People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun –Tiaret-

Faculty of Letters and Languages

Department of Letters & Foreign Languages

English Section

Scrutinizing the Effects of the Introversion Personality Trait on EFL Learners' Oral Performance: Second Year BA Students as a Sample

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment of the Requirements for the Master's Degree in Didactics

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Dedication

I dedicate this work to:

The dearest people to my heart;

My Father & My Mother

My dear sisters * Nadia* Souhila* Djinane

Also to my first supporter; my brother

Khaled

Special dedication to all my friends for their encouragement and support.

Ahlem

Acknowledgement

First and foremost, praise to ALLAH for giving us patience, strength

and capacity to accomplish this work

Then, we would like to express our deepest and sincere respect and

appreciation to our supervisor Dr. Ammar BENABED for his help,

patience, guidance, support and advice along this year

special thank goes to the members of examiners for accepting to

evaluate our humble work

We are thankful to our teachers of oral expression

Mrs. Asmaa TOUMI for their help

we are grateful to all learners of second year BMD and teachers of English

Department at the University of IBN Khaldoun of Tiaret for their seriousness

in filling the questionnaires and take part in teachers' interview

an appreciation goes to all teachers of English Department for their

help and guidance along all these five years

We are thankful also to all friends and anyone helped us in a way or

another to complete this work

Abstract

EFL learners mostly experience many difficulties in mastering the different aspects of speaking skill in particular. The present paper aims at investigating introversion and the different effects engendered from it. Moreover,the main purpose of this study is to state the status of introverted learners inside classroom in term of oral proficiency. To test our hypotheses and to find out answers to our research questions; we have chosen a mixed-methodology approach. The quantitative method contained a students' and teachers' questionnaire, the data were collected by teachers and a sample of second year students at the department of IBN Khaldoun University of Tiaret. However, the qualitative method was represented in structured interview with teachers of oral expression's module at the same department. As well as, a descriptive analysis was used to analyze the gathered data. Data analysis showed that introversion is a negative phenomenon that affects students' outcomes in oral performance. The pedagogical resolutions were formed in the shape of recommendations and suggestions at the end of the paper.

Key words: Introversion, extroversion, speaking skill, oral performance, EFL learning, personality trait

List of Abbreviations and Acronyms

APA: American Psychiatric Association

CLT: Communicative Language Learning

DNA: Deoxyribonucleic Acid

DSM-5: Diagnostic and Statistical Manual of Behavioral Disorders

EFL: English as a Foreign Language

ELL: English Language Learning

EPQ: Eyçenck Personality Questionnaire

ESL: English as a Second Language

EXT: Extroversion

FL: Foreign Languages

FLA: Foreign Language Anxiety

FMM: Fear of Making Mistakes

FMM: Five Factor Model

FNM: Fear of Negative Mistakes

GTM: Grammar Translation Method

IELTS: International English Language Testing System

INT: Introversion

MBIT: Myer-Briggs Types Indicator

SLL: Second Language Learning

TPS: Think-Pair-Share

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Glossary of Terms

Effects: A change which is a result or consequence of an action or other cause.*(Oxford Advanced American Dictionary Entry: Effect, 2006: 468).*

*Introversion:*The state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life. *(Dictionary, Merriam-Webster, https://www.merriam-Webster.com/dictionary/introversion.*

Extroversion: The act, state or habit of being predominantly concerned with and obtaining gratification from what is outside the self. *(Dictionary, Merriam-Webster, https://www.merriam-Webster.com/dictionary/introversion.*

Oral Performance: An individual's use of a language in a task, activity or presentation orally.*(Oxford Advanced American Dictionary Entry: Performance, 2006: 1080).*

Personality Trait: A relatively stable, consistent and enduring internal characteristic that is inferred from a pattern of behaviors, attitude, feelings and habits on the individual. *(APA Dictionary of Psychology)*

EFL: Is an abbreviation for English as a Foreign Language, "EFL Learners" refers to those who learn English Language. *(Oxford Advanced American Dictionary Entry: EFL, 2006: 469).*

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General Introduction

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This research is tended to the field of psychology. Learners have both universal and specific properties that impact on their educational settings. Learner's specific factors distinguish one learner from another in speaking competency, that's why educational psychology imposes the pedagogical suit to guide trainers or in service teachers with psychological orientations and good guidance to having knowledge that enriches their understanding and awareness toward the overt and covert manners of students that influence on their educational pursuit.

Due to the misconceptions which are spreading about one of the misunderstood concepts that face a big indifference either socially or educationally. That is introversion. The rumors that pursue this type of personality defamed its actuality and turn it to a neglected character in schools and universities. Meantime the appearance of extroverted learners as participators in open class tasks, the status of introverted appeared more especially in EFL classes because of their bashful occurrence in speaking community.

Introversion is supposed to be in relation with language speaking. Based on this assumption, numerous studies were conducted to find out the role of introversion in shaping learners' communicative aspect. Yet, through our research problem, we are shedding the light on the speaking skill as well as defining one of the psychological problems "introversion" and its impact on their oral competency and discussing some factors causing its presence as well. Additionally, propose some practical strategies that impel balance in the whole class between different types and mitigate the problem.

Background of the Research

The present paper examines the relationship between psychological temperament and the trait of introversion generally and its effects on oral performance in the target language specifically. As researchers have conducted in their studies that classified this phenomenon as a disturbing and uncomfortable psychological state.

