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**Faculty of Letters and Languages**  
**Department of English**

***Researching Personality Variables in Teaching  
Speaking: Case of Introverted/Extroverted ELT  
Master2 Students at Tlemcen University***

*Dissertation submitted to the Department of English as a Partial  
Fulfilment of the Requirements for The Degree of Master in English  
Language Teaching*

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## *Dedications*

*This work is dedicated to my parents who inspired me to go forward through the hardships and the struggles and my two sisters .*

*Without forgetting my dear friends who helped me through this journey and supported me and encouraged me to finish this work  
Abdesamad , Siham , Kamila , Walid, Karim , Houda , Mohamad*

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## *Abstract*

Understanding students' personalities is a necessary step towards creating a good teaching/learning experience. Considering the fact that the differences between introversion and extroversion can impact the learning experience of students in general seems to be their speaking ability in particular. Therefore, the main purpose of this study is to; find the relationship between introversion-extroversion (I/E) and learners' speaking abilities, and how teachers can create a better classroom environment that caters for all students and how they can fairly evaluate them according to their personality type. To answer these questions a case study took place at the department of English at the University of Tlemcen with ELT Master 2 students as participants in addition to teachers from the same department. The data collected was both qualitative and quantitative using a set of instruments including teaches' interview, a student's' focus group discussion, classroom observation, and a personality questionnaire to determine the personality type of the participants. The findings reveal that there is a relationship between I/E, and speaking, and teachers should care about such a fact to create a better inclusive classroom practice for all learners' types, and how evaluating both I/E the same way is a problematic issue that cannot be resolved easily.

*Table of Contents*

**Dedication..... I**

**Acknowledgments..... II**

**Abstract..... III**

**Table of contents ..... VI**

**List of Tables..... X**

**List of Bar-Graphs..... XI**

**List of Pie-charts..... XI**

**List of figures.....XI**

**List of Abbreviations and Acronyms..... XII**

**General Introduction..... 1**

*Chapter One: Literature Review*

**1.1. Introduction..... 4**

**1.2. Individual Differences (IDs).....4**

**1.3 Personality.....5**

**1.3.1. Personality Traits.....5**

**1.3.2. Personality Measurement.....6**

**1.3.3. The Big Five Model.....6**

**1.3.4. Extroversion vs Introversion.....8**

**1.4. The Educational System and E-I.....9**

<b>1.5. The Concept of Speaking Skills.....</b>	<b>10</b>
<b>1.5.1. Evaluation of Speaking Performance.....</b>	<b>11</b>
<b>1.6. Relationship Between Oral Performance and Personality.....</b>	<b>11</b>
<b>1.7. Conclusion.....</b>	<b>13</b>

## *Chapter Two: Data Collection and Analysis*

<b>2.1. Introduction.....</b>	<b>15</b>
<b>2.2. Presenting The Case.....</b>	<b>15</b>
<b>2.3. Research Setting.....</b>	<b>15</b>
<b>2.4. Research Participants.....</b>	<b>16</b>
<b>2.4.1. Students' Profile.....</b>	<b>16</b>
<b>2.4.2. Teachers' Profile.....</b>	<b>16</b>
<b>2.5. Research Tools.....</b>	<b>16</b>
<b>2.5.1. Interview.....</b>	<b>16</b>
<b>2.5.2. Personality Questionnaire (adapted from Eysenck's Personality Inventory EPI (Extroversion/Introversion) .....</b>	<b>18</b>
<b>2.5.3. Classroom Observation.....</b>	<b>18</b>
<b>2.5.4. Focus Group Discussions.....</b>	<b>19</b>
<b>2.6. Data Analysis.....</b>	<b>20</b>

<b>2.6.1 Personality Test Analysis.....</b>	<b>20</b>
<b>2.6.2. Focus Group Discussions Analysis.....</b>	<b>21</b>
<b>2.6.3. Classroom Observation Analysis.....</b>	<b>24</b>
<b>2.6.4. Teacher’s Interview Analysis .....</b>	<b>25</b>
<b>2.7. Discussion and Interpretation of the Results.....</b>	<b>27</b>
<b>2.8. Conclusion.....</b>	<b>28</b>

*Chapter three recommendations and suggestions*

<b>3.1. Introduction.....</b>	<b>30</b>
<b>3.2. Practical Recommendations for Teachers.....</b>	<b>30</b>
<b>3.2.1. Knowing Students’ Personality Types .....</b>	<b>30</b>
<b>3.2.2. Introduce the concepts of Introversion and Extroversion to your Students.....</b>	<b>33</b>
<b>3.2.3. Grading Student’s Participation in a Way that Validates Both PersonalityTypes.....</b>	<b>34</b>
<b>3.2.4. Using The Pump-Priming Exercise.....</b>	<b>36</b>
<b>3.3. General Suggestions.....</b>	<b>36</b>
<b>3.4. Conclusion.....</b>	<b>37</b>
<b>General Conclusion.....</b>	<b>38</b>
<b>Bibliography.....</b>	<b>40</b>
<b>Webliography.....</b>	<b>43</b>

<b>Appendix ‘A’ Adapted Personality Questionnaire.....</b>	<b>44</b>
<b>Appendix ‘B’ Classroom Observation Grid.....</b>	<b>45</b>
<b>Appendix ‘C’ Teachers’ Interview Questions.....</b>	<b>46</b>
<b>Appendix ‘D’ Focus Group Discussion Plan.....</b>	<b>47</b>



## **List of Tables**

<b>Table1.1. Dimensions of The Big Five Model Adapted from Howard (1998) ....</b>	<b>7</b>
<b>Table 1.2. Characteristics of the I/E Students.....</b>	<b>9</b>
<b>Table 2.1. Teachers' Interview Questions Objectives.....</b>	<b>17</b>
<b>Table 3.1. Identifying Extroverts and Introverts in The Classroom.....</b>	<b>32</b>
<b>Table3.2.Strategies to Make all Students Participate in the SpeakingClass.....</b>	<b>35</b>

## *List of Pie-charts*

<b>Pie chart 2.1. Extroverts and Introverts in the Classroom.....</b>	<b>20</b>
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## *List of Bar-Graphs*

<b>Bar-Graph 2.1. Extroverts Observation Results.....</b>	<b>24</b>
<b>Bar-Graph 2.2. Introverts Observation Results.....</b>	<b>25</b>

## *List of Figures*

<b>Figure3.1. Romano' (2014)Map for Teachers to Help Them Deal with Introversion.....</b>	<b>36</b>
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## ***List of Abbreviations and Acronyms***

**CO:**Classroom Observation

**EFL:** English as a foreign language

**IDs:** Individual Differences

**L2:** Second Language

**EPI:**Eysenck Personality Inventory

**E/I:** Extroversion/Introversion

**FGD:** Focus Group Discussion

**MBTI:** *Myer-Briggs Type Indicator*

**OCEAN:** Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism.

# General Introduction

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## General Introduction

In this age, it is becoming increasingly necessary for teachers to know their students from all aspects, most importantly their psychology and how they feel and perceive the world around them. However, many teachers in the field seem to ignore these psychological barriers that may prevent learners from growing and developing. One of these different psychological factors are extroversion and introversion (E/I), in which this study tries to shed light on how do these two factors may make students different from each other in terms of speaking ability. It also addresses possible ways to create an inclusive classroom for both introverts and extroverts. Thus, the present study attempts to find out answer to the research following questions:

- 1-What is the relationship between introversion-extroversion and students' speaking/abilities?
- 2-How to create an inclusive speaking classroom for both introverts and extroverts?
- 3-How to fairly evaluate introvert silent students in speaking/oral production sessions?

The above mentioned questions have led to the formulation of these hypotheses:

- 1)-Students speaking abilities and characteristics may interrelate with their personality type (E/I)
- 2)-Teachers may create an environment that can host a balanced learning experience for both introverts and extroverts by caring about learners' psychological differences.
- 3)-Evaluating both introverts and extroverts in the same way may be unfair for the introverts who are usually less talkative.

