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**Teacher's Response to Students' Introversion in Oral  
Classes. The Case of Third-Year Students – Saida**

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Didactics.

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## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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## **Dedication**

First, I thank my God who gave me strength to finish this work.

I dedicate this modest work to my dearest parents, who have raised me to be the person I am today. Thank you for all the unconditional love, guidance, and support that you have always given me.

To my adorable sisters Sarah and Aya Wissal.

To my best friend L. Khadija who has been always there for me, may Allah protect her.

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## **Abstract**

Classrooms are melting pots in which different people with different personalities and cultural backgrounds meet. Moreover, considering the fact that the differences between introversion and extroversion can impact the learning experience of students in general seems to be their speaking ability in particular. Accordingly, this research seeks to explore the importance of taking students' personality type into consideration when teaching speaking to engage and help learners to face their obstacles and ameliorate their speaking skills. Therefore, the main purpose of this study is; to help instructors to be fully aware of the different personality types they have in their classrooms, especially introverts, they do not fall behind by putting themselves in the spotlight from time to time. The study sheds the light on the variety of strategies to be implemented in the classroom to boost their participation. To this end, third-year LMD students at the department of English at Saida University have been taken as a case study. Both qualitative and quantitative methods were applied. The investigator depended on two research instruments; the teachers' and the students' structured questionnaires, classroom observation for the purpose of gathering sufficient data in a timely period. The results revealed that the learners' personality type influences their willingness to participate in oral class, particularly the introverts. Thus, the researcher suggested effective strategies and recommendations that can have an influential role in the teaching-learning process and foster introverted learners' speaking abilities.

**Keywords:** Introverts, Participation Personality Type, Speaking Skill, Students

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## **List of Abbreviations**

CLT: Communicative Language Teaching

CO: Classroom Observation

EFL: English as a Foreign Language

ESL: English as a Second language

LMD: License- Master- Doctorate

TED: Technology, Entertainment, and Design

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# General Introduction

## General Introduction

English which is a universal language that is widely used around the whole world, is regarded as an essential language that is required in different domains. Thus, teaching and learning English must be of great importance for both, teachers and their students, especially when it is learned as a foreign language. It involves four skills which are devoted into two main types, the first one involves the receptive skills that entail listening and reading, while the second type includes productive skills that consist of writing and speaking. Importantly, the speaking skill is one of the significant knack that the learner should master very well among the other skills in order to have a high proficiency level in learning the target language and achieve success, in addition to the writing skill. Therefore, improving this skill is needed for better achievements concerning the foreign language.

However, speaking a foreign language fluently and without any difficulties is hard to be achieved for the majority of learners. Students' psychology tends to be the most important aspect that influences the learners' speaking; it is the key to the student's achievement of their academic success. Furthermore, teachers need to take into consideration the psychological barriers that may prevent learners from improving and developing. One of these different psychological factors is the personality type of the student. Thus, introverted students are quiet and prefer working individually, while extrovert students are talkative and like working with others.

This research aims to collect the needed information to help instructors to be fully aware of the different personality types they have in their classrooms; especially introverts, they do not fall behind by putting themselves in the spotlight from time to time. It also aims to generate data about how to deal with this trait in the classroom. In addition, it addresses many creative ways in which a teacher can achieve balanced participation in the classroom and give all students equal chances to participate and create a fair evaluation for both types possible ways to create an inclusive classroom for both introverts and extroverts .According to what has been mentioned earlier, the following research questions are addressed:

- 1- What are the reasons behind student's reluctance to participate in EFL oral classes?
- 2- How can instructors lend their introverted students a helping hand in defeating their obstacles?
- 3- How can teachers create an inclusive speaking classroom for both introverts and extroverts ?

To pursue that, it is hypothesized that:

- 1- Students' personality trait may affect their speaking performance in the classroom
- 2- The selection of a set of appropriate strategies to deal with introverted students would help them participate within the classroom.
- 3- Creating a balanced learning environment by raising the learners awareness about their personality types .

To investigate Teacher's Response to Student's Introversion in Oral Class. Two research tools were used: a structured questionnaire which was distributed to five (05) oral expression teachers and a group of sixty (60) third-year students who were selected randomly and classroom observation. The students' questionnaire assists the investigation to reveal and show the influence of personality traits on students' oral performance. While teachers' questionnaires classroom observation attempt to find out introverted students' attitudes within the classroom and the teachers' strategies to enhance their introverted learners' participation in the classroom.

The current study consisted of three chapters. The first chapter is related to the theoretical side of the work. That is to say, review of literature, starting with, an overview of speaking that contains its definition, characteristics, speaking difficulties in foreign language learning, and its importance. Secondly, dealing with introversion and extroversion as two personality traits that affect EFL learner's participation. It supplies a definition of the two terms and provides an overview of their characteristics. It also sheds light on the differences between introversion and shyness since they are two different states. Then, it tackles introverted students in the classroom.

Then, the second chapter, entitled methodology, and data collection attempt to reveal the methodology design used in our investigation. It also sheds light on the population of the study and describes the instruments of investigation. It aims to explain the tools and the ways they have been submitted to the samples such as teachers, EFL learners. In addition to that, it presents the significance, and the limitations encountered in conducting the study. The third chapter includes data analysis and interpretations. It deals with the analysis of the data collected and its discussion and interpretation. Finally, the chapter includes some recommendations and suggestions for further researches, which would help foreign language

teachers to enhance their introverted learners' participation in the classroom. In the end, a general conclusion, in which the whole dissertation is summarized.

The results have indicated that learners' personality type influences their willingness to participate in oral classes, particularly the introverts. Beyond, several scientific studies have shown that introversion is a part of a persons' personality that can impact their social life and the same thing for introverted students in the classroom . Therefore, it is important that teachers do not neglect the silent students; they should work with them and help them to enhance their oral performance through ,creating a safe learning environment and grading student's participation considering both personality types.



# **Chapter one : Review of Literature**

## **1. Introduction**

This chapter represents the literature review of this study. First, an overview of speaking that contains its definition, characteristics, speaking difficulties in foreign language learning, and its importance. Secondly, dealing with introversion and extroversion as two personality traits that affect EFL learner's participation. It supplies a definition of the two terms and provides an overview of their characteristics. It also sheds light on the differences between introversion and shyness since they are two different states. Then it tackles introverted students in the classroom.

## **1.2 Speaking skill**

### **1.2.1 Definition of Speaking**

Brown (1994), Burns, and Joyce (1987) described speaking as an interactive process of meaning creation that includes creating, evaluating, and digesting information.

Additionally, Caroline (2005, p. 45) defines that speaking as a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expressions of thought and form a social behavior.

According to Bilbrough (2007, p. 107), speaking is people's utterances to have their intentions recognized, and recipients process a speaker's remarks to recognize those intentions. Speaking is a way to express our minds and idea. This statement is supported by Collie & Stephen (2006, p. 15), he states, "speaking is called by oral communication or word expression the mind, idea, and feeling. English as a foreign language, commonly most students have some problems in teaching and learning".

In this respect, Florez (1999, p. 98) defines speaking as "an interactive process of constructing meaning that involves producing and receiving and processing information".

Some experts are backing the speaking theory, for instance, River (1981) maintained that interaction is not enough to know the persons' thoughts but the comprehension of those ideas is encompassed by others.

### **1.2.3 The characteristics of the Speaking Performance**

Celce-murcia, (2001, p. 103) Affirms that most people regard the capacity to speak a language as ones who master this language. In order to master speaking, there are two main norms that should be taken into consideration, which are: fluency and accuracy.

### **1.2.3.1 Fluency**

Teaching English as a second language, instructors strive to provide the learner with speaking fluency which refers to the ability of learners to speak at ease. Segalowitz (2003) claims that “Fluency is the ability to produce utterances smoothly, rapidly and accurately”.(as cited in Antos & Knapp 2009). Furthermore, from Tricia’s (2000) point of view, fluency is defined as the capacity to connect units of speech with ease and without strain or excessive hesitation (p. 54). Moreover, fluency is defined as “the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc”( Baily, K 2005, p. 55).

### **1.2.3.2 Accuracy:**

Accuracy is defined by Baily, K (2005) as “the extent to which students’ speech matches what people say when they use the target language (Baily, 2005 , p . 55). This implies that accuracy refers to the use of language correctly without making mistakes in grammar structures, vocabulary, or pronunciation. Moreover, as Burns & Goh (2012) define it as a “Speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms” (p. 43).

### **1.2.3.3 Vocabulary**

EFL learners usually struggle when speaking and expressing their thoughts due to the lack of vocabulary. Vocabulary is considered by Neuman and Dwyer (2009, p . 385) as “words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Forthwith, Vocabulary is pivotal in second and foreign language learning. It enables EFL learners to become communicatively competent.

### **1.2.3.4 Grammar**

As Parsons (2004) defines grammar as a set of guidelines for arranging and structuring language (p.8). In this context, Musumeci (1996, p. 1) asserts that all languages are defined by their grammatical components which include: phonetics, phonology, morphology, syntax, and semantics or meaning. In the same context, Thornbury (1999, p.14) states that: “learners need to learn not only what forms are possible, but what particular forms will express their particular meaning”. According to this definition, the teaching of EFL grammar needs to be focused not only on the form of the language but also on the meaning these forms convey.

### **1.2.3.4 Pronunciation**

According to Dalton and Seidhofer (1993) "pronunciation is an integrated and integral part of language teaching and learning. It includes elements much wider than sounds (consonants and vowels)". In this respect, Redmond & Vrchota (2007) argue that "you must use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood" (p. 104). In other words, pronunciation is associated with the right production of clear words which provides EFL learners the capacity to communicate effectively.

### **1.2.3 Teaching Speaking**

Oral communication attempts to be one of the most common tasks employed in ESL (English as a second language) or EFL (English as a foreign language) learning.

Moreover, Al Hosni (2014, p.23) and Ur (1996) demonstrated that speaking is the most important skill because those who speak a language are also its speakers. This implies that a person must be fluent in several aspects of the language to communicate effectively. Otherwise, Richards and Rodgers (2001) claim that communicative language teaching (CLT) enables students to communicate in the target language and that the goal of CLT is to improve learners' communication skills. That CLT should employ more authentic materials to help students learn the language. In addition to this, Richmond et al (2009, p.32) assumed that to make the learners interacting, speaking, sharing their ideas, asking questions, and giving answers are better to improve their speaking skill.

### **1.2.4 Speaking Difficulties in Foreign Language Learning**

The speaking skill is viewed as a dynamic process. Yet, the majority of foreign language learners encounter various problems that hinder them from speaking such as anxiety, lack of vocabulary, and poor listening practice.

#### **1.2.4.1 Learners' Speaking Anxiety:**

Anxiety is a common barrier that many EFL students face; it prevents them from improving their speaking skills and negatively impacts their academic achievement progress.

Oxford Advanced Learners Dictionary (2000, p.48) defines anxiety as the sensation of being nervous or concerned that something awful would occur.

Furthermore, several scholars have established the definition of anxiety, each according to their perspectives. When speaking about anxiety in the classroom, Hortwitz et al. (1986) define anxiety as a unique complex of self-perceptions, beliefs, attitudes, and actions linked to classroom language acquisition that arises from the distinctiveness of the language learning process (cited in Lian and Budin, 2014, p.70). Additionally, Scovel (1978) views language anxiety, as “it is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry” (Cited in Brown, 2000, p.150-151). In this respect, Brown (1993) views that unrest, irritation, self-doubt, fear, and concern are all symptoms of anxiety (cited Yahya, 2013, p.229). He claimed that anxiety plays a significant role in the learning of a second or a foreign language, and he proposed two forms of anxiety: debilitating anxiety and facilitative anxiety, also known as "harmful" and "helpful" anxiety.

#### **1.2.4.2 Lack of vocabulary:**

Vocabulary plays a significant role in oral communication. Thus, Vocabulary learning is an imperative part of learning a foreign language (Schmitt & Carter, 2000). According to several academics, meaningful communication is the consequence of appropriate and adequate vocabulary development rather than just knowing grammar rules (Cook, 2013). This issue affects foreign language learners, For instance, when students are stumped for words during oral expression sessions, they simply say, "I don't know" or “I need enough time to translate into English”. This problem is mainly due to the lack of motivation to express themselves or the choice of uninteresting topics that they have to discuss which leads students to think about the difficulty of oral tasks in the learning process (Graham, 1997).

#### **1.2.4.3 Poor Listening Practice:**

Learning a foreign language necessitates the mastery of its four skills which are listening, speaking, reading, and writing. Listening is considered to be the most employed skill as it is crucial for developing learners' communicative competence (Richards, 2008).

Instructors tend to be the only source of spoken language used in most foreign language classes so, students should focus on their listening skills within the classroom. Therefore, speech is usually linked to listening skills because in most cases, students tend to speak what they hear from their instructors. In fact, “listening is used far than any other single language skill in normal daily life” (Morley, 2002, p . 70).

### **1.5 The Importance of Listening for EFL Students:**

Listening is considered to be the most employed skill as it is crucial for developing learners' communicative competence (Richards, 2008). Listening has a significant role not only in daily life but also in academic contexts as it is crucial for individuals to sustain effective communication. Anderson and Lynch (2003) state that listening skills are just as vital as speaking skills because people cannot communicate face-to-face unless both sorts of skills are acquired. In this regard, Rost (1994) explains the importance of listening in the language classroom as follows:

1/ In the language classroom, listening is essential because it provides the student with input. Any learning cannot begin until the input is understood at the appropriate level.

