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Seen but Not Heard: The Introverts' Hidden Voice and Talkative Mind

Case of Secondary Schools' pupils of Benzaza Mustapha and Rmila.

Mostaganem

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Didactics and Applied Linguistics.

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Dedication

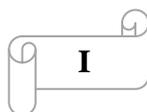
In the name of God, most merciful, most compassionate.

This work is dedicated to:

My beloved parents; the best gift I have ever got. No word in any language would represent your favour on me or express my feelings towards you, without forgetting my lovely sisters Nassima, Akila, Fatima and Akram, thank you for your support.

Also, I would never forget to address my most sincere thanks to my best friend Ali for helping me, supporting me and encourage me to finish my work.

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Abstract

The aim of the present work is to investigate whether the Algerian educational system and secondary EFL curricula meet the introverts' needs or not. Furthermore, the study aims to find out the high school teachers' perception about the introverted students. Another aim is to discover the usefulness of Think-Pair-Share strategy in helping the introverts to speak and interact. Hence, to achieve the mentioned objectives, a descriptive study is conducted, by collecting data from a questionnaire which is addressed to EFL teachers. In addition to the use of classroom observation and the use of think pair share strategy to see the introverts' interaction and participation after presenting the activity for them. Therefore, the results reveal that our educational system does not support introverts. This study is important to the education community because negative assumptions about introversion are in the school system, leading teachers to believe these students are lacking in some way; they think that they are poor learners, antisocial and shy. In turn, students can internalize these opinions; causing crippling disadvantages for them. The study addressed both teachers and stakeholders; it provides the teachers with some helpful strategies to make the introverts speak; moreover, the study is raising awareness on these talented learners and seeks to find their hidden voice and explore their power. We try also to provide the stakeholders with more activities, lessons and projects in order to meet the introverts' needs and balance between their needs and extroverts' needs.

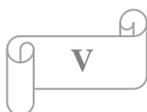
Keywords: Algerian educational system, curricula, introverts, teachers, secondary schools' pupils.

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List of Abbreviations

EFL: English as Foreign Language

TPS: Think-Pair-Share

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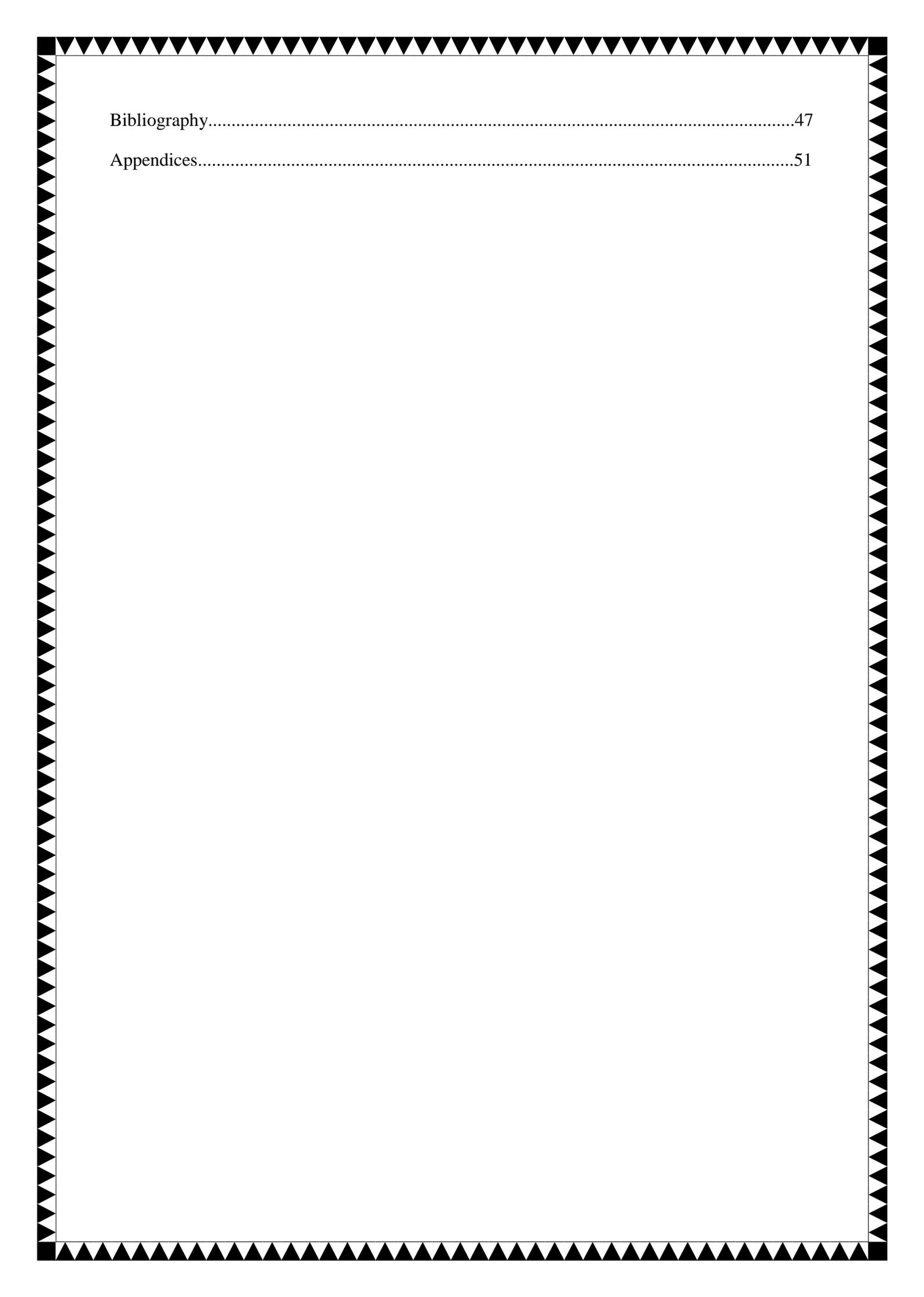
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General Introduction

General Introduction

Motivation is crucial to learning, and students who are engaged and motivated have more positive outcomes in the classroom. As classroom learning begins to shift away from traditional lectures to a more social type of learning; collaborative learning, project-based learning and whole-group presentations, introverts are in danger of being left behind. How much importance is on group work, speaking and contributing orally, and using those presentation and interpersonal skills in our practice? These aspects often tend to take the stage. Extroverts thrive in these conditions while introverts may not. The extrovert ideal has been documented in many studies (e.g. Cain, 2012; Little, 2011) and talkative people are commonly rated as more appealing, attractive, and smarter.

An extrovert is a person who is energized by social interaction. The more social the situation, the more the extrovert feels engaged. An introvert, on the other hand, is quite the opposite. Introverts gain energy from their inner world, solitude, and quiet.

Schools are loud, high stimulus environments that never stop. Whether it is in the classroom, out at recess or during lunch, the school day never stops (Dow, 2013). The social side of school is an important part of students' communication skills development; however, can it be too much for introverted students? Are teachers supporting these students and caring about their needs? And the most important question does the syllabus designed to meet this type of learners?

In today's society, interaction is a large part of what makes up our world. Our day to day expectations often require us to either attend school or go to work; both demanding to speak and interact effectively. With this overwhelming amount of interaction, we encounter it is surprising that nearly half of society are considered to have an introverted personality (Dow, 2013). A personality type which considers speaking as intimidating, overwhelming, scary and less preferred.

Unfortunately, not all of students have good capacity in delivering their opinion well. Introverts are usually willing to raise hand, speak up or even share their ideas; but they are afraid to share their thoughts to the entire class without having the chance to think through things on their own. If they are suddenly asked when a teacher calls on them, they will stutter and stammer over their words, as the result the teacher would assume they are shy, or poor learners.

The reasons behind choosing this topic are first, to see whether the Algerian educational system takes into consideration the introverts' needs while designing the syllabus or not. Are there activities that support introverts to participate? The second reason is to find the hidden

General Introduction

voice of introverts. Moreover, to show the real meaning of introversion, and change the misconception that most teachers fall in which is introverts are shy or poor learners. Another reason is to help the introverts boost their power and speak.

According to Abdurrahman (2015), think-pair-share technique is a technique designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. Indeed think-pair-share technique is a helpful strategy to improve the students' interest to join the class, to speak, interact and share their thoughts.

The main objective of the present study is to find out whether the Algerian educational program and curricula meet the introverts' needs or not. The study also aims to describe secondary school teachers' perception about introverted students. Moreover, the investigator intends to provide the learners with an activity to do using Think-Pair-Share strategy and see whether it helps the introverts to speak or not. Thus, to achieve our goal, some research questions have been asked.

1. Do the educational program and curricula meet the introverts' needs?
2. What is EFL teachers' perception on introvert students?
3. What are the strategies that should be followed by EFL teachers to teach introvert students?

Based on these questions, the following hypotheses are formulated:

1. The educational program and the curricula are focusing more on the extroverts while ignoring the introverts.
2. Teachers think that introverts are shy, poor learners and have a lack of self-confidence.
3. Working collaboratively and in groups can help the introverts to improve their speaking skill and think-pair-share can be one of the effective methods.

As any scientific research and in order to be systematic, we followed some steps to collect data. The case study is undertaken with first and third-year pupils at Benzaza Mustapha secondary school and Rmila secondary school. With the purpose of testing our hypotheses, we used some data collection tools; we observed the introverts' behavior, attitudes, interaction in the EFL classroom. There was also a questionnaire addressed to teachers in order to gain detailed information about the introvert learners and the school system. We also provided the learners with an activity to do using Think-Pair-Share strategy.

The study is organized in three chapters; the first one is a theoretical chapter, and it starts by defining the introvert and extrovert terms including their traits, in addition to

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introverts' stereotypes. Then, there is a shift to the school environment and classroom, starting with the introverts' and extroverts' learning performance, their strategies, preferences, and their styles. Afterwards, the question was raised to see whether the schools favour extroverts. At the end of the chapter, we attempt to provide teachers with a helpful strategy in order to make introverts speak in the classroom and voice their ideas.

The second chapter centres on the practical side of the work. It includes a questionnaire that is addressed to EFL teachers. An observation was also incorporated about the introverts' behaviours, attitudes and interaction in the classroom. In addition to this, a detailed description of the activity that the investigator used in the classroom is provided.

The third chapter includes the data analysis of the questionnaire and also contains the results of all the tools that were used in the practical side. Moreover, we tried to propose some recommendations for teachers to support introverts to speak and find their hidden voice.

Chapter One

When Schools Overlook Introverts

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1.1 Introduction

The terms introversion and extroversion are commonly used within society to reflect the way people are perceived by others or think of themselves. Extroversion is more often referred to as a powerful personality trait, such as gregarious, outgoing, happy, active, and confident. Unfortunately, introversion is often related with negative thoughts and feelings, such as shy, lonely, depressed and self-centered. For this reason, introverted students are overlooked, undervalued and over stimulated in most of our schools.

To begin, this chapter discusses research relating to introversion and extroversion, and negative stereotypes related to introverts are reported on. Next, we engage on introverts' learning performance including strategies, preferences and styles. In addition, we mention how the schools and teachers evaluate introvert learners and whether the educational system set up to cater to introverts or not. Moreover, the focus is shifted to the importance of speaking and interaction in EFL classrooms. Finally, we provide the instructors with some helpful strategies to develop the introverts' speaking skill. Teachers have both introverted and extroverted learners in their classrooms and they must be informed on how to effectively teach and assess both types of students.

