

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

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Master: Language and Communication



Issues of Introversion vs Extroversion in EFL classrooms

Case study: forth year middle school pupils at Baghdadi Benattia middle school, Sirat, Mostaganem

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2017/2018

Abstract

It is often misleading for teachers to identify and recognise their pupils' personality types and create a reconcilable learning environment. Reflecting on this issue, our study attempts to investigate if English as Foreign Language (EFL henceforth) teachers have difficulties in distinguishing their pupils' personality types or tend to mix between attitudes and personality types or mis-conceptualise them. The present study was conducted via following a triangular method: questionnaires (teachers' and pupils'), an observation, and an experiment. Both qualitative and quantitative approaches are employed. The results demonstrate considerable facts concerning the ambiguity of pupils about the different criteria of each personality type. When being exposed to the strategies that were suggested for the selected teacher, pupils' reactivity to the material being presented in the classroom was higher, but not as expected.

Key concepts: Learning environment, mis-conceptualisation, personality types

Dedication

To my family and friends and everyone who have helped me.

To my beloved teachers.

Acknowledgments

First of all, I would like to thank my supervisor for helping me to carry out this study successfully.

I would like to thank my teachers for being a true source of inspiration.

I would like to thank the middle school teachers who gave me the honour of entering their classrooms and conducting my research.

I would like to thank my family and friends for being there when needed.

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General Introduction

The field of education has always been one of the significant aspects that deal with the human development. It has always gained itself a remarkable place in the hierarchy of institutional organisations in plenty of civilisations since the dawn of history like the Greek, Mesopotamian, and Abbasside...etc. Furthermore, language teaching and learning has been an inevitable subject that established itself as a necessity that contributed in facilitating the communication process between people with different linguistic backgrounds. The need for a mechanism that enable human beings to communicate successfully culminated in various attempts that were met each time with rejection due to their susceptibility to criticism, and having many missing points. This rejection made scholars continuously change their perceptions of learning and made them come up with new ideas every once in a while.

In the present study, it was sought to investigate the effect of mis-conception of introversion can impact the process by which the introvert pupils can acquire the English language. The effectiveness of a good learning atmosphere is believed to be helpful in creating equal chances to every individual inside the classroom. Classifying the pupils' personality types correctly and trying to cater to their learning preferences often results in good conveyance of lessons and spectacular results. In order for the study to be systematically answered, several answers have been raised:

- To what extent are the EFL teachers aware of the versatility of the personality types' spectrum and their perceptions of a good teaching environment?
- To what extent can middle school pupils comprehend the notion of the introversion/extroversion spectrum? And can they make the distinction between the two types of personality?
- What are the possibilities of creating an environment that suits the introverted pupils' personality without neglecting their extroverted peers?
- How will this reconsideration from the teachers' part affect the introverted student's performance?

We postulate that the teachers would provide us with answers that prove that they are aware of the existence of a personality spectrum. Furthermore, we speculate that their perceptions of a good teaching atmosphere will fluctuate between traditional and modern considering that each teacher has his/her own propensities. Pupils, on another hand, are more likely to encounter

the notion of the introversion/extroversion spectrum with ambiguity rather than with familiarity, considering their immaturity and young age. We hypothesise that there is going to be diversity in personality types. Moreover, creating a reconcilable environment that allows for both personality types to thrive and attain their desired goals is of a high potentiality though it requires patience, flexibility and resilience from both the teachers' and pupils' part. This environment will be achieved via following a constructivist approach to language learning. The positive impact of EFL teachers on their introverted pupils' performance will be manifested in terms of the pupils' excitement and the degree of reactivity to the teachers.

The purpose of this study is to highlight the importance of creating a milieu that offers pupils different personality types equal chances. It sheds light on the avoidance of mis-conceptualisation of introversion and the impact of it on the introvert pupils' educational outcome. Part of the study was to suggest different strategies that are believed to be helpful in creating equal chances for the pupils. Needless to say that the study's ultimate goal is to offer something that can be considered as a synoptic manifestation of what it takes to have a fruitful teaching experience.

In quest of investigating the accuracy of the study, three information/data collecting tools will be utilized; they are as follows: a questionnaire, an experiment and an observation. Two sets of questionnaires will be handed for the selected teachers and pupils. The teachers' questionnaire aims at testing their knowledge about the phenomenon of the mis-conceptualisation of the introversion and the methods and teaching strategies that they consider helpful while the pupils' questionnaire aims at examining their background knowledge about the notion of the introversion/extroversion spectrum and their attitudes towards certain behaviours often made by teachers inside the classroom. An experiment will be conducted to validate or refute the current claims about the aforementioned phenomenon. Also as a part of the experiment, we decided to include the introvert/extrovert test to know which of the pupils are introverted and which of them are extroverted. Observation will be used to gain insights about the process of English language teaching in Algeria.

The common phenomenon that teachers encounter at the beginning of their careers is the unfamiliarity of how to deal with pupils without facing any difficulties. That is why before teachers embark upon their careers, they usually enter a training that acquaints them with how to deal with pupils and the process of conveying their lessons in the best way possible. What happens after the training is that plenty of teachers become nervous and consequently forget about the exhortations that they were provided with in their training. So, teachers are more likely

to mis-conduct their teaching experience. This mis-conduct can be manifested in mis-conceptualising some of their learners by incorrectly classifying their personality types, the ambiguity of how to convey their lessons, confusion concerning what methods and strategies to use when teaching certain lessons. That is why it was decided to investigate these claims and see if they are valid or unsubstantial.

The study is divided into three main chapters. The first chapter explores the literature that constitutes the background of our research. The second chapter highlights the essential elements that structure the practical part of our research. In the third chapter, we will discuss the main points that we found interesting when receiving the questionnaires and the personality test. We will try to verify if the answers are in accordance with what we have claimed and assumed concerning the potentiality of correctness of the dissertation's topic. We will also discuss the process of observing the teachers and the pupils' behaviours inside the classroom and the process of implementing the strategies that were proposed to the selected teacher.

Chapter One

1. Introduction

Teaching foreign languages is considered as one of the prominent areas that drive researchers' inquisitiveness to explore the core of the intricate mechanism that enables human beings to communicate. The inscrutable nature of the human language made it difficult to penetrate this inconspicuous system of sounds and symbols. Unravelling the peculiarities that surrounded the human language since the dawn of history required an institutionalised apparatus that would help to make the process of language acquisition successful. The abundant research that has been made in order to facilitate the process by which the learners can acquire any given language successfully contributed to the fact that language has become a subject to be reckoned with in the scientific community. One of the languages that helped to enrich the repertoire of the scientific way of approaching languages is English. English has been taught and studied as a foreign language extensively during the last century and the current one. It has become the primary option that most of people opt for when they want to learn a foreign language due to its ubiquity and worldwide acceptance. The miscellaneous research that have been conducted during the past few centuries paved the way for English as a foreign language teaching to be a significant subject in plenty of social sciences like psychology, sociology, linguistics, history...etc.. Many methods and approaches were developed for the sake of fostering the quality of learning and enhancing the learners' understanding of this language.

In the present chapter, we will provide the reader with a sketched overview of the literature that constitutes the background of our research. We will discuss the requirements for a successful teaching. Different points of view on different educational topics will be discussed further in this chapter so as highlight the importance of the psychological aspect of teaching foreign languages and the process of its applicability in EFL classrooms. The chapter will be divided into three major sections. The first section will be devoted for a brief insight into English as a foreign language teaching due to the relevance of the study into the field of education. The second section is concerned with the definition of different personality types, with a focus on introversion. The third section will be allocated for the theories that make the backbone of this dissertation.

1.1 An insight into English as a Foreign Language Teaching

The need for a better understanding of the functionality of the human language culminated in plenty of well-designed approaches and methods. Each of these approaches and methods attempted to provide second and foreign language teachers with respectable amounts of exercises and strategies that would guide them throughout their careers. However, many approaches and methods did not prove to be successful in the classroom. They were exposed to harsh criticism that pointed out some negligence that the developers of some approaches made. Each of them had some missing points and that made the learning experience fluctuant. Some methods did not prove to be compatible with the learners' needs and did not help them develop some language skills efficiently. Other methods did not comply with some of the learners' idiosyncrasies and promoted a sense of monotony and imposition from the teacher's part due to their teacher centeredness nature and this was a reason why learners often expressed a feeling of reluctance vis-à-vis learning a second or a foreign language.

Teaching foreign languages has always been at the core of educational research. It has gained a significant focus due to its importance in our everyday lives. The first attempt to teaching foreign languages dates back to the sixteenth century when scholars tried to teach the Latin language (Rodgers, 2001). Although the attempt was appreciated, the procedures of teaching were not sufficiently beneficial concerning a successful acquisition of the Latin language. This came to be known after as the Grammar Translation Method (GTM henceforth). The characteristics of this method are many of which we mention: The ability to read the literature of the target language, the extensive focus on reading and writing, teaching vocabulary using translation, and the deductive teaching of grammar...etc. (Rodgers, 2001). This method was met with rejection afterwards and a new one spiralled out by its rejecters as a counter reaction. This method came to be known as the natural method or the direct method. Unlike the GTM, the direct method's proponents aspired to foster the communicative competence of the learners, mainly the oral one, by favouring fluency over accuracy. The premise of this method was that language learning should be conceived as an act of attachment to the genuine part of the foreign language being taught; the spoken form of the language. This required the teachers to have a native like fluency in the target language (Rodgers, 2001).

Teaching foreign languages is not solely about delivering pieces of information and filling the minds of learners with endless amounts of grammatical functions and lexical reiterations. Instead, from a constructivist viewpoint, the learners should be involved in meaningful situations and interactions that enable them have a successful acquisition of the language and enable them to decipher the peculiarities that surround that language. One of the important aspects of teaching second and foreign languages is educational psychology. The psychological factor should be taken care of during the learning process because when we teach a foreign language we are preparing people to speak that language, and this can be successful if accompanied with psychological considerations. Teachers of foreign languages should comprehend the minds of their learners in a sense that they should know their learners' individual needs and try to cater for those needs. The development of the learners' knowledge repertoire can be suppressed if they are exposed to unnecessary amounts of superfluous materials that thwart their cognitive abilities from ameliorating.

