PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

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Expanding the Comfort Zone: Promoting the Speaking Skill for Introverted Students

The case of L2 students at Abdel Hamid Ibn Badis Mostaganem

A Master Degree in Didactics and Applied Languages

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2019_ 2020

Dedication

To the lovely and supportive family that always stood by my side along the way namely:

My beloved parents

whose encouragement, care and prayers led me to such level of success

My sisters SOUMAYA and my dear YUSRA

whose knowledge, help and affection guided me to complete this work

My sweet brothers ABDENOUR and SALAH EDDINE

who always pushed me forward and never doubted me

when a loved one becomes a memory and a memory becomes a treasure, I dedicate this humble work to my deceased grandmother

This work is also dedicated to

The light that suddenly entered my life and grew in my chest something very similar to roses and made me pursue a higher level of education

And finally

To my friends whose endearment and knowledge assisted me throughout this research namely: *Sara, Chaimae, Sara and Soriya*

Acknowledgement

Foremost, I would like to express my sincere gratitude to my advisor Mrs A. DERRAZ for her continuous support, guidance, patience and tolerance throughout my research process, for being so kind as to accept me as her supervisee. Her sweet smile that one cannot be but motivated and energetic.

Besides my advisor, I would like to thank the rest of my thesis committee: Ms BELGHOUL and Ms BENTAMARA for taking the time to evaluate my work.

I am extending my heartfelt thanks to my family, especially my parents for their encouragement, prayers and forever love that pushed me forward to continue my higher studies. To my lovely siblings.

Last but not least, I would like to show my deepest appreciation to my teachers at university for their hard work and knowledge that made me reach this level and graduate

Also, I would like to express my extreme gratitude to my friends who were my companions in this experience throughout the years, for their support, help and lovely sense of humour

Without forgetting the students and teachers who took part in this research and whom the work would not be completed, thank you.

Abstract

Achieving a native-like level in speaking the English language is the main goal of EFL learners as well as teachers. However; learners, especially the introverted ones, are facing obstacles that prevent them from reaching the level of speaking fluently and comfortably in front of others. In this regard, our aim in the present work is to identify the major reasons that prevent these students at the Master level from performing properly when it comes to presentations. Most importantly, to investigate why these learners still struggle with speaking in the classroom despite many years of OE sessions, and what could be the objectives of these courses. Thus, to carry out this work, tree main tools will be used to collect the data needed for qualitative and quantitative research which are: a questionnaire administered to teachers of Oral Expression module, an interview with M2 students regarding their previous experience in the oral production lessons, and a classroom observation dedicated to L2 level. The results, as expected, have revealed some of the issues regarding the lack of introducing personalization to the teaching-learning process along with the unreasonable timing devoted to this fundamental skill.

Key words: EFL learners, speaking skill, Oral Expression, introversion, poor mastery.

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General introduction

English has taken the lion share amid languages in the world. That is why for countries where this language is taught as a foreign one (EFL), students find it difficult to attain the desired level of fluency. When it comes to learning, researchers have devoted a considerable amount of time to study the related skills. Along with the macro skills (reading, writing, listening), speaking is considered to be the hardest one amongst EFL introverted learners, especially at the level of the university. However, experts in the field of Didactics and Pedagogy seek to develop many strategies and approaches that may assist teachers in teaching different kinds of personalities in the same classroom for more interaction and engagement. The purpose of being able to speak is not only about expressing needs, but to be able to convey messages and transmit knowledge. But in our case, students are affected by their introversion which may, sometimes, hinder their learning experience as they move to further levels. Since their common weakness is fear of public speaking and judgement, these kinds of students remain silent and hence; it would obstruct their speaking abilities.

Thus, in the present study, we have raised many issues related to the number of difficulties that may contribute in introverts' poor oral production capacities when reaching Master two (M2) level to provide our readers with a maximum of solutions. In this respect, there is one central question and sub-questions to ask in our investigation, which are:

- Why do introverted M2 learners still struggle with speaking in the classroom?

    -What are the objectives of the Oral Expression subject?

    -How do teachers contribute to helping these kinds of students to expand their comfort zone?

Before attempting to answer these questions, we assume that the main difficulties behind this phenomenon may be related to the teachers' insufficient attention given to this minority inhibited students because they require much more efforts. We may also presume that the timing advocated for the OE sessions are not sufficient. Another reason may be the lack of flexibility and personalised teaching, which focuses on targeting each student's strengths, needs, skills and interests.

The main interest of this study is to evaluate the oral classes in the Licence one (L1) and L2 students of the English department at Mostaganem University of Algeria, with

regarding OE as the main module that stresses teaching speaking to enhance speaking proficiencies.

Since it was observed among peers that introverts fear presentations and public speaking despite their previous years of OE sessions, our main objectives involve trying to find solutions that aid teachers to avoid silent classrooms and create a more interactive one. Then the investigation will shed light on the importance of using personalised teaching/learning in the University setting.

In this regard, our work will be divided into three chapters. The first one is going to tackle the main theoretical aspects concerning the speaking skill, along with the introverted personality of the learners. The aim is to give the reader an insight into the importance of this competency. The second chapter is going to describe the methodology followed in carrying out this research, which is the practical part of the study conducted in the abovementioned department. The last chapter will outline the main results and conclusions obtained and some suggestions for further research.

Chapter one:
Speaking and Personality Differences

1. Introduction

Speaking is an important skill in EFL classrooms that needs development. It helps the learner to successfully and effectively communicate inside and outside the classroom environment. Hence, this chapter will provide a deeper understanding and importance of this skill in addition to the main issues learners face that would prevent them from speaking. Moreover, the chapter will describe the variables found among learners which would affect the level of speaking performance, mainly, learners' personality. Lastly, and more specifically, we will talk about how introversion influences the way students speak, and how this skill needs to be taught according to some scholars.

2. The speaking skill

Learning a foreign language requires essentially the development of the four skills, main-ly, the speaking skill. As it helps the learner to enhance the ability to communicate effectively with teachers and peers within the EFL context. In other words, Harmer (n.d) said that "Part of our speaking proficiency depends upon our ability to speak differentially, depending upon our audience and upon the way we absorb their reactions and respond to them" (p.277).

The oral production of language is considered as a prerequisite for successful language mastery; because it reflects the learner's competence. Besides, being a competent speaker of English will open the door for many opportunities to use the language in different contexts locally and internationally.

2.1. What is speaking

Speaking is an oral productive skill that "consists of producing systematic verbal utterances to convey meaning" (Bailey, 2005, p. 2). That is to say, it is more interactive than mere linguistic competence. Thus, it is a purposeful process used for "communicating messages". In the learning context, students of EFL are required to master speaking to be able to communicate properly within the classroom and even outside: Whether to deliver a message, express a need, explain a viewpoint, or ask for repetition.

Furthermore, Hymes (1972) proposed that it is preferable to study the knowledge that people have when they communicate -what he calls communicative competence- which tells whether an utterance is appropriate in a given situation rather than focusing only on the linguistic competence as Chomsky noted. So, he proposed the *SPEAKING model* because the context in which the language is used matters not only the vocabulary and grammar.

