

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDELHAMID IBN BADIS –MOSTAGANEM-
FACULTY OF FOREIGN LANGUAGES
DEPARTEMENT OF ENGLISH LANGUAGE



MASTER
DIDACTIS OF FOREIGN LANGUAGES

**The Teachers' Strategies in Enhancing EFL
Introverted Learners' Participation in the
Classroom**

**The Case of Second Year Students of Foreign
Languages in Secondary School**

Presented by :

HAKIKI Nor elhouda

Board of Examiners

Chair: Mr. MOULAI HASSAN Yacine University of Mostaganem

Supervisor: Dr. LARBI Nariman University of Mostaganem

Examiner: Ms. BENTAMRA Soumia University of Mostaganem

Academic Year: 2018/2019

Dedication

This work is dedicated to:

My parents who inspired me to go forward through the
hardships

and struggles ;

My beloved sisters and brothers;

All my friends and relatives;

And finally to you, dear readers.

Acknowledgement

First and foremost, my deep gratitude goes to Allah for providing me the strength to accomplish this work

Then, i would like to express my most sincere appreciation to my supervisor Dr.LARBI Nariman. I'm extremely grateful for her guidance; patience and support throughout the process of making this study, without her valuable advice and corrections, this work would not have been completed

I would like also to thank the members of the jury Mr. MOULAI HASSAN Yacine and Ms. BENTAMRA Soumia, for their time, valued comments and precious remarks

I convey a special acknowledgement to Ms.AOUAD Nawel who has accepted my presence in her sessions so that i observe her students' participation

In addition, i wish to thank second year students of foreign languages for their help and participation

Lastly thank you to all my family and friends for their endless support and motivation which i needed the most this year

Abstract

The current research aims at investigating the teachers' role in improving the EFL students' participation in the classroom. The main problematic of this work is that students in general avoid participation and the introverted students in particular; it assumes that there are many causes behind this problematic. For example, the strategies are followed by the teachers in the classroom are inappropriate, especially for quiet students. However, the hypothesis suggested in this research is that introverted students' participation based on the teachers' strategies and attempts. In other words, if teachers adopt adequate motivating strategies, introverted students' participation will be enhanced in the classroom. For this reason, the main purpose of this research is to know whether teachers are implementing suitable strategies in dealing with the introverts as well as it aims also to present some practical techniques that can help both EFL teachers and students. The required data was gathered by the questionnaire which is addressed to 2nd year students of foreign languages in the secondary school during the academic year 2019/2020 and the classroom observation to observe the current situation in depth. After the analysis of the obtained data, the findings show that EFL teachers are not aware about introversion and its impact on students' participation and then achievement. In fact, certain appropriate strategies are not implemented.

Key words: EFL Students, Introverts, Classroom, Participation.

List of Abbreviations

EFL: English as a Foreign Language

E/I: Extroversion/Introversion

MBTI: Myers Briggs Type Indicator

FLA: Foreign Language Anxiety

CL: Cooperative Learning

FL: Foreign Language

List of Figures

Figure1: Students' Attitudes toward the English Language	27
Figure2: Students' Preferable Profession	28
Figure3: Students' Talk in the Classroom	29
Figure4: Students' Attitudes toward Participation in the Classroom.....	30
Figure5: Students' Fear of Participation.....	31
Figure6: Students' Behaviors While Speaking.....	32
Figure7: Students' Attitudes toward Unexpected Questions.....	33
Figure8: Students' Preferable Type of Activities	33
Figure9: Students' Attitudes toward the Teachers' Attempts of Promoting their Participation.....	35
Figure10: Students' Attitudes toward Being Forced to Participate.....	36

List of Tables

Table1: Students' Perception of Themselves	29
Table2: Students' Feelings and Comfortableness	30
Table3: Students' answers with "No"	31
Table4: Students' Motivating Tasks	34
Table5: Students' Reasons of Participation	35
Table6: Students' Attitudes toward the Teachers' Support and Encouragement ..	37

Table of Contents

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Figures.....	V
List of Tables.....	VI
Table of Contents.....	VII
General Introduction.....	1
Chapter one: Introversion vs. Extroversion and classroom participation	
Part1: Introversion vs. Extroversion	
1. Introduction.....	3
1.1. Definition of Introversion and Extroversion.....	3
1.2. Characteristics of Introversion	7
1.3. Characteristics of Extroversion.....	7
1.4. Introversion vs. Shyness.....	8
1.5. Foreign Language Anxiety.....	8
1.6. Introverted Learners in the Classroom.....	9
Part2: Classroom Participation	
1.1. Definition of Classroom Participation.....	11
1.2. Factors that Influence Students' Participation.....	12
1.2.1. The Personality of the Student.....	12
1.2.2. The Trait of the Instructor.....	13

1.2.3. English Language Proficiency.....	13
1.2.4. Classroom Climate.....	14
1.2.5. Preparing for Class.....	14
1.3. Approaching Classroom Participation.....	15
1.3.1. Changing the strategies.....	15
1.3.2. Understanding the Differences.....	16
1.3.3. Creating a Safe Learning Environment.....	16
1.3.4. Grading Participation.....	16
1.3.5. Reducing Learners' Anxiety.....	17
1.3.6. Giving Students Time to Think.....	17
1.3.7. Calling on Students.....	18
1.3.8. Cooperative Learning.....	18
Conclusion.....	19

Chapter Two: Data Collection

2. Introduction.....	20
2.1. Presenting the Case Study.....	20
2.2. Hypotheses.....	20
2.3. Research Methodology.....	20
2.4. Data Collection.....	21
2.4.1. Research Setting.....	21
2.4.2. Research Participants.....	22
2.5. Research Instruments.....	22
2.5.1. Students' Questionnaire.....	22
2.5.1.1. Administration of the Questionnaire.....	22
2.5.1.2. Objectives of the Questionnaire.....	23
2.5.1.3. Description of the Questionnaire.....	23

2.5.2. Observation.....	24
2.5.2.1. Administration of the Observation.....	25
2.5.2.2. Objectives of the Observation.....	25
2.5.2.3. Description of the Observation.....	25
Conclusion.....	26
Chapter Three: Data Analysis and Recommendations	
3. Introduction.....	27
3.1. The Analysis of the Questionnaire.....	27
3.2. Discussion of the Results.....	37
3.3. The Analysis of the Observation.....	38
3.4. Discussion of the Results.....	40
Conclusion.....	40
Recommendations.....	41
General Conclusion.....	42
Bibliography.....	44
Appendices	
Appendix 1	
Appendix 2	

General Introduction

In the process of teaching and learning a foreign language, participation is a crucial aspect to demonstrate learners' awareness about their learning process in the classroom. Frequently, introverted learners do not seem to want talking in class; they mainly lack the courage to handle a discussion which is apparent that they experience difficulties regarding participation. It is estimated that the reason behind this deficiency is the students' own characters. But the causes could be various; following a standardized way of teaching, without taking into consideration the fact that introverts have distinct requirements and preferences will affect their learning in a negative way.

Since introverts tend to think inwardly and prefer the world of solitude, then they should be treated in a particular adequate manner. Yet teachers are appealed to select some motivating strategies that provide quiet learners with a proper academic environment for learning, where they feel engaged and encouraged to interact and participate.

Teaching is challenging. It is a difficult task for teachers to tackle in which they should be aware about each individual learner in the classroom because of their differences in the way of receiving and processing information, their preferences and learning styles. Introvert and extrovert students have distinct features; introverted students are quiet and prefer working individually, while extrovert students are talkative and like working with others. In fact, teachers praise the sociable extrovert and undervalue the gifts of introverts. This treatment will affect introvert students' participation in the classroom.

It is said that classroom participation penalizes introverted students, because they mainly do not take an active part in group discussion and hesitate to perform orally. Thus, the purpose of this work is to highlight:

- The causes that exclude introvert students from participation.
- Whether teachers are implementing set of strategies to involve quiet students in the classroom participation and help them thrive.

In order to know to what extent teachers help their introverted students enhance their participation, the present study is based on the following questions:

- What are the causes behind students' silence in the classroom?
- How can teachers help EFL introverted learners to participate in the class?

According to the research questions, it is hypothesized that:

- Teachers' ignorance of the students, who rarely raise their hands, is the primary factor that prevents them from participation.
- The selection of set motivating strategies to deal with introverted students in the classroom will help them to participate and interact more.

To investigate the role of the teacher in enhancing EFL introverted students' participation, two tools are selected for the data collections which are the students' questionnaire and the classroom observation.

Since this study is concerned with EFL introverted students and the concept of classroom participation, 2nd year students of foreign languages in the secondary school of Ahmed Mehdaoui were selected randomly in order to confirm the validity of the hypotheses.

The present dissertation is divided into two parts; a theoretical part and a practical part. The first part is composed of one chapter and it is divided into two sections; the first section deals with introversion and extroversion, and a general overview of the various characteristics of each one, as it describes such related concepts. While the second section discusses the classroom participation; its definition, the main factors that influence students' participation, and the different strategies to approach it. However, the second part of this dissertation is devoted to the field of data collection tools are used. Finally, the third chapter reports the data obtained from the students' questionnaire and the classroom observation, it concludes with some recommendations for EFL teachers.

Chapter 1: Introversion vs. Extroversion and classroom participation

Part1 : Introversion vs. Extroversion

Chapter 1: Literature Review

1. Introduction

This chapter is divided into two parts. The first part focuses on introversion and extroversion as two personality traits that effect EFL learner's participation. It supplies a definition of the two terms and gives an overview of their features as well as the way of their learning in particular. It also attempts to clarify the differences between introversion and shyness since they are two different states. Then, foreign language anxiety explained. The second part deals with the concept of classroom participation: definition, the factors that influence participation, and a set of strategies to be done in the classroom.

1.1. Definition of Extroversion and Introversion

In an attempt to understand personality, Eysenk (1965), as cited in Skehan (1989), suggests the following definitions of extroversion and introversion:

The typical extrovert is a 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 ahead, 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).

The above definitions can also help define the extroverted and introverted students. Howard (1998) examines the dimensions of the big five model and the results obtained show that extroverts are physically and verbally more active whereas introverts are independent and reserved, and like staying alone. Extraverts are exploratory and adventurous, confident, frank, sociable and chatty. On the other hand, introverts are shy, reserved, and quiet. As a result, these personality types (Extroversion/Introversion) may affect the learner's performance in the classroom.

In her article, Lee (2017) describes extroverted and introverted students. She claims that introverts have a tendency to be energized by the power they have inside, they gain their greatest energy from the internal world, seeking solitude, tending to have few friends. In contrast, extroverts like more noisy gatherings and they want interaction with people, because they gain their energy from the environment.

Chapter 1: Literature Review

The most frequently for quiet students is working in very small groups or in pairs. Ergo, they do not like collaboration with others which is not the case for the sociable students. They enjoy working in groups and brainstorming.

In the early 1920s, the psychologist Carl Jung published his theory of human personality. 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). It is often called psychological type that is a construct based on the work of psychologist Carl Jung (1971). In his attempt to give a general description of the psychology of the types, Jung (1971) starts with the two basic types: introverted and extroverted. Yet, he points that the individual adapts and orients himself mainly by means of his most differentiated function. Therefore, the former is named attitude-types that are distinguished by their direction and interest. Where, the later is called function-types (p.446).

He also defined extroversion and introversion in terms of two central processes: directing attention and driving personal energy. According to him, the term extroversion refers to twofold processes of focusing on, and deriving personal energy. Jung used the term to refer to the dual processes of focusing on, and deriving energy from the outer world. On the other hand, the term introversion is used to refer to the process of focusing on, and drawing energy from inner psychic activity (cited in Condon & Ruth-Sahd, 2013).