2/ For the learner, spoken language provides a medium of interaction. Because understanding requires interaction between students. It is critical to have access to native speakers of the language. Furthermore, learners' inability to comprehend the language they hear is a motivator, not a deterrent, to connection and learning.

3/ The student faces a problem when it comes to understanding authentic spoken language as it is used by native speakers.

4/ Listening activities provide teacher instructors a way to direct students' attention to new language forms (vocabulary, grammar, and interaction patterns) (pp. 141-142).

In more precise terms, Peterson (2001, p. 87) states that there is no other form of language input that is as simple to comprehend as a spoken language, which is obtained by listening... Learners can develop an understanding of the interworking of language systems at various levels via listening, laying the groundwork for more fluent productive abilities.

### **1.6 The Importance of the Speaking Skill for an EFL Learner**

In learning English as a Foreign Language instructors aim to enhance the speaking competence of their students since it is the key elements of language learning which requires a significant role in communication skills. Thus, students can enhance their writing skills as well as their vocabulary and grammar by speaking. Hedge (2000, p. 261) declares that learning to speak English fluently is a top priority for many students. They may require this talent for a variety of reasons, including maintaining a relationship's rapport, influencing others, and winning or losing negotiations.

In this regard, Nazara (2011, p. 29) reports that speaking is the most important skill that EFL learners need to acquire and she claims that Speaking has traditionally been regarded as the most important ability to acquire in the history of foreign language education and learning

for a variety of reasons for starters, techniques and methods for teaching speaking have long been a hot topic in language education studies and conferences. Second, there is a never-ending supply of conversation and other speaking course books, audios, and videos.

Furthermore, Baker and Westrup (2003, p . 05) claim that a student who can communicate well in English may have a higher opportunity of pursuing further education, finding a job, and progressing in their careers. Additionally, Egan (1999), claims that speaking is the most important aspect of learning a second language...Despite its importance, speaking has been largely overlooked in schools and colleges until lately (p.277).

### **1.7 Classroom Participation**

Participation frequently refers to the face-to-face verbal interaction that takes place within the classroom setting, between the instructor and the learners in which EFL students take part, answer and raise questions, make comments and engage in discussions.

Dancer and Kamvounias (2005, p. 187) agreed that:" participation can be seen as an active engagement process which can be stored into five categories: preparation, contribution to the discussion, group skills, communication skills, and attendance".

According to Cohen (1991), the term "participation" refers to a method that aids in bringing "students actively into the learning process.

In this vein, Fritschner (2000) indicates that instructors and students define participation in different ways. Instructors consider participation as an oral task based on speaking, while students' opinions are distinct where a variety of non-oral features are stated (Dallimore et al., 2004).

Moreover, Brenner (1994) describes participation as the student being present in the learning situation (cited in Namini, 2008, p.1). This indicates that students are consciously responding to a given task and are working through it in their way.

### **1.8. The Personality Spectrum**

Plenty of instructors often misidentify their students' personality type, whether it is introverted or extroverted. Cain identified this phenomenon as the extrovert ideal, a person who is according to her a social operator, someone with a quick smile, a skillful handshake, and the capacity to get along with colleagues while outshining them (Cain, 2012).

Thus, this phenomenon is widely spread in our universities where introverted students find themselves outshined by their extroverted classmates and this may make them feel completely uncomfortable and having to imitate their classmates for the sake of receiving approval from their instructors. In an attempt to understand personality there are two main opposite attitudes are known as extraversion and introversion, and there is another in the middle that is regarded as reconciliation between the two terms which is known as Ambiversion.

According to Merriam-Webster Dictionary, ambiversion is falling more or less directly in the middle, an ambivert is moderately comfortable with groups and social interaction but also relishes time alone, away from a crowd. Ambiverts have the ability to adapt too many different situations.

### **1.8.1 Definition of Introversion and Extroversion**

Eysenk (1965), as cited in Skehan (1989), suggests the following definitions of extroversion and introversion, 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. He craves excitement, stakes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual (...) the typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness and likes as well ordered mode of life (p. 100)

Furthermore, Lee (2017) affirms that introverts tend to be energized by their internal power and they seek solitude, tending to have few friends. However, extroverts prefer more noisy gatherings and they draw their energy from the external environment.

In the early 1920s, the psychologist Carl Jung published his theory of human personality. According to Jung, individuals are predisposed to be dominant in either Extraversion or Introversion, indicating from where they gain their energy—outward, toward the external world, or inward, toward their minds. Thus, a personality type determines the way of teaching and learning in particular which consists of four strands: extraverted vs. introverted; intuitive-random vs. sensing/sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving (Salkind, 2008). In this vein, an introvert is an inward-turning, prefers to be



alone, and feels recharged from his internal world. However, an extrovert is known as sociable, he is an outward-turning, prefers to interact with people, and enjoys crowded places.

Tudor (2001) states that: "... they are complex human beings who bring with them to the classroom their personality as it is at a given point in time, and this influences how they interact with what we do as teachers" (cited in Gabriel, pp.18). Scholars shed light on the concept of personality which deals with learners' issues and other areas of learner contribution. Hence, differences among learners become more noticeable to the teacher when the class begins, researchers explained that extrovert students, who are impulsive, will profit more from a teaching approach that is based on communication and includes communicative tasks. Whereas, introverted students who are reserved prefer an academic style of learning and teaching which allows them to process their information before producing (cited in Gabriel, pp. 20-21).

Helgoe supported introversion, in her book, *Introvert Power: Why Your Inner Life is Your Hidden Strength* (2008). According to her, introversion is a gift that should be valued, she admitted that "Many of the great intellectual, artistic, philosophical, and religious thinkers were introverts". Introversion can connect us to the source of our existence; so that we may obtain a good understanding of what is important in life (Helgoe, 2008). Laurie makes a clear distinction between the two concepts (introversion/extroversion), in terms of the way they respond to the world. Introverts and extroverts tend to behave differently; the former gets energized by reflecting and use it when interacting with people. While the latter their energy is gained from interaction when the communication is held and expended during the reflection (para.3). Furthermore, Laney (2005, p. 10) describes introversion as a form of "temperament". Extroverts, by contrast, are like solar panels which need the sun to restore (p. 10).

### **1.8.2 Characteristics of Introversion**

Introverted people constantly have the quality of reflecting internally to understand the world before experiencing it. According to Cain, an introverted person is usually someone who, him- or herself somewhere in the following constellation of attributes: reflective, cerebral, bookish, unassuming, sensitive, thoughtful, serious, contemplative, subtle, introspective, inner-directed, gentle, calm, modest, solitude seeking, shy, risk-averse, and thin-skinned (Cain, 2012).

Furthermore, introverted people need much time to absorb and receive new information by comparing it with their experiences first, before assimilating and responding to it

(Tieger & Tieger, 1995). Moreover, they affirm: “Introverts think, then act; think through in their heads; listen more than talk; keep their enthusiasm to themselves; respond only after thinking through”.

Introverts tend to be observant, they do well in situations that need concentration. They pay attention to nonverbal cues that might reveal hidden meanings, so that, they avoid potential misunderstandings. Introverted people may appear hesitant to start a discussion with foreigners because they tend to have intimate friendships, as they do not like to share their ideas and thoughts. Yet, this may be because they need time to develop their ideas first (Cain, 2012). Hence, introverted individuals tend to be disciplined and do not seek any external sources. So that, they direct their energy to the pursuit of an ambitious goal instead.

### **1.8.3 Characteristics of Extroverts**

Tieger and Tieger (1995) summarized extroverts’ features as follows: Extroverts act first, then think; they tend to think aloud; they talk more than they listen; they communicate with enthusiasm; they answer rapidly; they prefer speed to depth. Moreover, extroverted people tend to be more social. For them, it is easy to meet new people and interact with them.

Extroverts often begin to feel uninspired and listless when they are forced to spend a lot of time alone. Extroverts are generally highly open and eager to discuss their views and feelings, whereas introverts are occasionally reserved. Generally, people who are extroverted think and speak at the same time (Laney,2001).

### **1.9 Difference between Introversion and Shyness**

According to Susan Cain Shyness is a fear of social rejection or humiliation, whereas introversion is a desire for a less stimulating setting. Introversion is not necessarily unpleasant as shyness (Cain, 2012). As a result, according to Carducci (2003), introverted individuals have social abilities that allow them to communicate successfully with others, yet they simply desire isolation. Shy individuals, on the other hand, lack these abilities, making it difficult for them to engage in social contact. Shy persons are more prone to experience sadness, anxiety, and a lack of self-confidence.

Aderson, the head of TED (Technology, Entertainment, and Design), recently spoke to Cain for an episode of TED interview. According to her: shyness is about the fear of social judgment, and introversion is much more about the preference for environments where there is just a little less going on. Furthermore, being an introvert is a choice where they tend to

avoid meetings, crowded places and spend much time alone. Whereas, shy people fear being rejected. In this respect, instructors need to distinguish between the two terms Introversion and Extroversion. So that, they can recognize their students' attitudes and boost them to reach their educational goals.

### **1.10 Educational System and Introversion**

Cain (2012) claims that though the regular present classrooms offer chances for both extroverts and introverts to shine, most classroom structures are tremendously in favor of extroverts. Furthermore, many tutors use a policy of graded classroom participation, so that many naturally quiet introverted learners may come to see their personality type as a hindrance or an obstacle that needs to be overcome.

The pre-20th century classrooms heavily favored introverted students. Roots of this bias still occur in the form of 'no-talking policies,' essays, and long, solitary examinations. For extroverts, however, such settings may have been unfair, by denying them chances to express themselves in the classroom or else apply their talents. Many 20th and 21st century improvements in education structures, including efforts to make classroom work more interactive, shared, and energetic, were mainly a response to this inflexible and unidirectional style of learning.

### **1.11 Theories Supporting this Study**

Educational psychology is regarded as a broad discipline that covers a wide range of subjects. The notion of psychological type amongst the topics that are often brought to light in the teachers' training. In this respect, the concept of psychological types was first introduced by the Swiss psychiatrist and introversion Jung. Additionally, to provide this study with a sense of relevance to education, constructivism and social constructivism are going to be included due to their significance in language acquisition human knowledge development.

#### **1.11.1 Carl Gustave Jung Psychological Types**

Jung's Psychological Types are ones of the celebrated works that enriched the shelves of the field of psychology. He proposed the concept of a psychological spectrum. According to him, when attention is directed to the two types, they are so fundamentally different and offer such a stark contrast that their presence becomes an evident truth, even to those who are untrained in psychological concerns. Who hasn't met someone with a secretive, impenetrable, and frequently bashful disposition, which stands in stark contrast to these other open, social, calm, or at the at least pleasant and approachable characters (Gustave, 1921). Furthermore,

Jungs' theory can boost instructors to obtain ideas about their learners' personality type and the manner with which they should approach them.

### **1.11.2 Constructivism**

Constructivism has been associated with education for the last few decades. Due to its significance. The term constructivism refers to the way people construct their knowledge. Thus, it is claimed that human beings construct their understanding through experiencing things (Jayeeta , 2005). Furthermore, Driscoll (2000) argues that learners will be constantly trying to derive their mental model of the real world from their perception of that world' (quoted in Jayeeta 2005, pp. 65-74). In any case, the constructivist values tend to enhance the learning experience and provide the learners with the opportunity to be engaged and connected to what they were being taught.

### **1.11.3 Social Constructivism**

Social constructivism is a learning theory that highlights society's involvement in knowledge construction. Jones and Braded (2002, pp. 03 cited in Ringgi, 2015) defines this concept as: "The intellectual potential of an individual when provided with assistance from an acknowledgeable adult or more advanced child". Moreover, the basic tenet of social constructivism is knowledge construction and negotiation (Vygotsky, 1978).

### **1.11.4 Cognitive Development from a Vygotskian Perspective**

As a psychologist, Vygotsky's social development theory examines how people's social interactions influence their cognitive growth and how a person can accumulate knowledge from his surroundings. According to Vygotsky, "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (McLeod, 2014). In this respect, Vygotsky's perspective suggests that people learn while they are confined by their surroundings. Vygotsky's theory can be applied within an EFL classroom because it adds a naturalistic dimension to language acquisition. In this respect, the Vygotskian approach is considered as an appropriate method that instructors can follow to create a peaceful environment for introverted students and boost them to act naturally and still have a fruitful learning experience.

### **1.12 Introverted Student in the Classroom**

Experienced classroom instructors are usually familiar with introverted students who are their extroverted peers in terms of information processing, classroom attitudes, and preferences regarding activities. For introverts, reflecting is much better than engaging in classroom discussion. Furthermore, introverted learners benefit from activities like summarizing reluctant to speak in class, and generally shun the spotlight. Thus, introverted students differ, describing things through writing (Condon & Ruth- Sahd, 2013).

Introverted students tend to be static and calm. So that, they are often criticized for not showing a lot of excitement towards the material that is being presented by teachers. Moreover, the process of recognizing introverted students may be overwhelming yet, doable. Generally, introverts demand more time to develop an idea to feel comfortable when expressing it. In group discussions, introverts frequently speak less than extroverts. They firstly tend to listen to what other students are saying and if they want to contribute, they need to think about what they may say (Wood, 2012).

In this respect, participation penalizes introverted students; especially when instructors force them to engage in classroom discussions. Furthermore, during the writing process, introverted students can succeed in written work; writing is an area in which they can shine if they master the writing skills (cited in Condon and Ruth-Sahd, 2013)

### **1.13 Conclusion**

Introversion and extroversion are two vital personality types that affect students' learning and participation in the academic setting. Within the present chapter, many definitions were provided to clarify the term of introversion and its affiliated elements: definition, characteristics of introversion and extroversion, its difference from shyness, and how introverted learners perform in the classroom. Likewise, it has also supplied how introversion affects EFL learners' achievement in general and their participation within the foreign language classroom in particular. The procedures of the practical part of the following study will be further mentioned and illustrated in the next chapter.

