of a varied range of students.

   This chapter is divided into two sections; the first section introduces the theoretical framework of the first main concept of this work "the Big Five Personality Traits". This section starts by introducing the notion of personality through offering a set of definitions of the term. It also provides a concise overview of various personality factors. Lastly, the chapter briefly discusses the history and importance of the Five-factor model and its relation

to learning. The second section discusses the literature study of "Classroom Communication Tasks" in a foreign language teaching environment, which contains several definitions and descriptions of the different types of communicative tasks. The section ends by discussing the significance of communicative tasks in the teaching learning process.

1.1.1. Definition of Personality

Every human being is born with a distinct and unique character that differs from one another in terms of behaviours and actions. In this respect, in the 1930s, personality psychology began to emerge as a distinct discipline of social science when the American psychologist Gordon Allport (1937) published his book "Personality: A Psychological Interpretation". However, the roots of personality theory can be traced back to ancient times. The term "personality" comes from the Latin word persona, a term referring to the masks worn by actors performing ancient Greek plays (Allport, 1937). Thus, personality is taken to mean the characteristic pattern or style of behaviour of the person revealed from his external appearance (*MsAdams*, 1997). Nevertheless, the concept of personality is explained by different psychologists in various ways.

Personality psychology was defined by Allport (1937, p. 48) as the study of the "dynamic organization within the individual of those psychological systems that determine his unique adjustments to the environment". It indicates that personality resides within the individual, and these systems are intertwined with the organization. Individuals' personalities are not static, but rather dynamic; their distinctive organizational pattern determines the type and level of adjustments they make to their environment, and this adjustment pattern is specific to each individual. Another definition proposed by Eysenck (1970, p. 25) provides a more comprehensive description of the concept, claiming that personality is:

the sum-total of the organism's actual or potential behaviour patterns, 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)

Personality according to Mondak (2010) is a multidimensional and persistent internal, or psychological structure, typically consisting of multiple characteristics. Additionally, Funder, (2007, p. 5) described personality as "an individual's characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms, hidden or not, behind those patterns". Similarly, Warren (1934) stated that Personality referred to an individual's cognitive, emotional features, and physical attributes that distinguish them from others.

1.1.2. Personality Traits

1.1.2.1. Big Five Personality Traits

The human personality is among the most complex phenomena, yet psychologists haven't been deterred from attempting to define and categorize it. McCrae and Costa (1990, p. 23) stated that personality traits are often defined as "enduring dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings, and actions". The Big Five personality traits: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience are a group of five broad trait categories that make up the most often used model of personality structure. As argued by Novikova (2013), these five characteristics represent broad categories of human thoughts, emotions, and behaviours that can be used to understand differences in an individual's personality and decision-making processes.

1.1.2.1.1. Neuroticism (N)

The first Big Five personality trait is Neuroticism. Neuroticism measures differences in the frequency and intensity of negative feelings. Individuals who are very neurotic are more likely to experience anxiety, depressive disorders, and Changing emotions, whereas emotionally stable people stay calm and flexible even in hard circumstances (Soto, 2018). Neuroticism is a persistent emotional state characterized by emotional instability and negative affectivity, often leading to psychological distress. It includes vulnerability to stress, self-consciousness, excessive craving, urges, and difficulty tolerating frustration from resisting desires (Thomas et al, 2002). According to John & Srivastava (1999, p. 30) "Neuroticism contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad, and tense." In addition, Soto (2018) stated that Neuroticism is linked to decreased personal satisfaction and psychological well-being, with highly neurotic individuals experiencing lower levels of happiness and excitement in various life domains, such as job and relationship satisfaction, and a higher likelihood of psychopathology, including mood and anxiety problems.

1.1.2.1.1.1. Neuroticism Facets

Costa and McCrae (1992) developed the NEO Personality Inventory-Revised (NEO-PI-R), which assesses the five major domains of personality and the six facets that define them. Costa and McCrae (1990) represented Neuroticism as a significant personality trait within the Big Five model, often composed of six facets. Anxiety, Angry, Depression, Self-consciousness, Impulsiveness, Vulnerability. Thomas et al (2002) described **Anxiety** as a state of heightened fear and nervousness, whereas **Angry hostility** is the propensity to experience anger and related emotions. High scorers of these facets are more prone to experience these anxieties and apprehensions, whereas low scorers remain calm and

comfortable. The third facet is **Depression** which is a natural personality feature. High scorers of Depression experience feelings of guilt, sadness, despair, and loneliness. Low scorers, on the other hand, rarely experience such sensations and are not always pleasant or cheerful. The fourth facet of Neuroticism is **Self-consciousness**. Costa et al (2003) argued that **Self-consciousness** is characterized by feelings of shame and humiliation, which cause discomfort and susceptibility to mockery. Low scores of **Self- consciousness** are less bothered by embarrassing social settings. Furthermore, the fifth facet of Neuroticism is **Impulsiveness**. McCrae and Costa (2003) stated that **Impulsiveness** is defined as the inability to manage desires and urges, whereas low scorers are better able to resist such temptations. The last facet of Neuroticism is **Vulnerability** to stress. High scorers of **Vulnerability** struggle to cope with stress, dependency, and despairing; it also leads to panic in emergency situations. Low scorers of **Vulnerability**, in contrast, consider themselves capable of controlling themselves in stressful circumstances.

1.1.2.1.2 Extraversion (E)

The second Big Five personality trait listed is Extraversion. Extraversion often known as "Extroversion" is an important personality trait that influences how we interact with the world around us. It refers to the frequency and extent of preferred relationships, activity level, demand for stimulation, and ability for enjoyment (Thomas et al, 2002). People with high levels of Extraversion are sociable, active, talkative, person-oriented, optimistic, fun-loving, and affectionate. Moreover, those with low levels of Extraversion are called Introverts. Introverts are described as being reserved (although not necessarily unfriendly), serious, isolated, self-sufficient, and quiet. They are neither sad nor pessimistic, but they lack the joyful high spirits that extroverts have (Costa & McCrae, 1990). According to John and Srivastava (1999, p. 30), "Extraversion denotes an energetic approach toward the social and

material environment and involves characteristics like sociability, activity, assertiveness, and positive emotionality." Additionally, Soto (2018) emphasized that Extraversion is a measure of a person's individual variances in activity level, assertiveness, and societal participation. In contrast to introverted people, who are typically restrained both socially and emotionally. Highly extraverted people are comfortable expressing themselves in group settings, enjoy interacting with others, and often experience positive emotions like excitement and enthusiasm. Moreover, Eysenck (1965 as cited in Skehan, 1989, p.100), described Extroversion as "The typical extrovert is sociable, likes parties, has many friends, needs to have people to talk and does not like reading and studying by himself".

1.1.2.1.2.1. Extraversion Facets

Extraversion is a broad personality dimension that encompasses six primary facets which are: Warmth, Gregariousness, Assertiveness, Activity level, Excitement-seeking, and Positive emotions. The first Extraversion Facet is **Warmth.** According to Costa and McCrae (1990), high scores of **Warmth** describes a friendly, intimate connection style, whereas low scores describes a more chilly, formal, and aloof connection style. The second facet of Extroversion is **Gregariousness.** It is described by a desire to interact with others and enjoy crowds. Low scorers of **Gregariousness** are loners who avoid social interactions. **Assertiveness,** a third facet of Extraversion. High scores of this facet are characterized by being natural leaders who can readily take charge and communicate their emotions and desires. On the other side of the spectrum, low scorers prefer to stay in the background. Furthermore, Thomas et al (2002) stated that **Activity** is another facet of Extraversion. High scorers of this facet display a quick pace, active movement, and a sensation of energy. In contrast, low scorers of activity are slower and relaxed. Moreover, the fifth facet of Extroversion is **Excitement-seeking**. High scorers of **Excitement-seeking** indicate a desire for excitement and stimulation, preferring

bright colours and busy situations. Whereas low scorers of the facet find life monotonous and have no need for thrills. The sixth and last facet of Extroversion is **Positive emotions**. High scores of **Positive emotions** show happiness, optimism, and carefreeness. Contrastingly, low scorers are less joyful and high-spirited. Positive emotions are the aspect of extraversion that most accurately predicts happiness (Costa, McCrae, Widiger, 2002).

1.1.2.1.3. Openness to Experience (O)

The third trait of the Big Five personality model is Openness to experience. Howard (1995) defined openness as the number and depth of interests pursued. Similarly, John and Srivastava (1999, p. 30) stated that "Openness to Experience (vs. closed-mindedness) refers to the breadth, depth, originality, and complexity of an individual's intellectual and experiential life". According to Costa and McCrae (1990), Openness is less extensively studied than either Neuroticism or Extraversion; it is frequently interpreted differently, as the alternative of intellect suggests. However, unlike ability and intelligence, Openness means actively seeking and appreciating experiences for their own sake. Open people are curious, imaginative, and willing to consider alternative ideas and beliefs; they feel a variety of emotions with greater intensity than closed people. By contrast, Tomas et al (2002) stated that closed individuals (those with low Openness to experience) tend to be conventional in their views and attitudes, conservative in their tastes, and strict and inflexible in their beliefs; they have strict behaviour patterns and lack emotional reactivity. Furthermore, another definition described by Soto (2018) is that openness to experience represents variations in imaginative abilities, aesthetic sensibility, and intellectual curiosity. Highly open-minded people like thinking and learning; they are sensitive to art and beauty and can come up with new ideas.

1.1.2.1.3.1 Openness to Experience Facets

Costa and McCrae (1990) stated that Openness to Experience is made up of six facets, each contributes to an individual's openness score. These facets are Fantasy, Aesthetics, Feelings, Actions, Ideas, and Values. Thomas et al (2002) believed that **Fantasy** refers to an expansive imagination and an active fantasy life, whereas **Aesthetics** is a strong appreciation for art and beauty. Those who scorer high in the Aesthetics spectrum are more interested in the arts, gaining more knowledge and enjoyment than the ordinary person. The third facet of Openness to experience is **Feelings**. This facet includes being open to one's inner feelings and emotions. People who score high on **Feelings** are more prone to experiencing more intense and diverse emotional states. In contrast, people who score low on **Feelings** have a lowered affect and do not believe that feelings are important. The fourth facet of Openness is called Actions. Costa and McCrae (2003) described Openness to **Actions** as the antithesis of rigidity: open people are willing to try new things and embrace change. As such, people with Low scorers of **Actions** tends to avoid change and favour tried-and-true techniques. Moreover, the last two facets of Openness are openness to new **Ideas** and **values**. Individuals who are open to **Ideas** are interested in knowledge and appreciate it for its own sake. On the other hand, those open to **Values** are willing to evaluate social, political, and religious values; perhaps because they are open to thinking about alternate possibilities and empathize with people in diverse situations. Openness to **Values** may be considered the opposite of dogmatism (Costa et al, 2002).

1.1.2.1.4. Agreeableness (A)

The fourth Big Five personality trait is named Agreeableness. According to Thomas et al (2002), Agreeableness, like Extraversion, is an interpersonal trait that describes the types of interactions a person prefers on a scale ranging from compassion to aggression. Another definition by Howard (1995) described Agreeableness as the amount of sources from which

one derives standards for appropriate behaviour. Costa and McCrae (1990) stated that people with a high level of Agreeableness are often warm-hearted, trustworthy, helpful, forgiving, and altruistic. They are ready to help others and are responsive and sympathetic while believing that most people want to and would behave in the same way. In contrast, people with low levels of Agreeableness (referred to as antagonistic) are cynical, rude, or even abrasive, untrustworthy, uncooperative, impatient, manipulative, spiteful, and harsh. However, John and Srivastava (1999, p. 30) offered an alternative definition, saying that "Agreeableness contrasts a prosocial and communal orientation towards others with antagonism and includes traits such as altruism, tendermindedness, trust, and modesty". Which means that agreeableness is a key personality trait that influences individuals to interact with others and maintain prosaically relationships. In addition, Soto (2018) suggested that Agreeableness refers to distinctions in respect, empathy, and acceptance of others. Agreeable people are concerned about others well-being, treat others with respect for their personal rights and preferences, and have generally good attitudes toward others; they have increased satisfying relationships, and preference for social jobs. In contrast, disagreeable people are less concerned with others and social rules of politeness.

1.1.2.1.4.1. Agreeableness Facets

The Agreeableness trait has six distinct facets; accordingly, the Agreeableness scale is a tool for assessing an individual's: Trustworthiness, Straightforwardness, Altruism, Compliance, Modesty, and Tendermindedness (Costa & McCrae, 1990). First, high **Trust** scorers believe that people are honest and well-intentioned, whereas low **Trust** scorers are cynical and distrustful, believing that others are dishonest or dangerous. Second, **Straightforward** individuals are honest, sincere, and ingenious, whereas people with low scores of **Straightforward** are more likely to manipulate others by flattery, cleverness, or

deception (Costa, Paul; McCrae, Dye. 1991). Furthermore, the third Facet of Agreeableness is **Altruism**. Individuals who have high levels of **Altruism** demonstrate an active care for the well-being of others by giving consideration, and assistance. On the contrary, people with low scorers of **Altruism** are self-centred and avoid getting engaged in other people's problems. Moreover, the next Agreeableness facet is **Compliance**. Compliance refers to specific reactions to interpersonal disagreement. High scorers of **Compliance** yield to others, restrain violence, as well as forgive and forget; they are meek and polite. Low scorers on the other hand are aggressive and look to compete rather than cooperate. Additionally, the fifth facet of Agreeableness is named Modesty. McCrae and Costa (2003) claimed that **Modesty** is a characteristic of high achievers who are humble and self-effacing, but not necessarily lacking in self-confidence or self-worth. Opposite to Low scorers who may be perceived as superior, condescending, or arrogant. Finally, the last and sixth facet of Agreeableness in **Tendermindedness**. **Tendermindedness** measures empathy and concern for others. Accordingly, high scorers of **Tendermindedness** emphasise human aspects of social policy. In contrast, low scorers are stubborn, rational, and makes cold decisions. (Costa, McCrae, Dye, 1991).