1.2 The Conceptualisation of the Terms Introvert and Extrovert

Before defining what introversion and extroversion mean, it is essential to refer to Psychologist Carl Jung who was the first person to describe these two personality extremes back in the 1960s. Carl Gustav Jung (1875-1961), was a Swiss psychiatrist and founder of Analytical Psychology. In his theory of personality, Carl Jung distinguishes two different attitude types; Introvert and extrovert.

Carl Jung (1921) in his theory of personality, described two different attitudes extraversion and introversion, and four functions; thinking, feeling, sensation and intuitive. These functions were paired with both extraversion and introversion forming eight groups (the extraverted thinking, the extraverted feeling, the extraverted sensation and the extraverted intuitive. Also the introverted thinking, introverted feeling, introverted sensation, introverted intuitive).

To provide a portrait of these two variables it is possible to say that the term "introvert" defines a person who is quiet, reserved person individual. S/he is likely to experience a deep sense of loneliness and disconnectedness, conserve his/her energy, retired, unwilling to interact and share his/her thoughts. However, the term "extrovert"

defines a person who is more outgoing, interactive and interested in external events; s/he energized by being around other people. While introverts hide their inner world and prefer to work on their own, extroverts prefer to work with excitement and interest with other people (Keirse, 1998).

The oxford defines introvert as “*a quiet person who is more interested in their thoughts than in spending time with other people*” (2008, P.234). Extrovert on the other hand defines as “*lively cheerful person*” (2008, P.157). Introverts tend to be more quiet, reserved and introspective; they spend more time focusing on their own thoughts, feelings and ideas. Unlike introverts, extroverts are joyful, friendly and warm; they gain their energy from social interaction.

Jung (1971) defines extroversion and introversion in terms of two central processes; directing attention and deriving personal energy. He used the term extroversion to refer to the dual processes of focusing on, and taking energy from the outer world (outward orientation), and the term introversion to refer to the process of focusing on and drawing energy from inner psychic activity (inner orientation). Therefore, for Jung, extroverts are more focused on the activities and things in the world around them than on their internal world. Introverts, in contrast, are contemplative and self-reflective. Their energy is drained, rather than replenished, by the outside world.

Similar to Jung’s view, some popular psychologists have characterized introverts as people whose energy tends to expand through reflection and dwindle during interaction. Myers (1980) asserts that the introvert’s major focus is within his/her head, in the inner world of ideas and concepts. They focus their energy and attention inward. Papadopoulos (1992) agrees introversion is personality trait in which s/he prefers to relate to the world by first taking it ‘inward’. In other words, introvert’s energy comes within, from the self, from quiet and tends to direct their energy into inward reflection.

However, Richards and Schmidt defines the introvert as “*A person who tends to avoid social contact with others and is often preoccupied with his feelings, thoughts, and experience*”(2002, P. 195).Introverts avoid socializing because they are mostly concerned with what is going on inside them. Zack (2010) also states that introverts are inner-directed, tend to recharge by spending time alone, enjoy few stimuli, need to concentrate on their thoughts and ideas, they support solitude and prefer one-on-one discussion.

On the other hand, Abernethy (1938, P.21) gives different definition; he defines an extrovert as “*the one who enters with interest and confidence into social activities of*

the direct type and has little liking for planning or detailed observation". In other words, extroverts mainly focus their energy outward and like to interact with people and things. Outer experience (i.e., talking and acting) is very important for them; they often perform tasks with little planning.

Extroversion can be categorized as open-minded personality. As supported by Eysenck, Eysenck, and Barrett (1985) in Sari, describe the extroverted type as those having characteristics such as sociability, liveliness, and excitability. People who are high in extroversion tend to seek out social stimulation and opportunities to engage with others. These individuals are often described as being full of life, energy, and positivity. Several more prominent people have tried to define what traits can be coupled to introverts and extroverts, respectively. The sections below describe extrovert and introvert traits.

1.3 Personality Trait of Introvert and Extrovert

Traits are often defined as long-term dimensions of individual differences in tendencies toward other patterns of thoughts, feelings and actions (McRae & Costa, 1990). A trait can be thought of as a stable characteristic that causes individuals to behave in certain ways. The trait approach to personality is focused on individuals' differences. The combination and interaction of different traits form a personality that is unique to each individual. Trait theory is focused on identifying and measuring these individual personality characteristics.

1.3.1 Hans Eysenck Theory

Eysenck (1998) developed a theory of trait personality declaring that the high level of sociability indicates extraversion, and the lack of it indicates introversion. He associated a number of traits for extraversion and introversion; extroverts have objective outlook, and they have behavioural activity, in addition to a low degree of inhibition; nevertheless, introverts have subjective outlook and higher cognitive activity. He made his theory of personality using factorial analysis which is the statistical procedures used to identify the variables that reflect the structure of human personality. In other words, Eysenck theory provides a number of traits that reflect introversion, and it described others that indicate extroversion.

1.3.2 Introvert Personality Traits

Laney (2002, P.19) states that "*the strongest distinguishing characteristic of introverts is their energy source: Introverts draw energy from their internal world of*

ideas, emotions, and impressions". People who are introverted tend to be inward turning; or focused more on internal thoughts, feelings, and mood. Tieger & Barron-Tieger (1995) also confirm that introverts are often characterized by their ability for private reflection and a need to understand the world before they experience it. They may be easily over stimulated by new ideas and unfamiliar situations.

Introverts seek time away from the outside world, in order to process and reflect on new information (Laney, 2002). In group situations, like during a classroom discussion or at an office meeting, introverts may look reluctant to share their ideas, but this may be because they need to take time away from the group to completely develop these ideas first (Cain, 2012).

Introverts can be capable of profound insights when they are given the time and space to think. To the rest of the world, introverts may appear shy or anti-social, but they are just social in different ways (Laney, 2002). They often prefer to spend time in smaller groups, or one-on-one and usually like to get to know new people more slowly (Tieger & Barron-Tieger, 1995).

According to Kahnweiler (2013) introverts process information internally, handle matters privately, avoid expressing emotions and show calm nature. She describes five key characteristics of introverts;

1. Introverts are more likely to think before they speak. They consider what others have to say, then reflect and then respond;

2. They like to dig deeply into issues and ideas before moving on to new ones. They are drawn to meaningful conversations rather than superficial ones.

3. They tend to stay calm especially in times of crisis; they keep quiet and confidence.

4. They prefer writing to talking. They formulate their ideas best by written words;

5. Introverts need and want to spend time alone. They are energized by solitude and often suffer from people exhaustion; they must retreat to recharge their batteries. Eysenck & Eysenck (1964, P.8), give more detail description of introvert;

"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 does not like

excitement, takes matters of everyday life with proper seriousness...”

(Eysenck & Eysenck, 1964, P.8)

Introversion is a personality trait characterized by a focus on internal feelings rather than on external sources of stimulation. Introverts enjoy spending time in solitude. They prefer working in quiet, independent environment and deeply focus and think about specific interest. Introverts do not prefer to be the centre of attention.

1.3.3 Extrovert Personality Traits

Unlike introverts, extroverts are more open to the outside world. Extroverts tend to appear much more social because they are eager for the stimulation that comes from meeting new people. They also tend to think and talk at the same time, and formulate their ideas best by saying them out loud (Laney, 2001). Because of these qualities, extroverts often meet new people easily and often do well in social situations. Tieger and Barron-Tieger (1995, p.15) assert that many extraverts find that their preference helps them at work because they generally can think quickly on their feet. When asked a question, they just start talking; finally they come up with an answer, and usually they can persuade others that it makes sense.

Eysenck and Eysenck (1964, P.8) put forward the following traits of extroversion that many scholars agree with.

“The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself... He is fond of practical jokes, always has a ready answer, and generally likes change; he is care free, easy-going, optimistic...”

(Eysenck and Eysenck, 1964, P.8)

The scholars agree on the fact that extroverts are more sociable because they gain their energy from people and they may lose it when they are alone. Extroverts are described as talkative, sociable, enthusiastic, friendly, and outgoing. They tend to spend more time with other people and to engage in social activities, they also tend to have a wide circle of friends. Extroverts are more likely to be the centre of a social network. In

Table 1.1 examples of introvert and extrovert traits are given as presented in the book *Quiet* by Cain (2013, pp. 24-27).

The Introvert traits	The Extrovert traits
▪ Gentle	▪ Assertive
▪ Mature	▪ Dominant
▪ Like to be alone	▪ Strong need for companionship
▪ Good listener	▪ Talk rather than listen
▪ Afraid of conflicts	▪ Avoid loneliness
▪ Like deep conversations	▪ Like to entertain at parties
▪ Hang out with small groups	▪ Like to be the middle of attention
▪ Like to focus at one thing at the time	▪ Like to meet new people
▪ Think before they speak	▪ Take fast decisions
▪ Prefer to express in writing	▪ Do several things at the time

(Table1.1. Adapted from Cain, 2013)

1.4 Stereotypes of Introverts

Introverts seem to be on the receiving end of a number of unpleasant stereotypes. When people hear the word “introvert”; they tend to picture a person who is shy, reserved and antisocial. They think of someone who is artistic but has poor social skills and who tends to spend a lot of time alone in their room.

This, of course, is nothing but a caricature of an introvert. It is true that introverts tend to be less talkative or outgoing than extroverts, but many introverts are the life of the party and fully capable of talking a friend’s ear off. No one with any sense believes

stereotypes sincerely, but some aspects of those stereotypes are more persistent than others. Many people still believe that all introverts are shy, anti-social, or socially inept and even unattractive.

1.4.1 Shyness and Introversion: Different Concepts

The terms shyness and introversion are often used interchangeably in everyday language. However, shyness as a construct is conceptually distinct from the well-known dimensions of introversion and extroversion. In a hierarchical model of personality traits, shyness is a primary factor whereas introversion is a higher order factor (Papadopoulos, 1992). Constructs related to shyness include sociability and self-esteem.

Cain (2012, P. 12) makes a distinction between introversion and shyness when she writes “*Shyness is the fear of social disapproval or humiliation...which is inherently painful*”. A shy person has a fear of negative judgment by others. For example if the introverts are invited to attend a party, they will think about whether they wanted to expand their precious supply of social energy. While a shy person will think how others at the party would perceive them.

But for all their differences, shyness and introversion have in common something deep. The mental state of a shy extrovert sitting silently in a classroom or business meeting may be very different from that of a quiet introvert. The shy person is afraid because of the fear of negative judgment, while the introvert is simply over stimulated needing to withdraw; but to the observer, on the outside the two appear to be the same. Research suggests that introverts are more likely to struggle with loneliness than non-introverts.

1.4.2 Introvert Antisocial

Many introverts enjoy being social. Sociability is defined as the child who is accepted by others, and is creative, clever, emotionally stable, faithful, helpful, and sensitive to the feelings of others (Coie, Dodge, and Coppotelli, 1982). Introvert is recognized as the one who avoid social interaction; or ‘asocial’. While social withdraw is relatively rare, the asocial introvert is often known as ‘antisocial’; a personality disorder with a defined pathology (Helgoe, 2008).

Many people mistakenly think that introversion and being antisocial are synonymous. However there are distinct differences between an introvert and antisocial personality. Introverts prefer to be alone but they have no problem contacting and

arranging meetings with others; while the antisocial doesn't call or contact and arrange meetings with people because they avoid interacting with anyone.

Introverts have excellent social skills specially when having conversations about the abstract ideas; they just need time to worm up to others and to have deep relationship with them. The problem with Antisocial, in the other hand is not the need of time to worm up and to know people but s/he is someone completely cautious with others. Introverts are selective about who they let into their life; they need few close friends while antisocial doesn't feel that need to have friends; they have rather prefer to be left alone.