One of the instruments that proved its remarkability in teaching foreign languages is technology. The use of technology has made itself a significant instrument that is used to facilitate the process of language acquisition. Integrating technological materials that provide sufficient proportions of information and simultaneously cater for every one of the students' learning styles can result in a fruitful learning experience and can be very helpful when it comes to the psychological aspect, especially in the present time. Technology can provoke the learners' curiosity because today's pupils are addicted to technological devices and implementing these devices can result in a tremendous successful teaching experience. It would enable EFL teachers to have a better rapport with their learners and cater their style to every personality type because when it comes to technology, there is a consensus among learners due to their attachment to technological tools.

1.2. Defining Introversion

In this section, definitions of the two psychological types are going to be presented, alongside the newly identified type ambiversion, in order to point out the differences and to present a simplified understanding of the notion of psychological types. A major focus will be put on defining introversion due to the significance of this type to the thesis.

1.2.1 The Personality Spectrum

In the realm of psychology, there are plenty of labyrinths that can be very complicated to be traversed felicitously. Educational psychology is one of these labyrinths that often confuse EFL teachers, especially the novice ones. Pursuing the learning process carefully and giving the learners what they need from knowledge that they aspire to acquire and psychological follow-up that will boost their will to study can result in a fruitful learning experience on both scales, knowledge and psychology. One of the intricacies that are commonly known to EFL teachers is identifying the students' personality types. Plenty of teachers often undeliberately misidentify their students' personality type, be it introverted or extroverted. Some teachers perpetuate the idea that a student must be open-minded, enthusiastic, and excited. Susan Cain identified this phenomenon as the extrovert ideal, a person who is according to her "A social operator, someone with a ready smile, a masterful handshake, and the ability to get along with colleagues while simultaneously outshining them" (Cain, 2012). By doing this they give the opportunity to the extraverted students to excel at the subjects that they are teaching and repel the introverted ones from blending in inside the classroom. This phenomenon is almost ubiquitous in our schools where the introverted pupils find themselves outshined by their extroverted peers, and this can make them feel uncomfortable and having to imitate their peers in order to receive approval from their teachers.

On the spectrum of personality, there are two opposite attitudes that define a person's personality, and there is another in the middle that is considered as reconciliation between the two attitudes which is termed as Ambiversion. The two opposite attitudes are known as extraversion

1

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Through an overvaluation of the objective powers of cognition, we repress the importance of the subjective factor, which simply means the denial of the subject. But what is the subject? The subject is man -- we are the subject. Only a sick man could forget that

and introversion. According to the Swiss psychiatrist Carl Gustave Jung, when we speak about an extraverted type we mean a man who thinks, feels, acts and actually live in a way that is directly correlated with the objective conditions and their demands (Gustave, 1921). This later description means that an extraverted person is someone who is not susceptible to outer influences and his decision making mechanism is, to a certain extent, completely objective. The opposite attitude of the aforementioned one is the introverted. “The introverted attitude is normally governed by the psychological structure, theoretically determined by heredity, but which to the subject is an ever present subjective factor” (Gustave, 1921). The excerpt from Jung’s book means that an introverted person is someone who has susceptibility towards situations that are marked by being overstimulated.

Being an introverted person is normal and has nothing to do with psychological damage as some people would assume. Susan Cain argued that it is incorrect to classify introversion as a pathology. She mentioned that due to the perpetuation of the sociable type of persons over the solitary ones since childhood, the stereotype that introverted people are to be healed and integrated within the community keeps living (Cain, 2012). Introversion is a state of mind that is biologically natural due to some structurally different areas that are found in the introverted persons’ brain. A theory called “the lemon juice experiment” suggests that the reactivity that a person expresses after he/she tastes the lemon and by the amount of saliva produced by that person we can judge if that person is an introvert or an extrovert. To illustrate more, if a person produces a considerable amount of saliva he/she can be classified as introvert. If that person produces little quantity of saliva then he/she can be classified as extrovert. The nature of the introverted individuals makes them susceptible to any kind of stimulus, unlike the extroverted ones who need to be provided with sufficient amount of stimulus in order to show any kind of reactivity. The reason why the introverted individuals produce more saliva is due to increased activity that is usually found in the RAS (Reticular activating system) (BBC, 2014). The RAS is the part of the brain that is responsible for filtering the data that should be accessed to our

cognition must have a subject, for there exists no knowledge and, therefore, for us, no world where 'I know' has not been said, although with this statement one has already expressed the subjective limitation of all knowledge (Gustave, 1921)

conscious minds. It is a network of nuclei and fibres that extend throughout the central portion of the brainstem from the medulla to the midbrain (Noggle, 2011).

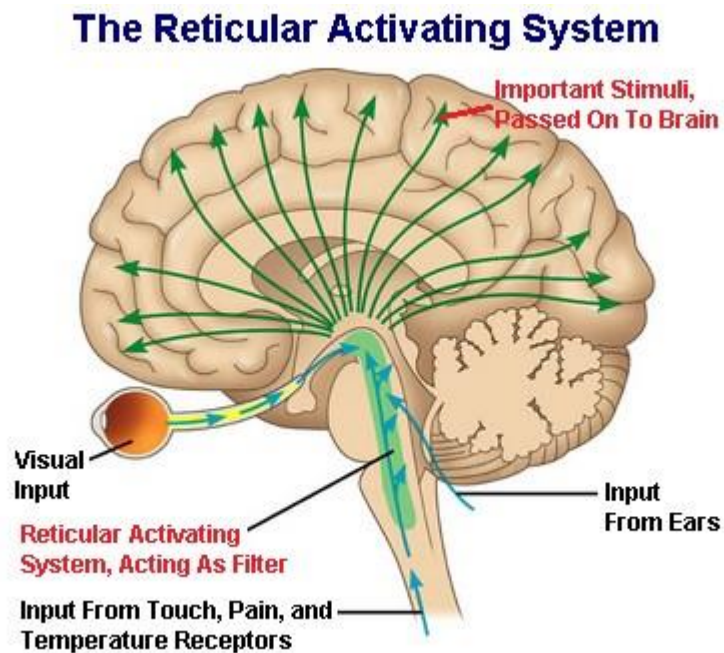


Figure 1: The Reticular Activating System

The third type that is found in the middle of the spectrum of personality is Ambiversion. It is considered as a moderate type that is marked by flexibility and the ability to behave according to the situation existent at the moment and also marked by the ability to adapt successfully to any social situation. If the atmosphere is free of or with low level of stimulus, an ambivert person would likely to stay calm and preserve his/her composure without any trouble. If the atmosphere is with high levels of stimuli, an ambivert would socialise easily and show no sign of reluctance or withdrawal from that atmosphere.

1.2.2 Characteristics of Introvert Students

Introverted students are most of the times criticised for not showing a lot of excitement towards the material that is being presented by teachers. This tendency of being static and calm makes some teachers irritated. However, as pointed out earlier, introversion is completely normal and is not considered as pathology as some people would assume. The process of recognising the introverted students may be exhausting but doable. There are some characteristics that can help the teachers identify the types of their learners and classify them. The characteristics of the introverted students are many and are not hard to spot. An introverted person is usually someone who, according to Susan Cain, recognises him- or herself somewhere in the following

constellation of attributes: reflective, cerebral, bookish, unassuming, sensitive, thoughtful, serious, contemplative, subtle, introspective, inner-directed, gentle, calm, modest, solitude-seeking, shy, risk-averse, and thin-skinned (Cain, 2012).

According to OLLUSA (Our lady of the Lake University site), the characteristics of the introverted learners are as follows: Appear reflective or reserved(a characteristic that summarises everything there is to know about introverted students) , slow to take action (sometimes too slow), have a very small but close group of friends; due to their reserved nature, preferring to get to know a few people really well; they prefer to befriend people who have similar interests as them, feel most comfortable doing things alone and prefer doing things that can be done alone, often likes the idea of things better than the actual thing, finds spending time in large crowds or groups to be exhausting (Our Lady of the Lake University, 2018).

1.2.2 Difference between Introversion and Shyness

Introversion and shyness often are thought of as the same thing and cause confusion for many people. Shyness is considered as an attribute that can be present in both of the personality types (extraversion and introversion). Susan Cain made the distinction between introversion and shyness” Shyness is the fear of social disapproval or humiliation, while introversion is a preference for environments that are not overstimulating. Shyness is inherently painful; introversion is not” (Cain, 2012). Shyness may result from a person’s inability to perform a certain task or a lack of competencies. The possibility of an extraverted person to shy is not farfetched. Here is an example of how personality classification can be complicated “Some psychologists map the two tendencies on vertical and horizontal axes, with the introvert-extrovert spectrum on the horizontal axis and the anxious-stable spectrum on the vertical. With this model, you end up with four quadrants of personality types: calm extroverts, anxious (or impulsive) extroverts, calm introverts and anxious introverts” (Cain, 2017). It is vital for teachers to know how to distinguish between the introverted pupils and the shy ones because the two attitudes are different and the mis-conceptualisation can make some pupils go astray from attaining their educational goals.

1.3 Theories supporting this study

In this section, I will highlight the theories that make the backbone of this study. Educational psychology is a diverse discipline that has many topics to offer. Amongst the topics that are often brought to light in the teachers' training is the notion of psychological types. The notion of psychological types was first introduced by the Swiss psychiatrist and introversion C.G.Jung. Also to give this study a sense of relevance to education, constructivism and social constructivism are going to be referenced due to their importance in language acquisition human knowledge development.