Thus, the main background of this study is to determine teachers' awareness of their learners' psychological trait and which treatment is mostly used in such situations. Hence, it is also significant because it seeks to remind learners to believe in their capacities since it is a normal human-being trait and to increase the self esteem and any mistakes or errors made by them are a natural part as long as it still a foreign language for them, the thing that leads to accept learner's mistakes spontaneously.

Statement of the Problem

Speaking the target language smoothly is process suffused of challenges. Indeed, a high pressure of introversion constraints the communication in English since learners experience the feelings of anxiety and shyness. Predominantly, our investigation in this research is imperceptible to scrutinize the common turbulence obstacle "introversion" and its impact on EFL learners' production of speech.

Research Questions

As an attempt to explore the effects of introversion on oral production, our research tries to find answers to the following questions:

- What is the impact of introversion on EFL learners' oral performance?
- Does introversion affect on second year students' production of speech?

Hypotheses

We begin the supposition that if:

- EFL learners' introversion is arisen; they will be not able to speak effectively inside classroom.
- EFL teachers are aware of their learners' personality types.

Research Methodology and Design

Our study used both quantitative and qualitative methods of research to collect more reliable data and obtain descriptive data on variables. Thus, the findings will be gathered

through using questions that is a common instrument for teachers and learners, the questionnaire will be addressed for the second year students of English at the level of Ibn Khaldoun University. In addition to that, a teachers' interview takes place in this study to help us remedy our issue by providing us with their perceptions and suggestions that could take into consideration, we analyze the results of our collected data in the practical chapter.

Structure of the Study

Our research is divided into two parts that are: theoretical aspect and the practical one. The first part provide us with theoretical background of the study which is organized into two chapters, the first chapter also is divided into two sections; on one hand, the first section comprises an introduction to the chapter, a definition of speaking concept, its importance, functions, elements, psychological barrier and so on. On the other hand, the second section represents a brief overview of introversion, its definition, origins, types, symptoms, characteristics and its relation to the oral performance.

In addition to the above, the second chapter introduces our issue in the eyes of the Algerian Educational system including the status of English in Algeria under both of classical reforms and LMD, English as a field of specialization and the module of our study "Oral Expression" and techniques used by teachers to actuate introverted learners.

The second part which is the practical one of our dissertation. First, a general descriptive of tools have been chosen to collect a valid data, followed by the analysis of our findings, then discussion of gathered data that aimed to investigate the causal points that creates students' introversion during the oral sessions and strategies used by teachers. Furthermore, recommendations and overtures for further researches were suggested.

Chapter One

The Speaking Skill Vs Introversion

Section one: the speaking skill

Introduction

When learning a language in general learners are supposed to master the four skills: speaking, reading, writing and listening; these skills are intended to improve the literacy (reading and writing) and fluency represented in (speaking and listening).

Indisputably, learning a language is never an easy process, since the aim of language acquisition is to develop the speakers' four major skills based on large foundation of adequacy of vocabulary and good grammar as well. Being able to perform effectively in oral sessions is always considered as a hard process as it has been a problematic side in the language learning, since many students express their opinions of uneasiness when they have to speak or read texts in EFL classes. The process of improving the speaking skill ought to submit many procedures. Thus, teachers have to create suitable methods and design the appropriate layouts to incorporate with the different models and preferences of learners. Broadly speaking; this difficulty imply feelings of shyness, stammering, nervousness and being quite that create uneasy process for teachers to prove the students' mastery of language.

In the present chapter, we will focus on showing the different elements related to speaking skill and introversion which will be detailed in two sections. The first section: foster us by an overview linked to defining the speaking skill, discussing its importance, components, functions, types and so on, in section two: we will go deeper to discover one of the important affective factors which is introversion and review a theoretical background on the concept, as well as defining it and examining its relation with oral production and SLL, containing also its types, effects on different levels, origins and so on.

I.1. Academic Performance

Actually, Academic performance inside the classroom has been divided into numerous categories that demonstrate learners ' knowledge by taking written or spoken tasks, such as; presentations, quizzes, turning in homework ,participations and discussions in class and so on, namely that; the academic achievement is measured by performance. Simpson & Weiner

(1989) have defined performance as "*the observable or measurable behavior of a person,*" in which performance measures the phase of behavior that can be regarded in a various situations that contribute in the academic achievement accomplished at the end of the course. In overall, performance of how the student has achieved in a particular subjects.

I.2. English Language Proficiency and Academic Performance

Globalization has made English an international language and one of the important tools widely used in global communication all over the world. Thus, English proficiency is regarded as a compulsory ingredient for practicing English, especially non-native speakers of English who ought to practice sounds, subsequently; as a second language learner, one have got to be more able to express the language smoothly in both formal and informal conversations on practical topics, according to a definition suggested by Collins dictionary: "*Proficiency is having great facility inspeaking skill.*""*Proficiency is the ability to apply the second language for communicativepurposes.*" Carter& Nunan (2001), broadly speaking; proficiency is not associated only with speaking, but also has a correlation to good writing and reading; however, it is equates to fluency although there is a distinction between the two; in which fluency related to the ability to speak effectively and in a fast way and proficiency is how the learner understand the communication process and it can be practiced through reading and writing as well.