1.5 The extrovert and Introvert at School

Differences between learners become more remarkable to the teacher when the class begins. They are usually taught in classes of more than 30 students, by following a common curriculum at the same speed. Instantly, students will be seen to progress faster than others, and may have a special capacities or aptitudes. However, the teacher is responsible of the learners' lack of progress.

Classes are similar 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). Learning takes places in students' head where it is invisible to others. It means that learning must be evaluated through performance; what students can do in their learning.

1.5.1 The Extrovert and Introvert Learning Performance

Learning performance is something which is related with learning process of the students. The process can be seen by the score of the students. Through learning performance, students' learning is perhaps no longer invisible but visible to others. Learning performance is students' self-evaluation of acquiring knowledge, understanding and skills developed, and the need to learn more (Young, Klemz, & Murphy, 2003). It is a process of gaining new knowledge and the ability to develop skills, behaviours and preferences.

1.5.1.1 Learning Strategies and Preferences

Teachers may not care about the introverts because they focus more on the extrovert learners as they are preferable students, and they push the introvert students to

study in inadequate learning situations or the extraverted situations. Thus, teachers should comprehend the introversion and know the suitable learning preferences and strategies for this personality type in order to adapt techniques and methods that suit them, and support their learning.

The introvert students prefer to think and work alone and keep their thoughts and ideas inside. They think much and talk less in the classroom. Jung (1921) claimed that introvert personality tends to develop self-knowledge. Thus many philosophers, artists and writers have introverted learning personality such as T.S Eliot, Rosa Parks, Eleanor Roosevelt, and M.K. Gandhi.

Extroverted learners prefer working with others and bouncing ideas back and forth; they prefer Social and learning activities that support them including problem-solving with others, group projects, and learning through mimicking experiences. Extroverts are quite comfortable working in and being part of large group of students.

1.5.1.2 Learning Styles

According to Celce-Murcia (2001) and Reid (1987), learning styles are the different ways that learners use to take in and processing information. They speak to the understanding that every student learns and process the information differently.

Lawrence (1997) indicated that introverts tend to be visual and auditory learners and prefer lecture formats, while as Allchin, Engler, & Dzurec (2006, P.4) state that

“Extraverts find energy in the environment, particularly through their interactions with others. They tend to be expressive and outgoing, often speaking before they think about the words they are saying”.

(Allchin, Engler, & Dzurec, 2006, P.4)

However Yunita in her journal *‘Learning Styles of Introvert and Extrovert Students in the English Learning Process’*; n.d. mentioned a study that was conducted to investigate 47 students. The aim was to reveal learning styles preferred by introvert and extrovert students. The results shows that kinaesthetic and auditory are the most frequently used by introvert followed by group, individual, tactical and visual. Extroverts on the other hand are auditory learners followed by group, individual, tactical and visual. Introvert learners prefer listening and physical experience and activities while extroverts depend on listening and speaking as a main way of learning.

1.5.2 Changing Introverts' Personality

Introverts often fight against their retiring instincts in order to succeed, adopting what Cain (2013) calls 'pseudo-extroverted' behaviour, and acting outwardly like extroverts. Introvert is pressured daily, almost from the moment of awakening, to respond and conform to the outer world (Kroege & Thuesen, cited in Laney, 2002). Instead of reflecting on their inner world, Introverts are convinced to be more in touch with the outer world.

Brian Little, a former Harvard University psychology professor was an introvert and acted like extrovert in order to make his animated lectures successful. Little found the performance enjoyable; he succeeded in making a connection with his students and helping them understand the topics and succeeded as well in changing his personality to become more extroverted (Cain, 2012). Little explains in his free trait theory that we are born with introvert characteristics but we are able to act like extroverts in the service of "core personal projects" (Little, 2011). Introverts can act like extroverts for the sake of the work they consider important or anything they value highly. Brain's Theory applies in many different contexts, but it is especially relevant for introverts living under the extrovert ideal.

1.5.3 The Extrovert Ideal in the Classroom

According to Cain extrovert ideal is "*the omnipresent belief that the ideal self is gregarious, alpha and comfortable in the spotlight*" (2012, P.4). In the same line Laney in her book "*The Introvert Advantage: How to Thrive in an Extrovert World*" stated that "Our culture values and rewards the qualities of extroverts...We value action, speed, competition, and drive". (2002, P.11)

With research suggesting that the majority of teachers believe the ideal student is an extrovert, being out-spoken and sociable; often school is not a positive experience for many introverts (Cain, 2013). For those students who do not subscribe to this ideal, teachers are led to believe there is something wrong with them and it needs to be cured, rather than just needing to be understood and accepted. Byrnes (1983) asserts that being out-spoken translates into grades. Introverts, no matter how knowledgeable or well-prepared, often need the support of notes during presentations. Marks are awarded to extroverted students who are comfortable with unplanned speaking.

1.5.4 Do schools favour Extroverts?

The school environment can be extremely abnormal, particularly from the perspective of an introverted learner. It can be noisy, crowded, superficial, boring, overstimulating, and focused on action, not reflection. The culture and environment support extroverts because it matches their needs and learning differences. Lunchtime in a school cafeteria is a good example of what can be overwhelming to an introvert, where s/he has to rush for a place at a crowded table. Open plan work spaces are often subject to noisy and unmanageable loud voices. The result is little to no solitude with colleagues having less opportunity for individual and private conversations (Cain, 2013)

Introverts prefer to work alone and deeply on tasks and activities they are given to them, and socialize with one or two friends at a time. Classes are dominated by group working, discussions and presentations which support the extroverts' learners. Rather than being thoughtful about answers, Cain (2013) mentions that students are often encouraged to just say something to give appearance of participation. Requests to work alone are commonly denied (Burruss and Kaenzig, 1999). Our educational system will stay broken unless and until we take on the task of repairing our attention spans; as individuals and as a culture (Senechal, 2011).

1.6 The Introvert in the EFL Classroom

Personality has an important role in foreign language learning. Each type affects the learning of certain language skills. Researchers claimed that the introverts are not good language learners because language learning requires engaging students in communicative situations.

Introverts refuse to interact in the EFL classes and they get embarrassed when they are asked to speak. Zhang (2008, P.58) asserts that many of the students would avoid to interact with the native speakers, while others take advantage of the opportunity to speak the language. Those who avoided interaction were usually the introverts. Introverts are inward thinkers; they like writing skill as they dislike expressing their ideas in social settings. Thus, introvert learners consume their energy in writing and they prefer to express their thoughts rather than speaking.

1.6.1 The Extrovert and Introvert Speaking Performance

Recently, Ehrman (2008) carried out a study in which 3145 students participating in intensive full-time training in over 50 languages, and found that the introvert students performed very well in speaking and reading assessment. Nevertheless, Berry's (2004)

study of extroversion and group speaking performance proved that extroverts and introverts achieved higher scores for their performance when they are asked to work in groups with a high mean level of extroversion, while the scores of the introverts were suppressed when placed with groups that have a low mean level of extroversion.

Dewaele and Furnham (2000) analyzed the French speaking abilities of 25 university students and linked the measures to the students' extroversion scores from a personality test. They discovered that extroverts were generally more fluent than the introverts. The communicative approach in EFL education has generated a concern for the development of communication in the foreign language classroom within which the promotion of interaction is usually paramount.

1.6.2 EFL Classroom Interaction

Effective interactions between teachers and students are important for further success in EFL education pedagogy. Classroom is described as a place where various elements interact with each other relating to participants as the teacher and students. Particularly, classroom interaction is a cooperative endeavour between these participants including their educational and social background, experience and knowledge (Tsui, 1995).

Angelo (1993) states that classroom interaction includes teacher-learner and learner-learner interaction. The first type of interaction is teacher-learner interaction where the teachers ask questions and students answer to these questions or vice versa (Van Lier, 1996). The second type of interaction is student-student interaction; Van Lier (1996) clarified that this type of interaction is between learners and it includes no participation from teachers; the teacher plays a role of a monitor and learners are the participants.

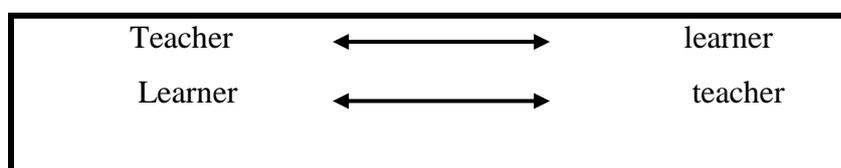


Figure 1.1: Forms of Interaction

1.6.3 Introverts and Cooperative Learning

According to Johnson et al. (1991), cooperative learning is an educational tool in which small groups of students work together to enhance individual and group member learning. Cooperative learning exists when students work together to achieve joint

learning goals. It is the learning process in which individuals learn in a small group with the help of each other.

In her book Cain (2012) mentions research and stories which suggest that learning, productivity, and creativity, in education and in workplaces tend to decline when people are pushed to learn and work together. Cain gives an example of failure of working in group; in which graduate students were asked to develop a list of equipment needed in a survival situation. One particular group did poorly on task despite the fact that one of the group's members had substantial experience in the specific survival context. This failure resulted because the experienced group member was an introvert whose voice was ignored by the extroverts in the group.

Despite Cain's criticism of groups, she does recognise that, when appropriately carried out, group activities can be helpful for both introverts and extroverts. She gives some advices for introvert students learning in groups.

1. Group activities do not mean that students are always together in the same space and always interacting. There can also separate from the group and work towards the group's goals, and, even when the group meets together, to work alone.

2. Introverts classify the group roles with which they are most comfortable and then take on those roles, usually the non-speaking roles.

3. Allow the Students to choose their own partners. With this method of group selection, students usually feel more comfortable with group mates.

4. Another cooperative learning principle is the teaching of cooperative skills. Cain urges the development of such skills, such as how students can stop themselves from being interrupted by raising their voice slightly and holding up an open hand with the palm facing outward. Additionally, extroverts can learn such cooperative skills as encouraging others to participate and listening politely

To encourage the introvert and to create a balance for both extroverts and introverts students, teachers should mix it up fairly between individual work, group work, and have students do more work in pairs, which is a way that both introverts and extroverts can succeed. There's one technique which has been recommended by researchers because that suits to embrace the introverts called Think-Pair-Share technique.

1.6.3.1 Think-pair-share Strategy

Think-pair-share (TPS) is a cooperative learning technique that was first suggested by Lyman (1981). In fact, it is a three-step technique where students think about a given question or problem, given a limited time to think, organize their thoughts and formulate their ideas and answers to the given questions. Then, they move to the next step where they work in pairs and discuss their answers. This step according to Pressley (1992) gives students opportunity to think and provides them with a good chance to find out what they know and what they need to know. In the last step according to Millis (2012) students share their ideas with the whole group. Of course, it differs from the traditional strategies such as lecturing because it allows a great deal of interaction where students can reflect on their own ideas in a very active manner.

Think-pair-share is very good strategy teachers can apply in order to make introverts and extroverts work together. This implies that the teacher asks the class a question and then each student will have to turn to their partner and provide them the answers. This is a great exercise because it doesn't involve speaking in front of the class, something that would be very difficult for an introvert.



Figure 2.2: TPS Activity

1.7 Conclusion

In conclusion, it is important to understand that there are strengths and weaknesses to each personality, rather than introversion as a weakness and extroversion as strength. As our culture looks highly of the extroversion ideas, extroverts remain the “ideal” personality as they are referred to more positive and powerful traits such as; popular, outgoing, happy, active, and confident. Introversion is often associated with negative thoughts and feelings such as; shy, lonely, depressed and self-centred; however, the more studies that look at the power of introversion the better chance introverts can be seen in positive light. Introverts are independent, deep thinkers and goal-oriented. These are positive and powerful traits that introverts are becoming known for.