1.1.2.1.5. Conscientiousness (C)

The last Big Five personality trait on the list is Conscientiousness. Howard (1995) described it as the number of goals one is committed to achieve. According to Costa & McCrae (1990), Conscientiousness measures the level of organization, persistence, control, and motivation in goal-directed behaviour. People with a high Conscientiousness tend to be organized, trustworthy, hardworking, self-directed, careful, and persistent, whereas those with low levels of Conscientiousness tend to be aimless, unreliable, lazy, careless, lax, neglectful, and hedonistic (Thomas et al, 2002). Additionally, John and Srivastava (1999, p. 30) stated

that "Conscientiousness describes socially prescribed impulse control that facilitates task- and goal-directed behaviour, such as thinking before acting, postponing satisfaction, following norms and rules, planning, organizing, and prioritizing tasks". Furthermore, Soto (2018) showed that Conscientiousness refers to differences in organization, productivity, and accountability. Highly conscientious individuals like order and discipline, work persistently to reach their goals; they are committed to meeting their duties and commitments. In comparison, unconscientious individuals are comfortable with disorder and less encouraged to complete activities.

1.1.2.1.5.1. Conscientiousness Facets

Conscientiousness also has six facets. Tomas et al (2002) defined Conscientiousness as a multifaceted notion that includes various aspects of an individual's life; it is characterized by Competence, Order, Dutifulness, Achievement-striving, Self-discipline, and Deliberation. First of all, **Competence** relates to one's ability to be competent, wise, prudent, and effective. Furthermore, O**rder** denotes neatness and organization. In addition, the third facet is **Dutifulness**. According to McCrae and Costa (2003), **Dutifulness** is the ethical concept of strictly following moral commitments. Individuals with high levels of this facet tend to be dependable, committed to performing their duties as well as take their responsibilities seriously. Building upon that, **Achievement striving** is the fourth facet of Conscientiousness. People with high **Achievement striving** are motivated by high aspirations and hard work; they may excessively invest in their careers and become workaholics. Low scorers, in contrast, might be unmotivated and lazy. Additionally, the fifth facet of Conscientiousness is named **Self-discipline**. Costa, McCrae and Dye (1991) described **Self-discipline** as the ability to begin and complete tasks despite distractions. Individuals with high scores of **Self-discipline** are able to motivate themselves to finish tasks. Low scorers in comparison,

postpone doing tasks as they become easily discouraged. Furthermore, the final facet of Conscientiousness is Deliberation. Costa et al (2002) stated that **Deliberation** involves thinking carefully before acting. Individuals with high scorers of **Deliberation** are cautious and deliberate, whereas low scorers are impulsive and may act without considering the implications. At best, low scorers are impulsive and capable of making quick decisions when necessary.

The following table summarizes the different facets of each Big Five personality traits:

Table 1:

Double space in bold The Big Five Personality Traits and Its Facets

Big five Traits	Facets
Neuroticism	- Anxiety - Hostility - Depression - Self-consciousness - Impulsiveness
Extraversion	- Warmth - Gregariousness - Assertiveness - Activity - Excitement-seeking - Positive-Emotions

Openness to experience	• Aesthetics • Feeling • Actions • Ideas • Values
Agreeableness	• Trust • Straightforwardness • Altruism • compliance • Modesty • Tender-mindedness
Conscientiousness	• Competence • Order • Dutifulness • Achievement striving • Self-discipline • Deliberation

1.1.3. Importance of the Big Five

The Big Five model is one of the most widely accepted techniques to describe and assess individual personality traits. Accordingly, this model is very significant and indispensable in many ways. First, it is used to help people understand themselves and how they compare to others, as well as to assign labels to their characteristics (Darby, 2022,). Second, it is used to investigate the associations between personality and various other life factors. These include important outcomes like physical health and well-being, as well as achievement in social,

academic, and professional settings (Barrick & Mount, 1991). Furthermore, personality psychologists have found consistent relationships between how people rate on trait measures and how they perform or feel on average across different characteristics of their lives. Consequently, the model sheds light on how a person interacts with others, handles stress, and performs various responsibilities (Widiger & Costa, 2002). In addition, the Five-factor model helps people identify on a scale, as such, they gain more understanding of themselves. Finally, acknowledging the different trait levels of individuals help them become more conscious of who they are and how their personality characteristics could affect the way other people see or interact with them (Allen, 2023). To conclude, the Big Five personality model assess the characteristics and tendencies of individuals which leads to understanding the differences in behaviours, thoughts, and emotions among people.

1.1.4. The History of the Big Five Personality Traits

The study of personality factors traces its origins to ancient times. Afterwards, Sir Francis Galton made significant contribution with his lexical hypothesis in 1984. This approach involved analysing the English language to develop a comprehensive taxonomy of personality traits (Shrout & Fiske, 1995) which was later tested by the psychologists Gordon Allport and Henry Odbert by producing a list of 4500 words that were considered descriptive of observable and relatively permanent traits (Allport & Odbert, 1936). Continuing on the pioneering works of Allport and Odbert, the 1940s to late 1960s marked the improvement of trait research methodologies with Raymond Cattell who took the original 4,500 trait words developed by Allport and narrowed them down to 16 personality factors. Later, Fiske using Cattell's 16 factor scales created a five-factor solution that is not far from what we call today the Big Five (Cattell, 1943 & Fisk, 1949). In the late 1960s to 1970s, Ernest Tupes and Raymond Christal's study revolutionized the Big Five paradigm by identifying five

personality traits: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience (Tupes, & Christal,1992). Thereafter, Norman (1963), renamed "Surgency" and "Dependability" from Tupes & Christal's findings and identified four intermediate scales for each factor, published the 16PF Questionnaire and established five global factors. Throughout the 1970s and 1980s, experts such as Lewis Goldberg conducted research to validate and improve the Big Five model (Goldberg, 1990). However, from 1980s to 1990s, psychologists McCrae and Costa published questionnaire-based research called the NEO Personality-Inventory, which measured the factors Neuroticism, Extraversion and Openness to experience. Following, in 1992, NEO PI was transformed into the NEO PI-R, which included all five dimensions with each dimension having six subordinate facets (McCrae & Costa, 1992).

1.1.5. The Big Five Personality Traits and Learning

The five-factor model of personality traits (Costa & McCrae, 1992) has emerged as a reliable and concise model for comprehending the association between personality and academic behaviours (Poropat, 2009). Apart from personality, learning styles are characteristics of individual differences that indicate durable and consistent methods of information processing (Snyder, 2000). Previous research indicates complicated relationships between personality factors and learning. According to Ibrahimoglu (2013), Personality traits and learning are so closely linked that personality shapes a crucial aspect of learning style. For example, in a study conducted by Furnham et al (1999) and Sottilare (2006) addressing the relationship between personality and learning styles noticed a substantial correlation between extroverted persons and learning styles. Extraverts rely on social interaction and external stimuli; they might prefer collaborative learning settings, such as group discussions or team projects where they can communicate with others and share ideas. Rashid et al (2012) also found that agreeableness was favourably connected with the absorbing type of learning

style due to the generally advantageous impacts of cooperative attitudes. In addition, Busato et al (1998) explored the relationship between learning styles and personality traits; the findings of this study indicated that neuroticism was negatively associated with learning styles such as accommodation and assimilation. People with high neuroticism who experience anxiety, negative emotionality, and self-doubt are more likely to lose interest in learning and give up easily when faced with challenges. Another notable study, conducted by Komarraju et al (2011), discovered that there was a positive relationship between openness to experience and conscientiousness with learning styles; he discovered that individuals who scored high on openness to experience demonstrated great intellectual curiosity and a desire to learn because Curiosity may facilitate deep processing. At the same time, conscientious people are organized, disciplined, and goal oriented. They are likely to achieve great levels of success because of their strong work ethic and propensity toward focused targeted learning. To sum up, based on the different research stated previously, the Big Five personality dimensions do have a relationship with learners as such with learning. Each trait is distinctively characterised, as a result it reflects in many levels on the relationship learner-learning.

Section Two: Classroom Communication Tasks

1.2.1. Definition of a Task

In order to define the word "task", it is necessary to distinguish, firs, between the terms "task", "exercise", and "activity". Richards (2014) considers an exercise as a teaching method that comprises controlled, directed, or open-ended practice of some aspect of language. Exercise examples include drills, close activities, and reading comprehension passages. On the other hand, the term "activity" is more generic and refers to any type of purposeful classroom process in which students perform anything related to the course's

objectives; singing, playing games, debating, and having group discussions are a few examples of the various types of educational activities. Lastly, a task is something that students perform by applying the language resources they have already acquired or those they have received from pre-task work for the purpose of activating and developing their language skills. In this regard, Nunan (1989, p.5) defined a task as: "A piece of work undertaken for oneself or for others, freely or for some reward." In other words, the term "task" refers to the various things people do in everyday life, at work, at play and in between.

On the same basis, a task is once more described by Richards et al. (1986, p. 289; Cited in Nunan,1989, p. 06) as:

an action which is carried out as the result of processing or understanding language (i.e. response). For example, drawing a map while listening to recording, listening to an instruction and performing a command, may be referred to as tasks. A task usually needs the teacher to specify what will be regarded as successful completion of the task. The use of different types of tasks in language teaching is said to make language teaching more communicative…since it provides a purpose for a classroom activity: that extends beyond language practice for its own sake.

This quote emphasizes the importance of tasks in language teaching and learning. In tasks, teachers do their best to control and manage the group and provide learners with different kinds of practice; a chance that do not exist aside from the classroom. Tasks should also have a sense of completion and be able to function independently as a form of communication. So, as a result of extensive use of tasks, learners will have a deep understanding of the learning process. In addition, Ellis (2003) defined pedagogical task as a workplan that requires

learners to pragmatically process language in order to achieve an outcome that can be evaluated for providing the correct propositional content.

1.2.2. Definition of Classroom Communication Tasks

The communicative task has been an important component of language curriculum during the past 25 years, and it has also become a driving force behind process-oriented research on second language acquisition (Nunan, 1991). According to Edwards & Willis (2005), task-based language teaching (TBLT) suggests using tasks as a core component in the language classroom because they offer more successful contexts for activating learner acquisition processes and improving L2 learning.

Nunan's (1989, p. 10) definition of a classroom communication task is one of the most often used definitions in pedagogical research. Nunan described the communication task as: "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting. Willis, (1996, p. 53 as cited in Edwards & Willis, 2005, p. 18), describes a classroom communicative task as "a goal-oriented activity in which learners use language to achieve a real outcome", which means engaging students in meaningful activities that require the use of language to achieve a specific goal. According to Willis and Edwards (2005), task-based language teaching (TBLT) suggests that using tasks in the language classroom is a significant characteristic since it can provide better contexts for activating learners' acquisition processes and enhancing second language learning (SLL). Richards and Rodgers (2001, p. 228), supported the same view, claiming that "tasks are believed to foster the processes of negotiation, modification, and experimentation that are at the heart of second language learning." In addition, Hedge (2000), stated that communicative language teaching involves engaging learners in meaningful tasks that reflect and practice actual language use outside the classroom.

1.2.3. Types of Classroom Communication Tasks

1.2.3.1. Group Work

There are a variety of classroom communicative tasks, one of which is Group Work. Brown (2000) stated that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. He, then, added that group work implies small group work, that is, students in groups or perhaps six or fewer. Three important aspects should be highlighted in this definition. The first one is collaboration, in other words, cooperation. Students have to work together for the completion of the group work task. Accordingly, all the members work together, discuss, come out with new ideas, change certain things, nonetheless, if one does not comply with his/her role, the work is paralyzed. In addition, roles are changed within the group every time a new task is assigned, in this way, everybody will have a different responsibility each time a new group work is assigned. This is what Kagan (1994, p. 7) calls interdependency: "the success of every team member depends on the success of each member (if one fails, all do), then a very strong form of positive interdependence is created, and team members are very motivated to make sure each student does well". The second and third aspects in Brown's definition are very related. Self-initiated language refers to students using what they know and have learned in class to communicate with others in the classroom. To do this, the groups have to be small, as Brown previously suggests six students or fewer. In big groups, shy or passive students tend to fall in silence and let the most talkative ones do the talking. Furthermore, Nunan (1999), also, highlighted that group size significantly impacts student participation in oral activities in classrooms. Students who remain silent in groups of ten or more are more likely to actively participate in discussions when group sizes are reduced to five or three. Group work is a form of cooperative learning which helps learners enhance their communicative capacity and provides them with a total freedom to express

ideas and knowledge (Smith, 1996). Group work refers to a collaborative learning environment where students work through problems and assessments together. Richards et al (1985) described group work as a learning activity in which a small group of students collaborate. The group may focus on a single task or various parts of a bigger one. It's a beneficial tool that helps students become active, confident and reduce their shyness and anxiety; it also encourages them to learn to communicate and share ideas. It is considered as a main factor for successful communication (Tanveer, 2008). On the other hand, Hammar & Forslund (2011) claimed that many studies of group work have concluded that group work activities are very essential in the classroom as they provide students with opportunity to work collaboratively. Through participating in groups, learners will practice the language more since they exchange information from each other and go hand in hand in their learning for the purpose of achieving better results (Hammar & Forslund, 2011). Additionally, Ur (2000, p. 232) stated that: "In group work, learners perform a learning task through small group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency". To conclude, based on these definitions, group work is a learning activity in which students collaborate in a small team or group to complete a task with the goal of providing additional opportunities for students to use or practice the target language.

1.2.3.1.1. Types of Group Work

Group Work is a type of communicative tasks that has a variety of types. According to Davis (1993), there are three types of group work: formal learning groups, informal learning groups, and study teams.

1.2.3.1.1.1. Formal Learning Groups:

The first type of group work tasks according to Davis (1993) is Formal Learning Groups. In this type, members are assigned specific tasks to complete such as working in a lab,

writing a report, completing a project, or creating a position paper. These groups can complete their work in a single class session or over several weeks. During this sort of group work, students work in groups to save time, accomplish their tasks, and achieve good results at the end (David, 1993).

1.2.3.1.1.2. Informal Learning Groups

The second type of group work tasks according to Davis (1993) is Informal Learning Groups. This kind of group work requires students working in groups for a specific duration ranging from few minutes to an entire session in order to discuss lectures, solve problems, or answer questions. This approach can enhance task value, create a supportive environment, and aid in understanding information. Establishing informal groups multiple times in a class can assess students' comprehension, allow them to apply what they are learning or offer a pace of change (David, 1993).