# **Chapter Two: Methodology and Data Collection**

## **2.1 Introduction**

This chapter is considered as framework for the current study. In accordance with the previous chapter, the one in hand attempts to reveal the methodology design used in our investigation. It also sheds light on the population of the study and provides a description of the tools of investigation. It aims to explain the tools and the ways they have been submitted to the samples such as teacher and EFL learners. In addition to that, it presents the significance, and the limitations encountered in conducting the study.

## **2.2 Research Objectives**

During the learning process, so many EFL introverted students encounter numerous difficulties, mainly when it comes to oral expression activities due to several factors. This research aims to collect the needed information to help instructors to be fully aware of the different personality types they have in their classrooms ,especially introverts since they have a solitary learning process. Its ultimate purpose is to generate data about how to deal with this trait in the classroom. Overall, it can be anticipated that the current study may contribute to improve the learning-teaching process. Principally, to the oral expression teachers via offering a set of effective strategies, to apply them in the EFL classes.

## **2.3. Participants' Profile (population)**

### **2.3.1. Teachers**

The questionnaire was given to five (5) oral expression teachers of both genders-at the Department of English language at Saida University. Their experience varied from one teacher to another in teaching the speaking skill and they had the experience of dealing with their introverted learners within oral classes. Thus, the selection of the sample was based on the consideration that teachers of oral expression will be beneficial for the current study.

### **2.3.2. Students**

The students' questionnaire was addressed to the third -year students in the Department of English at Dr. Moulay Taher University (Saida). The whole population was approximately 188 students consisting of 5 groups, the questionnaire was distributed hand to hand to 60 students, selected randomly of mixed gender. It aims to investigate the variety of strategies that boost improving EFL introverted students' participation in the classroom.

## **2.4 Research Approaches**

Researchers must consider the proper research strategy due to the variety of research approaches that change depending on the study issue. That is appropriate for their study, where they can utilize a quantitative, qualitative, or mixed-methods approach.

### **2.4.1 Qualitative Approach**

Refers to the method of inquiry aimed at comprehending a social or human problem from various viewpoints; carried out in a natural context with the objective of constructing a comprehensive and holistic picture of the phenomena of interest . According to Symeou (2008), this curriculum is used to study phenomena that may be communicated using soft data such as photos, descriptions, phrases, and body language. It tries to explain the participants' feelings, attitudes, and experiences. Moreover, qualitative research is conducted in a natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest.

### **2.4.2 Quantitative Approach**

Refers to an inquiry into an identified problem, based on testing a theory composed of variables, measured with numbers, and analyzed using statistical techniques; the goal is to determine whether the predictive generalizations of a theory hold true. In the same context, Kothari (2004, p. 3) noted that the quantitative approach is based on quantity measurement and applies to phenomena that are quantifiable.

## **2.5. Research Methodology**

Among several collecting data instruments, the questionnaire and the classroom observation were selected to gather authentic data needed and to collect both teachers' and learners' points of view and thoughts concerning tutors' response to students' introversion in oral classes. Both students' and teachers' questionnaires were employed. The first is used for collecting quantitative input while the second is opted for gathering qualitative findings.



### **2.5.1. Questionnaire**

It is a technique for obtaining information from people. Hence, it has become one of the most popular research tools since it proves its effectiveness in gathering large amounts of data in a short period. Thus, Brown (2001) defines the questionnaire as written statements or questions, which they are given to the informants for answering the questions or selecting from the existing options. For this reason, it was chosen as the data collection tool for the present study.

#### **2.5.1.1 The Description of the Students' Questionnaire**

The current questionnaire consists of (15) items, classified into three sections, each section focuses on a specific aspect, the first section is about the student's profile, the second section is entitled "Introvert or Extrovert", and the third one is about the classroom participation. The questions are either closed-ended, namely "yes" or "no", multiple choices; or open-ended where the participants are required to provide further explanations.

##### **Section One: Student's Profile (Q1):**

The question in the section one aims at gathering personal information about the target sample, students were asked to specify their gender.

##### **Section Two: Introvert or Extrovert (Q1-Q6)**

The second section is entitled "Introvert or Extrovert" which is meant to identify the introverted in the classroom. It comprises six questions about their interests, their behaviors, and the way they perceive the world. Question (1) of part two is addressed to students about when they feel comfortable; this question is provided with two options to select from. Question (2) students are asked by which they think they have affected the most themselves; it was a closed question by selecting one answer from two options. Question (3) attempts to generate answers concerning how do students feel when talking to new people.

Questions (4) (5) were about students' perception of themselves; they are asked to tick one appropriate answer. Finally, question (6), seeks to know do they often prefer to express themselves in writing and they are required to answer by yes or no.

##### **Section Three: Classroom Participation (Q1-Q8)**

The third section was devoted to the concept of classroom participation. It consists of eight questions that aim at investigating introverted students' attitudes toward participation in the

classroom. Additionally, it examines the teachers' roles in promoting the learners' classroom participation.

Question (1) was about how often students participate in the classroom. They were given multiple choices. Then, question (2) generates answers concerning the students' feeling when their teacher asks them to present something in front of their classmate and they are required to answer by yes or no. In question (3), students were asked about their feeling while speaking: sure and comfortable, hesitant and shy, or talkative. Question (4) aims at obtaining learners' opinions and thoughts regarding the terms introversion and extroversion.

Question number (5) seeks to spot the introverted students and they were required to answer by yes or no, as they asked to state why. Question number (6) about: did students think when instructors force introverted students to participate are helping them and they were required to answer by yes or no, as they were asked to justify their answers. In question (7), students were asked about their preferable tasks; the receptive and productive skills were provided to select from. Finally, question (8) quizzes the students' perceptions about how can instructors lend their introverted students a helping hand in defeating their obstacles.

### **2.5.1.2 The Description of the Teachers' Questionnaire**

The current questionnaire consists of (9) items. The questions are either closed-ended, namely "yes" or "no", multiple choices; or open-ended where the participants are required to provide further explanations. Its major objective is to know what instructors perceive of introversion and whether they are fully aware of the psychology of these misjudged individuals. It also seeks to unveil to what extent instructors put an effort to try to cater their teaching styles to all categories of learners.

In the first question, instructors were asked about how often their students participate in oral class. Question (2) intended to know whether students face problems when participating and the teachers were required to answer by yes or no. Question (3) aims at exploring the ideas that the teachers have concerning the difficulties students face in oral expression, they were given multiple choices. Question (4) probes the knowledge that these teachers have concerning learners' personality type and does it influence their willingness to participate in oral class, and they were required to answer by 'yes' or 'no', as they were asked to justify their answers.

Question (5) aims to know do instructors take their students' personality type into account when they are teaching oral expression and they were asked to answer by 'yes' or 'no'. Then,

in question (6), teachers were asked about their opinions concerning the assumption that a silent student is generally poor at speaking, and they were required to answer by agreeing or disagree.

Question (7) investigates the way that the instructors think of introversion and whether or not they think that introverted students are psychologically imbalanced, and they were asked to provide further explanations. Question (8) was about: do teachers think when they force their introverted students to participate are helping them and they were required to answer by 'yes' or 'no', as they were asked to justify their answers. Question (9) was intended to see what techniques that instructors usually follow to lend introverted students a helping hand in defeating their obstacles.

### **2.5.2 Observation**

Classroom Observation is a procedure conducted to obtain quantified descriptions of teacher and students' behaviour in the classroom. Dornyei (2007) asserts that classroom observations are different from answering questions, which provide authentic information from the current situation. Thus, Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (Marshall & Rossman, 1989, p.79). In addition, (Cohen D, 2006) states that observation allows for a more in-depth and comprehensive knowledge of a phenomena, event, or place, as well as the behaviour of the people that inhabit it.

#### **2.5.2.1 The Description of the Classroom Observation**

The classroom observation was conducted pending the fifth semester, during March 2021 with the third-year EFL students in the Department of English at Dr. Moulay Taher University-Saida. Conducting the study without performing observation portion seems absurd considering how this kind of concern requires thoroughness and accurateness. Seven (7) oral expression sessions were attended by the student-researcher. Moreover, the type of the tool used in this research is structured classroom observation. It takes a form of checklist to observe introverted students' attitudes within the classroom, the teachers' strategies and response during the session.

## **2.6. Limitations of the Study**

Conducting the present study has encountered several challenges in various forms. Regarding the theoretical part, the lack of references for certain elements and the most substantial sources were locked behind a paywall. On the other hand, due to the social distancing policy, the researcher was not able to interview the oral expression teachers. Moreover, the personality test had to be shortened due to the number of questions. Besides, students were not sufficiently collaborative. Although, there was enough time to express attitudes freely and respond to the questions. Additionally, some of the participants did not fill in the questionnaire because they were not familiar with the two terms introversion and extroversion.

## **2.7. Conclusion**

This chapter discussed and explained the methodology, with an in-depth elaboration of the type of the research, the way of collecting the data, the way of analyzing the data, the tools and materials used for gathering the data, and the rationale for choosing the methods that were used. This part is crucial because it helps the reader to assess the research's reliability and validity.

# **Chapter Three: Data Analyses and Interpretations**

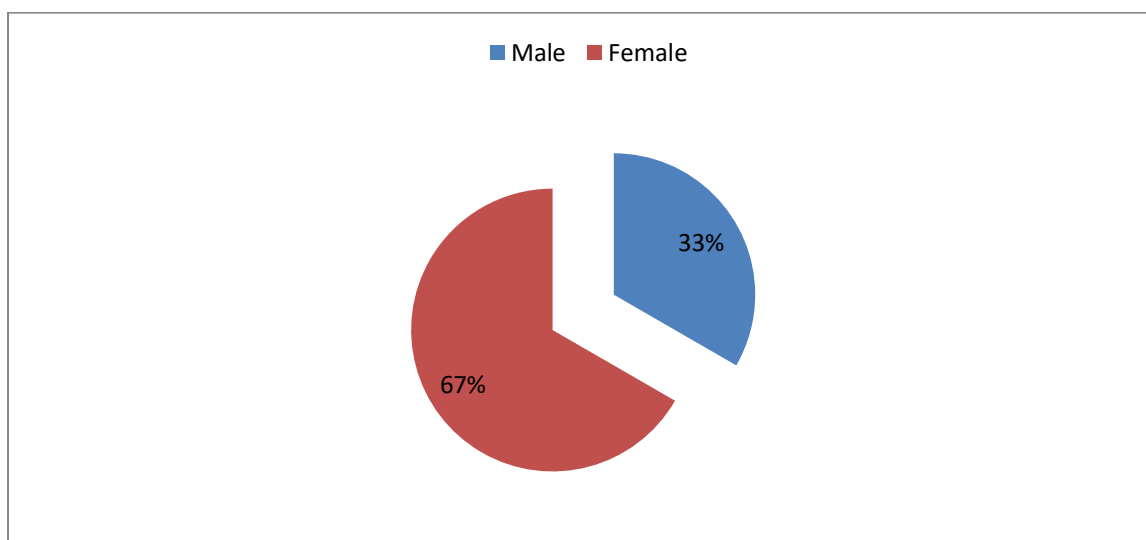
### 3.1. Introduction

The most significant aspect of any research is data analysis. Scrutinizing information refers to the process of summarizing the data gathered. This chapter reflects the practical part of the research. After conduction the questionnaires for both teachers and learners, observing and taking notes about EFL classroom sessions, data collected will be interpreted and analyzed using both analytical and descriptive methods. Finally, the chapter includes some recommendations and suggestions for further researches that would help teachers to enhance their introverted learners' participation in the classroom.

### 3.2. Analysis of Students' Questionnaire

#### Section One: Students' Profile

##### Item 1: Students' Gender



**Figure 3.1:** Students' Gender

The first question of the first section item is considered as an introductory phase. It was set to retrieve students' gender. As the results exhibit, the vast majority of the respondents (67%) are females. whereas (33%) are males.

#### Section Two: Introvert or Extrovert

Item 2. When do you feel more likely yourself ?

Table 3.1: Students’ Feelings and Comfortableness

Options	Number of the students	Percentages %
Alone	20	33
With others	40	67

The table shows that twenty (20) students from the whole number of population claims that they prefer to be alone rather than meeting people which proves that introverts lean more to their internal world. By contrast, the forty (40) students prefer to spend their time with other people which clarifies that they are sociable and like social gatherings.

Item 3: By which do you think you are affected the most?