Extroversion/Introversion were firstly introduced in terms in Jung type theory, and they are the opening dichotomy used in MBTI (Sharp, 2011). The E/I dichotomy is used chiefly for the description of how people prefer to respond and interact with the world around them. Consequently, peoples' behaviors vary from extrovert to introvert; for this respect, extrovert is known as sociable, he is an outward-turning, prefers actions, crowded places. Extroverts are good in speaking as well. However, an introvert as an inward-turning, prefers to be alone, and feels recharged from their internal world. Generally speaking, introverts are attentive.

Tudor (2001) states that: "(...) they are complex human beings who bring with them to the classroom their own individual personality as it is at a given point in time, and this influences how they interact with what we do us teachers" (cited in Gabriel, p.18). We cannot believe that students are simply students. Learners differ as well as they are similar

Chapter 1: Literature Review

in such points. Moreover, researchers have explored that they vary from the perspective of cognitive, affective, and socio-cultural variables that influences their learning process.

Scholars shed light on the concept of personality which deals with issues of learners' identity and other areas of learner contribution. Several aspects of learner variation are explained. Some of these are: Extroversion/Introversion; Self-esteem; Sensitivity to rejection; Empathy inhibition; Tolerance of ambiguity (Larsen Freeman, 2001). In order to illustrate the connection of this area of learner contribution, the two personality traits (extroversion/introversion) are expanded. These factors may change with age, an addition to motivational and learning styles. Hence, teachers' understanding of how these factors influence the learning process can be a useful tool for them to be well organized. Therefore, researchers explained that extrovert students, who are sociable and impulsive, will profit more from a teaching approach that is based on communication and includes communicative activities. Whereas, introvert students who are introspective, reserved and good at planning prefer an academic style of learning and teaching which allow them to process their information before producing (cited in Gabriel, p.20-21).

Differences among learners become more noticeable to the teacher when the class begins. They are typically taught in classes of 30 or more students, by following a common curriculum at the same speed. Immediately, students will be seen to progress more rapid than others, and may have a special ability or aptitudes. However, the lack of progress of the rest will be the concern of the teacher. Classes are homogeneous where some students are obedient and others difficult to be taught, some are very strong and sensitive, other easily distracted. There will be students who build a good relationship with the teacher, but others who are introverts, shy and isolated do not (Crozier, 1997). Extroverts and introverts are taken as an example; Mccord & Wakefield (1981) reported that extraverts tended to perform effectively in the scientific subjects especially when they are rewarded. Whereas, introverts try to do their best when they are punished by the teacher. There is suggestive evidence that sociable students achieve more by doing rather than reading and learning about doing, by doing experiments and experiencing rather than following rules and procedures (cited in Crozier, 1997, p.26). Personality type is a vital part in the psychological attempts where psychologists seek to identify such differences among students. In order to detect these differences research attempts to develop a method for measuring this. In this case, the questionnaire is selected.

Chapter 1: Literature Review

Several studies are summarized by Eysenck (1978) which try to show that students react differently to different teaching styles. As an example, provided by Leith (1974), cited by Eysenck (1978) – 200 colleague students were given a test in genetics. Indeed, the results show that extroverts perform better when they are taught by discovery methods; they prefer to discover things by themselves rather than being passive recipients. Whereas, introverts tend to be passive in receiving information, they interact more with a direct teaching method (cited in Crozier, 1997).

When most of the scholars and researchers praised the sociable people, Laurie Helgoe supported introversion. In her book, *Introvert power: Why Your Inner Life is Your Hidden Strength* (2008), she celebrated quiet people for the power they have inside. According to her, introversion is as a gift that should be valued as she advocated her idea: “Many of the great intellectual, artistic, philosophical, and religious thinkers were introverts”. In fact, 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). Again, Laurie makes a distinction between the two terms (introversion/extroversion), in which she explains their preferences and the way they respond to the world. Introverts and extroverts behave differently; the former get energy by reflecting and use it when they want to interact. While the latter have the opposite preference; their energy is gained from interaction, when the communication is held and expends it during the reflection (para. 3). It is a paradox that introverts are the minority. For example, what are valued in America is extroverts; they are everywhere; so we may think that introverts are less visible than extroverts. However, in Japan, introverted people are preferable and likely to be noticed than who are extroverts (para. 17).

Cherry (2016) argues that many theories of personality discuss the term of introversion as a major personality trait. Introverted people concentrate more on internal thoughts, feelings, and moods rather than focusing on external stimulation. Moreover, introversion and extroversion are two parts of a continuum; introversion indicates one end of the scale and extroversion indicates the other end. Cain (2012) defines introversion and extroversion in terms of preferences for different levels of arousal. In which introverts have a preference for a quiet environment in order to think before they speak. In contrast, extroverts prefer social situations, they are assertive and multi tasks. Laney (2005) describes introversion as a form of “temperament” (p. 10) that is different from shyness or a withdrawn personality. Although it is not flexible, people can learn to work with it. Similarly, they draw energy from their ideas, emotions, and impressions. Therefore, they

Chapter 1: Literature Review

need peaceful places where they can think deeply and work with creativity. Extroverts, by contrast, are like solar panels which need the sun to restore (Laney, 2005).

1.2. Characteristics of Introverts

Everyone's personality shows a "preference" for one side of the scale or the other. In other words, we have an innate preference in doing things as we like. Therefore, introverted people constantly have the quality of reflecting internally to understand the world before experiencing it. They require much time to absorb and receive new information by comparing it with their experiences first, before assimilating and responding to it (Tieger & Tieger, 1995). Besides, they stated: "Introverts think, then act; think through in their heads; listen more than talk; keep their enthusiasm to themselves; respond only after thinking through". In the work place, they do well in situations that need focus and concentration. Introverts are observant; they examine a situation and asking themselves "How does that affect me?" In group situations, 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).

1.3. Characteristics of Extroverts

Personality types (extroversion/introversion) have to do with how we interact with the world around. Tieger and Tieger (1995) summarized extroverts' features as follow: "Extroverts act, then think; tend to think out loud; talk more than listen; communicate with enthusiasm; respond quickly; enjoy fast pace; and prefer breath to depth". In their work, extroverts have tendencies to jobs that allow for a good deal of verbal interaction with others (Tieger & Tieger, 1995). They naturally need to go through an experience in order to understand the world. When looking at any situation, extroverts ask themselves "How do I affect this?" Moreover, extroverted people appear to be more social. For them, it is easy to meet new people and doing well in social gatherings as they tend to build a good relationship with others. Generally, people who are extroverted think and speak at the same time (Laney, 2001).

1.4. Introversion vs. Shyness

Despite the fact that shyness and introversion are distinct from each other, the two terms are misused in everyday language. Research differentiates between introversion and

Chapter 1: Literature Review

shyness. Furthermore, introverted people and shy people are similar in many ways as well as they are different. Carducci (2003) claims that introverted persons have social skills for a successful interaction with others; they only like solitude and frequently require privacy. Whereas, people who are shy lack these skills which help them to engage in social interaction. On the surface, both of the dimensions may seem alike since both manifest social backward behaviors. There is no doubt that introversion confers valuable strengths; introverts are better than extroverts at thinking, processing information, and working accurately. Shyness on the other hand, does not seem to have any benefit. It is a painful trait that can forbid social interaction. Yet, shy individuals have lower self-esteem; they lack confidence in themselves, and are more likely to suffer from depression and anxiety (Condon & Ruth-Sahd, 2013). Being an introvert as a choice where they avoid social gatherings whereas shy people fear to be rejected in such situations. Obviously, the fear of the negative evaluation leads them to discomfort and then avoiding social contact (Aron, Aron & Davies, 2005). Generally, shy people try to be social but they are anxious to be judged and criticized by others in which they may think also that others do not like them.

1.5. Foreign Language Anxiety (FLA)

Speaking a foreign language is not as easy as the speaker acquiring his native language, so that it is important to cite the psychological variable that plays a crucial role in speaking in public which is “anxiety”. There are various definitions concerning anxiety in language learning. It is a variable which is discussed by different scholars. The concise Oxford Dictionary defines anxiety as a “State of being anxious, troubled, uneasy in mind, concern about the future, earnest desire, and morbid state of excessive uneasiness” (cited in Crozier, 1997, p.123). In the same context, other definition is given in Penguin Dictionary of psychology that anxiety is “a vague, unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness” (Reber, 1985 in Crozier, 1997, p.123). The above definitions give the same description for anxiety as feeling of discomfort. The Cambridge Dictionary states that anxiety is “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry” (Cambridge online Dictionary of English, 2017). In fact, these definitions show that anxiety is a complex variable.

Foreign language learners may experience the feeling of perturbation during their learning process. On the basis of this idea, Horwitz (2001) explains that when students are

Chapter 1: Literature Review

learning a foreign language, this situation in itself pushes them to feel anxious. Furthermore, anxiety can be also defined as “a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating” (cited in Kelly, 2002, p.54). In the context of language learning, we can classify anxiety as the first factor that influences students’ progress in foreign language learning. According to MacIntyre is “the worry and negative emotional reaction aroused when learning or using a second language” (MacIntyre, 1999, p.27). Consequently, anxiety seems to obstruct students achieving their goals in learning. Apparently, anxiety is associated with L2 contexts (MacIntyre and Gardner, 1994 in Freeman, 2001, p.17). At the same time, it can be the cause of poor performance or it can be caused by it. There exist different types of anxiety, and the performance anxiety may be the most popular one; where the students fear of not doing well in class (Gabriel, p.21). To sum up, people do have anxiety because it is a normal human experience. But they do not have the same level of degree of it. For instance, one person may experience certain state of worry before taking a test, examination, or even talking to other people.

1.6. Introverted Learners in the Classroom

Quiet students are distinct sociable students in their receptive skills, in term of information processing, learning preferences regarding tasks and in-class activities. Introverted learners prefer to process information inwardly. They like to remain silence in classes and reflect on the lecture without participating or discussing in groups (Varela, Cater & Michel, 2012). In contrast to extroverts, they do better when they have opportunity to express outwardly in the form of oral tasks and presentations. For introverts, reflecting is much better than taking part in discussion. In the class, they want to see how a given topic relates to information presented in the course. Yet, introverted learners are not really interested in new knowledge; they just need to come up with a big picture from the small details. Moreover, introverted learners benefit from activities like summarizing, describing things through writing (Condon & Ruth-Sahd, 2013). 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 other words, introverts need more time to develop an idea in order to feel comfortable when express it. Generally, participation penalizes students; it is not a preferable task for introverts, especially when teachers call upon them to answer. They usually take a passive part in discussions; even if they are familiar with the topic to be

Chapter 1: Literature Review

discussed because discussions may entail different ideas and topic can change quickly. As a result, introverted students cannot switch their attention from one thing to another since they need time to process their thoughts (Condon and Ruth-Sahd, 2013, p.508). 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).

Part2: Classroom Participation

Chapter 1: Literature Review

1.1. Definition of Classroom Participation

Participation frequently means students speaking in the classroom: answer and raise questions, make comments and ask for explanations, and engage in discussions. Participation plays an important role in a students' education and performance in the class. It is defined in a number of ways such as "the number of unsolicited responses volunteered" (Burchfield & Sappington, 1999, p.290), the "extent of participation in class discussion" (Weaver & Qi, 2005, p.581), and it can be in different forms including "any comments or questions that students offered or raised in class" (Fassinger, 2000, p.39), it refers to "behaviors, such as the numbers of times a student initiates an interaction or asks a question" (Tatar, 2005, p.338). The pre-existing definitions focus more on quantity rather than quality; in other words, researchers do not take into account the quality of responses given by the students, but they just focus on students' contribution. However students who do not participate in the class are mainly considered as passive or quiet, and are generally penalized when participation is graded. Dancer and Kamvounias (2005) consider participation as an active engagement process that is divided into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance (p.448).