Chapter Two

Research Methodology

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Research Methodology

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2.1. Introduction

This section seeks to explore whether Algerian secondary educational program and curricula meet the introverts' needs or not. It includes the methods and the methodology used to collect data. Furthermore, this chapter presents the population, context of the study and data collection tools; a classroom observation for the learners, a questionnaire for teachers, and an experiment.

2.2. Participants and the context of the study

The empirical study took place at the level of 2 high schools "Benzaza Mustapha", "Rmila" secondary school. Three classes (one of the first year and two of third year were chosen to conduct the study). The purpose behind choosing the first and the third year is to see to what extent the students of the first year literary stream are active, how do introverts behave? Do they participate? And compare them with the third year students. Indeed the students of third year were the main focus because they are preparing for their university studies where they are obliged to talk and to engage in oral discussion. In order to construct the study, twenty (20) teachers from secondary school were chosen to answer the questionnaire and 3 classes (first year literary stream and third year foreign languages streams) were selected for the observation. The study lasted for 2 weeks in order to meet all the classes.

2.3. Research Methodology

The main purpose of the present research work is to investigate the credibility of the educational program and curricula in meeting the introverts' needs. As far as, this research is based on two different approaches: quantitative and qualitative research. They aim at getting rich and authentic data to our main topic which is about finding the introverts' hidden voice by focusing on their needs and enhancing their speaking skill, as well as answering the main research questions which are:

- 1- Do the educational program and curricula meet the introverts' needs?
- 2- What is EFL teachers' perception on introvert students?
- 3- What are the strategies that should be followed by EFL teachers to teach introvert students?

In order to make the research systematic, the researcher has assumed a number of hypotheses; a hypothesis is a guess or suggestion to the solution of a certain problem:

1- The educational program and the curricula are focusing more on the extroverts while ignoring the introverts.

2- The negative assumptions about introversion that are in the school system, leading teachers to believe these students are lacking in some way; they think that introverts are shy and poor learners.

3- Working collaboratively and in groups can help the introverts to improve their speaking skill and think-pair-share can be one of the effective methods.

The researcher has used the quantitative method in order to provide numerical values (statistics) about whether the educational program and the curricula meet the introverts' needs or not and to describe teachers' perspectives about introverts and their speaking performance in the classroom. As for the qualitative method, an observation is devoted for the learners in order to examine their behaviors, attitudes, participation and interaction with teachers and learners. The observation is also addressed the teachers to find out the strategies which they use to enhance introverts' speaking skill. Moreover, an experiment is done to reinforce the validity of the work. In order to obtain quantitative insights and statistical analysis, a questionnaire is delivered to the teachers with different types of questions (open-ended, close-ended, yes or no questions and multiple choice questions). The participants are supported to select an answer from the given multiple choices that he/she feels in the suitable one.

2.4. Research instruments

To collect data, the researcher has selected three (3) different research tools (observation, questionnaire and experiment) in order to verify and measure the credibility of the present study, as well as observing the introverts' behaviors and attitudes in the EFL classroom. One hand the researcher's aim was to obtain a quantitative data through the use of questionnaires to know if the Algerian educational program and curricula care about the introverts' needs or not. On the other hand, qualitative data was used to explore this phenomenon.

2.4.1. Classroom observation

Observation is an approach of data collection; it is very challenging method for gathering systematic information about people, places, and things. Observational research is a used when the researcher observes an outgoing behavior. Cardwell points out:

“Observation is a general term used to describe any situation in which any observer records behaviour that is exhibited by a participant. The term “observation” may be used as a technique of gathering information”

(Cardwell, 2013, P.159)

Observation is a technique used to describe the area under study. It is an illustration or an explanation of what and how the research should be done. The classroom observation gives the researcher a rich understanding of pupils’ behaviours and attitudes in their naturalistic environment.

A Structured Observation was selected for this study in order to narrow down the characteristics observed on introverts and extroverts when they speak or present a task that was given to them, and also to observe how does the current teaching practice deal with differences among students.

The features that the observation seeks to identify among the students are as follows:

- Frequency of participation,
- Speaking proficiency,
- Comfortableness,
- Confidence when speaking
- Introverts’ interaction with teachers and learners

Furthermore, this study tries to observe if teachers connect with all students with different types during discussions. The observation aimed to observe both introverts and extroverts from different classrooms.

The observation sessions took place 9th, 10th, 13th and 15th of February 2020. It was for first year literary stream and third year foreign language stream of Benzaza Mustapha and Rmila secondary school.

The first observation session was on the 9th of February 2020. It was held in foreign languages stream of Benzaza Mustapha secondary school. When the investigator entered the classroom, the teacher asked her to present herself and what she was going to observe typically. The researcher gave the pupils an idea about her research topic, and then asked them some questions to have general idea about the pupils; and to identify introverts. The questions were as follow:

- “Could you Please raise your hands if you like working individually”
- “Those who like working with their classmates, please raise your hands”
- “How do you feel when you are invited to speak in front of your classmates?”

By asking these questions the researcher could notice that the majority of students raise their hands when they were asked if they like working individually and when they were asked about their feelings when the teacher invite them to speak, the majority of them hesitated to answer; maybe because they were uncomfortable answering this question in front of their teacher so the researcher skipped the question. The first session was the correction of the exam and the investigator could only take general idea about the pupils and the teacher as well.

The second session took place on 10th of February 2020, in the same previous classroom (foreign language stream of third year). The unit was named

Schools: different and alike. After that researcher took place at the back of the classroom, the teacher started asking the pupils about the previous lesson in order to refresh their minds. Then, the learners were exposed to some pictures which represent some modules like biologist, chemical engineer... the students were asked to look at the pictures and discuss the questions with a partner; it was a pair work and the pupils were active while discussing the questions with their partners and trying to answer them. The researcher noticed that pair work can be very helpful for introverts and extroverts as well. The majority of pupils where participating during the correction of the activity. Later, they wrote their answers on the whiteboard even if there were some mistakes but their participation was good, their interaction with their partners and with the teacher was successful.

The third session took place on 13th of February 2020. It was devoted for first year literary stream of Benzaza Mustapha. After the teacher entered and the researcher took place at the back of the classroom, she noticed that the students were hyper active, moving around the classroom, talking with one another. In all this, the teacher was trying to grab their attention. Then the teacher started her lesson after a warm up. The unit was “*Our Finding Show*”, the sequence was “*Say it loud and clear*” and the rubric was “stress syllabus”. During the classroom observation, we could notice that the majority of students were participating and answering the teacher’s questions and writing their answers on the whiteboard, they were all repeating the words after the teacher.

The fourth session took place on 15th of February 2020. It was devoted for foreign languages stream of third year of Rmila high school. Once the researcher entered the classroom, she noticed that the pupils were already arranged in one group waiting for the teacher to come; they were not numerous. From the very beginning the researcher could notice how the pupils were active and talkative except some students who were sitting at the back silently without making a sound; the investigator noticed also that they were not arranged with their classmates. Once the teacher entered the classroom, in spite of the fact they were noisy but she succeeded in grabbing their attention. Later then, the teacher started her grammar lesson (if conditional type 1, 2) by a warm up; and wrote some examples on the whiteboard. The pupils were answering the teachers' questions, participating, and interacting with her. They generated the rule and wrote down the lesson on their copybooks. During that period, the researcher could notice that the students who were arranged in one group were all extroverts and the rest who were sitting in the back were introverts, the teachers were asking them; trying to push them to speak and participate and they were indeed talking and giving examples but not as active as extroverts.

2.4.2. Teacher Questionnaire

The questionnaire is considered one of the most common methods used to collect data on attitudes and opinions from a large group of participants in the view of Mackey & Gass (2005). It has been widely recognized by researchers as an effective means of collecting data, since it provides the researcher with information, opinions, beliefs and attitudes.

“The questionnaire has become one of the used means of collecting information. If well constructed; a questionnaire permits the collection of reliable and reasonably valid data on simple, cheap, and timely manner”

(Anderson and Arsenaul, 2005, p. 170)

The questionnaire is commonly used in many empirical studies. The advantages of using a questionnaire is that they are useful for collecting data from larger portion of people in short amount of time, and they are economical to use. In this vein, Dörnyei (2007) assumes that the benefits of questionnaire includes the provision of answers to questions in a systematic and disciplined way, relative ease of construction, extreme

versatility, and the ability to gather a large amount of information in a comparatively short amount of time and a readily usable form. Certainly, the questionnaire of this work aimed to find the introverts' hidden voice in the high schools and see if the stockholders take into consideration the introverts' needs while designing the curricula or not.

This questionnaire is a written document with different types of questions like open-ended, yes or no questions and multiple choice questions (MCQ). The participants (teachers) were asked to tick the suitable answer and they were asked also to explain their points of view. Teachers' questionnaire was categorized into three parts. The first part was about the importance of speaking English language in the classroom. As for the second part, it was about the teachers' perspectives on the introverts' performance. The third part was about whether the educational program and curricula meet the introverts' needs or not. Each question has the purpose of collecting certain information to support the researcher's hypotheses. It was given to twenty (20) teachers of English from different secondary schools at the Wilaya of Mostaganem and the majority of them were females.

As primary part of data collection tools, the teachers' questionnaire was designed to figure out whether the programs and curricula as well the teachers do focus on the introverts' needs or not. The teachers' questionnaire consists of 20 questions.

Question 01: how long have you been teaching?

Most of teachers, who were given the questionnaire, are experienced educators, and have been teaching English as subject in secondary schools for decades. Hence some of them recently stepped into the field. They were both males and females with different ages. The aim of this question is to know to what extent the teachers are experienced and this helps the researcher to narrow the issue and also to provide potential solutions.

Question 02/03: Do your students like studying English? Are they aware of the importance of English language?

The aim behind asking these questions is to know if the students are interested in learning English or not, and if they are aware of the importance of English in the world.

Question 04: To learn the English language, the students should speak it.

This question was designed to see what teachers think about speaking skill and to what extent they agree on the fact that speaking is one the elements that students should focus on while learning the English language.

Question 05/06: What does the term “introvert” mean to you? How do you identify an introvert learner?

These questions tend to know how the teachers define the introvert learners, and how they identify them; in other words what are the characteristics they refer to the introvert learners.

Question 07: Are you really satisfied with the introverts’ oral performance in the classroom?

The question is structured to know how teachers evaluate the introverts’ oral performance, and whether they are satisfied with their speaking or not.

Question 08: What are the difficulties faced by the introverts when speaking?

The above question aims at knowing the problems that introverts encounter in speaking English language.

Question 09: Which strategies do you use to overcome those difficulties?

This was designed to see how the teachers deal with the introverts’ difficulties and what the strategies they follow to do so.

Question 10: Do you take the introverts’ feelings into consideration when inviting them to speak?

The purpose behind this question is to see if the teachers take into account the introverts’ feeling when they ask them to speak in the classroom.

Question 11: Are you satisfied of both introverts and extroverts feedback?

This was designed to know how the teachers see the introverts and extroverts feedback; how s/he evaluates their performance in the classroom.

Question 12: According to you, how should introverts be challenged to speak in the classroom? (How do you motivate them?)

The aim of this question is to know how introverts are motivated to speak in the classroom and if the teachers use some strategies to help them to speak or not.

Question 13: What instructions do you provide for meeting the introverts’ learning needs?

The aim behind this question is to know how teachers meet the introverts’ needs.

Question 14: What are the kinds of activities you focus on?

The purpose behind this question is to see whether the kind of activities teachers use in the classroom support the introverts or not.