1.2.3.1.1.3. Study Teams

The third and last type of group work tasks according to Davis (1993) is Study Teams. This type of group work is long-term; it is developed specifically to provide students with support, motivation, and assistance throughout the semester in order to complete a project or assignment (David, 1993).

1.2.3.2. Information Gap

Another type of communicative tasks if Information Gap tasks. Harmer (2007, p. 129) described an information gap as "where two speakers have different bits of information, and they can only complete the whole picture by sharing that information with each other. "According to Raptou (2002, as cited in Defrioka, 2017), in information gap activities, one person has specific knowledge that needs to be shared with others in order to solve a problem, gather information, or make decisions. This relates to the fact that in real communication, people often communicate in order to obtain knowledge that they do not already possess.

Harmer (2007) also discussed two popular information-gap tasks that teachers generally use. First, **Describe and Draw**. In this activity, one student has a picture that he or she can't show to his or her partner. The student describes the picture and his or her partner tries to draw it according to the guidelines and descriptions provided by the student who owns the picture. Second, **Find the Difference**, this task is similar to describe and draw, except it is more detailed. In Find the Difference, each student has a picture. The pictures are very similar, with some differences, yet neither learner is aware of this. As a result, they must determine the differences by explaining the pictures to one another. The description must be detailed so that they can do the tasks. Moreover, Kayi (2006) claimed that each partner is crucial to the success of information gap task since without their cooperation, the others won't be able to finish the work. These tasks are beneficial because Everyone gets the chance to speak, interact and exchange information extensively in the target language. Furthermore, Harris (1990, as cited in Almziad, 2020) asserted that IGT is an effective ESL technique because the tasks provide students experience with recently learned sentences. IGT also provides opportunities for students to communicate, engage, and exchange information with one another. The activities also make the lesson simple to understand, and the students will speak more than their teacher.

1.2.3.3. Opinion Sharing

Another type of communicative tasks is Opinion Sharing. Lyman (1981) introduced opinion sharing as a cooperative learning strategy called Think-pair-share. In fact, it is a three-step process in which pupils consider a specific topic or question, have a limited amount of time to think, organize their thoughts, and express their ideas and responses to the specific questions. Then, students move on to the next step where they respond to each other's work in pairs. According to Pressley (1992), this step gave pupils the opportunity to discover and learn what they already knew and what they needed to know. Additionally, Millis (2012)

stated that in the final step, students present their ideas to the entire group. Certainly, it differs from traditional methods like lecturing in that it promotes a lot of conversations in which students can actively draw from their own thoughts in an interactive way (Aeni, 2020). Think-pair-share was created to help students understand the notion of a particular topic, improve the ability to organize information form an idea or thought and make conclusions (Sharma & Saarsar, 2018). The most important part of think-pair-share is that pupils learn to evaluate and accept their classmates' varied points of view. It also encourages deeper knowledge, critical thinking, and improves communication skills by engaging pupils and encouraging meaningful debates (Lyman, 1992). As indicated by Aliakbari and Mohsennejad (2014), think-pair-tasks help students improve their communication abilities and promote their involvement in the classroom. While Defrioka (2009) suggests that these activities enhance students' courageousness, confidence, and become less stressed about debates. Every student takes the opportunity to speak, engage in discussion, and contribute, which benefits the class as a whole by increasing students' self-esteem and level of participation. Furthermore, students learn to listen and appreciate one another's opinions and beliefs (Raba, 2017). Opinion sharing is an excellent technique to encourage more introverted learners to speak out and share their thoughts. If a student has a strong opinion on a certain topic, they will express it. Respect is essential in this exercise. If a student does not believe that the instructor or their peers appreciate their views, they will not feel safe sharing, and they will not benefit from this activity's communication advantages (Richards, 2005).

1.2.3.4. Interviews

One more type of communicative tasks is Interviews. An interview has been defined by DeMarrais (2004) as a process where the interviewer and interviewee are involved in a discussion that emphasizes the research question relevant to the study. Interviews are helpful in foreign language classes not only because they make students pay close attention

throughout the interview but also because they cover a wide range of topics. Klippel (1984) stated that because students' chances of asking a lot of questions in "language-oriented" sessions are low, interviews serve as a suitable replacement. According to Fabelia (2017 as cited in Hasriani, 2019), An interview is a communication method that involves asking questions and responding to them, which is beneficial in speaking learning as it stimulates the brain's thinking process. The process involves interviewers asking questions, interviewees listening and responding, and comparing the message to their existing knowledge. This can make communication more dynamic and impactful. Furthermore, Kayi (2019) stated that the interviewer gathers information about a student's behaviour, issues, mental health, and future plans to provide guidance and adjust plans based on strengths and weaknesses. Students can interview various individuals on chosen subjects, but teachers should provide a rubric to help them prepare questions and determine the best course of action. According to Selby (2023), Interview activities help students improve their communication skills, enhancing their ability to express themselves clearly, communicate ideas, and engage in meaningful conversations. They also provide an opportunity to show their abilities, talents, and knowledge, leading to improved self-esteem and increased self-awareness, which is crucial for personal development.

1.2.3.5. Interactive Games

Another type of communicative tasks is Interactive Games. Wright et al. (2006, as cited in Dewi et al. 2017), described games as "an activity in which the learners play and usually interact with others". In addition, Harmer (2001) described communicative games as a collection of thoughtfully created exercises that promote student involvement in the classroom through exchanging ideas with one another for the purpose of figure out a puzzle, draw a picture, arrange objects correctly, identify the differences and similarities between

pictures, and so on. Also, According to Harmer (2001), The best example of a communication game is "Call My Bluff". For this game, a group of students is divided into two groups, group A and group B. Group B is given a word that Group A does not know. The latter has to guess one of the three definitions proposed by group B. Furthermore, Andriani & Syarif (2021) claimed that Communication games are educational activities designed to provide chances and goals for verbal communicative development. It is possible to conclude that Communicative Games are a way of engaging students in the classroom. Furthermore, Littlewood (1981) indicated that instead of concentrating just on language structure, teachers might use games to assist students in utilizing English to communicate in real-life situations. Additionally, through games, Betterigde and Bucky (2006) stated that passive learners can have the opportunity to speak in class. Also, Hubbard (1987) affirmed that low proficiency learners can also benefit from games because they will have fun studying English without feeling under pressure. Consequently, students feel more at ease and willing to take the teacher's advice; they are, therefore, inspired to study English as a second language. Games can be made to fit the needs of the students. Subsequently, Harris (2006) suggested that when incorporating games into the classroom, teachers should take a few things into account. As such, Mackenty (2006) argued that a teacher must first determine which game is appropriate for the lesson and curriculum; the teacher needs to align the learning objectives of the class with the game objectives. The goals of the game and the lesson should be reachable by the students by the end of the class (Kaur & Aziz. 2020). To conclude, interactive games are a significant type of communicative tasks as they promotes engagement, cooperation and inclusion of all learners as well as encourages the utilization of the target language to achieve a purpose.

1.2.4. Importance of Classroom Communication Tasks

Classroom communicative tasks play a crucial role in the teaching and learning process. To begin with, communicative tasks provide instruction through a variety of assignments given in the classroom. Each exercise seeks to give students chances to acquire new concepts and to push their learning to the next level (Kayi, 2006). As such, it enhances their thinking abilities by providing necessary information and requiring them to express their prior knowledge. Moreover, communicative tasks, also, allow teachers to explain information clearly and simplifying it for students so that they can understand and engage with the subject matter (Littlewood, 1998). Additionally, they help students use their creative abilities and develop their imagination, skills, physical and cognitive power. Through playing and sharing with their friends they explore a world they can master, as such, they overcome their fears (Rodríguez-Bonces, 2010). Furthermore, communicative tasks can help teachers better understand their pupils and foster strong interactions with them. On another note, when students collaborate on learning assignments, they recall more material and learn how to apply and develop their new knowledge more effectively (AD & Jumriani, 2021). To explain further, through engaging in several tasks and cooperating in teamwork during class, students have the chance to build new abilities while gaining knowledge of new ideas or subject in the classroom such abilities and skills are problem-solving, assessment, and analytical, communication, creative, and organizational abilities (Vo, 2022). To summarise, communicative tasks are a valuable tool for teachers to utilize in language classes, as they promote cooperation, meaningful interactions, creativity, besides, it strengthen the relationship between learners and content, learners among each others as well as learners and their teacher.

Conclusion

This chapter presents an extensive review of theoretical issues on the Big Five personality traits and classroom communication tasks, as well as highlighting the major concepts and terms used in the study related to the Big Five personality traits and classroom communicative tasks. It described each personality dimension with its high and low traits as well as its facets and shed light on the significance of the Big Five personality model and how it is important in understanding students' engagement in the learning process. By recognizing and considering these personality factors, teachers can create inclusive environments that respond to varied student needs and preferences. In addition, the chapter highlighted the importance and role of each type of communicative tasks which are seen as a necessary procedure since they help teachers in measuring students' success in the language teaching. Increasing their proficiency and confidence, as well as developing interactive environments that facilitate language acquisition and communication.

Chapter Two: Fieldwork

Introduction

The quest of this research study is to associate the Big Five personality traits of first year middle school learners at Ahmed Boutebekh Middle School with participation in classroom communicative tasks; it mainly aims at answering the principal research question "What is the relation between first year middle school learners' Big Five personality traits and their participation in language classroom communicative tasks". Accordingly, this chapter is dedicated to investigating the research hypothesis, which suggests a significant relationship between first-year middle school learners' Big Five personality traits and their classroom participation in communicative tasks. To test the hypothesis, the data was collected through two complimentary means. A Big Five personality test for children (the 65-item inventory) developed, initially, by Barbaranelli et al. 2003, then we translated it to Arabic from the Spanish adapted version (Cupani and Ruarte. 2008). Moreover, in order to evaluate participation levels in communicative tasks among participants, a structured classroom observation was also conducted. Consequently, this chapter is divided into two main sections. The first section is intended to Methodology. The second section is devoted to data analysis and results interpretation to answer the questions and test the research hypothesis. It closes off with a general conclusion, limitations of the study and then we provide an array of implications and recommendations.

Section One: Methodology

2.1. 1. Population and Sample

The case study selected for this research study is first year middle school learners at Ahmed Boutebekh Middle School, academic year 2023/2024. The participants are aged between 11 to 14 years. These learners are pre-intermediate level of proficiency. From a total

of 256 first year middle school learners, we selected 25% of the whole population which resulted in approximately a total of 64 participants (29 of which are girls and 35 are boys).

2.1.2. Data Collection Tools and Procedures

2.1.2.1. Description of the BFQ-C

In order to investigate the validity of our hypothesis, it was necessary to conduct a Big Five personality test to the sample of the population chosen prior to the structured classroom observation. The latter is important so that we can have an overview of the different levels of the Big five personality traits (Neuroticism, Extroversion, Openness to Experience, Agreeableness, and conscientiousness) among the learners. Correspondently, we adopted the Big Five personality test for children (65-item) (BFQ-C) which was developed primarily by Barbaranelli et al. 2003. Since the participants are pre-intermediate level of proficiency, we had to translate it to Arabic from the Spanish adapted version (Cupani and Ruarte, 2008) for better accuracy. (Check Appendix A for the BFQ- C English version and Appendix B for the BFQ- C Arabic version).

The BFQ-C is a tool for personality assessment for both children and adolescence; it contains a set of 65 questions. Each trait is assigned with a 13-statement reflecting the different behaviours entitled to the different big five traits which make up a total of 65 questions. Answer choices range from 1 (Almost Never) to 5 (Almost Always). (Check Appendix C for BFQ- C with the divided items of each Big Five personality trait).
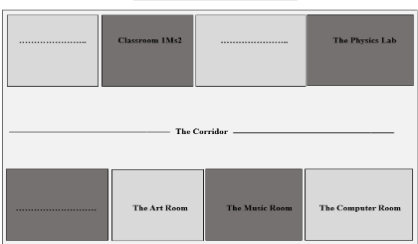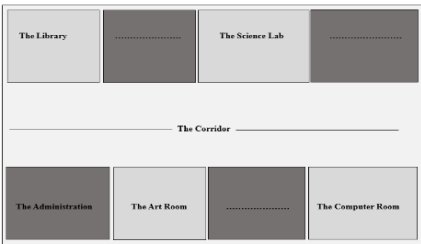
The BFQ-C was administered to the 64 participants during their regular study session after finishing their lessons for the day. Each participant was handed a copy of the personality test. The test was done with the supervision of the teacher/ researcher which she assisted the learners through. The participants were given 20 minutes to answer the personality test.

2.1.2.2. Description of the Classroom Observation

As a way to examine learners' participation in classroom communicative tasks, we opted for a structured observation method. Learners were observed while undertaking a set of six communicative tasks that we developed ranging from Information Gap, Interviews, opinion sharing, Group work and Interactive Games. The tasks were designed to be taken individually, in pairs and in groups. The tasks were taken as a complementary support for their regular lessons assigned in their official academic program. The following table represents the different tasks selected for the structured observation with the type, time, objective and procedures.

Table2 :

Communicative Activities Line up for the Structured Classroom Observation

Tasks	Name of the Task	Time	Objectives	Procedure
Task 1	**Information Gap**	**10min**	To ask/ locate the different school facilities using: "**Where?**" and **Location Markers.**	Pupils are divided into pairs. Each pair is given the same school map but with different missing locations as shown below. Each time, a pair asks the other the location of a certain facility at school "**Where is ……...?**"; while the other pair tries to locate it to help them situating the facility they are looking for and vice-versa.

Task 2	Interview	05min	To ask/answer WH questions: **"Where", "What".**	The teacher presents the following introduction to the learners: ""Hello World!" is an online radio show that hosts children from all around the world to introduce their countries and talk about the uniqueness of each nation and its traditions. You get an invitation to be part of one of their episodes for an interview to introduce your beautiful country Algeria. "The teacher asks the learners to choose whether to be an interviewer or an interviewee. The setting of an interview gets recreated during class to help the learners engage in the role. A set of questions gets given to the interviewer to help him/her ask the questions. **Q1: What is your name?** **Q2: Where are you from?** **Q3: Where is your country located in the world?** **Q4: What is your country's flag?** **Q5: What's the name of your country's national anthem?** **Q6: What is your country's currency?** **Q7: What is your traditional dish?** **Q8: What are some of your national holidays?**

Task 3	Opinion Sharing	02min	To engage the learner to share their ideas and opinions.	Learners are gathered in a circle and asked a set of questions to share their views and opinions. Some of the questions are themed about "Algeria as a country and its traditions". **"What is your favourite Algerian dish?"** **"what's your dream destination in Algeria?"**
Task 4	Group Work	25 min	To write an email where they introduce a certain country's characteristics and traditions.	Learners are divided into groups of four. Each group will be assigned a country to write about. Furthermore, they would be provided with an ID card of that county. Each group member is assigned a role: writer, editor, brain stormer, timekeeper. The pupils are asked to produce a piece of writing to introduce the county they were assigned to. They are given a time stamp of 20 min to finish writing then a 05 min to share their productions with the class.