According to Cohen (1991), participation is a system which helps to bring "student actively into the educational process". Besides, it has a significant role in directing the teaching process and bringing life to the classroom. "the ideal class discussion" for Wade (1994), is when all students participate and are interested in what is happening in the class, learning from each other as well as listening to others when they comment and suggest. Researchers may look at the concept of participation from different angles. As an example, 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).

Integrating students in classroom participation is a challenge for the English teacher. Brenner (1994) describes participation as the student being present in the learning situation (cited in Namini, 2008, p.1). This means that students are actively responded to a given task and are working through it in their own ways. They may also involve any or all of the four skills which are listed as listening, speaking, reading and writing. Brenner

Chapter 1: Literature Review

explained that participation can be visible when students take an active role in the class. For instance, in group work, a student may facilitate the interaction between the group members. Thus, students' action is a form of participation. In the same context, Black (1995) indicates that participation can take different forms in the class, and some of these forms are difficult to be recognized by the teacher (cited in Namini, 2008, p.16). Generally, students' participation includes speaking and actions which are visible. On the other hand, thinking quietly is also considered as participation even though it is hidden and not easy to evaluate.

1.2. Factors that Influence Students' Participation

Participation has positive learning outcomes for students. Further allowing students build their knowledge; demonstrate that they have understood what is being thought in the classroom. It develops confidence among students, then facilitating interaction. Rocca (2010) stated that:

The more they participate, the less memorization they do, and the more they engage higher levels of thinking, including interpretations, analysis, and synthesis (Smith, 1997). Students who participate also show improvement in their communicative skills (Berdine, 1983; Dancer & Kamvounias, 2005), group interactions (Armstrong and Boud, 1983) and functioning in a democratic society (Girgin & Stevens, 2005) (p.188).

However classroom participation seems to yield many positive benefits, past studies indicate that there is several factors influence the students' participation in the process of learning; so that they are still struggling with it (Mohd & Maizatul, 2012). Main factors are summarized as follow:

1.2.1. The Personality of the Student: As human beings, students differ in personalities and they are not the same. Confidence is a key for success that some students suffer from. Eventually, it effects participation directly (Weaver and Qi, 2005). Students with high confidence are good participators whereas those who deal with fears of not being correct, they mainly prefer to keep quiet (Karp and Yoels, 1976). Moreover, self-efficacy trait with more curiosity would motivate students to become active (cited in Mohd and Maizatul, 2012). Students will speak more in the classroom if their self-efficacy is high. Therefore, it will enhance confidence and they show higher interest to learn more and know more by asking questions, giving opinions and discussing the topics in the

Chapter 1: Literature Review

classroom. On the other hand, students with self-limitations may become passive in classroom discussion. For instance, they cannot focus during learning time. They have low levels of self-confidence, fear of falling and that their answers will be criticized by the teachers. These reasons discourage classroom discussions (Frassinger, 1995).

1.2.2. The Trait of the Instructor: The second important factor that can effect students' participation positively or negatively is the teachers' traits. Various studies have proved that teachers play an important role in increasing students' motivation. In a study by Zacharias (2014), the investigations found that the role of the instructor may advance students' engagement and participation in the classroom (cited in Beibei, 2017). Moreover, When the teachers show a positive attitudes toward students, such as being supportive, understanding, approachable, friendliness through nonverbal behaviors, giving smiles to support the answers that are given by students (cited in Mohd, Noor & Maizatul, 2012) also contribute on students to actively participate in classroom. However, negative instructor traits can be a major factor that discourages students' participation. In a research is conducted by Siti Maziha , Nik Suryani and Melor (2010), 11 out of 25 students mentioned that “negative lecturer traits like having poor teaching skills, being impatient and unapproachable prevent students from participation”. Besides, one student said: “when the lecturer is, you know, keep teaching without looking at us or ask anything, just teach, so, I get bored, you know, I do not feel like participating in that class” (p.1082). As a result, students may feel uncomfortable, and then they will be less participative.

1.2.3. English Language Proficiency: According to Olanrian (1993), language proficiency as an ability to speak out with correct use of English without making linguistic mistakes (as cited in Lee, 2007). Many studies agreed that low English proficiency is one of the main reasons that prevent EFL learners from participation in classes (Dawit, Denis & Tsadik, 2015). Moreover, students with low language proficiency always feel anxious when they are asked to participate, only because they may have a poor pronunciation that appears to be a big cause of stress for them and immediately effects their interaction (p.83). On the other hand, grammar can be another obstacle for EFL learners. Regardless of linguistic difficulties, grammar has been found to be the most important aspect that learners find difficult when trying to speak in English (p.83). Consequently, they do not participate because they are scared that they would make noticeable grammatical errors. In addition to the lack of vocabulary, where students feel limited when speaking English because they have these deficiencies often felt pressured by the possibility that their English might not be understood by others.

Chapter 1: Literature Review

1.2.4. Classroom Climate: In addition to the factors that are discussed above, researchers have also examined another reason that impacts students' participation which is classroom environment (Peng, 2012). Rocca (2010) defines classroom climate as physical setting and structure of the course. Besides, he states six main areas that are attributed to classroom climate: (a) location, (b) classroom aesthetics and comfort, (c) arrangement of furniture, (d) time of day, (e) class size and (f) course requirement. Among these areas, classroom size seems to have a direct and indirect impact on participation (Weaver & Qi, 2005). In small classes, students are more comfortable, they have less anxiety and therefore higher levels of participation are recorded (Myers et al., 2009). Whereas, in large classrooms, the level of fear is raised because student has to contribute in front a large number of other students (Weaver & Qi, 2005). According to Chau, Fung-ming (1996), the big class size discourages students from expressing opinions because it is extremely threatening for them to face people by themselves while speaking a foreign language which they may expose their weaknesses by making mistakes easily (cited in Dawit, Denis & Tsadik, 2015). Environmental factor plays a vital role in the motivation students to engage verbally in classroom.

1.2.5. Preparing for Class: Based on the previous factors, lack of preparation for class might influence students' reticence in English language class. In Dawit (2015), Mustapha and et al (2010) found that lack of preparation, fear of appearing unintelligent to their classmates make students less inclined to participate. However, more students would feel less anxious and more confident to speak English with preparation (p.80). Also, lack of preparation may lead to students' unfamiliarity with the contents. For instance, students who did not prepare well cannot answer the questions that are given by teachers; because they may not have a sufficient knowledge and may be dealing with insecurities in the classroom (Weaver & Qi, 2005). Moreover, students worry that they would be criticized by their peers and teachers. Hence, those students who prepare their lessons before coming to class tend to be more confident, as a result participate actively.

1.3. Approaching Classroom Participation

Most teachers are aware of students' differences and may have an interest in how personality frameworks translate to the classroom. One such personality dimension is the concept of introversion and extroversion. These concepts have a big impact on students'

Chapter 1: Literature Review

capacities for learning and enjoyment in class. Moreover, previous studies shed light on the main features of introversion and extroversion. Generally, introverted learner is a person who feels comfortable in quiet places while extroverted learner would shine in loud places. With so many different variables, it is essential for teachers get to know their introverted students, understand their feelings, what is inside their minds, their weaknesses and strengths. As a result, once teachers figure out the key points, then they will know what are the strategies that may help their students in participation and to ensure that quiet students are feeling valued and supported in the classroom. Here are few strategies that are introduced and discussed.

1.3.1. Changing the Strategies: Teaching and learning are complex processes. Learners need teachers and teaching cannot be defined apart from learning because they are interdependent (Dawit, Denis & Tsadik, 2015). Recently, participation is considered as a complex phenomenon for the EFL introverted learners (Warayet, 2001), because opportunities to participate are not always available to all students due to different issues, (e.g. a large number of students in the class). However, it was found that teachers highly encourage their students to take part in the oral discussions. But this does not mean that all students are engaged. Overall, Karp and Yoels (1976) suggest that typically only few learners will engage in classroom discussions while the majority will remain reticent (cited in Weaver & Qi, 2005). One of the best things that teachers can do to support students' participation is to constantly change the way they teach. Moreover, it is proved that the vital role the teacher plays in making learners willing or unwilling to speak cannot be neglected. In other words, when teachers pay equal attention to all members of the class by varying the strategies, they may considerably enhance the students' willingness to talk. Finally, Lisa (2006) contends that a teachers' attitude and teaching style can dramatically influence learners' participation (cited in Dawit, Denis & Tsadik, 2015).

1.3.2. Understanding the differences: According to Carl Jung (1971), introversion and extroversion are two opposing forces within an individual. He identifies these personality attitudes, one "characterized by orientation in life through subjective psychic contents" (introversion) and the other, "by connection of interest on the external object" (extroversion) (cited in Helegoe, 2008). However, society is quick to praise extroverts and perceive them as "better". Jung asserts that the way personal growth is supposed to progress (1971). Again, we first develop what comes naturally (introversion)

Chapter 1: Literature Review

instead of trying to change it. Because it is not a problem to be solved: they simply process the world differently to extroverts. Therefore, it is important to understand these distinctions relate to how introverts recharge and prefer to learn as well as appreciate their strengths. For introverts, what is needed is not a move toward extroversion, but an opportunity to “melt into introversion” (Helgoe, 2008).

1.3.3. Creating a Safe Learning Environment: Students’ verbal participation or engagement as essentially important in the classroom. According to Lightbown and Spada (2006), when students engage in the classrooms with their teachers or among peers, they are compelled to be involved in the negotiation of meaning, that is to express and clarify their intentions, thoughts and opinions (cited in Dawit, Denis & Tsadik, 2015). Besides, students’ oral contribution has a great importance for class participation, because it is believed that verbal participation is associated with learning. In turn, teachers always encourage their students to contribute to the classroom discourse by creating a situation in which introvert learners feel relaxed to air out what they have in mind. This can constantly help to increase a high level of willingness to speak. Furthermore, Sun (2008) argues that all the behaviors a teacher displays in class have an impact on students’ desire to participate. The way a lesson is conducted and the way a teacher interacts with the students determine whether the learners want to participate or not. For example, if a teacher repeatedly pinpoints the learners’ mistakes and humiliates them in front of their classmates, such a behavior may have a negative impact on them. Therefore, being supportive and creating opportunities for learners to participate in a safe atmosphere is the teachers’ responsibility. Without creating such opportunities, learners will remain silent as their wish to communicate is not attended too (Lee & Ng, 2010).

1.3.4. Grading Participation: Student classroom engagement and communication are more complicated than is assumed. Student silence can be a main concern for teachers who want students to be active and participate in class, or who believe that oral participation fosters learning (Davis, 1993; Fassinger, 1995). As a consequence, research has explored various methods (i.e., daily participation grades) for encouraging student participation. Yet the reasons why teachers assign participations grades, is that they typically prefer to have their students participate orally (Ballas, 2000; Bean & Peterson, 1998; Fritschner, 2000; Jacobs & Chase, 1992). Instructors frequently use grades to compel students to speak. At the same time, students should not feel that teacher is

Chapter 1: Literature Review

listening to them attentively because of evaluating their language. This can be achieved only if teachers reduce the correction of students' errors. In fact, grading participation can increase students' motivation especially when learners are aware that they will not be evaluated on their correct use of language.

1.3.5. Reducing Learners' Anxiety: Most studies show that students avoid participation in the classroom because of anxiety. There is a negative correlation between willingness to speak and language learning anxiety. As a result, if the aim of foreign language teachers is to create willingness to speak among learners, language learning anxiety needs to be removed or at least minimized. Teachers need to aware that the existence of anxiety can affect the learners' achievement in different ways (Horwitz, 2001). In an attempt to reduce learners' anxiety, teachers also need to identify the causes that make students anxious whenever they want to speak. Likewise, they should help learners cope with their anxiety. One effective technique is to provide students with activities that are less stressful to them (e.g. pair and group work). At that time, students may find themselves in collaborating with their classmates rather than working individually (cited in Dawit, Denis & Tsadik, 2015). Another strategy a teacher can employ to reduce anxiety and to create a friendly environment is to use humor time to time; this can help to a great extent in establishing a good relationship among learners. In creating a secure environment, Kang (2005) suggests that teachers need to remove fear of making mistakes and losing face while speaking through smiling on their faces then providing feedback (cited in Dawit, Denis & Tsadik, 2015). In fact, teachers should also make learners aware of the fact that nobody is perfect and they will learn more when they make mistakes. Within this in mind, learners' anxiety will be reduced.