In order to achieve acceptable answers to the asked questions, three chapters will be suggested. The first chapter deals with the main theoretical aspects, concepts

## **General Introduction**

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and definitions as well as previous studies in relation with the topic of extroversion, introversion and speaking.

The second chapter contains two parts, first one is dedicated to describing the case study and the research methodology used in the study such as research tools and procedures, while second part deals with the analysis of the data collected and its discussion and interpretation.

The third chapter provides some suggestions and recommendations for the teaching community in order to fix the issues mentioned previously.

# ***Chapter One: Introversiion-Extroversiion in Speaking***

## **1.1. Introduction**

## **1.2. Individual Differences (IDs)**

## **1.3 Personality**

### **1.3.1. Personality Traits**

### **1.3.2. Personality measurement**

### **1.3.3. TheBigFive Model**

### **1.3.4. Extroversiion vs Introversiion**

## **1.4. The educational System and E-I**

## **1.5. The Concept of Speaking Skills**

### **1.5.1. Evaluation of Speaking Performance**

## **1.6. Relationship Between Oral performance and Personality**

## **1.7. Conclusion**

## 1.1. Introduction

Personality has been a key aspect through a number of inquiries in order to understand the differences between each individual, and to see how each one perceives the world from a unique perspective. Hence, many researchers tackled this topic, and some of the most prominent findings will be highlighted throughout this chapter.

## 1.2. Individual Differences (IDs)

Learner individualities in applied linguistics have been explored within the framework of individual differences, henceforth, IDs, which are regarded to be traits that marks a person as a distinct and unique individual. People vary from each other in terms of an immense number of traits, of which IDs research has traditionally focused only on those personal characteristics that are permanent, and assumed to be applied generally on everyone. In other words, Individual Differences concern stable and organized “*deviations from a normative blueprint*” Dornyei (2006:42).

Dornyei (2005) also elaborates that IDs have been well established in SLA research as a relatively upfront concept in which they have usually been seen as background learner variables that transform and personalize the overall course of the language acquisition process. In fact, a number of IDs factors have received exceptional consideration in prior research (e.g., Dornyei, 2005; Dornyei & Skehan, 2003; Robinson 2002; Skehan 1989): on language aptitude, motivation, learning strategies and learning styles and strategies.

Although the connection between personality and many other conceptions have been examined in frequent research, studies on the relationship between personality and learning seem to be fairly limited. Nevertheless, the close correlation between personality and learning is largely accepted.

### 1.3. Personality

Personality refers to the individual variations and characteristic or patterns of thinking, feeling and behaving. The study of personality specializes in wide areas: One is understanding a person's differences mainly personality traits, which include sociability or irritability. The other deals with exploring how the numerous elements of a person come together as a whole. Robbins (2001:92) regards personality as "*the sum total of ways in which an individual reacts and interacts with others*". Moreover, Previn and John (2001) imply that character represents those traits of the individual that accounts for regular patterns of feeling, thinking, and behaving. In order to get a deeper understanding of personality, it seems of crucial importance to tackle The Big Five Model.

#### 1.3.1. Personality Traits

Personality traits temperaments also known as dispositions are fairly persistent and consistent features of the personality of an individual (Larsen and Buss, 2002: 265-8). Traits are the basis of the character of a person and are what makes him or her be different from other. To clarify traits, many diverse theories were developed among personality experts. One of which, considers a trait as an inner property which pushes the individual to act and behave in a certain way. That is to say, the outer/external behavior is a sign or a reaction of an internal need or desire of the individual. According to another theory, traits are purely straightforward summaries of the tendency in the individual's behavior. This idea does not dismiss the likelihood that the behavior is triggered by something other than inner dispositions. For instance, the social state may cause an individual to act in a specific way. Attitudes and preferences or interests, could change as time progresses, while traits like impulsiveness or intelligence are fairly constant. Additional traits that have displayed great stability over time in a numerous investigations consist of those with a biological root, such as extroversion and introversion. Though they will manifest themselves in differently as time passes,



personality traits like as extroversion and introversion remain consistent all through the lifespan (ibid: 297-8)

### **1.3.2. Personality measurement**

The purpose behind the trait psychology is to be able to measure an individual's personality as precisely as possible (Larsen and Buss, 2002: 296-7). The trait psychologists consider the sum and diversity of traits is what makes people different from each other. These traits have special names in various languages and typically convey the linguistic role of an adjective such as. friendly, aggressive etc. The most frequently used technique for personality trait measurement is using a questionnaire (ibid. 306). Via a self-filled questionnaire, it is not only likely to detect the traits of an individual but also to find out what are the prevailing and dominant traits in addition to the less dominant ones. One of the most prominent and well-received personality questionnaires are the ones constructed on the models of Eysenck (ibid. 276-82)

In order to get a deeper understanding of personality, it seems of crucial importance to tackle The Big Five Model.

### **1.3.4. The Big Five Model**

The "Big Five" model represents taxonomy of traits that personality scholars suggest to indicate the significant individual differences in personality. This classification is represented in the components of the term "OCEAN" that represents the basic factors or dimensions of that model each letter stands for a dimension from the main five (Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism).

This latter is a theoretical framework which clarifies the general components of one's personality that are considered to be the most important in the social and interpersonal interactions with others; it works through analyzing and rating the frequencies of certain traits and behaviors in people personality.

Over the past 50 years, beginning with Fiske (1949) research, and later evolved through other researchers work as Norman (1967), Smith (1967), Goldberg (1981), and McCare & Costa (1987), this model gains evidence and reliability; thus

nowadays many psychologists believe that there are five core personality factors. Such a model is based on adjectives use, an efficient fashion is listing key adjectives that are associated with at the high and low end (Dornyei, 2005). There is a disagreement among researchers concerning the labels of the five dimensions, but still they are mostly known with the subsequent names. The following table will examine each dimension with its high and low attributes:

Dimensions	Representative attributes
Extraversion	Extroverts are physically and verbally more active whereas introverts are independent and reserved, and like staying alone. An individual in the middle of the dimension prefers a mix between social situations and loneliness. Extraverts are exploratory and adventurous, confident, frank, sociable and chatty. Introverts are shy, reserved, quiet.
Agreeableness	Agreeableness is connected to altruism, caring and sensitive/emotional support contrasted with aggression, indifference, self-absorption and jealousy. An agreeable person is altruistic, kind, kind, understanding and sincere.
Conscientious	A conscientious, focused individual is concentrating on only a couple of goals and tries hard to perceive them. He concerned with his career, while the flexible person is impulsive and easier to influence.
Neuroticism	individuals with a tendency towards neuroticism are more anxious, temperamental and likely to be sad and depressed. Emotional stability is related to calm and relaxed individuals, whereas neuroticism is linked to rage, anger depression.
Openness	Individuals with high openness have extensive interests, they tend to be liberal and prefer innovation. Openness is also related to intellect, by being opened to new thoughts, cultural differences and views, educational aptitude and creativity.

**Table1.1. Dimensions of The Big Five Model Adapted from Howard (1998)**

Despite its criticism, the big five model of personality is widely used in workplace and projects that require people's creativity and motivation. The results obtained are reliable and accepted to select workers and applicants. Consequently, the "Myer-Briggs Type Indicator" (MBTI) and the "Big Five" are effective models used mostly to identify individuals' preferences, differences and so personalities. The focus of the study however is mainly concerned about the Extraversion/Introversion which will be dealt with in the next section.