This model stands for: *Setting/ scene* referring to the environment including the time and place in which the speech is taking place, *Participants* who are the ones involved in the speech including the audience, *Ends* which are the goals and purposes of the speech, *Act sequence* that is the order of events taking place during the speech, *Key* for the overall tone and manner, *Instrumentalities* which refers to the form and the style of the speech, *Norms* which defines what is socially acceptable at the event, *Genre* that is the kind of the speech being given. Following this model, Canale and swain also proposed a model in 1980 arguing that the communicative competence must include three main competencies which are: the grammatical, the sociolinguistic, and the strategic competence (Canale & Swain, 1980)

2.2. The importance of speaking

Mastering the speaking skill is considered as fundamental due to its importance in learning a language and especially in the EFL context. Students are expected to interact with the teachers and peers for to enhance their performance and get good grades. According to Baker and Westrup (2003), students who are competent speakers are likely to find employment and gain promotion easily. That is why teachers must direct their attention to developing the productive ability to prepare their students for future careers mainly teaching. Another point stated by Nunan (1991) emphasizing the importance of teaching this skill; for him the success in any language is measured by being able to carry out a conversation in the language. Moreover, Luoma (2003) stated that "speaking forms a part of the shared social activity of talking" (p.15). In other words, speaking is a social act that involves sharing information and ideas with the others in different situations not just uttering random words and sounds.

2.3. Speaking difficulties

Learning to speak is not a process that can be achieved in a short period of time; however, it is a long period process that needs patience and sincerity. According to Brown and Yule (1983): "learning to talk in a foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with" (p,25). This point of view is shared with Luoma (2004) who noted that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". Hence, developing a speaking competence is not an easy task because unlike writing _where students are given samples of grammatically correct written texts_ speaking is taught through authentic conversations which are not, to some extent, reliable and could not be taken as an example, this is due to the differences in the speech and accents according to the speakers' nationality.

That is why one should have a rich background in the target culture. Another point is that the oral speech is mostly produced in "real-time" which means that students do not have time to consider and think about what to say, that's why the language may contain slips of tongue and mistakes that students fear to make for not having negative feedback from the teacher. Especially EFL learners who, mostly, reflect in their mother tongue and translate it later to English. There are some other factors which contribute to making students reluctant to speak in the classroom which are cited as follows:

2.3.1. Shyness

Shyness is defined as "a painful way of being" (Condon, 2013). That is the feeling which prevents someone from expressing him/herself for fear of judgement and disapproval. Shyness can inhibit students' progress and success because it can cause the learner to feel self-devaluation and underestimated, that is why learning will be hindered and decreases with time. Condon and Ruth-sahd (2013) noted that shy students would want to interact but avoid doing so for fear of social criticism. This latter plays a huge role in the learning process because it can either propel students' success or repress their progress; that is why shy students care too much for the classroom community because they see themselves, somehow, deficient and do not match the others' competency.

In terms of speaking, shy students are very likely to feel anxious and more reluctant to talk in front of others. They may blush, tremor, or even feel dizzy which is something uncomfortable to them, so they would avoid any social interaction. Harmer (n.d) said that "Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions" (p.345). Therefore, it is listed along with social anxiety.

2.3.2. Anxiety

Anxiety refers generally to the negative feelings we have when faced with discomfort or threat. According to Arnold (1999) "anxiety is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension." (p.8). Moreover, anxiety seems to appear mostly when students are required to speak in front of their classmates. More precisely, in the EFL context where the language is not their mother tongue.

In this regard, Heron (1989) categorized anxiety into three components under the term existential anxiety which are "acceptance anxiety.

Will I be accepted, liked, wanted? …orientation anxiety. Will I understand what is going on? …performance anxiety. Will I be able to do what I have come to learn?" (p.33).

Researchers in the field of educational psychology gave no exact definition to anxiety because it is related to the introspecting feelings of the students which cannot be scientifically studied, but gave a general understanding and characteristics to this term. Research has provided two main variables affecting learning which are: trait and state anxiety. The former one refers to the general trait of a person being anxious by nature in any situation. The latter is related to a particular event which can be developed in three contexts: exams and tests, competition, and the teacher. Some students when being anxious tend to flee or avoid situations such as when presenting or speaking publicly which could hinder learning. This is called debilitative anxiety. Others are more motivated to fight and cope with the situation when they are anxious. It encourages the learner to improve and better the learning. This kind of anxiety is called facilitative anxiety because it is helpful.

Hedge (2000) further explains that anxiety can be induced when students try to produce language in front of others. They may feel that they have less cognitive ability and that they could lose face. This is the reason why she argues, it is the responsibility of the teachers to create a safe environment in which students can take risks and experiment in the language. This view is supported by Brown and Lee (2015) who noted that "one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that sound ignorant, embarrassing, or incomprehensible" (p.348).

2.3.3.   Lack of motivation

Motivation is considered to be the most important aspect of foreign language learning. Many researchers emphasize the need for motivation for successful knowledge gaining. Motivation is defined as "desire or willingness to do something" (Oxford, 2013). Thus, every teacher should first be a motivator and a facilitator before being a teacher. According to Ryan and Deci (2000), when someone has no inspiration to do something is likely to be unmotivated. The lack of energy and aspiration may lead to low achievements.

When it comes to speaking, students who are not motivated enough might not produce effectively. The difficulty lies in the feeling of not having the propellant desire that helps the learner to actively participate and be engaged in the learning process.

As Nunan (n.d) put it "learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate" (p.3).

That is why, it is advisable to encourage and provide support to students so that they develop an intrinsic motivation (internal) towards their learning to enjoy more and achieve previously set goals; because when the teacher is caring and helpful, students' motivation is likely to be nurtured (Harmer, n.d).

2.3.4. Lack of self-confidence/ self-esteem

Self-confidence is thought to be related tightly to self-esteem. Generally, people with high self-esteem have a high degree of self-confidence and vice versa. In EFL context, students who are more reconciled and satisfied with themselves are more open and comfortable when speaking, because it facilitates the engagement in conversations or presentations; unlike others who feel worthless and discontent about themselves. These barriers decrease the ability to speak which causes later the feelings of embarrassment and inhibition. Moreover, achievements and success are measured by how confident the student is; hence, how many efforts are contributed in a given task. This means that the performance is related to the student's belief if s/he can do well or not because "you have to believe it to achieve it".

According to psychologists, self-confidence can either be a trait, or domain-oriented. In the sense that, self-confidence can be a feature in a person by nature, or it can be related to a certain domain. for example, if someone is very weak in terms of speaking, s/he is likely to feel nervous and has low self-confidence whenever s/he is speaking and presenting in front of others. However, when it comes to writing for instance the self-confidence reaches its peak. Moreover, Harmer (n.d) noted that self-esteem is tightly related to students' personality and how they feel about themselves and the level of self-confidence they are experiencing. It is influenced by many factors such as safety and shelter.

2.3.5. Lack of vocabulary

Vocabulary is considered to be a vital element in foreign language learning. Students who have low luggage in vocabulary are likely to be reluctant when it comes to speaking in front of others. In the sense that, they do not know how to transmit a message without suitable and adequate words. They prefer to stay silent than to risk by saying the wrong things. Many students reflect in their first language (L1). However, scholars do not recommend this, because it does not help the learner to acquire new words and because L1 and EFL are not similar in terms of meaning. According to Adam (2016), lack of vocabulary may hinder real communication for EFL learners to a great extent, that's why undergraduate students are required to develop appropriate knowledge of vocabulary.

Similarly, Macis and Schmitt (2017), noted that if EFL learners do not have an adequate vocabulary, they will show no desired results and competence in the process of learning.