1.3.6. Giving Student Time to Think: One of the best teaching strategies that can be implemented in the classroom to support introverted students is to give them time to answer after a teacher asks a question. Allowing students to think before they respond to the teachers' instructions can create good opportunities to participate easily. This strategy is helpful for quiet students who always need time to breath. In an article is written by Janelle Cox, he claims that when teachers give students few minutes to think instead of expecting an answer immediately, they are given them time to gather and organize their thoughts. As a result, this mainly works with introverted students, because they will not feel oblige to talk when they are not prepared. However, teachers sometimes

Chapter 1: Literature Review

are afraid of students' silence that takes a long time without offering an answer. In this case, they are invited to clarify the instructions or rephrase the question (Meckeachie, Willbert, et al., 2005). Moreover, teachers should learn to wait for students to think rather than neglecting them and allowing the students who quickly raise their hands to answer every question. Patience is a key; the longer teachers wait for responses, the more students feel comfortable when they participate.

1.3.7. Calling on Students: Many students who frequently volunteer to contribute are active learners and they typically think while they speak. But as teachers, we should ask ourselves an important question: what is about the quiet students who participation penalizes them? Rogers (1997) said that "calling on students by name is a direct and effective way of getting students to participate in class". Offering a choice and waiting for volunteers are unsatisfactory. Students do not want to participate for a lot of reasons that have to do with their personalities. Furthermore, starting a discussion with two or three bright and confident students is always possible. On the other hand, the other students lost, feel like are ignored and resolve to learn not from the teacher, but from other sources (Rogers, 1997). To avoid this, teachers should not rely on volunteers rather; class participation should include a cross-section of the class (p.75). Another interesting method that can be effective is a system of random calling. This technique makes all students aware that they may be called on every day and even who rarely participate, because all the students are the same. Moreover, students will be more engaged if they believe that you perceive them as individuals rather than anonymous members of group.

1.3.8. Cooperative Learning: Introverts can succeed with cooperative learning. However, group activities are criticized by Cain and others as being unfair to introverts (Cain, 2012); research suggests cooperation to maximize interaction. For instance, Chan (2013) argues that cooperation promotes thinking and it is especially useful in difficult tasks (Kuhn & Crowell, 2011). Besides, when students speak in small CL groups, the anxiety would seem to be much less. Thus, CL may provide an appropriate environment for introverts. Teachers may worry that introverts in the group will not have an opportunity to participate, because of the extroverts who dominate group discussion. For this reason, such techniques for promoting equal opportunity to participate should be included. For instance, the technique Write-Pair-Switch. Here students form groups of four. First, each student works alone to write his/her ideas. Second, they discuss their ideas with a single partner. Finally, students are invited to exchange and report the previous discussion to the rest members of the group (Jacobs, 2014). Despite Cain's criticism of groups, she does see that cooperation comprises benefits. Additionally, teachers should

Chapter 1: Literature Review

devote time to teach the cooperative skills because they could help introverts feel more comfortable when working in groups.

Conclusion

Introversion and extroversion are two major personality types that affect students' learning and participation in the academic setting. Within the following chapter, the investigation was mainly to clarify the term of introversion and its affiliated elements: definition, characteristics of introversion and extroversion, its difference from shyness, its relation with foreign language anxiety, and how introverted learners are in the classroom. Likewise, it has also introduced how introversion influences learners' achievement in general and their participation in the foreign language classroom in particular. Furthermore, this chapter examined the concept of classroom participation: definition, the major factors that prevent students from participation, and the various strategies to approach it.

Chapter 2: Data Collection

Chapter2 : Data Collection

2. Introduction

The second chapter deals with the empirical part of this work. It investigates introversion and the concept of foreign classroom participation; what are the reasons that reduce EFL introverted learners' participation and how can teachers create a good environment for them. Additionally, the present case study is going to be described. So to enrich this research with valid data and to test the hypotheses that we are formulated, the descriptive method is selected and both questionnaire and classroom observation are undertaken.

2.1. Presenting the Case Study

Case studies are in-depth investigations for a single person, group, or community. Basically, data are gathered from different sources and by employing several methods. The research may also continue for an extended period of time, further processes can be studied as they happen. This seems to be a good opportunity to observe and understand the topic of research nearly, and to generate lots of data mainly qualitative one, about introversion and other factors that have impact on classroom participation, and how to deal with this trait in the classroom. Researching this topic is crucial for both students and teachers which may help improve the teaching learning experience for students with their different personalities, and the teachers who have these students.

2.2. Hypotheses

Based on the problematic, the description of the related concepts that are mentioned in the first chapter and the questions that we are raised, it is hypothesized that the teachers' ignorance of the students who are silent in the classroom is classified as a major factor that exclude them from participation. However, if teachers adopt certain strategies to deal with introverted students, they will enhance their participation and interaction in the classroom.

2.3. Research Methodology

The selection of the methods has been determined by the nature of the study; a descriptive method can give real facts about the present situation (Do teachers adopt suitable strategies in the classroom to enhance their introverted students participation?). This study also combines between qualitative and quantitative approaches because they are

Chapter2 : Data Collection

appropriate, and both of them are regarded as suitable method to give an apparent comprehension of the obtained data.

The case of the actual research involves EFL students of Ahmed Mehdaoui secondary school, which helps to gather the needed information and to find reliable results. So, the data can give a correct answer about whether teacher implements suitable strategies for getting their introverted students participate in the classroom.

2.4. Data Collection

Data collection is considered as the primary and most important step for conducting a research; it is generally defined as the procedure of collecting and analyzing information by using validated techniques. O’Leary (2004) said that:

Collecting data is a tough task, and it is worth remembering that one method of data collection is not inherently better than another. Each method needs to be weighed up and considered in light of your own research goals, as well as the methods’ inherent pros and cons (p.150).

Data can be collected from different sources. Likewise, there are variety of tools when gathering data such as, interviews, observations, surveys and questionnaires. The tools are used in this study are a structured observation and a questionnaire for students. Then, a complete description will be provided in details, the setting and the participants are highlighted.

2.4.1. Research setting

This research was conducted in the secondary school of “Ahmed Mehdaoui” in Mostaganem, exactly in Sidi Lakhdar. This study deals with students of foreign languages during the academic year 2019/2020. It aims at investigating the teachers’ role and strategies to deal with EFL introverted students in the classroom, and as an attempt to raise their willingness and motivation concerning participation in the English sessions. Additionally, to enrich our primary objective, this research also aims to explore the factors behind students’ reticence in the classroom.

Chapter2 : Data Collection

2.4.2. Research Participants

➤ Students:

The selection of the participants is one of the important tasks a researcher can undertake. Since this study is concerned with introverted EFL learners who do face problems with participation in the English classes, we have decided to choose 2nd year students of foreign languages in the secondary school of Ahmed Mehdaoui as participants. The number of participants is 12 students; their ages were ranged from 16 to 18. They have responded to the questionnaire anonymously as well as, we have observed them inside the classroom to gather the needed data.

2.5. Research Instruments

Instrument is what researchers use to collect data about a scientific research. It can be applied to both qualitative and quantitative approaches. Abawi (2013) said: “It depends on research type, methods of data collection include: documents review, observation, questioning, measuring, or a combination of different methods” (p.2). In this study, two different types of instruments were used. The first type is the questionnaire for students; and the second one is the classroom observation checklist.

2.5.1. Questionnaire

A questionnaire is a data collection tool that consists a series of questions in the written form. It is a method that is used for the purpose of gathering information from participants. Thus, Brown (2001) defines the questionnaire as written statements or questions which they are given to the informants for the sack of answering the questions or selecting from the existing options.

The questionnaire is addressed to EFL students of secondary school at Sidi Lakhdar. Precisely, 2nd year students of foreign languages.

2.5.1.1. Administration of the Questionnaire

The students' questionnaire was administered to the second year EFL students who study foreign languages in the secondary school. The questionnaire was distributed hand to hand to a group of 12 students. Before students start to complete the questionnaire such

Chapter2 : Data Collection

instructions were given to them. They were as follow: a) the questionnaire is not a test, b) it is an important component to accomplish this work, c) their participation will be appreciated, and d) they are not asked to write their names. It is handed on April, 2019 at the end of the English session and collected in the same day. With all what we mentioned above, the students were really cooperative and the questionnaire was administered in good conditions.

2.5.1.2. Objectives of the Questionnaire

The questionnaire has a twofold purpose. First, it attempts to investigate the variety of techniques that help improving EFL introverted students' participation in the classroom. Besides, it also aims to detect the introverted learners and therefore to investigate introverts' attitudes toward their teachers' attempts in enhancing their classroom participation. As a secondary, but more important, the aim of this questionnaire is to test the hypotheses that we have formulated.

2.5.1.3. Description of the Questionnaire

The current questionnaire comprises two sections and it is composed of seventeen questions. Each section focuses on a specific aspect, the first section is entitled "Introvert or Extrovert", and the second section deals with the classroom participation in particular. The two sections include close-ended questions which require students to answer with "Yes" or "No". Additionally, questions of the multiple choice type are provided, where the students tick one answer from the existing options.

➤ Section One: Introvert or Extrovert (Q1-Q6)

Questions in the first section aim at gathering personal information about the foreign language learners. It is entitled "Introvert or Extrovert" that is meant to identify the introverted in the classroom. It consists of six questions about their interests, their behaviors, and the way they perceive the world. In question (1), students were asked to state if they like English or not. Then, question (2) was about students' preferable occupation; they are asked to choose one from the given options. The next question, students were asked to position themselves; it was closed question by selecting one answer from two options. The question (4), students were asked to choose one option about their talk in the classroom. Question (5) was about students' perception of themselves; they are

Chapter2 : Data Collection

asked to tick one appropriate answer. Finally, the question (6) was addressed to students about when they feel comfortable; this question is provided with two options to select from.

➤ Section Two: Classroom Participation (Q1-Q11)

The second section was devoted to the concept of classroom participation. It is composed of eleven questions which aim at investigating students' attitudes toward participation in the classroom. Besides, it examines the teachers' roles in promoting the learners' classroom participation. Question (1) was a closed question where students asked whether they participate easily when they are given a task; if their answers are "No", they asked to respond to the question number (2) where three reasons are existed. Otherwise, they state other reasons from their own. In question (3), students were asked if they fear participation in the classroom. Then, question (4) was about students' feelings while speaking: sure and comfortable, hesitant and shy, talkative, or limited. Question number (5) was about students' behaviors toward sudden questions and the question number (6) was asked to know which type of activities students prefer; in other words, they are asked about how do they prefer to work in the classroom (individually or in groups) by selecting one answer from three options, as they asked to state why. In question (7), students were asked about their preferable tasks; the receptive and productive skills were provided to select from. The students were asked the question (8) in order to know for what reason they participate; there were two options and students asked to offer other reasons if there exist. Question (9) was about students' attitudes toward the teacher efforts of engaging them while in question (10), students were asked if they were being imposed to participate. Finally, question (11) was about students' attitudes toward the teacher's frequency of support to overcome the fear of participation.

2.5.2. Observation

Observation is an activity or process of carefully watching the actions and behaviors of the participants in the classroom. 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). Classroom observations help researcher to obtain real facts about the ongoing situation, in which students express themselves the way they feel without being implicit. Dornyei (2007) states that classroom observations are

Chapter2 : Data Collection

totally different from answering questions, which provide authentic information from the current situation. The second tool used in this research is structured classroom observation. It takes a form of checklist to observe students' participation in the classroom. These observations helped to identify the introverted learners in the class, why these students do not participate, and whether the teacher implements such techniques to enhance their oral participation.