Studying English as a field of specialization required learners to be more competent when using the language. In other words, proficient students are tended to have good academic performance. A study conducted in a faculty of Dakar, Bangladesh in 2014 to test students' proficiency in English at different subjects, students wrote an examination to test their grammar, reading abilities, comprehension and vocabulary. The evaluation process also include individual presentations and spontaneous questioning, the results have found that the students with higher level of academic achievement are those who are proficient in English. Therefore, as it is noticed without doubt that being good learner of English is the foundation of being more proficient, since there is an existence of the relationship between language proficiency and good academic performance.

I.3. Definition of Speaking Skill

It seems that it is easy for everyone to define the concept of speaking, but the numerous definitions have given by many scholars make it hard to provide a precise definition to this term. Brown, H.D (2004) defined speaking skill *"as the productive skill that can be observed directly andempirically."* However, Mazouzi (2013) considered speaking skill as *"an*

Interactive process of constructing meaning that involves producing, receiving, and processing information." (2013: 05). Thus, it takes many forms since it requires cooperation between two   or more persons and needs information about takings roles during the discussion, and recognition of what is being said and received.

Overall, in pedagogical system speaking is regarded as the ability and capability to use the language effectively, despite the fact that English is a non - phonetic language since speakers oftentimes do not spell words the same as they are spelled, but this skill is worthy of attention, namely; that it gained much importance due to the emphasis of schools to teach active knowledge. Hence; Egan (1999) considered speaking as "*the heart of Foreign Language Learning(FLL)";* the thing that pushes EFL learners to evaluate their capacities in language competence based on how much they have enhanced their spoken language proficiency. Thornbury (2005) argued that: *"Knowledge of a language is not the same as ability to speak it andknowledge of some rules of grammar and vocabulary does not enable the person to speak."* In other words, being competent in some aspects of a language does not create a fluent learner and vice versa, it is all in all, and refers on having equal understanding of all aspects of language.

I.3.1. Elements of Speaking

Speaking a language requires more volubleness and more ability to speak not just having knowledge of language aspects. Harmer (2001, p.269-271) divided speaking into two elements according to its language features and mental / social processing.

I.3.1.1. Language Features

Generally, language feature is considered as a analysis of spoken language; however, language it is an essential part in communication which is consists of a set of features, viz, connected speech, expressive devices, lexis and grammar and negotiation language.

I.3.1.1. Connected Speech/ Discourse

The speaker should be able to produce correlated phonemes not in a separated way, but they should be link utterances. Differently couched, it is continuous sequence of sounds forming utterances and conversation, ensuring a comprehensible speech flow.

I.3.1.2. Expressive Devices

In face to face contact, the learner should notice and acquire the body language, as well as listening carefully to native speakers' conversations, because these devices help learners to transmit the message clearly and acquire their physical gestures and speed.

I.3.1.3. Lexis and Grammar

Actually learners tend to use the same lexical utterances, so it is better if the instructor provide students with different expressions to convey different language functions; agreeing, disagreeing, approving, and expressing wonderment, amazement, and ext.

I.3.1.4. Negotiation Language

Students have to be taught how to ask and turn a conversation and interact obviously inside classroom with either teachers or classmates. This is needed to seek elucidation regardless the recipients' understanding of the sender's message. Besides elucidating, it is also spotlight the speaker's utterance structures and the recipient understanding.

I.3.1.2. Mental / Social Language

Having knowledge about language skills is insufficient especially because it involves imitative processing while interacting with others, it requires a rapid processing skills.

I.3.1.2.1. Language Processing

When learners internalize the language, they need to process it in their minds. Additionally, they need to be able to retrieve words and information, and use them immediately in their conversations and discussions. In fact, processing, comprehending and reinvesting the

language remain an amazing skill which requires immediacy and efficiency, a very complex process for non – native speakers, owing to prosodic features (aka supra – segmental features) such as intonation, stress, duration in syllabus, etc.

I.3.1.2.2. Interacting with Others

Knowing the rules of interaction is very important since any discussion or communication needs more than two interlocutors, by being good speaker open the field to be a good listener as well as understanding and respecting others' thoughts and knowledge and give them chance to talk is very important.

I.3.1.2.3. Information Processing

The more learners are rapid in processing information the more are effective interlocutors and communicators and vice-versa, in which they have to response to others' talk and be available for responses immediately, in addition to being more aware and ready- made for processing information.

I.3.2. Importance of Speaking Performance

Actually, people who know a language are remarked to be the speaker of that language. Of all the other skills, speaking is regarded as the most current skill, and with the advent of the CLT approach (Communicative Language Teaching), the oral production carried much importance, Despite the fact that the ignorance toward it, since in Grammar Translation Method (GTM) the attention was given to literacy skills (reading and writing).

According to Haidara, *"speaking skill is a cornerstone in the issue of the second or foreignlanguage teaching and learning process."* (2016: 150). Hughes (2002) indicated that the importance of speaking as being the laboratory for linguistic innovation where new words, items and grammatical forms tend to be generated in the spoken language rather than the written one.

By improving the Speaking skill, learners are able to communicate well either outside or inside classroom, since it gives chances to its speakers to get job for instance companies that need to interact with other foreign companies as well as it gives them opportunities to express

their viewpoints, thoughts and beliefs. Indeed, many learners have spent years studying English but they still cannot speak it fluently.