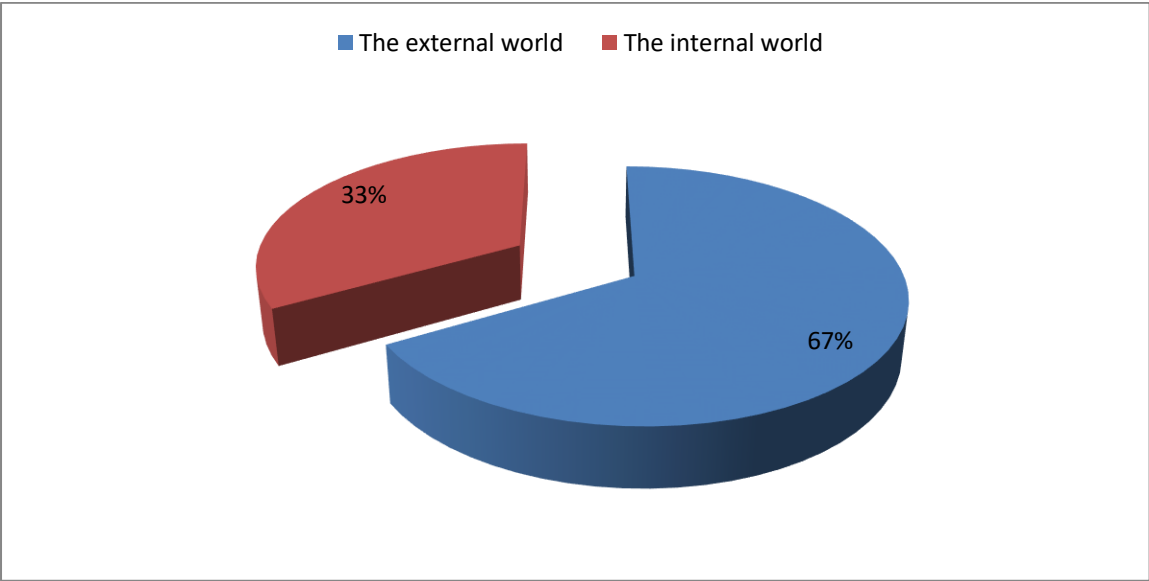
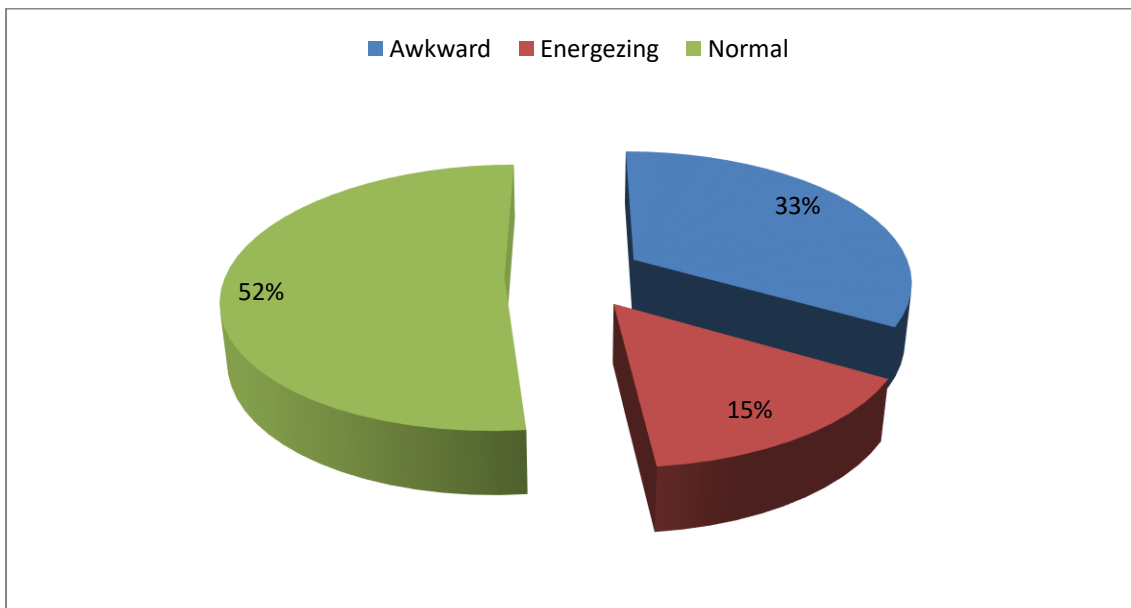


Figure 3.2: Students’ Interests

The results reveal that (67%) of them are interested in their external world and what happens around them. Whereas, (33%) reported that they are interested in their own feelings and thoughts which is the main feature of introverts.

Item4: How do you feel when talking to new people ?



**Figure 3.3:** Students’ feelings When Talking to New People

Our investigation shows that (33%) of the respondents feel awkward, which is the main feature of introverts. The great majority (52%) of students stated that they feel normal while talking to new people. On the other hand, (15%) of the students claim that they feel energizing when talking to new people and this refers to the group of extroverts.

**Item 5:** Do you believe that you are?

**Table 3.2:** Students’ Perception

Options	Number of students	Percentage %
A better listener than speaker	20	33 %
A better speaker than listener	40	67 %

After analyzing the answers of the previous item, it is appeared that (33 %) of the students are better listeners. While (67%) of the students believe that they are better speakers than listeners.

**Item 6:** Do you think that you?



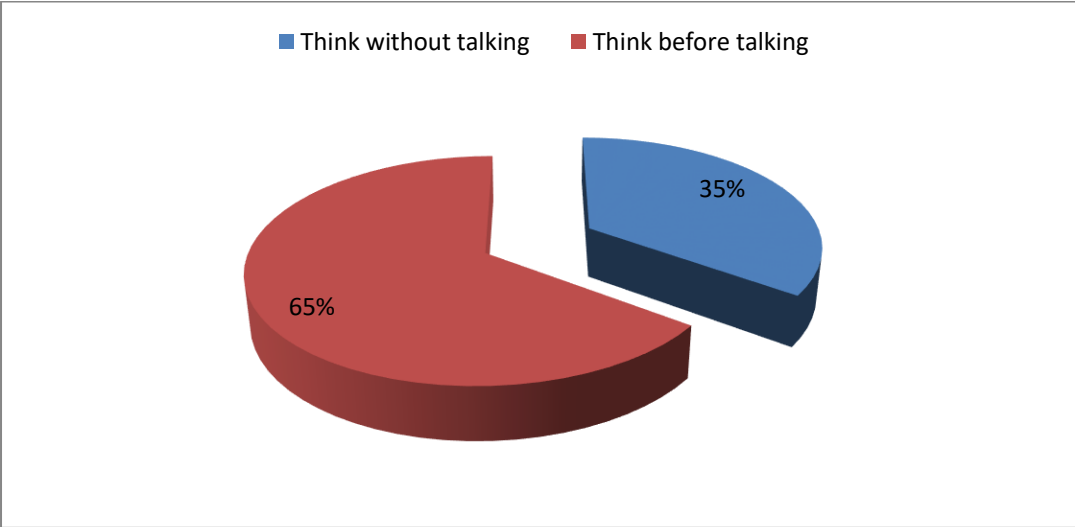


Figure 3.4: Students' Talk in the Classroom

As it is shown in the above graph most of the respondents (65%) think before talking; in other words, they need time to process their ideas and thoughts. The rest of the students (35%) tend to think without talking; it is meant that this group processes ideas but they prefer not to express them in front of the others.

Item 6: Do you prefer to express yourself in writing?

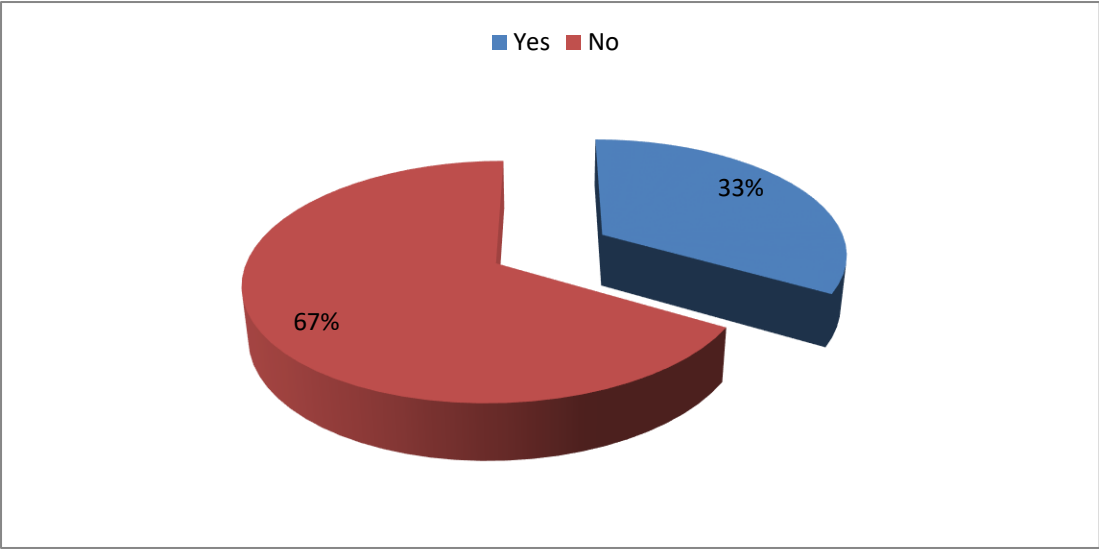


Figure 3.5: Students' Interest in Writing

When asking participants whether they prefer to express themselves in writing. (67%) of the informants reported that they are not into writing because they feel comfortable when they

speak their thoughts and communicate with others .While the less percentage which is about (33%) claim that they prefer to express themselves in writing.

### Section Three: Classroom Participation

**Item 1:** How often do you participate in the classroom?

**Table 3.3:** Students' Level of Participation

Options	Number of the students	Percentage %
Never	15	25 %
Rarely	5	8.33 %
Always	17	28.33 %
Sometimes	23	38.33 %

As far as this question is concerned, it is asked to identify students' responses about how often do they participate in the classroom. The vast majority of respondents with the highest percentage (38.33 %) claim that they “sometimes” participate in the classroom. Whereas, only (28.33 %) confessed that they are “always” engaged within the classroom activities. Moreover, (25%) of the students find it difficult which is more popular for the introverts who “never” participate in the classroom. Additionally, (8.33%) of the students report that they “rarely” participate in the classroom.

**Item 2:** Do you feel uncomfortable when your teacher asks you to present something in front of your classmates?

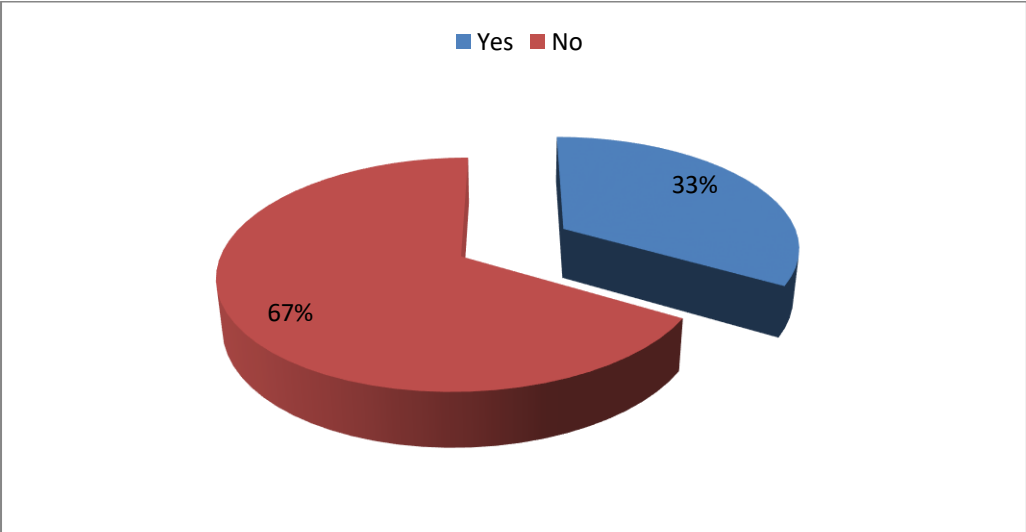


Figure 3.6: Students' Participation in the Classroom

When asking participants whether they feel uncomfortable when the teacher asks them to present something in front of their classmates. The vast majority of respondents with the highest percentage (67%) claimed "no". Whereas, only (33%) unveiled that they feel uncomfortable when they are asked to present something in front of their classmates.

Item 3: When you participate, how do you feel while speaking?

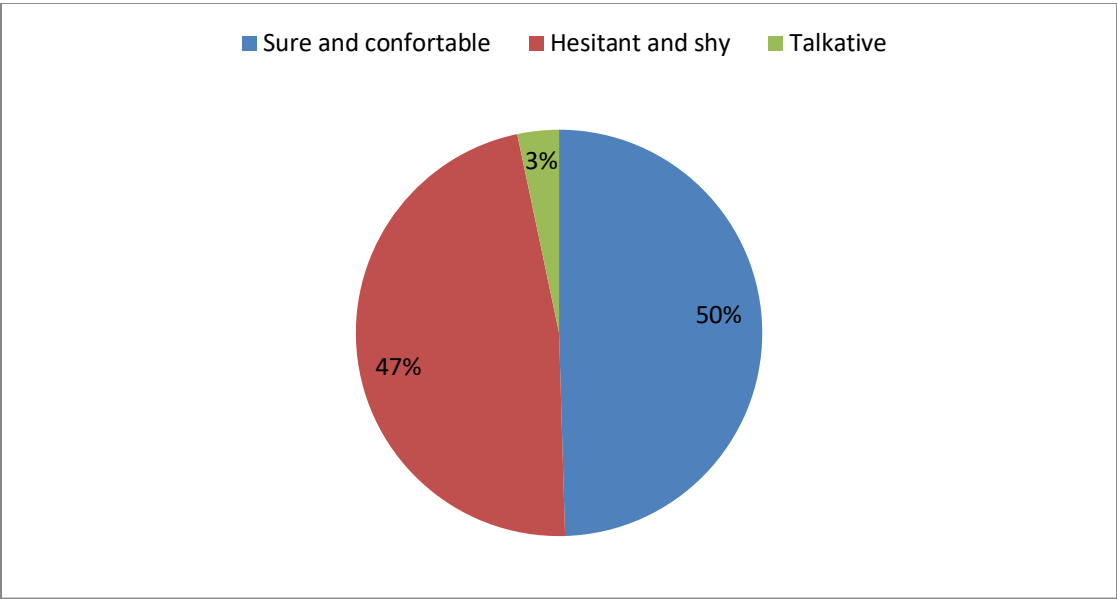


Figure 3.7: Students' Behaviour while Speaking

The graph above indicates the rate of the students' behaviour during oral expression sessions. It outlines that (50%) of the students feel sure and comfortable while speaking and this refers to the group of extroverts. Whereas, (47%) of the students revealed that they feel shy and hesitant. Some other students (3%) tend to be talkative.

