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Motivating Introvert Students to Enhance Their Speaking Skills in EFL Classroom

The case of Third year LMD English Students at the university of Ibn Kaldoun Tiaret

This Dissertation is submitted in Partial Fulfilment of the Requirement for the Degree of M.A in Didactic

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Dedication

This work is dedicated to the dearest people to my heart

My beloved parents

My brother: Amine, My sweet sister: Bouchra, To: AEK

My friends: Boudria Yassine, Hamza, Abbas, Hikmet, Slimane, Abdo, Yassine sadok. walid to all my friends and classmates who shared this experience with me and all my teachers.

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Abstract

Speaking in any language seems to be a difficult skill that requires considerable efforts and practice from the teachers' part to raise their students' speaking level through the application of certain techniques. It is considered as one of the most problematic obstacle introvert students face among the four skills, because of their quiet nature. This research focuses mainly on reducing the misunderstanding of introversion among teachers at the department of English at Ibn Khaldoun University of Tiaret, and shedding light on the strategy teachers should opt to motivate them to enhance their speaking skills in EFL classroom. The target subjects are third year LMD students at the department of English at the University of Tiaret. To achieve this objective, it is hypothesized that individual work, avoidance of forcing introverts to speak and choosing interesting topics to discuss can be effective techniques in motivating them to participate in class. In this respect we relied on both quantitative and qualitative tools. The quantitative method is introduced a questionnaire and the qualitative method is introduced as a semi-structured interview with two oral expression teachers from the same university to investigate the impact of class environment and teachers' instruction on the introverts' amount of participation also to articulate teachers' perspectives about them and their learning experience. The responses that we came with through these instruments confirmed that introverts' function better in activities that require individual work or small groups, they need time to react and form answers and teachers can help them by providing interesting topics, they are also considered as shy. At the end, we provided some recommendations which included some strategies that may help teachers differentiate instruction to be responsive to introvert students and some speaking activities that may serve in motivating them to develop their oral skills.

Keywords: Introvert students, motivating, speaking skills, EFL classroom, differentiating instruction, speaking activities.

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List of Abbreviations & Acronyms

1. EFL: English as Foreign Language
2. BMD: License. Master. Doctorate
3. FL: Foreign Language
4. SL: Second Language

General Introduction

General Introduction

English language has been widely used and considered as the universal language and undoubtedly, the need to communicate in English is the central aim for many people around the globe. Therefore, speaking is the major skill to develop in teaching/learning a foreign language and one of the major goals for English language teachers is helping their learners communicate in English inside and outside the classroom. However, teaching speaking can be very challenging because of the individual differences between students who need varied instruction particularly the introvert students who often remain silent during the lecture what makes them seem passive and unmotivated and influences the teachers and classmates' opinion of their abilities. This research explores the oral classes of 3rd year LMD student's English department Ibn khaldoun Tiaret attempting to find out which techniques and tasks teachers can use to motivate them to develop their speaking skills.

Various reasons were the fuel to our desire to start this work, which deals with motivating introvert students to actively participate in class discussion and enhance their speaking skills. Such motivation comes from our introverted nature and the experiences that we have gathered from the learning process. Besides, speaking is considered the major skill to develop in teaching/learning a foreign language and it requires great efforts and practice from both teachers and learners. Main reason behind conducting this study is that for us what makes an effective teacher is getting to know, understand who your students are (abilities, learning styles, and personality type, etc.) so that they can be encouraged and supported to evolve their skills in particular the introverts because most of time are ignored and misunderstood.

General Introduction

Through this research work we will attempt to shed light on the techniques of EFL teachers for motivating and encouraging introvert students to be involved in the classroom. Therefore, our intention in the research will be to articulate the misunderstanding towards the introverted type of students, to provide ways for teachers to improve their perspectives towards them so that they can use the information when planning and implementing lessons. Also, we will attempt to unveil the main activities to improve introvert students' speaking skills that can provide them with the appropriate environment to learn better. The significance of the current study lies in the fact that; when entering any classroom, there will be few students that attract one attention with their behavior (making others laugh, responding to a question with good answers, or even misbehaving).

These May be extroverts who usually grab the teachers' focus for their continuous speaking. The student's teachers may consider mainly when organizing their daily activities to keep them engaged. Yet at the end of the session there are number of other students who may have stayed on task and followed all of the instructions without speaking a word or even draw attention to them. These may be the introvert students and they are devalued in the classroom. In an EFL classroom where the most common aim behind learning a language is to speak and communicate using that language. The current study is, hence, an attempt to reduce negative assumptions about introversion, to overcome problems facing the introvert students in class and help them develop their speaking skills.

General Introduction

In the present study, our main question seeks to investigate the techniques that teachers of oral expression can use to enhance introverts' speaking skills. The two other sub questions raised are, how introvert students can be involved in the class discussions and what kind of tasks can be developed to make them become more active in the classroom.

Speaking is a major skill to develop in teaching learning a foreign language. Many researchers have encouraged interaction and have suggested that it is advantageous to the speaking skill development. As a result, several teachers are applying group work activities to encourage interaction among students to help in enhancing their speaking skills. Thus, after a reflection, the following hypotheses have been built up: Introvert students need to work individually, so the teacher can avoid engaging them in groups. Teachers should give students the opportunity to raise their hands instead of obliging them to speak. Finally, choosing interesting topics to discuss can serve as a source of motivation for learners to speak up in the classroom.

General Introduction

In order to conduct this research and then to validate or unvalidate the hypotheses, we will use two different tools of data collection, which are: the questionnaire and the interview. The former will be carried out for third year BMD Students English Department of Ibn khaldoun university Tiaret in order to notice the students personality and how many of them indicate introversion personality type, opinions about group works and individual works, and the speaking activities on the introverts' participation, while the later will be conducted with oral expression teachers to recognize their awareness and attitude toward introvert learners and the way they vary instruction to cope with their learning styles.

The current study is split into three chapters. the primary chapter is devoted to the theoretical half, it includes a general summary of motivation let alone its varieties and importance within the teaching/learning method. it reviews the literature associated with introversion and its impact on the educational method of speaking in EFL schoolroom. Also, light-weight is shed on the character of the speaking ability and its instruction and also the speaking difficulties area unit tackled additionally. The second chapter is dedicated to the sector of investigation. It describes the method procedures as well as the form of third year LMD categories and also the interview command for lecturers of Oral Expression in conjunction with the analyses the results obtained. Finally, the third chapter are dedicated for the discussion of the already-gathered knowledge additionally as some prompt recommendations for lecturers so as to encourage and develop the speaking skills of introvert students.

Chapter One

Theoretical Background on the introversion

1. Introduction :

This chapter is devoted to present general overview of motivation, introversion, and their impact on the teaching- learning process of speaking in FL context, also a general overview of speaking. It comprises three parts: The first part of this chapter is devoted to the concept of motivation, its different theories and types, and its vital importance in the learning process. The second part provides an explanation of the term introversion using two common models, strengths and weaknesses, and the differences between shy and introvert. Finally, the third part deals with the speaking process, its instruction, the difficulties faced by the learners in speaking, and then with developing speaking in EFL context.

1.1 Motivation:

It is generally accepted that motivation is fundamental to success in learning. Harmer (2007:98) defines motivation as “some kind of drive which pushes someone to do things in order to achieve something”. in other words, motivation is the reason that helps one meet his/her desired goals and without it, he/she would fulfill very little because there is no effort without motivation.

1.1.1 The behaviorist Theory:

The behavioral approach focuses on external factors (reinforcement, punishment) and their roles in understanding motivation. That is to say, “Behaviorism is based around the central notion of reaction being made to particular stimulus” (Pritchard,2009:5). The Behaviorist perspective was influenced by several experiments on animals (that can be applicable on humans as well) such as pavlov (classical conditioning) and skinner (operant conditioning); they carried out these researchers to understand the way humans are motivated to learn (Salvin,2003: 140) for these scientists, pavlov, Slavin, Skinner and others, motivation is seen as “anticipation of reward” (Brown, 2007:168) and they stated that reward work as a means of reinforcement, which is defined as “any consequence that strengthens a behaviors” (slavin 2003: 144). Offering reward can increase motivation to perform given activity. For example, students correct their home worker make effort to correct answer when feeling ambitious for positive reinforcement (teacher’s praise).

1.1.2 The cognitive theory

the cognitive view of motivation is different. For them individuals make decisions on their own to achieve their desired goals. In other words, motivation “centers around individuals making decisions about their own action” (William and Burden, 1997, 119). According to brown (2000) various factors determine persons’ desire to do something, such as: need for exploration, activity, stimulation, new knowledge and ego enhancement. For example, a young woman has a plastic surgery to her face or a part of her body, hoping that a new body image or a beautiful face will add her ego enhancement. This view was influenced by many cognitive researchers who drew several theories:

1.1.2.1 Attribution Theory

This theory aims at understanding individuals’ clarification to their success or failure in accomplishing a given task in alternative words, “the tenet in attribution theory is that the assumption that the method humans justify their own past success and failures can considerably have an effect on their future action behavior” (Dornyei, 2009: 119). Theorists like Slavin (2003), Dornyei (2001), William and Burden; (1997) describe attribution theory in terms of 4 explanations for achievement and failure (four factors for achievement or failure): ability, effort, luck and also the perceived issue of a task. These factors will be explained in terms of locus (internal of external). Stability (stable or unstable) and controllability (controlled or uncontrolled) (Williams & Burden, 1997). for instance, once a personal performs well in an exceedingly specific activity, he relates his success to his own ability or efforts, however once he fails, he relates his failure to uncontrollable external factors (task issue or luck). In alternative words, a serious supposition of this theory is that people typically try and maintain a positive self-image (Slavin, 2003).

1.1.2.2 Expectancy theory

This theory focuses “On the belief that people’s efforts to achieve depend on their expectation of reward” (Slavin, 2006: 325). That is, people consciously make decisions and efforts based on their expected returns (desired goals). The motivation behind any behavior is composed of three factors: expectancy that has to do with person’s belief that hard work will lead to good performance (outcome), instrumentality which is linked to the person’s belief that good performance will lead to valued outcome (reward), and valence that an individual specifies to the reward.

This explains that motivation is based on “how much value the individual places on the outcome he or she wishes to achieve” (Harmer, 2007: 98). In other words, when making a decision about certain behavior, people ask themselves the question of what they can have in return.

1.1.2.3 Self-determination Theory

Self-determination theory is: “the expertise of alternative and endorsement of the actions during which one is engaged.” This theory is supported on 3 basic psychological need; ‘autonomy’ meaning “the ability to require charge of one’s own learning” (Holec , 1981: 3). That is, the responsibility of the learner towards his/her learning. Promoting learner autonomy is critical side of this theory for the explanation that “Autonomous language learners are by definition actuated learners” (Ushioda (1996b) in Dornyei,2009:124), ‘competence’ that signifies the flexibility, skills, and data to try and do a given activity or task, and ‘relatedness’ that's the requirement of belongingness to a selected cluster, and also the ought to sustain relationships with individuals.

1.1.2.4 Self-Efficacy

Self-efficacy theory “Refers to people’s judgement of their capabilities to carry out certain specific task” (Dornyei, 2009 :119). In other words, it is an individual’s belief in his or her ability to succeed in a given situation. Albert Bandura (1994), the founder of this theory, declares that self-efficacy takes an important part in all challenging tasks that individuals face. He believes that people with strong sense of self-efficacy view difficult tasks as challenges to be mastered. Bandura (1994) claims that there are four foundations of self-efficacy: ‘mastery experience’ that has to with whether student’s sense of efficacy when he succeeds or fails in performing a given task is strengthened or weakened, ‘social modeling’ that is linked to observing other students’ success in achieving tasks is one more significant source of self-efficacy. Also, ‘social persuasion’ that has to do with teachers’ belief and conviction in their students’ skills and the ability of the verbal encouragement in motivating them to succeed, and ‘psychological responses’ which is another important factor in this theory and has to do with student’s’ responses and reactions to particular contexts. In order to develop their sense of efficacy they need to train themselves to control and manage their stress when facing challenging situations.

1.1.2.5 Achievement Motivation

McClelland's acquired needs theory proposes that an individual's specific and different needs are acquired throughout life. That is to say, a person's needs are not innate, but are learned and developed according to one's experiences. This theory focuses on three types of need that influence a person's motivation: 'achievement motivation' that emphasizes the desires for seeking successful performance and a need for a sense of accomplishment, Authority/Power motivation that has to do with the individual's need to be effective, influential and to make an impact, and affiliation motivation, which is linked to the need for relationships and interaction with people. People with such motivation need to feel accepted by other people.

1.1.2.6 Goal Theory

This theory believes that individuals are motivated to make decisions about their behavior by establishing goals, and focus their behavior towards achieving them. These goals are seen as "*the 'engine' to fire the action and provide the direction in which to act*" (Doneyi. Z,2009: 120). An early view of goal theory identifies the following dichotomies:

-The ego-involvement goals that emphasize seeking to carry out the task better than others to reinforce one's own ego.

-The learning goals that have to do with developing competence when performing a given task. Then another item is integrated, that is ‘performance-avoidance goals’ that emphasize the significance of avoiding failure when doing a particular activity. A fourth item is added ‘mastery-avoidance goals’ with the focus on avoiding the demonstration of incompetence to others (avoiding an undesirable outcome) (Salkind, 2008).

1.1.3 The constructivist theories

The constructivist view of motivation is based on the idea that individuals are motivated in in different ways. In other words, “*each person is motivated differently, and will therefore act on his or her environment in ways that are unique*” (Brown, 2000: 161). Though, motivation is not simply the product of individual differences, but is also controlled by cultural, social conditions, and contextual influences. One of the main influential theories in constructivism is the Abraham Maslow’s hierarchy of needs.