I.3.3. Speaking Skill Components

Since practice makes perfect.Hence, language should be practiced by students the thing that leads to make them fluent and speaking is the production skill that is included in two main categories: accuracy and fluency (Derakhshan, Khalili & Beheshti, 2016). According to Syakur (1987:5), *"Speaking is complex skill because at least it is concerned with components ofgrammar, vocabulary, pronunciation and especially fluency and accuracy."* Indeed, speaking is an integrative activity which requires the mastery of more than one skill.

I.3.3.1. Fluency

One of the important characteristics that prove that the learners are good speakers since it is the ability to speak in a fast way effectively using coherent sentences and phrases as well as pronounce obviously and smoothly. Hedge (2000) expressed that *"fluency is the ability to link parts of speech in a smooth way withoutinterruption if inappropriate slowness or hesitation."* Hughes (2000: 113) has defined fluency as *"Thelearner's ability to speak in reasonable, intelligible and accurate way without too much hesitation inorder not to break down the communication because listeners will lose their interest."*Thornbury (2005) indicated that both speed and pausing are important factors in fluency because all speakers need to draw breath even the native speaker to let the interlocutors catch up what they said. Indeed, the most common pause fillers are the repetition of the same words and the use of 'umm, AAHH....' Regarding the same idea, Nation & Newton said that: *"Fluency is typically measured by speed of access or production and by the number of hesitation." (2009)*

I.3.3.2. Accuracy

Speak a language is not easy at all since learners are required to present a correct, exact and precise phrases by focusing on vocabulary, grammar and pronunciation. According to Nunan (1999), *"Students need a linguistic competency, an adequate vocabulary andmastery of syntax to speak in another language."* Indeed, focusing on correctness of language form is of a great importance for speaking production; without structuring accurate speech; learners will

not concentrate better. In the same viewpoint, Brown, H-D. in his book entitled *'Teaching by Principles'* said that*: "Fluency may be the ultimate goal of any language class, accuracy should be achieved to someextent, by allowing students to focus on elements of grammar, vocabulary, pronunciation, to produce comprehensible and accurate language."(2000)*

I.3.3.3. Grammar

Having knowledge of vocabulary is insufficient to share a conversation with others, until knowing how to use it correctly and orderly; taking into account the exact use of tenses. Harmer (2001: 12) defined that grammar refers to *"The description of the ways in which words canchange their forms and can be combined into sentences in that language.*" That is to say, it refers to the use of grammatical structure with its length and complexity of utterances

I.3.3.4. Vocabulary

Scholars have defined that vocabulary is *"The core components of language proficiency"* that cannot be separated from learning a language, a simple definition was by Ur *"The term vocabulary refers tothe words we teach in FL."* (1991: 60). Usually students express a difficulty in an oral presentation because of their poor vocabulary. Harmer (2001) supported that the knowledge of the word classes also the speakers to perform well-formed utterances, that is to say that students with rich vocabulary can enhance their speaking production.

I.3.3.5. Pronunciation

In overall cases, EFL learners know that pronunciation is a complex process due to many reasons such as being aware of where to put stress and rising or falling intonation are the main issues that the English Language pronunciation can be affected by. Harmer (2001) assured that "*Learners should beaware of the different phonological rules, places of sounds articulation and sound features."*

I.3.4. Speaking Difficulties

Overall, being able to speak fluently can be considered as a major problem for non-native speakers specifically. Due to many reasons that could take time as an attempt to improve it with much focus, these difficulties can be summarized as follows:

I.3.4.1. Reduced Forms

Using ineloquent contractions Such as: abbreviations, elisions, can facilitate for learners eschew of special obstacles when it comes to the production speech, but it is inappropriate when it is used in learning more formal spoken English.

I.3.4.2. Performance Variables

It is a natural process when the learners thinking while speaking at the same time, since he cannot speak without thinking or reviewing background knowledge and information, but factually it is considered as a problem that demonstrates certain performance variables such as: hesitation, pauses and backtracking.

I.3.4.3. Mother tongue use

Generally, learners who use their mother tongue most of times tend to have vocabulary shortage and problem of arrangement of their ideas if they are going to translate them into the FL, the thing that leads to use the FL ineffectively and incorrectly. Backer &Westrup (2003:12) argue that *"Barriers to learning can occur if students knowingly orunknowingly transfer the cultural rules from their mother tongue to Fl. "*. Although it is a natural thing to do, it is an inappropriate strategy that should not be applied since learners are obliged to talk only with official language in EFL classes. Indeed, this would have influence on their use of English language.

I.3.4.4. Nothing to Say (Speechless).

Some learners find themselves in front of a big problem when they cannot think of anything to say, either because of the limited vocabulary, ignorance toward the topic, unmotivated and uninterested students, it is an inevitable thing when students do not know how to respond and interact with the teacher may be if they are not prepared or have just few knowledge about the topic.

I.3.4.5. Inhibition and Anxiety

Speaking in front of the audience can create problem of inhibition even with the mother tongue itself, this feeling mostly engendered as long as the learner is afraid from other's judges and the way he is going to talk with or even fear of losing his ideas. Researchers

Explain the inability to speak loudly such as: Littlewood (1981) who assured that *"FL classroom could easily create inhibitions and anxiety. ".* The same idea was supported by Tuan & Mai (2015) arguing that *"when students try to participate duringFL classroom speaking task they are often inhibited. "* Hence, due to many reasons since they are shy and face critical audience and being fear of making mistakes and being laughed at and criticized .