### **1.3.5. Extroversion vs. Introversion:**

In an attempt to arrive at an understanding personality, Eysenck (1965), as cited in Skehan (1989, p. 100), puts forward the following definitions of extraversion-introversion:

*The typical extrovert is a sociable, likes parties, has many friends, needs to have people to talk and does not like reading and studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual [...] The typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life.*

The definitions can also be used to define the extroverted and introverted students. The following table displays characteristics of Introverts and extroverts:

Extroverts	Introverts
<p>Very outgoing.</p> <p>Quite comfortable working in and being part of large crowds.</p> <p>Have a wide base of friends, enjoy getting to know a lot of people</p> <p>Dive in without always thinking things through.</p> <p>Feel sapped when spending too much time alone.</p>	<p>Appear reflective or reserved.</p> <p>Slow to take action – sometimes too slow.</p> <p>Have a very small but close group of friends – preferring to get to know a few people really well.</p> <p>Feel most comfortable doing things alone and prefer doing things that can be done alone.</p> <p>Often likes the idea of things better than the actual thing.</p>

**Table 1.2 Characteristics of the I/E Students adopted from Webber (2015)**

It is believed that I/E may affect the learner's speaking abilities henceforth. The next section will deal with Speaking and more importantly its relationship with personality types E-I.

#### **1.4. Educational System and Introversion**

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

Cain (2012) further adds that one third to one half of the students are identified as introverts. Many introverts, Cain explains, end up changing themselves into 'pseudo-extroverts' in order to cope with their immediate atmospheres. These

are situations where some extroverted traits, mainly social confidence, outspokenness, in addition to quick decision making are likely to be idealized.

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

#### 1.4. The Concept of Speaking Skills

Speaking is the prime tool for communicating, thinking, and most importantly learning a language. It is via speaking that, the learners may acquire notions or concepts, and grow their vocabulary inventory, and identify or perceive the arrangement of the English language as vital constituents of learning. Moreover, speech is a vehicle to bond individuals to the public and society, and a tool through which humans communicate and interact with each other. In this respect, Widdowson (1978) asserts that speaking is essentially a reciprocal exchange in which reception and production play a joint part; and therefore the skill of speaking requires both receptive and productive input. Likewise, Chaney *et al.* (1998: 13) specify that speaking is: “*The process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.*” This point led many researchers like Richards *et al.* (2002) and Florez (1999) to consider speaking skills as interactive and productive that includes producing and receiving and processing information to gain mastery over the target language.

Harmer (2001) mentions that speaking occurs when two people are engaged in talking to each other and create a discussion they are aware that they are doing it for good reasons. A reason may be that they want to say something specific like expressing a need, they have some communicative purposes, and they select the words from their language store.

### **1.4.1. Evaluation of Speaking Performance:**

When it comes to the field of second language learning acquisition, speaking proficiency has been seen as an important aspect that indicates learners' capacity in learning a target language. speaking performance has been viewed as one of the weighty aspects of language learning, since the purpose of language itself is to communicate and converse both orally or in written form. The speaking performance of second language students has received major consideration from language researchers. In the literature there have been numerous efforts to evaluate and assess the speaking performance of learners. The attempts have been prepared to provide assistance for both teachers and learners in evaluating the speaking proficiency, thus, improving it. According to Abali (2006), the general purpose of speaking assessment is reciprocal. Which means, reciprocal speaking tasks were made to deliver a context for students to speak and researchers to assess. For example, Abali created a kind of reciprocal assignment which contained a speaking situation for the participants to cooperate and interact orally. The drive behind it was to create an interactive speaking situation among participants and then to measure their spoken production in relation to their interactive behavior.

Manalo and Greenwood, (2004) proposed another method of assessing the speaking ability by using a story retelling assignment. Likewise, the story retelling task is used to deliver students with chances to speak. The task is mainly prescribed with pictures, and then the students will be assigned to speak about the story in the picture. Later, the articulated spoken data will have recorded for it to be analyzed and assessed.

Next section will deal with the correlations and studies about how speaking and personality can affect each other.

## **1.5. Relationship between Speaking performance and Personality**

There has been a growing interest in investigating the personality traits of extroversion/introversion vis-à-vis language learners' speaking performance.

Rossier (1976) finds that participants' speaking fluency correlated considerably with extroversion and introversion, and that extroversion had a positive impact on oral English fluency. However, to measure relationships between extroversion and speaking fluency and accuracy, Daele (2005) conducts a research and discovers that extroversion has a slight influence on speech production in terms of fluency and accuracy. Furthermore, Greenwood (2004) examines the effects of personality on the speaking performance including complexity, fluency and accuracy of Japanese EFL students. They found no substantial relations between extraversion and specific components of participants' speaking performance. Though, the study found an important connection between extroversion and participants' 'global impression', which denotes speakers' general oral performance as judged by interviewers.

Hassan (2001) likewise found that extroversion and introversion are prominently correlated with pronunciation accuracy i.e.; extroverted learners are more accurate in their English language performance than introverted learners.

Most recently, Ehrman (2008) conducted a study in which 3145 students participating in intensive full-time training in over 50 languages, and found that the students who performed very well in speaking in addition to reading assessment were mostly those with introverted personalities. Additionally, there are numerous studies that demonstrated notable relationships between personality types and traits and L2 learner speaking performance. Berry's (2004) study of extroversion and group speaking performance highlighted that extroverts and introverts achieved higher scores for their performance when assigned to work in groups with a high mean level of extroversion, while the scores of the introverts were suppressed when placed with groups that have a low mean level of extroversion.

Dewaele and Furnham (2000) analyzed the French speaking abilities of 25 university students and linked the measures to the students' extroversion scores from a personality test. They discovered that extroverts were generally more fluent than the introverts.

Busch (1982) on the other hand, investigated the written and spoken L2 production of a group of 39 Japanese students of English, found a negative relationship

between extroversion scores from Eysenck Personality Inventory (EPI) test, and near expert ratings when it comes to fluency in a non-spontaneous speech. Lastly, Ely (1986) attempted to investigate risk taking and sociability as the primary functions of extroversion for 75 English speaking students, and did not find any correlations with fluency measured using a speaking interview.

So far the studies regarding the correlation between extraversion/introversion and oral performance have found inconsistent data which requires further research and investigation.

### **1.6. Conclusion**

This chapter highlighted the key concepts, and terms used related to personality and speaking, it shed light on how personality factors can play a role on the learning process of students. The next chapter will present data collection and data analysis related to this research work.



**Chapter Two: *Data Collection and Analysis***

**2.1. Introduction**

**2.2. Presenting the Case**

**2.3. Research Setting**

**2.4. Research Participants**

**2.4.1. Students' Profile**

**2.4.2. Teachers' profile**

**2.5. Research Tools**

**2.5.1. Interview**

**2.5.2. Personality Questionnaire (Adapted from Eysenck's Personality Inventory EPI (Extroversion/Introversion))**

**2.5.3. Classroom Observation**

**2.5.4. Focus Group Discussions**

**2.6. Data Analysis**

**2.6.1 Personality Test Analysis**

**2.6.2. Focus Group Discussions Analysis**

**2.6.4. Teacher's Interview Analysis**

**2.7. Discussion and Interpretation of the Results**

**2.8. Conclusion**

## 2.1. Introduction

The second chapter deals with the empirical part of this work, it investigates the relationship between extroversion, introversion, within the speaking skill of the students, and how can teachers create a good environment for both, without neglecting the other. Additionally, the present case study is going to be described, with a focus the research design and the research instruments used will be highlighted. Lastly an analysis of the data collected will be provided as well.

## 2.2. Presenting the Case Study

This research is presented in the form of a single, holistic case study. Case studies are in-depth investigations of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using several different methods. The research may also continue for an extended period of time, so processes and developments can be studied as they happen. Which seems to be the best option in order to understand and see the topic of research closely, and to generate lots of data mostly qualitative one, about the relationship between introversion, and extroversion in speaking and how to deal with these traits in a classroom. Researching this topic is crucial and might help improve the teaching learning experience for students with their differences, and the teachers who have these students.

## 2.3. Research Setting

The university of Tlemcen is amongst the well-known universities of Algeria, its department of foreign languages consists of 2 sub-departments; English and French. Recently ,the English department has become an independent department containing the section of translation, having more than 70 full time teachers and more than 1400 students, The English department offers a variety of specialisms and different modules for each one, these specialisms are : Literature and Civilization , Language Studies, English Language Teaching , Didactics and Assessment , Testing and Language and Cultural studies .As the rest of all other Algerian departments of languages across the country, the department of English of Tlemcen also adopted the LMD principles (License, Master, Doctorate) .