Task 5	Interactive Games: "Identify Me!" Game	01min	To memorize the different vocabulary concerning "countries around the world".	Students are shown a set of flash cards themed "Countries Around the World". The learners will have to identify the different pictures shown in the flash cards.
Task 6	"Who am I?" Game	10min	To get familiarized with the different countries identity's and use **WH Questions: Where/What**	The learners are divided into four groups. Each group is given an ID card about a certain character as shown below. Then, they get presented with a set of pictures with many different countries' identifications around the world (flag, currency, traditional food and national holidays).
Task 5				

Jackline

They will be given cues to identify who's the ID they have belongs to. They can ask questions such as:

Where are you from?

What is the colour of your country's flag?

Cues are given in the format:

I am from a big country!
My country's currency starts with the letter "Y"!

My flag is red and yellow!

The team who can collect the characteristics of the character's country then find out who is giving the cues in the shortest time wins.

For the purpose of piloting a through structured classroom observation, it was necessary to develop a grid of observation for evaluating learners' participation in classroom tasks that are based on communication in order to observe their behaviour and engagement patterns. Correspondingly, the following grid was developed under two main premises. The first being the three stages of participation: Pre- participation, During participation and post-participation. The criteria selected follows the order of occurrence of the different behaviours presented by learners from the moment the tasks are subjected to them to the feedback they are given for their engagement. The second premise is that the criteria selected are heavily influenced by the different characteristics presented in the Big Five Personality test some of which are, cooperation, openness, creativity, teamwork, extroversion and many more.

The following table is the Observation Grid used during the structured classroom observation.

Table3 :

Observation Grid Used During the Structured Classroom Observation

		Criteria
Pre-participation: **The Willingness to engage**		Did they initiate the engagement
		Were they eager to share their response
During-participation: **The enrolment of the engagement individually, in pairs and in groups**	**Individually**	Did they understand the instructions easily
		Did they answer fluently
		Were there a lot of pauses to think in their interaction
		were they dominant when participating
		Were they excited to communicate their ideas with the class
		Did they share their opinions easily
		Were they anxious when speaking
		Was their interaction well rounded with additional information than what was asked in the instructions
		Were their answers creative
		Did they focus and take the instructions seriously
		Were they confident when delivering their meaning
	In Pairs	Are they cooperative and kind with their partner
		Did they help their partner
		Did they dominate the task
	In Groups	Do they have a sense of teamwork
		Are they patient in group work
		Are they Lively in group work and communicate with everyone regardless
		Do they help others and guides them patiently
		Do they respect others' opinions and ideas
		Do they get distracted by side conversations
		Are they good listeners

		Are they competitive when working among others
		Are they playful and easy to communicate with
		Do they respect the instructions presented: "time, rules and guides"
Post-participation: **The reaction to the feedback**		Do they listen carefully to the feedback
		Do they accept openly criticism
		Are they stressed and anxious when provided with the feedback
		Do they argue upon hearing the feedback

During the classroom observation each group was observed in a total of six hours. Participants were divided into eight groups each group had eight participants. Tasks were mostly given after a lesson is taken place, sometimes, tasks were a warmup to the lesson. The instructions of each task were thoroughly explained, and learners were given the freedom to choose whether to engage in the task or not through asking to participate by raising their hands or simply asking verbally to be part of the activity.

As the participants were doing their tasks, the teacher/researcher used a separate observation grid for each task. Criteria that were successfully portrayed by the participants the researcher marks a check for validity (✓) while criteria that were not portrayed by the participants the researcher marks a cross symbol (**X**). (Check Appendix D for a sample of a set of observation grids marked for Group 1)

It was clearly noticeable that each task was done presented a different atmosphere in the class, consequently different engagement levels and patterns were displayed among participants. The following is a description on how the participants reacted and behaved in each task set in the line-up.

Task 01: Information Gap Tasks "Done in pairs"

This task was designed to be done in pairs. Levels of engagement for this task were average. Learners seemed to have difficulty understanding its instructions despite the explanation and exemplification given by the teacher. This task needed background knowledge on "Location Markers" and the question word "Where", as a result, learners were intimidated by using a grammar structure they previously learnt and utilizing it to communicate an information to their peers. In terms of pair work dynamics, almost every time there was someone dominating the task, usually the high achieved learners, fewer were cooperative.

Task 02: Interview "Done individually"

This task was done after they finished a Language Learning lesson "Asking questions about location and country's characteristics using "Where/What" and the verb (to be) in the present simple. Accordingly, the instructions were easily understood by them. Nonetheless, the engagement pattern for this specific task were relatively low. In each group of eight only two to three learners participated; most of which were fluent, active, and confident.

Task 03: Opinion Sharing "Done individually"

Opining sharing task was done as a warmup to a reading lesson. Apart from interactive games, this specific task was the most engaging communicative task of the set we lined up. Surprisingly, learners participated in this activity regardless of their previous engagement frequencies; active as well as passive learners raised their hands and shared their ideas. Learners who never engaged before shared their opinions and even added extra details than what was asked in the instructions, some even gave personal anecdote. In terms of cooperation as a whole class, every learner in this specific task was eager to share his/her opinion, consequently, there was some competitiveness and less respect to time and rules; everyone wanted to talk, once held the microphone it was hard to let them give a chance to

the others. Moreover, in terms of fluency and accuracy, they were not fluent, there was a lot of poses in their interactions and a bunch of grammatical mistakes. For that reason, it was intriguing seeing some learners struggle with their speech but wanting to convey their idea with the class, regardless of their weaknesses.

Task 4: Group Work

This task was done as a main writing lesson "Learning to Integrate". The premise of this task, usually done at the end of each sequence, is to utilise all the grammar structures and vocabulary learnt during the sequence to produce a piece of writing in groups. We selected this task because we wanted to see the group dynamic and how it can affect engagement patterns. In fact, the engagement levels for this task were high. In each group, at least three out of four communicated their ideas with the group. Even though, the amount of work and effort done by each participants varied, nonetheless, everyone gave out something. It was clear that this specific task was dominated by high achieved learners who most of the instances achieved the bulk of the instructions. There were, of course, some groups of learners who were passive, distracted by side conversations and less by the instructions.

Task 5/6: Interactive Games "Task 5 done individually, task 6 in groups"

There were two interactive games lined up for the classroom observation. Both were done as a part of a tutorial session aimed at remediation for vocabulary retention. One of the tasks was done individually and the other in groups. The two tasks witnessed immense engagement and dynamics. Learners participated and competed to be selected for the task. A variety of learners asked to answer or to help animate the games. Usually passive and uninterested learners sought eagerly to engage and tried their hardest to communicate and win the games.

All in all, each task administered to the participants was observed to displayed different engagement frequencies and patters. Accordingly, each participant checked the same criterion displayed in the Observation Grid differently for each task presented.

Section Two: Data Analysis and Results Interpretation

2.2.1. Data Analysis

2.2.1.1. Analysis and Discussion of the BFQ-C Results

After administrating the BFQ-C, the results of the personality test were calculated manually following the scoring key provided with the Spanish adapted version (Cupani and Ruarte 2008). As mentioned previously, each Big Five personality trait is associated with 13-statements (Check Appendix C). Every trait is measured by mean of average: (closer to 5 scoring higher on the spectrum, closer to 1 scoring lower on the spectrum). It is necessary to note that scoring higher on the Neuroticism spectrum means having no emotional stability, scoring lower on the Neuroticism spectrum means having emotional stability. The following eight tables represent the score of each Big Five personality traits of each participant. Note that green columns are scored higher on the spectrum of each trait, red columns are scored lower on the spectrum of each trait.

Table 4:

Results of the BFQ- C for Group 1

Participants	The Big Five Personality Traits				
	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C4P1G1	3.61	3.07	3	3.23	3.15
C4P2G1	3.15	3.61	3.69	4	4.30
C4P3G1	2.07	3.61	4.30	3.23	4.61
C4P4G1	3.69	3.53	3.23	3.69	4.23
C4P5G1	2.46	4.23	3.46	3.61	3.23
C4P6G1	3	4.07	4	4.23	4.69
C4P7G1	2.30	3.28	3.23	3.30	4
C4P8G1	2.23	3.69	4.92	3.92	3.92

Table 5:

Results of the BFQ- C for Group 2

Participants	The Big Five Personality Traits				
	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C4P1G2	3.15	3.23	3.69	4.46	4.46
C4P2G2	2.69	3.07	3.30	3.61	3.46
C4P3G2	3	3.76	3.92	3.76	4.15
C4P4G2	2.5	2.23	2.93	2.92	3.7
C4P5G2	1.84	3.07	3.69	3.38	3.5
C4P6G2	2.69	4.07	4.46	3.46	3.69
C4P7G2	3.69	4	4.23	4.30	4.07
C4P8G2	3.69	2.61	2.38	2.92	2.84

Table 6:

Results of the BFQ- C for Group 3

Participants	The Big Five Personality Traits				
	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C5P1G1	4.6	4.61	4.38	4.07	4.53
C5P2G1	2.69	3.6	4.38	4.23	3.92
C5P3G1	1.61	3.76	3.92	4.23	3.92
C5P4G1	1.92	1.76	1.76	1.61	1.84
C5P5G1	2.69	3.84	4	4.5	4.23
C5P6G1	3.15	2.61	3.38	4.30	3.92
C5P7G1	2.38	2.9	3.69	3.84	3.38
C5P8G1	2.07	2.92	4.15	4.15	4.53

Table 7:

Results of the BFQ- C for Group 4

Participants	The Big Five Personality Traits				
	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C5P1G2	2.61	4.92	4	3.76	3.5
C5P2G2	4.07	3.53	3.46	3.15	3.46
C5P3G2	3.07	2.53	3.38	4.61	4.23
C5P4G2	1.61	2.15	2.15	2.07	1.92
C5P5G2	3.38	3.53	3.38	3.23	4
C5P6G2	3.53	3.30	2.61	2.30	2.46
C5P7G2	4.23	3.46	4.53	4	3.92

C5P8G2	1.92	4.07	4.07	4.30	3.23

Table 8:

Results of the BFQ- C for Group 5

	The Big Five Personality Traits				
Participants	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C6P1G1	3.07	4.2	4.46	5	4.46
C6P2G1	3.84	4.53	3.61	3.76	3.92
C6P3G1	2.76	4	4	3.53	3.61
C6P4G1	2.38	3.46	3.92	4.30	3.84
C6P5G1	2.92	4.46	4.23	4.30	4.69
C6P6G1	2.07	3.61	4.07	3.84	3.53
C6P7G1	3	3.61	3.76	4.53	4.23
C6P8G1	1.7	3.46	4.30	3.46	3.84

Table 9:

Results of the BFQ- C for Group 6

	The Big Five Personality Traits				
Participants	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C6P1G2	3.61	2.36	3.46	3.53	2.76
C6P2G2	1.92	3.61	3.38	3.53	3.69
C6P3G2	1.38	4	3.53	4.23	4.6
C6P4G2	1.84	2.84	3.76	4	2.7
C6P5G2	2.76	4.15	4.30	4	4.30
C6P6G2	4.23	4.5	4	4	3.76
C6P7G2	3.23	3.23	4.61	4.53	4.69
C6P8G2	2.61	3.38	4.23	2.61	3.15

Table 10:

Results of the BFQ- C for Group 7

	The Big Five Personality Traits				
Participants	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C7P1G1	3.30	3.92	4.07	3.61	4.23
C7P2G1	2	3.38	3.78	4.53	4

C7P3G1	1.53	4.38	2.70	3.23	3.23
C7P4G1	3.30	2.30	4.46	2.15	4
C7P5G1	2.38	4.30	4.69	4.53	4.61
C7P6G1	2.46	3.84	3.84	4	3.76
C7P7G1	2.23	2.76	3.38	3.61	3.69
C7P8G1	2.15	5	5	3.30	4.53

Table 11:

Results of the BFQ- C for Group 8

	The Big Five Personality Traits				
Participants	Neuroticism	Extraversion	Openness to Experience	Agreeableness	Conscientiousness
C7P1G2	3.07	3.61	4.07	3.69	3.69
C7P2G2	2.84	3.30	4.46	3.92	4
C7P3G2	2	3.92	4.30	3.76	3.07
C7P4G2	2.76	4.38	3.69	3	3.92
C7P5G2	3.38	3.76	4.38	3.46	4.9
C7P6G2	2.38	3.07	3.92	3.46	3.92
C7P7G2	2.53	3.76	4	3.76	3.69
C7P8G2	1.92	3.76	3.61	3.76	3.61

Results of the BFC-Q were summarised using Excel software. They are represented in the following table.

Table 12:

Number and Percentage of each BFPT in all the Participants

The Big five Personality Traits	Number of Participants	Percentage of Participants
Neuroticism (No emotional stability)	11	6%
Extraversion	38	20%
Openness to experience	46	25%
Agreeableness	44	23%
Conscientiousness	49	26%

When analysing the BFQ-C results presented previously, we noticed that the number of each participants scoring higher on each Big Five personality trait are approximately comparable, apart from Neuroticism and Extraversion. In 64 participants, only 11 of them

scaled higher on the Neuroticism scale which makes 6% of the population emotionally unstable. Furthermore, 38 participants from the whole population ranked higher on the Extraversion scale which make up 20 % of the sample study extroverts. Moreover, 46 participants scored higher on the Openness to Experience spectrum which resulted in 25% of the population open to experience and willing to engage in new activities. In addition, 44 participants ranked higher on the Agreeableness range which issued in 23% of the population agreeable and open to interaction with others. Finally, more than half of the participants with 49 learners scored higher on the Consciousness spectrum, the latter implies that 26 % of the participants are organized, tenacious and goal oriented.