2.4. Teaching speaking

Teaching speaking can be difficult, however not every strategy is effective. Speaking is an important skill for communication, but it is often not taught explicitly, rather, they are left for the students to learn with practice. (Bahrani, 2012). According to Brown and Yule (1983), the aim of the course in spoken English production is the ability to express oneself in the target language to cope with the basic interactive skills and to express needs. However, if the learners are not able to do so, the teacher has to diagnose the problem first, then assist using different strategies rather than attributing the problem to the learners' inability to learn what their peers have learned. According to Harmer (n.d) "Speaking sessions allow students to investigate their thoughts and feelings about a topic. Frequently, too, speaking is part of a longer planning sequence" (p.267). Furthermore, he explains that the problem that occurs frequently is the reluctant nature of some students to speak and take part. Thus, the role of the teacher is very crucial.

Harmer (n.d) provided three main roles that the teachers of oral expression must play in the classroom to push students to speak. The first one is *the prompter*, which means that when students lose the fluency of ideas, the teacher may help by providing incentives for the learner to carry on the thread of ideas without disruption or interruption. The second one is *the participant*. Indeed, sometimes, the teacher needs to take part in the activity as an equal participant without dominating or focusing on himself. This may happen when there is a lack of students in a group to balance the number, or simply to help the learners to carry out the task. (I, 2019). Lastly, *the feedback provider*. Harmer (n.d) explains that "helpful and gentle correction may get students out of difficult misunderstandings and hesitations" (p.348). This means that feedback must be constructive otherwise, it may inhibit them and take the communicativeness out of the task, of course, this depends also on when to give feedback be it during or after the speaking activity.

Nunan (2003) argued that teaching speaking involves teaching to:

➢ "Produce the English speech sounds and sounds patterns.

➢ Use words and sentence stress, intonation patterns and the rhythm of the second language.

➢ Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

➢ Organize their thoughts in a meaningful and logical sequence.

➢ Use language as a means of expressing values and judgments.

➢Use the language quickly and confidently with few unnatural pauses, which is called as fluency." (cited in Hammoudi, k, 2016)

Speaking activities vary according to the level and learning styles of the learners. However, Thornbury (2005) cited some criteria for these tasks to maximize the opportunities for the development of student's autonomy which are: productivity, purposefulness, interactivity, challenge, safety, and authenticity. Likewise, Brown (1981) stated that speaking that is academic which involves presenting a point of view or reports contains some features which are:

✓ It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with most interactional speaking.

✓ It involves taking a long turn. That is, it is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organised way.

✓ It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.

✓ The speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.

✓ It often needs teaching as it is a skill that is not a part of typical language use.

(Cited in Nation & Newton, 2008, p.122)

Activities that enhance the speaking skill are numerous, however, the most commonly used activities in these sessions are the following ones:

▪ **Presentations and talks**

Presentations are a form prepared talks that students perform in front of the class using visual aids as a means to communicate their message. They trigger interaction and participation among students by contributing or asking questions when things seem unclear to them.

▪ **Role-plays**

A role-play is a speaking activity where students take part of other people and act upon their characteristics. This may be very helpful for learners to learn and practise important speech act, vocabulary and grammar (Bailey, 2005). They may include acting from a script, imitating real plays, or authentic situations such as making reservations, etc.

- **Discussions and debates**

Discussions are regarded as the best kind of activities that enhance students critical thinking. By providing arguments and counter-arguments freely and spontaneously about a given topic, learners may develop a certain degree of autonomy and self-confidence.

Littlewood (1981) stated that "It(discussion) provides learners with opportunities to express their own personality and experience through the foreign language" (cited in Hammoudi,2016, p.44). per contra, the failure of discussions lies in the reluctancy of some students, particularly, the shy and reserved ones who may feel "extremely exposed" (Harmer, 2001, p.272).

- **Conversations and dialogues**

In the classrooms, using these kinds of activities may highly contribute to the evolvement of students' capacities. These techniques may be used for speaking purposes to engage learners in the task. They involve two people talking about a given topic using language functions such as asking for directions, interviewing, inquiring, agreeing, disagreeing, etc.

3. Learners' personality

In the EFL classrooms, learners are described according to their learning styles and personality. With the arousal of new teaching focus in the 21st century, education has shifted its prime attention from teacher-centred to learner-centred. In this respect, learners are supposed to be taken more seriously. In the sense that, teachers must address and tailor their teaching to meet students' needs and interests. Hence, being able to understand their personality traits and how to deliver the message accordingly and effectively. Harmer (n.d) stated that when we realise that the class is composed of individuals, we should start thinking about how to respond to each individually, therefore, paying attention to the different existing identities.

3.1. **What is personality?**

The word personality is derived from the Latin word "persona" which means "mask". Thus, the study of personality can be understood as the study of masks people wear on theatrical Greek drama. Psychologically speaking, personality is defined as a person's general characteristics that include the sum of feelings, thinking, and behaving. (Pervin & John, 2001, p.4). It influences behaviour in different situations (ElHilaly, n.d). Moreover, Erton (2010) stressed the relationship between learners' personality and the learning-teaching process. In his words "one of the primary objectives in foreign language learning and teaching today is

certainly learning more about the students and increasing the awareness in personal differences in the language classroom"

he points out to the importance of knowing about the individual uniqueness in teaching a foreign language (FL) due to its major influence on one's learning pace and therefore success.

3.2. Personality variables in the EFL classrooms

Rose Senior (2006) points out that students bring with them their personalities and learning expectations as they come to class, and that their current circumstances and what happens during the lessons affect their behaviour. (cited in Jeremy Harmer, n.d, p.153). Mania (n.d) states that personality types are the psychological classification of different kinds of individuals. According to the Myers-Briggs Type Indicator (MBTI), individuals are categorized into four dimensions which are presented in the following table:

Perceiving (P)	Judging (J)
Sensing (S)	Intuition (N)
Thinking (T)	Feeling (F)
Extroversion (E)	Introversion (I)

Table 1: Four Dimensions of Personality Types

The first dimension indicates the preferences in lifestyle and habits. The second one deals with how individuals take information about people, objects, ideas, etc. The third dimension refers to how people evaluate and come to conclusions while the last one, explains how individuals get their energy to deal with the world around them. This latter was referred to as "the north and the south of temperament" (Cain, n.d, p. 8)

In the EFL classrooms, there is a mixture of all the aforementioned differences among students. As Cain (2012) stated: "Today introversion and extroversion are two of the most exhaustively researched subjects in personality psychology, arousing the curiosity of hundreds of scientists" (p.28). That is why, our main concern is the first dimension "the heart of human nature" as put by Cain (2012), namely Introversion.

3.2.1.   Extroversion

Extroverts are characterized by the impulsiveness in taking actions. They tend to act before thinking and reflecting. They are likely to enjoy social gatherings and interactions, which boost their energy and motivation. Cain in her book "*Quiet*" gave the notion of the *Ex-*

trovert Ideal which is a ubiquitous belief that "the ideal self is gregarious, alpha, and comfortable in the spotlight" (ibid, p.31).

That is to say, an ideal individual is the one that is outgoing and risk-taker and all that characterizes an individual as an extrovert, which is not the case of most of the greatest thinkers such as Charles Darwin, Albert Einstein, George Orwell, Steven Spielberg, Larry Page, J.K. Rowling: none of them would have made" ideal students." (ibid).

In the same sense, Gelberg points out that in our society Extroversion is set to be the golden standard that people strive to reach because of the extraverted culture that we exist among (Gelberg, n.d).

In the EFL classrooms, extroverts generally like to work in groups, read orally, have discussions and debates, perform as in role plays, and so on. They like to speak up and catch the teachers' attention, they excel in terms of performing in the desired way; hence, outshining the introverts and making them feel somehow inefficient.