1.1.3.1 Maslow's Hierarchy of Needs

Abraham Maslow a humanistic psychologist introduced a hierarchy of needs (Brown, 2000: 161). He believes that people have several needs to satisfy during their life, these needs emerge in a predictable sequence which he classified in a pyramid from the lowest (basic survival needs) to the highest:

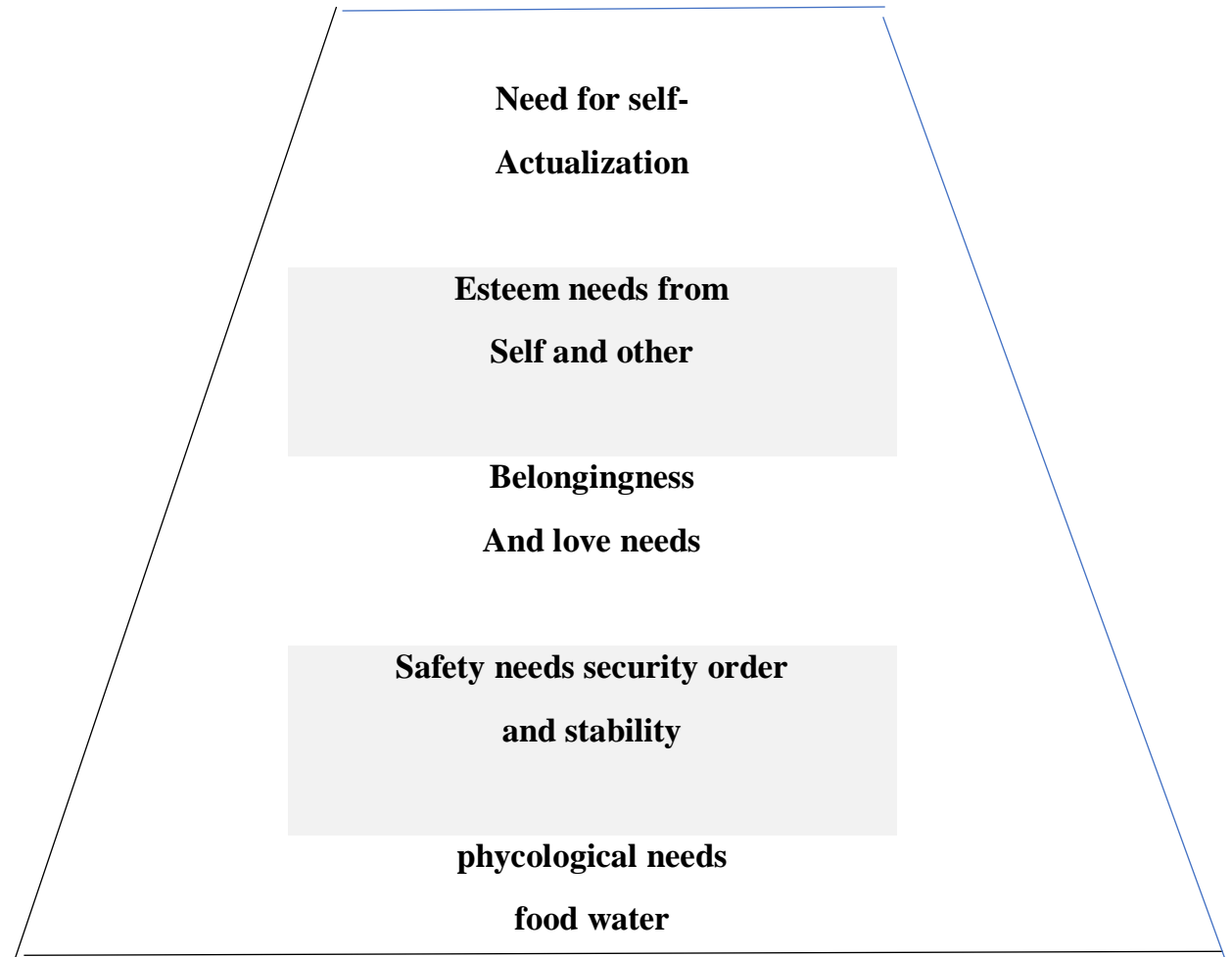


Figure 1.1: Abraham Maslow Hierarchy of Needs (Schultz, D. P, 2009: 303)

He classified these needs into two categories: 'deficiency needs' that overlap: physiological (air, shelter, food, and water) and safety (security, protection, and stability) and 'growth needs' which include: belongingness (sense of belonging and acceptance from family, friends, colleagues, etc.), self-esteem (including appreciation, status, confidence, and self-respect) and self-actualization (acceptance of self, personal growth). Maslow perceived motivation "as dependent on the satisfaction first of fundamental physical necessities (air, water, food), then of community, security, identity, and self-esteem, the fulfillment of which finally leads to self-actualization" (Brown, 2000: 161). That is to say, individual is motivated to progress upward through the pyramid's levels. Therefore, if the deficiency needs aren't covered, this will hold back his or her development (the higher needs emerge as lower ones are satisfied).

In a few words, all of the previous theories have different views of motivation and see it from different perspectives. The behaviorists perceive motivation in terms of reinforcement, the cognitivists believe that motivation has to do with decisions that individuals make about their own actions, and the constructivists view motivation in terms of needs to be satisfied. Despite the differences in these theories about what motivation is, they are helpful in understanding learners' motivation and all agree that motivation is the basis of the human learning. Therefore, it is important for educator to have an understanding of these theories and take into consideration most of the aspects which these theories focus on.

1.1.4 Types of Motivation

Two types of motivation may affect the foreign language learning. The first type is the intrinsic motivation "*which comes from within the individual*" (Harmer, 2007: 98). In contrast, to extrinsic motivation, that is caused by external factors. It is important to know that learners are not motivated the same way. In addition, it is challenging to make them want to work and learn on their own. Motivating them requires from the teacher to understand the different types.

1.1.4.1 Intrinsic Motivation

People do something just for the enjoyment of the activity itself Psychologists describe the people who perform a given activity just for pleasure and enjoyment as being '*intrinsically motivated*'. Ur (1991: 280) defines intrinsic motivation as "*the generalized desire to invest effort in the learning for its own sake.*" That is to say, when you have an interest in learning something and simply want to know more about it without expecting any reward in return. Many researchers considered intrinsic motivation very important for encouraging success.

Teachers can provide environment that is intrinsically motivating for their learners and should make effort when giving the lecture to gain the students attention. According to Harmer (1998: 03), *"good teachers care more about their students' learning than they do about their own teaching."* Effective teachers should have profound knowledge and understanding of their subjects. Although, knowing and understanding their students is just as important. Teachers who get to know their students, what their interests are and what kind of contribution they can have to the classroom. Also, teachers who often *"show them a personal interest in them, and take care to behave in a fair way toward all learners alike"* (Davies & Pearse 2000; 15) would definitely have a great influence on their students' learning process because establishing good teacher- student relationship can be a major factor to students engagement. In addition to that, establishing proper and clear goals *"can give direction and the will to work"* (Davies & Pearse, 2000: 14). Teachers should clarify the objectives of tasks to students; these objectives

should be relevant to their desired aims and achievable. Also, providing students with different topics can be very motivating in the English language classroom, topics which attract students' attention and interest for the reason that *"learners are more likely to have an interest in tasks that have to be compelled to do with them"* (Ur, 1996: 281). They can be very motivated when the teacher asks them about their opinions or interests; it is an opportunity for them to speak because they would feel that the teacher cares about what they say. For Ur (1991) creating a fun and amusing environment for students helps in motivating and can make them eager to learn, *"students enjoy being entertained and amused"* (Harmer, 1998: 02). If the teacher is serious all the time, it will be hard fix them to care and to connect with him. Though the teacher does not have to act as a clown, he should be a bit strict or the class would get all out of his hands and nobody will learn. Moreover, the teacher should engage students in different classroom activities, such as, discussions, role-plays, and information gap, etc. (Ur, 1991)

1.1.4.2 Extrinsic Motivation

Extrinsic motivation refers to performing arts a definite action or behavior so as to receive associate external reward or outcome, though the action isn't pleasurable. In alternative words, extraneous motivation is *"fueled by the anticipation of reward from outside and on the far side the self"* (Brown, 2007: 172). for instance, once somebody isn't a morning person wouldn't opt to rouse early, however he will thus to travel to high school or work. Here he's extrinsically motivated to rouse early so as to receive the end result of being on time. in keeping with Harmer, the educational method of scholars is often influenced by a range of external sources that will maintain motivation, such as, setting goal that is taken into account because the strongest outside sources of motivation" (Harmer, 2007, 98),

It's what student makes an attempt to attain. Another issue which will have an effect on learning is society. The society during which the scholar lives has associate influence on the scholar's image of the importance of learning English; it's "*a profound impact on the degree of motivation the student brings to class*" (Harmer, 2007, 99). Besides, the individuals round the student like folks, siblings, and friends have an important impact on his angle to learning. for instance, if the student's folks encourage him to find out English, he is extrinsically motivated to form efforts to achieve English learning to satisfy their expectations and please them. Curiosity furthermore includes a role in arousing the student's interest. For Harmer, students have an interest once learning English for the primary time as a result of their curious to understand what's it like, this could result in the tendency to raise queries and stimulate their interest to find out the language. Also, lecturers ought to enhance and sustain students' extraneous incentive by expressing clear expectations, providing them with clear, intermediate and frequent feedback, as outlined by Slavin (2006: 340) because the "*information on the, results of one's efforts*" through "*explicit praise or approval, or approval, or by its expression in quantitative grades*" (Ur, 1991: 278).

1..1.5 The importance of Motivation

Motivation has vital importance in the success or failure of learners in the language learning process for Ur 1991: 274), "learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive. "That is to say, students are more likely to work harder when they are motivated, and are eager to learn, what can facilitate the teaching process. According to harmer (1998: 08):

One of the most tasks for lecturers is to electrify interest and involvement within the subject even once students don't seem to be at first inquisitive about it.

It is by their choice if topic, activity, and linguistic content that they'll be able to flip a category around. Briefly, the central skill of the language teacher is motivating leaners by maintaining a good relationship with them.

Also, encouraging them by planning and creating interesting lessons in which they become fully engaged in order to establish successful foreign language learning. Since, they are not alike and there are varied ways to handling them because of individual differences such as learning styles and personalities like the introverted one's.

1.2 introversion

As one of the early leaders in the exploration of personality, at the beginning of the 20th century, the swiss psychiatrist and psychotherapist Carl G. Jung first categorized human being as either extrovert (also spelled extravert) or introvert based on *“the movement of psychic energy and the way in which one habitually or preferentially orients oneself in the world.”* (Daryl, 1987: 12). That is to say, these terms refer to personality traits and are about sources of stimulation and energy. Extroverts are generally outgoing and sociable; they prefer and recharge through social interaction and feel more drained when they are alone while introverts are exactly the opposite.

Introversion is a term that refers to personality trait, which is *“the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people”* (Brown, 2007: 167). That is to say, introverts are self-centered and more concerned with their own world; they enjoy exploring their thoughts and feelings and not need the presence of others to feel satisfied.

When thinking of introversion, the words anti-social, shyness, and the preference to be alone often come to mind. but introvert is different from being shy or anti-social *“in fact, the introvert is interacting in a much different way”* (Helgoe, 2008: 06). He is usually not in in small talk and simply prefers close conversation which he finds meaningful and deep to chat with one or few people, instead of many. Laney (2002: 19) states *“introverts draw energy from their internal world of ideas, emotions, and impressions... They can be easily overwhelmed by the external world... they need to limit their social interactions so they don't get drained”*. That is to say,

introvert often feels the need to 'recharge' after spending time in large group or around unfamiliar people by spending a period of time alone because he gets distracted and drained. However, he appreciates being around people to whom he closes and prefers to have a smaller group of friends. Also, *"Introverts keep their best stuff inside that is, until it is ready"* (Helgoe, 2008: 4). In other words, introvert is less likely to share his feelings, ideas, or opinions to a large group unless he is ready to voice them. He dislikes sharing space as well, because being alone gives the introvert a chance to think and to enjoy hobbies and interests. He prefers activities he can do alone or with just a few others such as reading, he also tends to enjoy activities, which allow him to express himself in creative way, like creative writing, music, and art.

1.2.1 Introversion and the Psychological functions

Jung differentiates two personality attitudes of introvert and extrovert, and four functions— Thinking, Feeling, Sensation, and Intuition (Schultz, D. P, 2009). The function of thinking refers to the mental ability or a process of reasoning, planning, and problem solving. The feeling function has to do with *"subjective judgment or valuation"* (Daryl, 1987; 14). For example, an introvert prefers to spend a weekend with a book in hand because he feels uncomfortable around many people and reading is enjoyable for him, while an extrovert prefers to go out and be the center of attention because his feeling function tells him what thing is worth for him. The Sensation function is the use of the senses that is *"sensing reproduces an experience through the senses the way a photograph copies an object"* (Schultz, D. P, 2009: 107). The intuition function is the feeling or understanding that makes one believes that something is true or not. For

instance, when you are talking to someone, you know that he/she is not saying the truth. According to Jung all four "are required for a comprehensive understanding" (Daryl, 1987: 14). He notes that,

individuals can be defined by their dominant function, which is their most preferred mental function. For example, a person can have a superior function of Thinking and an inferior function of Feeling.

Jung's psychological types composed of eight personality types based on the combination of the two attitudes and the four functions. For example, if you like to use Introverted Sensation more than any of the other seven mental functions, Introverted Sensation is your dominant function and you are an Introverted Sensation Type. See the table below:

Extraverted thinking	Logical, objective, dogmatic
Extraverted feeling	Emotional, sensitive, sociable; more typical of women than men
Extraverted sensing	Outgoing, pleasure-seeking, adaptable
Extraverted intuiting	Creative, able to motivate others and to seize Opportunities More interested in ideas than in people
Introverted thinking	Reserved, undemonstrative, yet capable of deep emotion Outwardly detached, expressing themselves in aesthetic pursuits
Introverted feeling	Concerned with the unconscious more than everyday reality
Introverted sensing	
Introverted intuiting	

Table 1.1: Jung's Psychological Types (Schultz, D. P, 2009: 107)

1.2.1.1 Introverted Thinking Type

People of this type focus on their thoughts rather than on feelings, and prefers to deal with theories. Understanding themselves is their major concern, and they do not focus on other people "subjective orientation" (Daryl, 1987: 71). They do not understand their feelings, and find it difficult to talk about them, also face problems in sharing and exchanging ideas and thoughts.

1.2.1.2 Introverted Feeling Type

People of this type tend to be quiet and seem cold. They have a capacity of deep emotions yet, they find it difficult to express their feeling and thoughts and prevent them from being shown, what make them look mysterious and difficult to understand. When making decisions, they tend to rely more on their feelings than on analyzing situations.

1.2.1.3 Introverted Intuition Type

Those people are capable of "smelling the future", and tend to be "day dreamers" (Daryl, 1987: 84). They have poor communication skills and have difficulty planning for the Intuit because their decisions are based on their feelings of the moment than thorough planning. They always look for new opportunities.

1.2.1.4 Introverted Sensation type

Introverts who lean toward the sensation function are realistic who focus on facts and details. They rely on their live senses and past experience when dealing with problems. Also, they are concerned with beauty and art and are usually calm and seem passive. Based on Carl Jung's theory of personality types, Isabel Myers and her mother

Katherine Briggs developed the Myers-Briggs Type Indicator (Brown, 2000). It is a test designed to identify a person's personality type to help in understanding the individual differences. The test is made up of four different "dichotomous style of functioning" (Brown, 2000: 157), In addition to the three dichotomies of Jung (Extraverted (E) vs. Introverted (I), Sensing (S) vs. Intuition (N), Thinking (T) vs. Feeling (F)) Myers and Briggs propose judging (J)-perceiving (P) as a fourth dichotomy which influence personality type, they areas follow :

Extraversion- Introversion (E-I): this dichotomy refers to the way people respond to the world around them Extroverts feel recharged through interacting with other people, while introverts get their energy from being alone.

_Sensing- Intuition (S-N): This category is about "the way we perceive and "take in" the world around us" (Brown, 2000; 175). People who prefer intuition tend to focus on understanding meanings, relationships and possibilities that have been worked out beyond their sensory data. People who prefer sensing tend to pay attention to reality and concrete information, focus on facts and details, and what they can learn from their own senses.

_Thinking- Feeling (T-F): *"thinking and feeling, are rational functions that involve making judgments and evaluations about our experiences"*

(Schultz, D. P, 2009: 106). Thinking types tend to be rational and use their mind when evaluating or taking decisions. People who prefer feeling rely more on their feelings in most situations and when making decisions or reaching conclusions.

_ **Judging- Perceiving (1-P):** The final dichotomy involves how people tend to deal with the world around them. Those who lean toward judging prefer structure and fixed decisions. They are also organized and prepared. People who lean toward perceiving are flexible and adaptable.

They tend to trust a lot of on improvisation than on coming up with.