2.2.1.2. Analysis and Discussion of the Classroom Observation Results

Based on observing the enrolment of the various tasks described in element "2.1.2.2." while taking in consideration the results of the Big Five personality test analysed in segment "2.2.1.1" here are the results we have reported:

The engagement levels in the classroom varied from a task to another. Opinion Sharing, group work and Interactive Games tasks seemed to score higher participation levels. In contrast, Information Gap and Interview tasks recorded lower engagement levels. Correspondently, most of the times, the type of the task presented determines the levels of participation among learners, accordingly, the atmosphere in class and the dynamics among participants. Many, usually passive learners with almost no classroom engagement, engaged in opinion sharing and the interactive games tasks and did not seem to display any discomfort or intimidation. They were quite excited and eager to engage. The quality of their participation was mostly poor with many poses, grammatical mistakes, and pronunciation mistakes.

On the other hand, tasks that are a little bit challenging, seemed to receive less engagement by the learners, on the other hand they were dominated by high achieved learners. Here is a table that illustrates the number of participations for each task.

Table 13:

The Number of Participation for each Task

Type of the Task	Number of participations
Task 1 Information Gap	30
Task 2 Interview	20
Task 3 Opinion Sharing	36
Task 4 Group Work	39
Task 5 Interactive Game 1	43
Task 6 Interactive Game 2	44

To conclude, we noticed that the more the task was fun and engaging the more the participation levels were high regardless of learners' tendencies or differences. Learners with high levels of Extroversion, Openness to experience, Agreeableness, and those with low levels of the traits participated and got the instructions done despite the quality of the engagement.

Furthermore, it was noticed that learners liked group work. The dynamics and atmosphere allowed by forming groups and doing a certain task seemed to attract learners' attention, accordingly, it rose the desire to participate. Almost in all cases one took the lead while others engaged in different levels of participation. Some did more, some did less others were passively watching or weren't interested.

In terms of engagement patterns and dynamics among learners' during group work or pair work, there seem to be no significant change in participants' interaction in comparison to their Big Five traits. Though, learners with high levels of Extroversion seem to be active,

social, excited, cooperative, assertive and helpful during tasks that are socially demanding compared to those who have lower levels of Extroversion, nonetheless, there were many case scenarios where participants with lower levels of Openness to experience and Agreeableness take the initiative in group work and animate the task when grouped or paired with less interested peers.

It was also noticed that the Big Five traits did come in notice during the execution of the different tasks, mainly Neuroticism, Extraversion and Consciousness. Learners with higher levels of Neuroticism were noticed to be sensitive during pair or group work and even when given feedback. In group work, when not given the chance to speak by others, they would get angry, or some instances withdrawn completely from the task. On the other side of the spectrum, learners with lower levels of Neuroticism seem to be laid back and less concerned if one peer pushed the other to reach a flash card or impose an idea to be said instead of another. Moreover, participants with higher levels of Extroversion, were noticed to be socially active during group work and even individual tasks. They were overly excited and attention seeking. On the other hand, participants with lower levels of Extroversion, were noticed to only communicate or ask to be paired with or form a group with learners they are acquainted with. Seemingly, they are observed to be less persuasive when asked to go with a certain idea or colour in a group work. Furthermore, learners with higher levels of Conscientiousness were observed to present perfected work such as well-structured sentences, organised flash card setting on the board, organised thoughts and well put together performance in general. In contrast, participants with lower levels of Conscientiousness appeared less organised, they work haphazardly and sometimes present unfinished work. They convey their ideas in unstructured sentences then add words here and there to complete their meaning. Consequently, other Big Five traits can have an impact on the quality of the participation rather than the initiative to participate.

One of the questions we asked at the beginning of this research is "How the Big Five influences communication patterns and levels of first year middle school pupils in classroom communication tasks?" and it is clearly observed that personality do play a significant role in how the participation undertakes. As mentioned above, participants with lower levels of Neuroticism are more sensitive as such they were noticed to be less cooperative and sometimes argue with their peers if things did not go their way. Compared with those who have lower levels of Neuroticism, they appear to be more easy-going with others. Extroverts on the other hand communicate with everyone which makes their communication levels higher than introverts who would be satisfied with a friend. Accordingly, Learners with high levels of Conscientiousness, give good performances with well-rounded interactions. Whereas those with low levels of Conscientiousness are less serious during the tasks, don't take the instructions seriously and present a performance that's lacking in many ways. Reflectively, the levels of the Big Five traits in each participant are noticeably displayed in their acts, words, behaviours, and the quality of their work during participation. The latter was noticed in the different criteria we checked in the Observation Grids and the characteristics of the three previously mentioned personality traits.

Table 14:

The Number of Checks and Cross of the Different Criteria of the OG of the Personality Traits "N, E, C"

The Big Five Personality Traits	Number of participants	Observation Grid Criteria	High levels of the BFPT	Low levels of the BFPT
Neuroticism	11 high levels 53 Lower Levels	Were they anxious when speaking	Marked (✓)8 times	Marked (X)29 times
		Are they patient in group work	Marked (X) 9 times	Marked (✓) 28 times
		Do they accept openly criticism	Marked (X) 9 times	Marked (✓) 30 times

Extraversion	38 High Levels 26 Low Levels	were they dominant when participating	Marked (✓) 29 times	Marked (X) 18 times
		Are they Lively in group work and communicate with everyone regardless	Marked (✓) 28 times	Marked (X) 13 times
		Are they playful and easy to communicate with	Marked (✓) 30 times	Marked (X) 11 times
Consciousness	49 High Levels 15 Low levels	Was their interaction well rounded with additional information than what was asked in the instructions	Marked (✓) 29 times	Marked (X) 10 times
		Were their answers creative	Marked (✓) 24 times	Marked (X) 11 times
		Did they focus and take the instructions seriously	Marked (✓) 29 times	Marked (X) 10 times
		Do they get distracted by side conversations	Marked (X) 26 times	Marked (✓) 10 times
		Do they respect the instructions presented: "time, rules and guides"	Marked (✓) 29 times	Marked (X) 12 times

Furthermore, both Openness to experience and Agreeableness did not seem to present a significant behaviour during participation. In different instances, both learners with high levels of the traits and those with low levels of the traits participated in different levels of frequencies, non was remarkably different or noteworthy.

As mentioned previously, the structured classroom observation was conducted following the same Observation Grid for each task done during the session. Consequently, each group had a total of six observation grids that marks the enrolment of the participation and its patterns among the learners (Check Appendix D for a sample of a set of observation grids marked for Group 1). Accordingly, it was necessary to develop a measurement criterion to score each participants levels of participation during the structured classroom observation.

Correspondently, participants who engaged in 4 to 6 communicative tasks are entitled as active learners; whereas participants who engaged in less than 4 tasks meaning 1 to 3 tasks are entitled passive learners with less engagement.

The flowing tables represent the number of tasks achieved by every participant in each eight groups. Note that columns in green are for engagement in tasks while columns in red means that there was no engagement in the tasks. Accordingly, participants highlighted in florescent green are those with higher participation levels (engaged in 4 to 6 tasks).

Table 15:

Results of the Observation for Group 1: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task 2 Interview	Task 3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C4P1G1	orange	orange	orange	orange	orange	green	1
C4P1G1	green	green	green	green	green	green	6
C4P1G1	green	green	green	green	green	green	6
C4P1G1	orange	orange	orange	orange	orange	green	1
C4P1G1	green	orange	orange	green	green	green	4
C4P1G1	green	green	green	green	green	green	6
C4P1G1	orange	orange	orange	orange	orange	orange	0
C4P1G1	green	green	green	green	green	green	6

Table 16:

Results of the Observation for Group 2: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task 2 Interview	Task 3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C4P1G2	green	green	green	green	green	green	6
C4P2G2	orange	orange	orange	green	green	orange	2
C4P3G2	green	green	green	green	green	green	6
C4P4G2	orange	orange	orange	orange	orange	orange	0
C4P5G2	green	orange	green	orange	green	green	4
C4P6G2	green	green	green	green	green	green	6
C4P7G2	green	orange	orange	green	green	green	4
C4P8G2	green	orange	green	orange	orange	orange	2

Table 17:

Results of the Observation for Group 3: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task2 Interview	Task3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C5P1G1	Green	Green	Green	Green	Green	Green	6
C5P2G1	Green	Green	Green	Green	Green	Green	6
C5P3G1	Green	Orange	Green	Green	Green	Green	5
C5P4G1	Orange	Orange	Green	Orange	Orange	Green	2
C5P5G1	Green	Green	Green	Green	Orange	Green	5
C5P6G1	Orange	Green	Green	Green	Orange	Orange	2
C5P7G1	Green	Orange	Green	Green	Orange	Orange	3
C5P8G1	Orange	Orange	Orange	Orange	Orange	Orange	0

Table 18:

Results of the Observation for Group 4: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task2 Interview	Task3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C5P1G2	Green	Green	Green	Green	Orange	Green	5
C5P2G2	Orange	Orange	Orange	Green	Green	Green	3
C5P3G2	Green	Green	Green	Green	Green	Green	6
C5P4G2	Orange	Orange	Orange	Orange	Orange	Orange	0
C5P5G2	Orange	Orange	Green	Green	Green	Green	4
C5P6G2	Green	Orange	Orange	Orange	Green	Orange	2
C5P7G2	Orange	Orange	Orange	Orange	Orange	Green	1
C5P8G2	Orange	Orange	Orange	Orange	Green	Orange	1

Table 19:

Results of the Observation for Group 5: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task2 Interview	Task3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C6P1G1	Orange	Orange	Green	Green	Green	Green	4
C6P2G1	Orange	Orange	Green	Orange	Green	Green	3
C6P3G1	Green	Green	Green	Green	Green	Green	6
C6P4G1	Orange	Green	Orange	Orange	Green	Green	3
C6P5G1	Green	Green	Green	Green	Green	Green	6
C6P6G1	Orange	Orange	Orange	Green	Orange	Orange	1
C6P7G1	Green	Orange	Orange	Green	Green	Green	4
C6P8G1	Orange	Orange	Orange	Orange	Orange	Orange	0

Table 20:

Results of the Observation for Group 6: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task2 Interview	Task3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C6P1G2					✓		1
C6P2G2			✓	✓	✓	✓	4
C6P3G2			✓	✓	✓	✓	4
C6P4G2	✓		✓	✓	✓	✓	5
C6P5G2	✓	✓		✓	✓	✓	5
C6P6G2			✓				1
C6P7G2			✓	✓			2
C6P8G2							0

Table 21:

Results of the Observation for Group 7: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task2 Interview	Task3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C7P1G1	✓		✓	✓	✓	✓	5
C7P2G1	✓			✓		✓	3
C7P3G1					✓		2
C7P4G1	✓	✓	✓	✓	✓	✓	6
C7P5G1	✓						1
C7P6G1	✓	✓	✓	✓	✓	✓	6
C7P7G1			✓				1
C7P8G1	✓		✓		✓		3

Table 22:

Results of the Observation for Group 8: The Number of Tasks Achieved by each Participant

Participants	Task 1 Information Gap	Task2 Interview	Task3 Opinion Sharing	Task 4 Group Work	Task 5 Interactive Game 1	Task 6 Interactive Game 2	Total of Tasks Achieved
C7P1G2	✓				✓	✓	3
C7P2G2	✓			✓	✓		3
C7P3G2	✓	✓	✓	✓	✓	✓	6
C7P4G2	✓	✓	✓	✓	✓	✓	6
C7P5G2	✓				✓		2
C7P6G2			✓		✓	✓	3
C7P7G2	✓		✓	✓		✓	4
C7P8G2			✓	✓	✓	✓	4

To summarise the previous results, the flowing table represents the number of participants with more engagement and those with less engagement.

Table 23:

The Number of Participants who Engaged in More than 4 Tasks and those who Engaged in Less than 4 Tasks

Number of Participants	Participation Average
32	4 – 6 Tasks
32	0 – 3 Tasks

When examining the previous results of the engagement levels in classroom communicative tasks among participants, we notice that 32 of the participants which make up 50% of the population engaged in more than four communicative tasks. These participants were active during the session, initiated engagement was cooperative and took the instructions of the tasks seriously. In contrast with the other 32 participants who also represents 50% of the population, these percentage engaged in less than four tasks meaning either one to three tasks. These participants showed less interest in participating or engaging in the presented activities.

In the following, we attempted to analyse and compare the results of both the BFQ-C and the Participation levels examined through the structured classroom observation. In order to facilitate the analysis procedure, we divided the participants into two main groups as follows:

Group 1: Participants with higher participation levels "engaged in more than 4 communicative tasks".

Group 2: Participants with lower participation levels "engaged in less than 4 communicative tasks".

On the other hand, we calculated the average of each Big five personality trait in each group.

The results are represented in the following table

Table 24:

The Average of each Big Five Personality Trait in Participants with More Engagement Levels VS Participants with Less Engagement Levels

Groups	Number of Participants	Average of each Big Five Personality Trait				
		N	E	O	A	C
Group 1: Participants with more engagement (4 – 6 tasks)	32	$2.7 \approx 3$	$3.8 \approx 4$	$3.9 \approx 4$	$3.9 \approx 4$	4
Group 2: Participants with less engagement (1 – 3 tasks)	32	$2.8 \approx 3$	$3.3 \approx 3$	$3.5 \approx 4$	$3.5 \approx 4$	$3.6 \approx 4$

As illustrated in table 24, in both groups those with more engagement levels and those with less engagement levels there is no significant difference in the average of each Big Five personality traits. Both groups approximately have the same average in Neuroticism $\approx$ 3, Openness to Experience $\approx$ 4, Agreeableness $\approx$ 4 and Conscientiousness $\approx$ 4. However, the only Big Five personality trait that seems to present a significant difference in average between Group 1 and Group 2 is Extraversion. In Group 1 the average of Extraversion is 4 whereas in Group 2, the average of Extraversion is 3.

2.2.2. Data Analysis Results' Interpretation

Through analysing the results of the data collected by means of the Big Five personality test and the structured classroom observation, we interpret the following insights.