## **2.4. Research Participants**

This study selects participants from the Department of English, University of Tlemcen. The students were selected from Master2 ELT just because of their availability and their willingness to help and participate in a consistent way. While the teachers were selected based on their experience in teaching Oral production.

### **2.4.1. Students' profile**

The sample used in this research is ELT Master 2 students, more precisely 28 students who attend every session on a regular basis, these students studied English at university for 5 years with the exception of some repeaters.

### **2.4.2. Teacher's Profile**

Seven teachers were selected from various specialties such as Didactics, TEFL, sociolinguistics most of them have more than 4 years of experience in the field of teaching, they hold either Magister or Doctorate degrees. These teachers were asked to answer the questions of an interview designed for those who taught Oral production module and have some prior experience regarding teaching speaking.

## **2.5. Research Tools**

In a research investigation, each variable needs to be measured separately; this is why a researcher may use more than one instrument according to the study focus. The research tools that were used in this study will be defined and highlighted along with their objectives within this chapter.

### **2.5.1. Interview**

The interview is among the well-known research tools used in a myriad of studies; it enables interviewees to discuss their interpretations of the environment in which they live, and to express how they see situations from their own opinion Cohen et al, (2000). Considering the fact that interviews are used in various fields; these can be suitable in the language learning area for a number of aims. For instance, to find out more about teachers' and students' background such as students' knowledge of other language or teachers' number of years of service, to

find out more about teachers' and learners' opinions and attitudes about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials (McKay, 2006).

In the present study a structured interview was selected, because the study aims to collect qualitative data about the subject matter while following a guided set of questions. The interview allows the researcher to ask lots of open ended questions that require a long complex answer which cannot be done via a questionnaire.

The Interview questions used in this study were designed for university teachers in order to get their opinions and views about some aspects related to the study, it consists of 6 open ended questions as explained below:

Questions	Objective
Q1	Aims at knowing if teachers take their learners' personality type into account when teaching oral production
Q2	Aims to identify the different characteristics teachers usually observe on introverted and extroverted students when speaking or presenting
Q3	Aims to obtain the point of view of teachers about whether personality type can have a role on attaining a good speaking level .
Q4	Aims to see if the teachers agree with the assumption that the quiet learner is generally bad at speaking
Q5	Aims to inquire about whether or not teachers find evaluating all of their students in the same way unfair knowing that some of these students can be introverted
Q6	Aims to know in what ways can teachers increase chances of success for introverts in their classrooms

**Table 2.1 Teachers' Interview Questions Objectives**

### **2.5.2. Personality Questionnaire (adapted from Eysenck's personality Inventory EPI (Extroversion/Introversion))**

EPI is a self-report personality inventory based on Hans Eysenck's factor analysis of personality which assumes three basic factors (the two most important being extraversion to introversion and neuroticism). However, the questionnaire used in this study is heavily adapted and modified by omitting the items that focus on measuring Neuroticism/Stability and Psychoticism/Socialization which are irrelevant to our study. The concern was rather placed on extraversion/introversion items.

EPI serves one vital purpose to this study which is to find out the personality type of each student from the selected sample, which will be a key to move to the other instruments in this study. The questions of the questionnaire are straightforward and aims to find out whether the participants are introverted or extroverted depending on their answers on 12 yes/no questions, the scoring is simple, the more "Yes" answers provided the more extroverted the individual is, same thing for "No" and Introversion. This scoring style was simplified from the original one because we only measure extraversion dimension in this case.

### **2.5.3. Classroom Observation**

Classroom Observation is a procedure conducted to obtain quantified descriptions of teacher and students' behavior and interaction in a classroom setting. In other words, not only CO can be used as to qualitative data, it only serves as a quantitative method of measuring and quantifying classroom behavior from direct straightforward observation of both the events and behaviors that are to be observed. Generally, the data that in a natural environment gathered from observation focuses on the frequency with which specific behaviors occur in the classroom.

A Structured Observation was selected for this study in order to narrow down the characteristics observed on introverts and extroverts when they speak or

present a task that was given to them, and also to observe how does the current teaching practice deal with differences among students.

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

Frequency of participation, speaking proficiency, comfortableness, accuracy of delivery, confidence when speaking and lastly showing interest in speaking session. (See Appendix ‘B’)

As well as trying to observe if teachers connect with all students with different types during discussions.

The observation aimed to observe 10 extroverts and 10 introverts in the classroom.

#### **2.5.4. Focus Group Discussions**

Morgan (1997) explains Focus Groups Discussion as a qualitative research method which uses group interviews of four or more members to obtain rich data in an effective way by putting focus on a specific topic. Participants are asked to participate and to react and interact to each other's opinions which in return creates promotes a dynamic active discussion and allows the researcher to get a better understanding of their objectives. The comparative advantage of focus groups as an interview technique lies in their ability to observe interaction on a topic. Group discussions provide direct evidence about similarities and differences as well as rich source of qualitative narrative data.

This instrument was selected for this study because it helps to get prolific amounts of qualitative data from introverted and extroverted students directly. Groups are divided into two groups of 8 students on each group and will be asked to discuss some points regarding introversion and extroversion and speaking as well as the balance in the classroom and graded participation, the discussion outline was as follows:

1-First discussion's sub-topic: Characteristics of Introverts and Extroverted Learners.

2-Second discussion's sub-topic: Introverts Vs Extroverts in Oral Presentations

Direct.

3-Third discussion's sub-topic: Relationship between Personality and Speaking.

4-Fourth discussion 'sub-topic: Creating a Better Environment for both types of Learners in the Classroom.

5-Fifth discussion's sub-topic: Evaluating Introverts and Extroverts in Speaking Sessions.

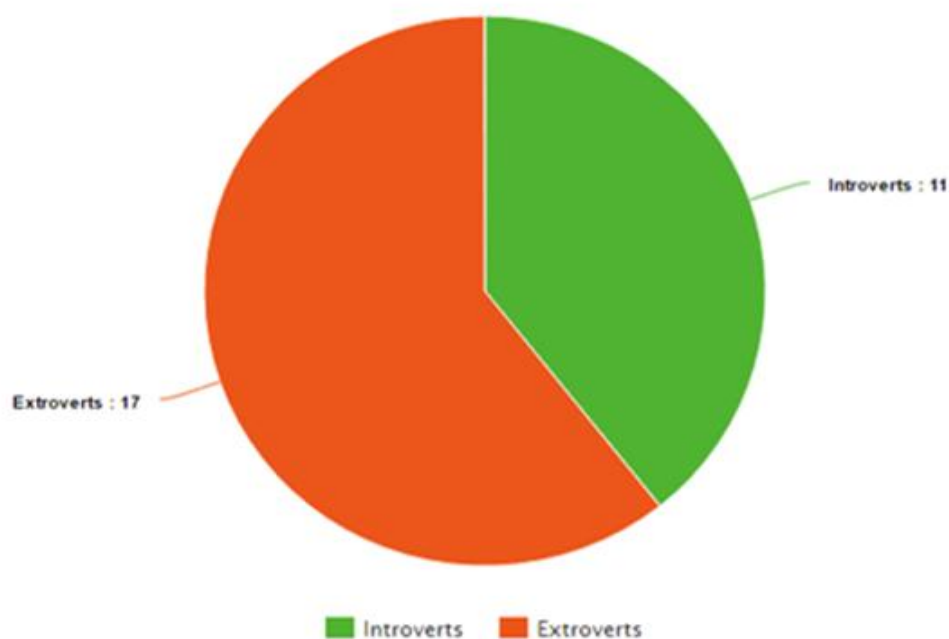
## **2.6. Data Analysis**

The data gathered from the 4 instruments used will be analyzed both qualitative and quantitative approach, however more focus will be on the qualitative aspect due to the nature of the problematic at hand, hence the data will be mostly narrative data with some instances of numerical one which will be represented in graphs.