I.3.4.6. Stress, Rhythm and Intonation

Factually, it is known that the way the speaker sounds the language depends on what his native language is, namely; that his accent depends on from where he is. Brown, H.D (2000*) "Stress, rhythmand intonation are the most important aspects of pronunciation due to their significant role inconveying spoken messages."*Rhythm is all about on how the speaker use stressed and unstressed words in sentences, intonation refers to the pitch of speaker's voice goes up or down when he speaks. In addition to the two above, English is a stress-timid language in which this stress is divided into stress syllables that are louder and longer than unstressed syllables that are short.

I.3.4. Functions of Speaking

There was a struggle about the classification of functions of speaking along the human interaction. Brown & Yule in 1983 have shaped three function of speaking: talks as interaction, talks as transaction. Then third version has been added by Richards in 2008 which is talk as performance.

I.3.4.1. Talks as Interaction

This function refers normally to the concept of *"interaction"*, it is focus more precisely on what speakers say in a discussion or conversation, count also on how speakers convey messages clearly to other interlocutors and how they present themselves to each other according to circumstances.

I.3.4.2. Talk as Transaction

This version based on the transmitted message and making interlocutors understands the message accurately. It is focus on what is being said and making the participants understood clearly what have been uttered.

I.3.4.3. Talk as Performance

   This type can be evaluated to assess its influence on the listener. It can be differentiated from the other types easily, since it refers to present information in front of the audience such as ; public talk, speeches, retell story and classroom presentations.

I.3.6. Types of Classroom Speaking in ESL

 Types of speaking considered as a helper of instructors in order to design their layouts. Brown, H.D (2004) stated that there are five types of classroom speaking performance, these types are:

I.3.6.1. Imitative speaking

 Initiative speaking simply refers to the process of imitation of words phrases or sentences. Oftentimes it is observable that EFL learners tend to parrot back the native speakers in an understandable way. The goal is only to repeat frequently what they have heard and reproduce these expressions which give them the chance to process the language forms.

I.3.6.2. Intensive Speaking

 In this type, the speaker should be aware of the semantic properties since an intensive assessment task includes reading aloud a passage or gives direct response or dialogue completion.

I.3.6.3. Responsive Speaking

Responsive assessment task includes test comprehension, short talk, small conversation, short replies to teachers' questions and simple comments.

I.3.6.4. Interactive Speaking

 The interactive speaking is more complex than responsive version. It is an authentic language activity which includes multiple exchanges and participants. Two forms have been shaped from interactive speaking which is transactional language, aiming to exchange information. The second form is interpersonal exchanges which have the objective of maintaining social relationship.

I.3.6.5. Extensive Speaking

This type of speaking is more conversational and interactional one since it offers to students to show their capabilities in oral production, as it has been indicated by Brown (2004) that: *"Extensive speakingrequires students to give speeches, oral presentations or tell stories, planning are involved andinteraction is generally ruled out."* Extensive assessment test includes these forms of presentations to assess students' oral capabilities.

I.3.7. Psychological Barriers Affecting Speaking Performance

It is well-known that any learners witness a lot of difficulties when taking courses, English learners experience a difficulty during their learning process such as grammar rules lack of mastery, Dyslexia, lack of vocabulary, fear of negative feedback, more legibly. Those learners may face other cases that prohibit them to fulfill their aims, and unvitiated psychological ones such as the fear of making mistakes**,** FL anxiety, depression, introversion, fear of negative evaluation.

I.3.7.1. Fear of Making Mistakes (FMM)

One of the difficulties causing students' reluctance to speak in English inside classroom is linked significantly to the problem of fear negative evaluation from critical audience, as long as ;is resultant from the students' beliefs of being laughed at or even being criticized by the instructor. Cutrone (2009)deduced from his study on the Japanese learners' reluctant reluctance to speak English, most of them have indicated that fear of making mistakes is the major obstacle according to them, that is why teachers should remind their learners that making errors is an integral part of the instructional process.

I.3.7.2. Foreign Language Anxiety (FLA)

One of the affective factors that impacts on speaking performance specifically *"Anxiety is quitepossibly the affective factor that most pervasively obstruct the learning process."* Arnold (1999: 8). The idea has been supported by Elaine, M Philips (1999) who declared that *"speaking skill is the mostfrequently cited source of anxiety among students."* However; studies are argued that if anxiety is of positive or negative effects and it can be considered as a

Facilitator or inhibitor cognitive processes such as learning a language. Oxford Advanced Learner's Dictionary represents two definitions related to the concept *'anxiety'*. The positive one reveals that anxiety is *"a strong feeling of wanting to do something or of wanting something to happen,"*,while the negative one as *"*the *state of feeling nervous or worried that something bad is going to happen." (2006: 55).*

Ones cannot assume that the speaking difficulties correlate directly to this psychological barrier, as long as learner's difficulties in learning a foreign language are entailed from their weakness in vocabulary shortage, grammar, using of tenses, pronunciation and so on, but many scholars linked anxiety to EFL context, they defined it as a worry of negative emotional reaction, regarding this issue Horwitz &*al.,* (1986) have declared that *"Students experienced more anxiety in FL classes than other classes."*