Question 15: Do you think the English syllabus is designed more for introverts or extroverts? Justify?

This question is structured to know whether the syllabus is designed to meet the introverts' need or not.

Question 16: Do you dedicate time for introverts' private reflection? Why?

The reason behind asking this question is to know whether teachers provide time for the introverts to think and reflect privately.

Question 17: Do you think that the needs of both introverts and extroverts are commonly attended to in schools? How?

This question is structured to know whether schools take into account both introverts and extroverts' needs, and how schools tend introverts' needs.

Question 18: What advice, if any, would you give to stakeholders to meet the introvert students' needs?

In this part the participants are free to provide a personal advice to the stakeholders, depending on their experiences with the introverts. The teachers are going to give an advice or a solution order to meet the introverts' needs and how they can balance between the extroverts and introverts.

2.4.3. The Experiment

As a very important aspect of the present work, an experiment was conducted with the aim of testing the researcher's hypotheses.

During the research and in order to get data from different classes, the researcher had 3 classes (all third year); the purpose is to provide the students with an activity (Think-Pair-Share) and see whether it improves the introverts speaking performance and participation or not. In this paper, one group Pre-Test and Post-Test model is considered. The experimental results and students feedbacks are related to the activity are also presented. Before the researcher started the experiment, the participants (introverts) were given a short activity to do individually and gave it back once they finished. The activity was given to thirty (30) pupils; ten (10) pupils from each classroom and this was considered as pre-test. The same activity is given to the same pupils once again using think-pair-share strategy and it was considered as a post test.

The topic covered for the study is vocabulary explorer. The learner has to:

1. Find the correct meaning of the vocabulary
2. Try to pronounce the vocabulary correctly
3. Give an example of the same vocabulary in a sentence.

Guess the meaning of underlying expressions:

1. Helen took a two-week immersion course in Mexico. It's a really good way of learning Spanish.

- The action of immersing someone or something in a liquid;
- The state of being extremely thirsty;
- The method of learning a second language among its native speakers.

2. Our German is pretty rusty. We haven't spoken it for years.

- Weak by lack of recent practice
- Affected by rust
- Quickly

3. I relished my last summer in London. I had a great time.

- Enjoy greatly
- Detest greatly
- Having no feelings

4. My friend Frank was really earnest. He worked hard to achieve his dream.

- Serious
- Funny
- Disappointed

5. Our neighbour is really hip. She has modern and trend lifestyle.

- Being yourself
- Being extremely obsessed with sport
- Following the latest fashion, especially in music and clothes

Consequently, the ultimate aim of this pre-test is to check the effect of cooperative strategies on the introverts' performance regardless the correct pronunciation and right answer. This pre-test helps the researcher to prove or

disapprove her hypotheses. Before everything, since the researcher worked with three classrooms, she asked each teacher from each classroom to choose a sample of ten pupils (10) introverts.

These pupils were given the activity to do in the classroom individually and it was collected as soon as they finished. Only 25 minutes were given to them to do the activity.

2.4.4. The Strategy Used in the Classroom

The first thing the researcher did was to show the needs as well as the aim of the activity. Indeed the paramount aim behind applying the cooperative learning activity on EFL introvert learners was to help them improve their speaking performance in the classroom.

2.4.4.1. Think- Pair -Share strategy

- **Level:** third year of secondary school
- **Time required:** 25 minutes
- **Goals:** to learn or review vocabulary words; to collaborate with peers; to practice speaking.

- **Materials:** paper and pencils
- **Overview:** this activity introduces students to vocabulary through the think-pair-share strategy.

- **Classroom organization:** Pair works.

Description

1. The first thing the researcher did was giving the pupils the activity to read it individually, and write their answers. This was the think phase.

2. Researcher asked students to discuss their answer with their classmates and try to convince each other regarding how their answer is correct. This was pair phase work.

3. Students engaged in a class-wide discussion, sharing their answers and reasoning, and debating alternate solutions. The researcher noticed that Pair phase gave them enough time to share their thoughts and have a discussion with each other. Researcher allowed each group to choose who will present their thoughts, ideas, and questions. This includes class-wide discussion,

4. After that researcher expanded the "share" into a whole-class discussion.



2.5. Conclusion

Through this chapter, the researcher has presented a strategy to pupils of Rmila secondary school, with the purpose of finding some helpful strategies in order to develop introverts' speaking skill and their participation in the classroom. Beside, this chapter was devoted to describe the sample chosen, the context of the study, experiment procedures and the methodology adopted. In order to obtain an objective data, the investigator used and explained the research tools which were: classroom observation and a questionnaire that was given for the teachers. As for the results and the analysis of our work will be further discussed and studied within the following chapter.

Chapter Three

Data Findings and Recommendations

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3.1. Introduction

In this chapter, the researcher shall interpret and discuss the analysis of the questionnaire in relation to our main research question. Also, it focuses on testing our hypotheses with an attempt to provide some effective suggestions and recommendations that may contribute in finding the introverts’ hidden voice and help them speak and participate in the classroom through our data collection instruments (observation, experiment, and questionnaire).

3.2. Teachers’ Questionnaire Analysis

To come up with reasonable answers to the research questions, data analysis shows that:

Question one: How long have you been teaching?

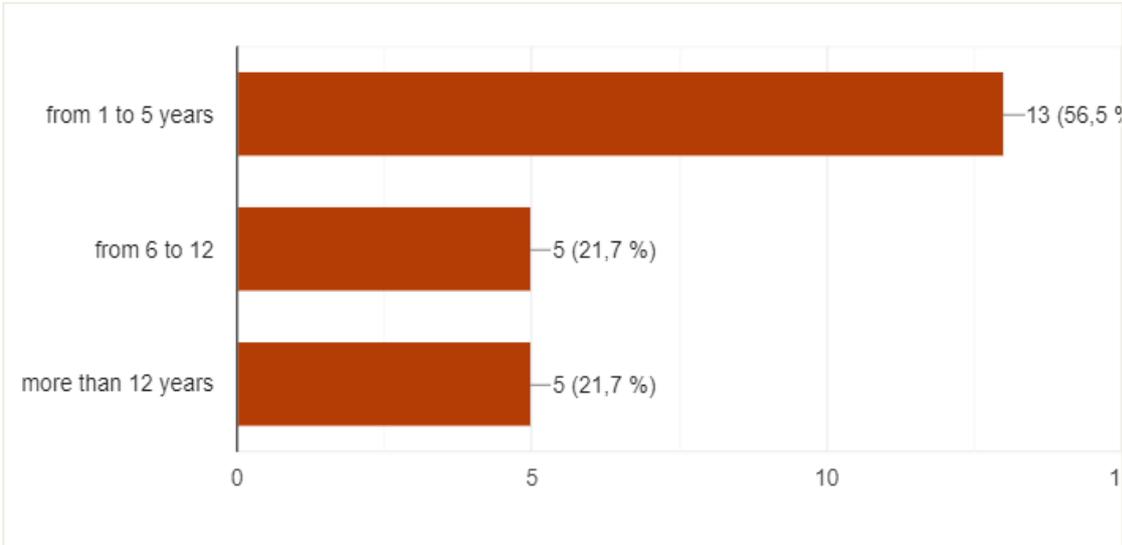


Figure3.3: Teachers’ Experiences

The teachers that were given the questionnaire had different experiences in the educational field. There were novice, expert and experienced educators. They were both males and females with different ages. This question is close-ended; it aimed at knowing the experience of the teachers. So 56, 5% taught from one to five years and they are considered as novice teachers. While 21, 7% taught from six to twelve years. Whereas, 21.7% taught more than twelve years and they are seen as experienced educators.

Question two: Do your students like studying English?

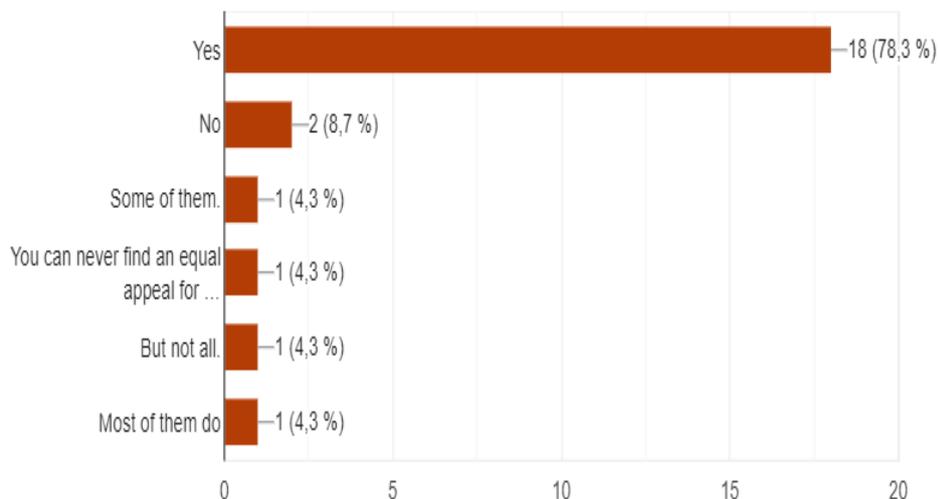


Figure 3.4: Do students like studying English?

From the above figure, we can see that most of students like studying English. So 78, 3% of teachers declared that students do indeed like studying English. While 8, 7% stated that they don't. As for one of them affirmed that can't he can't find "an equal appeal" and other stated not all of them like studying English.

Question 3: Are they aware of the importance of English language?

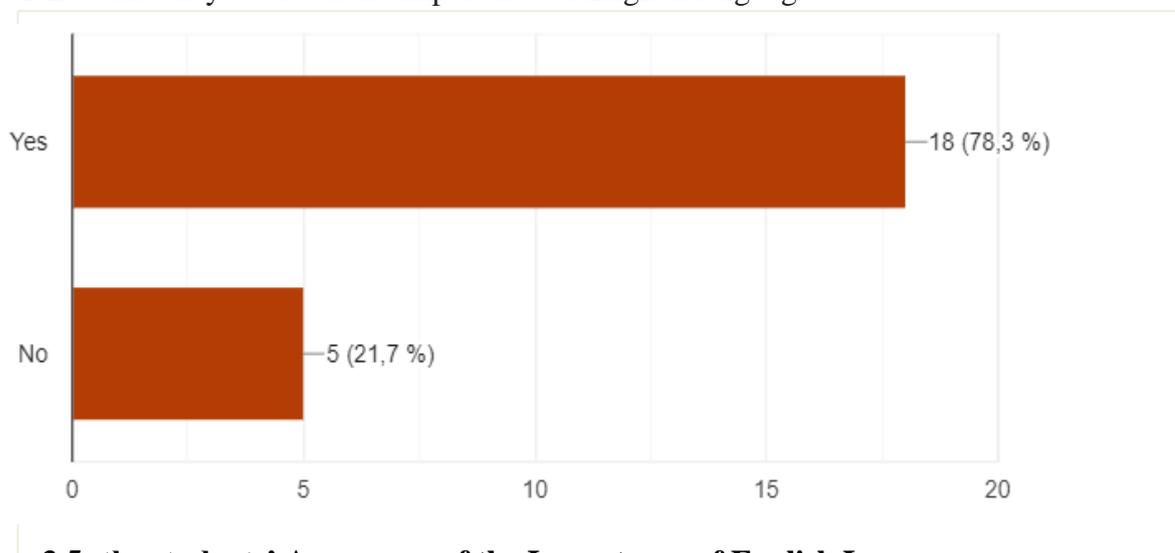


Figure 3.5: the students' Awareness of the Importance of English Language

This question is aimed at knowing if the learners are aware of the importance of English language or not. It is apparent that 78, 3% of the total number of teachers claimed that learners are aware of the importance of English since it is the language of international communication, but the remaining 21, 7% assured that they are not aware of its importance.