### **2.6.1 Personality Test Analysis**

The sole purpose of this test is to find out who are introverted and extroverted from the group of students participating in this research. Participants were asked 12 Yes/No question, their personality type will be identified through the number of YES and No. The majority of the participants were extroverts 61 %, while Introverts were 39%.

The following pie-chart explains the findings:



**Pie chart 2.1. Extroverts and Introverts in the Classroom**

### **2.6.2. Focus Group Discussions Analysis**

This tool was designed for students with the aim of discovering the relationship between personality and speaking production and the environment provided by teachers for the different students.

#### **1-Characteristics of Introverts and Extroverted Learners:**

##### **Group A:**

Introverted participants all agreed on the point that the introverted learner takes the criticism provided by teachers or classmates too personally most of the time which can make some emotional problems and can cause further inhibition in classroom. Additionally, the introverts also mentioned that they require lots of time to think and formulate their answers.

When it comes to extroverted students' characteristics, the extroverts of the group mentioned that they do not think too much about criticism and they accept



any form of it, they also added that they do not require too much time to think about their answers and always respond spontaneously and just say whatever comes to mind first.

### **Group B:**

Introverts of the second group also agreed on the same points mentioned by the previous group, however they also added that they do not like it when they are asked to talk because they generally tend to like staying in the background. Furthermore, they also prefer planning ahead in order to formulate the perfect answer that they are so sure of its correctness.

On the other hand, the extroverts of the group stated that they like to be in the spotlight and get the attention of teachers and their classmates.

## **2-Introverts Vs Extroverts in Oral Presentations**

### **Group A:**

Extroverts pointed out that they usually do not prepare extensively when they have a presentation because they usually prefer to rely on their fluency and understanding of the topic they are going to talk about, additionally they also enjoy working in groups.

The introverts of the group had an entirely different approach, they argued about how their way is better because they mainly rely on lots of preparation and sometimes memorization in their presentations, and how they prefer working individually and not in groups.

### **Group B:**

While extroverts did not add any new input, the introverts of the group added that they feel stressed and uneasy when presenting which can cause problems and stops when talking and presenting.

## **3-Direct Relationship between Personality and Speaking**

Both introverts and extroverts in the two groups agreed that the relationship is so clear and impactful on their speaking abilities, extroverts mentioned that they

are fluent but lack accuracy because they speak without thinking, while Introverts are accurate because of their deep thinking process.

#### **4-Creating a Better Environment for both types of Learners in the speaking Class**

##### **Group A:**

Suggested that teachers should not force group work on the learners and should give them a choice instead, furthermore, teachers should be aware of the differences between their students to understand their needs, and preferences and act accordingly.

They also recommended that teachers should give the students some preparations or questions to plan before at home for the next speaking sessions because both introverts, and extroverts will find what to say and participate without someone having the advantage over the other which creates a good balance. The group also suggested that guided discussions with limited participation can create some sort of balance.

##### **Group B:**

Suggested that the teachers should not see introverted students as bad students simply because they prefer to stay quiet, they also added that most teachers work only with the talkative students and ignore the silent ones which divides the classroom and makes it focus on just extroverts. They added that oral sessions teachers should use games that promote speaking in which each student will have a turn or a role, hence, all students will have a speaking time but in a balanced way.

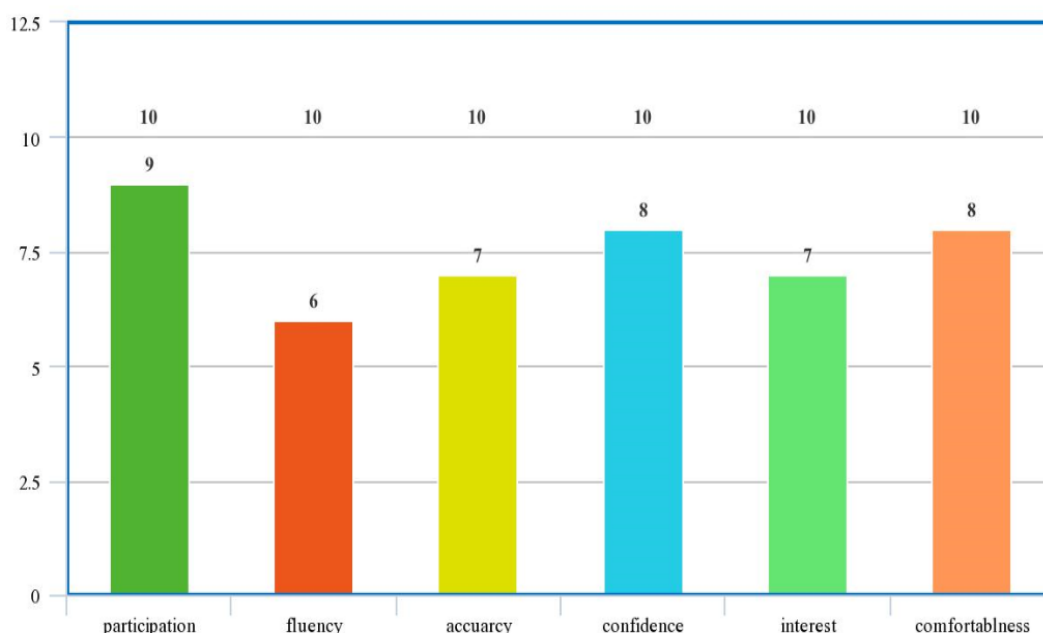
#### **5-Evaluating Introverts and Extroverts in Speaking Sessions**

Both groups agree that it is somehow unfair to judge both types of learners the same way in oral production sessions, because the majority of teachers favor the students who participate frequently and prefer quantity over quality, and see the silent students as bad or abnormal, hence, punishing them when giving the marks. An easy fix for this can be simply by making participation organized by rows which helps the introverts feel like a part of the classroom, and create that balance in the

classroom in terms of participation between both Introverts and Extroverts. Additionally, teachers can try and not to use this old outdated graded participation and use some individual projects where every student can have a fair chance to show off his or her skill.

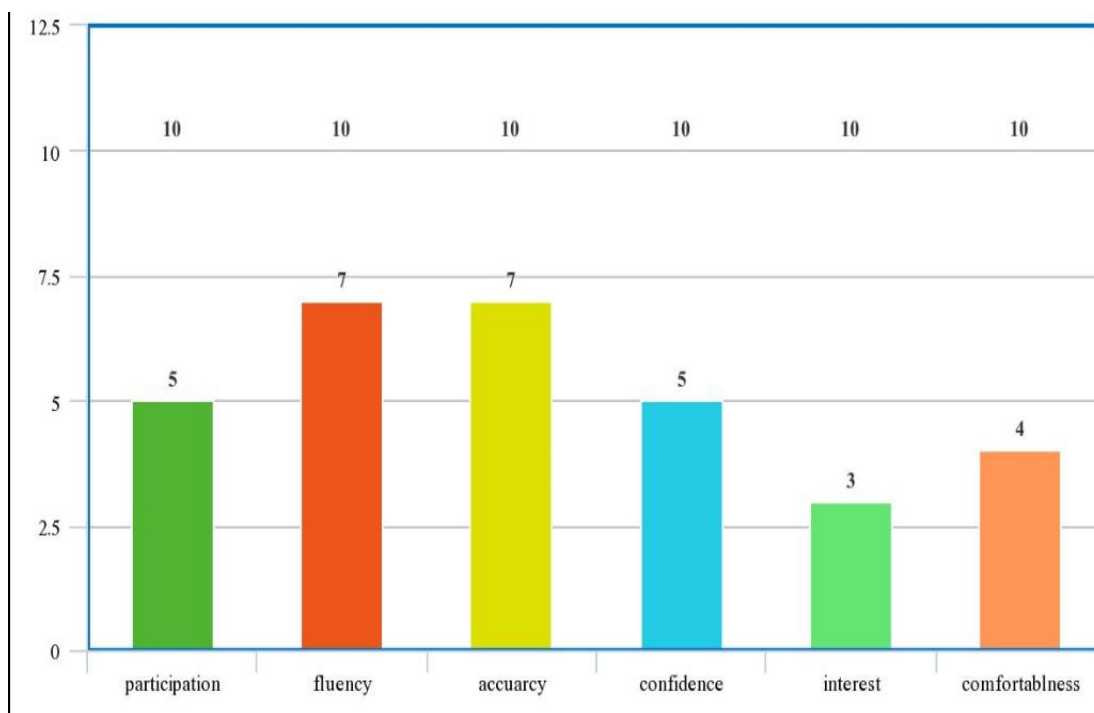
### 2.6.3. Classroom Observation Analysis