3.2.2.   Introversion

The word introversion is generally associated with the term "antisocial" and "shyness". On one hand, introverts are viewed as aloof, non-communicative, withholding, snobbish and many other unfair descriptions (Gelberg, n.d). On the contrary, they are unique in terms of personality trait. "Introverted students differ from their more extroverted peers in terms of information processing, classroom behaviour, and preferences regarding assignments and activities" (Condon & Lisa, 2013).

Generally speaking, reserved learners favour working alone and solely than in groups. Moreover, Janet Farrall and Leonie Kronborg stressed the difference between introverts and extroverts saying that "while extroverts tend to attain leadership in public domains, introverts tend to attain leadership in theoretical and aesthetic fields. Outstanding introverted leaders, such as Charles Darwin, Marie Curie, Patrick White, and Arthur Boyd, who have created either new fields or rearranged existing knowledge, have spent long periods of their lives in solitude" (cited in Cain, 2012, p.234)

On the other hand, there is a misconception of the word introversion because people generally associate it with shyness in terms of it, too," gives rise to reticent behaviour" (Condon & Ruth-Sahd, 2013, p. 504). However, not every introvert is shy. Shyness is timidity that inhibits social interaction, while introverts avoid social interaction out of preference because they do not enjoy it. According to the study conducted by Ehrman, the best language learners tend to have introverted personalities. Hence contradicting the common belief mentioned previously about the *Ideal Extrovert.* Despite that, the two terms do overlap.

The two previously mentioned personality types play a huge role in determining how quickly and accurately students speak and perform in the classroom. While risk-takers are talkative and impulsive resulting in making errors, the conservative ones take longer time to speak, however, their speech contains fewer errors. As fayzeh shroof put it "it is a matter of quantity vs. quality".

3.3. Introverts and oral production

During an interview, Gladwell said that "speaking is not an act of extroversion people think it is. It has nothing to do with extroversion. It is a performance, and many performers are hugely introverted" (Manzoor, 2010). This traces back to what Chomsky has said about competence and performance. In the sense that, introverts do have linguistic competence and performance, however, they choose not to speak out of preference not because they are unable or socially unskilled. Similarly, it was mentioned that introverts do not face a problem with socializing and one-on-one conversations, on the contrary, they enjoy it. However, group tasks may be overstimulating to them. (Remus, 2005)

In the EFL classroom, introverts seem to be passive most of the time. However, the recent shift from the one-size-fits-all approach to a more personalized learning approach, there has been much interest in how to teach different kinds of learners by targeting their learning styles and needs. Personalized learning targets the learning pace and individualization. Hence, the use of differentiating instructions is hugely recommended in teaching the language. The concept refers to the variation in terms of content and tools in terms of flexibility. This means, responding to the needs of the learners based on what we know about them- talking about learning styles and personality- by offering a variety of tasks and variety within the tasks.

4. Conclusion

To conclude, in this chapter we have attempted to provide an overview of the notion of speaking tackled it from different angles and perspectives. In EFL context, the teacher is considered as indispensable with his crucial role in pushing students to achieve success in different areas of language mainly the ability to speak comfortably and easily despite the difficulties that students may encounter in this process. We have also mentioned different types of activities used for the oral productive skill and the contribution of each one in enhancing learner's oral proficiency. Also, the chapter has dealt with the concept of

personality and its huge effect on the learners' competency in different domains, mainly, the EFL environment, specifically, the extroversion-introversion spectrum.

This latter identifies the main features of each dimension and how different researchers viewed the two types concerning academic performance.

Chapter two:

Method and Approaches

5. Introduction

This chapter is going to describe the methodological approach followed in the process of conducting the present work. This includes the general design of the study, the main tools and techniques used to gather the data needed and the population (case study) that contributed to carrying out the research.

Hence, the work is a set of procedures which grant a combination of numerical measurement and exhaustive exploration (qualitative and quantitative approach). Since the domain is Foreign Language, it is preferable to include an approach that may scrutinise this investigation for better result ergo stronger findings. As far as the methods are concerned, the conductor saw that a set of questionnaires is needed along with an interview and an observation. This might seem overkill or an exaggeration, but no data gathered will be in vain. Even minute information is considered information when it comes to human sciences.

To conclude, as stated earlier, our main purpose is to answer the fundamental questions raised in this research that allow us to help, develop and solve issues found by the end.

6. Study area

Academic research is understood as a scientific investigation that seeks to answer the question(s) raised in a given filed or to solve a problem through systematic steps.

William Henry gave an impressive definition to research: "what is research, but a blind date with knowledge" cited in (Kasi, 2009, p. 32). Moreover, Coombes defines research as a method for gathering data and a tool that takes you from point A to B (ibid). Common approaches are known academically especially when a foreign language is concerned that is the qualitative and the quantitative approach. Since our field is related to Didactics, the work is mostly directed towards human sciences and social activities.

Therefore, our main aim is to gain knowledge about the reasons that make Master two (M2) introverted students still struggle with oral production despite many years of oral expression sessions, and the ways that help them reduce (hopefully eliminate) the anxiety when it comes to presentations and facing teacher(s) and classmates, since they, soon, be teaching. That is why our work is designed in a specific way that makes data collection consistent and richer regarding quality and quantity to ensure validity and objectivity. The mixed approach is the conductor's guarantee to ensure a solid ground.

The quantitative comprises statistics and numbers and the qualitative deals with the point of views and personal experiences. Therefore, the combination of the two would, expectantly, have a convincing result(s).

7. Study design

The research design refers to the skeleton or blueprint of the whole work. It specifies the plan used as a guide in the process of collecting and analysing data as stated by zikmund "Research design is a master plan specifying the methods and procedures for collection and analysing the needed information." Cited in (Pandey & Pandey, 2015, p. 18). Therefore, the researcher opted for three main tools for data gathering to triangulate the work for more reliability of the results. Thus, the data gathered was analysed using both qualitative and qualitative methods.

7.1. Context

The study was conducted at Mostaganem's university of Abd El Hamid ibn Badis English department in Algeria. The main reason lies in the lack of emphasis regarding the speaking skill for licence students since they are required to write a dissertation, teachers are stressing more the written form of the language, taking for granted the oral performance as a daily operation.

That is why many students fear to speak in public because they are not well equipped, especially, introverts who face more difficulties when they reach the final year and their career later on.

7.2. Research instruments

To answer our research questions, three main tools were used to collect information from the participants. The reason behind choosing three different instruments is to ensure the strength of the results that can help further researches in the same domain. These tools served our work well due to the complementary relationship between them.

7.2.1. Questionnaire

A questionnaire is one of the main quantitative data collection methods used by researchers. It is a written form containing a set of questions asked for a specific population to obtain "statistically useful information about people's attitudes, knowledge, beliefs, and perceptions on a variety of topics." (Kasi, 2009, p. 102). The questions may be open for example "how would you describe your teachers teaching style?"

 Or closed such as using multiple-choice questions, rank order questions, dichotomous questions which are usually "yes" or "no", etc. For this reason, questionnaires are regarded as a very useful tool to collect versatile pieces of information in a short period. Besides, it offers anonymity which makes people respond comfortably and honestly.

Figure 01: Questionnaire

Hence, in the present work, we opted for the questionnaire as a means to gather information from EFL teachers who teach Oral Expression to share their knowledge on the way the subject is taught to Licence students (L1, L2, L3) to understand the reasons behind introverted students' inhibition when presenting in front of others. Therefore, the questionnaire was administered to eleven (11) teachers from the English department of the University of Mostaganem. The questionnaire was delivered to some teachers hand in hand, but to others, it was delivered online because of the current pandemic outbreak of the coronavirus which made it impossible to hand it over face-to-face.