**Item 4:** Are you familiar with the terms introversion and extroversion? (If yes please describe each term in one sentence)

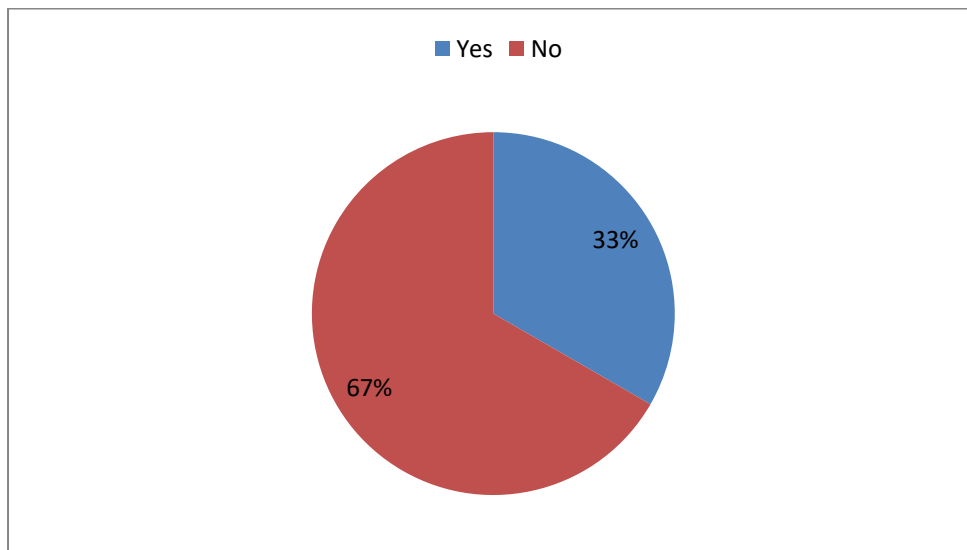
**Table 3.4:** Students' Familiarity with the Terms Introversion and Extroversion

Options	Number of students	Percentage
Yes	28	46.66%
No	32	53.33%

The table above seeks to know the students' knowledge concerning their familiarity with the terms introversion and extroversion. Expectedly, (53.33%) of the students could not define the terms as they were obscure to them. Whereas, only (46.66%) claimed to be familiar with the terms introversion and extroversion.

When asked to define the two terms introversion and extroversion in case they answered yes, the majority of students claim that introversion refers to someone who is not open to people and enjoys to be alone while extroversion is completely opposite which refers to someone who likes to be around people.

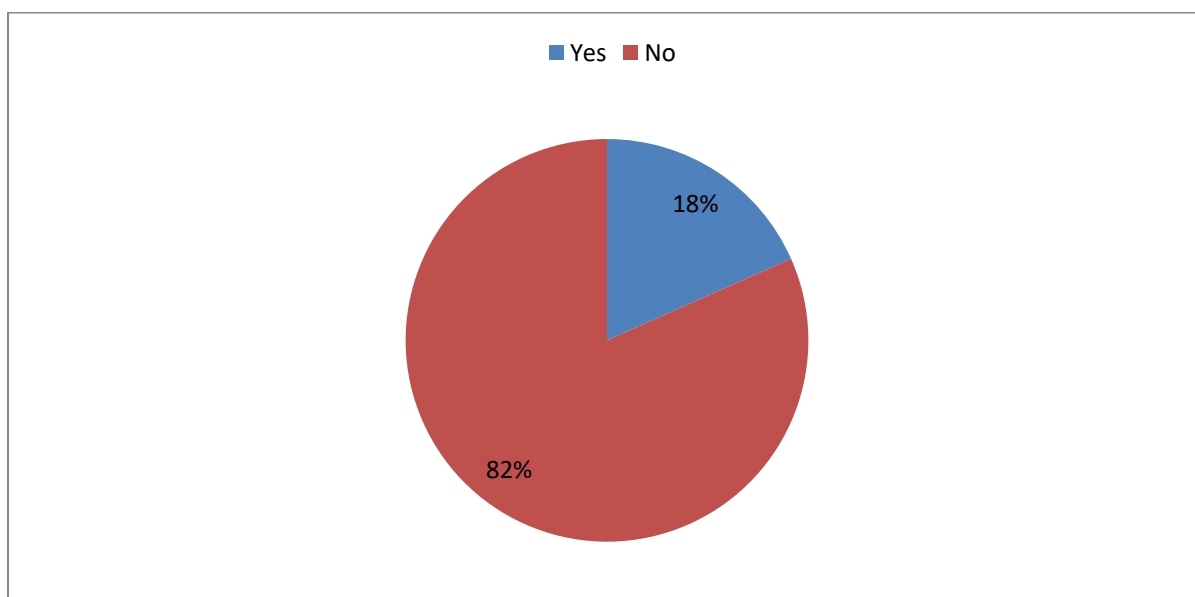
**Item 5:** Do you consider yourself an introvert student? Justify your answer



**Figure 3.8:** Student Personality Type

The provided pie chart illustrates that (33%) of the students are introverts. Whereas, (67%) of them claim that they are extrovert. When asked to illustrate why in case they answered yes, the introverts claim that they feel more comfortable focusing on their inner thoughts rather than what is happening externally.

**Item 6:** Do you think when instructors force introverted students to participate are helping them? Justify your answer



**Figure 3.9:** Students’ Attitudes toward Being Forced to Participate

The shown graph figures that the highest numbers of the students (82%) fail to agree with the fact that when instructors force introverts to participate are helping them .Whereas, (18%) of the participants reported that they agree with forcing introverts to participate in order to help them go beyond their introversion. When asked to illustrate why the majority of students who answered “no” claim that forcing introverts to participate can only cause them anxiety. While others who answered “yes” reported that forcing introverts to participate can boost them to be fully engaged in the classroom activities.

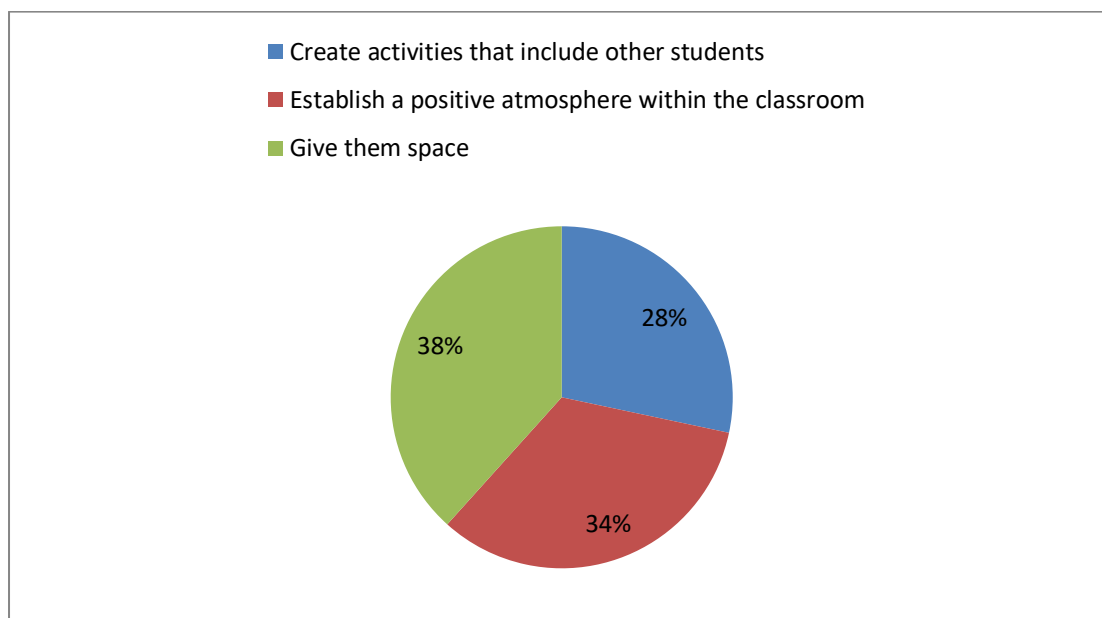
**Item 7:** Which of the following tasks attract your attention and be likely to participate ?

**Table 3.5:** Students’ Motivating Task

Options	Number of students	Percentage
Speaking Skill	22	36.66 %
Listening Skill	8	13.33 %
Reading Skill	10	16.66 %
Writing Skill	20	33.33 %

Results from the table above show that students who feel motivated with speaking tasks presented with percentage of (36.66 %) while (13.33 %) of them are engaged in listening tasks. (33.33%) of the respondents reported that writing tasks fit them more in which they can think deeply, deeply, and only (16.66 %) prefer reading tasks.

**Item 8:** According to your perspective what can instructors do to lend their introverted students a helping hand in defeating their obstacles?



**Figure 3.10:** Students' Perspective toward the Teachers' Support and Encouragement

The shown graph figures that (34%) of the informants reported that instructors can help introverted students through establishing a positive atmosphere within the classroom. Others (38%) answered that the instructor should give space to his introverted students and the lower percentage which is about (28%) stated that teachers can help their introverted students through creating activities that include other students.

### 3.2.1 Discussion of the Findings of Students' Questionnaire

Through the analysis of the data obtained from the students' questionnaire has contributed to gain some answers to the fundamental research questions. To begin with, the sole purpose of the "Introvert or Extrovert" section is to find out who is introverted and extroverted from the group of students participating in this research. The majority of the participants were extroverts (67%), while Introverts were (33%). The introverts' answers indicated that they rely on their thoughts and feelings, and consider themselves as a better listener which is the most distinguishing feature of introverts. Furthermore, many introverted students indicated that they prefer to express themselves in writing since it allows them to explain themselves in depth without having to repeat themselves or deal with ambiguities of communication.

The findings indicated that students feel hesitant and shy whenever they are required to speak. Precisely, the introvert students because they prefer to stay silent in the classroom but when they do speak, they usually plan and think deeply about what they are going to say which results in a long response but an accurate one. Furthermore, from the obtained results, the level of participation of the pupils is somehow fluctuant between the options that have been provided. Those who have answered by choosing never, rarely, and sometimes our introverted students.

On the other hand, introverted students responded by stating ‘yes’ if they feel uncomfortable when the teacher asks them to present something in front of the other classmates. This is a method that instructors frequently apply to invigorate the interactivity of their learners. Expectedly, those who have claimed that they are fully aware of the definitions of the terms introversion and extroversion did not provide us with accurate answers. Their knowledge about these terms was superficial.

Another main point, the majority of respondents reported that when the teacher forces introverted students to answer questions in the classroom may cause them anxiety and, they will probably not provide good answers. This is due to their feeling of being forced to participate in order not to be punished by the teacher. So, they will try to state whatever comes to their minds to avoid embarrassment. Seemingly, students who have introverts tendencies assert that they shine in writing where they can process their knowledge.

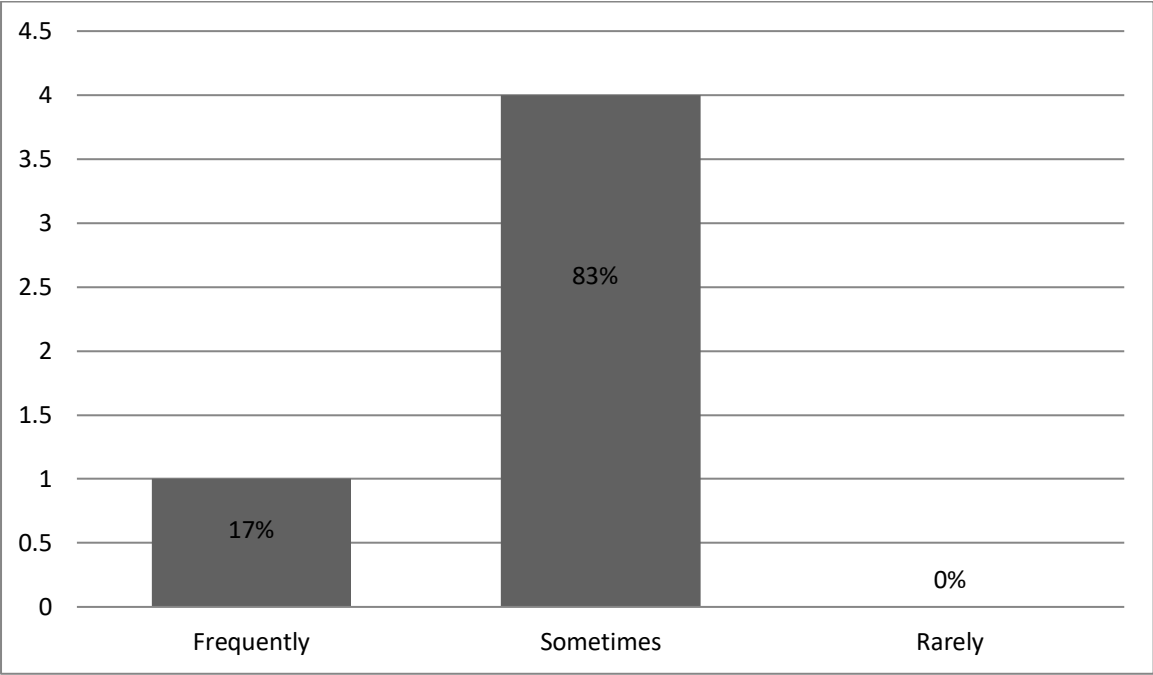
When it comes to lifting the classroom spirit, students were asked about their perception concerning what can instructors do to heighten the level of participation of introverted students, they reported that creating a safe environment for introverted students and include them in pairs works in which their anxiety will be decreased. This supports the hypothesis, which states that the selection of a set of appropriate strategies to deal with introverted students would help them to interact in the classroom.