The type of the tasks presented during the class seem to determine the engagement levels among learners regardless of the students' personality tendencies. Tasks that are fun, creative, and intriguing invites learners to participate whether they were active learners or passive learners. In fact, it was noticed that learners when they are excited to engage

challenge themselves to participate and struggle to communicate their ideas only to be part of the fun.

The Big Five personality traits namely Neuroticism, Openness to Experience, Agreeableness, Consciousness is reported to have no significant effect on the engagement in communicative tasks. Both learners with high levels of the previous traits and those with lower levels participated in the same range of tasks with the same frequency.

The Big Five personality traits primary, Neuroticism, Extraversion and Conscientiousness appear to play a role in the execution of the communicative tasks by the learners. Learners with higher levels of N appear to be sensitive resulting in less connection building during group work, in contrast with those who have lower levels of N which appear to be laid back resulting in more opportunities to converse and discuss. Furthermore, high levels of E seem to have more chances at communicating with everyone regardless which results in more produced utterances compared to those with lower levels which tends to talk only with those they know. Learners with high levels of C display a well-rounded participation compared to those with lower levels. Accordingly, learners' scores of N, E and C reflects in the quality and performance of their work.

Other Big Five personality traits namely Openness to Experience and Agreeableness did not seem to be portray significant patterns in learners' performances.

The Big Five personality trait have a relation with first year middle school learners' participation in classroom tasks that are communicative in nature in one trait which is "**Extraversion**". It seems that, learners who score higher on the Extroversion scale tend to engage in tasks that are demanding in terms of communication and interaction in the target language. On the other hand, participants who score lower one the Extraversion scale lean to be less active and engaged in classroom tasks that are communicatively based. Furthermore, other traits of the Big Five personality namely: Neuroticism, Openness to

Experience, Agreeableness and Conscientiousness seem to play no significant role in affecting the learners' tendencies to engage in classroom activities that requires interaction in the target language with peers.

Conclusion

To conclude, based on the results of the collected data, its analysis and its interpretations, the hypothesis we established in this study is valid. In fact, there is no relation between the Big Five personality traits mainly: Neuroticism, Openness to Experience, Agreeableness and Conscientiousness, but; there is a relation between one trait of the Big Five personality traits and learners' participation in classroom communicative tasks which is Extraversion. Students who ranked higher on the Extraversion scale (closer to 5) appear to be more engaged and focused during communicative tasks, whereas those who ranked lower on the Extroversion spectrum (closer to 1) seem to have difficulties engaging in tasks that are demanding such as communicative tasks. Furthermore, the different traits Neuroticism, Extraversion and Conscientiousness do reflect in the quality of participation displayed by the participants. Learners with higher levels of Extraversion, Consciesness and lower levels of Neuroticism display engagements that are confident, perfected, and well-rounded they present liveliness, excitement and dominance in their participation, as well as openness with peers. Participants with lower levels of Extraversion, Openness to Experience, Agreeableness, Consciesness and higher levels of Neuroticism present an anxious performance, appear to be sensitive when given feedback and seem to be less cooperative and active in group work.

Limitation of the Study

Although this research study displayed interesting and satisfactory results, nonetheless, there are some factors that occurred during its conduction that might have hindered its execution, as such, the validity of its results. First, time. Due to the lack of time, we had to cut down the tasks lined up for the observation to six tasks rather than eight, having an array

of tasks could have shown more patterns of participation. Second, the Big Five Personality test. First, the personality test for children (65-item) wasn't available in Arabic. Consequently, we were obliged to translate it to Arabic since participants were pre-intermediate level of proficiency. The latter might have portrayed less accuracy and precision in meaning. Second, some participants had difficulty answering the BFQ-C. Quite a few learners, due to their young age, had difficulty understanding the concept of degrees and neutrality when selecting the scale from 1 to 5. They only had the concept of agree on a certain statement or disagree. The latter may have affected the precision of the personality test results. Finally, since the observation was done by the end of the academic year, participants were tiered, unmotivated and less interested in learning. The latter might have affected the level of engagement in the different tasks set for the observation.

Suggestions and Recommendations

Based on the previously collected data and the analysis conducted on both results of the BFQ-C and the structured classroom observation, in this segment, we will be giving some suggestions and recommendations concerning our subject matter.

First of all, it is extremely necessary to conduct a personality test to learners before undertaking any course of study, especially a language course. Personality tests can give valuable insights about the learners' tendencies and behaviours. The latter will facilitate for teachers to not only understand their learners, but also design effective and engaging courses.

Second, communicative tasks are very important in language classes as they help learners develop their listening and speaking skills in the target language. Teachers should be more thoughtful and purposeful when designing and selecting the communicative tasks for their learners. on this note, interactive games seem to be very engaging and atmosphere up lifting. Teachers must harness them as a tool to attract more learners to engage in a learning task.

Third, the type of the task chosen for a certain session, seem to determine the level of engagement in class. Tasks that are boring and doesn't allow for much movement in class and interaction with peers risk to create passive learning atmosphere where even high achieved learners may be less motivated to engage in. Teachers should be mindful to select tasks that are fun as well as purposeful in order to attract as much participants as possible and as such create successful engaging courses.

Finally, since Extraversion is a Big Five trait that seem to have a relation with learners' participation in classroom communicative tasks, it is necessary that teachers be aware of the matter. To explain further, teacher should be able to depict those shy learners who prefer passive learning rather than active one. Accordingly, teachers should include them more in activities that are more demanding in terms of communication and dynamics. Furthermore, instructions of different tasks should be elaborated to meet all learners needs; so that everyone feels welcomed and included regardless of their personality tendencies. Extrovert learners can be a tool for the teacher to use in class. Engaging extrovert learners to help guide their peers can create a cooperative learning environment/experience.

General Conclusion

This research study aimed at investigating the relationship between the Big Five personality traits of first year middle school learners at Ahmed Boutebekh middle school and their engagement is classroom tasks that are based on communication with the target language. Two complimentary methods of data collection were taken place. First is the BFQ-C. The second is a structured classroom observation. The results showed that there is, in fact, a relation between one Big Five personality trait which is Extraversion and Learners' participation in communicative tasks. Consequently, the hypothesis set at the beginning of this research study is valid. Accordingly, participants with more Extraversion tendencies seem to be more willing to involve themselves in classroom tasks that requires dynamics,

challenge and communication in the target language with other learners. Whereas other Big Five personality traits (Neuroticism, Openness to Experience, Agreeableness and Conscientiousness) seem to have no relation with students' participation levels in communicative activities. Nonetheless, these previous traits "N, E, C" seem to be reflected in the quality of the performance displayed by the participants.

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Appendices

The Big Five Personality Questionnaire

(For children aged from 9 to 15)

Developed by (Barbaranelli et al. 2003)

Adopted From the Netherlands Version (Muris et al. 2005)

This Big Five personality traits questionnaire for Children aged from 9-15 (BFQ-C) developed by (Barbaranelli et al. 2003) is a part of a research study conducted to associate the Big Five Personality Traits with learners' participation in classroom communicative tasks. Your honest answer to this test is extremely valuable to the realization of the research.

Thank you for your cooperation!

Please read each statement carefully and then mark the appropriate response below. For each item, select the answer that best represents your behaviour in your day today life. You can, only, circle one degree of the scale.

Personal information:

Full Name: ………………………………………………….

Group: …………………………………………………

Note that your personal information will be safely protected. All of your information and test results will be coded during the research.

N	Questions/ Statements	Disagree	Slightly disagree	Neutral	Slightly agree	Agree
1	I like to meet with other people.	1	2	3	4	5
2	I share my things with other people.	1	2	3	4	5
3	I do my job without carelessness and inattention.	1	2	3	4	5
4	I get nervous for silly things.	1	2	3	4	5
5	I know many things.	1	2	3	4	5
6	I am in a bad mood.	1	2	3	4	5
7	I work hard and with pleasure.	1	2	3	4	5
8	I argue with others with excitement.	1	2	3	4	5
9	I like to compete with others.	1	2	3	4	5
10	I have a great deal of fantasy.	1	2	3	4	5
11	I behave correctly and honestly with others.	1	2	3	4	5
12	I easily learn what I study at school.	1	2	3	4	5
13	I understand when others need my help.	1	2	3	4	5
14	I like to move and to do a great deal of activity.	1	2	3	4	5
15	I get angry easily.	1	2	3	4	5
16	I like to give gifts.	1	2	3	4	5
17	I quarrel with others.	1	2	3	4	5
18	When the teacher asks questions, I am able to answer correctly.	1	2	3	4	5
19	I like to be with others.	1	2	3	4	5
20	I engage myself in the things I do.	1	2	3	4	5
21	If someone commits an injustice to me, I forgive her/him.	1	2	3	4	5
22	During class-time I am concentrated on the things I do.	1	2	3	4	5
23	I can easily tell others what I think.	1	2	3	4	5
24	I like to read books.	1	2	3	4	5

25	When I finish my homework, I check it many times to make sure I did it correctly.	**1**	**2**	**3**	**4**	**5**
26	I say what I think.	**1**	**2**	**3**	**4**	**5**
27	I treat my peers with affection.	**1**	**2**	**3**	**4**	**5**
28	I respect rules and order.	**1**	**2**	**3**	**4**	**5**
29	I easily get offended.	**1**	**2**	**3**	**4**	**5**
30	When the teacher explains something, I understand it immediately.	**1**	**2**	**3**	**4**	**5**
31	I am sad.	**1**	**2**	**3**	**4**	**5**
32	I behave with others with great kindness.	**1**	**2**	**3**	**4**	**5**
33	I like scientific TV shows.	**1**	**2**	**3**	**4**	**5**
34	If I engage in something I commit myself to it	**1**	**2**	**3**	**4**	**5**
35	I do something not to get bored.	**1**	**2**	**3**	**4**	**5**
36	I like to watch TV news and to know what happens in the world.	**1**	**2**	**3**	**4**	**5**
37	My room is in order.	**1**	**2**	**3**	**4**	**5**
38	I am polite when I talk with others.	**1**	**2**	**3**	**4**	**5**
39	If I want to do something, I am not capable of waiting and I have to do it immediately.	**1**	**2**	**3**	**4**	**5**
40	I like to talk with others.	**1**	**2**	**3**	**4**	**5**
41	I am not patient.	**1**	**2**	**3**	**4**	**5**
42	I am able to convince someone of what I think.	**1**	**2**	**3**	**4**	**5**
43	I am able to create new games and entertainments.	**1**	**2**	**3**	**4**	**5**
44	When I start to do something, I have to finish it at all costs.	**1**	**2**	**3**	**4**	**5**
45	If a classmate has some difficulty, I help him/her.	**1**	**2**	**3**	**4**	**5**
46	I am able to solve mathematical problems.	**1**	**2**	**3**	**4**	**5**
47	I trust others.	**1**	**2**	**3**	**4**	**5**
48	I like to keep all my school things in order.	**1**	**2**	**3**	**4**	**5**
49	I easily lose my temper.	**1**	**2**	**3**	**4**	**5**
50	When I speak, the others listen to me and do what I say.	**1**	**2**	**3**	**4**	**5**
51	I treat kindly also persons who I dislike.	**1**	**2**	**3**	**4**	**5**

52	I like to know and to learn new things.	**1**	**2**	**3**	**4**	**5**
53	I play only when I finish my homework.	**1**	**2**	**3**	**4**	**5**
54	I do things with agitation.	**1**	**2**	**3**	**4**	**5**
55	I like to joke around.	**1**	**2**	**3**	**4**	**5**
56	It is unlikely that I divert my attention.	**1**	**2**	**3**	**4**	**5**
57	I easily make friends.	**1**	**2**	**3**	**4**	**5**
58	I weep.	**1**	**2**	**3**	**4**	**5**
59	I would like very much to travel and to know the habits of people from other countries.	**1**	**2**	**3**	**4**	**5**
60	I think other people are good and honest.	**1**	**2**	**3**	**4**	**5**
61	I worry about silly things.	**1**	**2**	**3**	**4**	**5**
62	I understand immediately.	**1**	**2**	**3**	**4**	**5**
63	I am happy and lively.	**1**	**2**	**3**	**4**	**5**
64	I let other people use my things.	**1**	**2**	**3**	**4**	**5**
65	I do my own duty.	**1**	**2**	**3**	**4**	**5**

Appendix B

The Big Five Personality Questionnaire

<div dir="rtl">

استخبار العوامل الخمسة الكبرى ل الشخصية

</div>

(For children aged from 9 to 15)

<div dir="rtl">

(للأطفال الذين تتراوح اعمارهم من تسعة الي خمسة عشر سنة)

</div>

Developed by (Barbaranelli et al. 2003)

<div dir="rtl">

تم تطويرها من قبل باربارانيللي وزملاؤه

</div>

Translated to Arabic by Seddiki Manar

<div dir="rtl">

تم ترجمتها الى اللغة العربية من قبل صديقي منار

</div>

This Big Five personality traits questionnaire (for children aged from 9-15) (BFQ-C) developed by (Barbaranelli et al. 2003) is a part of a research study conducted to associate the Big Five Personality Traits with Ahmed Boutebekh Middle School learners' participation in classroom communicative tasks. Your honest answer to this test is extremely valuable to the realization of the research.

Thank you for your cooperation!

<div dir="rtl">

هذا الاستخبار للعوامل الخمسة الكبرى ل الشخصية (للأطفال الذين تتراوح أعمارهم من التسعة الي الخمسة عشر سنة) والذي طوره (باربارانيللي وزملاؤه) هو جزء من بحث يسعي الي الكشف عن طبيعة العلاقة بين العوامل الخمسة الكبرى ل الشخصية ومشاركة متعلمي متوسطة احمد بوالطبخ في نشاطات القسم ذات الطابع التواصلي. اجوبتكم الصادقة لهذا الاستخبار جد ضرورية ومهمة لتحقيق هذا البحث.

شكرا لتعاونكم

</div>

Please read each statement carefully and then mark the appropriate response below. For each item, select the answer that best represents your behaviour in your day today life. You can, only, circle one degree of the scale.

<div dir="rtl">

من فضلك اقرء كل عبارة او سؤال ب تمعن ثم اختر الاجابة المناسبة لشخصيتك. في كل سؤال او عبارة يمكنك فقط اختيار درجة واحدة من الموافقة.

</div>

Personal information:

<div dir="rtl">

معلومات شخصية

</div>

Full Name: ………………………………… الاسم الكامل

Group: ………………………………… الفوج

Note that your personal information will be safely protected. All of your information and test results will be coded during the research.