Broadly speaking, studies considered speaking as an anxiety-provoking aspect of FLL, from this perspective, MacIntyre has said that *"Anxiety is considered as the worry and negative emotional reactionaroused when learning or using a second language."* (1999: 27). The definition has been supported by Horwitz &*al.;* (1986) who claimed that *"Students suffering from foreign language speaking reportfeelings of apprehension and worry, and feel uncomfortable about speaking in class."*

I.3.7.3. Fear of Negative Evaluation (FNA)
Ascendancy,evaluation is an important step in FL Teaching and learning, Gronlund (1981) defined *"evaluation as a systematic process of determining the extent to which instructional objectives isachieved by pupils." (*as cited in Dash, 2000: 176). Thus, systematic process means that evaluation happens in an organized way following logical steps. In the present research, we differentiate three types of evaluation. The first type is teachers' evaluation; taking into account that teacher's harsh error correction can lead to poor production, as well as providing discouraging feedback which is a *"Source for creating negative attitude about error treatment, lowering his learners'motivation and increasing the feeling of fear from this negative feedback."* (Idri, 2012)**.** The Second type of evaluation belongs to peers' evaluation.

It is a way used by teachers to provide information about learner's performance. Hence, in spite of impacting positively upward group work and motivation, we cannot ignore its negative impact as an anxiety – provoker task, as regards when peers correct each other inappropriately and laugh at each other. Finally, the third one concerns self-evaluation, it has been noticed as a crucial process of judging one's own learning and achievement (Olina& Sullivan, 2002).

I.3.7.4. Lack of Self-Confidence

Students who draw a positive image in their own capacities would certainly succeed. The fact that being confident is being secure in yourself, personal self–confidence is a positive or negative self-perception and certainly directed toward person's general capabilities (Paradis &*al.*, 2015). Some researchers indicated that self-confidence is considered as a person's sense of competency and skillfulness, their perceived abilities to cope effectively with challenging situations (Shranger& Shown, 1995). It may be expressed verbally (oral conversation, short talking) or non–verbally (movement – body language – facial expression).

I.3.7.5. Shyness

A trait that is often grouped with the psychological problems related to speaking skill is shyness. The latter creates in English classes probably an obstacle that leads them to avoid participation and prefer to stay aside and silent. Cooper mentioned that *"Shyness is not a choice; it is actually much closer to fear than anything else."(2009: 09). In the same vein, Susan* Cain *(2013)* defined shynessas: *"the fear of socialdisapproval or humiliation … shyness is inherently painful."* In other words, shyness has some potentially undesirable connotations and it causes lower social liking and has an anticipated impact on cooperative participation, that suggested the potential relationship between shyness and classroom participation is more complex than what people think. Cain added later that the reason behind the high level of shyness is the *"Result of receiving the message that there is somethingwrong with their preference for reflection."* (2013: 12). Indeed, this provides support that shyness associated with the problem of fear of negative evaluation or being criticized and laughed at in front of the public since it shares some overlapping qualities that leads to turn in their inward world.

I.3.7.6. Lack of Motivation for Success

It was noticed that learners with strong motivation and encouragement are more designate for success and achieve good marks in their educational career .Brown, H, D. (2007): *"Motivation is thekey to learning in general. "* Generally talking, motivation is the heart to do something, it seems to be a guide of behavior, as it has been proven that students who received more support either by parents or teachers are classified to be more confident and could gain better scores than those who do not receive any motivation.

I.3.7.7. Introversion

Among the individual's affective factors, which influence foreign language learning and its current skill which is speaking, introversion appears to be one of these factors that linked most of time negatively with students' production of speech in the foreign language. Laney (2005) defined introversion as *"temperament different from shyness or having withdrawing personality."*Helgoe added that: *"Introversion is an inward orientation to life."*As it is defined before, introversion is one of the fundamental dimensions of personality that are identified in numerous theories of personality. On the basis of the different personality traits, psychological researches revealed most of time that the personality could have a crucial role regarding good and bad achievement.

Furthermore, the majority of studies assume that extroverted learners are skillful in their communicative competence in comparison with introverted learners who tend to have no desire to communicate, the thing that leads teachers and learners to think that introverted learners seem to be unmotivated as much as they do not show their skills in the oral tasks. Cherman and Oxford (1989) declared that: *"Introverted learners favor to communicate meaning instead ofexpressing orally."* Namely; that they avoid all kinds of interaction and participation. The responsible of this inhibition was hypothesized to be introverts' high level of anxiety that prevents them attaining proficiency in the second language communication. This is what has been supported by Dawaele& Furnham (2000): *"High level of anxiety causes introverts to have difficulties in speaking which in turnresults in a low level of speech rate."* That is why they are quietly processing and thinking of the discussed topics in order to avoid the risk of being misunderstood. Another research conducted by Brown (2007) revealed that:

"Introverted learner experiences a high degree of anxiety that's why they Feel at ease listening and watching to what his peers are discussing because they feel that they will be negatively evaluated by his teacher and classmates."

Furthermore, it has been hypothesized that they have high level of social and linguistic anxiety which affects them to appear more disturbed during their speech production. The last is caused among introverted learners because of the communication apprehension and low in self esteem, which officially impact a lot as much as pronunciation is seen as a current aspect of spoken language, since the weaker self esteem the stronger inhibited will be.