Question four: To learn the English language, the students should speak it

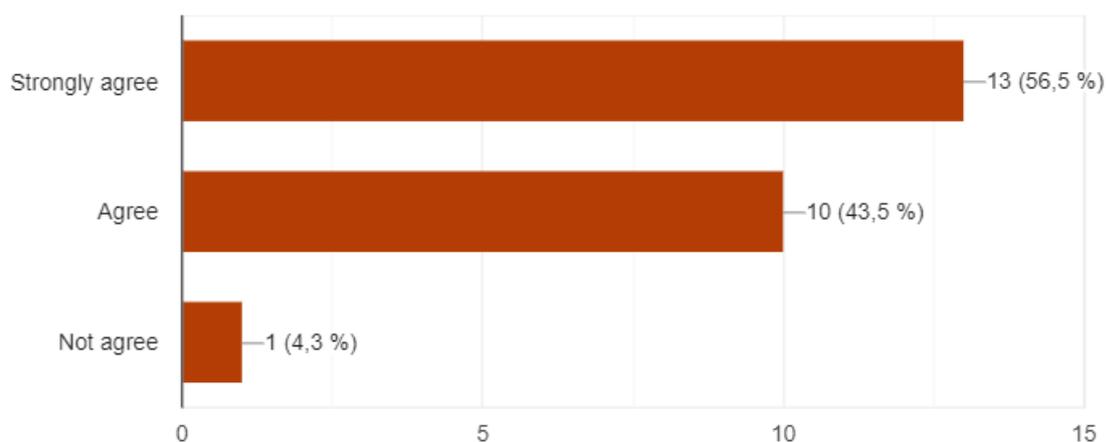


Figure 3.6: Teachers' point of view about speaking English

As English is widely used all over the world, there is a need for learners to acquire the communication skills and to practice speaking. This question is aimed at knowing the teachers' point of view about speaking English. As it is apparent in the above figure 56,5% of teachers agree on that fact that students should speak English. They justified their answers by declaring that:

- Speaking is a crucial skill to learn a language; it facilitates the learning process and enriches the students with huge amount of vocabulary.
- The aim behind learning English language is to communicate; so it's very important to speak it.
- From speaking skill the learner can learn different meaning of words that have similar spelling and pronunciation.
- Speaking is one of the macro skills that should be present and performed during the process of learning. Also, languages are better learning when communication takes place.
- Language is oral and spoken before it is written. Students should focus on learning how to speak English. This would motivate them to do well in the written form.

As for 4,3% was devoted to only one teacher who disagreed because he taught that it's not necessary focus on speaking; there are things that learners should learn first and speaking comes later; step by step.

Question five: What does the term “introvert” mean to you?

The effective teacher is the one who knows his/her students' personality and how to deal with them according to his or her personality. The question is open-ended; it aims at knowing how teachers define introverts. The answers were as follow:

- Introvert is the one who feels shy to express him/herself and reluctant to participate in the classroom.
- An introvert is a quiet person who tends to spend time alone rather than being with other people. S/he finds social situations draining, and need their downtime to recharge them back up.
- An introvert is a person who avoids social contact with others. Many think that this is a psychological obstacle but many famous people in the world are in fact introverts.
- Introvert is the one who has hidden potentials and skills but s/he avoids speaking; they prefer to express themselves in written words.
- Introverts are the one who prefer loneliness.
- Introvert is someone who is passive. “As difficult situations exist in most students, teachers should eliminate it”.

Question six: How do you identify an introvert learner?

Introversion is a personality trait characterized by a focus on internal feelings rather than on external sources of stimulation. The question above is open-ended question. It sought to find how teachers indentify and describe introvert learners. The participants characterize introverts as follows:

- Reflective and reserved
- Slow to take action
- Preference for solitude
- Prefer doing individual work rather than pair or group work
- Avoid participation and sharing their ideas
- Express things better in writing

Question seven: Are you really satisfied with the introverts’ oral performance in the classroom?

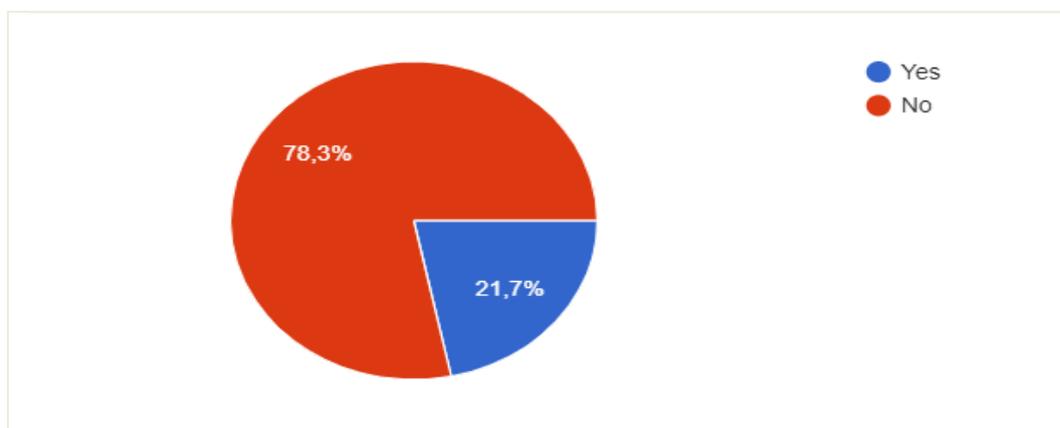


Figure 3.7: Are teachers really satisfied with the introverts' oral performance in the classroom?

The aim behind this question is to know whether the teachers are satisfied with introverts' speaking performance in the classroom or not. From the above figure, we can notice that 78, 3% of teachers are satisfied with the introverts' oral performance. While 21, 7% are not.

Question eight: What are the difficulties faced by the introverts when speaking?

The character of person will effect to their ability to communicate. One of the ways to communicate well is through speaking ability. The question is open-ended question, it aimed at knowing what are the difficulties faced by introverts when they speak English language. The participants answered the questions as follows:

- Afraid of making mistakes
- Fear of negative judgments and others' reactions and comments.
- Shyness.
- Lack of social skills and low self-confidence
- They suffer from stress and anxiety
- They avoid eye contact and face to face conversation
- They do not find the best words that describe their ideas

Question nine: Which strategies do you use to overcome those difficulties?

Speaking is daunting prospect for most introverts and one of the biggest challenges they may face in the EFL classroom. Indeed, teachers are responsible for helping introverts to speak up and voice their opinions. The question seeks to know the strategies that teachers use to overcome the introverts' speaking difficulties. Here are the strategies that teacher do in order to help introvert learners:

- Make the learners a part of discussions and dialogues with classmates that they feel comfortable with. Give them the right to choose the members of their group.
- Motivate them through group and pair work and through encouragement and reward.
- Promote their self-confidence.
- Invite introverts to participate and speak but not forcing them.
- Dedicate time to talk to them in private and try to understand their state of mind.
- Encourage them to work collaboratively and show them the importance of pair and group work.
- Motivate them through encouragement and reward, and praise their answers.

- Give them time to write and organize their thoughts.
- Diversify activities and choose those more involving, interesting and appealing to intelligence, avoid superficial or fake topics.
- Adopt types of activities or tasks after asking introverts about their practice preferences.
- Testing the introverts to get their learning styles and build lessons upon the results.

Question ten: Do you take the introverts' feelings into consideration when inviting them to speak?

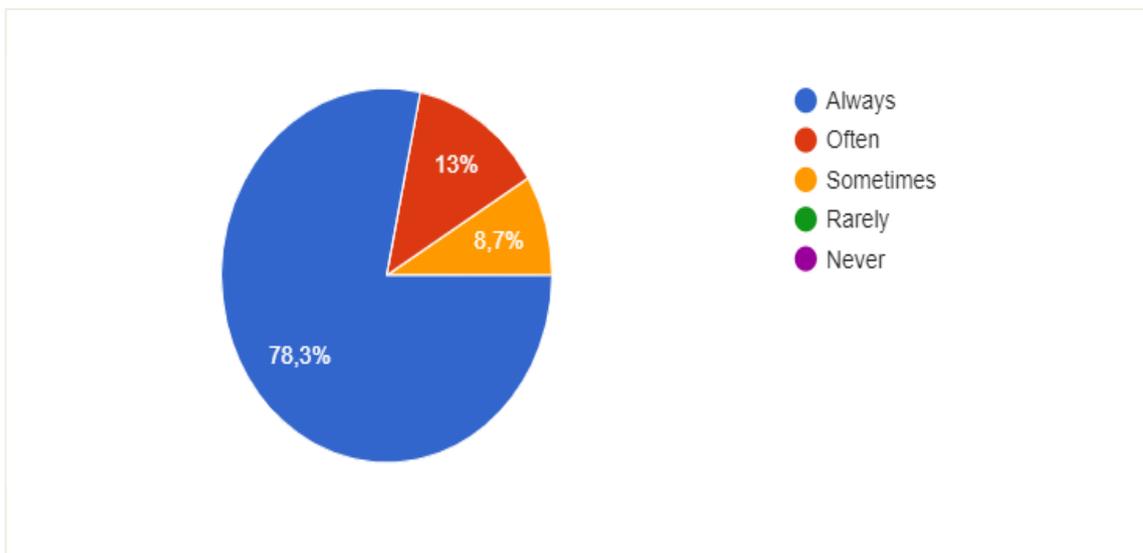


Figure 3.8: Do teachers take introverts' feeling into consideration when inviting them to speak?

Understanding the introvert learners and caring about their feelings is one of the elements of their success. When inviting the introverts to speak in front of his/her classmates, it's very important to take into consideration their feelings. This question is close-ended question; it aimed at knowing to what extent teachers take introverts' feelings into account when they invite them to speak. For 78, 3% of teachers declared that they always take into consideration the introvert's feelings when they invite them to speak. While 13% of teachers declared that they often take the introverts' feelings into consideration. The remaining 8, 7% of teachers declared that they sometimes consider introverts' feelings.

Question eleven: Are you satisfied of both introverts and extroverts feedback?

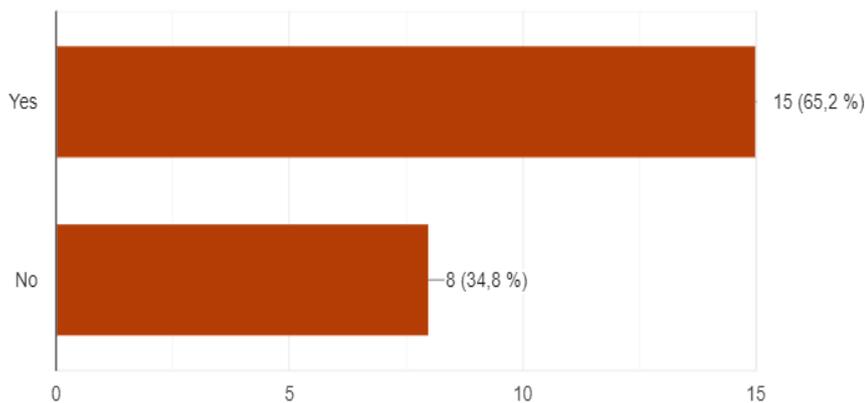


Figure 3.9: Are teachers satisfied of both introverts and extroverts feedback?