In brief, this survey was effective for gathering data from students. The revealed results were valuable in answering the main research questions that assume boosting introverted students’ speaking skills.

### **3.3 Analysis of the Teachers’ Questionnaire**

**Item 1.**How often do your learners participate in oral class?

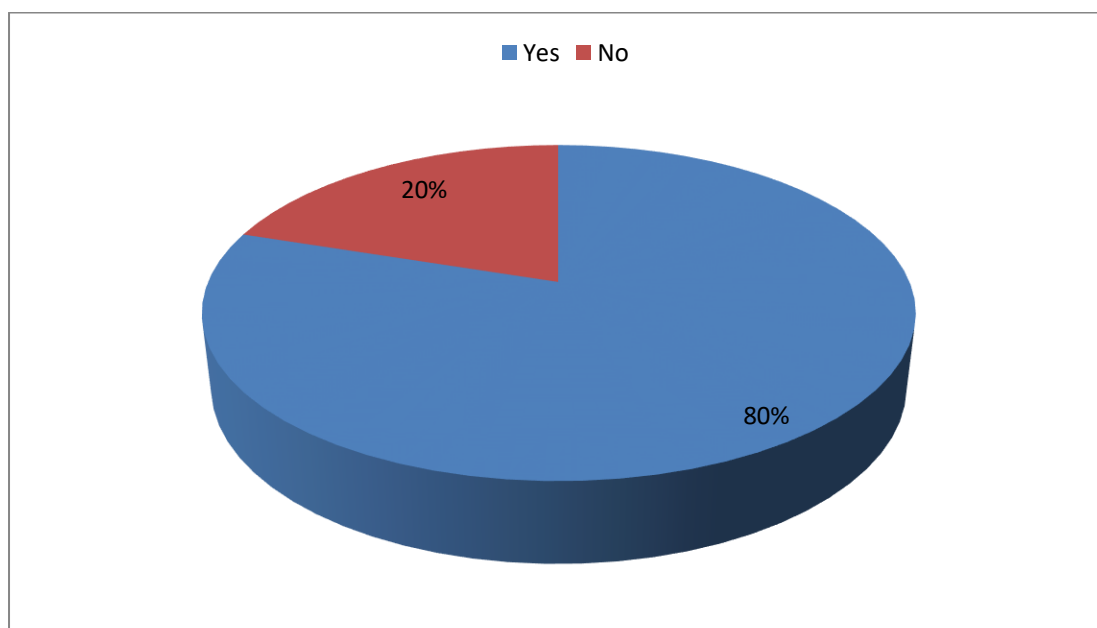




**Figure 3.11:** Students’ Participation in the classroom

As far as this question is concerned, it is asked to identify teachers' responses about how often de their learners participate in oral classes. The vast majority of respondents with the highest percentage (83%) affirm that students sometimes tend to participate in the classroom. Yet, the rest of the questioned teachers (17%) declare that their students frequently participate in the classroom. However, nobody mentioned the final option “rarely”.

**Item 2.** Do your students face problems when participating?



**Figure 3.12:** The Teachers' Opinions about their Students' participation in the classroom

The highest percentage (80%) was given to the respondents who answered "yes", this can show that the majority of oral expression teachers claim that their students encounter problems when participating. But the remaining respondents (20%) reported "no", this can show that their students tend to be fully engaged in oral classes' activities without any obstacles.

**Item 3:** In your perspective, which of these difficulties students face in oral expression?

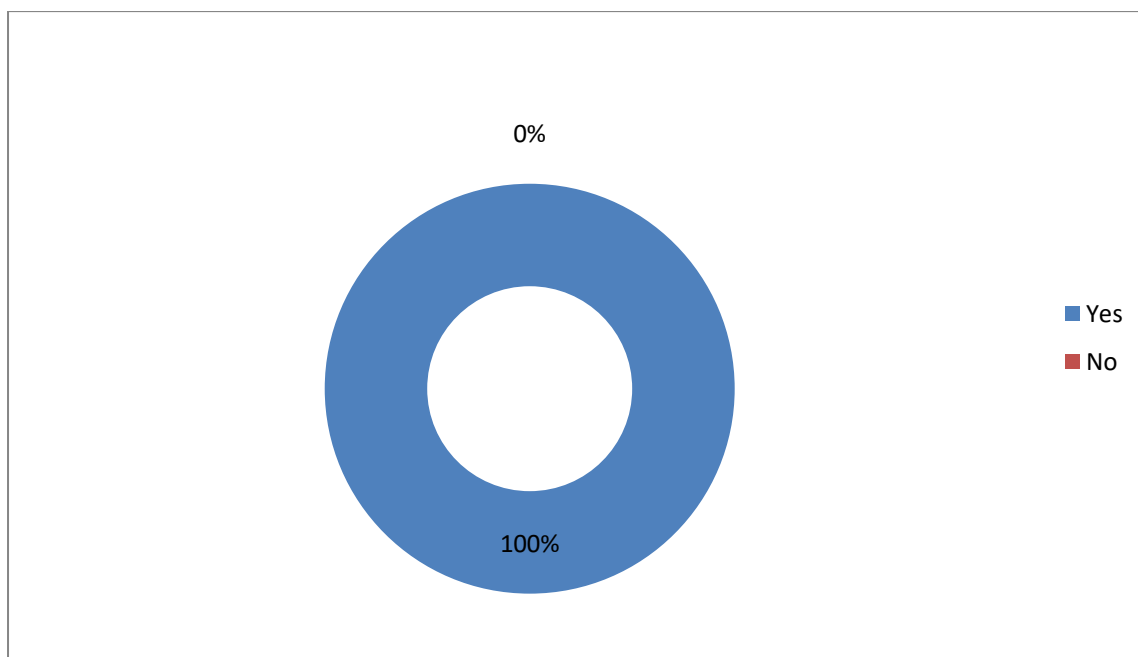
**Table 3.6 :** The Main Difficulties that Third-year EFL Students Face when Speaking English in the Classroom

Options	Number of teachers	Percentage
a-Inhibition because of introversion, anxiety ,lack of self-esteem...	1	20%
b-Nothing to say about the chosen topic	0	0%
c- Mother tongue use	0	0%

d- Other	1	20%
a +b	3	60%

The responses vary as shown in the table above. (20%) indicates that students face difficulties in oral expression due to inhibition because of introversion, anxiety, and lack of self-esteem...etc. Yet (20%) of respondents claim that students have a poor linguistic skills. Also (60%) opted for the two possibilities which are: inhibition because of introversion, anxiety, and lack of self-esteem...etc. and nothing to say about the chosen topic. On the other hand, none of the informants determined one of the following choices: nothing to say about the chosen topic and mother tongue use.

**Item 4:** Does learners’ personality type influence their willingness to participate in oral class?



**Figure 3.13: Students’ Personality Type Impact on Classroom Participation**

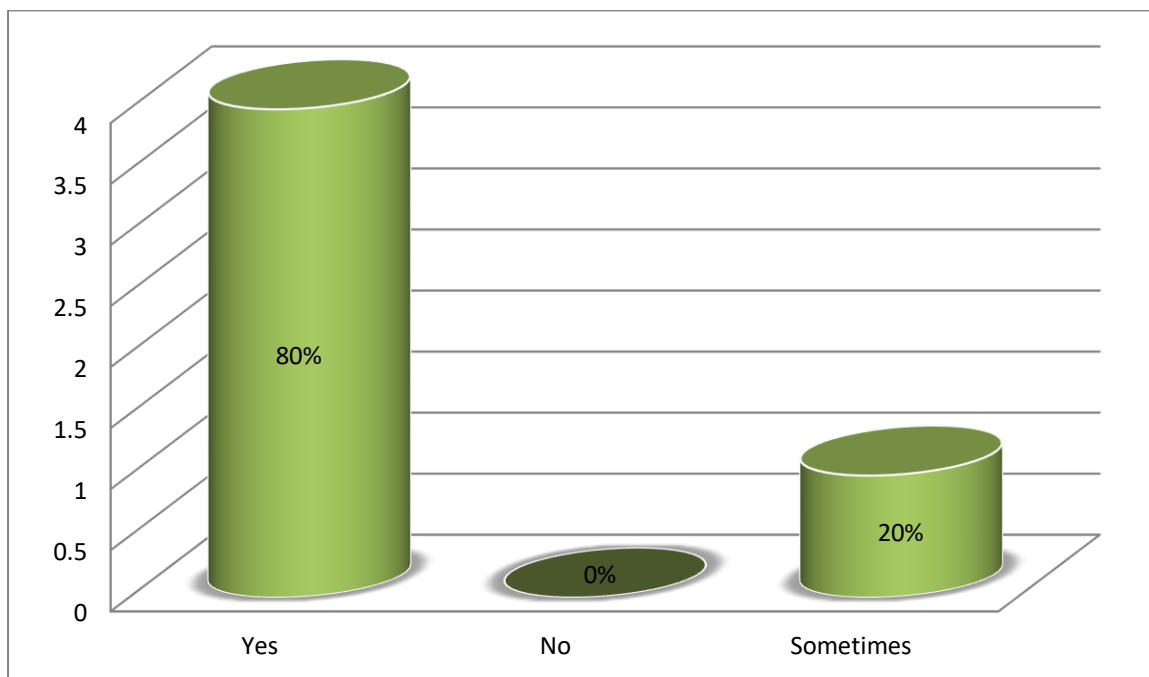
The vast majority of respondents with the highest percentage (100%) claim "yes". Whereas, none of the informants (0%) answered "no".

**Respondents' justifications**

The respondents who opted for the choice " yes", justify their answers by the following claims:

- Some introverted learners are scared to speak out their ideas in front of their friends, as they feel not at their level or are afraid to make mistakes.
- Sometimes they only have nothing to say or they do not like the topic, or they are introverted students.
- If the student is introverted he/she prefers to be silent. If he/she suffers from trait anxiety (which is a form of a mental problem) he/she cannot take the risk to participate.
- Extrovert students are more likely to participate and express their opinions, compared to an introvert who is more self-conscience and withdrawn.

**Item 5:** Do you take your students’ personality type into account when you are teaching oral expression?



**Figure 3.21: Teachers’ awareness of learners’ personality type**

As represented in the above figure, the majority of the informants (83%) claim that they take their students’ personality type into account when they are teaching oral expression. Whereas, the second choice "no" was rejected by all the informants with (0%) and it is noticed that the third choice "sometimes" gained (17%).

**Item6:** Do you agree with the assumption that a silent student is generally poor at speaking?

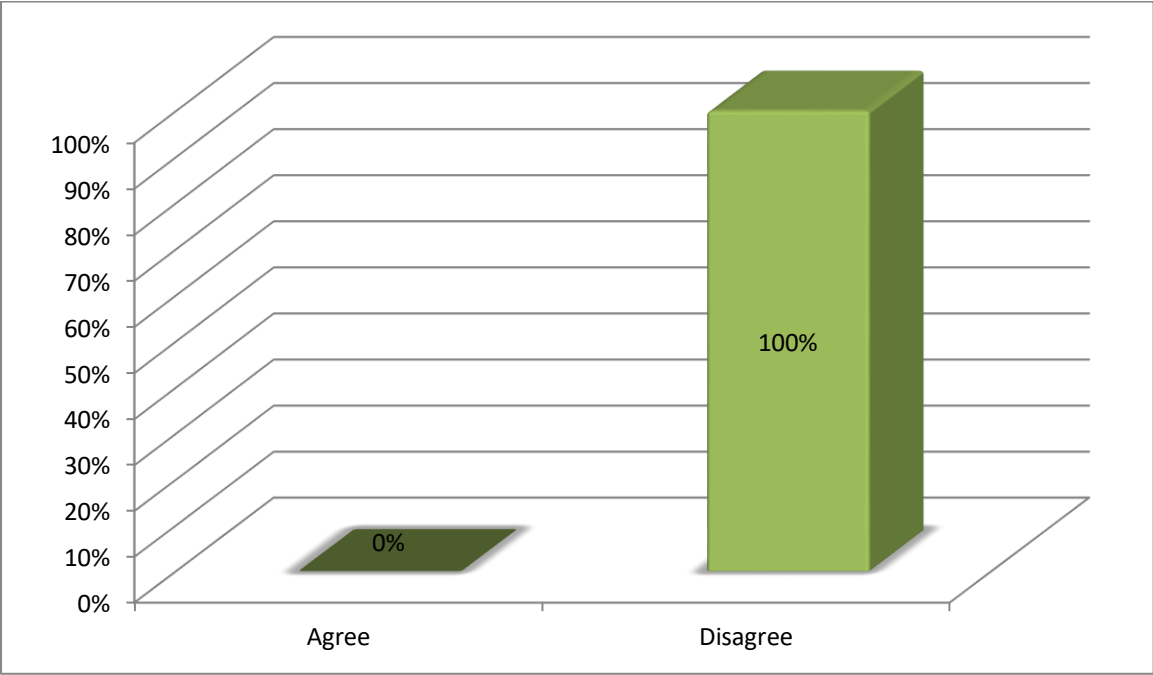


Figure 3.14: The Teachers’ Opinions about silent students

It can be seen in the figure above that all of the teachers (100%) fail to agree with the assumption that a silent student is generally poor at speaking.