1.3.1 Carl Gustave Jung Psychological Types

Jung's *Psychological Types* is one of the celebrated works that enriched the shelves of the branch of psychology. He introduced the notion of a psychological spectrum and made the distinction between the two temperaments that lie at the two ends of the spectrum. His book deals with plenty of notions that help us understand the discrepancies between the two psychological types, extraversion and introversion. According to him, the two attitudes are too paradoxical that it is not a hard task to distinguish between them "The two types are so essentially different, presenting so striking a contrast, that their existence, even to the uninitiated in psychological matters becomes an obvious fact, when once attention has been drawn to it. Who does not know those taciturn, impenetrable, often shy natures, who form such a vivid contrast to these other open, sociable, serene maybe, or at least friendly and accessible characters, who are on good terms with all the world, or, even when disagreeing with it, still hold a relation to it by which they and it are mutually affected" (Gustave, 1921). Jung's theory can help teachers obtain ideas about different personality types and the manner with which they should approach their learners.

1.3.2 Constructivism

Constructivism has been linked to the field of education during the past few decades. Its importance in the human beings' cognitive development resulted in a world wide acceptance of the principles of this respected propensity. The adoption of the constructivist principles in some

educational curricula enhanced the learning experience and gave the opportunity for learners to be engaged and connected to what they were being taught.

1.3.2.2 Social constructivism

Social constructivism is the theory that is concerned with the human being's development in his social context. The basic tenet of social constructivism is knowledge construction and negotiation (Vygotsky, 1978). Learning is essential to child's development because according to Vygotsky children start learning way before they enter school and it is reflected in their everyday encounters (Vygotsky, 1978).

1.3.2.1 Cognitive Development from a Piagetian perspective

Being one of the most influential figures in the field of education, Jean Piaget's theory of learning describes how the human being sorts out knowledge from his/her surrounding from utter observation and synthesis. Being an elite constructivist, he pioneered the movement in the previous century and cemented his legacy in the field of education. He said "The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things". Piaget's words give us an idea about his view of education. He believed that in order for children to have a successful cognitive development, they should learn how to assimilate and accommodate new information into existing cognitive structures (Berekeley University). The term "Cognitive Structure" refers to the mental representation of an object or idea (Skowronski, 1991). Applying Piaget's theory in a foreign language classroom can be efficient when it comes to full mastery of the pieces of information that teachers deliver to their learners and the ways with which those learners conceive the information. Furthermore, when immersed in the learning process, learners get the chance to activate their autonomist nature and accommodate the new information to the image that is already pre-existent in their brain. This would help teachers to cater their learning style to every personality type and help the introverted pupils to excel because they get the chance to experience what is like to be in an atmosphere that allows them to build their knowledge from scratch.

1.3.2.3 Cognitive Development from a Vygotskian perspective

Though leaving plenty of his work incomplete, Vygotsky's social development theory proposes important key points about cognitive development and how a person can accumulate knowledge from his surroundings and achieve cognitive development. According to Vygotsky, learning must precede development because "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (McLeod, 2014). This differs from Piaget's notion concerning cognitive development. Piaget believed that development is a process that precedes learning (Vygotsky, 1978). For him, the grasp of what people encounter in their daily endeavours is accountably determined by what they assimilate into their pre-existing knowledge. Piaget's theory had an individualistic nature in a sense that he believed that a person can achieve the coveted cognitive development by being autonomous and sovereign and learning through his own experiences.

Vygotsky's point of view suggests that people learn when they are contained by their social entourage. His theory can be applicable in an EFL classroom because it adds a naturalistic dimension to language acquisition. Language is a system of sounds and symbols that was developed by our ancestors to facilitate the communication process and socialise with each other. Vygotsky's theory is compatible with the premise of what was intended by our ancestors to develop a mechanism that would enable them to interact easily, in a sense that it offers an important aspect to language acquisition which is society. Teachers who follow a Vygotskian approach to language teaching can create for their learners an environment that helps them prosper and can help the introverted pupils to act naturally and still have a fruitful learning experience.

1.3.2.4 Technology and Constructivism

The use of technology in the field of education is a celebrated achievement in the twenty-first century. It proved its significance and efficacy due to the facilitations that it adds to the learning process. It helps teachers to tighten the gap between them and their learners. It makes the learning experience pleasurable and fun to pursue, from both teachers' part and learners' part. Concerning implementing technology following constructivist principles, it helps learners accumulate knowledge from different sources easily and with time to spare and also it gives them the chance to act responsibly and filter what they browse. "To successfully implement constructivist teaching practices, a paradigm shift will be necessary for many educators" (Kurt

Becker, April 2002). This means that teachers should be able to make the shift from the traditional modes of teaching (structuralism for instance) and head towards more updated and technologized dimensions of teaching. Technology puts the learners at the frontier of information, as opposed to the traditional way of teaching which places learners at the back waiting to be spoon-fed by their teachers. Of course it is preposterous to trust youngsters with technology, but it will help those who have fear of public engagement or public speaking to voice out their inner thoughts and achieve great results in the educational domain.

1.4 Conclusion

The present chapter has supplied us with some significant entrances to EFL teaching and educational psychology. Many definitions were provided in order to renew some definitions concerning misconceptions about a certain phenomenon. Introversion was the main focus of the definition part. Also, we have seen a number of theories and influential figures that constitute the backbone of our research. This overview can be considered as a short synopsis of what has been said by scholars that we have aforementioned. The procedures of the practical part of the study will be further mentioned and illustrated in the next chapter.

Chapter Two

2. Introduction

The present chapter highlights the essential elements that structure the practical part of our research. The investigation of the claimed phenomenon will be manifested in the utilization of data collection tools that were to be applied sequentially. This chapter will also describe the context to which this study has relevance and significance. Furthermore, it will shed light on the participants who helped us test the hypotheses and to either validate them or refute them. Part of this chapter will be allocated for a detailed illustration of the strategies and activities that were used in order to practicalize our study.

2.1 Methodology

The remedying of the misconception of introversion required a thoroughly designed experiment. The importance of the experiment lies in the fact that there are certain procedures that have to be followed in order to validate the existent claims. In order to fulfil the purpose of the study, several questions have been raised. The major ones are as follows:

- To what extent are the EFL teachers themselves aware of the versatility of personality types' spectrum and their perceptions of a good teaching environment?
- To what extent middle school pupils can comprehend the notion of introversion/extroversion spectrum? And can they make the distinction between the two types of personality?
- What are the possibilities of creating an environment that suits the introverted pupils' personality without neglecting their extroverted peers?
- How will this reconsideration from the teachers' part affect the introverted student's performance?

In order for these questions to be answered accurately, both qualitative and quantitative approaches were used to extract results from the participants numerically and in terms of personal points of view. As for following a qualitative approach, we wanted to elicit what the teachers think about introversion and whether they tend to mix between personality types or mis-conceptualise them, adding to this their perceptions and comprehension concerning the field of educational psychology in general. In the words of McLeod, the aim of qualitative research is to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups, are studied in their natural setting (McLeod

S. , 2017). The quantitative approach was used in order to give this study the required accurate numerical answers. “Quantitative research gathers data in a numerical form which can be put into categories, or in rank order, or measured in units of measurement. This type of data can be used to construct graphs and tables of raw data” (McLeod S. , 2017).

2.2 Context

This study was conducted at one of Mostaganem’s suburban middle schools (Baghdadi Benattia, Sirat, Mostaganem). We chose to accumulate the data required from this specific middle school for the sake of an accurate completion of the study. The reason that lies behind our choice was the fact that this kind of educational institutions (suburban middle schools) are often neglected by the State and lack some of the substantial facilities and materials that assist pupils to have a fruitful learning experience. Furthermore, the environmental aspect of this kind of institutions may interfere with the normal development of the pupils as it imposes some restrictions and etiquettes on them.

2.3 Participants

The participants who contributed to this study in order to make meet its desired purpose are divided into two categories: teachers and pupils.

The first sample of the informants is middle school pupils. The choice fell on this particular category of learners because of their noteworthy excitement to help us excavate for reliable quantified data and their apparent juvenility concerning elaborately patterned phenomena. Fourth year middle school pupils were selected to measure the accuracy of our claims. Due to their susceptibility to outer influences in this sensitive phase of their lives (adolescence), fourth year middle school pupils were chosen since they are in a phase where one’s personality changes and shapes according to what the surrounding environment has to offer from doctrines, etiquettes (especially the religious ones) and the pre-established social conventions that directly affect their behavioural patterns. This environmental authority that imposes on people how to behave in certain situations and what to perceive about certain phenomena, often dogmatizes people to have a kind of intransigence of thinking. Concerning our main focus in this research work, the general consensus about introversion in our context is perpetually thought of as a hinderer to success.

The second sample of informants that helped us gain insight into what actually goes on in the field of education in order to fulfil the study's designated purpose is teachers. 5 teachers were chosen to answer the questionnaire. Two teachers gave us the permission to enter their classrooms and carry out the study.

2.4 Data Collecting Instruments

Throughout the study, different data collecting tools were employed. Each of the tools was used separately and with a considerable interval when transitioning from one tool to the next. The tools are as follows: a one week observation, teachers' questionnaire, pupils' questionnaire, pupils' personality test, and a one week experiment.

2.4.1 Observation

Conducting the study without performing the observation part seemed preposterous considering how this kind of topics requires thoroughness and accurateness. "Observation fosters an in depth and rich understanding of a phenomenon, situation and/or setting and the behaviour of the participants in that setting" (Cohen D, 2006). This part was vital to the process because we had the chance to enter the classroom and witness how the teaching experience was performed. We had the chance to see if the teachers implement in their lesson plans any psychological strategies in order to cater their teaching styles to the pupils' needs. We also had the chance to obtain a general look into what an Algerian middle school EFL classroom actually looks like and what teaching propensities are usually opted by the teachers.