The questionnaire was divided into three sections. The first one dealt with the personal information of the teachers regarding their academic achievements. The second one dealt with teacher's perception regarding teaching Oral Expression along with the challenges that made it difficult to obtain desired results. The last one was about learners' personality. This part contains questions about the introversion trait and how teachers handle the obstacles that prevent them from establishing an anxiety-free atmosphere.

7.2.2. Interview

An interview is another method of collecting data from the informants while conducting qualitative research. It is a form of a direct discussion by the interviewer with another person called the interviewee to gain relevant pieces of information that "may be facts or opinions or attitudes, or any combination of these" (Thomas, 2013, p. 194). This can be performed face-to-face or via a phone call or video chat.

Hence, unlike the questionnaire, it demands a bodily presence which may be very helpful in decoding the interviewees' gestures, body language, hesitations, and nuances in their answers to every question.

An interview may take three forms: structured, unstructured, and semi-structured. The first one refers to a set of prepared questions asked to the respondent to ensure structuredness and uniformity. The second one does not contain a pre-determined list of questions rather giving a chance to the interviewee to converse and lead the way to the most important points relevant to the topic. This type allows the researcher to comment or ask for clarification about given information to remove any ambiguity. The last one is a sort of combination between the previous kinds of interviews. The semi-structured contains a ready-made list of questions with providing the freedom to follow-up any fact when necessary.

Therefore, the researcher chose the structured interview as a tool to gather in-depth data needed from Master two (M2) introverted students of English language at university of Mostaganem to unveil the reasons which prohibit them from speaking despite many years of Oral Expression sessions which is our main objective of the research. The interviewees were asked several questions about their previous experiences in Oral Expression module and the reasons for their hesitation and anxiety.

The questions were mostly direct and varied from how to why to gather a clear-cut answer. Henceforth, we administered a list of eight (8) questions (see appendices p?).

With some students, the interview was performed face-to-face with the permission of recording their answers, and with the others, it was done online. Since the case study included only introverted students, it was difficult to gain their approval to conduct it through a phone call or video chat. Subsequently, the students answered in a written form to feel more secured within their comfort zone.

7.2.3. Classroom observation

The third instrument used in this study was the observation. It serves as a pre-planned qualitative technique of examining and investigating a situation thoroughly.

Here, the researcher must target a specific population then organise the characteristics of the phenomenon that is going to be observed, after that the observation takes place in a natural environment meaning "as they actually occur" (Burns, 1999, p.80 as cited in Zorabi, 2013, p. 257).

The researcher preferred to choose the nonparticipant type of observation which includes watching and carefully observing the classroom interactions without any kind of personal involvement. This type serves our main work better because our primary concern is to analyse the way introverted students are taught in the classroom and most importantly, to examine the consistency between the interview and the questionnaire with what is actually happening in the OE sessions. Indeed "In questionnaires and interview people may write the answer as they think, they do but this is often different from what they actually do" (Pandey & Pandey, 2015, p. 64).

Thence, the current study required us to use a classroom observation conducted for L1 and L2 with three groups each as a sample, however, only two times the observation was conducted on two groups from L2 with one hour and a half (1h30) for each session which means three (3h) hours as a whole due to some circumstances mainly the lack of time, that is why it was difficult to obtain the desired results. the reason for choosing L1 and L2 was because during the first years students develop their ability and openness to speak in front of an audience and when the anxiety is taken under control by the teachers so that the students feel more comfortable.

To achieve our purpose a grid was produced to organise and structure our observation (see appendix p?). The grid was divided into four (4) columns: The first one contains the criteria on which the observer relies on to gain the information needed which are listed as follow: the participation of the students, prioritising the introverted ones, along with the teachers' interaction this involves their attitude and feedback towards the silence students and the strategy they use to have them engaged. This latter comprises the type of work and the seating arrangement inside the classroom also the kind of activities integrated along with the materials used. The second and third column contained the availability and non-availability of the previous criteria. Lastly, examples are given to demonstrate the feasibility of the aforementioned aspects.

8. Population

In this research, the targeted population was the EFL teachers and learners of Mostaganem university in Algeria. However, the sampling differs for each instrument for richer data. The sample chosen for the interview was introverted students of Master two Didactics and Applied Languages where the rationale was based on.

On the other hand, for the observation, the sample was chosen according to the availability of the researcher which were two groups: group 02 and 05. Lastly, for the questionnaire, the sample was teachers who teach OE for Licence students.

9. Methods of data analysis

Since our research is both qualitative and quantitative, the analysis of the data gathered will be based on a numerical study and interpretation. Thereby, some questions need to be described in terms of numbers regarding their frequent occurrence across the respondents, however, open questions cannot be calculated so the description will be based on the importance of the answer provided "to get the meaning, feeling and describe the situation" (Goundar, 2013)

10. Conclusion

In this chapter, a detailed explanation of the methodology followed while conducting the research was provided. This included the study area and the circumstances during the work was done, also the instruments employed to collect the necessary data and the population that was targeted to complete the study. Lastly, the chapter mentioned an overview of the process of analysing the information according to the type of research we are dealing with. Hence, the following chapter will deal with the analysis and interpretation of the data collected   as   well   as   the   results   obtained   by   the   end.

Chapter three: Analysis and Interpretation

11.Introduction

The present chapter is going to describe the process of analysis of the data gathered. This phase is considered as the final step in research. This is where the conductor presents the analysis as well as the results deduced from the

collected previously. This part will also present some humble suggestions and recommendations for future teachers on how to expand introverts' comfort zone and how to make them more involved in classroom discussions and participation. Besides, the research limitations and difficulties faced by the researcher during the pursuit of knowledge will also be taken into account.

12.Data analysis

This part is going to present the data gathered from different tools as they are. This means that we will describe the information according to the mixed approach (qualitative and quantitative), that is why the analysis will include numbers and words description.

12.1.   Teachers questionnaire

The coming discussion will address only the most relevant elements of the questionnaire. We will remove some questions for that they only serve as extra information to maintain the flow of ideas.

I.   Teacher's perception
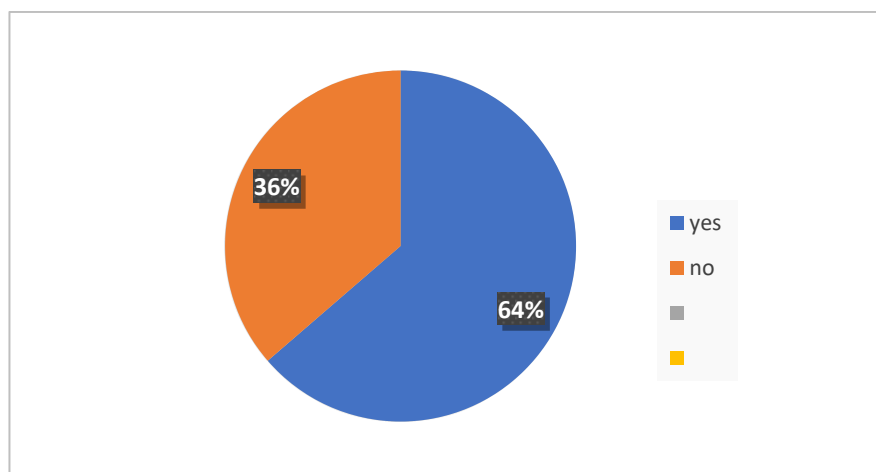
1) Teachers' preference in terms of teaching OE

Figure02: Teachers' preference

Figure 02 shows that the majority of teachers which represents 64% do not like teaching OE subject. Unlike the remaining 36% who preferred teaching speaking to students. This is generally due to the difference in students' personality trait.