**Item 8:** Do you consider introverted learners as psychologically imbalanced or it is completely natural? Explain

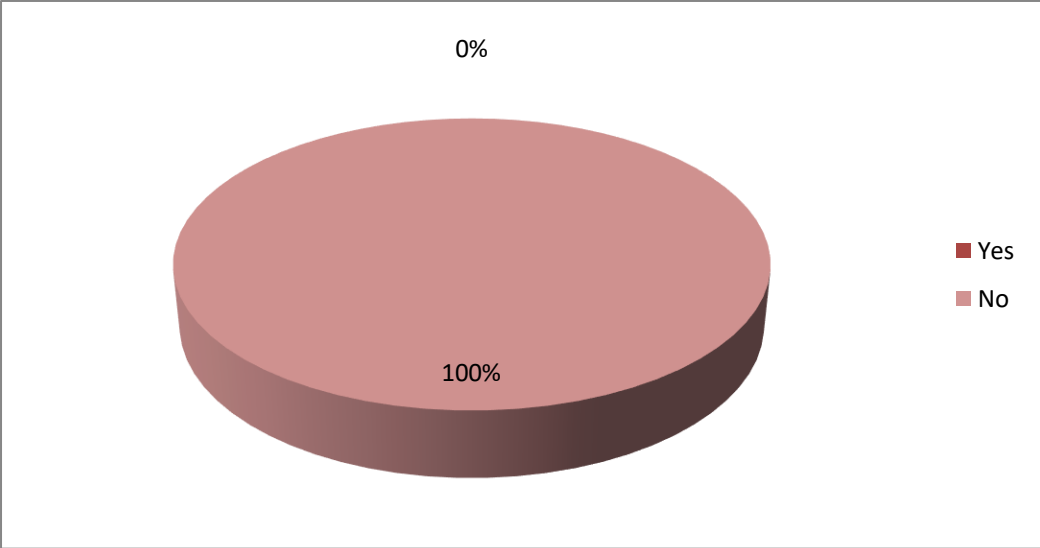


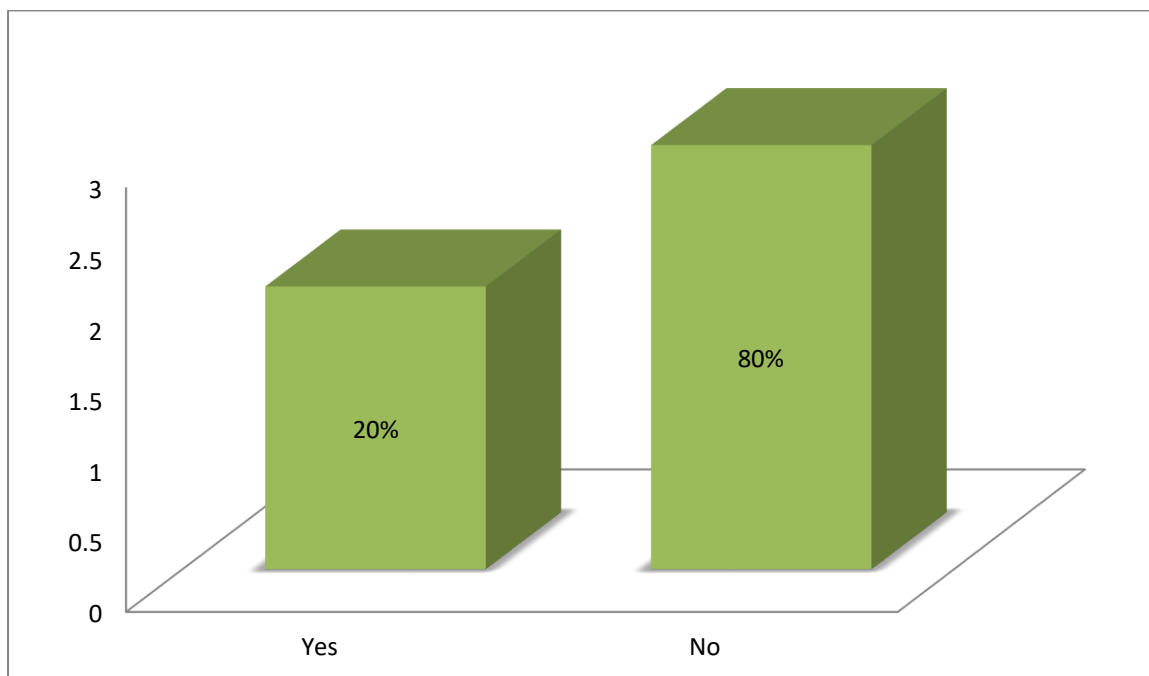
Figure 3.15: Teachers’ Psychological Perspective of Introverted Students

It can be seen in the figure above that all of the teachers (100%) affirmed that introversion is a natural trait that characterizes a certain type of individual. Whereas, none of the informants (0%) claim that introverted learners are psychologically imbalanced.

**Respondents' justifications**

Later in this question, teachers were asked to provide further explanation. One of the teachers claims that introversion is a kind of personality that has nothing to do with imbalance, if introverted learners cannot do well at speaking, they are good at analytic tasks (problem-solving exercises). Another teacher claims that introversion is a natural trait that characterizes a certain type of individual, yet it is the teachers' responsibility to put them at ease and create an environment that would encourage them to open up and express themselves. On the other hand, one of the teachers states that it can be the teachers' responsibility to bring their students to the same level when they build trust and friendship to make students feel at ease to speak their minds.

**Item 8:** Do you think when instructors force introverted students to participate are helping them? Justify your answer.



**Figure 3.16:** The Teachers' Opinions about forcing their introverted Students to participate

This question was dedicated to know teachers' opinions about forcing their introverted students to participate the majority of the teachers (80%) affirmed that forcing introverted students to participate will not help them to go beyond their introversion. Whereas, (20%) of the teachers reported that forcing introverted students to participate may help them to get rid of their introversion.

### **Respondents' justifications**

The respondents who opted for the choice "no", justify their answers with the following claims, one of the teachers asserts that if the instructor forces an introverted and even an extroverted learner to speak, he will raise their anxiety level, and it is not helpful at all. Another teacher claims that when the instructor faces these kinds of students he ought to show some patience and understanding and help them go beyond their introversion by introducing new tasks of communication. On the other hand, one of the teachers states that forcing learners to speak is a poor strategy as self-expression requires being comfortable, at ease, and anxiety-free.

**Item 9 :** What are the strategies that you usually follow in order to lend your introverted students a helping hand in defeating their obstacle?

One of the teachers asserts that the instructor needs to establish a relaxing atmosphere in his classroom and try to get all students to know each other. This can be done through ice-breakers activities such as introduction (in the very first session), s/he also claims that all classroom tasks should be convergent with student's interests and expectations. Another teacher affirms that instructors can aid introverts students in engaging them in communication games in which they can have fun while learning, she also claims that a task-based strategy leads students to focus more on excelling at the task rather than being afraid of mistakes.

#### **3.3.1 Discussion of the findings of teachers' questionnaire**

Through the analysis of the data obtained from the teacher's questionnaire has contributed to gain some answers to the fundamental research questions. To start, the majority of oral expression teachers claim that their students encounter problems when participating.

Regarding the first research question, they claimed that when students do not speak, they face some speaking difficulties that are related to inhibition because of introversion, anxiety, lack of self-esteem....etc. Another aspect which was mentioned by the teachers; is that the students face problems on how to speak correctly due to the lack of vocabulary and cultural background.

Additionally, the results of the teachers' questionnaire show that learners' personality type influence their willingness to participate in oral class They mentioned that extroverted students are more likely to participate and express their opinions they whereas, introverts are usually shy, quiet but they make surprisingly good presentations with good speaking proficiency, however, they have confidence issues. In addition, teachers stated that they try to consider differences when teaching their students. However, it is hard to keep doing it consistently. Because trying to consider, and change teaching methods according to each student's personality will take lots of time and effort ultimately they cannot satisfy everyone by doing it, especially in our context where we have lots of crowded classrooms.

Teachers asserted that being an extrovert does not necessarily make a student good at speaking, and vice versa for introverts. They also mentioned that they had introverted students who had better speaking skills than many extroverts in their classrooms. According to teachers' views, classrooms are melting pots in which different people with different personalities and cultural backgrounds meet. The teachers' answers indicated that introversion is a kind of personality that has nothing to do with imbalance, if introverted learners cannot do well at speaking, they are good at analytic tasks (problem-solving exercises). Thus, the avoidance of misconceptions of pupils' personalities are vital to ensure a fruitful teaching experience.

Moreover, teachers affirmed that forcing introverted students to participate will not help them to go beyond their introversion. They assert that if the instructor forces an introverted and even an extroverted learner to speak, he will raise their anxiety level, and it is not helpful at all. . On the other hand, one of the teachers states that forcing learners to speak is a poor strategy as self-expression requires being comfortable, at ease, and anxiety-free. They also state when the instructor faces these kinds of students he ought to show some patience and understanding and help them go beyond their introversion by introducing new tasks of communication.



When it comes to lifting the classroom spirit, teachers assert that the instructor needs to establish a relaxing atmosphere in his classroom and try to get all students to know each other. This can be done through ice-breakers activities such as introduction (in the very first session), most teachers agreed that the introverts should try and change their ways by talking and participating, motivating them by rewards like extra marks to give them a purpose that pushes them to work hard. Furthermore, they mentioned that teachers should keep a positive affective rapport with all students, they also claim that all classroom tasks should be convergent with student's interests and expectations. Instructors can aid introverts students in engaging them in communication games in which they can have fun while learning, s/he also claims that a task-based strategy leads students to focus more on excelling at the task rather than being afraid of mistakes. On the other hand, teachers should be aware of the students sitting in the back who are usually introverts and push them to become passive and engaged in the learning process.

### **3.4. Analysis of classroom observation**

The main focus of CO in this research was to observe the introverted students in the natural settings of the classroom get a better understanding of how they behave when speaking as well as trying to see if the teachers use some different ways to involve all the students.

#### **Section one: Introverted Students Attitudes within the Classroom**

##### **Item1: The Introvert's Participation**

During the observation of the students' participation, it is remarked that most extroverts tend to participate more in the classroom when speaking, they also tend to be confident and comfortable when presenting. Contrastively, introverted students were reluctant and never attempt to participate actively in the classroom. In addition, it is noticed that introverted learners do not show their desire to participate and share their ideas with their classmates, they were also less confident and less comfortable. On the other hand, they spend a period of time observing their classmate's answers.

##### **Item2: The Introvert's isolation in the classroom**

It was remarked that the majority of the students tend to be active participants; they like working in groups where they feel more engaged and motivated. Whereas, it was noticed that introverted students are often quiet and in touch with few students, and they contact only the students who are sitting next to them. Notably, they appear to do better when working individually; they prefer more tasks that rely on individual work rather than working in groups.

**Section Two: Teacher's Response and Role****Item1: The Instructor Does not Force Introverted Students to Participate**

It was remarked that the teacher was very interested and care for every single detail related to her/his students. Thus, during all the sessions, it was noticed that s/he does not force introverted students to participate. Furthermore, the teacher tends to provide them with enough time to think and do the task before collecting together which seems fair for introverts to organize their ideas. On other hand, it was remarked that students are never asked to writing tasks which is a good opportunity for introvert students to think deeply and share in their own way.

**Item2: The Instructor Provides a Relaxing Atmosphere for the Students**

It was observed that the teacher provides a positive affective model to his/her students, it was also noticed that the relationship between students and their teacher was friendly and helpful for them during their learning, since it is known that teachers' relationship with their students is an important factor for achieving knowledge and self-confidence. On other hand, the teacher tries to activate his/her learner's prior conception by asking joyful questions about the provided topic to motivate them to engage in the classroom debate. Moreover, when it comes to the teachers' strategies and techniques to engage her learners in oral classes, it was observed that the teacher uses several strategies to enhance their students' level in speaking for instance; using games, all students were fully engaged within the classroom game since it combines fun and learning, and it's also useful for their participation because it gives all students equal chances at participation. In addition , the teacher applied the think-pair-share strategy which provides the learners enough time to reformulate ideas and share these ideas with their classmates.

**3.4.1 Discussion of the findings of classroom observation**

The analysis of the classroom observation offered us valuable findings of teachers' responses to students' introversion in oral classes. To begin with, the researcher has observed that extroverts tend to participate more in the classroom, they also tend to be confident and comfortable when presenting. Contrastively, introverted students were reluctant and never attempt to participate actively in the classroom.

The classroom observation confirms the notion of introverts' tendencies to solitude. For instance, they tend to sit at the back without contacting their peers, and working alone is their preference. When it comes to classroom participation, they generally take the role of a passive recipient, as well as they observe others' contributions before attempting to perform a given activity.