2.4.2 Questionnaires

Two types of questionnaires were utilized in this study in order to investigate for data needed. We decided to gather data from both types of the participants; teachers and pupils. The teachers' questionnaire aims at testing their knowledge concerning the field of educational psychology and the techniques and strategies that they use in order to supply their learners with the required information concerning English language. It also aims at whether these teachers are familiar with the existence of the personality type that this dissertation is focusing on (introversion) and see what their perceptions are about this particular personality type. The Pupils' questionnaire aims at testing their knowledge concerning the personality spectrum and if they have any previous perceptions about it. It was also designed to help us obtain accurate

numerical results. In order to extract precise answers from the pupils' and to avoid any sort of ambiguity, the researcher decided to translate the questionnaire into the pupils' mother tongue (Arabic).

2.4.3 Pupils' Personality type

It was necessary to have the pupils' personalities tested before we embarked upon our experiment. The personality test was performed because the researcher wanted to know where pupils fall on the personality spectrum. Furthermore, due to the significance of the tests' result to the study and for the sake of accuracy, it was decided to select a personality test that guarantees genuine answers from the pupils. Due to the pupils' juvenile nature, the test was short in terms of number of questions. To justify one's choice, it is commonly agreed upon that whenever a test or any given data collection tool is long, the participants are going to feel bored and will not probably provide the researcher with accurate, reliable answers. "Respondents may answer superficially especially if the questionnaire takes a long time to complete. The common mistake of asking too many questions should be avoided" (Milne, 1999). As the questionnaire, the same strategy was used when performing the personality test. We decided to translate the test in order to obtain exact answers.

2.4.4 Experiment

Phase one: At the beginning of every research, the researcher must hypothesise in order to allow himself commence tackling the issue driving his study." A hypothesis (plural hypotheses) is a precise, testable statement of what the researchers predict will be the outcome of the study" (Mcleod, 2014). Concerning the present study, the researcher sought to answer his research questions using multiple hypotheses, each designed to propose an answer to each question.

Phase two: We have decided to select a target population in order to carry out our study successfully. The population that was agreed upon in order to substantiate or invalidate the hypotheses by was fourth year middle school pupils. They were selected due to their limited knowledge concerning our dissertation's topic and also their readiness to participate in our study.

Phase three: So as to carry out the dissertation in an efficacious manner, there had to be a time-frame that had to be respected. The process by which the time-frame was set was

relatively dependent on the availability of the teachers and the pace with which the previous parts of the dissertation were carried out with. Four weeks were selected for the experimental part of the study. Each week was designated for a specific part of the experiment in order to take one's time to process and analyse the received data.

Phase four: So as to generate accurate data needed for the study, the experiment had to go gradually from the theoretical to the practical. In the first part of the experiment, we decided to attend a number of sessions with two different teachers in order to have an thorough observation. This will serve as a mediatory phase to help us proceed from the theoretical part of the study to the practical part.

Phase five: During this period of the study, the researcher decided what to choose from activities that he thought will help him gather data needed for the study. There were plenty of options, but considering the time constraints, and the teacher's urge to carry on his other endeavours; it was decided to select two activities that were considered more appropriate than the others.

Phase six: The experiment has now started and the information started being accumulated. This allowed the researcher to proceed to the final stage of the study; analysing and processing the data, and putting the results into graphs and figures.

2.5 Questionnaires' Description

This section is allocated to describe one of the data collection tools that were employed in the study (Questionnaire). As mentioned earlier, two types of questionnaire were handed to both types of the informants; the teachers and the pupils. The aim behind choosing to survey the two above mentioned informants is because we wanted to dig deep into the core of the problem and see if we can validate our claims.

2.5.1 Description of the pupils' questionnaire

With it being a substantial tool that is used when a researcher is carrying out his study, the pupils' questionnaire is one of the tools that were used to gather data required to complete the present study. It aims at testing the pupils' background knowledge and to see if there are any perceptions concerning the personality spectrum.

The questionnaire is divided into two parts. The first part is an initiatory point at our questionnaire. It aims at extracting personal information from the participants; age and gender. In the second part of the questionnaire, we wanted to have an idea about the pupils' behaviours inside the classroom and what they think about certain behaviours from the teachers. The questionnaire also aims at testing the pupils' knowledge concerning the existence of a personality spectrum and also what they perceive of introversion.

Question (1) of part two aims at probing the participation's frequency of the pupils. They were given multiple choices that varied from lowest assessment option to the highest. They were required to tick only one option.

Question (2) seeks to know if the pupils are bothered whenever they are asked by the teacher to answer a question. This can provide us with preliminary data about the pupils' personality types before asking them to do the actual personality test.

Question (3) attempts to generate answers concerning the pupils' feelings when they are put in the spotlight. This can be considered as a question that can help the pupils voice-out their inner feelings and say what they cannot say to their teacher.

Question (4) is considered as an attempt to test the pupils' knowledge concerning the existence of a personality spectrum. It proposes the two opposite types of personality (introversion and extroversion) and the pupils are required to answer by yes or no.

Question (5) quizzes the pupils' perceptions and understandings. It aims at knowing if the pupils have any pre-existing stereotypes about introversion.

Question (6), and the last one in the pupils' questionnaire, pushes the pupils to give their opinions concerning their teachers' behaviours. It aims at enquiring whether some pupils are smothered by their teachers' attitudes that often implement that they favour some pupils over others. It is also an insightful question in a sense that it helps us surmise who from the pupils are introverted and who are not.

2.5.2 Description of the teachers' questionnaire

Being a significant instrument that researchers in the field of education utilize to substantiate their studies' claims, the teachers' questionnaire was a necessity that was ought to be employed in the present study. The sample of informants who agreed to answer our questionnaire consists of five teachers; two are newly recruited and three have a considerable experience that ranges from two to five years. The questionnaire aims at getting to know to what extent are the so-called "twenty first century teachers" competently knowledgeable concerning the field of educational psychology. It aims at getting to know what these teachers perceive of introversion and whether they fully comprehend the psychology of these misjudged people. We also wanted to know what methods, activities and strategies that these teachers use in order to include all of the pupils in their lessons. We also wanted to know to what extent these teachers put an effort to try to cater their teaching styles to all categories of pupils.

The type of questions that was prominently used in our survey is open-ended questions. To justify one's choice, open-ended questions can provide the enquirers with genuine, reliable data from the informants. They provoke their intellectual repertoire in a sense that requires them to answer in well-formed, thoroughly thought of sentences. "Open-ended questions are more suitable than closed-ended questions for measuring knowledge, because they not only minimise the likelihood that respondents will try to guess the right answer but also often yield more reliable and valid information" (Züll, 2016).

The questionnaire consists of two sections. The first one is an introductory sections in which the informants are required to answer personal questions; age, gender, and years of experience. The second part is concerned with the dissertation-related questions that are going to contribute in the process of validation or invalidation of the hypotheses.

Question (1) of the second section is set to know the teachers' preferred style of teaching. They were offered three options to select from; traditional, using technology, eclectic. The teachers were required to explain why they have opted for their selected choice.

Question (2) attempts at knowing what methods these teachers usually use in their classroom in order to deliver their lessons in the best way possible.

Question (3) is concerned with acquainting the researcher if the teachers have difficulties dealing with silent pupils.

Question (4) aims at knowing what are the teachers' strategies when they find themselves teaching pupils who are reluctant towards class participation. Base on the quality of the strategies and their relevance to nowadays teaching styles, we can surmise whether these teachers are truly committed to the teaching process and whether they are spending much time and effort to facilitate the process of learning for their pupils.

Question (5) probes the knowledge that these teachers have concerning the existence of the field of educational psychology. Their knowledge about this field can tell a lot about their perceptions concerning their pupils' behaviours and how do they classify them.

Question (6) investigates the importance that these teachers give to the psychological factor concerning having a fruitful teaching experience.

Question (7) is concerned with the way that the teachers perceive the versatility of personalities in their classrooms and whether they prefer certain pupils over the others.

Question (8) attempts to know whether these teachers have already taught pupils with certain attitudes (the attitudes will be mentioned later on in the appendix) and what perceptions they have concerning this phenomenon (introversion).

Question (9) investigates the way that the teachers think of introversion and whether or not they think that introvert pupils are psychologically imbalanced. In a context that prefers on-going people over silent and quiet ones, we assumed that these teachers may have the same mindset as their social surrounding. This question can help us validate or invalidate this assumption.

Question (10) aims at exploring the ideas that the teachers have concerning a safe classroom environment that can help them cater their teaching styles to every one of their pupils' educational individual needs. Viewed personally,

Question (11) was intended to see what techniques that these teachers integrate in order to include all of the pupils in the English language teaching process. The quality of the techniques that a teacher uses in his classroom can tell a lot about his willingness to provide his pupils with what they are required to grasp from educational goals that were already set at the beginning of the school year.

2.6 Description of the pupils' personality test

The penultimate stage of the experiment is performing the personality test on the pupils in order to know where they fall on the personality spectrum. At first, different tests were selected and examined in order to test their accuracy, applicability and the quality of questions that they contain. It was decided to employ a personality test that was found in Susan Cain's book. It is crucial to denote that the test will help the researcher determine what strategies to suggest to the teacher that accepted to help him so it was necessary to choose a test that can be answerable by the pupils. The test consists of statements that the participants are required say whether it is true that these statements describe an aspect of their personality or it is false. If an informant answers the majority of questions by saying true, we can consider him/her as being an introvert. If he/she answers the majority of questions by saying false, he/she can be deemed to be an extrovert. If the answers are roughly equal between true or false, the informants can be considered as an ambivert.

The significance of this test lies in the fact that it is answerable and practical. As stated earlier, whenever a data collection instrument is long, the probability of obtaining genuine, reliable, and accurate result decreases (Milne, 1999). So, based on the claims of previous experienced researchers, it was decided to go for a relatively short personality test. This test contains statements that are very efficient when it comes to testing one's personality in order to see where he/falls on the personality spectrum. The test provides the respondent with statements that examine their social attitudes, educational preferences (learning styles) and personal attributes.