The MBTI instrument uses four dichotomies to identify the basic preferences of people which are then combined into one Type. That is to say, *"With four two-dimensional categories, sixteen personality profiles, or combinations, are possible"* (Brown, 2000, 157). For the sixteen types, one of each of the four preferences is dominant more than the others. Each type is named by four letters, the first letter is the preferred attitude, (E) for extrovert, and (I) for introvert. The second letter is for the process of perception, (S/14). The third is for the process of judgment, (T/F). The final letter corresponds to the way of dealing with the outside world, (J/P). For example, the 'SD type means Introverted, Sensing, Thinking, and Judging. Each type has strengths and weaknesses and no type is better than the other. The four categories are simplified in the table below:

Extroversion (E)	Introversion (I)
Sociability Interaction External Breadth Extensive Multiplicity of relationships Expenditure of energy Interest in external events	Territoriality Concentration Internal Depth Intensive Limited relationships Conservation of energy Interest in internal reaction
Sensing (S)	Intuition (N)
Experience Past Realistic Perspiration Actual Down-to-earth Utility Fact Practicality Sensible	Hunches Future Speculative Inspiration Possible Head-in-clouds Fantasy Fiction Ingenuity Imaginative
Thinking (T)	Feeling (F)
Objective	Subjective

Principles	Values
Policy	Social
Laws	Values
Criterion	Extenuating
Firmness	Circumstances
Impersonal	Intimacy
Justice	Persuasion
Categories	Personal
Standards	Humane
Critiques	Harmony
Analysis	Good or bad
Allocation	Appreciative Sympathy Devotion
Judging (J)	Perceiving (P)
Settled	Pending
Decided	Gather more data
Fixed	Flexible
Plan Ahead	Adapt as you go
Run one's life	Let life happen
Closure	Open options
Decision making	Treasure hunting
Planned	Open ending
Completed	Emergent
Decisive	Tentative
Wrap it up	Something will turn up
Urgency	There's plenty of time
Deadline!	What deadline?
Get the show on the road	Let's wait and see

Table 1.2: Myers-Briggs Character Types (Brown, 2000; 158)

Jung's theory of Psychological Types and the MBTI are the most common models that measure and categorize the personality and behavior. They are reliable and valid instruments that help people understand themselves and their personality type and help them improve the way they interact and communicate with others, and understand how to approach challenges, learn and work.

1.2.2 Strengths and Weaknesses of Introvert Learners

In the classroom, the introvert students are most of time ignored, and sometimes even ridiculed because they often remain silent and appear unmotivated or not interested in the discussion comparing with the talkative ones who are risk-takers and are not afraid of making mistakes, since students' behavior does influence teachers' perception of their abilities (Isaacs, 2009). Even though, introverts seem weak, they have strengths that extroverts may not have. One of the introvert's strengths is that they have good listening skills and they are very calculated before they share their thoughts. They sit in the back, observe their surrounding and take what everybody is saying before they speak up. In other words, introverts *"need time to reflect before responding"* (Helgoe, 2008: 06). They choose to share their thoughts and ideas when they formulate and organize them. That is, they are reflective and prefer to mull things over instead of directly speaking (Issac, 2009). Also, introverts prefer writing over speaking, because writing gives them the time to arrange their thoughts and express them in the proper form. Though, these strengths can create challenges. Introverts prefer to think before speaking, but sometimes they may take a bit long time to contribute during the class discussion, what makes them lose their chances to participate and have their voice heard. Introverts also enjoy listening to others, what make their

teachers and classmates assume that they may be timid, and they may even seem careless or not interested in what others say, because of their silence. Writing can be the best way introverts can express thoughts with, yet they should practice their ability to speak, especially when the situation requires speaking. Introverts tend to work more slowly and deliberately to complete an assignment and like focusing on one task at a time and so they can concentrate (Cain, 2012). This may appear as laziness. Educators should consider how they can help and support introvert students to work on their weaknesses and pay attention to their strengths in order to provide them with assistance to promote them.

1.2.3 Shyness

Contrary to what most people think, introversion itself is not shyness. An introvert is not necessarily shy, but he is usually reserved and quiet. In her book *Quiet* (2013: 12) Cain explains: «*Introversion isn't shy-ness, introversion is a preference for environments that are not over-stimulating*». *Shyness "refers to a tendency to be withdrawn, anxious_ or uncomfortable in situations involving interpersonal contact"* (Martin, 2004: 06). That is to say, it is caused by fear or anxiety and is a feeling of discomfort or embarrassment in social situations_ However, on the outside the two appear to be the same. Shyness is an emotion that affects one's thoughts, feelings and behavior. According to the Oxford Student's Dictionary, the adjective shy refers to a person who is -nervous and uncomfortable about meeting and speaking to people" (2012: 656). In push the students speaking confidently. The combination of both personal and interpersonal strategies may lead to better achievements. Besides, a research design and methodology, the sampling and research informants, and the research instruments are undertaken.

other words, a shy person does not necessarily want to be alone, but is afraid to interact with others and often feels uncomfortable in the presence of people, especially in situations such as meeting someone new or presenting in class. Those who suffer from shyness find themselves unable to function in certain situations. To an introvert it is not a problem to be alone. For someone who is shy, they tend to wish they were out around other people, but have no choice just to stay home. Another important fact is that introverts and extroverts alike can be shy. Martin (2004: 6) indicates that "some people who are normally fairly outgoing may feel uncomfortable in situations where they are the center of attention." A shy extrovert sitting in a classroom may be different from the quiet introvert. The shy students are afraid to speak up fearing judgment because of "feeling a greater dissatisfaction with their own contribution" (Rimmer et al., 2011: 6), while introverts may simply be over stimulated and need to recharge. For example, consider two students in the classroom, one introvert and one shy. When the teacher organizes an activity that requires group work, the introvert student prefers to remain at his desk and work individually, because he finds being with other students stressful and draining. The shy student wants to join the others, but remains at his desk because he is afraid to join them. Both shyness and introversion have an impact on the students' language learning. In an oral expression session were both types tend to be silent and risk avoider, teachers should help

them be motivated to participate in the classroom by varying instruction and implementing different speaking activities.

1.3 Speaking and its Instruction

There are four skills in teaching and learning a language. Among them, the speaking skill which is considered as an essential skill to develop by EFL learners as Ur (1991: 120) declares "of all the four skills (listening, speaking, reading, and writing), speaking appears intuitively the foremost important: those who apprehend a language are noted as 'speaker of the language, as if speaking included all other kinds of knowing." However, it is difficult for EFL learners to speak English appropriately and they are required to develop certain skills. Therefore, theorists have designed various speaking activities, which help in developing the speaking skills and provide opportunities for students to increase their performance in speaking and to use the language for communicative purposes, since many learners "are primarily interested in learning to speak" (Ur, 1991: 120).

declares "of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speaker of the language, as if speaking included all other kinds of knowing." However, it is difficult for EFL learners to speak English appropriately and they are required to develop certain skills. Therefore, theorists have designed various speaking activities, which help in developing the speaking skills and provide opportunities for students to increase their performance in speaking and to

use the language for communicative purposes, since many learners *"are primarily interested in learning to speak"* (Ur, 1991: 120).

13.1 Defining Speaking

Speaking is outlined consistent with Oxford lexicon of current English (2016) as *"the action of conveyance of title info or expressing one's thoughts and feelings in auditory communication so, speaking is that the most commonly used form of communication, both in everyday life and in the classroom setting."* Chaney (1998: 13) defines speaking as *"the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts."* People all over the world produce unlimited number of words and utterances every day in different context without making any remarkable efforts. However, speaking in a foreign language is challenging and difficult as Nunan (2003: 48) states *"speaking in a language other than our own is anything but simple"*. In other words, Speaking is the productive skill and the process by which a speaker sends and receives messages (opinions, thoughts, feelings, and information, etc.) using words, phrases, sentences, and non-verbal symbols such as gestures and facial expressions. Speaking is more complicated than it seems, and it involves more than just uttering words. To be able to communicate in the target language learners need to develop number of skills as Thorn bury (2007: 1) states that speaking *"involves both a command of certain skills and several different types of knowledge"*.

1.3.1.1 Effective speaking skills

Having good speaking and communication skills is important and requires from the language learners to have different types of knowledge. Thus, in order to be able to communicate correctly in the target language learners should learn how to use the correct forms of words, for example: putting words together in correct order, changing in the tenses, cases, or gender, etc. Besides mastering grammar rules, learners should learn by heart list of vocabulary and use them appropriately. Also, learning how to pronounce the different sounds of the language clearly enough so it can be distinguished to others is really important as well because it helps them *"achieve the goal of improved comprehension and intelligibility"* (Harmer, 2007: 248).

Additionally, to using, the stress, pronunciation features also include making distinctive tones such as pitch, rhythmic patterns, and intonation patterns "the music of the speech" (Harmer, 2007: 38) of the language to express the intended meaning. These elements that refer to the language features 'linguistic knowledge' are defined by Hedge (2000: 46) as "knowledge of the language itself, its form and meaning" and are

necessary for learners to be knowledgeable about to master the Speaking in the FL.

Additionally, what learners need is that how to use the target language to talk about the background knowledge in given contexts with specific conversation partners. In other words, what the learners need to know is that 'extralinguistic knowledge', which includes "such things as topics and cultural knowledge of the context, and familiarity with the other speakers" (Thorn bury, 2007: 11). They also need to develop their 'sociocultural knowledge' that means the ability to use the appropriate language for specific social interaction purposes, select appropriate words and sentences according to a given social setting, audience, and situation. It involves non-linguistic elements like gestures (ways of greeting: shaking hands, embrace, or bow, etc.) and facial expressions and paralinguistic elements of speech such as pitch and stress (Thorn bury, 2007).

These knowledge areas help EFL learners develop and realize particular skills (mental and psychological processes) that are involved in speaking. These stages of mental processing involve the processes of 'conceptualizing and formulating'.

That is, "knowing what to say- what words and phrases to use at any given moment, in any given situation-and second, being able to say it- able to perform the required actions, the moment necessary" (McCarthy, 1972: 09). In other words, learners should be able to use, initially, the grammatical forms of the language correctly and the vocabulary necessary

and also when and where to use them when planning and developing ideas. Secondly, mastering phonology features (intonation, pitch, etc.) and using the expressive features such as, tone and voice, gestures and facial expression in the appropriate context. Another skill to be developed by learners is 'articulation' that is the ability to articulate phonological features of the target language in comprehensible way, *it "involves the use of the organs of speech to provide sounds"* (Thorn bury, 2007: 5).

Besides, speaking skills involves the ability to 'Self-monitoring' that is fixing and working on one own mistake whether in planning, formulating, or articulating stage. Developing 'automaticity' is important as well for learners to become effective speakers and achieve level of comfort, natural speed, and rhythm when speaking using the target language. These previous skills help learners speak the language confidently and accurately and also help them acquire 'fluency' which means according to Hedge (2000: 261) "*responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation , or articulating stage.,*" That is to say, fluency is the ability to produce logical and organized speech smoothly without hesitation.

1.3.1.2 Integration between Listening and Speaking

Listening and speaking are aural skills which are completely interrelated; listening should lead naturally to speaking and vice versa. In other words, "Listening and speaking skills are closely intertwined" (Brown, 2000: 279) and both skills are essential in acquiring communicative competence in language learning. Therefore, part of being a competent speaker is listening to oral language to understand what is said so that the responses will be accurate. Teachers should incorporate these two skills in the teaching process because both of listening and speaking happen together as Broughton et al (1980: 65) state:

It is impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of providing him with a model of the form he is to produce. It is not possible to produce satisfactorily what one has not heard

1.3.2 Speaking Difficulties in FL Learning

Speaking is a really important skill yet a challenging one. Despite teachers' efforts to provide learners with opportunities to improve their communicative skills, teaching and learning speaking skills effectively is still a challenging task to both teachers and learners. Learners often face some difficulties when practicing the speaking skill in the classroom. They may not participate or show no interest in speaking due to the lack of motivation which is one of the main affective factors in foreign language

acquisition. Thus, the teachers should motivate and encourage their learners to speak through engaging them in different classroom activities, such as; role plays; discussions...etc. Also, the problems with students who do not want to talk may have to do with some factors that stop students from saying anything in a foreign language in the classroom. As Littlewood (1999: 93) argues that, "it is too easy for a foreign language classroom to create inhibition and anxiety. "Sometimes shyness, stress, the fear of others' reactions or making mistakes lead to inhibition, which allows students to avoid embarrassment in front of the whole class, sometimes it's because some of them hate being in the lame light or attract others attention. That is to say, some personality factors may influence participation in a FL. There are some learners who dominate the talking and others have a very little talking time while others not at all (Ur, 1991). Some students can speak more freely than others speak and take most of the students' talking time (eg; extroverts). However, others do not speak until they ensure that what they will say is correct (eg; introverts), those may not have the chance to express themselves, and some others keep silent because they may not be interested in the discussion. Moreover, sometimes learners have nothing to say or cannot think of any ideas to express themselves; this can be due to the chosen topic or they find it difficult to interpret their ideas into the English language (problem with the use of some vocabulary or uncertainty of the grammatical correctness). Mother problem that may

affect speaking in the classroom is the tendency to use the mother tongue by learners. Especially when talking with each other or if they are in small groups because it's easier and natural for them (Ur, 1990). Therefore, the learners may not be able to use the target language correctly if they keep using their mother tongue, and it will slow down their speaking progress.

1.3.3 Speaking Instruction

Teaching speaking is an essential part of foreign language learning since speaking considered to be the most important skill. According to Brown and Yule (1983: 27) "what should a course in spoken English production prepare a student to do?"

The intention is, often, that the coed ought to be ready to 'express himself' within the target language" in several contexts.

Though, being able to express oneself in the FL is not an easy task. Therefore, in order to learn to speak the target language, learners have to use it to interact with each other.

When it comes to learning speaking in foreign language variable factors such as the personality type can influence the students' preferences and abilities in communication. That is to say, the two known personalities (extroversion, introversion) "*affect EFL learners in acquiring the target languages they learn*" (Mar, 2015: 438). As a productive skill, speaking is an essential process that helps teachers to evaluate their learners' Proficiency in the target language because the development of oral skill requires students to Make active use of the language through the

engagement in communicative situations inside the classroom. Introversion and extroversion play a vital role when students are participating orally in the classroom as Brown (2000:155) states "in language classes, where oral participation is highly valued, it is easy to view active participants with favor, and to assume that their visibility in the classroom is due to their extroversion factor". In other words, extrovert students tend to participate actively in class discussions and group activities whereas, the introverted ones rarely take part in discussions and prefer working alone and because they do not participate the way extroverts do, they are often neglected. However, 'introverts tend to be better than extroverts at thinking before they act, taking in and processing information thoroughly, remaining on task, and working more accurately' (Ruth-Sand, 2014: 449) thus, to encourage introvert students use the language in different contexts and enhance their speaking skills, teachers should provide the right classroom environment, where they can feel relaxed, free to interact and free to make mistakes. Also, to motivate them and capture their attention, teachers should include topics, activities, and a diversity of situations that make them interested in the lesson, encourage them to interact more with each other and also improve their speaking skills.

1.3.4 Developing Speaking in EFL context

Luoma (2004: 01) argues, "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." That is to say, speaking can be very challenging and need efforts to be developed.

Nunan (2003: 54) suggests five principles for teachers to help their learners speak English and develop their communicative skills. The first principle in teaching speaking is that, teachers should be aware of the difference between second language (SL) and foreign language (FL) learning context. Learners are likely to speak the second language more than the foreign language, because it is used as a communicative tool for the society in contrast to the FL that is not used very often outside the classroom (Nunan, 2003: 54). It is challenging to speak English fluently and accurately i.e., to be able to speak easily, smoothly, and without making mistakes. In order to develop these skills, teachers should encourage learners to use the language by giving them 'practices with both fluency and accuracy', so they *"keep balance between a learner's fluency and accuracy."* (Lindsay. C, Knight. P, 2006:60). In addition, 'using group work or pair' work can increase the talking number of students because some of them are inhibited to speak in front of the whole class, so *"they get chances to speak and interact in smaller groups"* (Harmer, 2007: 347) with reducing the talking time of the teachers. To promote speaking, another principle that teachers should focus on is 'planning task. that involve negotiating in meaning'. For instance, the discussion would encourage students to use the target language to interact, explain, or ask for clarification in order to understand and be understood. Finally, designing classroom activities that involve guidance and practice in transactional speaking, which means the language used for business that is

done between people to help students share and exchange information effectively. For example, the language you use to speak with a waiter in the restaurant. In addition, in the interactional speaking this involves the communication between people in social contexts *"speaking activities inside the classroom need to embody both interactional and transactional purposes"* (Nunan, 2003: 56).