2) The amount of time devoted to OE module

All teachers agreed that 1h30 dedicated to teaching OE per week is not sufficient. Some argued that since students do not use English outside the classroom walls, it is necessary to devote more time to improve speaking proficiency. Others stated that this short time could not cover all students, especially the quiet ones who need more time to get used to the environment.

3) The goals of OE subject

According to some teachers, the main goal is to make them able to communicate effectively by expressing their ideas and opinions. Others said that being able to convince and argue is more important. However, the minority noted that involving students to many academically interesting topics and supporting their conversing abilities by phrasal and idioms is very crucial at this level, especially when communicating with a native speaker as most learners do.

4) The difficulty of teaching OE subject

This part shows the agreement among teachers which stated that teaching the speaking skill is not easy to perform. They argued that the teacher needs to focus on various aspects at the same time. This includes pushing every student to produce, which is hard when it comes to the reluctant and shy ones, especially the ones who are anxious by nature. More importantly, when assessing their skills. Meanwhile, others emphasised the importance of the ICT tools which are missing in our department.

II.   learners' personality

1) Difficulty of teaching variety of personalities

The teachers have consented that it is challenging to teach a classroom with different types of learners. Their reasons included covering the different needs of the individuals by implementing different teaching strategies to encourage and motivate them. To push them to speak by trying to decrease their anxiety and stress when facing the audience.

Also to understand their learning styles by trying to use a variety of tasks to cover their essential requirements. That is why considering personality differences is a pre-requisite when teaching this subject.

2) Teaching silent classroom

Every teacher has come across a classroom which was full of quiet and introverted learners at some point. However, this does not mean that the teacher should not try his best to propel students' learning. According to some teachers, the most beneficial technique is to group them, but it is not always successful way because some students do not find it comfortable to work with others. These are called solitary learners. On the other hand, several respondents stated that using turn-taking would help to make all students involved in the debate; however, this would only increase their anxiety as they feel obliged to present their opinion. The rest argued that using games and providing psychological tips is very effective as students enjoy playing and at the same time are given valuable pieces of advice.

3) The difficulty of making introverts participate

Some teachers claimed that it is hard for their introverted learners to interact willingly during oral classes. This is due to a variety of reasons, such as their nature. Being born as an introvert does not help the teacher in their task. Other teachers said that introverts have social and psychological issues which prevent them from try to be involved in a classroom even outside of it because of their reserved character. The rest of the participants mentioned the low self-confidence, which is strongly believed to be one of the major causes of students' hesitations.

4) Weak vs. selective
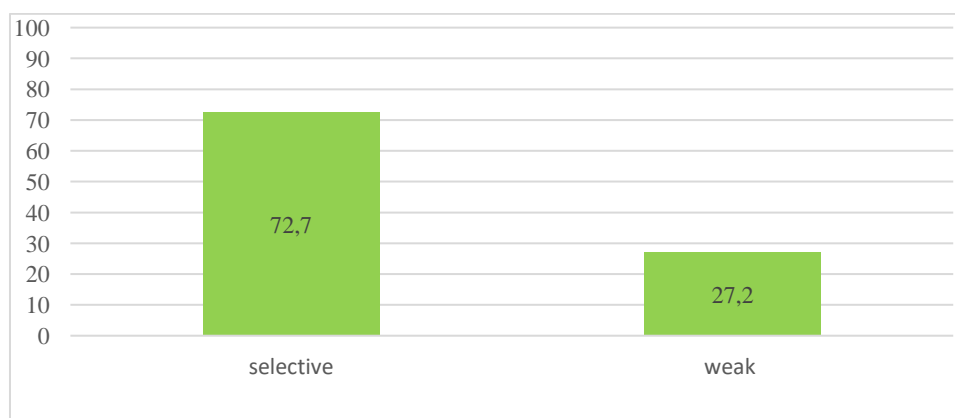
Figure03: selectivity vs. weakness

According to this figure, the majority declared that introverts are only selective students who choose not to speak when they are disinterested in the topic or just not motivated enough, albeit, they are competent. Contrasting the minority who said that these kinds of learners are weak in terms of social skills and poorly developed.

5) Ideal extroverts

Since introverts were categorised as selective and may be weak, contrastingly, extroverts were considered to be ideal students. There was an acknowledgement among teachers that it is not fair to identify them as ideal; because some do not have competence in language and others may be overestimated due to their previous background over a specific subject.

6) The struggle of MA introverted students with speaking

Most respondents stated several reasons for the lack of speaking ability. This includes the nature of the teacher-student relationship, the context, previous experiences, lack of reading which leads to the lack of vocabulary luggage. In addition to the insufficient amount of time devoted to developing their speaking proficiency.

7) Tasks differentiation
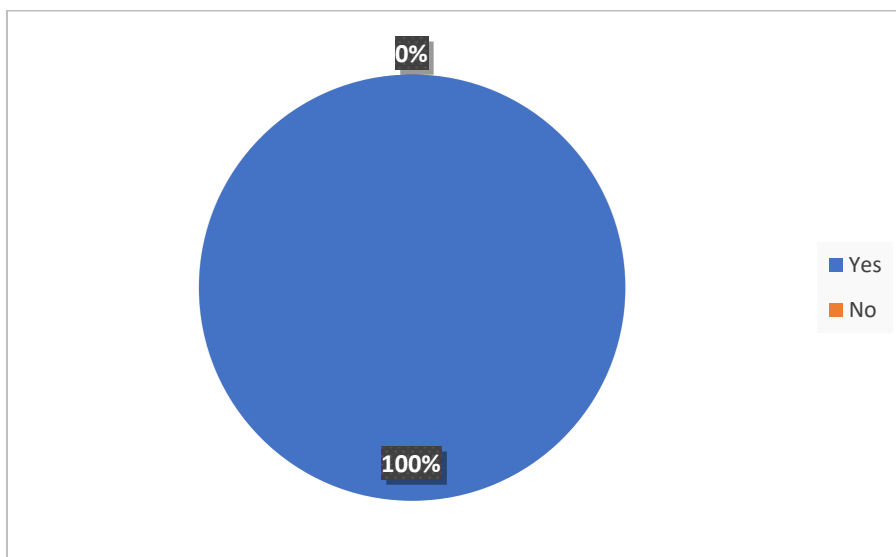
Figure04: Differentiation of tasks

It is strongly believed that while teaching, teachers implement personalisation in their courses by differentiating the tasks to meet their students' needs, though it was not observed in our case.

Despite the paradigm shift from old traditional teaching to a more personalised and flexible one, teachers neglect this aspect when teaching speaking. So, do they actually apply any of the resent approaches?

12.2.   Classroom observation

Since the observation was conducted on two groups only, the analysis will be descriptive containing similarities and differences. Although the data was not that rich, it required us to conduct it to confirm the questionnaire's pieces of information with the actual ones.

a) Similarities

On the one hand, the criteria set to be observed had some common points shared with both groups, which are listed as follows:

➢ **Teacher's feedback**

In both sessions, the teachers provided comments as a positive motivation for students' anxiety. They tried their best to make a shy student comfortable while speaking. They encouraged tolerated mistakes and provided pieces of advice about their performance at the end of the session to enhance their communicative abilities. This may help students to higher their self-confidence and reduce their apprehension. After all, the teacher is the first source in providing incentive.