In sum, the role of introversion as an inherited factor occurs as a source of anxiety that prevents learners who reveal uneasiness in their oral production activities.

Section Two: Introversion's Key Concept Definition

Introduction

Learning a foreign language put learners in front of numerous difficulties, which create feelings of nervousness and tension and so on. There can be various reasons behind these difficulties but learners with their ages, cultural background knowledge, preferences and models sharing the same desire which is to be able to speak the language smoothly, the thing that requires mastering their language at the level of different aspects such as: production of speech, reading texts and writing composition.

In the first section, we shed the light on one of the crucial skills which is the speaking skill, presenting its importance, functions, types and many other characteristics. In relation to last, In this section we will go deeply to introduce a literature review on the psychological factor introversion as far as defining it and presenting its types, origins, characteristics and showing the situation of introverted learners inside classroom that may embed the process of improving the speaking performance.

I.1. Definition of introversion

Being an elusive concept especially for psychologists and teachers, introversion was assigned many different definitions. Here below, some of these will be dealt with. Jung in his theory of conceptualization of introversion – extroversion indicated that an introverted person tends to orientate his energy and attention inwardly:

> *Interest does not move toward the object but withdraws from it into the subject. Everyone whose attitude is introverted thinks, feels, and acts in a way that clearly demonstrates that the subject is the prime motivating factor and that the object is of secondary importance. Introversion may be intellectual or emotional, just as it can be characterized by sensation or intuition. It is active when the subject voluntarily shuts himself off from the object, passive when he is unable to restore to the object the libido streaming back from it. When introversion is habitual, we speak of an introverted type. Jung, 1923, p. 453 (cited in Grimes, 2010, p. 26).*

Referring to the above definition, the *'introvert'* is merely a sign of one's bias to channel both direction and attention inwardly while devoting less efforts on the peripheral interaction. In the case of introversion, the primacy is mainly directed to the subject regarded as a motivating factor rather than the object. Whenever the behavior becomes a regular habit, the person is qualified of being introverted. The same definition was supported by Helgoe (2008) who said that: *"Introversion is an inward orientation to life."* They tend to focus more on their internal thoughts, feelings, emotions, moods, as well as gain their energy from quietness, stability, reflecting , and lose it when interacting, in which they have a preference for thinking and turning their ideas before they speak. Laney (2005) resembles *"introversion as a type of temperament"* (2005: 10) that is different from shyness or having withdrawn personality, namely that shyness trait is always grouped to introversion that is distinct from it. Furthermore, the APA Dictionary of psychology presents a definition that said that introversion is *"orientation toward the internal private world of one's self and one's inner thoughts and feelings, rather than toward the outer world of people and things."* (APA, 2nd edition, 2015), namely that person's concentration is turning inwardly and upon oneself and being fraught through being alone and to be inwardly oriented.

The more serious turn is when the APA (American Psychiatric Association) decided to classify introversion as pathology in its manual DSM-5 (Diagnostic and statistical Manual of

Mental Disorders). Lately the APA committee members came out on the side of sanity and kept introversion out of its manual for personality disorder diagnostic (APA Gains Sanity, 2012). Insomuch, the most spread disagreement between Carl Gustav Jung and Sigmund Freud regarding introversion, in which Freud classified introversion as pathology *"introversion is indispensable to narcissism."* Whereas, Jung suggested that introversion is totally normal and natural function, even if it pre-dominates one's mental life.

Despite the paradoxical definition of scholars to give an accurate description of introversion, most of psychologists agreed that this personality trait is a matter of self- orientation in which focuses their energy toward their ego. Jung suggested that: *"The tendency of the introvert is to defend him against all demands from outside, to converse his energy by withdrawing, thereby consolidating his own position."* (1953: 332)

I.2. Origins of Introversion

The struggle concerning the sources of human behavior takes many intervals since the beginning of anthropology studies. More researches have been expanded beyond these originally suspected. Based on Jung's conceptualization of introversion–extroversion, since his theory counts on identifying the potential origins of these terms strictly, conversely; he has assumed that both introversion–extroversion grow up with us since childhood, Jung stipulated that "one *of the earliest signsof introversion in a child is a reflective, thoughtful manner, marked shyness and even fear* of *unknown objects."* (Ibid.517). As well as, he theorized that both of these traits are stable traits across the lifespan given the influence of physiological mechanisms , the thing that leads to assume that temperaments has a nature tendency, Jung's perception has been reinforced by Callueng& Oakland (2014) who have explained that any temperament has both nature and nurture bias, "*reflects behavioral tendencies rather than specificbehaviors; temperament traits appear early in life and thus are believed to have a biological origin.*" (2014: 04). The authors conducted another study correlated to psychological anthropology that views "*Culture as establishingpreferred behavioral styles through personal choice and the process of acculturation andaccommodation.*" Based on the same findings, Brian Little (2014) in his book of '*Me, Myself, and Us': theScience of Personality and the Art of Well-Being',* suggested three motivational

sources (biogenic, sociogenic, idiogenic), supposed that "*Introverted and extroverted behaviors arestrongly influences by sociogenic sources but also have a biogenic components.*" (2014: 51). Namely; that the development of temperament is influenced not only by environment, social roles and specific cultural norms, but also through hereditary factors that are encoded in the DNA structures, and codes.