2.5.2.1. Administration of the Observation

The classroom observation was conducted pending the third trimester, starting from April, 2019 to May, 2019 with second year students of foreign languages in Ahmed Mehaoui secondary school. It was depending on a checklist with different items to observe the students directly without recording. Our observation was conducted on different parts of the day in order to rule out the theory of time-of-day affecting students' participation and engagement. Additionally, it was administered without notifying the teacher about the topic of research for the sack of obtaining more reliable data and to increase the validity of the study.

2.5.2.2. Objectives of the Observation

In order to examine the situation under investigation and to obtain live data, a classroom observation was executed. It consists of two sections; each section aims at observing different aspects. The first part focuses more on detecting the personality types of the students, and to observe their behaviors when they are in the classroom, especially their participation. On the other hand, the second part attempts to know about the role of teacher inside the classroom during his/her teaching process, and more precisely the different strategies he/she uses to boost introverts' participation

2.5.2.3. Description of the Observation

During our attendance with the participants, we sat at the end of the classroom in order to monitor all what was happening around. The observation was conducted without any kind of audio or video recordings, but rather it is presented in a form of checklist. We designed this checklist as an attempt to observe all the necessary elements with the right direction. The checklist included a set of items under two sections; each section comprises three main items. The first section is designed mainly to check the students' personality

Chapter2 : Data Collection

(detecting the introverted learners) in the classroom; their behaviors and participation, while the second section is designed to observe the various roles of the teacher inside the classroom.

➤ Section one: Introvert or Extrovert

This section consists of three main items including different statements we wanted to observe. It attempts to know about the quiet students who are named by “Introverts”. For example, if they are in contact with many students, whether they prefer to work independently or with group, and exploring their avoidance strategies such as coming late to the class. However, observing their participation was the most important; whether they take an active part in discussion, hesitate to start a task, if they take time before performing an activity, and whether they observe others before trying to attempt a new skill.

➤ Section two: Teacher’s Role and Strategies

The second section consists of another three important items. It attempts to explore the teacher’s roles and responsibilities in the classroom as well as trying to observe if the teacher connects with all students with different types during the lesson. For instance, the first item was about the teachers’ attempt in involving introverted students in the class under different statements that we wanted to observe. The second item is formulated in order to know whether the teacher forces students to participate or not; if she/he gives quiet students the ability to share in their own way, and whether she/he provides them with time to think before offering any answer. While the third item attempts to know if teacher creates a safe environment for students to learn effectively; whether teacher starts each lesson with motivating opening activity, the use of humor to encourage students’ participation, if she/he makes eye contact with introverted students, and whether she/he encourages the introverts to face the difficulties when they want to perform orally.

Conclusion

The current chapter provides a complete description of the tools that are used in this research to collect valid data; the questionnaire was devoted to students for the sake of gathering the needed information about their attitudes toward classroom participation, and a classroom observation for monitoring all the members of the class and to obtain vivid data about the current situation. Generally, this study focuses on the factors that prevent students from participation and introverted students in particular. Also, it spots the light on the strategies that should be conducted by the teacher to enhance introverted learners’ participation.

Chapter 3: Data Analysis and Recommendations.

Chapter3: Data Analysis and Recommendations

3. Introduction

After gathering the data by the instruments were employed in the experimental part of the research, it was decided that the next stage will be devoted to the data analysis and interpretations. Throughout this chapter, we will analyze the students' questionnaire; the analysis of the answers that we have received from the students. Next, the analysis and the findings of the observation will be given. Finally, this chapter concludes with recommendations and suggestions that would help EFL teachers to enhance their introverted learners' participation in the classroom.

3.1. Analysis of the Questionnaire

Level: Second year students of FL in the secondary school

Section One: Introvert or Extrovert

Q1: Do you like English?

a-Yes

b- No

Figure1: Students' Attitudes toward the English Language

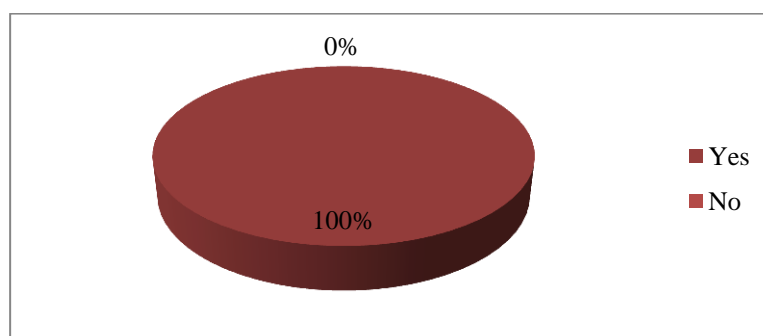


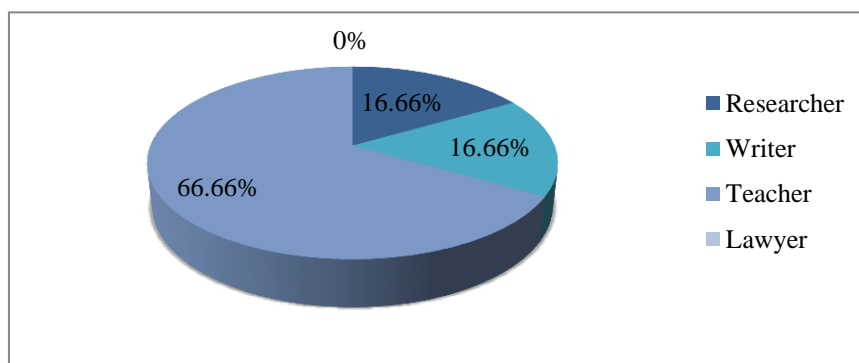
Figure number 1 shows that all the students of foreign languages like English as a target language which were presented with the percentage of 100%.

Q2: Which of the following position do you opt for?

- a- **Researcher**
- b- **Writer**
- c- **Teacher**
- d- **Lawyer**

Chapter3: Data Analysis and Recommendations

Figure2: Students' Preferable Profession



The aim of this questionnaire is to know what students prefer to be in the future the obtained results show that the majority of the students tend to be teachers (66.66%), while (16.66%) prefer to be researchers. (16.66%) of the participants opt for being writers whereas no student chooses to be a lawyer. From these percentages, we can notice that (33.32%) of the students have tendencies of introverts because they lean to the less interactional professions (researcher/writer). However, teaching is more appropriate for extroverts which it is presented with the percentage (66.66%).

Q3: Which of the following contexts/situations do you position yourself?

a- The internal world (your own thoughts, feelings...)

b- The external world (what happens around you)

The responses demonstrate that students are mainly divided in two groups. The first group consists of seven students; they are interested in their own feelings and thoughts which is the main feature of introverts. Whereas, five students mentioned that the external world interests them more.

Q4: Do you think that you:

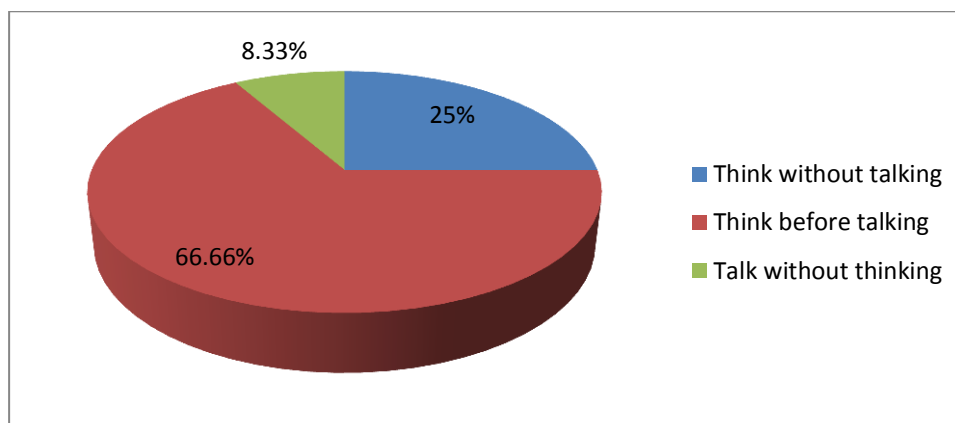
a- Think without talking

b- Think before talking

c- Talk without thinking

Chapter3: Data Analysis and Recommendations

Figure3: Students' Talk in the Classroom



The question was asked to know how students behave when they are required to participate. From the results, we conclude that most of the respondents (66.66%) think before talking; in other words, they need time to process their ideas and thoughts. (25%) of the students think without talking; it is meant that this group processes ideas but they prefer not to express them in front of the others. The rest of the students (8.33%) tend to talk without thinking which is noticeable that they are sociable students.

Q5: Do you consider yourself:

a- **A better listener than speaker**

b- **A better speaker than listener**

Table1: Students' Perception of Themselves

Options	Number of students	Percentage %
A better listener than speaker	11	91.66
A better speaker than listener	1	8.33

After analyzing the answers of the previous question, it is appeared that students who think before talking and think before talking perceive themselves as better listeners than speakers, with the percentage of (91.66%). While students who talk without thinking (8.33%) believe that they are better speakers than listeners.

Chapter3: Data Analysis and Recommendations

Q6: When do you feel more comfortable?

- a- Alone
- b- With others

Table2: Students' Feelings and Comfortableness

Options	Number of the students	Percentages %
Alone	7	58.33
With others	5	41.66

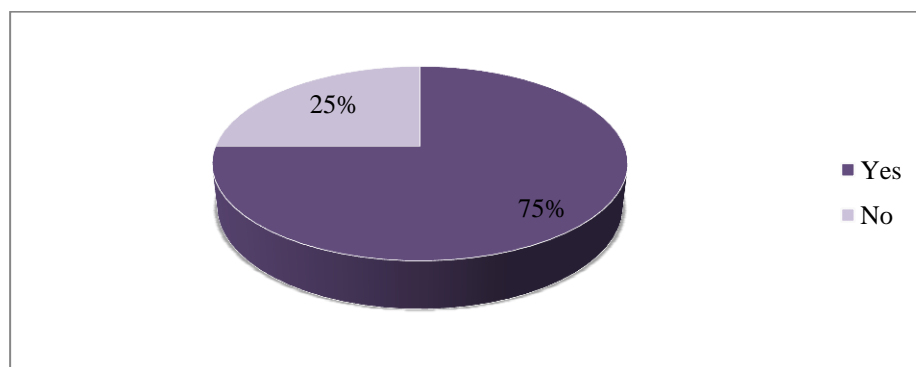
The objective of this question is to know where students feel relaxed. The table above shows that seven students from the whole number of population (12) said that they prefer to be alone rather than meeting people which proves that introverts lean more to their internal world. By contrast, the five students prefer to spend their time with other people which clarifies that they are sociable and like social gatherings.

Section Two: Classroom Participation

Q1: Are you easily prone to participate in the classroom?

- a- Yes
- b- No

Figure4: Students' Attitudes toward Participation in the Classroom



This question aims to know if students find participation easy in the classroom. Our investigation reveals that (75%) of the respondents participate easily in the class in which

Chapter3: Data Analysis and Recommendations

they are more interactive and engaged. However, (25%) of the students find it difficult which is more popular for the introverts who do not participate in the classroom.