<div dir="rtl">

نحيط بعلمكم بان معلومتكم الشخصية ستبقي محمية لأنه سيتم تشفيرها خلال مناقشة نتائج البحث

</div>

N رقم	Questions/ Statements اسئلة /عبارات	Disagree لا أوئيد قطعا	Slightly disagree لا اوئيد	Neutral حيادي	Slightly agree أوئيد	Agree أوئيد بشدة
1	I like to meet with other people. أحب التعرف على الأشخاص الاخرين	1	2	3	4	5
2	I share my things with other people. اشارك اغراضي مع الاخرين	1	2	3	4	5
3	I do my job without carelessness and inattention. اقوم ب اعمالي بدون لا مبالات واهتمام	1	2	3	4	5
4	I get nervous for silly things. اشعر ب القلق ل أتفه الاسباب	1	2	3	4	5
5	I know many things. اعرف الكثير من الاشياء	1	2	3	4	5
6	I am in a bad mood. انا في مزاج سيئ	1	2	3	4	5
7	I work hard and with pleasure. استمتع ب الجد في العمل	1	2	3	4	5
8	I argue with others with excitement. اتناقش مع الاخرين ب تشويق	1	2	3	4	5
9	I like to compete with others. أحب التنافس مع الاخرين	1	2	3	4	5
10	I have a great deal of fantasy. املك مخيلة واسعة	1	2	3	4	5
11	I behave correctly and honestly with others. اتصرف بطريقة صحيحة وصادقة مع الاخرين	1	2	3	4	5
12	I easily learn what I study at school. اتعلم ب سهولة ما ادرسه في المدرسة	1	2	3	4	5
13	I understand when others need my help. اتفهم عندما يحتاج الاخرين للمساعدة	1	2	3	4	5
14	I like to move and to do a great deal of activity. أحب الحركة والقيام ب الكثير من النشاطات	1	2	3	4	5
15	I get angry easily. اغضب ب سهولة	1	2	3	4	5
16	I like to give gifts. أحب تقديم الهدايا للأخرين	1	2	3	4	5
17	I quarrel with others. اتشاجر مع الاخرين	1	2	3	4	5
18	When the teacher asks questions, I am able to answer correctly. عندما يطرح علي الاستاذ سؤالا انا قادر علي الاجابة ب اجابة صحيحة	1	2	3	4	5
19	I like to be with others. أحب ان اكون مع الاشخاص	1	2	3	4	5
20	I engage myself in the things I do. اتعمق كثيرا ب الاشياء التي اقوم بها	1	2	3	4	5

21	If someone commits an injustice to me, I forgive her/him. إذا ظلمني شخص ما انا اسامحه	**1**	**2**	**3**	**4**	**5**
22	During class-time I am concentrated on the things I do. خلال الحصة الدراسية أركز على الاعمال التي اقوم بها	**1**	**2**	**3**	**4**	**5**
23	I can easily tell others what I think. يمكنني بسهولة ان أخبر الاخرين عما أفكر فيه	**1**	**2**	**3**	**4**	**5**
24	I like to read books. أحب قراءة الكتب	**1**	**2**	**3**	**4**	**5**
25	When I finish my homework, I check it many times to make sure I did it correctly. عند انهاء القيام ب واجباتي المنزلية اراجعها مرات عديد ل أتأكد ب انني اجبت اجابات صحيحة	**1**	**2**	**3**	**4**	**5**
26	I say what I think. اقول ما أفكر فيه	**1**	**2**	**3**	**4**	**5**
27	I treat my peers with affection. اعامل زملائي ب مودة	**1**	**2**	**3**	**4**	**5**
28	I respect rules and order. احترم القواعد والاوامر	**1**	**2**	**3**	**4**	**5**
29	I easily get offended. اشعر ب الاهانة ب سهولة	**1**	**2**	**3**	**4**	**5**
30	When the teacher explains something, I understand it immediately. عندما يشرح الاستاذ شيئا يمكنني ان افهم ب سهولة	**1**	**2**	**3**	**4**	**5**
31	I am sad. انا حزين	**1**	**2**	**3**	**4**	**5**
32	I behave with others with great kindness. اتصرف مع الاخرين ب طيبة كبري	**1**	**2**	**3**	**4**	**5**
33	I like scientific TV shows. أحب برامج التلفاز العلمية	**1**	**2**	**3**	**4**	**5**
34	If I engage in something I commit myself to it إذا أقبلت على القيام ب شيء ما ف انا التزم به	**1**	**2**	**3**	**4**	**5**
35	I do something not to get bored. دائما اشغل نفسي ب شيء ل كي لا أحس ب الملل	**1**	**2**	**3**	**4**	**5**
36	I like to watch TV news and to know what happens in the world. أحب مشاهدة نشرة الاخبار ومعرفة ما يحدث في العالم	**1**	**2**	**3**	**4**	**5**
37	My room is in order. غرفتي مرتبة ومنضمة	**1**	**2**	**3**	**4**	**5**
38	I am polite when I talk with others. انا مؤدب عندما اتحدث مع الاخرين	**1**	**2**	**3**	**4**	**5**
39	If I want to do something, I am not capable of waiting and I have to do it immediately.	**1**	**2**	**3**	**4**	**5**

	إذا اردت القيام ب شيء ما لا يمكنني الانتظار وارغب في انجازه فورا					
40	I like to talk with others. أحب التكلم مع الاخرين	**1**	**2**	**3**	**4**	**5**
41	I am not patient. انا لست صبور	**1**	**2**	**3**	**4**	**5**
42	I am able to convince someone of what I think. انا قادر علي اقناع الاخرين ب ما أفكر فيه	**1**	**2**	**3**	**4**	**5**
43	I am able to create new games and entertainments. انا قادر علي اختراع العاب ونشاطات للمتعة	**1**	**2**	**3**	**4**	**5**
44	When I start to do something, I have to finish it at all costs. عندما ابدا في انجاز شيء ما ف انا التزم ب انهاءه مهما كان الثمن	**1**	**2**	**3**	**4**	**5**
45	If a classmate has some difficulty, I help him/her. إذا واجه أحد زملائي بعض الصعوبات اساعده	**1**	**2**	**3**	**4**	**5**
46	I am able to solve mathematical problems. انا قادر علي حل مشاكل رياضية	**1**	**2**	**3**	**4**	**5**
47	I trust others. انا اثق ب الاخرين	**1**	**2**	**3**	**4**	**5**
48	I like to keep all my school things in order. أحب ان تكون كل ادواتي المدرسية مرتبة	**1**	**2**	**3**	**4**	**5**
49	I easily lose my temper. أفقد اعصابي ب سهولة	**1**	**2**	**3**	**4**	**5**
50	When I speak, the others listen to me and do what I say. عندما اتحدث الاخرين يستمعون لي ويفعلون ما اقول	**1**	**2**	**3**	**4**	**5**
51	I treat kindly also persons who I dislike. اعامل ب طيبة ايضا الاشخاص الذين أكرههم	**1**	**2**	**3**	**4**	**5**
52	I like to know and to learn new things. أحب معرفة وتعلم اشياء جديدة	**1**	**2**	**3**	**4**	**5**
53	I play only when I finish my homework. ألعب فقط عندما انهي واجباتي المنزلي	**1**	**2**	**3**	**4**	**5**
54	I do things with agitation. اقوم ب الاشياء ب توتر	**1**	**2**	**3**	**4**	**5**
55	I like to joke around. أحب ان امزح	**1**	**2**	**3**	**4**	**5**
56	It is unlikely that I divert my attention. من النادر ان أفقد تركيزي	**1**	**2**	**3**	**4**	**5**
57	I easily make friends. يمكنني ان اكون صداقات بسهولة	**1**	**2**	**3**	**4**	**5**
58	I weep. انا ابكي عادة	**1**	**2**	**3**	**4**	**5**
59	I would like very much to travel and to	**1**	**2**	**3**	**4**	**5**

	know the habits of people from other countries. **اتمني كثيرا ان اسافر حول انحاء العالم واتعلم اشياء عن الاشخاص وعاداتهم**					
60	I think other people are good and honest. **أعتقد ب ان الاشخاص الاخرين طيبين وصادقين**	**1**	**2**	**3**	**4**	**5**
61	I worry about silly things. **اقلق حول اشياء سخيفة**	**1**	**2**	**3**	**4**	**5**
62	I understand immediately. **انا افهم فورا**	**1**	**2**	**3**	**4**	**5**
63	I am happy and lively. **انا حيوي ومبتهج**	**1**	**2**	**3**	**4**	**5**
64	I let other people use my things. **دع الاشخاص الاخرين يستعملون اغراضي**	**1**	**2**	**3**	**4**	**5**
65	I do my own duty. **اقوم بواجبي ب نفسي**	**1**	**2**	**3**	**4**	**5**

<u>**Appendix C**</u>

The Big Five Personality Questionnaire

(For children aged from 9 to 15)

Developed by (Barbaranelli et al. 2003)

(With the divided items of each Big Five personality trait).

<u>**Neuroticism subscale**</u>

N	Questions/ Statements
4	I get nervous for silly things.
6	I am in a bad mood.
8	I argue with others with excitement.
15	I easily get angry
17	I quarrel with others.
29	I easily get offended.
31	I am sad.
39	If I want to do something, I am not capable of waiting and I have to do it immediately.
41	I am not patient.
49	I easily lose my temper.
54	I do things with agitation.
58	I weep.
61	I worry about silly things.

<u>**Extraversion subscale**</u>

N	Questions/ Statements
1	I like to meet with other people.
9	I like to compete with others.
14	I like to move and to do a great deal of activity.
19	I like to be with others.
23	I can easily tell others what I think.
26	I say what I think.
35	I do something not to get bored.
40	I like to talk with others.
42	I am able to convince someone of what I think.
50	When I speak, the others listen to me and do what I say.
55	I like to joke.
57	I easily make friends.

63	I am happy and lively.

Openness to Experience subscale

N	Questions/ Statements
5	I know many things.
10	I have a great deal of fantasy.
12	I easily learn what I study at school.
18	When the teacher asks questions, I am able to answer correctly.
24	I like to read books.
30	When the teacher explains something, I understand it immediately.
33	I like scientific TV shows.
36	I like to watch TV news and to know what happens in the world.
43	I am able to create new games and entertainments.
46	I am able to solve mathematics problems.
52	I like to know and to learn new things.
59	I would like very much to travel and to know the habits of people from other countries.
62	I understand immediately.

Agreeableness subscale

N	Questions/ Statements
2	I share my things with other people.
11	I behave correctly and honestly with others.
13	I understand when others need my help.
16	I like to give gifts.
21	If someone commits an injustice to me, I forgive her/him.
27	I treat my peers with affection.
32	I behave with others with great kindness.
38	I am polite when I talk with others.
45	If a classmate has some difficulty, I help her/him.
47	I trust in others.
51	I treat kindly also persons who I dislike.
60	I think other people are good and honest.
64	I let other people use my things.

Conscientiousness subscale

N	Questions/ Statements
3	I do my job without carelessness and inattention.
7	I work hard and with pleasure.
20	I engage myself in the things I do.
22	During class-time I am concentrated on the things I do.

25	When I finish my homework, I check it many times to see if I did it correctly.
28	I respect rules and order.
34	If I engage in something I commit myself to it.
37	My room is in order.
44	When I start to do something, I have to finish it at all costs.
48	I like to keep all my school things in order.
53	I play only when I finish my homework.
56	It is unlikely that I divert my attention.
65	I do my own duty.

Appendix D

A Sample of a set of Observation Grids Marked

"Group 1"

Task 01: Information Gap

Pair Work

Time: 10 min for each pair

		Criteria	C4 P1 G1	C4 P2 G1	C4 P3 G1	C4 P4 G1	C4 P5 G1	C4 P6 G1	C4 P7 G1	C4 P8 G1
Pre-participation: The Willingness to engage		Did they initiate the engagement	X	✓	✓	X	✓	✓	X	✓
		Were they eager to share their response		✓	✓		✓	✓		✓
During-participation: The enrolment of the engagement individually, in pairs and in groups	**Individually**	Did they understand the instructions easily		X	✓		X	X		✓
		Did they answer fluently		X	✓		X	✓		✓
		Were there a lot of pauses to think in their interaction		✓	X		✓	X		X
		were they dominant when participating		X	✓		X	X		X
		Were they excited to communicate their ideas with the class		✓	✓		✓	✓		✓
		Did they share their opinions easily		X	✓		X	✓		✓
		Were they anxious when speaking		X	X		X	X		X
		Was their interaction well rounded with additional information than what was asked in the instructions		X	✓		X	X		X
		Were their answers creative		X	✓		X	X		X
		Did they focus and take the instructions seriously		✓	✓		✓	✓		✓
		Were they confident when delivering their meaning		X	✓		X	✓		✓
	In Pairs	Are they cooperative and kind with their partner		✓	✓		✓	✓		✓
		Did they help their partner		X	✓		X	✓		✓

		Did they dominate the task		**X**	✓		**X**	**X**		**X**
	In Groups	Do they have a sense of teamwork								
		Are they patient in group work								
		Are they Lively in group work and communicate with everyone regardless								
		Do they help others and guide them patiently								
		Did they respect others' opinions and ideas								
		Do they get distracted by side conversations								
		Are they good listeners								
		Are they competitive when working among others								
		Are they playful and easy to communicate with								
		Did they respect the instructions presented: "time, rules and guides"								
Post-participation: **The reaction to the feedback**		Did they listen carefully to the feedback		✓	✓		✓	✓		✓
		Do they accept criticism openly		**X**	✓		✓	✓		✓
		Are they stressed and anxious when provided with the feedback		✓	**X**		✓	✓		**X**
		Did they argue upon hearing the feedback		**X**	**X**		**X**	**X**		**X**