However, after the examination of the obtained data, we claim that the teacher does not force introverted students to participate. Furthermore, s/he tends to provide them with enough time to think and do the task before collecting together which seems fair for introverts to organize their ideas. S/he attempts to boost the students' participation by using a range of adequate strategies. For instance, games of communication where students find themselves having fun and learning at the same time

Thus, it was observed that the teacher provides a positive affective model to her students, it also noticed that the relationship between students and their teacher was friendly and helpful for students during their learning, and s/he provides a safe environment for his/her students where they can feel comfortable and engaged to participate. The teacher stated some ways to motivate the students; s/he helps her learners by encouraging them to speak, providing them with chances to participate freely without fear, letting them correct their mistakes without embarrassing them. Furthermore, s/he applied several strategies to engage their students in speaking for instance; using games . In these veins, Huyen and Nga (2003) stated that games may help students to relax and have fun, as well as enable them to learn and add new vocabulary more quickly. Because the way they received the information is through an enjoyable learning process.

**3.5. Practical Recommendations for Teachers**

Regarding the findings of the present research and the various studies that have done before relating to personality traits and teaching English as foreign language, There are many of the

pedagogical suggestions that can help teachers make a good balanced teaching practice, Including :

### 3.5.1. Knowing Students' Personality Types

Teachers must understand their students' personality types and be pedagogically prepared to cope with the different features of being silent over-talkative. Some teachers may see quiet students as shy, afraid, overwhelmed, or just hesitant and unwilling to participate in class discussion. While different teachers have other opinions to explain for students' unacceptable silence; they claim that silent students are unprepared, much less intelligent, and simply absent-minded. It is recommended for teachers to utilize some simple personality questionnaires to determine their students' personality types, the following table is suggested by Greenstreet (2013) to teachers to be able to identify introverts and extroverts in their classroom:

**Table 3.7.** Identifying Extroverts and Introverts in the Classroom (Adopted form Greenstreet, 2013).

The Introverted Student	The Extroverted Student
<ul style="list-style-type: none"> <li><input type="checkbox"/> An introvert makes more and sustained eye contact</li> <li><input type="checkbox"/> An introvert will appear to think before she speaks</li> <li><input type="checkbox"/> An introvert may disappear during breaks, or talk deeply with only one person during breaks</li> <li><input type="checkbox"/> An introvert may seem shy around the group in the beginning, until he gets to know everyone better</li> <li><input type="checkbox"/> an introvert needs quiet time away from the group to relax and process</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An extrovert will appear energized by being in the group situation</li> <li><input type="checkbox"/> An extrovert jumps right into the conversation and thinks while he speaks</li> <li><input type="checkbox"/> an extrovert may prefer to talk with 3 or 4 people during breaks</li> <li>• An extrovert may enjoy additional social time with the group after the official group meeting ends</li> </ul>

**3.5.2. Introducing the Concepts of Introversion and Extroversion to your students**

Teachers, they have to respect and accept every individual in their classrooms. Thus, it is tutors' responsibility to explain the various strengths and weaknesses and the challenges that both personality types face during class discussions. (Dweck, 2002) argues that this can help students especially, academically-oriented avoid seeing the difficulties they encounter in the classroom because of their personality type as a sign of their general academic inadequacy. According to Schwegman (2013), teachers should strive to identify future opportunities to speak to their students individually about their personality style, whether through brief one-on-one interviews or just an unplanned discussion after class or during office hours. By doing that, the instructor will be able to identify individuals who never talk and make it a priority to approach them in the future. During these sessions, teachers should ask students what they find difficult about classroom discussion, and whether or not either of the personality styles he described earlier fits their experience.

**3.5.3. Grading Student's Participation considering both Personality Types**

Schwegman (2013) encourages teachers not to simply assign participation grades based on how frequently students speak in the classroom, but rather to try to get a sense of the preferred type of participation each student prefers and then find appropriate ways to evaluate how effectively and conscientiously their contribution in the classroom is. There are numerous innovative methods for a teacher to achieve balanced involvement in the classroom, provide all students equal opportunities to contribute, and establish a fair evaluation for both types.

**3.6. Recommendations for EFL Teachers**

- Teachers need to establish a relaxing atmosphere for their students. (Spreading positivity, being friendly, avoiding negative reinforcement, using humor. . .)
- Teachers should involve all the students in class discussions without neglecting anyone.
- Teachers should create a friendly relationship with students to reduce their shyness and anxiety.

- Teachers need to select motivating and interesting topics in order to guarantee that students are not feeling bored.
- Teachers should give their students enough time to work on their topics and enough time while presenting as well.
- Teachers should display two important roles: a facilitator and motivator to help students overcome their fears and face their difficulties when they want to speak.
- Teachers ought to give students specific time to practice some entertaining activities such as: playing games, or having a rest at the end of the courses.
- Teachers need to provide a positive affective model to their students, convey messages of motivation, optimism and enthusiasm.
- Teachers are appealed to provide introverted students with time to think after asking a question.
- Teachers should encourage students to understand that we are different and make them aware of personality differences.

### **3.7. Recommendations for EFL Students**

- The first element that should be taken into consideration by the learners is their attitudes towards the target language (English); they have to be ready for the learning of English language and their positive attitudes is the best way to acquire a foreign language
- Introverted students should know that introversion is a natural trait that characterize type of individuals
- Introverted students should work collectively or in pairs to feel comfortable and assisted by their friends
- Students should know that introversion is not a weakness, but rather, it is a hidden strength. Therefore, they should know their personality types and appreciate the differences among each other
- Learners have to take their teachers' pieces of advice into account.

**3.8. Conclusion**

The key findings of the various data gathering tools have been presented, analyzed and discussed in this chapter the findings of the classroom observation students' questionnaire and teachers' questionnaire were meticulously analyzed before being presented in figures in a statistical and descriptive form .That is, the research questions of our study have been answered, and the research hypotheses has been confirmed. Then, the chapter attempted to suggest a list of pedagogical recommendations and suggestions for further researches, which would help EFL teachers to enhance their introverted learners' participation in the classroom.

# **General Conclusion**



## **General Conclusion**

This study attempted to tackle the topic of teachers' response to students' introversion in the speaking-focused classes it also aimed, to help instructors to be fully aware of the different personality types they have in their classrooms. Especially introverts so they do not fall behind by putting themselves in the spotlight from time to time, as well as it sheds the light on the variety of strategies to be implemented in the classroom to boost their participation. The present study helped so much to shape an understanding concerning teaching the speaking skill when having students with different personality types.

The current study was based on two main research questions that aimed at 1) investigating the reasons behind student's reluctance to participate in EFL oral classes, 2) finding solutions how can instructors lend their introverted students a helping hand in defeating their obstacles. Additionally, through the proposed research questions the researcher hypothesized that: 1) learners' personality type influences their willingness to participate in oral class, particularly the introverts, 2) the teacher select a set of appropriate strategies to deal with introverted students to help them participate within the classroom.

The study hypotheses which were advocated earlier have been confirmed through the use of the structured questionnaires for both students and teachers and classroom observation as research tools. So, the results have indicated that learners' personality type influences their willingness to participate in oral classes, particularly the introverts. Beyond, several scientific studies have shown that introversion is a part of a persons' personality that can impact their social life and the same thing for introverted students in the classroom .Thus they tend to remain silent in the classroom but when they speak, they usually plan and think deeply about what they are going to say which results in a long response but an accurate one, however, they need lots of time to formulate their answers and they are prone to feel pressure and stress and some lack of confidence during presentations. In view of the findings, teachers have to select the appropriate teaching methods and invite the introverted students to interact and express themselves without facing any obstacles. Therefore, it is important that teachers do not neglect the silent students; they should work with them and help them to enhance their oral performance.

To reach this end the work was divided into three chapters .The first chapter tackled the literature review, it sheds light on the theoretical background of this study as it defined the

## General conclusion

most important elements of speaking skills, and presented an overview about introversion and extroversion as two personality traits that affect EFL learner's participation; it also highlighted the differences between introversion and shyness since they are two different states. While the second chapter was devoted to the research methodology, it attempted at highlighting the research design of this study. Also, it described the research tools and identified the population investigated. Ultimately the third chapter was devoted to the data gathered from the research tools, with their interpretations and discussions. The findings led to the suggestions of some recommendations and pedagogical implications.

This study encountered many obstacles, these limitations occurred during the process of finding previous related research because most substantial sources were locked behind a paywall. On the other hand, due to the social distancing policy, the researcher was not able to interview the oral expression teachers. Moreover, the personality test had to be shortened due to the number of questions. Besides, students were not sufficiently collaborative. Although, there was enough time to express attitudes freely and respond to the questions. Additionally, some of the participants did not fill in the questionnaire because they were not familiar with the two terms introversion and extroversion.

To sum up, speaking was and is still one of the most significant language skills. The researcher suggested various solutions and recommendations for both teachers and students to help them in realizing the problem of students' introversion in oral classes and to reduce the issue by applying the suggested items in the right way, to make it easier for introverts to feel comfortable and at ease while speaking during their oral performance. For teachers, it was suggested, creating a safe learning environment, grading student's participation considering both personality types, and provide introverted students with time to think after asking a question. For EFL learners, it was recommended, working collectively or in pairs to feel comfortable and assisted by their friends, students should know that introversion is not a weakness, but rather, it is a hidden strength. Therefore, they should know their personality types and appreciate the differences between each other.

## General conclusion

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## Appendix A

### Students' Questionnaire

Dear respondents

This questionnaire is an attempt to gather the needed data for the accomplishment of a master dissertation. It aims to investigate teachers response to students' introversion in oral classes. Your answers, for which we are grateful, will be very pleasant. Thank you in advance.

-Gender: Male  Female

#### ↳ **Introvert or Extrovert:**

1- When do you feel more likely yourself ?

- a. Alone
- b. With others

2- By which do you think you are affected the most ?

- a. The internal world (your own thoughts, feelings...)
- b. The external world (what happens around you)

3- How do you feel when talking to new people ?

- a. Awkward
- b. Energizing
- c. Normal

4- Do you believe that you are :

- a. A better listener than a speaker
- b. A better speaker than a listener

5-Do you think that you:

a. Think without talking

b.Think before talking

6-Do you often prefer to express yourself in writing ?

a-Yes

b-No

Why.....

**Classroom participation :**

1-How often do you participate in the classroom?

a. Never

b. Rarely

c. Always

d. Sometimes

2- Do you feel uncomfortable when your teacher asks you to present something in front of your classmates?

a.Yes

b.No

3-when you participate , how do you feel while speaking ?

a. Sure and comfortable

b. Hesitant and shy

c.Talkative

4- Are you familiar with the terms introversion and extroversion?

a. Yes  (If yes please describe each term in one sentence )

b.No

.....  
.....

5- Do you consider yourself an introvert student ?

a. Yes

b.No

Justify your  
answer.....

6-Do you think when instructors force introverted students to participate are helping them ?

Justify your answer

a. Yes

b.No

.....  
...

7- Which of the following tasks attract your attention and be likely to participate in them ?

a-Speaking tasks

b. Listening tasks

c. Reading tasks

d. Writing tasks

8-According to your perspective what can instructors do to lend their introverted students a helping hand in defeating their obstacle ?

a. Create activities that include other students



b. Establish a positive atmosphere within the classroom

c. Give them space

## Appendix B

### Teacher's Questionnaire

Dear teachers

The following questionnaire is an attempt to gather the needed data for the accomplishment of a master dissertation. It aims to investigate teachers response to students' introversion in oral classes. Your answers, for which we are grateful, will be very pleasant. Thank you in advance

1-How often do your learners participate in oral class ?

a-Frequently       b-Sometimes       c-Rarely

2-Do your students face problems when participating ?

a-Yes       b-No

3-In your perspective, which of these difficulties students face in oral expression ?

a-Inhibition because of introversion, anxiety ,lack of self-esteem...

b-Nothing to say about the chosen topic

c-Mother tongue use

4-Does learners' personality type influence their willingness to participate in oral class ?

a-Yes       b-No       c-Sometimes

Why.....

.....

.....

5-Do you take your students' personality type into account when you are teaching oral expression ?

a-Yes       b-No

6-Do you agree with the assumption that a silent student is generally bad at speaking ?

a-Agree       b-Disagree

7-Do you consider introverted learners as psychologically imbalanced or it is completely natural? Explain

a- Yes

b-No

.....  
.....

8- Do you think when instructors force introverted students to participate are helping them ?  
Justify your answer

a-Yes

b-No

.....  
.....

9- What are the strategies that you usually follow in order to lend your introverted students a helping hand in defeating their obstacle ?

.....  
.....

### Appendix c Classroom Observation Grid

	Observations	A	O	S	N
<b>Introverted Students Attitudes within the Classroom</b>	<b>The Introvert's Participation</b> <ul style="list-style-type: none"> <li>➤ Do not participate actively in the classroom</li> <li>➤ Take time before performing a particular task.</li> <li>➤ Spend period of time observing their peers' responses.</li> </ul>				
	<b>The Introvert's isolation in the classroom</b> <ul style="list-style-type: none"> <li>➤ They are frequently quiet and in touch with few classmates.</li> <li>➤ They favor to work independently</li> </ul>				
<b>Teacher's Response and Role</b>	<b>The Instructor Does Not Force Introverted Students to Participate</b> <ul style="list-style-type: none"> <li>➤ Does not force introverted students to participate.</li> <li>➤ Provides time after posing a question (giving introverts space may encourage them to answer).</li> </ul>				
	<b>The Instructor Provides a Relaxing Atmosphere for The Students</b> <ul style="list-style-type: none"> <li>➤ Establishes a relaxing atmosphere in the classroom</li> <li>➤ Selects an engaging and entertaining opening activity to start each class.</li> <li>➤ Encourages the introverts when they encounter difficulties in their performance.                             <ul style="list-style-type: none"> <li>➤ Using games</li> </ul> </li> </ul>				