

Research Proposal 1. This research intends to uncover insightful results and findings concerning the correlation between language learners' personality traits and their classroom engagement in communicative tasks in order to generate useful solutions to improve both teachers' task instruction design and learners' experience learning a second language for the first time. One of these boundless challenges is learners' lack of engagement in classroom activities, especially tasks that are challenging and demanding such as communicative tasks, in which learners' presence is accentuated as they are required to use the target language to interact and communicate their ideas. Using Costa & Mc Care's Big Five personality model we sought to investigate how personality can have an impact on learners' participation patterns in classroom communicative tasks. Subsequently, the incentive behind this research study is to investigate the correlation between The Big Five personality traits and second year middle school learner's participation in classroom communication tasks.

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. The latter 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. 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. In a beginner classroom setting, such as second year middle school, such absence in engagement can be due to multiple reasons one we sought to explore is personality using Costa & Mc Care's Big Five personality model.

General Introduction Teaching English as a foreign language sets out endless hurdles and challenges to create a safe, productive and engaging learning environment for learners. Furthermore, we seek to know how the different dimensions of The Big Five personality model effects middle school students' levels and patterns of participation in communicative tasks. Correspondingly, we seek to know the correlation and its nature between The Big Five personality traits and classroom communicative tasks. The Big Five personality traits (FFM; Digman, 1990; McCrae & John, 1992) are an explanation of the organization of individual differences in personality. There are a variety of reasons as why such lack of participation in language classes would occur, one we ought to explore is learners' personality. Accordingly, we will be conducting an experiment among second year middle school pupils at Ahmed Boutebkh Middle School. The latter is crucial for creating welcoming and involving language classes. This study tries to shed light on how personality (using the big five personality traits) correlates with students' engagement in classroom communication tasks. Furthermore, it will include an analysis of the findings of the experiment and conclusions to the study as well as possible solutions and recommendations. However, many teachers in the field seem to ignore these psychological barriers that may prevent learners from growing and developing.

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. One of these different psychological factors is personality. Subsequently, chapter Three is devoted for the field work which will be an experiment done among second year middle school student.

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