Task 02: Interview

Individual work

Time: 05 min for each individual

		Criteria	C4 P1 G1	C4 P2 G1	C4 P3 G1	C4 P4 G1	C4 P5 G1	C4 P6 G1	C4 P7 G1	C4 P8 G1
Pre-participation: The Willingness to engage		Did they initiate the engagement	X	✓	✓	X	X	✓	X	✓
		Were they eager to share their response		✓	✓			✓		✓
During-participation: The enrolment of the engagement individually, in pairs and in groups	**Individually**	Did they understand the instructions easily		✓	✓			✓		✓
		Did they answer fluently		X	✓			✓		✓
		Were there a lot of pauses to think in their interaction		✓	X			X		X
		were they dominant when participating		X	X			X		X
		Were they excited to communicate their ideas with the class		✓	✓			✓		✓
		Did they share their opinions easily		X	✓			✓		✓
		Were they anxious when speaking		✓	X			X		X
		Was their interaction well rounded with additional information than what was asked in the instructions		X	X			X		X
		Were their answers creative		X	X			X		X
		Did they focus and take the instructions seriously		X	✓			✓		✓
		Were they confident when delivering their meaning		X	✓			✓		✓
	In Pairs	Are they cooperative and kind with their partner								
		Did they help their partner								
		Did they dominate the task								
	In Groups	Do they have a sense of teamwork								
		Are they patient in group work								

		Are they Lively in group work and communicate with everyone regardless								
		Do they help others and guide them patiently								
		Do they respect others' opinions and ideas								
		Do they get distracted by side conversations								
		Are they good listeners								
		Are they competitive when working among others								
		Are they playful and easy to communicate with								
		Do they respect the instructions presented: "time, rules and guides"								
Post-participation: **The reaction to the feedback**		Do they listen carefully to the feedback		✓	✓			✓		✓
		Do they accept criticism openly		✓	✓			✓		✓
		Are they stressed and anxious when provided with the feedback		X	X			X		X
		Do they argue upon hearing the feedback		X	X			X		X

Task 03: Opinion Sharing

Individual Work

Time: 02 min for each individual

		Criteria	C4 P1 G1	C4 P2 G1	C4 P3 G1	C4 P4 G1	C4 P5 G1	C4 P6 G1	C4 P7 G1	C4P 8G1
Pre-participation: The Willingness to engage		Did they initiate the engagement	X	✓	✓	X	X	✓	X	✓
		Were they eager to share their response		✓	✓			✓		✓
During-participation : The enrolment of the engagement individually, in pairs and in groups	**Individually**	Did they understand the instructions easily		X	✓			X		X
		Did they answer fluently		X	✓			X		✓
		Were there a lot of pauses to think in their interaction		X	X			X		X
		Were they dominant when participating		X	✓			X		X
		Were they excited to communicate their ideas with the class		✓	✓			✓		✓
		Did they share their opinions easily		✓	✓			✓		✓
		Were they anxious when speaking		X	X			X		X
		Was their interaction well rounded with additional information than what was asked in the instructions		✓	✓			✓		✓
		Were their answers creative		X	✓			✓		✓
		Did they focus and take the instructions seriously		✓	✓			✓		✓
		Were they confident when delivering their meaning		✓	✓			✓		✓
	In Pairs	Are they cooperative and kind with their partner								
		Did they help their partner								
		Did they dominate the task								
	In Groups	Do they have a sense of teamwork								

		Are they patient in group work								
		Are they Lively in group work and communicate with everyone regardless								
		Do they help others and guide them patiently								
		Did they respect others' opinions and ideas								
		Do they get distracted by side conversations								
		Are they good listeners								
		Are they competitive when working among others								
		Are they playful and easy to communicate with								
		Do they respect the instructions presented: "time, rules and guides"								
Post-participation: **The reaction to the feedback**		Do they listen carefully to the feedback		✓	✓			✓		✓
		Do they accept criticism openly		✓	✓			✓		✓
		Are they stressed and anxious when provided with the feedback		**X**	**X**			**X**		**X**
		Do they argue upon hearing the feedback		**X**	**X**			**X**		**X**

Task 04: Group Work

Group Work

Time: 25 min for each group

		Criteria	C4 P1 G1	C4 P2 G1	C4 P3 G1	C4 P4 G1	C4 P5 G1	C4 P6 G1	C4 P7 G1	C4 P8 G1
Pre-participation: The Willingness to engage		Did they initiate the engagement	X	X		X	X	X	X	X
		Were they eager to share their response	X	X		X	✓	✓	X	✓
During-participation : The enrolment of the engagement individually, in pairs and in groups	**Individually**	Did they understand the instructions easily	X	✓		X	✓	✓	X	✓
		Did they answer fluently	X	X		X	X	X	X	X
		Were there a lot of pauses to think in their interaction	✓	✓		✓	✓	✓	✓	✓
		Were they dominant when participating	X	✓		X	X	✓	X	✓
		Were they excited to communicate their ideas with the class	X	X		X	X	✓	X	✓
		Did they share their opinions easily	X	X		X	X	X	X	X
		Were they anxious when speaking	X	X		X	X	X	X	X
		Was their interaction well rounded with additional information than what was asked in the instructions	X	X		X	X	X	X	X
		Were their answers creative	X	X		X	X	X	X	X
		Did they focus and take the instructions seriously	X	✓		X	✓	✓	X	✓
		Were they confident when delivering their meaning	X	X		X	X	X	X	X
	In Pairs	Are the cooperative and kind with their partner								
		Did they help their partner								
		Did they dominate the task								
	In Groups	Do they have a sense of teamwork	X	X		X	✓	✓	X	✓

Category	Question								
	Are they patient in group work	✓	X		✓	✓	✓	✓	✓
	Are they Lively in group work and communicate with everyone regardless	✓	✓		X	✓	✓	✓	✓
	Do they help others and guide them patiently	X	X		X	✓	✓	X	✓
	Do they respect others' opinions and ideas	✓	X		✓	✓	✓	✓	✓
	Do they get distracted by side conversations	✓	X		✓	✓	X	✓	✓
	Are they good listeners	X	✓		✓	✓	✓	✓	✓
	Are they helpful and caring	X	X		X	✓	✓	X	✓
	Are they competitive when working among others	X	✓		X	X	X	X	✓
	Are they playful and easy to communicate with	X	X		X	✓	✓	✓	✓
	Do they respect the instructions presented: "time, rules and guides"	X	✓		X	✓	✓	X	X
Post-participation: **The reaction to the feedback**	Do they listen carefully to the feedback	✓	✓		✓	✓	✓	X	✓
	Do they accept criticism openly	✓	✓		✓	✓	✓	✓	✓
	Are they stressed and anxious when provided with the feedback	✓	X		✓	✓	X	X	X
	Do they argue upon hearing the feedback	X	X		X	X	X	X	X

Task 05: Interactive Games: "Identify Me Game!"

Individual work

Time: 01 min for each individual

		Criteria	C4 P1 G1	C4 P2 G1	C4 P3 G1	C4 P4 G1	C4 P5 G1	C4 P6 G1	C4 P7 G1	C4 P8 G1
Pre-participation: **The Willingness to engage**		Did they initiate the engagement	X	✓	✓	X	✓	✓	X	✓
		Were they eager to share their response		✓	✓		✓	✓		✓
During-participation: **The enrolment of the engagement individually, in pairs and in groups**	**Individually**	Did they understand the instructions easily		✓	✓		✓	✓		✓
		Did they answer fluently		✓	✓		X	✓		✓
		Were there a lot of pauses to think in their interaction		X	X		✓	X		X
		Were they dominant when participating		✓	✓		X	X		X
		Were they excited to communicate their ideas with the class		✓	✓		✓	✓		✓
		Did they share their opinions easily		✓	✓		X	✓		✓
		Were they anxious when speaking		X	X		X	X		X
		Was their interaction well rounded with additional information than what was asked in the instructions		X	✓		X	X		X
		Were their answers creative		X	✓		X	X		X
		Did they focus and take the instructions seriously		✓	✓		✓	✓		✓
		Were they confident when delivering their meaning		✓	✓		X	✓		✓
	In Pairs	Are they cooperative and kind with their partner								
		Did they help their partner								
		Did they dominate the task								
	In Groups	Do they have a sense of teamwork								

	Are they patient in group work								
	Are they Lively in group work and communicate with everyone regardless								
	Do they help others and guide them patiently								
	Do they respect others' opinions and ideas								
	Do they get distracted by side conversations								
	Are they good listeners								
	Are they helpful and caring								
	Are they competitive when working among others								
	Are they playful and easy to communicate with								
	Do they respect the instructions presented: "time, rules and guides"								
Post-participation: The reaction to the feedback	Do they listen carefully to the feedback		✓	✓		✓	✓		✓
	Do they accept criticism openly		✓	✓		✓	✓		✓
	Are they stressed and anxious when provided with the feedback		X	X		X	X		X
	Do they argue upon hearing the feedback		X	X		X	X		X

Task 06: Interactive Games: "Who Am I Game!"

Group Work

Time: 10 min for each group

	Criteria	C4 P1 G1	C4 P2 G1	C4 P3 G1	C4 P4 G1	C4 P5 G1	C4 P6 G1	C4 P7 G1	C4 P8 G1
Pre-participation: The Willingness to engage	Did they initiate the engagement	✓	✓	✓	✓	✓	✓	X	✓
	Were they eager to share their response	✓	✓	✓	✓	✓	✓		✓
During-participation: The enrolment of the engagement individually, in pairs and in groups	**Individually** — Did they understand the instructions easily	X	X	✓	X	X	X		X
	Did they answer fluently	X	✓	✓	X	X	✓		✓
	Were there a lot of pauses to think in their interaction	✓	X	X	✓	✓	X		X
	Were they dominant when participating	X	✓	✓	X	X	X		X
	Were they excited to communicate their ideas with the class	✓	✓	✓	✓	✓	✓		✓
	Did they share their opinions easily	X	✓	✓	X	✓	✓		✓
	Were they anxious when speaking	✓	X	X	✓	X	X		X
	Was their interaction well rounded with additional information than what was asked in the instructions	X	X	✓	X	X	X		✓
	Were their answers creative	X	X	✓	X	X	X		X
	Did they focus and take the instructions seriously	✓	✓	✓	✓	✓	✓		✓
	Were they confident when delivering their meaning	X	X	✓	X	X	X		✓
	In Pairs — Cooperative and kind with their partner								
	Did they help their partner								
	Did they dominate the task								
	In Groups — Do they have a sense of teamwork	X	✓	✓	✓	✓	✓		✓

		Are they patient in group work	**X**	**X**	**X**	✓	**X**	✓		✓
		Are they Lively in group work and communicate with everyone regardless	**X**	**X**	✓	**X**	✓	✓		✓
		Do they help others and guide them patiently	**X**	**X**	✓	**X**	**X**	✓		✓
		Do they respect others' opinions and ideas	**X**	**X**	**X**	✓	✓	✓		✓
		Do they get distracted by side conversations	✓	✓	**X**	**X**	✓	**X**		✓
		Are they good listeners	**X**	✓	✓	✓	✓	✓		✓
		Are they competitive when working among others	**X**	✓	✓	**X**	✓	**X**		✓
		Are they playful and easy to communicate with	**X**	**X**	**X**	**X**	✓	✓		✓
		Do they respect the instructions presented: "time, rules and guides"	**X**	**X**	✓	✓	**X**	✓		✓
Post-participation: The reaction to the feedback		Do they listen carefully to the feedback	✓	✓	✓	✓	✓	✓		✓
		Do they accept criticism openly	✓	**X**	✓	✓	✓	✓		✓
		Are they stressed and anxious when provided with the feedback	✓	✓	**X**	✓	**X**	**X**		**X**
		Do they argue upon hearing the feedback	**X**	✓	**X**	**X**	**X**	**X**		**X**

Résumé

Cette étude de recherche vise à associer le modal de personnalité Big Five à la participation à des activité communicatives en classe. L'étude de cas sélectionnée pour cette étude est les apprenants de première année du collège Ahmed Boutebekh. L'hypothèse que nous avons cherché à étudier est la suivante : « Il existe une relation significative entre les traits de personnalité des Big Five des élèves de première année du collège et leur participation aux activité communicative en classe ». Par conséquent, l'outil de collecte de données que nous avons choisi pour cette étude est une combinaison d'un test de personnalité Big Five pour enfants (l'inventaire de 65 éléments) développé initialement par Barbaranelli et al. 2003, puis nous l'avons traduit en arabe à partir de la version adaptée en espagnol (Cupani et Ruarte, 2008) pour mesurer les niveaux de traits de personnalité des Big Five chez les participants. De plus, une observation structurée en classe a été réalisée selon une grille d'observation que nous avons élaborée. Après avoir analysé les différents résultats de la collecte de données, nous avons conclu que les cinq grands traits de personnalité ont une relation avec l'engagement de l'apprenant dans les activités communicative en classe dans un trait qui est l'extraversion.

Mots-clés: *Activité communicatives, participation des apprenants, observation, Les cinq grands traits de personnalité, le Questionnaire des Grand Cinque- version enfant*

الملخص

تهدف هذه الدراسة إلى ربط نموذج الشخصية الخمس الكبرى لمتعلمي اللغة مع المشاركة في النشاطات التواصلية. العينة التي تم اختيارها لهذا البحث هي تلاميذ السنة الأولى متوسط لمتوسطة أحمد بوالطبخ. الفرضية التي سعينا للتحقق منها هي "هناك علاقة بين سمات الشخصية الخمس الكبرى لتلاميذ السنة الأولى متوسط ومشاركتهم في نشاطات الصف ذات الطابع التواصلي ". ونتيجة لذلك، فإن أداة جمع البيانات التي اخترناها لهذه الدراسة هي مزيج من اختبار الشخصية الخمس الكبرى للأطفال (بند 65 عنصر) الذي وضعه باربارانيلي وآخرو 2003، ثم قمنا بترجمته إلى اللغة العربية من النسخة الإسبانية المعدلة (كوباني ورورت 2008) لقياس مستويات سمات الشخصية الخمس الكبرى للمشاركين. وعلاوة على ذلك، تم إجراء ملاحظة صفية منظمة باتباع جدول ملاحظة قمنا بتطويره. بعد تحليل النتائج المختلفة لجمع البيانات، استخلصنا أن سمات الشخصية الخمس الكبرى لها علاقة بمشاركة المتعلمين في نشاطات الصف ذات الطابع التواصلي في سمة واحدة وهي الانبساط.

الكلمات المفتاحية: *النشاطات التواصلية، مشاركة المتعلمين، المراقبة، سمات الشخصية الخمس الكبرى، اختبار الشخصية لسمات الخمس الكبرى نسخة الاطفال.*