2.7 Procedures

After receiving the questionnaires and the results of the personality test, it was agreed upon to proceed to the next stage of the study. In this stage, the researcher wanted to know whether implementing certain strategies would help the introvert pupils engage in the classroom activities. In order to reach the study's final destination, it was decided to select strategies that are in favour of all the types of personalities. To elaborate, the types of strategies that were selected are neutral in terms of providing all the types of learners' personalities with instructions and information that accommodate their educational needs.

2.7.1 The selected strategies

Driven by the purpose of the study, we sought to select strategies that would make all of the pupils, especially the introvert ones, gravitate towards the material that is being presented by the teacher. The present section is going to be devoted for explaining the strategies that were selected and used in the last phase of the experimental part of the study.

2.7.1.1 Think pair share strategy

“Think pair share” is a strategy used by teachers in order to enhance the quality of information that is produced by the pupils. This strategy gives the pupils time to contemplate their answers and formulate them in the best way possible. One of the important aspects of this strategy is that it gives the pupils the chance to bring their best into the classroom activities. It makes their contribution meaningful and appreciated because when they think carefully about their answers, they try to come up with ones that are well formulated and thoroughly thought of.

The significance of this strategy to our study lies in its suitability to all personality types especially introvert pupils. Teachers who implement this strategy in their classroom activities ensure the participation from all of the pupils regardless of the nature of the topic. It allows them to reflect and process their answers carefully before voicing them out. It fosters the classroom participation and reduces the level of nervousness of the pupils

“Think-Pair-Share” is a three-phased strategy. In the first phase, the pupils are given the instruction, be it a question or a statement that they are required to think about. They think of an answer to that question individually for few moments and formulate potential answers. After they finish reflecting upon the question, they pair up with the person sitting next to them and discuss their answers and try to reach a consensus. Finally, they engage in the classroom activity and try to give their answers and share with their other classmates. This strategy can help the introvert pupils engage more in the classroom activities. With them being cerebral and being required by nature to think about things before contributing to the topic being discussed, the introvert pupils may find themselves feeling at ease when completing an assignment following the Think-Pair-Share strategy. It allows them to think deeply before answering the question. “Think-Pair-Share encourages student participation from all students and promotes individual and peer accountability. Because the strategy holds students accountable for having something to share with their peers, it helps keep students on task and reduces pressure reluctant students might have about responding in front of the whole class” (Lyman, 1981).

In the present study, it was decided to apply the Think-Pair-Share strategy to fullest. The teacher was informed of the strategy a specific period of time before applying it. It was agreed to apply the strategy in a reading and writing session. The reason why this choice was made is because when pupils read they acquire new vocabulary, new structures and new expressions that would help them construct their answers elegantly when the teachers asks them a question. After they accumulate enough knowledge from the text, they try to respond to the teacher's question relying on what they have just learned.

Timing

The time that was estimated for this strategy in order to be successfully performed is 20 minutes. The teacher asks the pupils to think individually about their answers for five minutes. Next, they discuss their answers with their partners for another five minutes. In the final stage, they participate and share their answers with their classmates. The last stage is estimated to last for ten minutes.

Objective

The objective of this strategy is to help the researcher see if the introvert pupils can compete and excel in the classroom if the teacher takes into consideration their learning nature or not.

2.7.1.2 Text Completion

Ameliorating the process by which human beings acquire new languages has been the primary concern of scholars in the field of applied linguistics. It requires a lot of hard work and well-designed activities to ensure a better acquisition of any given language. One of the activities that contributed in making that process successful is Text Completion. Text Completion is an information gap activity that enables pupils to propose possible endings to a certain story. It is one of the activities that can promote the learners' confidence, sense of autonomy and self-reliance.

To justify our choice of using an information gap activity, here an excerpt from a study done by the Iranian applied linguist Hassan Soleimani:” Learners learn English in classroom and the class is the only place that they can express their ideas and they have no chance to show themselves in society” (Soleimani, 2014). To elaborate, when using text completion, the teacher gives the opportunity for pupils to express their inner thoughts and give glimpses about their

mindsets. When proposing endings to an unfinished story in a written way, they reveal what cannot be expressed orally. The pupils think of their answers carefully and try to formulate them in the best way possible. This way, the introvert pupils can be motivated because this strategy requires them to think before they answer without being prohibited by their extrovert classmates' immediate responses.

We sought to implement this strategy in his experiment because it can be easily applied and guarantees participation from the majority of learners. The teacher was informed of the strategy days before applying it. This strategy required both the teacher and the researcher to prepare short stories in order to perform it successfully. It was decided to use only one story due to the inconvenience of time. The teacher's story was selected because of his familiarity with the pupils' level and the kind of language that is appropriate in such activities.

Timing

In order for this activity to be successfully performed, it was decided to dedicate a whole hour for it. The first thirty minutes were allocated for reading the unfinished story and explaining some of the vocabulary that the teacher thought it was incomprehensible by the pupils. The next 15 minutes were allotted for the pupils to think and write possible ending for the story. In the last 15 minutes, pupils were required to read their versions of the story's ending.

Objective

We aimed at testing the reactivity of the introvert pupils to such activities that require thorough thinking and contemplation before answering. Our concern was to see if the introvert pupils can be motivated by activities that enhance their cognitive development and make them construct knowledge without being pushed back by their teachers' tendency to extract immediate responses.

2.7.2 The proceedings of the Strategies

It is consensually agreed upon that every educational activity must follow certain procedures. In the present study, the selected strategies' procedures had to be sequentially performed according to their gradual

2.7.2.1 Proceedings of Think-Pair-Share Strategy

The lesson that was selected to perform this strategy with was famous people biographies. The selected biography was the famous mathematician Al-Khwarizmi.

After reading the biography, the teacher gave the pupils multiple questions that they were required to answer. The answers had to be deduced from the text. The teacher decided to use multiple choices questions

The next activity was concerned with developing the pupils' lexis capacities. They were required to deduce synonyms and antonyms from the text to words that have been already selected by the teacher.

Throughout the activities, the teacher is required to instruct his pupils to follow the Think-Pair-Share strategy. This way, the researcher can measure the reactivity of the pupils to such strategies and see whether the introvert pupils can participate without feeling reluctant or nervous.

2.7.2.2 Proceedings of Text Completion Strategy

The lesson that was selected to perform this strategy with was the past tense. The teacher decided to use a story in order to elucidate how to use the past tense instead of teaching it deductively. This way, pupils are going to rely on themselves when applying the rules.

At the beginning of the lesson, the teacher distributes the selected unfinished story to the pupils. The teacher reads the story in order to demonstrate how to use the past tense and to explain how to pronounce certain vocabulary.

In the next step, the teacher gives the instruction to the pupils, which is to propose a possible ending to that story. They are required to think about an ending to that story in two or three sentences.

In the final stage, the pupils try to give their versions of the ending of the story. This is sought to help the researcher measure the reactivity of the introvert pupils to information gap activities and see whether they can be applied successfully in an EFL classroom.

2.8 Conclusion

Throughout the present chapter, a synoptic description of the study's methodology has been provided and explained briefly. We have unveiled the main procedures and instrumentations that have been utilised in the practical part of our study. We have also highlighted the participants who helped us measure the validity of the hypotheses. We have described the pupils' and the teachers' questionnaires as to clarify the importance of the questions that we have decided to include in those questionnaires. The pupils' personality test was also referred to in this chapter due to its importance to the present study. Furthermore, we have explained the experiment and its main phases, through which we are going to accumulate data required to finish this study. The results of the questionnaires, the test, and the experiment are going to be further mentioned in details in the next chapter.

Chapter Three

3. Introduction

After accumulating the data from the appliances that were employed and tested during the experimental part of the study, it was decided to move on to the next stage which is data analysis and the process of substantiating or invalidating the hypotheses. Throughout this chapter, we will discuss the main points that we found interesting when receiving the questionnaires and the personality test. We will try to verify if the answers are in accordance with what we have assumed concerning the reliability of our claims. In order to serve the goal of the study, which is to reconsider the phenomenon of introversion as being a normal attitude and a preference, we have attempted to suggest a number of strategies that would help EFL teachers to cater their teaching styles to every one of the pupils' individual educational needs. These aforementioned appliances were already explained in the previous chapter.

3.1 Data Analysis

The present section is concerned with analysing the data that we have congregated during the experimental phase of the study. First, we will analyse the answers that we have received from the pupils' questionnaire. Next, a brief analysis of the pupils' personality test will be provided. After that, we will proceed to the analysis of the teachers' responses to the questionnaire that was assigned to them and see whether they confirm our claims. A description of the observation will also be given so as to demonstrate and what we have noticed when we wanted to see if the teachers are committed to trying to accommodate to their learners' needs. Last, we will analyse the results of the strategies that were tested and give a general description of the process of implementing these strategies.

3.1.1 Questionnaires' results

3.1.1.1 Pupils' questionnaire results

Part one

As mentioned previously in chapter two, this part of the pupils' questionnaire is concerned with obtaining personal information from the informants: age and gender.

Gender

Gender	Number	Percentage
Male	14	46.6 %
Female	16	53.4 %

The results show that our population consists of 30 pupils with a rough female majority.

Age

Age	Number	Percentage
14	18	60 %
14-15	9	30 %
Over 16	3	10 %

Our population consists of 30 pupils, 18 of them are 14 years old, 9 of them are between 14 and 15 years old while only 3 of them are over 16 years old. The table shows that all of the pupils who participated in our study are teenagers.

Part two

This part of the questionnaire is concerned with extracting answers that describe the pupils' attitudes towards certain behaviours from their teachers and testing their knowledge concerning the two personality types (introversion and extroversion)

Question N°1: How often do you participate in the classroom?