➢ **Seating arrangement**

The first thing to be noticed generally is the seating arrangement that remains the same across all subjects and among all teachers. Both classes contained the same kind of physical setup chairs which is the traditional one (rows of fixed seating) where students face the teacher while explaining the lesson. This may cause some learners (introverts) to feel uncomfortable to speak, especially, when they are seated at the end of the class; because they will have to raise their voice and be at the centre of attention. However, by changing the seating arrangement from time to time, could help the teacher monitor the discussion better and give opportunities to all students in the classroom.

➢ **Differentiated instructions**

One of the most common features that the research is based on is the differentiation of the tasks given. Since teaching introverts differ from teaching the rest of the students, teachers still do not consider personalizing their teaching according to the students' needs.

In both groups, teachers only provided the same instruction to every learner, that is to say, all students are given the same exercise despite their personality differences. In recent years, approaches to teaching and learning have taken another dimension. From the traditional way of teaching which was one-size-fits-all to a more personalised and deeper way of the teaching-learning process, however, teachers of the universities still have not adopted this new approach yet. This latter may have a great influence on teaching different personalities and, hence, may have positive and rewarding results.

> ➢ **Teacher's interaction**

The teacher's role is defined to be monitoring and engaging students in the discussions. Indeed, the tutors were very active with students whether in encouraging them to speak or in prompting them, in both cases, the teachers did not hesitate to provide their share of interactivity with the whole class. This may inspire as well as push learners to reciprocate the interaction with the teacher. This way introverted students may feel important and cared for, therefore, their inhibition would be reduced.

b) Differences

On the other hand, other points did not match both groups. Each group had its own norms. It was observed that teachers do not have similar ways of teaching Oral Expression. This will be seen in the following points.

> ✓ **Introverts' participation**

The first group observed was very silent. The introverted students did not seem to feel at ease to participate. Maybe because the teacher was complaining a lot about their behaviour in terms of assignment that were undone. Although the teacher has already provided a guide on how to present, students did not show any interest. They did not try to communicate their issues regarding presentations; on the contrary, the other group was very active. This was due to the positive environment created by the teacher by using another material other than the whiteboard. Another key point was the sense of humour. Students felt so comfortable when the teacher used funny expressions and comments about the topic being discussed. This stressed the importance of ice-breaking and the necessity of deviating from being serious all the time which was missing in the first group.

✓ **Teacher's strategy**

When speaking about strategies, we mean the way tasks are performed whether individually, pairing or grouping. The first group had only individual presentations. The students would choose a topic in advance and then present it in the next session. This has created a kind of fear of public speaking since the student would talk in front of a large number of students. The learner who presented seemed to be anxious and shy, which caused her to lose ideas only by looking at the audience. The second group had small crew discussions about one topic, and each student would give a personal point of view. This may help in encouraging cooperation among learners and listen to each one's voice and perspective. Most importantly, the introverted ones who were participating without being shy.

✓ **Types of exercises**

Another major point to refer to when speaking about OE is the types of exercises used. In the first group, the teacher asked for oral presentations, preparing dialogues or even a role play. The students had the choose what was suitable for them. Thus, learners' preferences were prioritised. Instead, the second group learners have been imposed on the kind of exercise to complete. This could lead the introverts to be reluctant when carrying out the task because it may not serve their needs nor be interesting in their learning experience. In the end, the goal of the OE subject is to help all kind of students to have good speaking skills.

✓ **Use of materials**

Beside using the whiteboard, teachers have to use other materials from time to time to keep the students interested in what they give them. Varying material may influence positively the degree of students' involvement. Seeing that learning style differs from one student to another, it is preferable to match these styles by involving different kinds of tools. That is why the first group did not react in the desired way because the motivation was not that high.

Using only the whiteboard, auditory introverts could easily get bored and disinterested. However, the teacher of the second group used a video to maintain students' attention to the topic being discussed. Even the choice of the topic matters when it comes to speaking and interacting. This has made the classroom very attentive and engaged with the teacher, which made the discussion fruitful and enjoyable.

Since the classroom observation was not that sufficient, it was necessary to collect data using another tool. However, every information is very important and may contribute to enriching the research with useful guidance.

12.3.   Students interview

The interview was conducted on Master two introverted students of didactics and applied languages of Mostaganem University in Algeria. It contained eight (8) questions regarding their experience in their previous OE sessions. Only the relevant questions will be interpreted in the following section:

Question 1: do you like speaking in the classroom?

Total	100%	10
Yes	20%	2
No	80%	8

Table2: speaking preference among introverted students

The first question asked to students was about if they favour speaking in the OE subject. As the table above shows, only two (2) students which represent 20 per cent from the list of ten (10), liked speaking; however, the rest did not. Some said that the reason is their introverted character which embeds being shy and fear to speak in public. While others argued that they fear making mistakes in front of others which makes them feel so anxious and stressed. Another reason mentioned was that students sometimes think that their ideas are not important, so they keep it to themselves. The minority said that when they want to speak, they feel that their brain is blank and their thoughts vanish the second they are asked to answer a simple question. That is why they do not take risks.

This shows that the environment where students are taught is not that safe for them. For this reason, teacher's presence and classroom procedures and routine are so important. Besides, monitoring students' behaviour and positive feedback make a huge difference in helping students to come out of their comfort zone and blend in with their classmates without fear of being judged.

Question2: In the previous Oral Expression subject, did you participate often?

Total	100%	10
I often participated	30%	3
I never did	70%	7

Table3: Frequent participation in OE

The second question was about the students' participation habit in the OE module. According to the table, the majority of students did not participate in the classroom. This means that 70% said no while the other 30% said they participated only when they were obliged to do so, like when the teacher asked them directly to answer a specific question. Even though they have an answer, they choose not to communicate it. However, according to them, speaking is very important in education, and one cannot learn a language without speaking it. But this skill demands a strong, eternal will and self-confidence which seem to be their weakness.

Here, the encouragement of the teacher contributes highly to making the student put an end to their inhibition and reticence. The way that the teacher addresses the students and his/her ability to handle such a reserved attitude may create a sense of security and comfort, which will, eventually, push the students to be involved in the discussion.

Question3: How did the teacher treat you inside the classroom?

This question asked was to see the reaction of the teachers to the silent students. Many teachers feel displeased when they meet students who are always quiet. As some interviewees stated, the teacher always motivated them to speak up their minds either by providing them with instructions or by giving positive comments. Others said that the teachers treated them as well as they could by comprehending their case and encouraging them by providing opportunities to present their viewpoint.

Therefore, being an understanding kind of teacher by accepting the personality differences in the classroom, would result in having positive learning environment where everyone feels safe and able to produce, hence, achieving desired results by the end of this process.

Question4: How would you like to be taught?

The majority of students when we asked them about the way they prefer OE taught, their first response was that they enjoy more writing and listening to the teacher rather than speaking. This shows the difficulties they face when only thinking about uttering a word. While some stressed the importance of giving them enough time to think it through to produce correctly, others mentioned the necessity of introducing authentic and interesting topics which, is very likely to cue students' minds and spark their curiosity. Consequently, lead them to be engaged. Nevertheless, forcing students to speak, said some respondents, is not very helpful. On the contrary, it would make them lose their ideas and increase their anxiety.

Hence, using the right method with the right students would lead to the right use of language and satisfying outcomes. That is why, with the development of technology, educators and pedagogues are striving to come up with useful approaches to refine the educational system and make it more successful.

Question5: Have you come across a teacher who made you like to speak?

Concerning the above question, half of the sample stated that in their whole learning experience, they have never met a teacher who made them feel comfortable enough to trigger them to speak openly as the other half did. This means that current teachers are not tolerant enough for this phenomenon. Because, according to them, all students must be taught and treated equally.