Q2: If your answer is “No”, it is because:

- a- The teacher
- b- The method used
- c- The topics discussed

Table3: Students’ Answers with “No”

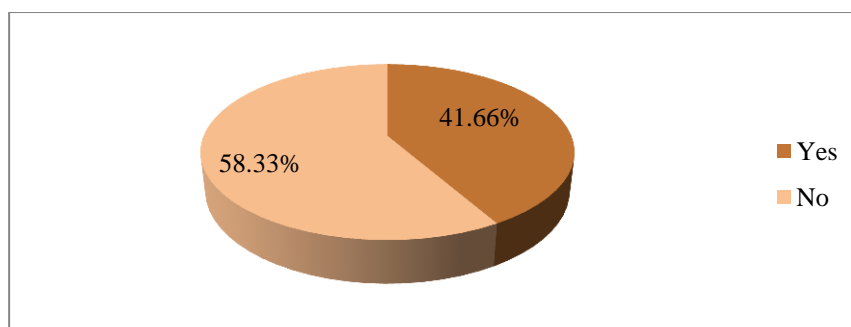
Options	Number of the students	Percentage %
The teacher	1	8.33
The method used	00	00
The topics used	3	25

This question is related to the previous question in which the participants whose their answers were “No” are asked to state the reason from the existing options. One student mentioned that she/he does not participate because of the teacher, while three students said that the topics discussed are not interesting. Yet, no body complained about the method used.

Q3: Do you fear participation in the classroom?

- a- Yes
- b- No

Figure5: Students’ Fear of Participation



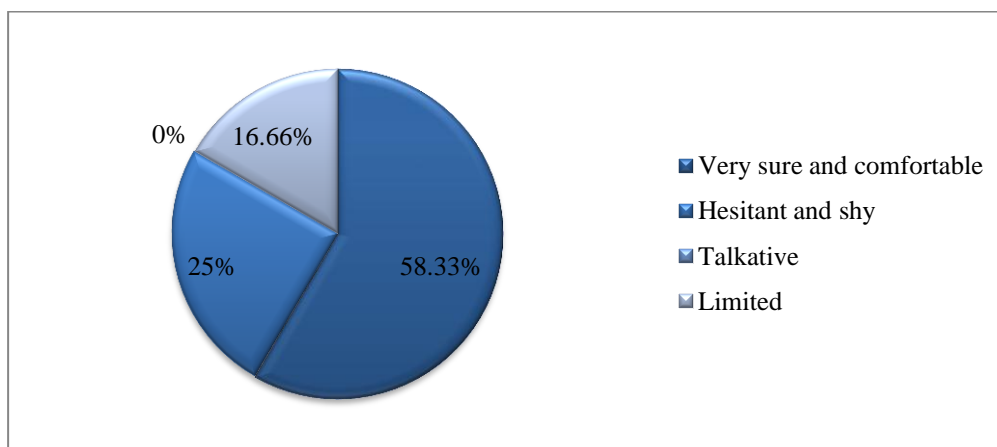
Chapter3: Data Analysis and Recommendations

This question is concerned with the level of confidence of the students concerning participation. From the shown in the figure above, it is clear that (41.66%) of the students feel anxious to participate in the classroom. This may be associated with the lack of confidence and environmental factor as well. However, (58.33%) said that they feel at ease to participate which demonstrates that students find good conditions for better learning.

Q4: When you participate, how do you feel while speaking?

- a- **Very sure and comfortable**
- b- **Hesitant and shy**
- c- **Talkative**
- d- **Limited**

Figure6: Students' Behaviors While Speaking



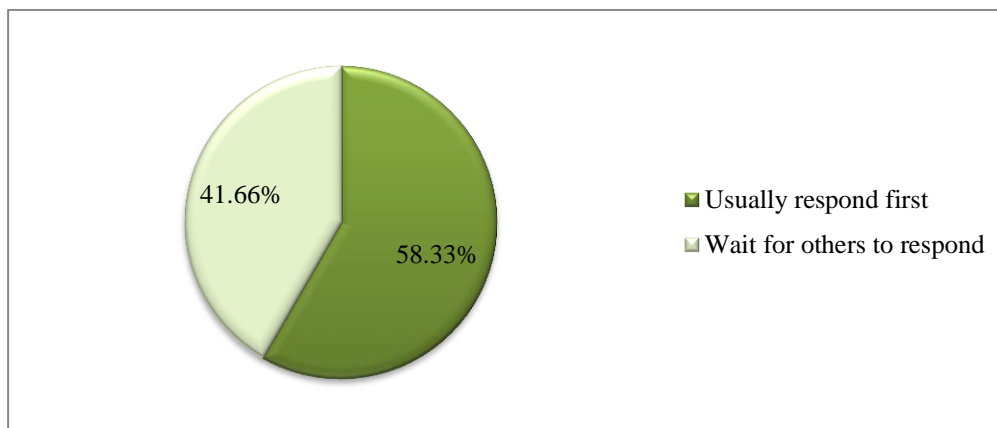
This question aims to know how students feel when they are asked to perform in the class. Our investigation shows that (58.33%) of the respondents feel very sure and comfortable while speaking and this refers to the group of extroverts. Whereas, (25%) of the students said that they feel shy and hesitant. Some other students (16.66%) are limited and they do not know what to say. On the other hand, no body from the whole population tends to be talkative.

Chapter3: Data Analysis and Recommendations

Q5: When the teacher asks you a sudden question, do you

- a- Usually respond first
- b- Wait for others to respond

Figure7: Students' Attitudes toward Unexpected Questions

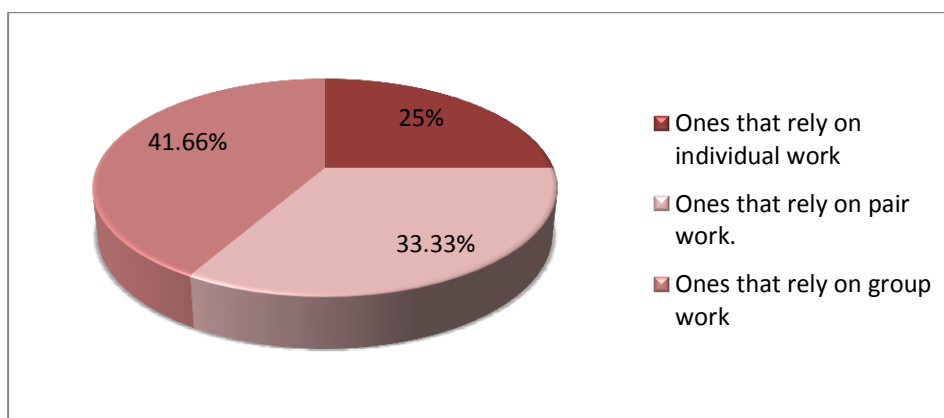


The above table demonstrates how students respond to a sudden question. (58.33%) answered that they usually respond first without waiting for others' responses, while (41.66%) said that they wait for others to respond in order to check their answers.

Q6: Which type of activity do you prefer more?

- a- Ones that rely on individual work
- b- Ones that rely on pair work
- c- Ones that rely on group work

Figure8: Students' Preferable Type of Activities



The results are presented in the figure7 clarify that many students prefer to work in groups which are given with percentage of (41.66%); they claim that working in group

Chapter3: Data Analysis and Recommendations

helps them in participation and acquiring knowledge as well. “Pair work” with (33.33%). Students who lean to work in pairs believe that it helps them in exchanging ideas and correcting each other. However, the rest of the students (25%) prefer to work individually, simply because they do not like sharing their thoughts with others.

Q7: Which of the following tasks makes you participate more?

a- Speaking tasks

b- Listening tasks

c- Reading tasks

d- Writing tasks

Table4: Students’ Motivating Tasks

Options	Number of the students	Percentages %
Speaking tasks	3	25
Listening tasks	3	25
Reading tasks	2	16.66
Writing tasks	4	33.33

The question investigates whether students are engaged when the teacher implement one of the receptive tasks (listening/reading) or the productive tasks (speaking/writing), and to know which task motivates learners to participate more. Results from the above table show that participants’ responses toward speaking tasks and listening tasks are equivalent; students who feel motivated with speaking tasks presented with percentage of (25%) while (25%) of them are engaged in listening tasks. (33.33%) of the respondents claim that writing tasks fit them more in which they can think deeply, and only (16.66%) prefer reading tasks.

Q8: If you consider yourself as a good participant, it is due to:

a- you feel obliged

b- you feel motivated

Chapter3: Data Analysis and Recommendations

Table5: Students' Reasons of Participation

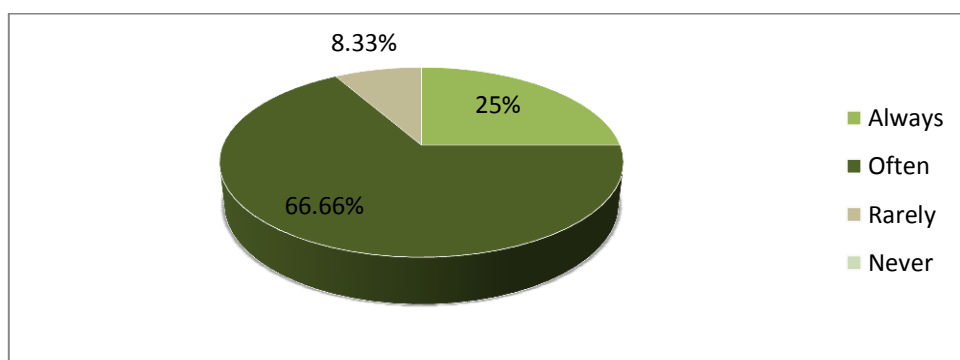
Options	Number of the students	Percentages%
You feel obliged	5	41.66
You feel motivated	7	58.33

What can be noticed from the results of this question is that (58.33%) of the students participate in the classroom because they are motivated. In other word, they believe that expressing themselves through participation promote learning. Whereas, (41.66%) of them feel that they are obliged to participate. One student states: "if I do not participate, I will not have good marks". It is apparent that their participation is not for the sake of promoting learning and sharing knowledge but rather, other factors can be present.

Q9: Does your teacher make an effort to make you participate?

- a- Always
- b- Often
- c- Rarely
- d- Never

Figure9: Students' Attitudes toward the Teachers' Attempts
Of Promoting their Participation



The question aims to know whether the teacher is regarded as a motivator in term of engaging students. (25%) of the respondents agree that their teacher always attempts to make them participate, and the majority of them (66.66%) affirm that she often tries to

Chapter3: Data Analysis and Recommendations

involve them in classroom participation. Yet, the rest of the questioned students (8.33%) declare that she rarely makes such an attempt. However, no body mentioned the final option “Never”.

Q11: Does your teacher force you to participate?

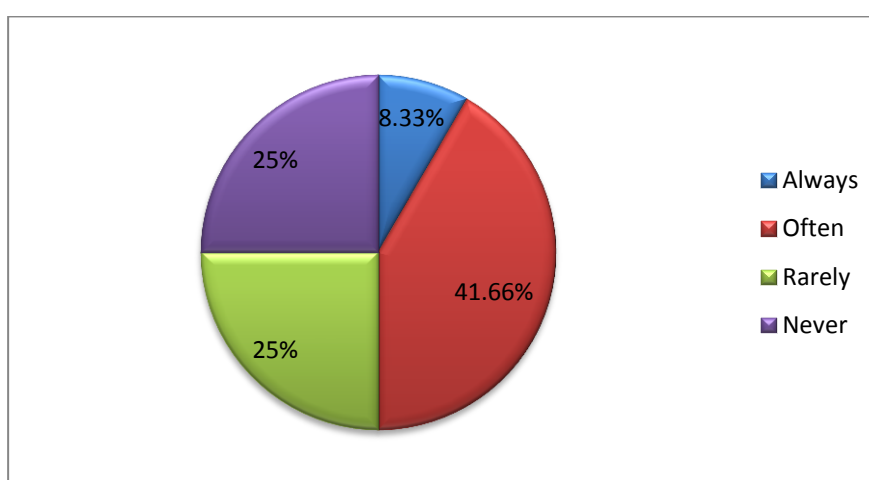
a- Always

b- Often

c- Rarely

d- Never

Figure10: Students’ Attitudes toward Being Forced to Participate



When the students were asked to answer this question in order to know whether the teacher forces them to participate or not, the analysis of the results demonstrates that (8.33%) said that he is being imposed to participate. While, (41.66%) states that frequently the teacher forces them involve in classroom discussions. Contrastively, (25%) from the whole population states that she rarely asks them to participate and the other (25%) of them mention that the teacher never obliges them to participate.