1.4 Conclusion

In this chapter, we have attempted to provide an overview about motivation in general, the various theories, which attempt to explain its complexity and its vital importance in the human learning, and about the psychological factors (introversion, shyness) which affect the language learning process. Also, the speaking process in the EFL classroom, which is considered as the most difficult skill among the others, challenges and difficulties that face EFL students, and we have tackled as well its instruction, and the principle of teaching such skill.

2 Introduction

This study is undertaken to uncover the way teachers can motivate and stimulate the introvert students to improve their speaking skills and help them be engaged so that they feel left out. Throughout this chapter, we will shed light on the procedures through tic, data were gathered. Thus, this part is devoted to the methodology selected for conducting this research; it involves tools which are Questionnaire and semi-structured interview for teachers. It is divided into two main parts. The first part is concerned with the Questionnaire analysis while the second part is devoted for the interview analysis.

2.1 Research design

We designed our methodology according to the objectives we set. We aim to investigate on the causes (the independent variable) that lead (dependent variable) to introvert student to be unmotivated. More specifically, to find out the real effect of these causes which lead introvert students to be unmotivated to participate in oral lectures. This study relies on two popular tools that are widely used which are questionnaire and email interview; as long as we used email as a way to reach our respondents, we adopted snowball sampling method in order to increase the validity and reliability of the current study.

2.2 Research methods

The current study adopted both research methods. We opt for the use of a mixed methodology consisting of a quantitative and a qualitative method to reach the objective of the present investigation.

2.3 questionnaires as quantitative method.

First of all, our questionnaire contains three different sections including the first page that contains participants' general information (age, gender, specialty...etc.). the first and the second sections both include 17 statements and the third and the last part is devoted for open-ended questions which includes four questions.

2.4. The questionnaire

The questionnaire is a set of questions asked to the target respondents, the questionnaire was to investigate how to motivate introverts to enhance their speaking skills, by helping teachers to develop the teaching strategies to motivate the introvert learners. Both of open and close ended questions can be used to the questionnaire in order to collect data. It is included (yes, no and multiple choices questions) thus, students were asked to give their opinions in a full statement.

2.5 Quantitative methods

of data collection are used to generate numbers and measure a given problem (Biggan, 2011: 130). Quantitative research includes various Features that may help the investigator in his/her study:

- 1) The use of measurement makes it observable.
- 2) The use of dependent variables and independent variables makes prediction possible.

- 3) The data are used for generalization.
- 4) The research is replicable and value-free.

2.6 questionnaire:

Findings of the questionnaire are reported using percentages and frequencies. This questionnaire was given to (30) 3rd year LMD students in order to give their personal opinions toward how to motivate introverts to enhance their speaking skills at Ibn Khaldoun University (Tiaret). In a form of open ended and multiple choices questions.

2.7 Limitation of the study

Our study has contained limitations within which our finding that should be interpreted carefully and some limitations of this study have to be mentioned:

- First, in this empirical study the research presented in our work was limited by data collection instruments, therefore the study consisted only in the quantitative rather than using qualitative approach. Besides, the unavailability of certain materials and tools, also some circumstances we faced are what interrupted the use of essential methods such as classroom observation and making interviews which they can make wider information about the study.
- Second, this study tries to reach a wider area of investigation. But it was only conducted for the University of Tiaret.
- Third, the result of the study may not be accurate as the sampling unit is much smaller compared to the whole population.

- The respondents (students) are only from the English Department of ibn Khaldoun University.
- Only 28 out of 30 responded on the questionnaire
- Some of the questionnaires were uncompleted many respondents left some questions unanswered

2.8 Questionnaire Data analysis

Student's profile

Table2.8. 1: Students Gender

option	Number	Percentages
Male	7	25%
Female	21	75%

The table above and the pie chart below are about students gender, the result is noticeable that (28) students the number of (7) Male in the average of (25%), and (21) female in the average of (75%) are responded in our survey. The following pie chart expresses clearly the percentages of male and female (students' gender).

Figure2.8.1:

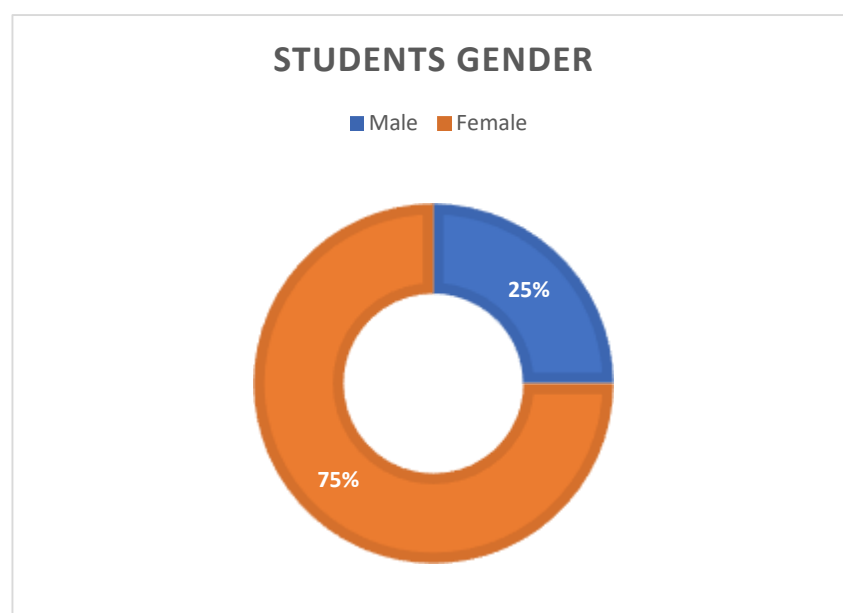


Table 2.8.2: Student's Age

Option	Numbers	Percentages
19-21 years old	12	42.85%
22-24 years old	12	42.85%
25 years and over	4	14.28%

Based on the table above and the pie chart below, it can be found that (42.85%) of student's age goes between (19-21) years old in the number of (12) Student's. Moreover (42.85%) of student's age between (22-24) years with (12) students. And finally (4) students are (25) years old with percentage of (14.28%).

Figure 2.8.2:

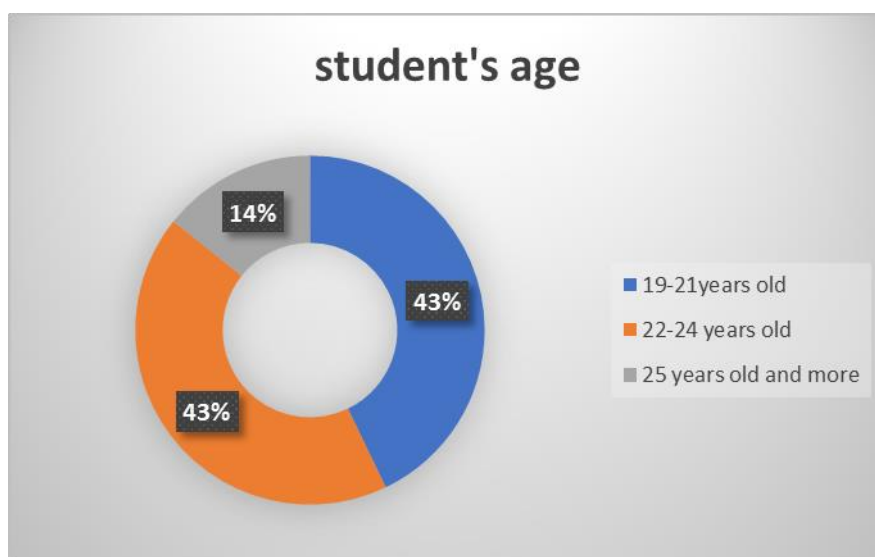


Table2.8.3: the attended oral lectures on the week

Sessions	Numbers	Percentages
One session	27	96.42%
Two sessions	1	3.57%
Three sessions	0	0%

It can be observed by the table above and the pie chart below that (27) student's indicated by (96.42%) attend's one oral session in the week also only (1) students stated that he attend two oral sessions on the week indicated by(3.57%), and finally (0) student's attend three oral sessions on the week.

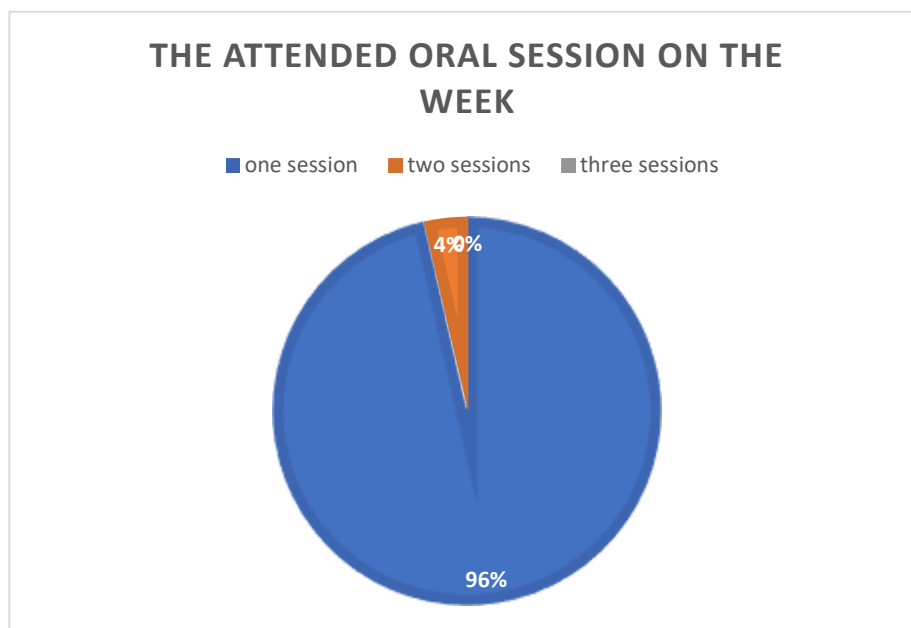
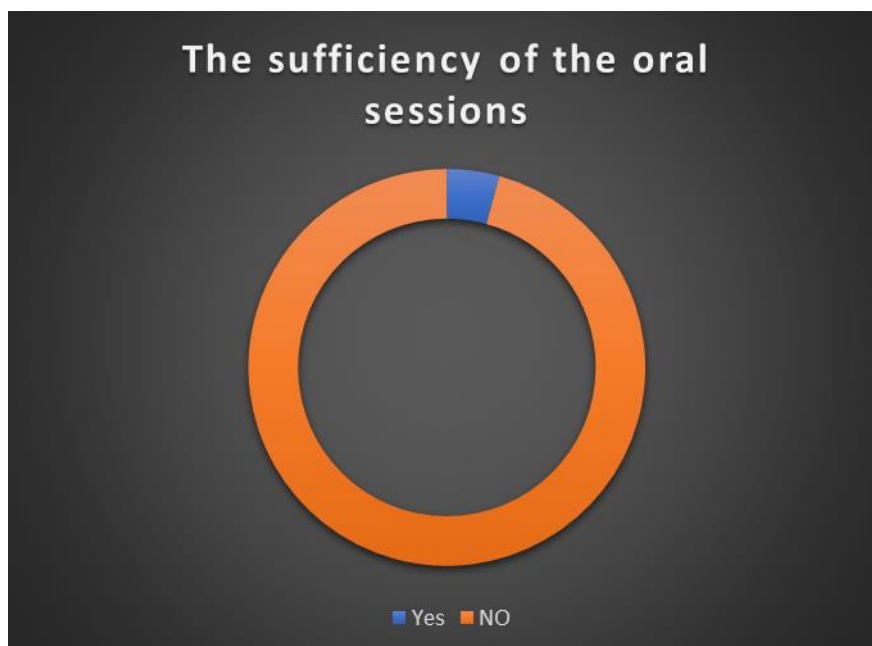
Figure2.8.3:

Table2.8.4: The sufficiency of the oral sessions

option	Number	percentages
Yes	4	14.28%
No	24	85.71%

Based on the table above and the pie chart below we see the results about the question we asked students about if the oral sessions are sufficient to them or not (4) students responded with yes indicating (14.28%), and (24) students answered with No on the oral sessions sufficiency indicating (85.71%).

Figure2.8.4:

Section one

Figure2.8.5:

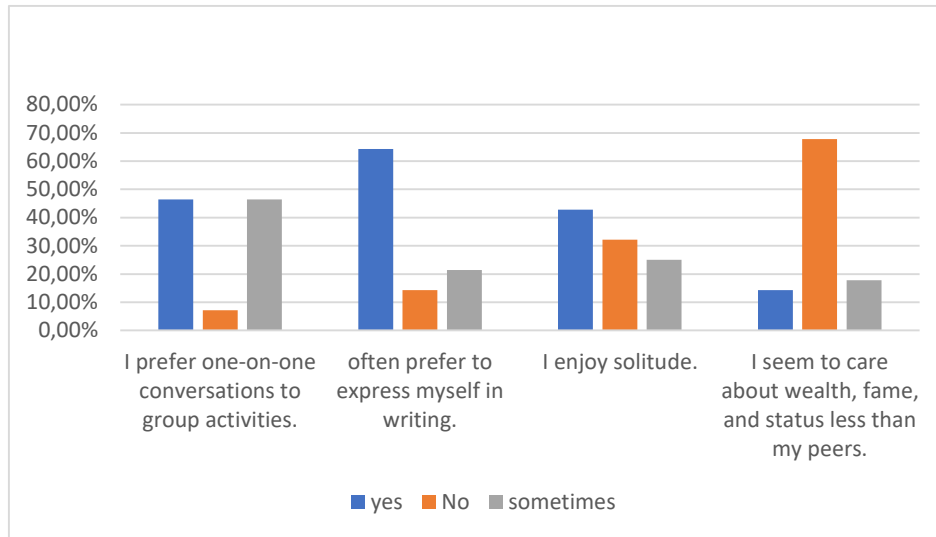


Table2.8.5: statement’s and result’s about student’s personality

statements		Yes	No	Sometimes
I prefer one-on-one conversations to group activities.	N°	13	02	13
	%	46.42	7.14	46.42
often prefer to express myself in writing.	N°	18	04	06
	%	64.28	14.28	21.42
I enjoy solitude.	N°	12	09	07
	%	42.85	32.14	25
I seem to care about wealth, fame, and status less than my peers.	N°	04	19	05
	%	14.28	67.85	17.85

- The table above and the graph indicate that in statement one (13) students prefer one On one activity better than group works with percentage of (46.42%) sharing this percentage with student's who tend to sometimes prefer to work one on one, finally(7.14%) of student's have answered they prefer to work in groups.
- Also, it can be observed that in the second statement (18) student's about (64.28%) Have replied yes to expressing themselves with writing and (4) student's Responded with No on expressing themselves with writing with indicated (14.28%) Finally, the last (6) students responded with sometimes on the second statement with indicated percentage of (21.42).
- The third statement indicated that (12) students responded yes on enjoying solitude With percentage of (32.14%), next (9) students answered with No one enjoying Solitude with percentage of (32.14%), then the last (7) students responded with Sometimes on enjoying solitude with percentage of (25%).
- The fourth and last statement in the table above it can be observed that (19) students answered with no on caring about wealth less than their peers with percentage of (67.85%) where an only (4) students answered with yes and (5) on sometimes with percentages of ((14.28%) and (17.85%).