Extroverts and introverts take different approaches to learn, so it only makes sense to tailor how feedback is delivered them. Therefore this question was structured to see whether teachers are satisfied of both introverts and extroverts feedback or not. As a result, 62, 2% of teachers are satisfied of both introverts and extroverts feedback. Whereas 34, 8% are not. They justified their answers by declaring that:

- Extroverts are more interactive and able to learn better than introverts
- Introverts' performance is better than extroverts. Introverts tend to be more deep and competent.
- When teacher provides comprehensible input and gives them time and attention there will always be positive feedback.
- Teachers should always be satisfied with any sort of feedback.
- Extroverts are more active learners and they are good at speaking unlike introverts who are shy and afraid of negative judgement.
- There are always communication difficulties with introverts; they don't show the expected feedback, so the teacher is sometimes lost of how to proceed.
- The extroverts are an embarrassment for the class mood especially when they have too much confidence in themselves and consider themselves as the leader.
- Extroverts are more open, they can talk, smile they can impress people so they are more successful. Without having talent they can have a decent life with job, because they know how to talk. But most introverts are shy, afraid to talk.

Question twelve: According to you, how should introverts be challenged to speak in the classroom? (How do you motivate them?)

Introverts remain quiet during classroom discussions; they rarely speak and participate. Teachers are responsible for encouraging the introverts to speak up in the classroom. This question was structured to know how teachers motivate introverts to speak. The participants replied as follows:

- Raising awareness about the importance of speaking
- Building the culture of mistakes in the classroom by demonstrating that mistakes are part of education process and creating an atmosphere in which it is safe for introverts.
- Bringing pictures, videos, jokes or riddles that are stimulating and address them directly to see their opinion about it.
- Design a short period of time for silence to enable them to think and reflect upon what is being taught.
- Motivate them through rewards and adding extra marks for their participation
- Push them to work inside and outside the classroom; by using social media to boost them forward.
- Try to be friendly with them. Give them the chance to write what they want then read it and step by step they will speak
- Divide the classroom into small group to encourage working in intimacy.
- Praise the introverts when they give excellent and genuine ideas and answers.
- Choosing the most successful and helpful techniques, adequate strategies and varied activities that account for their personalities.
- Bringing topics that fit their needs and interest so they feel more likely to participate and share their opinions

Question thirteen: What instructions do you provide for meeting the introverts' learning needs?

It is very common that the teachers fall into the trap of focusing their efforts only on the students whose needs are the most visible or whose demands are directly related to the attention to the teacher. This allows introverted students to go unnoticed. In order to respond to the needs of each student, it's necessary to follow some instructions. So this question is aimed at knowing the instructions that teachers follow in order to meet the introverts' needs. The participants answered as follow:

- Before meeting any needs, the teacher should have a thorough knowledge about his/her students' needs, interests and cultural background.
- Take into consideration their learning difficulties.

- give them positive feedback when they answer to boost their self-esteem
- Give them space; do not put them on the spot in front of people.
- Create and improvise opportunities to involve introverts in the learning process.
- Insist on them to talk in public and interact with them until they can handle a speech comfortably.
- Facilitate the questions, rephrase, repeat instructions and illustrate what is being asked through giving examples, showing pictures or making sketches on board through gestures.
- Encourage participation and giving more assurance to introvert students. Pairing them with brighter students or more confident ones
- Give them time to think and reflect. Make them write paragraphs; express themselves by writing and read their own work.

Question fourteen: What are the kinds of activities you focus on?

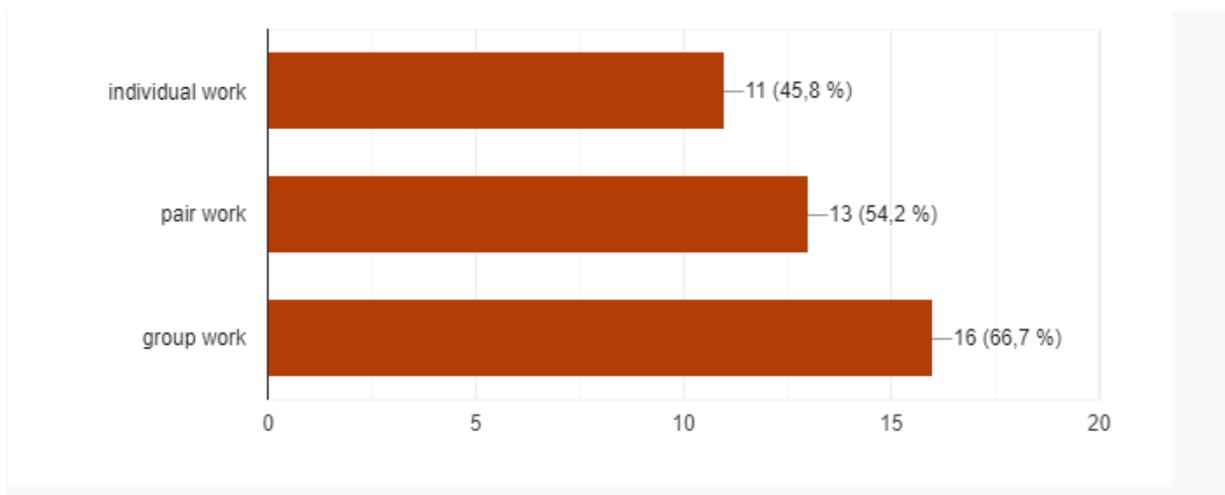


Figure 3.10: What are the kinds of activities teachers focus on?

The kinds of activities that teachers provide should focus on both introverts and extroverts in order to get them engaged in learning. Therefore the question's goal is to determine the kind of activities teachers focus on in the classroom. So 45, 8% of teachers focus on individual tasks. While, 54, 2% focus on pair work. As for the remaining 66, 7% focus on group work.

Question fifteen: Do you think the English syllabus is designed more for introverts or extroverts? Justify?

The syllabus is a course-planning tool. It gives students room to do extensive practice in the form of various problem sets, homework and subject oriented assignment. This question

is sought out to determine whether the English syllabus is designed for both introverts and extroverts or not. The participants answered as follows:

- The English syllabus focuses only on extroverts because it's easier to deal with them and because introverts represent the minority.
- It depends on the teacher's classroom management more than activities, textbook and syllabus content. Some teachers care only to finish the syllabus they are assigned to teach and whoever misses the train is left behind.
- Extroverts are usually given much more attention than introverts; because it is not that easy to deal with introverts. Yet they are learners Who need to get teachers' full support otherwise that need and thrive for learning will never be ignited in them
- It all depends on the teacher who gets feedback from his/her learners. If s/he uses a various teaching methods and techniques, in addition to ICT, and knows how to motivate his students, encourage them to participate and engage them in the learning process, both types of learners' need would be met.
- Not really, English syllabus are not designed for introverts; however some teachers are conscious and they know how to cope with introverts
- School is not providing both introverts' and extroverts' needs. "School is neither a free land to share their thoughts nor to support and help them bring out the hero inside them".
- It is common that School environment is designed for extrovert kids. The fact of leaving home to a strange context with other kids whom you do not know is already not suiting for introverts

Question sixteen: Do you dedicate time for introverts' private reflection? Why?

Introverts need time to be alone and to reflect. Educators have to be mindful of how introverted students prefer to learn in the classroom. This question aimed at knowing whether teachers dedicate time for introverts or not. The participants answered the question as follows:

- Absolutely, private reflection helps them to provide more expressions because they feel relaxed.
- Yes, by giving them as much attention as we give the extroverts and trying to not make any student feels superior to other.
- Sometimes, just by giving them an opportunity to answer but not giving them the whole session for their private reflection.

- Of course, by giving them the chance to organize their ideas and to collaborate with their colleagues
- Yes, because they need only more time than the other to improve their learning.
- Yes, because they have a great potential. It's important to know how they think and feel.
- Yes, Introvert need more attention so when addressing a question or designing a task you always need to think of that one student who is an introvert and you try to accustom it to help them and their needs
- Yes, because if not they will feel ignored and they will be demotivated to learn the language.
- Reflection is always helpful for both introverts and extroverts. It helps them analyse and evaluate their learning process and how they can improve and sustain it to be successful
- Yes, because private reflection is the best chance for those silent students
- Not much all students are equal, either extroverts or introverts but we try to provide them with an environment where they are free to share their thoughts.

Question seventeen: Do you think that the needs of both introverts and extroverts are commonly attended to in schools? How?

Meeting the individual needs of each student can be a monumental task for teachers. But doing so is very important for preparing students to become active and effective learners. This question is aimed at knowing whether the needs of both introverts and extroverts are commonly attended in schools or not. These are the responses of the participants:

- They should be attended to if the students' number does not exceed 15 or 20, because the more they are, the more effort and time are required.
- Not always because some teachers care more about delivering the lesson rather than caring about their students' differences.
- Extroverts are usually given much more attention and consideration than introverts. Maybe because it is not that easy to deal with introverts. Yet they are learners Who need to get our full support otherwise that need and thrive for learning will never be ignited in them
- I believe that it depends on the teachers and the context he/she is in. With 40 to 50 students at times, it becomes a challenging task.

Question eighteen: What advice, if any, would you give to stakeholders (decision makers) to meet the introvert students' needs?

The quality of syllabus is a fairly indicator of the quality of teaching and learning that will take a place in a course. The result of syllabus should benefit both introverts and

extroverts. This question is structured to know the teachers' advice to the stockholders. The teachers mentioned the following advice:

- To take into consideration the students' personality in assigning any activities.
- To provide more dialogue sessions and presentations.
- Provide activities and tasks that suit introverts' personality and give more importance to written expression.
- Diversify the content of the syllabus to meet the needs of both introverts and extroverts. None should be prioritized over the other.
- Take introverts into consideration and help them develop their confidence.
- Train teachers to better know how to deal with such students, such training with practice, tips and advice would highly be helpful.
- To be fair and balance between both Introverts and extroverts.

3.3. Data Discussion

In order to be systematic and organized, the researcher has followed some instructions and used some tools of gathering information. Indeed through these data collection instruments we have found that on the whole, the educational system doesn't really focus on the introvert learners; syllabus are designed and focused more on the extroverts.

3.3.1. Classroom Observation

To begin with, observation was one of our conducted tools to collect data. During the observation the learners in their naturalistic setting (their classroom), the investigator could provide great amount of information about the pupils' behaviours, attitudes, participation as well as the teachers' interaction with learners. Moreover, we observed how active and interactive the pupils of first year were comparing with the third year students.

The researcher has observed during her attendance that the introverts were interested in the teacher's courses, listening attentively to the teacher and their classmates' answers; but the only problem is that introverts pupils didn't participate unless the teacher asked them to participate. The researcher also noticed that teacher rarely used strategies to support introverts to speak in the classroom, except once she invited them to work with their peers; it was a pair work and it was successful.

In addition, after the presentation of the think- pair- share activity, it was noticeable that learners were engaged, talking with their peers, trying to convince them and impose their opinions. We have observed that think-pair-share is very useful technique for helping the

introverts to speak, and to be a part of a classroom discussion, to be involved and not ignored; it's an opportunity for them to boost their thoughts and get out from their comfort zone.

3.3.2. Questionnaire

Another tool that was conducted is a questionnaire for the teachers. The teachers' questionnaire shows that the syllabus is designed to meet the extroverts' needs while ignoring the introverts. Meanwhile, some teachers are aware of the introverts needs and they do support them to speak and participate in the classroom while others claiming that the class is numerous and they are guided by time so they need just to finish the program. They find extroverts so helpful while introverts are time consuming.