Level of participation	Number	Percentage
Never	3	10%
Rarely	4	13.3%
Sometimes	8	26.6%
Often	8	26.6%
Always	7	23.3%

This question is concerned with knowing the level of participation of the pupils. It is commonly known that introvert pupils do not participate too often in the classroom activities. Teachers may mistakenly think of this as a misbehaviour or a disinterest in the material being presented from the introvert pupil's part.

Question N°2: Does it bother you when your teacher forces you to answer a question?

Option	Number	Percentage
Yes	17	56.6
No	13	43.4

The table above displays the pupils' attitude towards being forced by the teacher to answer a question. 56.6% of the participants answered 'yes' when asked this question, while 43.4 of them answered 'no'.

Question °3: Do you feel uncomfortable when your teacher asks you to present something in front of your classmates?

Option	Number	Percentage
Yes	18	60%
No	12	40%

As the previous question, this question was concerned with knowing the pupils' attitude towards being asked by the teacher to present something in the classroom. 60% answered positively to

this question, while 40% of them answered ‘no’. This shows a kind of consistency in the pupils’ answers in terms of being forced by the teacher to participate.

Question N°4: Are you familiar with the terms introversion and extroversion?

Option	Number	Percentage
Yes	5	16.7%
No	25	83.3%

The above table demonstrates the pupils’ knowledge concerning their familiarity with the terms introversion and extroversion. Expectedly, the majority of pupils could not define the terms as they were obscure to them. 83.3% of them answered no, while only 16.7% claimed to be familiar with the terms introversion and extroversion.

When asked to define introversion and extroversion in case they answered yes, none of those who have answered ‘yes’ gave an accurate definition of the two terms. The general consensus between those who have answered ‘yes’ was that introversion is the detachment from the society while extroversion is the attachment to the society.

Question N°5: Do you think that introvert people are psychologically imbalanced?

Option	Number	Percentage
Yes	4	13.4
No	26	86.6

This question aims at knowing if the pupils have any pre-existing stereotypes about introversion. 86.6% of the pupils answered no, while only 13.4% answered yes.

When asked to illustrate why they think that introvert people are psychologically imbalanced, those who have answered yes gave answers such as: “because they are too isolated from the society”, “because they do not talk that much, feel uncomfortable and psychologically pressured”. Those who have answered no gave answers such as: “because they just shy”, “they are normal people with personal preferences”.

Question N°6: Do you think that introvert pupils think that teachers prefer extrovert pupils over the introvert ones?

Option	Number	Percentage
Yes	14	46.6%
No	16	53.4%

The table above shows how many pupils think that teachers prefer a given type of pupils over the others, and how many pupils do not. 53.4% of the pupils answered ‘no’ to this question, while 46.6% answered ‘yes’.

When asked to illustrate, those who have answered yes defended their choice by saying:” because extrovert pupils are definitely better than introvert pupils”, “because extrovert pupils are more dynamic and active in the classroom”. Those who have answered no defended their choice by saying: “introvert pupils can perform excellently if provided with a suitable atmosphere”, “teachers prefer students who are always ready to work, be them introverts or extroverts”.

3.1.1.2 Teachers’ questionnaire results

Part One

The first part of the teachers’ questionnaire was considered as an introductory phase. It was set to retrieve personal data (Age, gender, years of experience) from the informants.

Gender

Gender	Number	Percentage
Female	3	60%
Male	2	40%

Age

Age	Number	Percentage
Less than 24	1	20%
24	2	40%
More than 24	2	40%

Year of experience

Years of experience	Number	Percentage
Less than 2 years	2	40%
2 years	1	20%
More than 2 years	2	40%

Part Two

To clarify the ambiguity concerning the teacher's answers to the questionnaire and to facilitate the reading process of the following results, the teachers will be referred to as: A, B, C, D, and E.

Question N1: Preferred teaching style

Option	Number	Percentage
Traditional	1	20%
Using technology	1	20%
Eclectic	3	60%

As represented in the above table, the majority of the informants (60%) had a consensus concerning the preferred teaching style (eclectic) . 20% opted for the traditional way of teaching and the remaining 20% chose using technology as a preferential teaching style. When asked to justify their choice, the majority agreed that some lessons require certain strategies. Thus the use of either styles (traditional or using technology) is determined by the nature of the lesson. The one who chose 'using traditional way of teaching' justified her choice quite boldly and to some extent irrationally by saying that the learners are not interested in learning English. The teacher who chose 'using technology' justified her choice by mentioning the enjoyable atmosphere that technology brings into the classroom.

QuestionN°2: What are the methods that you usually use in order to convey your lesson in the best way possible?

Teacher A responded to this question concerning the methods that she usually uses in her classroom by stating the importance of examples from the outside world and the impact of teacher-pupils interaction has on the learning climate of the classroom. Teacher B mentioned the

significance of following a constructivist approach to language teaching and the employment of videos and games in individual/pair/group works. Teacher C answered by revealing her tendency of using the GTM approach when tackling social issues and their importance in introducing the learners to new vocabulary. Teacher D answered by saying that she uses the GTM approach and the use of realia as to convey the information to her pupils. Teacher E claimed that the materials can be better understood when tackled directly, so the use of the direct method is of a great importance to him.

Question N°3: Do you find it difficult to deal with silent pupils?

Option	Number	Percentage
Yes	4	80%
No	1	20%

Teachers A, B,C, and D answered with a ‘yes’ to this question. They all agreed that when some pupils have the propensity of being silent it makes the classroom atmosphere less interactive. Teacher A claimed that silence hinders the process by which pupils understand the material being presented in the classroom. Teacher B said that silence makes the process of assessing the learners’ weaknesses and strengths challenging. Teacher C said that silent pupils often lack the element of courage and self-confidence which is according to her a hinderer of expressing one’s self. She also mentioned that she allows the silent pupils the freedom of talking despite making mistakes and victimization that she often refuges to when seeking answers from the pupils, even though there are no hands risen. Teacher D claimed that silent pupils do not contribute enough in the classroom activities which is according to her not very helpful. The only teacher who answered ‘no’ to this question, i.e. teacher E, said that it is crucial to understand the pupils and the importance of making them feel relaxed and good about themselves.

Question N°4: What is/are the strategy/strategies that you usually follow in order to heighten the level of motivation for the silent pupils?

Teacher A responded by stating the significance of using games, especially grammar games, at the beginning of every lesson. Teacher B stated the importance of fun games that are related to the teaching objectives and the impact of rewarding the pupils when answering a question correctly. Teacher C said that positive feedback that she often gives to her pupils by praising them can increase the level of motivation. She also said that giving pluses motivates the learners to work harder and participate in the classroom activities. Teacher D, as teacher C, also

considered adding points to the pupils can motivate them to work harder. Teacher E has a unique way of motivating his pupils. He said that whenever his students are not interactive enough, he dedicates lessons to tell them about real life issues and the importance of excelling in one's studies and the effect of the effort spent inside the classroom has on one's future endeavours.

Question N°5: Are you familiar with the field of educational psychology?

Option	Number	Percentage
Yes	2	40%
No	3	60%

Teachers A, D, and E stated the vagueness of the field of educational psychology to them. Teacher C answered yes to this question. Her definition of this field was insufficient but included some insightful keywords. She said that it is the study of individuals learning styles and difficulties. Teacher B claimed that part of educational psychology practice is to create a homelike atmosphere for the pupils to grasp what is being taught inside the classroom. He said that safeness and comfortableness are crucial to learners' understanding of the lessons.

Question N°6: In your opinion, does the psychological factor have a prominent role in making the teaching experience fruitful?

Option	Number	Percentage
Yes	5	100%
No	0	0%

All of the teachers agreed that in order to have a productive teaching experience, the learners psychological existence must be taken care of. Teacher A claimed that knowing the pupils' psychology helps her to break the walls between them and the knowledge. Teacher B said that potentiality of disliking the teacher from the pupils' part can lead them to dislike the subject of that teacher, thus, leading the teacher to fail. Teacher C stated that the psychological factor has an importance in the teaching process because, according to her, it helps the teacher understand the pupils' preferable way of learning, thus, leading her to improve the way of presenting the lessons. Teacher D said that the psychological factor helps her understand her pupils' better. Teacher E believes that the psychological factor makes the learners more active and makes them lean towards developing a positive feeling concerning studying.

Question N°7: How do you perceive the versatility of personality types in your classroom? Do you prefer certain pupils with certain attitudes over the others?

Teacher A said that she likes every one of her pupils but prefers more those who always follow and do what she asks them to do. Teacher B finds it natural to encounter pupils with different personalities. But, as teacher A, he also prefers those who are eager to learn and show excitement over those who show reluctance towards his subject matter. Teacher C said that the versatility of personalities makes the classroom atmosphere more enjoyable and a nice place for receiving new information. She did mention that she prefers hardworking students over the others. Teacher D mentioned that she prefers to work with pupils who are motivated to learn. Teacher E considers the versatility of personalities is completely natural. He added that he treats his pupils in the same manner; no one is superior over the others.

Question N°8: have you ever encountered pupils with behaviours such as shyness and enclosure? If yes, what is your opinion on this phenomenon?

Option	Number	Percentage
Yes	5	100%
No	0	0%

All of the informants answered yes to this question. Teacher A said that it is the teacher's role to make his learners feel at ease. She said that those who feel shy should be treated equally as the others. Teacher B claimed that shy pupils deserve more attention in order to include them in the learning process. He also said due to some circumstances such as having a large number of pupils often hinder him from looking out for every one of his pupils. Teacher C considers shyness as an issue that should be taken care of by the pupils' parents. Teacher D sees shyness as an issue that originates at the pupils' homes and it should be tackled there. Teacher E did not provide us with an illustration.

Question N°9: Do you consider introverted pupils as psychologically imbalanced or is it completely natural?