Figure:2.8.6

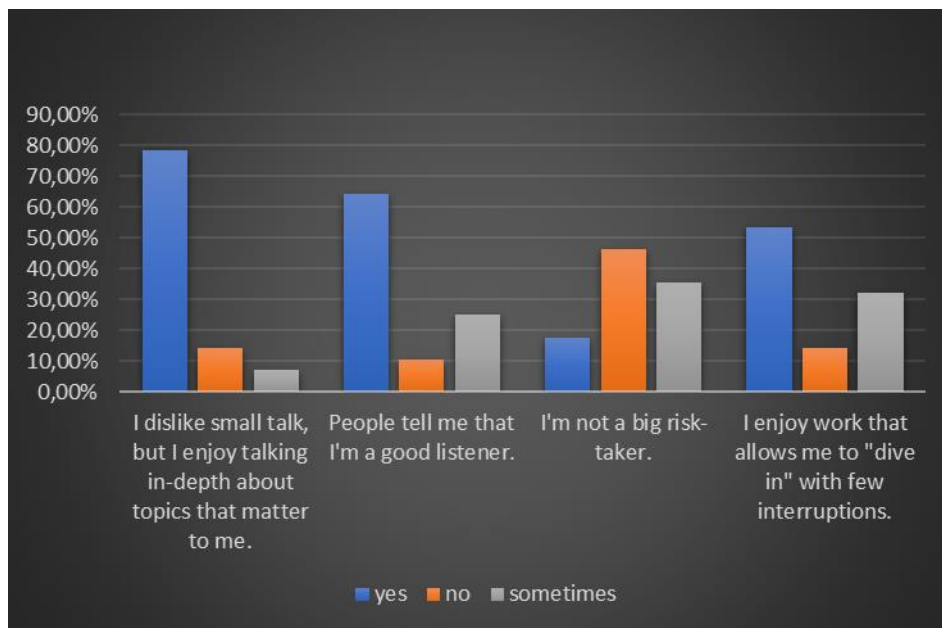


Table2.8.6:

statements		Yes	No	Sometimes
I dislike small talk, but I enjoy talking in-depth about topics that matter to me.	N°	22	04	02
	%	78.57	14.28	7.14
People tell me that I'm a good listener.	N°	18	03	07
	%	64.28	10.71	25
I'm not a big risk-taker.	N°	05	13	10
	%	17.85	46.42	35.71
I enjoy work that allows me to "dive in" with few interruptions.	N°	15	04	09
	%	53.57	14.28	32.14

- Table six and the figure indicates that (78.57 %) of the sample dislike small talk, but enjoy talking in-depth about topics that matter to them. When having (14.28) % That dislike small talk, but enjoy talking in-depth about topics that matter to. Them But, (7.14 %) of them find that sometimes is dislike small talk, but enjoy talking in-depth about topics that matter to them.
- Moreover, it can be observed that (64.28%) of student's responded with yes on the statement People tell me that I'm a good listener. And (10.71%) replied with no on the second statement. While the last (25%) of student's responded with sometimes on the second statement.
- In the statement three we can observe from table and figure that (46.42%) of the respondents stated no on not being a risk-taker. Whereas, (35.71%) of respondents responded with sometimes on not being a risk-taker, however (17.85%) of respondents responded with no on not being risk-taker.
- It can be noticed in the statement four that (53.57%) of respondents enjoy work that allows them to dive in with few interruptions. Then comes next (32.14%) of respondents that sometimes enjoy work that allows them to dive in with few interruptions. Lastly (14.28%) answered no on enjoying work that allows them to dive in with few interruptions.

Figure2.8.7:

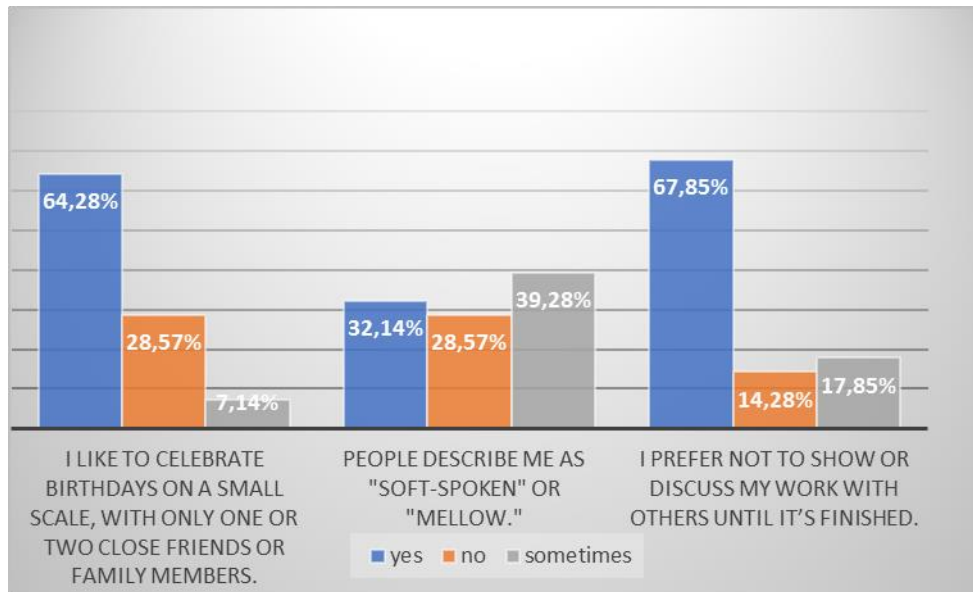


Table2.8.7:

statements		Yes	No	Sometimes
I like to celebrate birthdays on a small scale, with only one or two close friends or family members.	N°	18	08	02
	%	64.28	28.57	7.14
People describe me as "soft-spoken" or "mellow."	N°	09	08	11
	%	32.14	28.57	39.28
I prefer not to show or discuss my work with others until it's finished.	N°	19	04	05
	%	67.85	14.28	17.85

- Table seven and figure seven indicate that (64.28%) of respondents answered with yes to celebrate birthdays on a small scale, with only one or two close friends or family members. While (28.57%) of respondents tend not to celebrate birthdays on a small scale, with only one or two close friends or family members. However, an indicated percentage of (17.85%) responded sometimes on to celebrate birthdays on a small scale, with only one or two close friends or family members.
- Also, in statement two People describe me as "soft-spoken" or "mellow." (39.28%) of participants answered with sometimes, then (32.14%) of participants answered with yes, the last (28.57%) of participants answered with NO.
- Lastly, statement three I prefer not to show or discuss my work with others until it's finished. (67.85%) of participants answered with yes than come (17.85%) of participant answered with sometime, finally the last (14.28%) of participants answered with No.

Figure2.8.8:

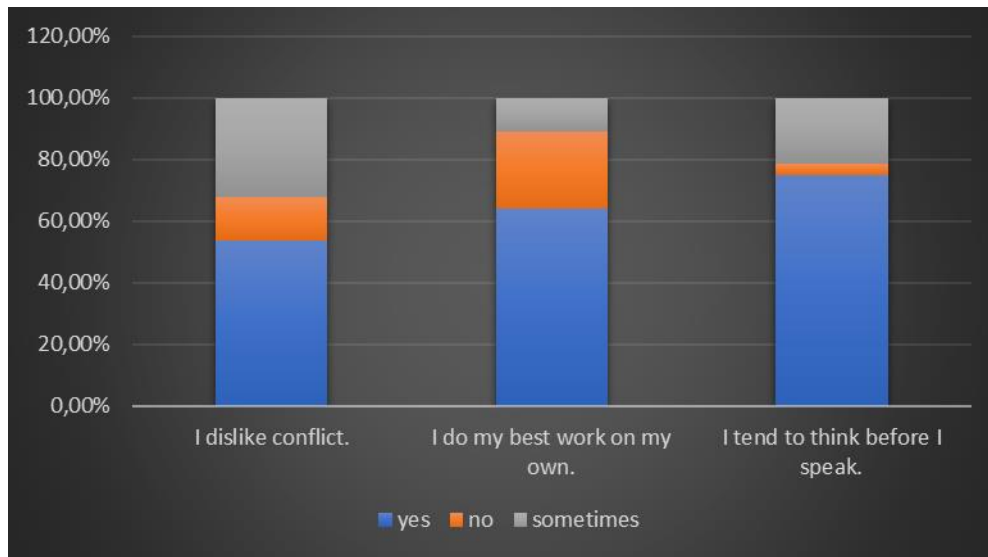


Table2.8.8:

statements		Yes	No	Sometimes
I dislike conflict.	N°	15	04	09
	%	53.57	14.28	32.14
I do my best work on my own.	N°	18	07	03
	%	64.28	25	10.71
I tend to think before I speak.	N°	21	01	06
	%	75	3.57	21.42

- This table and figure indicate that (53.57%) dislike conflict, while (14.28%) of participants answered No on the first statement, and (32.14%) tend sometimes to dislike conflicts.
- The table and the figure indicate on statement two (64.28%) do their best to work on their own, and (25%) don't like to work on their own while, (10.71%) tend sometimes to work on their own.
- The table and the figure indicate on statement three (75%) of participants tend to think before speak, and (3.57%) of participants don't think before they speak. however, (21.42%) tend sometimes to think before speaking.

Section two

Table 2.8.9.1

- 1- Do you feel anxious whenever you interact in oral expression classes?

option	participants	%
yes	19	67.85
no	9	32.14

- Table nine above and the pie chart below indicate that (67.85%) of participants Feel anxious whenever they interact in oral expression session. And (32.14%) don't feel anxious whenever they interact in the oral expression session. Then the participant where asked to justify if they answered yes on how often they do feel anxious. As the table below indicate (25%) answered with all the time, (50%) answered with most of the time, (21.42%) answered with sometimes, (3.57%) answered with rarely.

2.8.9.2) If yes, how often?

option	participants	%
a- All the time	07	25
b - most of the time	14	50
c – sometimes	06	21.42
d- rarely	01	3.57

Figure2.8. 9.1: pie chart represents participants feeling anxious whenever they interact in oral expression classes?

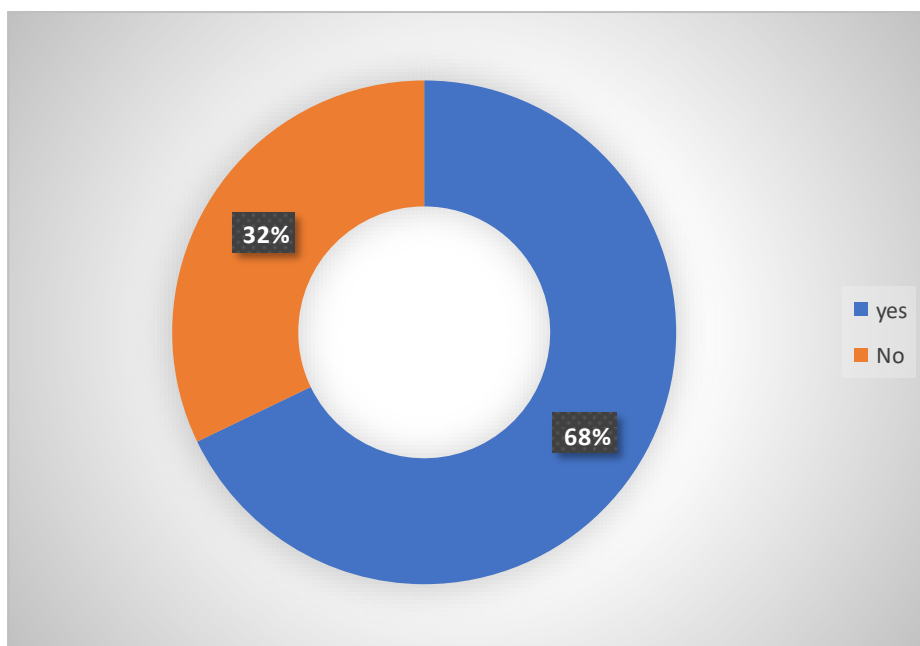


Figure2.8.9.2: If yes, how often?

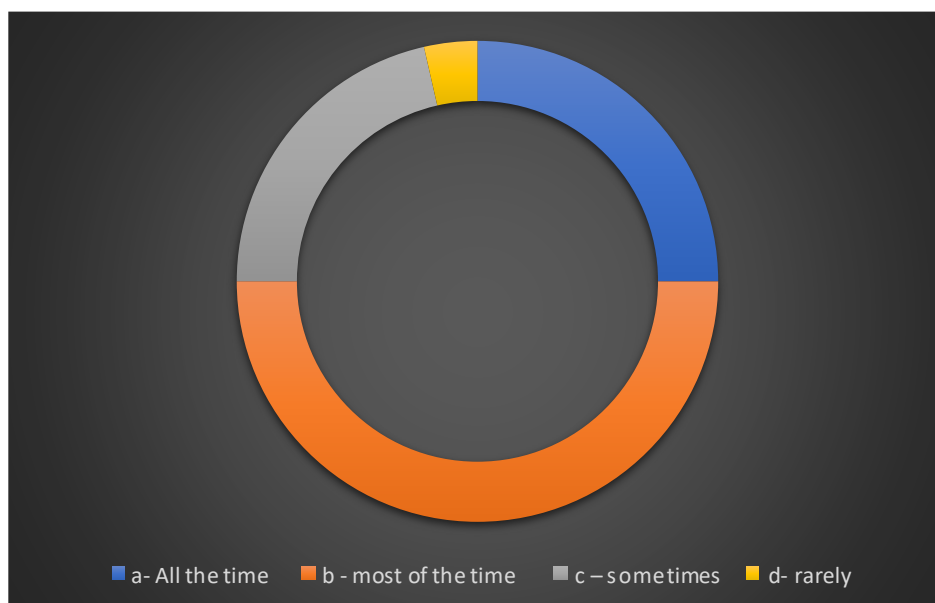


Table 2.8.10:

2- Which of the following obstacles may prevent you from interacting?

option	participants	%
Fearing mistakes making	17	60.71
Fearing criticism	06	21.42
Out of shyness	05	17.85

- Table above and the pie chart below indicate that (60.71%) of participants fear of making mistakes, then (21.42%) of participants fear of making mistakes, finally (17.85%) of participants shyness prevent them from interacting in oral sessions.

Figure 2.8.10: pie chart represents the obstacles may prevent participants from interacting



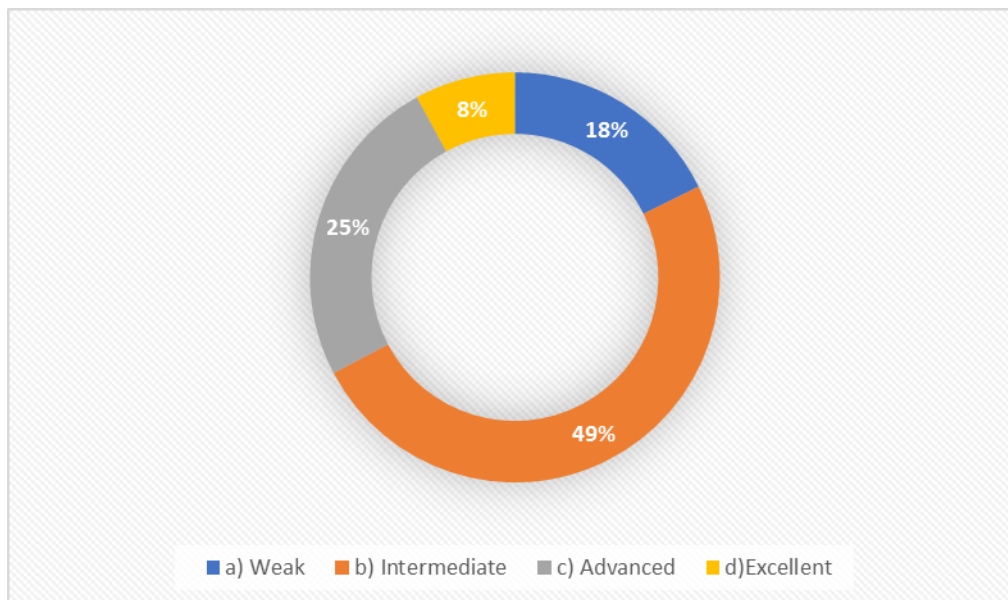
Table 2.8. 11:

1- How can you assess your speaking skill?

option	participants	%
a) Weak	05	17.85
b) Intermediate	14	50
c) Advanced	07	25
d) Excellent	02	8

It can be observed at the table above and the pie chart below that (17.85%) of participants have weak speaking skill, (50%) of participants have intermediate speaking skill, then (25%) of participants have advanced speaking skill, and only (8%) of participants have excellent speaking skill.