The Main focus of CO in this research was to see the introverted and extroverted students in the natural settings of the classroom to get a better understanding on how they behave when speaking or presenting as well as trying to see if the teachers use some different ways to reach out to all students. This observation focused only 20 students in 3 sessions in order to make it manageable. From the observation grid (see Appendix “B”). Most extroverts tend to participate more in the classroom with a good balance between fluency and accuracy when speaking, they also tend to be confident and comfortable when presenting. They show a great interest in talking, however there are some exceptions and some cases of extroverts who actually behave like introverts. The following Bar-graph illustrates the findings:



**Bar-Graph 2.1. Extroverts Observation Results**

Introverts, on the other hand, were observed to be more passive than the extroverts and usually prefer not participating in most cases, however they were more accurate when speaking or presenting they were also less confident and less comfortable unlike extroverts. There are some exception and inconsistencies of the observed behavior and some unexpected results for some students. The findings are presented in the following Bar-graph:



**Bar-Graph 2.2. Introverts Observation Results**

Additionally, it was observed that balancing between both personality types happens on a few occasions in the classroom but not frequently, a teacher for instance started randomly assigning learners to participate and created a different atmosphere in which most students looked like they were preparing an answer in order to be ready in case the teacher ask them to talk

#### 2.6.4. Teacher's Interview analysis

Teacher's interview results from each question reveals that:

Question 1 reveals that 2 out of 7 teachers said that they do not consider differences, and that they teach in a general way that encompasses all students in the classroom because trying to consider, and change teaching way according to each student's personality will take lots of time and effort ultimately they cannot satisfy everyone by doing it, so a general approach is better especially in our context where we have lots of crowded classrooms. The remaining teachers said that they try to do so; however, it is hard to keep doing it in a consistent way.

Question 2 shows that All teachers had similar answers to this question. They mentioned that they usually find the extroverted students trying to show themselves in the classroom by participating a lot and doing lots of presentations, they are energetic, active whereas introverts are usually shy, quiet but they make surprisingly good presentations with good speaking proficiency, however, they have confidence issues.

Question 3 reveals that 4 out of 7 teachers said that being an extrovert does not necessarily make a student good at speaking, and vice versa for introverts, dedication and hard work is crucial. They also mentioned that they had introverted students who had better speak skills than many extroverts in their classrooms. The other 3 teachers believe that extroverts have a better chance at improving their speaking ability because they are constantly trying to speak in the classroom unlike introverts.

Question 4 demonstrates that Teachers had different points of view regarding the assumption that the quiet learner is generally bad at speaking .3 said that a silent student is not necessarily a bad student because they met many quiet students who are bright and usually get highest marks in the classroom , the other 4 teachers mention that being silent in classroom does not mean that a student is introverted in some cases , it can mean that the student does not know the answer or has bad speaking ability and cannot participate.

Question 5 shows that 4 teachers assume that the evaluation is fair because the introverted student can still push himself/herself to talk and participate like extroverts, they also mention that they knew many introverted learners who tried to

leave their comfort zone and actually talk in the classroom on a regular basis. Besides 3 teachers said that it might look unfair and that extroverts have the advantage but there's no solution to this problem because if teachers evaluate introverts in a special way, it might look unfair for extroverts too, so it will create another problem, while also adding that most teachers lately are using presentations or projects to evaluate the students speaking ability and therefore linking the grade to quality of the work he presented.

As for last question Most teachers agreed that the introverts should try and change their ways by talking and participating, motivating them by rewards like extra marks to give them a purpose that pushes them to work hard, and also Teachers should try to bring creative ways that can make all students participate and gives them a purpose, like projects, or plays and games, or row activities because these are the only possible solutions that can work in our Algerian context. Since putting them in special classes is not a practical choice and requires lots of resources and work. Furthermore, they mentioned that Teachers should be aware of the students sitting in the back who are usually introverts and push them to become passive and engaged in the learning process.

## **2.7. Discussion of results**

The obtained data from the research instruments used throughout the study reveals that both introverts and extroverts students have different characteristics that distinguish them from each other ,these variations can also lead to differences in terms of the speaking skill .The results suggests that introverts prefer to stay silent in classroom but when they do speak , they usually plan and think deeply about what they are going to say which results in a long response but an accurate one , however, they need lots of time to formulate their answers and they are prone to feel pressure and stress and some lack of confidence during presentations. On the other hand, extroverts participate frequently in the classroom and rely on their fluency and spontaneous reactions when talking which results in a lack of accuracy unlike introverts. Furthermore, they are confident and comfortable during oral presentations these findings help confirm the first hypothesis suggesting that there

is some kind of relationship between I/E and speaking. The data gathered from Focus group discussions and the Teachers' interview suggests that a balanced classroom practice that can include both introverts and extroverts is possible if the teachers use some creative ways to allocate and organize the participation times of the students, and giving them the choice in working independently or in groups and by allowing students some time to think and formulate their answers to participate, or limit the participation, and not use the random free model where every student can participate as much as they want, additionally students should be given homework's or the topic for the next session to prepare at home which makes the lesson go smoothly and helps even introverts to participate and be a part of the class because they will come prepared, games, plays and projects and using row by row participation to make sure all class have a fair participation. Henceforth, the second hypothesis is confirmed as well.

The third hypothesis which denotes that evaluating introverts like extroverts in a speaking session is not fair, and puts introverts at a disadvantage is rejected because the data gathered had conflicting results in which students and teachers had different point of views; students claimed that teachers usually prefer talkative students in their speaking classes hence they are usually getting higher grades in the module unlike introverts who are usually passive in the classroom, on the other hand teachers think that introverts can still push themselves to talk if they wanted to and rival and best even extroverts when it comes to speaking, and they also explained how evaluating them differently can cause other problems and overall is not a good solution.

## **2.8. Conclusion**

This chapter dealt with the research methodology used in this investigation as well as analysis and discussion of data which shows that there is indeed a relationship between personality types I/E and speaking and oral presentations, additionally the data also shows how can teachers create a balanced classroom that caters for both introverts and extroverts and the issue of evaluating them equally using different methods and techniques that can give all students equal chances at

participating and contributing as well as dealing with the issue of fair evaluation. These findings will open the door for the researcher to suggest further activities to cope with learners' differences in speaking classes in the subsequent chapter.



## **Chapter Three: *Recommendations Suggestions***

### **3.1. Introduction**

### **3.2. Practical Recommendations for Teachers**

#### **3.2.1. Knowing Students' Personality Types**

#### **3.2.2. Introducing The Concepts of Introversion and Extroversion to your Students**

#### **3.2.3. Grading Students' Participation Considering Both Personality Types**

#### **3.2.4. Using The Pump-Priming Exercise**

### **3.3. General Suggestions**

### **3.4. Conclusion**

### 3.1. Introduction

This chapter will shed light on some recommendations and suggestions that will help teachers create an inclusive classroom for both introverts and extroverts and create a good balance to reach an optimum teaching/learning experience.

### 3.2. Practical Recommendations for Teachers

There are many solutions that can help teachers make a good balanced teaching practice, some of the most practical ways to achieve that will be discussed in the following section.

#### 3.2.1. Knowing Students' Personality Types

The Teachers' task is to win, and gain his students' confidence, and to guarantee an excellent and safe environment within the classroom. That is why teachers along history have tried to find out effective strategies to control and manage classrooms, and warm up their lectures. However, it is not usually a success to make all learners involved in the lesson progress; whilst some learners engage enthusiastically in the classroom showing all of their abilities and skills and others appear to be very calm, and silent and occasionally careless of what goes around.