Q11: Does you teacher help you to overcome your fear to participate?

a- Yes

b- No

Table6: Students’ Attitudes toward the Teachers’ Support and Encouragement

Options	Number of the students	Percentages%
Yes	5	41.66
No	7	58.33

Chapter3: Data Analysis and Recommendations

The students who previously state that they fear participation in the classroom deny the teachers' attempts to overcome the feeling of anxiety and perturbation. (58.33%) answered negatively while (41.66%) confirm that she encourages them to go further and participate more without any obstacles.

2. Discussion of the Results

Based on the data gathered and analyzed above, it is necessary to provide general analysis of the students' answers concerning the questionnaire. As results, we found that:

- ❖ English is perceived as international language; all the students like English and they have positive attitudes toward studying English as a foreign language.
- ❖ Introverted students are identified in the classroom; the majority of them have introverts' tendencies such as being researchers and writers which are appropriate professions for introvert people, they rely on their own thoughts and feelings, and consider themselves as better listener which is the most distinguishing feature of introverts.
- ❖ In the classroom participation, introverted students do not attempt to participate and the selection of topics and the teacher are considered as the main factors behind their silence in the classroom.
- ❖ Students confirm that they feel hesitant and shy whenever they are required to speak. Precisely, the introvert students because they think that their answers will not be accepted, as they feel limited which is associated with poor pronunciation and the lack of vocabulary.
- ❖ The results show that introverted students reject the idea of working in groups or in pairs because they feel uncomfortable. However, they prefer to work individually for the sake of not feeling impressed.
- ❖ Besides, students lean more to the listening and writing tasks, students recognize that they shine in writing where they can process their knowledge.
- ❖ Students' motivation is crucial. However, most of the students argue that their participation is graded, so that they have to participate in order to have good marks.
- ❖ Students who have introverts' tendencies assert that the teacher rarely attempts to enhance their participation; they are mainly neglected in the classroom.
- ❖ Forcing students to participate in the class can be an effective method for involving quiet students. Yet, students declare that their teacher never calls upon them to offer any answer; this can prove the validity of teachers' ignorance of the quiet students.

Chapter3: Data Analysis and Recommendations

❖ Creating a safe environment for introvert students to thrive is challenging. In spite of that, students refuse the validity of being encouraged by the teacher and her attempts to overcome the feeling of anxiety and fear toward participation.

3. Analysis of the Observation

In this research, classroom observation is devoted to monitor the students in the natural settings of the classroom. It mainly tends to distinguish the introverted students as to get a better understanding on how they behave when participating or when they are asked to perform orally as well as trying to see whether the teacher uses some different strategies to involve all the students.

Section one: Introvert or Extrovert

Item1: The Introvert's Tendency to Isolation

During our attendance with students and the teacher, we observed that while all the students prefer sitting in front of the teacher, three students always sit at the back without contacting anyone. On the one hand, the majority of the students tend to be active participants; they like working in large groups where they feel more engaged and motivated. On the other hand, the three students who seem to be introverted frequently contact only the students who are sitting next to them. Besides, they appear to perform better when they work independently; they prefer more the tasks that rely on individual work rather than working in groups.

Item2: The Introvert's Use of Avoidance Strategies

In the classroom, introverted students tend to avoid interaction with their classmates and even the teacher. They usually use a set of strategies to minimize participation in the classroom. For example, coming to the class lately, asking periodically to leave the class, and pretending sickness. Overall, what is observed clearly in introverts' behaviors is that they often enter the class when the teacher has already started the lesson. However, all the session that we have attended, we have never observed the strategies of asking for going out and pretending to be sick.

Item3: The Introvert's Participation

During the observation of the students' participation, it was apparent that the majority of the students are active and taking part in group discussion. They immediately raise their hands when the teacher asks a question or provides a task. Contrastively, the three introverted students never attempt to be cooperative and taking part in group work. Even when the teacher asks to do so, they feel anxious and hesitant. Moreover, they are not risk-

Chapter3: Data Analysis and Recommendations

takers in which they always hesitate to start a task but rather, they spend period of time observing their classmates answers. The findings confirm the premise that introverted learners participate less and reflect deeply before attempting a new skill.

Section two: Teacher's Role and Strategies

Item1: The Teacher's Attempt in Involving Introverted Students in the Class

Generally speaking, in all sessions that we have attended, we have noticed that the teacher always takes into consideration students' preferences especially those who seem to be introverted. She never impose on them group work. But it was observed that quiet students have never been notified to comment on specific points as well as she rarely calls upon them by their names to participate. This indicates the teachers' ignorance of the introvert students who are passive participants. Likewise, providing them with positive feedbacks and praising the students to be motivated have never been noticed during all the sessions. Students fear speaking in the classroom because of their level of language. They do not master the language which is another factor that prevents them from participation. However, the teacher never tried to encourage their performance by informing students that communication and expressing oneself is the first step for better learning.

Item2: The Teacher Does Not Force Introverted Students to Participate

It is common for introverts that they do not favor participation or being forced to speak. In spite of that, during all the sessions, we have never seen the teacher forcing introvert students to work with their friends even when required to be done in pairs or group such as dialogues. Furthermore, we observed 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. Students are always given time to think and doing the task before collecting together which seems fair for introverts to organize their ideas.

Item3: The Teacher Provides the Students with a Safe Learning Environment

Throughout our attendance with this class, it was clear that the teacher rarely attempt to create a comfortable environment that helps in promoting the learning process and participation in particular. When the teacher enters the class, she immediately starts introducing the lesson without providing time to review what the previous lesson is or selecting motivating activity to start with. On the other hand, integrating humor to foster students' participation and higher the level of confidence among students have not been

Chapter3: Data Analysis and Recommendations

observed which significantly discourage students' interaction and engagement. Teachers' support and care were not existed.

4. Discussion of the Observation

The classroom observation was so helpful to obtain vivid data regarding introverts' behaviors on one hand and teachers' strategies in enhancing their participation on the other hand. Secondly, but more important, is to prove the hypotheses which were already raised.

The classroom observation confirms the notion of introverts' tendencies to solitude. For instance, they use to sit at the back without contacting their mates and working alone is their preference. When it comes to class participation, they usually act as passive recipient as well as they observe others' contributions before attempting to perform a given activity. Since participation is not a preferable task for introverts, they mainly use a set of strategies in order to avoid being asked to participate.

However, after the examination of the obtained data, we claim that teachers' assistance and motivation are invisible in the classroom. He never attempts to boost students' participation by using a range of adequate strategies. This, in particular, is a discouragement for introverted students. Additionally, it was observed that students are not provides with a safe environment where they can feel comfortable and engaged to participate. Finally, based on the findings, our research does not prove the correctness of our hypothesis which supposes that if teachers use suitable strategies to deal with introverted learners, they will participate and interact more.

Conclusion

This chapter examined the data collected from the questionnaire that was devoted to students and the classroom observation. The analysis of both of the tools that are used in this research confirms the validity of teachers' ignorance of the students who rarely raise their hands to participate, which clarifies that introvert students are invisible in the classroom. Besides, students' questionnaire indicates that the majority of the students, particularly the introverts, are not satisfied about their teachers' support and encouragement. Hence, this final chapter permitted the researchers to confirm that the lack of awareness concerning the concept of introversion prevents quiet students from having the opportunity to shine in the classroom. As a result, the hypothesis which assumes that the use of a set of strategies when dealing with introverts help in enhancing their participation was not proven.

Chapter3: Data Analysis and Recommendations

Recommendations

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, set pedagogical suggestions can be implemented to help both teachers and students in the teaching learning process.

❖ First of all, introversion is not a weakness, but rather, it is a hidden strength. Therefore, EFL teachers should respect students' personalities and appreciate the differences among students.

❖ At the beginning of the year, it is advisable to ask students about their preferences and learning styles through a questionnaire or interview in order to design the syllabus respecting their level.

❖ Teachers should involve all the students in class discussions without neglecting anyone.

❖ Teachers should vary the activities and including the listening and writing tasks during when designing a lesson to augment introverted students' participation.

❖ Since introvert students need time to process their ideas before speaking, teachers are appealed to provide them with time to think after asking a question.

❖ Cooperative work should be organized.

❖ Teachers should create a friendly relationship with students to remove their shyness and anxiety.

❖ Praising students and giving positive feedback are very important in order to raise the level of confidence among students.

❖ 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 should select motivating and interesting topics in order to guarantee that students are not feeling bored.

❖ Teachers should provide the students with a comfortable atmosphere where they feel savable and then, participate without being forced to do so.

General Conclusion

General Conclusion

The current research investigates the different strategies that should be undertaken to enhance EFL introverted learners' participation in the classroom. On the one hand, it examines introversion and extroversion as two major personality traits that effect learners' performance and participation. On the other hand, it discusses the concept of classroom participation; the main factors that influence learners' participation in general, and introverted learners in particular, as well as it sheds the light on the variety of strategies to be implemented in the classroom to boost their participation.

The main purpose of this investigation was: first, to detect whether teachers implement strategies that help the introverts excel in the classroom and confront their hardships. Beyond, several scientific studies have shown that introversion is a part of the persons' personality which can impact their social life and the same thing for introverted students in the classroom. On the view of the findings, this research aims also to explore the other factors that can be the reason behind their reticence in the classroom. The second purpose, but more important, is to prove the hypotheses which are: the ignorance of the students, who fear participation, is considered as the primary factor that prevents them from participation. However, the selection of motivating strategies to deal with them can increase the possibility of thriving exponentially.

The dissertation consisted of three chapters; the first chapter was a theoretical part about introversion, extroversion and classroom participation. Then, the second chapter dealt with the practical side of this work; it is concerned with the data collection as it gave a complete description of the tools that are used for collecting the needed information. Finally, the third chapter was about the analysis of the data obtained from both the students' questionnaire and the classroom observation with the discussion. In addition, several recommendations were provided for EFL teachers.

Based on the findings of the discussion of the obtained data from both the students' questionnaire and the classroom observation, we confirm that the first hypothesis which is the teachers' ignorance of introverted students and the lack of motivation and support are the main factors that prevent students from participation. However, the second hypothesis has not proven which indicates that the use of motivating strategies such as implementing cooperative learning, creating a safe learning environment, and reducing learners' anxiety

will motivate introverts' participation in particular. We deduce that students are not satisfied with the teachers' role and techniques in enhancing their participation. This clearly shows that the teacher exhibits a passive role in promoting students' motivation and then participation.

In short this research is conducted for students to enhance their participation in the classroom; also it helps to raise the teachers' awareness of the differences among the students and to understand the importance of implementing set strategies for introverted learners to be involved in class discussion rather than neglecting them.

Bibliography

Bibliography

- Abawi, K. (2013). *Data Collection Instruments (Questionnaire & Interview). Training in Sexual and Reproductive Health Research*: Geneva.
- Aron, E. (2005). Adult shyness: The interaction of temperamental sensitivity and an adverse childhood environment. *Personality and Social Psychology Bulletin*, 31(2), 181-197. <http://dx.doi.org/10.1177/0146167204271419>.
- Balas, A. (2000). *Using Participation to Assess Students' Knowledge: College Teaching*.
- Bean, J. C & Peterson, D. (1998). *Grading Classroom Participation. New Directions for Teaching and Learning*. San Francisco: Jossey-Bass.
- Beibei, X. (2017). *Classroom Engagement and Participation among Chinese International Graduate Students: A Thesis Submitted to the Faculty of Graduate Studies through the Faculty of Education in Partial Fulfillment of the Requirements for the Degree of Master education*: University of Windson.
- Brown, D. H. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy. 2nd ed.* New York, Addison Welsey: Longman.
- Burchfield, C. M & Sappington, J. (1999). Participation in classroom discussion: *Teaching of Psychology*, 26(4), 290-291. Retrieved from <http://top.Sagepub.com>.
- Cain, S. (2012). *Quiet*. New York: Crown Publishers.
- Cambridge advanced learner's dictionary of thesaurus. (2017). UK: Cambridge University Press. <http://dictionary.cambridge.org/dictionary/English/anxiety>.
- Carducci, B. & Kraisen, L. (2003). *The shyness breakthrough*: Rodale.
- Chan, Z. (2013). Exploring creativity and critical thinking in traditional and innovative problem: Based learning groups. *Journal of Clinical Nursing*, 22,2298-2307.doi:10-1111/jocn.12186.