Figure 2.8. 11: pie chart represents participants in speaking skill



Section three

Table 2.8.12:

-In your opinion what would help you to overcome anxiety when speaking?

option	participants	%
Having more oral session	22	78.57
Tend to think before speak	1	3.57
Prefer to work in group	1	3.57
Talking to people they care about	1	3.57
Reading books	1	3.57
Having time to think before speak	1	3.57
Practice language	1	3.57

- In section three on table above we asked participants what would help them to overcome anxiety when speaking most of participants with percentage of (78.57%) agreed on having more oral sessions would be helpful while other opinion suggested by participants with equal percentage of (3.57%) as follow, tending to think before speak, prefer to work in group, talking to people they care about, reading books, having time to think before speaking, practicing language more.

Figure2.8.12: Representing the opinions suggested by participants on what would help them to overcome anxiety when speaking.

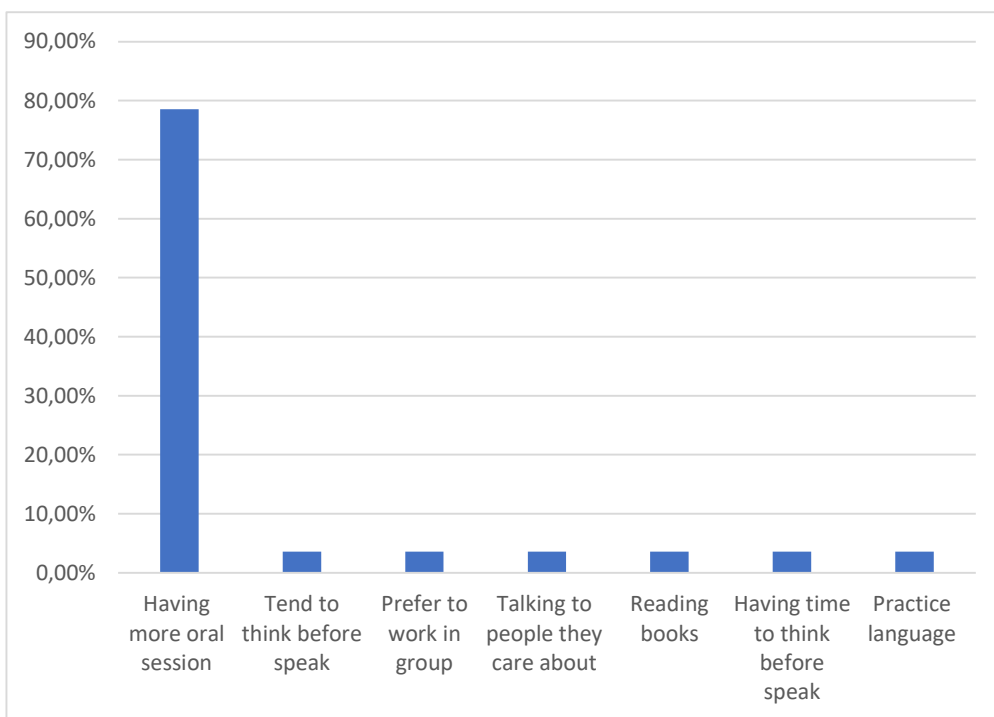


Table 2.8.13:

-Do you think adding more oral sessions would be helpful to improve speaking skills?

option	number	%
yes	28	100
no	0	0

- It is noticed that in the table above and the pie chart below that all
- participants with (100%) agree with yes on adding oral sessions would be helpful to improve speaking skills.

Figure2.8.13: Represents the opinion of participants on adding more oral sessions to improve speaking skills

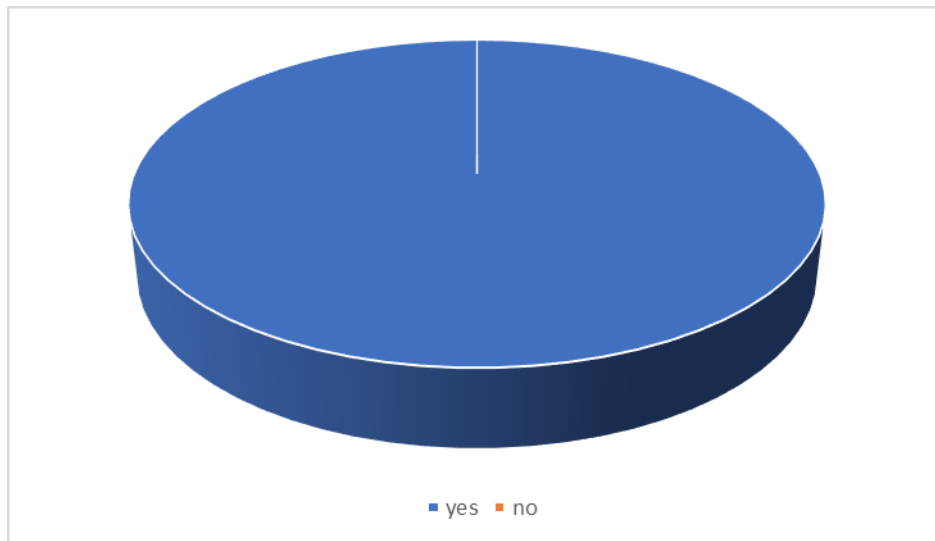


Table2.8.14:

-Is choosing exciting and interesting topics or activities such as doing a play by your teacher will motivate students to speak and interact more in oral sessions?

option	number	%
yes	28	28
no	0	0

- It is observed that in the table above and the pie chart below that all participants with (100%) agree with yes on choosing exciting and interesting topics or activities such as doing a play by their teacher will motivate students to speak and interact more in oral sessions.

Figure2.8.14: Represents participants opinions on choosing exciting and interesting topics or activities such as doing a play by their teacher will motivate students to speak and interact more in oral sessions.

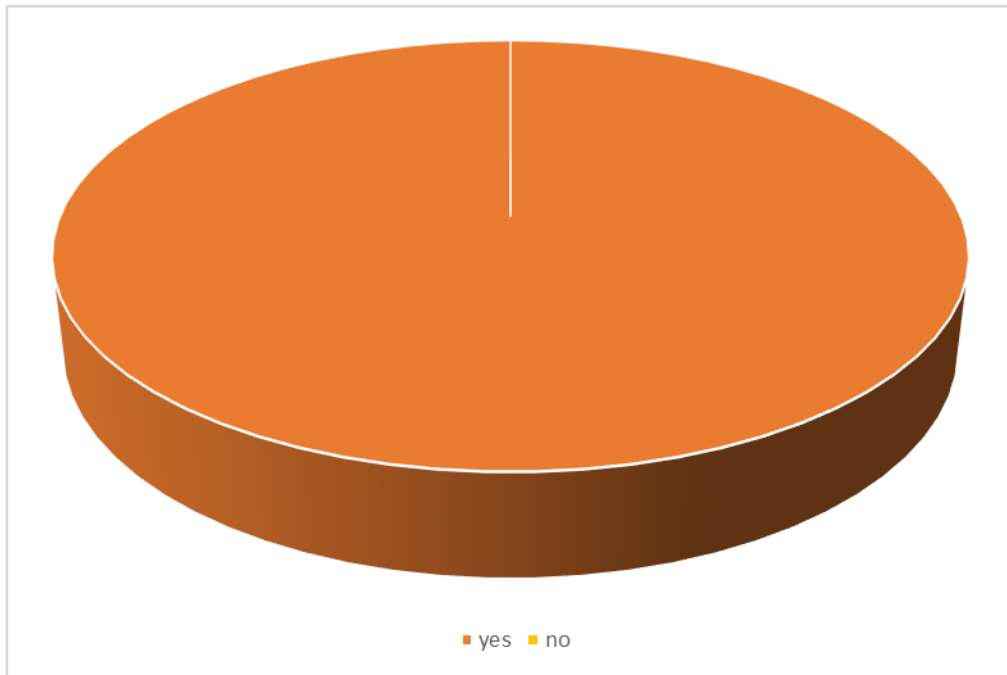


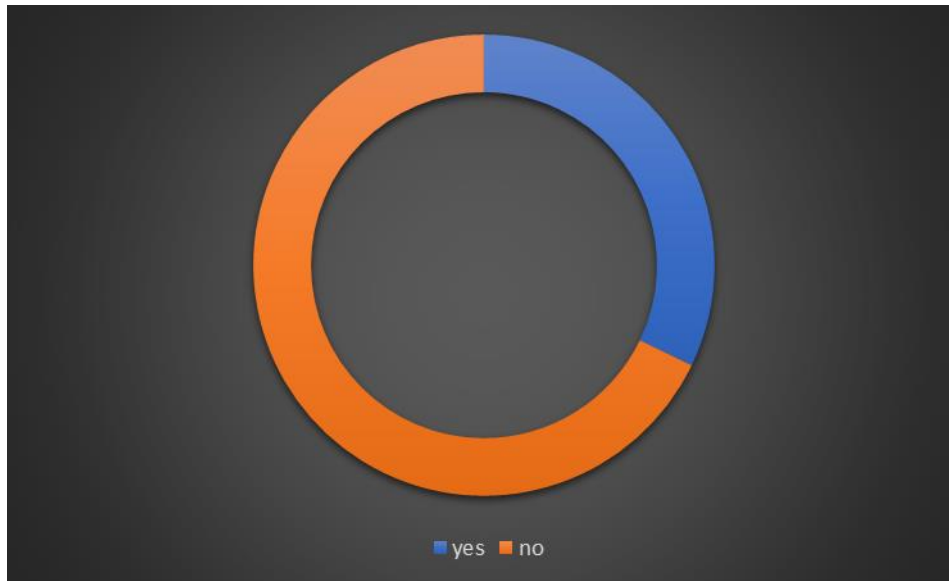
Table2.8.15:

-In your opinion would group work help the students who does not interact to interact more in oral session?

option	number	%
yes	09	32.14
no	19	67.85

- It is observed that in the table above and the figure below, (32.14) agreed with on group work would be helpful for students however, (67.85%) declined with on that group work would be helpful for students to interact more in oral session.

Figure2.8.15: Represents participants opinions about if group work would be helpful for students to interact more in oral session.



2.9 The Interview

This part contains an analysis of the semi-structured interview questions aiming at obtaining information from teachers. This later helps us comprehend to what extent teachers of oral expression understand the introversion temperament and its effect on the students' oral production and participation, find out how they deal with it and what strategies they develop in order to create the suitable atmosphere for them to speak up.

2.10 The description of the Semi-Structured Interview

In the sake of gathering data for this dissertation we have used semi-structured interview. It was chosen as the instrument in the data collection, mainly for the reason that the semi-structured interview does not limit

respondents to a set of pre-determined answers, it allows them to raise issues that we may not have considered, and also it can offer detailed insights into an issue from a specific point of view. We have developed a semi-structured interview guide (see Appendix 2), it started with an introduction, in which we expressed our appreciation to the interviewee for accepting to have the interview, and then we presented ourselves and the aim of the conducted research. It was composed of 9 questions oriented to two oral expression teachers. These questions were guided by several objectives. Questions 1 and 2 were concerned with background information about the teachers, while questions 3 and 4 tackled whether these teachers take into consideration the students 'personality type when choosing activities. The questions number 5, 6, and 7 were seeking for the interviewees' perception and awareness about the learning experience of introverts and to check whether they recognize introversion in students, while the reason behind the choice of questions number 8 and 9 was to examine whether teachers make efforts to foster motivation in learners to talk and to improve their speaking skills.

2.11 The Sample

We have dealt with the sample of two (02) oral expression teachers who are referred to as teacher (A) and teacher (B) respectively at English Department of ibn khaldoun university Tiaret from the population of about nine (09) teachers dealing with this subject. Both of them are Algerians and males. We have selected teachers of oral expression module mainly because they work on developing the oral production and communicative skills of learners.

2.12 Results

During the process of conducting the interview, it appeared that the participant's responses to the interview questions differed not only in content but also in length. Therefore, they were asked different questions according to their answers and the interview illustrates: teacher (A) has been teaching for 07 years in Tiaret University and has been teaching the oral expression for five (5) years while teacher (B) has a teaching experience of 20 years at the same university and has been teaching the oral expression module for (15) years. About the influence of the students' personality type on teachers' choice of activities, teacher (A) considered that the personality of students is important when choosing his topics and activities. From his part, it should be taken into consideration before any selection because that could help engaging the majority of students in speaking while teacher (B) considered the students' personality unnecessary when choosing topics or activities instead they should change their personality to fit the situation. He also claimed that identifying the students' personality type needs time and said that there is a possibility that he may make efforts to make them "feel at ease" if necessary. The participants' responses on the questions related to the point of whether teachers can recognize the personality trait (introversion) of their learners revealed that for teacher (A) he could recognize introversion in students from their silence, their body language and facial expression "*generally their faces turn red, sometimes they shake their bodies, or their hands tremble...*" and he identifies shyness as a characteristic of introversion. "Introverts are generally shy" and are reflectors. For both teachers (A and B) introverts do not participate and they are not risk takers.

Regarding the teachers' awareness of the learning experience of introvert students both teachers assumed that it is necessary for introvert students to be engaged in groups. For teacher (A) *"these are the ones who should be taken into consideration as being part of the group activities... to show them that they have to speak especially in oral class"*. However, he considered taking into account the students desire to work alone necessary especially when they cannot work within a group, but when the activity require group work, he could offer an opportunity of choosing the group they want to work with. According to teacher (B) they should be engaged in group work because *"they cannot do it alone"*. he claimed that letting students work individually when they request was not an option in the sense that he wanted to be fair with all of them Besides, for teacher (A); he allows students time to prepare what they want to say and extra time for the once how are not ready yet, then come back to them so that they can adapt and be encouraged to speak up because participation is expected in oral expression class. For teacher (B); the opportunity of giving time to students before they are exposed to speak is sometimes given. In relation to the strategies obtained to foster motivation among introvert students to talk and improve their speaking skills. Teacher (A) responses revealed that the verbal encouragement, showing interest in what they say, and one-on-one discussions with them even after class and also play the role of a guide were the strategies he opted for when trying to encourage introverts to take part in his lecture. Whereas, teacher (B) regarded that personal questions can lead introvert students to speak before introducing the topic he wanted them to speak about. Pertaining to teachers' feedback on students' performance and their corrective behaviors; teacher (A) answers exposed that introvert students should be provided with positive feedback and encouragement to speak up so that they can overcome their hesitancy and their fear of making mistakes. He added that what students say is of higher importance and *"if they speak with mistakes I do not care"* thus some errors may be ignored and he insisted on correcting students speaking mistakes later on using peers' correction or reformulation. For teacher (A);

he claimed that students' speaking mistakes are corrected all the time during each session by interrupting sometimes, but he highlighted that in some situations where students are conversing, he delays the correction to the end of the discussion.

2.13 Conclusion

The main rationale of this study was to find out how to motivate the introvert students to perform better orally in the classroom. This was carried out using a questionnaire for 3rd year English classes at English Department of University of ibn khaldoun Tiaret coupled with the semi-structured interview responded by participants who were involved in the teaching of the oral expression subject. This chapter consists of the description of the sample chosen for the investigation with the statistical measures and the analysis of the attained data from the previous tools. It was clearly revealed throughout this part that teachers are unaware of what the introversion temperament really means, they identify shyness as its main characteristic and consider being an introvert as a weakness, thus students with such type should be involved in group in order to be encouraged to speak up. These personal findings will be discussed in the following chapter with the recommendations and limitations.