Question6: is it possible that if teachers taught you in the right way, you would not feel anxious at this level?

When it comes to Master level, students are required to be fully ready for their future career, which is likely to be teaching. That is why the tension is very high on them. When introverted students do not demonstrate the right skill abilities, most teachers do not consider their previous experience in OE module. On the contrary, they only focus on their current disabilities in terms of presentation capacities. Most interviewees argued that the teacher is the source of motivation. Being able to understand the learners' personality trait and their needs is very crucial in the process of helping them to improve their capabilities which facilitates social interaction skills.

Besides being familiar with psychology, the attempt does not lie only on the teacher; because students are also expected to work harder to decrease their fear and stress when facing the audience.

The collaboration between the teacher and the students may generate successful performance and potentials. For this reason, teachers must guide and monitor students first then provide lessons later.

13. Recommendations

Within the century and growing of technology, education's role is to target the four (4) Cs: creativity, collaboration, critical thinking and most importantly, communication. The readjustment of the teaching-learning process toward a more skills-development orientation has been the gist of the new approaches in this field. However, as we previously found, this has not been the case in our department. That is why it is about time teachers adopted newer methods in their teaching, especially, oral production.

More specifically, teachers are aware of the term "personalized teaching/learning" as stated by R.D. Taylor and A. Gebre "Personalized learning involves instruction that is differentiated and paced to the needs of the learner and shaped by the learning preferences and interests of the learner" (2016, p. 205).

Another point highlighted in the prior discussion is that introverted students need to want to improve and strive to succeed in their learning. Since technology is everywhere, it is possible for them to easily acquire vocabulary; hence, better their performance. Additionally, learners tend to panic when seeing the rigid classroom atmosphere, so why not trying to take the learning process into another more secured context with many familiar faces that creates a comfort zone.

14. Limitations of the study

- Almost four (4) months of quarantine which prevented me from having more classes to observe, and only had time to conduct the work for only one level.

- Some teachers were not very helpful in giving back the questionnaire, and some did not consider answering it appropriately.

- Some interviewees were not comfortable when seeing the recording device. While others did not want to answer. Because of the quarantine, some students were interviewed online which was time-consuming.

15. Conclusion

As we have already mentioned, there are some gaps regarding teaching speaking courses. In this chapter, we attempted to answer some of the main concerning questions in the field of TEFL (Teaching English as a Foreign Language). This includes the difficulties that teachers, as well as students, face in the teaching/learning process. Hopefully, the researcher has shed light on the most relevant factors that are faced by introverted learners and have provided pieces of information that could contribute to further research. Most importantly, the recommendations provided may have a positive add to future teachers.

General conclusion

The purpose of this study was to see to what extent the speaking skill is important in mastering the communicative competence, and to what extent teaching a productive skill could be a bit difficult due to personality differences amongst EFL students. That is why this work is but an attempt to answer the main inquiry regarding the inability of introverted students to perform orally and publicly. To reach our aim, we opted for three main data collection tools delivered to the targeted population mentioned before.

The findings were quite impressive, as they confirmed our hypotheses that the major reason is the non-application of the personalised learning in the classrooms of the English department at Mostaganem University. Moreover, we found that students are aware of the importance of speaking the language, but it is difficult to do so because of the psychological problems they face such as shyness, extreme anxiety, and fear of embarrassment in front of their classmates. For them, social acceptance is very important.

When it comes to teachers, we found that dealing with a quiet classroom is not an easy task, for that teachers need to spend more efforts and energy. However, what makes their job even harder is the inattention of the learners to try to open up and cooperate with them as their nature prevents them. Another point mentioned was the common technique used by teachers to motivate these learners which were grouping and pairing.

Lastly, the work has offered some suggestions to enhance the proficiency of the students' speaking skill. One of them was the implementation of the new approaches regarding encouraging students' motivation to participate which is the differentiation of the tasks along with the flexibility of the teacher concerning the appropriate use of materials and relevant exercises. Also, the frequent change in the seating arrangement to avoid feeling bored.

To conclude, the research offered some recommendations regarding further studies. It is preferable to conduct an in-depth investigation using other methods such as tests and focused groups for more concrete evidence and reliability because the present study is limited by time mainly and lack of sufficient data.

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Appendices

Appendix one : Teachers' questionnaire

This questionnaire serves as a data collection tool for an academic research. Our aim is to investigate the reasons behind the difficulties introverts face in speaking sessions after reaching MA level. We will be so much thankful if you could take the time and the energy to share your ideas and preferences by answering the questions below. Note that your answers will remain anonymous. Your cooperation is very important and will be of much help for this research work. Thank you in advance.

Section one: general information

1- Degree held:

BA ☐   MA ☐   PhD ☐

2- Are you a novice or an experienced teacher?

Novice ☐   Experienced ☐

- How many years have you been teaching? ☐

Section two: teacher's perception

*please tick the right answer

1- Have you taught oral expression before?

Yes ☐   No ☐

- If yes, for how long? ……………………….

2- Do you like teaching oral expression subject?

Yes ☐   No ☐

3- How many hours are devoted to OE per week?

1h30 ☐   3h ☐   more ☐

- Do you think it is sufficient? Why?

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4- What are the goals of teaching OE for BA students?

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5- Do you find teaching the speaking skill difficult?

Yes ☐   No ☐

- If yes, in terms of what it is difficult?

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Section three: learners' personality

1- Do you find teaching a classroom with a variety of personalities challenging?

Yes   ☐   No   ☐

If yes, please specify the reason

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1.1. Do you take it into consideration (personality) when teaching OE?

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…………………………………………………………………………………….

2- Have you ever taught a passive classroom?

Yes ☐   No ☐

If yes, how did you deal with it?

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……………………………………………………………………………………………
……………………………………………………………………………………………

3- In your opinion, why is it hard to make the introverted students more interactive?

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……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………...

4- Do you use specific strategies to teach them?

Yes   ☐   No   ☐

- If yes, which one? Is it helpful?

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……………………………………………………………………………………………
……………………………………………………………………………………………...

5- Do you think that introverts are weak or just selective? Why?

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6- Is it fair to categorize the extroverts as ideal students? why?

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7- Do you consider not succeeding in making the introverts speak is the failure of the teacher?

Yes   ☐   No   ☐

8- In your opinion, what makes an MA introverted student struggle with speaking?

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………………………………………………………………………………………...

9- Do you personalize your teaching according to your students' personality trait?

Yes ☐   No ☐

10- Do you differentiate the tasks to meet these students' needs?

Yes ☐   No ☐

11- Since there has been a shift in the teaching approach from teacher to student-centred, what is the role of the teacher then?

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Appendix two: Students' interview

1- Do you like speaking in the classroom?

- If no, why not?

2- In the previous oral expression subject, did you participate often?

- If no, why not? How did you find OE subject?

3- How did the teacher treat you in the classroom?

4- Have you ever felt like the teacher is obliging you to speak?

- How was your performance then?

5- What do you think about these kinds of teachers?

6- How would you like to be taught?

7- Have you come across a teacher who made like to speak? What was her/his technique?

8- Is it possible that if teachers taught you in the right way, you would not feel anxious at this level?

Appendix three: Observation grid

Criteria		Available	Not available	example
Students participation				
Teacher's attitude/feedback towards silent students				
Teacher's strategy	Group work			
	Pair work			
	Individual work			
	Seating arrangement			
Types of exercises				
Differentiated instructions				
Materials used				