Through the questionnaire analysis, one has answered the main research questions and proved the hypotheses suggested:

- The English syllabus focuses only on extroverts because it's easier to deal with them.
- Extroverts are usually given much more attention than introverts; because it is not that easy to deal with introverts.
- Introvert is the one who feels shy to express him/herself and reluctant to participate in the classroom.
- Collaboration, pair and group work are techniques that help the introverts to speak and participate in the classroom.

3.3.3. Pre/Post-test

The analysis of the pre-test was successfully conducted with thirty (30) pupils, ten (10) pupils from each classroom. During the correction of the pre-test, the researcher could notice during the first correction that there were (17) pupils out of twenty (30) answered correctly, as for remaining thirteen (13) pupils made mistakes especially in pronunciation of the word and also they fail in giving the appropriate synonyms.

However, the second correction of the post-test was considered as better attempt for them and it had better results. The same activity was given to them again after the Think-Pair- Share strategy and out of thirty (30) pupils, twenty-five (25) of them answered correctly and there were less mistakes this time which means that Think- Pair- Share strategy could help the introverts to speak and participate in the classroom.

3.4. Limitations of the Study

Limitations of the research are those occurrences and obstacles that arise in study which are out of the researcher control. These obstacles can have a negative impact on the results and conclusion of this work. As any researcher, one has faced some issues. Sometimes,

the researcher found some difficulties in finding references easier. Also, because of the global pandemic of the outbreak of Covid-19, it was not encouraged to meet people except our households. Consequently, we could not meet our supervisor face-to-face and had to keep in touch through email exchange. In addition, such option was not ideal as the internet speed was very slow at time. Besides, some questions needed justification but some participants did not justify their points of view. Nevertheless, all the questions were completed and well received.

3.5. Recommendations

Teaching is not an easy task, it is both an art and a science, and indeed it is not given to anyone. The sake of doing this work was to find out whether the Algerian educational system meets the introverts' needs or not. Also, the purpose was to help the introverts to get out of their comfort zone and speak, and to provide the teachers with some helpful strategies in order to make introverts speak and participate in classroom.

From the experiment conducted at Rmila secondary school and from the data collected which were the teachers' questionnaire and the classroom observation, we can say that introverts are not best supported; the syllabus are not designed for introverted learners but it is focused more on the extroverted learners.

Based on our research and learning, we make recommendations to the research community, educators and stockholders to alter the education system for the better of all students, specifically introverted.

3.5.1. Achieving a balance between Extroversion and Introversion

The main difference between extroverts and introverts is that introverts get their energy from inner reflection and process their thoughts in private and quiet places, while extroverts get their energy from a mix of social interactions and connections. Unfortunately in the classroom a little attention is given to the introverts except advising them to be more extroverted and open to the world, and motivating them to act like extroverts instead of appreciating their personalities and look for meeting their needs.

The first recommendation to inform teachers' practices in the classroom is to include more one-on-one discussions and more independent work on projects that each student prefers. Introverts work best when they have a slice of time they can dedicate to independent work.

The second recommendation is to give the introverts the space and time to be alone. Introverts need more autonomy and privacy at school; they need from time to time to be sheltered from others so they can find the peace they need in order to learn. By giving them

the space and time to be alone introverts can decrease their stimulation and re-energize. Equally, should periodically be provided with an opportunity to discuss the material, they need social activities

In spite of the number of introverted and extroverted students in a classroom, teachers should keep in mind that a well-balanced classroom will be one that should benefit most learners. By giving the introverts the opportunities to work independently and in small and whole groups, time for reflection, and time for movement; they will be able to learn easily, interact and participate in the classroom. Learning in groups is important for teaching social development and teamwork, sometimes especially for introverts.

3.5.2. Encouraging the introverts to work collaboratively

In many classrooms, a large portion of the school day is centered on group activities. In order to provide a balance that suits both extroverts and introverts, teachers can coordinate both small group and individual activities. The teacher should carefully arrange and structure the group work so that learners know their role. In classroom discussions, teachers can wait ten seconds after asking questions. This gives time for introverts to think and supports extrovert students as well. If the teacher wants to encourage introverts and extroverts at the same time, one strategy that has proven effective which is “think-pair-share” strategy.

3.5.3. Think-pair-share strategy

The think-pair-share technique is a cooperative discussion technique to help students work in group. This implies that the teacher asks the class a question and then each student will have to turn to their partner and provide them the answers. This is a good exercise for introverts because it doesn't involve speaking in front of the class, something that would be very difficult for them. Teacher can ask an even number of questions, so that each student gets an equal number of answers to give to their partners.

3.5.4. Challenge introverts to speak in the classroom

Introverted students should be challenged out of their comfort zone and speak in the classroom. Consequently, it is recommended for teachers to follow a certain guidelines to help introverts voice their ideas and thoughts:

- Search for alternative methods of speaking; like allowing introverts to prepare, record, and edit a podcast, or develop questions for a social media chat.
- Ask the students to participate, and give them the permission to decide the frequency and timing of participation.

- Give the introverts a break from time to time to work independently. A break to work independently, allows them to re-cope and re-focus after an exhausting experience.
- Accommodating an introverted students seating preference can allow them to self monitor their stimulus level. When teacher allows the introverts to sit in their preferred spot, they will control the environment. They can choose when they feel comfortable enough to participate and speak or when they need to step back from the busyness of the classroom and take a break.
- When introverted students are required to work in a group, teacher should allow one or two friends within the group; this can help to create a more comfortable learning environment. When the environment is comfortable, introverts are more prepared to participate and complete their part of the work.

3.5.5. Educators' and Stockholders' Role

Educators should know what introverts like, the activities that encourage them to participate, and speak in the classroom. For example, Introverts enjoy activities they can do alone or with just a few others. They also tend to prefer activities that allow for creative expressions, like creative writing, music, and art. They enjoy a quiet and imaginative play. When presented with an opportunity to participate in a group activity or game, introverts prefer to hang back and watch before they join in. Many people see this as shyness, but it's not. They feel more comfortable with situations that are familiar to them and they are simply trying to become familiar with the activity before they join in.

Educators should know the difference between shyness and introversion; consider two pupils in the same classroom, one introvert and one shy. The teacher is organizing an activity for all the learners in the classroom. The introvert wants to remain at his/her desk and read a book because s/he finds being with all the other learners stressful. The shy learner wants to join the others but remains at his/her desk because s/he is afraid to join them. When teachers know this difference, they will be able to understand the introverted learners better and know how to deal with them.

Stakeholders should further develop the classroom syllabus to better meet the needs of their introverted students. The syllabus should include activities and strategies that help introverts to work such as think-pair-share strategy. Syllabus should provide sessions for writing, listening and reading.

These recommendations are positive ways to support introverts within the classroom environment.

3.6. Conclusion

This section shed light on how can introverts be supported to speak in the classroom and how can the stockholders focus on both introverts' and extroverts' needs while designing the curriculum rather than focusing on just extroverts. Moreover, the data we have collected and which were administrated to Benzaza Mustapha and Rmila secondary school confirmed our hypotheses which states that introverts' needs are not supported and syllabus are focusing more on extroverted students. Within this chapter, we have attempted to suggest some desirable recommendations for both teachers and stakeholders in order to focus on introverts' needs and help them boost their power and voice their ideas.

General conclusion

General Conclusion

The findings show that classrooms and teaching techniques are mainly designed for extroverts. Teachers encourage noise, stimulus, quick-changing activities, and open-class discussions. Extrovert learners make their presence more obvious by being talkative and quick to raise their hand, educators might not realize just how many introverts they actually have. In class, introverts are characterized by requiring time to process new information and requests. They enjoy brainstorming and theorizing. They need to feel emotionally secure and require more space; because of their need to reenergize alone.

The work has attempted to see whether the curricula are designed to meet the introverts' needs or not. Firstly, it shed light on types of introverts' learning performance including strategies, preferences and styles. Then, we focused on the educational program and the needs of introverts. Furthermore, the work deals with the practical part of the study. Hence, one has used some data collection tools to prove the hypotheses suggested. There was a questionnaire given to the teachers and observation was used as well. The analysis of the questionnaire and the discussion of the data findings also took an important part in the present work. In addition, some suggestions have been recommended that can be useful for teachers.

The results obtained show that our educational program does not focus on the introverts and the syllabus is not designed to meet the introverts' needs, but the focus is only on the extroverts. The syllabus is contained sequences such as "Say it Loud and Clear", "Listening and Speaking" in addition to final project, and presentations; activities are also required to be done collaboratively. Indeed all what was found in the syllabus do support extroverts but not introverts. After analyzing the data tools, one can realize that our suggested hypotheses are proved and validated, the teachers think that introverts are shy while they are not necessary shy; not all the introverts are poor learners but there are talented and gifted introverts; they just need to be supported and helped to find their hidden voice.

On the light of this modest work, we can say that our goal is achieved, we found out that our educational system ignore the introvert learners, and teachers still do not know what does really introvert mean and think that they are shy, poor learners and have low confidence. These are misconceptions and every single teacher should know the real meaning of introvert so that they can deal with them in classroom and seek for meeting their needs.

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Appendices

Dear teachers,

I would be very grateful if you take few minutes to complete this questionnaire which is based on the introvert and extrovert learners.

Thank you very much for sharing your ideas and experiences. Your help will be greatly appreciated.

1. How long have you been teaching?

From 1 to 5 years from 6 to 12 more than 12 years

2. Do your students like studying English? Yes No

3. Are they aware of the importance of English language? Yes No

Please explain:

.....
.....

4. To learn the English language, the students should speak it

Strongly agree Agree Not agree

Please explain:

.....
.....

5. What does the term “introvert” mean to you?

.....
.....

6. How do you identify an introvert learner?

.....
.....

7. Are you really satisfied with the introverts' oral performance in the classroom?

Yes No

What are the difficulties faced by the introverts when speaking?

.....
.....

8. Which strategies do you use to overcome those difficulties?

.....
.....

9. Do you take the introverts' feelings into consideration when inviting them to speak?

Always Often Sometimes Rarely Never

10. Are you satisfied of both introverts and extroverts feedback? Yes No

Please explain:

.....
.....

11. According to you, how should introverts be challenged to speak in the classroom? (How do you motivate them?)

.....
.....

What instructions do you provide for meeting the introverts' learning needs?

.....
.....

12. What are the kinds of activities you focus on?

- a. individual work,
- b. Pair work,
- c. Group work.

13. Do you think the English syllabus is designed more for introverts or extroverts? Justify?

.....
.....
.....

14. Do you dedicate time for introverts' private reflection? Why?

.....
.....

15. Do you think that the needs of both introverts and extroverts are commonly attended to in schools? How?

.....
.....

16. What advice, if any, would you give to stakeholders to meet the introvert students' needs?

.....
.....

Thank you for your participation in this research study.

Appendix two: classroom observation

Introverts	Behaviours	Attitudes	Participation	Interaction		comfortableness	confidence	Interest in speaking
				Teacher	learner			
1 st year								
3 rd year								

Appendix three: Strategy Used.



Appendix four: The pre-test.

- Guess the meaning of underlying expressions:

Helen took a two-week immersion course in Mexico. It's a really good way of learning Spanish.

- The action of immersing someone or something in a liquid;
The state of being extremely thirsty;
- The method of learning a second language among its native speakers.

Our German is pretty rusty. We haven't spoken it for years.

- Weak by lack of recent practice
- Affected by rust
- Quickly

I relished my last summer in London. I had a great time.

- Enjoy greatly
- Detest greatly
- Having no feelings

My friend Frank was really earnest. He worked hard to achieve his dream.

- Serious
- Funny
- Disappointed

Our neighbour is really hip. She has modern and trend lifestyle.

- Being yourself
- Being extremely obsessed with sport
- Following the latest fashion, especially in music and clothes