3 Introduction

The preceding two chapters have integrated the literature review of various concepts related to our area of concern such as the aspect of motivation and its importance in learning a foreign language and the factors affecting the acquisition of the target language (introversion, shyness), coupled with an overview on the speaking skill and its instruction. Besides, the investigational study of the research which was conducted through two different research tools (questionnaire and an interview) and the analysis of the collected data. Whereas, this chapter is concerned with the interpretation of data obtained from the questionnaire and the semi-structured interview. That is to say, this part is supposed to offer answers concerning to what extent the introvert students' speaking skills can be improved, how they can be encouraged to take part in the class discussion and what sorts of tasks can be developed to make them more active. Moreover, some recommendations will be offered which may provide some insights for language teachers on how to create the suitable conditions possible for learning and some strategies for helping introverted students thrive in the classroom. and some suggestions for further studies are also mentioned in this part.

3.1 Discussion of the findings

This part is devoted for discussing the data gathered through the research tools which are the questionnaire and the interview held for students and teachers. In other words, the results of the study exposed several essential points to discuss and explain to find out solutions for teachers to motivate introvert students improve their oral performance in EFL classroom and also to validate or cancel the hypotheses which were build up as following: Introvert students need to work individually, so the teacher can avoid engaging them in groups, giving students the opportunity to raise their hands instead of obliging them to speak and choosing interesting topics to discuss can serve as a source of motivation for learners to speak up in the classroom.

3.2 The questionnaire Findings

The questionnaire given to 3rd year classes were carried out to investigate whether there are type of personality that indicates introvert students on the participants. The other Purpose of the questionnaire was to know the influence of the classroom atmosphere in motivating students to speak, and spot the opinions of the participants and their feedback on how to be motivated to avoid anxiety and how introverts and extroverts can be more motivated to enhance their speaking skills and interact more in the oral sessions.

3.3 The Interview Findings

To investigate whether teachers understand introversion and how this personality trait affects their students' learning process and obtain teachers' opinions concerning the teaching of speaking. Also, to find out the way the speaking skills of the learners are improved a semi-structured interview

conducted with teachers of oral expression at the English Department of university Ibn Khaldoun Tiaret. After the analyses of the data gathered, we came out with the following conclusions:

The interview was held with two teachers of Oral Expression. Teacher (A) has taught this module for approximately seven years whereas teacher (B) has a teaching experience of fifteen years, yet we cannot always rely on the period of teaching and consider it as a measurement to get an idea about one's teaching experience because it depends on the efforts made from the part of the teacher to improve his teaching skills.

The shared aim of teaching the oral expression module is to make students talk and express themselves in the target language. Thus, teachers should be cautious when choosing activities for the reason that in each classroom there are diverse students with varied personality type which may affect their learning.

In the light of Our data we found that teachers see introversion as weakness and treat introvert students as an odd people that need help and they identify shyness as a characteristic of introversion depending on their silence in the classroom (for teacher B), body language and facial expressions (for teacher A); they use that observation to judge introverts' emotional state. What reveal that teachers are not aware of what the term introversion means. Teachers' perception about introversion can be a major problem that leads students with such personality trait to feel less confident and anxious because they would believe that there is something wrong with them.

According to the teachers' answers about the method they select to make silent students interact in the classroom they opt for different choices.

For instance: teacher (A) focuses on choosing interesting topics and letting them the opportunity to select their own topics for the reason that most of the time it draws the learners' attention. It was clear from the questionnaire that such choice was effective, it creates a positive interaction in the classroom and helps learners speak more freely. While, for teacher (B) a variety of means are given to encourage silent learners to interact (designing groups and pairs, choosing interesting topic, adding additional marks, along with other means). That is to say, for her differentiating activities can help in motivating students to speak up in the classroom.

As it was mentioned in the literature review introverts have a quiet nature, they get drained from social interaction and recharge from spending time alone Environment such as the classroom can drain their batteries unlike extroverts who can be energized just by being in the classroom. According to the teachers' answers, it is necessary for introvert students to be engaged in group work; they impose working in groups to help them get rid of their shyness and to be helped by their classmates. However, teacher (A) gives them the opportunity to choose the group, or work individually if necessary, whereas teacher (B) does not offer such opportunity. The group work method may be effective in developing interactional skill however; it has its issues such as the noise and the overwhelming environment which makes introverts distracted, exhausted and drains their energy. As a result, engaging introvert students in an individual work is confirmed. However, teachers can involve them in small groups because they prefer speaking to one or two people at a time In addition, the interviewees have different opinions about giving the learners opportunity to think and plan in order to solve the assigned activity or discuss. Teacher (A) claims that they are all given an adequate amount of time while teacher (B) sometimes offers such opportunity. As it was mentioned in the literature review, it is important to let introvert students time before they are exposed to speak in front of the class in order to allow them to process information before sharing their ideas.

3.4 Summary of the Findings

After discussing the data collected from the Questionnaire and the semi-structured interview, several significant points in relation with this study can be highlighted and summarized as following:

- Maintaining a safe, friendly classroom atmosphere and good teacher-student relationship are really important in motivating students to participate.
- Delivering clear and simple instructions can increase oral participation because once participants have a good comprehension of the teacher's instructions, they tend to follow and more contribution is generated.
- Receiving feedback from the teacher is crucial in learning, it helps students improve their speaking skills and influence their participation however interruption can cause inhibition for introverts.
- Showing appreciation and using praise to reward the introvert students who take part in classroom activities would provide them with the motivation they need to step out of their comfort zone.
- Teachers believe that it is necessary for introverted students to be engaged in group work and opt for it as the best way to motivate them to participate in the classroom.

- Choosing interesting topics to be discussed is proved to be efficient to encourage silent learners speak up in the classroom.
- Providing the learners with enough time to think and prepare before speaking is very necessary to promote their oral performance and participation in the classroom.

3.5 Recommendations

Speaking is considered as a significant skill in learning a second/foreign language. However, teaching and learning the speaking skill represents a great challenge for both teachers and learners especially learners such as introverts who practice the language very little whether they are in or out the classroom. Therefore, based on the results obtained through the study of the collected data some recommendations for teachers will be provided to help them use differentiated instruction and create conditions in the classroom to better deal with the introverts' learning styles so that they can step out of their shell.

3.5.1 Enhancing the introverts' speaking skills

Introverts can bring great strengths to the table if only their capacities and needs are understood at a deep level so that teachers can adapt to their learning styles. In order to develop introverts' strengths, decrease their weaknesses and promote their participation various techniques and activates are given to help in motivating them to get out of their comfort zone.

3.5.2 Awareness

The latest rise of debates about introverts has been good for introverts in a number of ways. The most essential is that much of the discussion has revolved around strengths that come with being an introvert instead of considering introversion as a sort of disorder. Thus, it is crucial for teachers to fully understand the introversion temperament to eliminate the negative stereotypes. They should recognize that what may appear as shyness, anxiety or

laziness could be introversion so that they treat students appropriately, engage and keep them in tasks. That is to say, *“it is vital to know the students’ needs, their learning strategies and style, personality, motivation ... to be able to help them”* (Moreno,2009 :39). Besides, it is worthwhile to help students comprehend their personality type to be able to recognize their strengths and weaknesses and find a way in which they can use his knowledge to exploit their strengths and minimize their weaknesses to succeed in the classroom and beyond and also to prevent students from labeling each other negatively.

3.5.3 Acceptance

Teachers should not be just aware of what introversion means but also, they need to accept it and as Brown (2000: 156) states: *“a teacher needs to beware of trying to ‘create’ in a student more so-called extroversion than is really necessary.”* The teacher should pay attention to many conditions before imposing students to speak, and not consider extroversion as the main factor in developing the students’ speaking skills. they should help their introvert students realize that they are not ‘weird’ but can be strong rather than trying to make them turn themselves to an extrovert set of behaviors that can be harmful for them. In other words, *“if we try to change students in ways they cannot change, then we do them great disservice”* (Ronald et al, 1983 :54).

3.5.4 Motivate Students

Being an introvert is different from being an extrovert. Studies find that brains of extrovert and introverts are different; extroverts tend to respond better to social stimulation and rewards, while introverts are motivated by ideas and interior rewards and both of them process information in a different way (Isaacs,2009). If teachers understand this and realize that introversion is normal not weird, they will accept it and thus will differentiate their instructions and will make efforts to motivate them based on these differences. That is to say they should use techniques that best serve the learning needs of their students... to have each

student working on tasks that engage and challenge them to achieve personal best" (Moreno, 2009: 19), To provide assistance and encouragement for introverts and involve them in the class discussion teachers might use techniques to instruct them as following:

3.5.5 Create a Warm class atmosphere

Maintaining a friendly and relaxing environment comfortable, accepted, and feel that their contribution is appreciated in the classroom is very important to help them be motivated to come up and speak in front their peers without being afraid or hesitant, and also to be encouraged to practice the given activities. That is to say, *"They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conducive to learn"* (Moreno, 2009: 43). Creating positive relationship between teachers and their students can be very motivating as well, it is an effective step that teachers take to create a productive learning climate and help their students develop their skills.

3.5.6 Give them time to think

Introverts do not like being put in the lame light and forced to say what is in their minds before they are ready. When teachers ask them to share their thoughts to the whole class without having the chance to think, they shake, feel stressed and embarrassed because they cannot express themselves as there are no clear ideas. What makes them feel in the spot because all students around would be looking at them. Therefore, teachers should bear in mind their need for a bit of time for reflection. By giving them the time to be prepared teachers will get their best thoughts. In other words, *"ample time would provide a cushion around activity the mental space we need to reflect, to make meaning, to find inspiration"* (Helgoe, 2008: 86).

3.5.7 Engage them in small group

introverts get their best thoughts and do their effort when they work alone because individual work allows them to focus and concentrate on what they are doing. Teachers should let students decide whether to work in small group which they choose or to work individually because for introverts it is difficult to cope with group work as it involves extremal thinking, while they need individual work to collect ideas and plan internally before they voice them out to share with others. in other words, introverts *"need to limit their social interactions so they don't get drained... or they can lose other perspectives and connections"* (Laney, 2002: 19).

Teachers should include more one-on-one discussions and more independent work. This does not mean to remove large class discussions and group work because when students work together and exchange ideas, it benefits both extroverts and introvert in developing teamwork. Though, to make successful group interactions, group work should be planned carefully so that each student knows their role, *"there is no real limit to the way in which teachers can group students in a classroom, though certain factors, such as over-crowding, fixed furniture and entrenched student attitudes, may make things problematic"* (Harmer, 2007: 161).

3.5.8 Challenge them

Accepting and respecting the introverted personality type of students does not mean that they should not be challenged. In an Oral Expression session where the main aim of learning is being able to interact using the target language, it is important to encourage them to get out of their comfort zone and speak up in the class. In order to be effective in the outside world, they have to be able to communicate with others thus, if they can do this inside the classroom, they will be more confident and adaptable as they move out to real life.

3.5.9 Activities to promote introvert?

Speaking skills in an EFL classroom the implementation of speaking activities by the teacher played an essential role in motivating students take part in speaking participation in the EFL classroom. To encourage introvert students to speak teachers should include a range of activities that focus on enhancing their confidence and ability in spoken English. They should have the right classroom environment, where they can be relaxed, free to interact and make mistakes. In order to teach introvert students to speak English in the best way possible, some speaking activities are given below, that can be applied in EFL classroom setting:

3.5.10 Forming Role Play

One way to develop introvert students' speaking skills is by playing roles. In this activity, learners are divided into groups and are asked to act out new characters that they imagine and pretend that they are in different social contexts. Role-play activity "*offers chances for rehearsal and Engagement that some other activities fail to give*" (Harmer, 2007: 94), and it helps them overcome their fears of performing in front of others.

Teachers should give them simple and clear instructions that aid them to make an appropriate dialogue. Also, students should have the opportunity to take an accurate period of time to prepare the dialogue before the presentation of the roleplay. This kind of activity helps to increase creativity among introvert learners, allows them to participate actively inside the classroom and gives them more opportunities to show their communicative abilities.

3.5.11 Improving Students Discussion

Implementing discussions of specific topics in English can offer a sequence of speaking opportunities for the introvert students Lindsay and Knight (2006) indicate that in such activities, students are supposed to share their opinions or receive others' opinions, they can speak freely without being told what to say or not by the teacher, students should be simply informed what to talk about and given enough time in order to be able to give their

arguments about the topic being discussed, *"the first thing to remember is that people need time to assemble their thoughts before any discussion"* (Harmer, 2007: 91). Besides, one other important way of getting introvert students participate in the class discussion is giving interesting topics. Topics which are related to their own experiences or are familiar to them can grab their attention and make the class lively because *"introverts are energized and excited by ideas"* (Helgoe, 2008: 7) or as Thornburg (2005) says that many teachers agree that the best discussions are those which arise spontaneously. This activity is very effective, in the sense that it gives the quiet students time to think or write before they speak, helps them gradually be courageous to speak and share their opinions and ideas and also helps them focus more on what they say rather than how to say it.

3.5.12 Storytelling Activity

In this activity, students are asked to summarize or tell stories they hear from other people in English and can also make their own stories to tell their classmates. Stories invite them to travel in the world of imagination and ideas. Thus, giving them the chance to do this allows them, especially the introverted ones, the chance to share stories in their heads with others; they will be more excited to get up to share stories and show their ability to impart details and facts. In this way, teachers will not only improve the students' language skills, but also catch the interest of the class and develop students' creative thinking.

3.5.13 Story Completion Activity

This activity can be very enjoyable and motivating for introvert students to Participate in the classroom. For this activity, a teacher begins to tell a story, but after a few sentences he she stops narrating. Then, each student is expected to imagine and narrate the following situations or events from the point where the previous one stopped. They can add new characters, events, descriptions and so on. Such activity allows introverts the time to think

things through and develop their ideas before they talk about it and also helps in developing their creative thinking and imagination.

3.6 Conclusion

We have included in the present chapter the discussion of the data collected coupled, with some recommendations for teachers. We have recommended that in order to motivate introvert students and enhance their speaking skills teachers should recognize students' personality traits of introversion so that they can accept it and make slight changes to the classroom such as allowing them enough time before participation and provide them the space they need by including individual, or small group work. We have also suggested that teachers should consider implementing some activities to promote their oral production, such as discussion, role plays, storytelling, and story completion activity.

General Conclusion

General Conclusion

Teaching speaking is a significant part of foreign language learning and the ability to interact in FL fluently and accurately has a great contribution to the success of learners. Therefore, it is necessary that language teachers' pay attention to teaching speaking since enhancing the speaking skill of foreign language learners is a difficult task because of its complexity and the individual differences between students. Teachers should make efforts in order not to fail in helping learners to communicate effectively using the target language and meet all their needs mainly the introvert students who participate very little in the classroom and who are often misunderstood, misjudged by both teachers and classmates, and also considered lazy, shy, or unmotivated.

Because of these facts, this research paper has intended to highlight the misconceptions about what introversion means for teachers and the problems that introvert students face in EFL classroom, particularly in the oral expression sessions because of their quiet nature. Also, this paper has focused mainly on introverted temperament and how to enhance the speaking skills of students with such temperament, how to involve them in the class discussions and what kind of tasks teachers can develop to make them become more active in the class.

General Conclusion

In order to answer our research questions and to confirm or reject the given hypothesis, we have divided this paper into three chapters. The first chapter included the review of related literature to our topic. Pursued by the second chapter that has held the methodological procedure, it has presented the description of the data collection means which were the Questionnaire for the third year LMD classes and the interview with two teachers of Oral expression coupled with analysis of the results in order to finally discuss them in the third chapter to find solutions concerning how to boost and promote the introverts' speaking skills.

The data provided by this research have revealed that sustaining a warm classroom atmosphere, a good teacher-students relationship and delivering clear and simple instructions are important in motivating students to participate. Besides, the outcomes have showed that teachers in English Department at the University of Ibn Khaldoun are not aware of what introversion means and believe that it is necessary for introvert students to be engaged in group work. Choosing interesting topics to be discussed and providing learners with enough time to think before speaking also have been proved to be efficient to encourage silent learners to speak up in the classroom.