Bibliography

- Cherry, K. (2016). *What Does it Mean to Be Introverted?. About. Com Health*. Retrieved 27 March 2016, from <http://psychology.about.com/od/trait-theories-personality/f/introversion.htm>.
- Cohen, M. (1991). Making class participation as reality: *Political Science & Politics*, 24, 699-703
- Condon, M & Ruth-Sahd, I. (2013). Responding to introverted and shy students. *Open journal of Nursing*, 3,503-515. <http://dx.doi.org/0.4236/ojn.2013.37069>.
- Cox, J. M. (1997). Teaching strategies to support students introverts. Retrieved from <http://www.teachhub.com/teaching.Strategies-support-student-introverts>.
- Crozier, W. R. (1997). *Individual Learners: Personality Differences in Education*. USA and Canada: Routledge.
- Dallimore, E. J., Hertenstein, J. H & Platt, M. B. (2004). Classroom participation and discussion effectiveness: Student-generated strategies. *Communication Education*, 53, 103-115.
- Dancer, D. & Kamvounias, P. (2005). Student's involvement in assessment: A project designed to assess class participation fairly and reliably. *Assessment & Evaluation in Higher Education*, 30(4), 445-454-doi: 10-1080/02602930500099235.
- Davis, B. G. (1993). *Tools for Teaching*. San Francisco: Jossey-Bass.
- Dawit, T. A., Demis, G & tsadik, D. (2015). *Causes of Students' Limited Participation in EFL Classroom: Ethiopian Universities in Focus*. Department of English and Literature, College of Social and Humanities, Jumma University, Jimma, Ethiopia.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Eysenck, H. J. (1978). *Psychological Reports: Impulsiveness and venturesomeness: their position in a dimensional system of personality description*.

Bibliography

- Fassinger, P. A. (1995). Understanding classroom interaction: Students' and professors' contributions to students' silence. *The Journal of Higher Education*, 66, 82-96.
- Fassinger, P. A. (1996). Professors' and students' perception of why students participate in class. *Teaching Sociology*. 24,25-33.
- Fassinger, P. A. (2000). How classes influence student's participation in college classroom. *Journal of Classroom Interaction*, 35(2), 38-47. Retrieved from <http://www.jciuh.org>.
- Freeman, I. (2001). *Techniques and principles in Language Teaching*. Oxford, New York: Oxford University Press.
- Fritschmer, L. M. (2000). Inside the under graduate college classroom: Faculty and students differ on the meaning of student participation. *The Journal of Higher Education*, vol.71 No. 3, pp, 342-362.
- Gabriel, D. M. (2012). *Self- Access Booklets for Student-Teachers of English at CFE. First SERIES. Introduction to Didactics: Uruguay*.
- Helgoe, I. (2008). *Introvert Power*. Naperville: Sourcebooks.
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual review of applied Linguistics*, 21, 112-126.
- Howard, P. J & Howard, J. M. (2004). *The Big Five Quick start: An Introduction to the Five-Factor Model of Personality*: North Carolina.
- Jacobs, L. C & Chase, C. I. (1992). *Developing and Using Texts effectively: A Guide for Faculty*. San Francisco: Jossey-Bass.
- Jacobs, G. M. (2014). Introverts can succeed with cooperative learning. *Parole*, 4(1), 83-93.
- Jung, C. (1971). *Personality Types*. Prenceton University.
- Karp, D. A & yoels, W. C. (1976). *The college classroom: Some observations on the meanings of student participation*. *Sociology and Social*.

Bibliography

- Kelly, W. e. (2002). Anxiety and the perception of task duration: A preliminary analysis. *Journal of Psychology* 136(1):53-58.
- Kuhn, D & Crowell, a. (2001). Biologic argumentation as a vehicle for developing young adolescents' thinking. *Psychology Science*, 22,545-552.
- Laney, M. (2005). *The Hidden Gifts of the Introverted Child*. New York: Work Man Pub.
- MacIntyre, P. D & Gardner, R. C. (1994). *The Subtle Effects of Language Anxiety on Research*. New Bury Park: Sage.
- Meckeachie, Wilbert, et al. (2005). *Meckeachie's teaching Tips: strategies, research, and Theory for College and University Teachers*. 12th ed. Boston: Houghton Nifflin.
- Mohd, Y. A., Noor, R & Maizatul, H. M. (2012). Students' participation in classroom: What motivates them to speak up?. *Procedia-Social and Behavioral sciences* 51(2012)516-522.
- Marshall, C., Rossman & Gretchen, B. (1989). *Designing Qualitative*: Sage Publications.
- Myers, S. A, Horan, S. M, Kennedy, C. D. (2009). The relationship between college students' self-reports of class participation and perceived instructor impressions. *Communication Research Reports*, 26(2), 123-133.doi:10.1080/08824090902861580.
- O'Leary, Z. (2004). *The Essential Guide to Doing Research*. Sage Publications. London. Thousand Oaks: New Delhi.
- Peng, J. E. (2012). Towards an ecological understanding of willingness to communicate in EFL classrooms in China. *System*, 40(2), 203-213.
- Rocca, K. A. (2010). Student participation in the college classroom: An extended multidisciplinary literature review. *Communication Education*. 95(2), 185-213.doi:10-1080/03634520903505936.

Bibliography

- Rogers, J. M. (1997). *Classroom Participation: Random calling and anonymous Grading*: University of Kentucky College of Law.
- Salkind, N. J. (2008). *Encyclopedia of Educational Psychology*: Sage Publications.
- Sharp, A. (2011). *Jungian Learning Styles*. *Encyclopedia of the Sciences of Learning*: Springer.
- Skehan, P. (1989). *Individual Differences in Second Language Learning*: Edward Arnold.
- Smith, D. G. (1977). College classroom interactions and critical thinking. *Journal of Educational Psychology*, 69(2), 180-190. doi:10.1037/0022-0663.69.2.180.
- Siti, M. M., Suryani, N. & Melor, M. D. (2010). *Factors Influencing Classroom Participation*: University of Maylizia.
- Tieger, P., Burron & Tieger, B. (2007). *Do What You Are*: New York.
- Valera, O., Cater, J & Michel, N. (2012). Online learning in management education: An empirical study of the role of personality traits. *Journal of Comput High Education*, 24(3), 209-225. <http://dx.doi.org/10.1007/s12528-012-9059.x>.
- Wade, R. (1994). Teacher education students' views on class discussion: Implications for fostering critical reflection. *Teaching and teacher education*, 10, 231-243.
- Weaver, R. R. & Jiang, Q. (2005). Classroom organization and participation: College students' perceptions. *Journal of Higher Education*, 76(5), 570-601. Retrieved from <http://ohiostatepress.org>.
- Wood, K. (2012). *Abstract Academic: Introverts*. The Signpost: Weber State University.

Appendices

Appendix1

Student's Questionnaire

Dear students,

This questionnaire is an attempt to gather the needed information for the accomplishment of a master dissertation. It investigates the teachers' strategies in enhancing introverted EFL learner's participation in the classroom. Your answers, for which we are grateful, will be very helpful. Please tick (X) the appropriate answer(s) in the corresponding box (es), and make a full statement whenever required. Your cooperation through this process is to be anonymous.

➤ **Introvert or Extrovert:**

1- Do you like English ?

- a. Yes
- b. No

2- Which of the following position do you opt for?

- a. Researcher
- b. Writer
- c. Teacher
- d. Lawyer

3- Which of the following contexts/situations do you position yourself?

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

4- Do you think that you:

- a. Think without talking
- b. Think before talking
- c. Talk without thinking

5- Do you consider yourself :

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

6- When do you feel more comfortable?

- a. Alone
- b. With others

➤ **Classroom participation :**

1- Are you easily prone to participate in the classroom?

- a. Yes
- b. No

2- If your answer is "No", it is because

- a. The teacher
- b. The method used
- c. The topics discussed

Others reasons.....

.....

3- Do you fear participation in the classroom?

- a. Yes
- b. No

4- When you participate, how do you feel while speaking?

- a. Very sure and comfortable
- b. Hesitant and shy
- c. Talkative
- d. Limited

5- When the teacher asks you a sudden question, do you

- a. Usually respond first
- b. Wait for others to respond

6- Which type of activity do you prefer more?

- a. Ones that rely on individual work
- b. Ones that rely on pair work
- c. Ones that rely on group work

Why?

.....

.....

7- Which of the following tasks makes you participate more?

- a. Speaking tasks
- b. Listening tasks
- c. Reading tasks
- d. Writing tasks

8- If you consider yourself as a good participant, it is due to:

- a. You feel obliged
- b. You are motivated

Other reasons.....

.....

9- Does your teacher make an effort to make you participate?

- a. Always
- b. Often
- c. Rarely
- d. Never

10- Does your teacher force you to participate?

- a. Always
- b. Often
- c. Rarely
- d. Never

11- Does your teacher help you overcome your fear to participate?

- a. Yes
- b. No

Thank you.

Appendix2

Classroom Observation Checklist for Introverted Students

Observer:		Teacher:	
Course:		Date:	
Time of the Session:			
A:always	O:often	S:sometimes	N:never

	Observations	A	O	S	N
Introvert or Extrovert	<ul style="list-style-type: none"> • The Introvert’s Tendency to Isolation <ul style="list-style-type: none"> ➤ Sits at the back of the classroom. ➤ In touch with few students. ➤ Prefers to work independently. 				
	<ul style="list-style-type: none"> • The Introvert’s Use of Avoidance Strategies <ul style="list-style-type: none"> ➤ Comes late to the class. ➤ Repeatedly asks to leave the class. ➤ Pretends to be sick. 				
	<ul style="list-style-type: none"> • The Introvert’s Participation <ul style="list-style-type: none"> ➤ Does not take an active part in group discussion. ➤ Disinclined to start a task. ➤ Takes time before performing a given activity. ➤ Observes others before attempting a new skill. 				

	<ul style="list-style-type: none"> ● The Teacher’s Attempt in Involving Introverted Students in the Class <ul style="list-style-type: none"> ➤ Takes into consideration their preferences and learning styles. ➤ Calls the quiet students by their names to participate. ➤ Notifies an introverted student that he will be invited to comment on a specific point. ➤ Informs students that communicating is more important than being grammatically correct. 				
<p>Teacher’s Role and Strategies</p>	<ul style="list-style-type: none"> ● The Teacher Does Not Force Introverted Students to Participate <ul style="list-style-type: none"> ➤ Does not force group work. ➤ Gives introverted students the ability to learn and chances to share in their own way. ➤ Gives time after asking a question (several seconds of silence may encourage introverted students to answer). 				
	<ul style="list-style-type: none"> ● The Teacher Provides The Students with a Safe Learning Environment <ul style="list-style-type: none"> ➤ Makes eye contact with introverted students during discussion. ➤ Creates a friendly supportive classroom atmosphere. ➤ Uses a sense of humor to boost the introvert’s participation. ➤ Selects motivating and interesting opening activity to start each class. ➤ Prompts the introverts when they face difficulties in their performance. 				