Option	Number	Percentage
Yes	0	0%
No	5	100%

As the previous question, all of the teachers answered the same way (no). Teacher A believes that there are reasons that push an individual to be an introvert. Teacher B described some introverts as being geniuses and with unique characters. Teacher C sees introversion as a natural thing and can be associated with shyness. She contradicted the first part of her answer by saying that introversion can be considered as an imbalance when it is related to family problems or previous social experiences. Teacher D stated that introversion hinders pupils from sharing their thoughts and ideas with others. Teacher E finds introversion to be natural. He mentioned that he considers all of his students balanced.

Question N°10: What is your idea concerning a safe classroom environment that caters for every individual need of each of the learners' personality type?

When asked to describe a safe classroom environment, teacher A responded by saying that teachers must treat their pupils equally and be friends with them first before being their teacher. Teacher B claimed that in order to provide the learners with a safe environment, the classroom must be equipped with the necessary materials that increase the learners' level of motivation. Teacher C believes that there are certain procedures that teachers must follow in order to create a helpful learning environment. Teacher D's idea concerning a safe classroom environment is the classroom that makes pupils feel free and push them to do great things. Teacher E claims that a safe classroom environment is the one that is based on mutual understanding between the teacher and his learners.

Question N°11: Do you try to integrate some techniques that ensure the involvement of all the pupils? What are these techniques?

Option	Number	Percentage
Yes	5	100%
No	0	0%

All of the teachers answered this question similarly (yes). Teacher A emphasised the importance of integrating games and scored activities that would make the pupils feel unified. Teacher B also believes that games ensure the involvement of all the pupils. He mentioned games such as: race board game, who gets the pen first. Teacher C stated some techniques such as

victimising those who do not raise their hands, group work, asking pupils to answer questions randomly. Teacher D said “sometimes instead of doing a lesson, I just give my pupils some tips about how to be an effective learner”. Teacher E said he often looks for strategies that make his learners feel happy and ready to learn. According to him, these strategies would be the integration of games and the use of music

3.1.2 Questionnaires’ analysis

3.1.2.1 Pupils’ questionnaire analysis

Now that the answers have been presented, it is necessary to provide a general analysis of the pupils’ answers concerning the second part of the questionnaire.

As mentioned above, the level of participation of the pupils is somehow fluctuant between the options that have been provided. We believe that those who have answered by choosing never, rarely and sometimes are introvert pupils. Here comes the teacher’s role to try to integrate techniques that would heighten the level of participation of these pupils in order to guarantee the feasibility of the material being presented. As for the second question, the majority answered that the teacher forces them to answer questions in the classroom. When put under pressure, pupils will probably not provide good answers. This is because of their feeling of being forced to answer in order not to be punished by the teacher. So, they will try to state whatever comes to their minds in order to avoid embarrassment. Concerning the third question, the majority responded by saying yes if they feel uncomfortable when being obligated to present something in front of the other classmates. Teachers often use this as a technique to invigorate the interactivity of their learners. However, given their young age, pupils are more likely to benefit a lot when they are at the receiving end of the discussion. So, teachers should extenuate the use of this technique in order to guarantee a good reception of the information.

As expected, the majority of pupils faced the fourth question of the questionnaire with ambiguity. Those who have claimed that they are fully aware of the definitions of the terms introversion and extroversion did not provide us with accurate answers. Their knowledge about these terms was superficial. Also the majority answered no when asked if they think that the phenomenon of introversion is a psychological imbalance. We think that their ambiguity concerning this term forced them to say no. It is presumable that the way that pupils have answered the last question of the questionnaire was relative to their personality type and the

perspective that they tend to see the classroom environment. Those who believed that being extroverted is superior to being introverted probably occupy the extroverted end of the personality spectrum. Those who have answered no are believed to be introverts, or to a lesser extent, ambiverts.

3.1.3.1 Teachers' questionnaire analysis

This sub-section is concerned with analysing the teachers' responses to the questionnaire that was designated to them. Throughout the analysis, we are going to reflect upon the answers which the informants have provided us with and see whether they validate what we have surmised at the beginning of this study. We will also provide our personal viewpoints concerning some answers that we found to be interesting.

Concerning the first question, we believe that those who chose to answer with "eclectic" are teachers who have flexible mindsets and are able to act and improvise whenever the pupils, especially the introvert ones, do not have a willingness to contribute and participate in the classroom activities. Those who answered either by traditional or using technology are believed to be, to a lesser extent, less creative. For example, teacher D made it clear that she does not care if her pupils are not interested in her subject, so she chooses to use traditional ways of teaching.

As for the second question, each teacher had his/her personal point of view concerning what methods to use inside the classroom. Those who stated that they usually opt for traditional methods such as GTM and DM probably have difficulties in catering their teaching styles to all of their pupils. The principles of these methods have a very little psychological influence on the pupils. For example, it is difficult to tell if the pupils, be them introverts or extroverts, are motivated to participate in the classroom activities when using the GTM. Teachers A's choice reveals her willingness to teach her pupils with bringing examples from the outside world. The successfulness of this kind of strategies is relative depending on the quality of examples that the teachers uses. For instance, the teacher may undeliberately exemplify by introducing her pupils to wrong stereotypes and mis-conceptions. This can result in degradation of both, the pupils' level of motivation and their productivity inside the classroom. Teacher B's preference of following a constructivist approach is to some extent, better than the other teachers' choices. This can impact positively the pupils' process of language acquisition and cognitive development.

The majority of teachers made it clear that dealing with silent pupils is challenging. Part of the pupils' tendency of being silent is a result of the often intimidating nature of teachers in our context. The fear of making mistakes and avoidance of mockery by their classmates and punishment by the teacher often leads some pupils to remain silent inside the classroom. Here comes the teacher's role to positively create an atmosphere that allows the pupils to participate without the fear of being embarrassed.

When it comes to lifting up the classroom spirit, teachers should always seek strategies that have meticulous impact on the pupils' process of knowledge acquisition. Concerning the strategies that our informants admitted that they usually use in order to heighten the level of motivation of the silent pupils inside their classrooms, their preferable choice was to reward their pupils with adding points. This can be interpreted in two different ways. When adding points to the pupils, their reluctance towards the subject may decrease. This will lead them to participate more inside the classroom. However, when used continuously, it will make them study just to achieve excellent marks. So, it is preferable for teachers to seek out for other strategies in order to emancipate their pupils from the mentality of studying just for the sake of obtaining excellent marks.

Being a significant aspect that teachers should take into consideration in their teaching endeavours, educational psychology permits the teachers to penetrate the intricacies of the cognitive development of their learners and discover what goes in accordance with their psychological existence. The majority of our informants expressed an ambiguity towards this important field. Only one of them provided us with a sufficient answer. It is crucial for these teachers to reconsider their training because teaching is not merely providing the learners with pieces of information. Teaching is a versatile field that encompasses many aspects. It starts with discovering the propensities and the preferences of the learners and diverges into providing the learners with what they need from psychological, societal, and educational materials.

It is embedded in our nature as human beings to prefer working with people who have readiness to interact with us. It is a common fact that interactive pupils are preferred by teachers over those who stay most of the times silent. However, even though it is exhausting to some teachers, and sometimes irritating, it is the teachers' responsibility to try to include every one of the pupils in the learning process. Because it is a responsibility, teachers should not complain and should not prefer certain pupils over the others. It is their duty to do their best in order to give the opportunity to every individual in the classroom to achieve excellence.

Classrooms are melting pots in which different people with different personalities and cultural backgrounds meet. As teachers, it is their duty to respect and accept every individual in their classrooms. Avoidance of mis-conceptions of pupils' personalities is vital to ensure a fruitful teaching experience because when pupils are met with respect and acceptance, they will do their best in order to meet their teachers with the same positive attitudes. Adapting to the pupils personalities and learning profiles can decrease the level of anxiety and allows those who have fear of interaction and those who prefer solitariness to participate and engage more in the classroom activities.

Creating a safe environment that allows all of the pupils to thrive is challenging but doable. Our informants had interesting strategies that they claimed they use in their classrooms. They ranged from integration of games, the use of music, real life lessons, group work...etc. We believe that creating a safe environment is something that is related to being creative and flexible. Creative in terms of bringing new things and materials to the classroom that would help the pupils achieve excellence. Flexible in terms of knowing how to behave and improvise whenever faced with unwanted situations.

3.1.3 Pupils' personality test results

Being a substantial tool that was used in the present study, the personality test provided the researcher with the privilege of entering the classroom with full awareness of the distribution of personality types. The process by which we determined who falls into what category of personality type has already been explained in the previous chapter. It is crucial to denote that we did not ask pupils to write down their names on the personality test's sheet for the sake of discretion.

The results of the personality test are as follows

Category	Number	Percentage
Introvert	8	26.7%
Extrovert	12	40%
Ambivert	10	33.3%

3.1.4 Pupils' personality test analysis

As represented in the table above, our population is characterised by being diverse in terms of personality types. 40% of our population are extroverts, 33.3% are ambiverts, while only 26.7% of them are introverts. The personality test consisted of statements that the pupils were required to answer them by saying if these statements represent aspects of their personalities or not. These statements test if the pupils prefer overstimulated situations or not. The results show that the introverts are the minority of the classroom (speaking of personality types of course).

This diversity in personality types often hinders teachers from conveying their lessons to all pupils. To overcome this barrier, teachers should always opt for techniques and strategies that help them strengthen the communication process between them and their learners and promote a sense of safeness and inclusion. To avoid mis-conceptions when pupils' temperaments appear to be peculiar or out of correspondence with the classroom activities, teachers should perform personality tests on their pupils in order to classify them and help ameliorate their performance by designing their lessons according to their educational needs and catering their teaching styles to every one of the learners.