On the basis of the previous results, we have suggested several practical recommendations to assist teachers to create a warm classroom atmosphere to better address the learning style of introvert students and we have also provided some speaking activities that may attract students' attention, make them interested and would improve their speaking skills.

It is important to point out about the limitation and difficulties faced during the research. A significant limitation to this research study lies in the methodology; due to the constraints of time, this research did not involve classroom observation. Also, it was hard to collect questionnaire data from participants; Responses were short and concise and we could not ask

General Conclusion

more questions for clarifications. Lack of time, the non-responsiveness of the respondents on the given questionnaire. Finally, this research is restricted to the way teachers should motivate introvert learners at the University of Ibn khaldoun Tiaret English department 3rd year LMD students to enhance their speaking skills and help them overcome their difficulties in Oral Expression lessons only. Some further researches can be taken as follow:

- Setting a motivating learning environment to enable extroverts and introverts equally thrive in EFL classroom.
- Motivating shy students to enhance their speaking skills in the classroom.

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Appendices

Appendix 1: Questionnaire

Questionnaire

Dear student,

You are kindly Asked to answer the following questions. Please read carefully and write your answers. This is not a test, so there are no right or wrong answers. The results of this survey will be used only for research purposes, so please give your honest answers. Thanks

student's profile

Q 1 : specify your gender :

a) Female

b) Male

Q 2 : Age : Years

speaking skill

Q 3 : How many sessions a week do you have in Oral Expression ?

a) One session

b) Two sessions

c) three sessions

Q 4 : Do you think that is sufficient ?

a) yes

b) No

Section one:

- Please Answer the following questions by putting circle on the number of the right answer

(O) :

1. I prefer one-on-one conversations to group activities.

1. Yes 2. No 3. Sometimes

2. I often prefer to express myself in writing.

1. Yes 2. No 3. Sometimes

3. I enjoy solitude.

1. Yes 2. No 3. Sometimes

4. I seem to care about wealth, fame, and status less than my peers.

1. Yes 2. No 3. Sometimes

5. I dislike small talk, but I enjoy talking in-depth about topics that matter to me.

1. Yes 2. No 3. Sometimes

6. People tell me that I'm a good listener.

1. Yes 2. No 3. Sometimes

7. I'm not a big risk-taker.

1. Yes 2. No 3. Sometimes

8. I enjoy work that allows me to "dive in" with few interruptions.

1. Yes 2. No 3. Sometimes

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9. I like to celebrate birthdays on a small scale, with only one or two close friends or family members.

1. Yes 2. No 3. Sometimes

10. People describe me as "soft-spoken" or "mellow."

1. Yes 2. No 3. Sometime

11. I prefer not to show or discuss my work with others until it's finished.

1. Yes 2. No 3. Sometimes

12. I dislike conflict.

1. Yes 2. No 3. Sometimes

13. I do my best work on my own.

1. Yes 2. No 3. Sometimes

14. I tend to think before I speak.

1. Yes 2. No 3. Sometimes

Section two :

1- Do you feel anxious whenever you interact in oral expression classes?

a) Yes ... b) no ...

B) If yes, how often?

a- All the time

b - most of the time

c - sometimes

d- rarely

2- Which of the following obstacles may prevent you from interacting?

- a) Fearing mistakes making
- b) Fearing criticism
- c) Out of shyness

3- How can you assess your speaking skill?

- a) Weak
- b) Intermediate
- c) Advanced
- d) Excellent

Section three :

-In your opinion what would help you to overcome anxiety ?

.....
.....

-Do you think adding more oral sessions would be helpful to improve speaking skills?

.....
.....

-Is choosing exciting and interesting topics or activities such as doing play by your teacher will motivate students to speak and interact more in oral sessions?

.....
.....

-In your opinion would group work help the students who does not interact to interact more in oral session?

.....
.....

❖ **Please write any additional thoughts:**

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

➤ **Thank you for your cooperation and Time.**

Appendix 2: Teacher's Interview I would first to thank you for accepting to have this interview with me. I am conducting a research in order to prepare my dissertation for a master degree in didactics. You are kindly requested to answer my questions in order to investigate how to motivate introvert students to enhance their speaking skills in the EFL classroom.

Questions: I. How long have you been teaching English at university?

7. How long have you been teaching Oral Expression?

3. What do you do to make silent students interact in the classroom?

a. Design groups and pairs c. Add additional marks

b. Choose interesting topic d. Using other means

4. Do you take into consideration the personality type of your students when choosing the type of the tasks?

5. How do you recognize introversion in students?

6. Do you engage the introvert students in group work, and why'?

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Appendix 3

Interview's script

Teacher (A) answers

Interviewer: how long have you been teaching English at university?

interviewee: since 2008-2009 (9 years).

Interviewer: how long have you been teaching Oral Expression?

interviewee: approximately, 7 years.

interviewer: what do you do to make silent students interact in the classroom?

a. Design groups and pairs c. Add additional marks

b. Choose interesting topic d. Using other means

interviewee: well the first time we cannot put them in groups or in pairs especially if it is L1: it is not possible to put them right from the beginning in pairs because they do not know each other.

Add additional marks' is impossible since we are not speaking about marks from the beginning and I show them that the most important is to speak. First of all, I try to encourage them orally the first time we meet.

'Choose interesting topics' generally, this is what I do and I let them the choice to select their own topics. From the very beginning I ask them which topics do you like. Which topics do you hate? And then we try to start with topics in the beginning. After a while, we move to group work and pairs activities when they start to get to know each other.

Interviewer: do you take into consideration the personality type of your students when choosing the type of tasks?

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Interviewee: generally speaking, the personality of the student should be taken into consideration before or even when selecting the topics, so here we can arrange, let's say the majority of class to engage in speaking. Knowing the student's personality type would help me selecting my tasks, so of course we take it into consideration.

Interviewer: how do you recognize introversion in students?

Interviewee: generally, introvert students do not speak at all. They are silent, even if we ask them to say some words, they keep silent. They turn red, they are shy and they sometimes shake their bodies or their hands tremble.

Interviewer: what you are saying characterized shyness, introverts can be shy, but they keep silent because they still have their ideas unorganized.

interviewee: if they are still thinking, they would say it.

Interviewer: would you give them another chance?

Interviewee: of course, introvert students are generally shy but not all shy students are introvert. in terms of introversion generally they do not participate from the first time. they are not risk takers at an, that's why I said they turn red, they are shy or they need more time. so, if they need time of course they are given more time because if they are not helped they will never speak. This is my policy.

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interviewer: do you engage introvert students in group work?

interviewee: of course, these are the ones that should be taken into consideration and being part of the group activities but, not right from the beginning, because if you push and force them, it won't work, so you have to show them that it is important to speak... you can say a word...I and interesting in what you say. In but why do you think you should engage them in group work?

Interviewee: to show them that they have to speak especially in oral class, so I always explain from the beginning that if you are in oral classroom it means that you have to express yourself whether you are right or wrong this means you have to voice your ideas and this is the most important thing...

Interviewer: what do you do when a student request to work alone?

Interviewee: well if he can feel that it's better for him to work alone, I will respect his choice because there is no speaking by obligation... it comes from his desire to speak, so if he prefers working alone and I see that within a group he does not, I will let him work alone. Interviewer: do you ask him why do you want to work alone?

Interviewee: If the activity obliges group work, I ask him to choose the group he wants to work with.

Interviewer: what are the different strategies that help you motivate introvert students to practice a skill like public speaking?

Interviewee: the first time they hate public speaking, they do not feel at all at their ease. Generally speaking, I ask them and I am keen to listen to them and I always tell them there is no better student than you because speaking means that you are expressing yourself and

I believe that you have ideas, This is the way I encourage them, I speak to them directly even after the class if necessary, I try many times to explain to that what they say is always interesting and in this case some students start uttering some words then from words to phrases to sentences, it means with passion you can motivate them

interviewer: do you think that you provide them with the suitable atmosphere where they can feel at ease?

Interviewee: I hope so, I don't know if it is suitable for them but within a relaxed atmosphere we try to ... relax the atmosphere to the maximum. I encourage them to speak and I explain that they may make mistakes, so even if they speak with mistakes I do not care.

Interviewer: do you give them positive feedback?

Interviewee: here they need positive feedback. As children speak with mistakes at the beginning, I try to explain to them that's the same thing. Speak with mistakes and then we get rid of them.

Interviewer: do you interrupt them when they make mistakes?

Interviewee: no Interviewer: what do you do?

Interviewee: I wait until they finish, I ask their peers if they can find mistakes of each other. Most of time, I explain to them that I am more interested in what they say rather than the accuracy.

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Interviewer: how can you motivate learners to be more active?

Interviewee: I always start by explaining that the most important is to talk and after time you are going to work on your mistakes. I encourage and motivate them; it means here their fear of making mistakes would decrease. Most students are afraid of making mistakes, it is something natural. I explain that and when it comes natural to their mind they will try to speak with mistakes and later on without them.

Interviewer: Sometimes it's not that they are afraid of making mistakes but because they are not ready to speak, especially introverts they do not talk till they organize their thoughts.

Interviewee: here I suggest my ideas; I never force them what to speak about. They select and they are free. I always give them the time they need and most of them need more time. I'll give them more and I do not give up, I come back to them, maybe it is motivating.

Appendices

Teacher (B) answers

Interviewer: how long have you been teaching English at university?

Interviewee: about 20 years.

Interviewer: how long have you been teaching Oral Expression?

Interviewee: nearly, 15 years.

Interviewer: what do you do to make silent students interact in the classroom?

a- Design group and pairs c- add additional marks

b- b- Choose interesting topics d- using other means

Interviewee: I do all of them.

Interviewer: do you take into consideration the personality type of your students when choosing the type of tasks?

Interviewee: not at all Interviewer: why?

Interviewee: because I do not have to deal with the personality. If you want the student to be excellent and very good in expressing himself you are not going to deal with his personality... maybe he is going to change his personality when dealing with this but what do you mean by personality?

Interviewer: personality trait such as 'extroversion' and 'introversion'

Interviewee: you cannot grasp and understand at the first sight if he is an extrovert or an introvert, this comes with time so, maybe with time I'll try to make an exception in using topics to make them feel at ease but not at the beginning.

Interviewer: how do you recognize introversion in students?

Interviewee: It is very clear.

Interviewer: do you engage introvert students in group work?

Interviewee: yes.

Interviewer: why?

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Interviewer: what are the different strategies that help you motivate introvert students to practice a skill like public speaking?

Interviewee: sometimes, I ask them personal questions, they don't feel and they respond so from that point I start asking about the topic included.

interviewer: how can you motivate learners to be more active?

interviewee: I choose so many materials such as: group work, individual work, discussion, role-play, etc.

Interviewer: how often do you correct mistakes?

Interviewee: all the time. Interviewer: how?

Interviewee: sometimes, I interrupt and sometimes I don't because they are confronted to a situation of conversing and I leave them the chance to finish their conversation.

Interviewer: do you give them time before speaking?

Interviewee: sometimes.

يبدو أن التحدث بأي لغة يعد مهارة صعبة تتطلب جهودًا وممارسة كبيرة من جانب المعلمين لرفع مستوى التحدث لدى طلابهم من خلال تطبيق تقنيات معينة. تعتبر واحدة من أكثر المشكلات صعوبة التي يواجهها الطلاب الانطوائيون ضمن المهارات الأربع ، بسبب طبيعتهم الهادئة. تركز هذه الورقة بشكل أساسي على القضاء على المفاهيم الخاطئة حول الانطواء لدى المعلمين في قسم اللغة الإنجليزية بجامعة ابن خلدون في تيارت ، وينبغي إلقاء الضوء على معلمي الإستراتيجية لتحفيزهم على تعزيز مهاراتهم في التحدث في الفصل الدراسي في اللغة الإنجليزية كلغة أجنبية. المواد المستهدفة هي طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة تيارت. لتحقيق هذا الهدف ، يُفترض أن العمل الفردي ، وتجنب إجبار المغتربين على التحدث واختيار الموضوعات المثيرة للاهتمام للمناقشة يمكن أن يكونوا أساليب فعالة في تحفيزهم على المشاركة في الفصل. في هذا الصدد اعتمدنا على كل من الأساليب الكمية والنوعية. يتم تقديم الطريقة الكمية كاستبيان ويتم تقديم الطريقة النوعية كمقابلة شبه منظمة مع اثنين من مدرسي التعبير الشفهي من الجامعة نفسها لدراسة تأثير البيئة الصفية وتعليم المعلمين على مقدار مشاركة المتقدمين وأيضًا للتوضيح معتقدات المعلمين ووجهات نظرهم وتجربتهم التعليمية. أكدت الاستجابات التي توصلنا إليها من خلال هذه الأدوات أن وظيفة الانطوائيين أفضل في الأنشطة التي تتطلب عملاً فردياً أو مجموعات صغيرة ، فهم بحاجة إلى وقت للرد وتشكيل إجابات ويمكن للمعلمين جذبهم من خلال توفير موضوعات مثيرة للاهتمام ، كما أنهم يعتبرون خجولين. في النهاية ، قدمنا بعض التوصيات التي تضمنت بعض الاستراتيجيات التي قد تساعد المدرسين على التمييز بين التدريس ليكونوا مستجيبين للانطواء على الطلاب وبعض أنشطة التحدث التي قد تخدم في تحفيزهم على تطوير مهاراتهم الشفوية.

الكلمات المفتاحية: قم بتعريف الطلاب ، وتحفيزهم ، ومهارات التحدث ، والفصل الدراسي في اللغة الإنجليزية كلغة

أجنبية ، والتمييز بين أنشطة التدريس ، والتحدث .

Parler dans n'importe quelle langue semble être une compétence difficile qui exige des efforts et une pratique considérable de la part des enseignants pour élever le niveau d'expression orale de leurs élèves grâce à l'application de certaines techniques. Il est considéré comme l'un des obstacles les plus problématiques auxquels les étudiants introvertis font face parmi les quatre compétences, en raison de leur nature tranquille. Cet article se concentre principalement sur l'élimination des idées fausses sur l'introversion chez les enseignants du département d'anglais de l'Université Ibn Khaldoun de Tiaret, et la mise en lumière de la stratégie des enseignants devrait opter pour les motiver à améliorer leurs compétences à l'oral en classe de français langue étrangère. Les matières cibles sont les étudiants de 3ème année de lmd au département d'anglais de l'Université de Tiaret. Pour atteindre cet objectif, on suppose que le travail individuel, le fait d'éviter de forcer les introvertis à parler et de choisir des sujets intéressants à discuter peuvent être des techniques efficaces pour les motiver à participer en classe. A cet égard, nous nous sommes appuyés à la fois sur des méthodes quantitatives et qualitatives. La méthode quantitative est présentée sous forme de questionnaire et la méthode qualitative est présentée sous forme d'entrevue semi-structurée avec deux professeurs d'expression orale de la même université pour étudier l'impact de l'environnement de classe et de l'enseignement des enseignants sur le degré de participation des introvertis et aussi pour exprimer les croyances et perspectives des enseignants à leur sujet et leur expérience d'apprentissage. Les réponses que nous avons obtenues grâce à ces instruments ont confirmé que les introvertis fonctionnent mieux dans les activités qui nécessitent un travail individuel ou en petits groupes, qu'ils ont besoin de temps pour réagir et former des réponses et que les enseignants peuvent les attirer en fournissant des sujets intéressants, ils sont également considérés comme timides. À la fin, nous avons formulé des recommandations qui comprenaient des stratégies susceptibles d'aider les enseignants à différencier l'enseignement pour qu'il réponde aux élèves introvertis et des activités d'expression orale qui peuvent les motiver à développer leurs compétences orales.

Mots-clés : élèves introvertis, motivation, expression orale, cours d'anglais langue étrangère, enseignement différencié, activités orales.