A few teachers might see the silent students as shy, scared, overwhelmed, or simply reluctant and unwilling to take part within the class discussion. While different teachers have other personal views to provide an explanation for students' unacceptable silence; they consider silent students as unprepared, resistant, unfriendly, much less intelligent, and simply absent minded. In a way or another, teachers cannot tolerate learners' silence which can be complicated and problematic in particular for SLA teachers, and this is explained in detail by Tsui(1996, cited in Nunan, 2001: 233-235) who has argued that: “

*Many educators dislike or are afraid of silence and[...] feel very uneasy or impatient when they fail to get a response from students [...]. This dislike or fear is quite understandable, for silence can*

*disrupt not only a lesson but also the deeply held personal construct of the participants in that lesson about the particular learning that ought to be taking place. Implicit in those understanding are assumptions about who has the power, and what that power consists of in the teacher-learner relationship”.*

Consequently, it is of great importance for teachers to recognize, and understand their learners' personality nature and be prepared pedagogically with ways to deal with the distinctive characteristics of being silent over talkative. Practically speaking, understanding the dominant trait of students can assist tutors and teachers to manage the speaking class, in a way to make students interact, and exchange experiences, on which basis the curriculum need to be developed.

As far as students' usual behaviors are concerned, teachers will no more complain because they may be conscious that such behaviors are significantly associated with these learners' personality types. It may become quite easy to know about the students' personalities via handing a test, interview, or a questionnaire at the beginning of the year or semester, as a result, teachers may come familiar and closer to the learners' personal characteristics, preferences, and traits. It is recommended for teachers to use some simple personality questionnaires to determine their students' personality types, or they should simply have a good eye in order to distinguish students without a questionnaire. The following table is suggested by Greenstreet(2013) to teachers to be able to identify introverts and extroverts in their classroom :

The Extroverted Student	The Introverted Student
<ul style="list-style-type: none"> <li>• An introvert makes more and sustained eye contact.</li> <li>• An introvert will appear to think before she speaks.</li> <li>• an introvert may disappear during breaks, or talk deeply with only one person during</li> </ul>	<ul style="list-style-type: none"> <li>• An extrovert will appear energized by being in the group situation</li> <li>• An extrovert jumps right into the conversation and thinks while he speaks</li> <li>• An extrovert may prefer to talk with 3 or 4 people during breaks</li> </ul>

<p>breaks.</p> <ul style="list-style-type: none"> <li>• An introvert may seem shy around the group in the beginning, until he gets to know everyone better.</li> <li>• An introvert needs quiet time away from the group to relax and process info.</li> </ul>	<ul style="list-style-type: none"> <li>• An extrovert will interact with everyone in the group, even in the beginning, because she loves to meet new people</li> <li>• An extrovert may enjoy additional social time with the group after the official group meeting ends</li> </ul>
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**Table 3.1. Identifying Extroverts and Introverts in the Classroom (Adopted form Greenstreet,(2013)).**

### 3.2.2. Introducing the Concepts of Introversion and Extroversion to your Students

Teachers should do this as part of first introductions without favoring one style over the other. This can be done by explaining their various strengths and weaknesses and the challenges that both personality types face during class discussion. The main focus here is to give students a non-normative tool for understanding their experiences in the speaking class. (Dweck, 2002) argues that this can help students especially, academically-oriented avoid seeing the difficulties they encounter in the classroom because of their personality type as a sign of their general academic inadequacy. The resulting blow to their self-confidence can further reduce their willingness to participate and take risks.

Schwegman (2013) explains that teachers should also try to find subsequent opportunities to speak to their students individually about their personality style if possible by short one-on-one interviews, or simply an impromptu chat after class or in office hours. By doing that, the teacher should later identify those who never speak and make it a priority to contact them. In these meetings teachers should ask students what they find challenging about discussion in classroom and whether or not either of the personality styles he described earlier fits their experience. He can also repeat his assurances about grading them while also strategizing with them about how to contribute effectively in the classroom through their preferred style. Additionally, the teacher should encourage them to try and experiment with their

opposite type. Theorists and experts in the educational field refer to this technique as Building Metacognitive Awareness which helps, students become conscious of their learning process.

### 3.2.3. Grading Student's Participation considering both Personality Types

Schwegman(2013) urges teachers not to simply assign participation grades based on how often the students speak in the classroom by trying to get a sense the preferred type of participation each students prefer and then find proper ways to evaluate how effectively and conscientiously their contribution in the classroom is. For instance, if a student rarely speaks in class, but when he speaks he makes good, thoughtful comments built skillfully on what the teacher or the other students said, he has to be rewarded with a high grade.

There are many creative ways in which a teacher can achieve balanced participation in classroom and give all students equal chances to participate and create a fair evaluation for both types some of best techniques, and teaching strategies suggested by Catapano(2014)are in the following table :

Strategies	procedure
<b>Round the Room Sharing</b>	Students usually don't talk because the teacher is waiting for a volunteer. However a teacher can simply go around the entire classroom (U shaped one or a circle) one and ask students to quickly share and idea or just one thought about your topic.

<p style="text-align: center;"><b>Seminar Discussions</b></p>	<p>Organizing a formalized student-directed type of discussion, by asking, the students to prepare notes or ideas about the next topic of the lesson in advance and then they sit together in a circle discussion or debate. The teacher just facilitates the communication between the students</p>
<p style="text-align: center;"><b>Using Games</b></p>	<p>Gamification is the future of education and all students love it because it combines fun and learning , and it's also useful for participation because it gives all students equal chances at participation thanks to every one having a specific role to play , which in return facilitates grading them fairly.</p>
<p style="text-align: center;"><b>Something to Talk About. .</b></p>	<p>It's a speaking class, so teachers' aim is to make all students talk, a good way to do that is changing the routine and bringing interesting topics that students love, even an introvert will want to participate if the topic is creative and unique. Topics that usually generate debates , opinion and controversy are better suited for this task.</p>

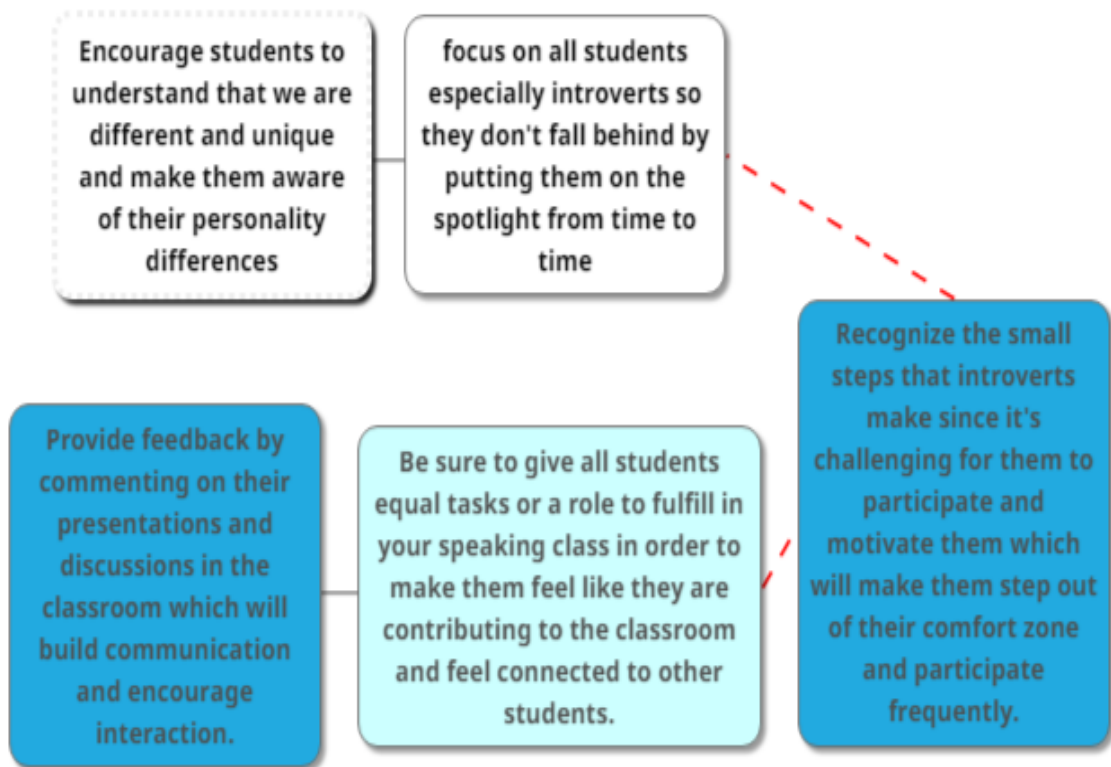
**Table3.2. (2014)Strategies to make all students participate in the speaking class recommended by Catapano(2014)**