3.1.5 Observation results and analysis

As stated in the previous chapter, in order for the study to be correctly carried, the researcher sought to attend a number of sessions with two teachers as to witness the process of language teaching and see whether these teachers are competently handling their classrooms. The first two sessions were attended at teacher C's classroom. The general atmosphere of that classroom was extremely monotonous and ill-managed. It lacked the essentials of language teaching and what it takes to motivate the learners to be engaged in the classroom activities. The methodology with which the process of teaching was carried was a traditional one. The classroom was not equipped with modern materials that are believed to be helpful concerning a successful learning process. As for the second teacher with whom we attended the next two sessions of our observation (Teacher B) the general atmosphere of his classroom was a bit different from that of the other teacher. He somehow manages his classroom better than the previous teacher even

though his classroom is not well-equipped with modern materials. The rapport that he creates with his pupils allows him to convey the intended content successfully and the activities that he uses invigorate the pupils and push them to extenuate their reluctance towards studying.

We believe that due to some circumstances such as the inadequacy of the teaching environment and the lack of equipment teachers care less about their effectiveness concerning their pupils' absorption of what they deliver inside the classroom. Also, the amount of time that lessons may consume when there is an unavailability of materials may contribute in making the lessons tedious and cause pupils to express their disinterest towards the subjects being taught. However, teachers should always look for alternatives and try to compensate the lack of equipment with activities that would help them motivate their pupils in order to have a fruitful experience.

3.1.6 The results and analysis of implementing the strategies

As noted above in the previous chapter, we sought to implement two strategies, after taking the teacher's permission, which he believed to be helpful in creating equal chances to every one of the pupils. The two strategies are communicative in nature and can make the introvert pupils less stressful and more engaging.

3.1.6.1 Think-Pair-Share strategy

The teacher accepted to use this strategy in his lesson when the researcher asked him to do so. The strategy was used in the last twenty minutes of the lesson. The lesson was about famous people biographies. The biography that the teacher chose was of the famous mathematician Al-Khwarizmi. After reading the biography and performing the activities that the teacher has already planned, the pupils were given a question and were requested to think about it for five minutes individually. After that, the teacher asked them to pair up with the next person sitting next to them and try to discuss their answers. In the final stage, the pupils were requested to voice out their answers. We noticed that when using this strategy, the pupils were motivated to answer the question which was given by the teacher. It is crucial to mention that not all of the pupils were motivated to answer, but, the level of participation has risen when this strategy was used. We believe that due to some circumstances that teenagers usually encounter, some of the pupils did

not feel the urge to participate. However, when implementing this kind of strategies, pupils, especially the introvert ones, will feel at ease and will take their time to process their thoughts and construct their answers. So, we can say that Think-Pair-Strategy is reconciliatory in nature in terms of providing the learners, be them introverts or extroverts, with equal chances inside the classroom.

3.1.6.2 Text Completion strategy

This strategy required a full session in order to be correctly applied. Both the teacher and the researcher prepared unfinished texts in order to use in the activity. As noted in the third chapter, it was decided to go with the teacher's text because of his familiarity with his pupils' level and the appropriate vocabulary to use. The text was about a car accident. The teacher used this text as to introduce the past tense to his pupils. After reading the unfinished text and answering the questions that the teacher had already planned, he gave them the instruction. The instruction was to propose an end to the text.

The pupils reflected upon the question for minutes. They started asking the teacher questions concerning what words to use and if their structure was correct. When we used this strategy with the pupils, we noticed that the level of participation was not as high as the previous session. We believe that since the strategy was tested at the end of the school year, it was destined to not be fully applied. It is commonly known that both teachers and the pupils are not well-energised at the end of the school year. So when testing the validity of something, the possibility of generating good answers and results from the participants is low compared with when tested at the beginning of the school year. However, our choice is still recommended for teachers who seek to promote their learners' sense of autonomy and self-reliance. During the last phase of the session, the teacher asked the pupils to give back their answers. Plenty of the pupils, though not as we have expected, voiced out their answers and gave different endings to the story.

3.2 Conclusion

Throughout the present chapter, we have discussed and analysed the main points that were employed during the experimental part of the study. We have seen the pupils' perceptions concerning introversion and their attitudes towards their teachers' behaviours. The teachers' answers gave us important diverse insights into what actually goes around inside an EFL classroom and the extent of effort that these teachers spend in order to provide their learners with what is beneficial and helpful. The teachers' answers implied that there is a kind of a misconception that is undeliberately done. An observation revealed what is the atmosphere of EFL classrooms and how do teachers usually behave. During the observation part, the researcher noticed that teachers work with the same sample of pupils and do not care about the others. The strategies proved their applicability even though they were not applied to the fullest.

General Conclusion

To successfully overcome the hindrances that are faced along the way of one's professional teaching career, it is necessary to try to be as flexible and open-minded as possible. Communicating with the learners intelligently and knowing how to promote a sense of safeness to pupils can result in immense development in the field of education. When pupils are met with what guarantees for them a fruitful atmosphere, the possibility of thriving can increase exponentially. That is why we decided to investigate the role of creating a safe, reconcilable atmosphere for the pupils and the impact of implementing strategies that help the learners excel inside the classroom, be them introverts or extroverts.

The study was carried using four data collecting instruments. The questionnaires, both the teachers' one and the pupils' one, aimed at extracting information that were believed to be helpful in order to prove or refute the hypotheses that were at the beginning of the research. The pupils' personality type was used in order to see which of the pupils falls into what end of the personality spectrum and also to see if there is a versatility of personality types inside EFL classrooms. An observation was used as to have an insightful look into the process of EFL teaching in Algeria and the attitudes of teachers and the pupils inside the classroom. We sought to implement two strategies in order to test their suitability to all of the pupils' personality types, especially the introvert ones.

As stated earlier in the general introduction, the present study is divided into three main chapters. In the first chapter, we tried to provide the reader with proper definitions of the personality types as to remedy any mis-conception if there is any. Also we tried to elucidate the theories that constitute the relying points of our research. The second chapter was concerned with defending our choice of the data collecting instruments that were used along the way of accumulating the data required for the study. In the third chapter, a detailed discussion of the questionnaires' answers was provided as to substantiate or invalidate the claims that we had in mind at the beginning of our research. Also, we have expounded and analysed the information that we have gathered during the observation process and the implementation of the strategies.

Most of what we have surmised at the beginning of the study was validated. As expected, most of the pupils met the notion of personality spectrum with ambiguity. The teachers' responses reflected a kind of fluctuation between wanting to provide the learners with what they need from educational patronage and not spending effort in order to achieve that goal. During the observation process, we have discovered that teachers do not prioritise creating safe educational

environments. Their primary concern is to finish the syllabi and to proceed to their next endeavours. We believe that this is due to the over-stuffed syllabi and the unavailability of modern materials that are considered as facilitators of the teaching process. The final stage of the practical part of study (the implementation of the strategies) has not been as successful as we expected it to be. However, these strategies had some impact on the pupils' reactivity with the teacher. The general atmosphere increased in terms of communicativeness and motivation to share answers from the pupils' part.

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Appendices

Pupils' Questionnaire

1_Age:

2_Gender: Male Female

3_How often do you participate in the classroom?

Never rarely sometimes often usually always

4_Does it bother you when your teacher forces you to answer a question?

Yes No

5_Do you feel uncomfortable when your teacher asks you to present something in front of your classmates?

Yes No

6_ Are you familiar with the terms introversion and extroversion?

Yes No (If yes please describe each term in one sentence)

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7_ Do you think that introvert people are psychologically imbalanced?

Yes No (An illustration is required for both answers)

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8_Do you think that introvert pupils think that teachers prefer extrovert pupils over the introvert ones? Yes No (An illustration is required for both answers)

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Teachers' questionnaire:

1_Age:

2_Gender: male female

3_Years of experience:

4_PREFERRED teaching style: traditional Using technology eclectic
(Please explain why)

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5_What are the methods that you usually use in order to convey your lesson to your pupils in the best way possible? Explain

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6_Do you find it difficult dealing with silent pupils? Yes No (An illustration is required for both answers)

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7_What is/are the strategy/strategies that you usually follow in order to heighten the level of motivation of the silent pupils?

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8_ Are you familiar with the field of educational psychology? Yes No (If yes please give a short insight to this field)

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9_In your opinion, does the psychological factor have a prominent role in making the teaching experience fruitful? Yes No Explain:

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10_ How do you perceive the versatility of personality types in your classroom? Do you prefer certain pupils with certain attitudes over the other?

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11_Have you ever encountered pupils with peculiar behaviour like shyness, enclosure, and eccentricity? If yes, what is your opinion on this phenomenon?

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12_Do you consider introverted pupils as psychologically imbalanced or it is completely natural? Explain

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13_What is your idea concerning a safe classroom environment that caters for every individual need of each personality type?

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14_Do you try to integrate some techniques that ensure the involvement of all the pupils?

Yes No (If yes what are these techniques?)

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Pupils’ personality test:

Answer the following questions by true or false

- 1_ I prefer one-on-one conversations to group activities
- 2_I often refer to express myself in writing
- 3_I enjoy solitude
- 4_I seem to care less than my peers about wealth, fame, and status
- 5_I dislike small talk, but I enjoy talking in depth about topics that matter to me
- 6_ People tell me that I’m a good listener
- 7_ I’m not a big risk-taker

- 8_ I enjoy work that allows me to “dive in” with only few interruptions
- 9_ I like to celebrate birthdays on a small scale, with only one or two close friends or family members
- 10_ People describe me as “soft-spoken” or “mellow”
- 11_ I prefer not to show or discuss my work with others until it’s finished
- 12_ I dislike conflict
- 13_ I do my best work on my own
- 14_ I tend to think before I speak
- 15_ I feel drained after being out and about, even if I’ve enjoyed myself
- 16_ I often let calls go through to voice mail
- 17_ If I had to choose, I’d prefer a weekend with absolutely nothing to do to one with too many things scheduled
- 18_ I don’t enjoy multitasking
- 19_ I can concentrate easily
- 20_ In classroom situations, I prefer lectures to seminars