#### **3.2.4. Using The Pump-Priming Exercise**

Teachers include classroom activities that play more to the strengths of introverts to create variety. Schwegman(2013) mentions that one of the best technique to do that is The pump-priming exercise in which a teacher breaks the class into small groups of two to four students for part of the hour preferably near the beginning of class and let these discussions between students run for fifteen to twenty minutes. During this time the teacher circulates slowly from group to group, listening in and making mental notes of topics to address when the groups merge together afterwards. The teacher should also check and help some groups if they appear to be stuck occasionally, but he should minimize the interventions as much as possible. Sometimes giving the groups structured tasks to perform: for example, to come up with a number of discussion questions and bring them back to the entire class for consideration, or simply leave them free to discuss any ideas or questions that occurred to them as long as they speak in English. Once the time is up, or the teacher asks the students to go back to their individual seats ask each group to share a couple of their most interesting questions or discussion topics and every member of the group has to talk. By doing that the entire classroom in which both extroverts and introverts will be engaged in an interesting discussion for the rest of the hour.

#### **3.3. General suggestions**

The following map consists of some general tips for teachers in order deal with introverts and make them active participants in the classroom:



**Figure3.1. Romano' (2014)Map for teachers to help them deal with introversion**

### 3.4. Conclusion

This chapter has shown how teachers should know their students' personality differences and find ways to deal with them and optimize the teaching process and fine-tune it accordingly to create an inclusive classroom that do not neglect the introverted learner following some simple strategies and suggestions.



### General Conclusion

This study attempted to tackle the topic of introversion and extroversion in the speaking-focused classes in order to discover the characteristics of both introverted and extroverted learners regarding their speaking abilities. It also aims to and to demonstrate the problems that may result from the usual teaching way which can be unbalanced for this category of students with different personality types.

The rationale behind this study was to help and improve the educational system and help teachers to be aware of the different personality types they have in their classrooms in order to connect with all students, to not leave anyone behind and create a better experience in speaking production sessions.

To reach this end the work was divided into three chapters, the first chapter dealt mainly with the theoretical background and the concepts, definitions and previous studies related to introversion, extroversion and speaking. The second chapter was the empirical phase of the work where the researcher used an Interview that was administered to teachers, a Focus Group Discussion for students, Classroom Observation and a personality test for students. Data was gathered, interpreted and discussed revealing that introversion and extroversion may have a relationship with speaking. The study also concluded that teachers can find a good balance in the classroom to include both personality types. Lastly, the study could not confirm that evaluation of both types of students in the same way is unfair or harmful for introverts.

The 3rd and last chapter was dedicated to suggestions and recommendations for teachers to better deal with the different personalities they have in their classrooms and create a good balanced teaching practice to reach everyone without exception and create an optimum learning experience.

This study encountered many obstacles, these limitations occurred during the process of finding previous related research because of most substantial sources were locked behind a paywall. Additionally, the personality test had to be adapted and shortened considering the fact that the official one is expensive and requires a license and also lots of time due to the number of questions it had (more than 50).

## General Conclusion

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Another major problem was the lack of cooperation from new students which were the original target of the study resulting in changing the sample and improvising.

Finally, it is crucial to mention that this study still needs to be expanded by tackling the other skills, and the other learning styles and strategies used by the introverted and extroverted students. Furthermore, the personality of the teacher also needs to be studied to see how both extroverted and introverted teachers do their jobs and the differences that result from their different personalities.

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## Personality Questionnaire (adapted from Eysenck's personality Inventory EPI

### (Extroversion/Introversion)

Dear students,

you are kindly asked to answer these following simple questions in order to determine if you are extroverted or introverted by simply writing Yes or NO .

Question	Yes	No
1-Are you a talkative person ?		
2-Are you rather lively ?		
3-Do you enjoy meeting new people ?		
4-Do you like going to parties , weddings for example ?		
5-Do you usually take the initiative in making new friends ?		
6-Can you easily get some life into a rather dull party		
7-Do you tend to keep in the background on social occasions ?		
8-Do you like mixing with people ?		
9-Do you like plenty of bustle and excitement around you ?		
10-Are you mostly quiet when you are with other people ?		
11-Do other people think of you as being very lively?		

*ThankYou*

### Classroom Observation Grid

students	I/E type	P	F	A	C	C+	I
S1							
S2							
S3							
S4							
S5							
S6							
S7							
S8							
S9							
S10							
S11							
S20							

Table Legend:

S: student

I/E: Introversion-extroversion

P: participation

F: Fluency

A: Accuracy

C: comfortableness

C+: confidence

I: Interest in speaking

Scoring used:

1: Observed

0: not observed



## **Teachers' Interview Questions**

**Question 1:** Do you take your students' personality types into account when you are teaching Oral production?

**Question 2:** What are the different characteristics you usually observe on introverted and extroverted students when speaking or presenting?

**Question 3:** Do you think that students' different personalities can have an impact on their speaking performance?

**Question 4:** Do you agree with the assumption that a silent student is generally bad at speaking?

**Question 5 :** How do you feel about evaluating your introverted learners in the same way as extroverts in speaking /oral production ?

**Question 6 :** How can you balance between teaching both extroverts and introverts , and how can you push the introverted learners to succeed in Speaking ?

## **Students' Focus Group Discussion Outline**

1-First discussion's sub-topic: Characteristics of Introverts and Extroverted Learners.

2-Second discussion's sub-topic: Introverts Vs Extroverts in Oral Presentations Direct.

3-Third discussion's sub-topic: Relationship between Personality and Speaking.

4-Fourth discussion 'sub-topic: Creating a Better Environment for both types of Learners in the Classroom.

5-Fifth discussion's sub-topic: Evaluating Introverts and Extroverts in Speaking Sessions.

## ملخص

الهدف من هذا البحث هو التحقيق في موضوع الانطواء و الانفتاح و علاقته مع التكلم و كيف يمكن للأساتذة خلق جو دراسي شامل يتناسب مع كل أنواع الشخصية في القسم. إضافة الى ذلك يتطرق البحث أيضا لايجاد طرق لمساعدة الاساتذة لايجاد تقييم عادل لأداء التكلم و المشاركة في القسم مع اقتراح بعض الحلول لهذه الاشكالية.

**الكلمات المفتاحية:** الانطواء, الانفتاح, أنواع الشخصية, تقييم, التكلم

## Summary

The aim of this research is to investigate introversion and extroversion relationship with speaking and how teachers can create an inclusive classroom that fits both personality types when teaching speaking production. In addition, it tries to find ways to help teachers fairly evaluate the speaking performance of their learners by suggesting some solutions for the issue.

**Keywords:** Introversion, Extroversion, Personality types, speaking, Evaluation

## Résumé

Le but de cette recherche est d'étudier les relations d'introversion et d'extroversion avec l'expression orale, et comment les enseignants peuvent-ils créer une classe inclusive qui satisfait les deux types de personnalité. La recherche tente également de suggérer des moyens qui peuvent aider les enseignants à évaluer équitablement

La production orale pour leurs étudiants

**Mots-Clés :** Introversion, Extroversion, Expression Orale, Evaluation