Similarly as noted above, it has been suggested that introversion engendered from the maltreatment, parents' punitive attitudes lead later to have harsh and rude children. Siegelman (1966) has written in her blog *"The most widely supported association is that accepting, loving, positive parents frequently have extroverted children, while rejecting, cold, negative mothers and fathers tend to have introverted sons and daughters." (1966: 85).* The more serious side is that theseresearches could classify introversion as a pathology that came from low loving parental behaviors. Another correlates of introversion are found in the research of Koudelkouva (1986) that added in this case that:

The worse acceptance of the child's introversion can be explained as a secondary reactive parental behavior as, generally, the child's inclination to introversion is looked upon by both parents and teachers as an undesirable or even maladaptive manifestation, and for this reason, it is accepted unfavorably. (1983: 295)

Hence, this supported the suggestion of introversion's creation is both nature and nurture.

I.3. Types of Introversion

Introversion can be classified into four types, viz., Social, Thinking, Anxious and Restrained introversion

I.3.1. Social Introversion

Extensively, the concept does not refer to an outgoing person, it refers closely to a predisposition for socializing with few persons instead of large ones, relatively stable, and present in any situation, as well as; they tend to socialize just in particular time and with specific persons. Introverts with social tendency have pervasive effects on language acquiring and learning because they are likely to be conscious in different learning situations; however, they still have a preference to solitude most of times.

I.3.2. Thinking Introversion

The concept obviously refers to those who live in their internal fantasy world, in which they process information deeply, turning them over and over in their minds, as well as they reserved their ideas and thoughts and processing them inwardly. Moreover, it is largely independent from the other types of introversion, although they tend to hide their preferences and personalities from the public eyes and avoid any expression of their feelings.

I.3.3. Anxious Introversion

Unlike the two types cited above, this kind of introversion is experienced when a person is apprehensive in particular situations. Since introversion is regarded as a source of anxiety. Anxious persons seem as rough and irritable persons, and their anxiety appears easily when things tend to go to wrong directions.

I.3.4. Restrained Introversion

Restrained introverts resemble to those of thinking introverts, in which they tend to think before they speak and remark all details and aspects of situations. They also seem to be

reflective kind of introverts since they take their time before taking decisions. Indeed, they feel exhausted and drained after socializing for a longer amount of time.

I.4. Introverts' Characteristics

As all psychological temperaments that have quality traits, introverts' personality traits seem to be observable in many aspects such as: behaviors and attitudes. Indeed, although they may share the same elements of extroversion in their personalities, their special characteristics appear in their manners as being quiet, in which solitude is a welcome relief. They do any activities that are performed alone since they are exhausted and drained after too much socializing. So, from time to time they escape to recharge their energy, alleging that interaction is the major obstacle for them. Eventually, it becomes tiring to them, so long as they do not have to talk only, but also to listen and process what is being said. Unquestionably, introverts are introspective and curious that leads them to have a very active inner thought process. In other words, their curious tendency leads them to be natural Observers. Moreover, they are good listeners as long as they do not need to vocalize everything as extroverts.

I.5. Introversion Symptoms

It is commonly known that introversion features can be remarked through numerous symptoms that could be observable via their attitudes and daily behaviors such as; being quiet and appearing tired either physically or mentally with reducing in energy especially after socializing. They need to re-energize their battery as well, the thing that gives them crankiness. Thus, they cannot be called as introverts without mentioning their anxiety as the major affective factor in their introversion. It has been agreed that they are irritable, grumpy, feeling anxious, down or depressed, speaking more slowly with having long pauses between words and getting flustered when having to make decisions with indecisiveness.

I.6. Introverted Learners inside Classroom

As it is indicated before, it is a current fact that introverted learners are distinct in their terms of receiving and processing information, preferences, behaviors, attitudes, and class-tasks. Varela, Cater & Michel have declared that introverts "like *sitting quietly in classes andreflecting deeply on the lecture instead of participating in group learningactivities or group discussions,"* (2012), namely, that introverted learners avoid any kind of interactions

either with teachers or classmates, unlike outgoing learners who develop their knowledge through discussing, interacting, with others. In the same vein, Isaacs states that:

> *They need more time to think about what they will say before they contribute*
> *in a given task, in which they develop their thoughts by recalling information*
> *stored in long-term memory to construct associations that are more complex.*
> *(2009)*

Thus, these types of learners turn their information before engaging in a face to face conversation.

Particularly, when a group work takes place such as topic discussion or presenting a project introverts frequently prefer to say away since it is not a preferable activity for them.

Hence, they take usually a passive part in class discussion, "*They prefer small group discussionparticularly if they had examined the addressed topic in advance andwerefamiliar with the group-mates.*" (Wood, 2012). Apparently, they demonstrate an advantage during the writing process more than the speaking one, especially if they have superiority in their writing production. Yet, they internalize knowledge and information adeptly, as long as they listen more than talk and speak.

I.7. Introversion and Second Language Learning (SLL)

It is an obvious fact that there have been a number of studies and researches attempting to investigate the relationship between the dichotomies I/E and English Language Learning (ELL). Although that these studies showed a bias toward extroverts who seem to be more skillful in communication and successful language learners, conversely; other theories claimed that introspective are better language learners, eventually, others indicated that there is no clear correlation between the two traits above and language acquisition.

Previous studies by Ehrman& Oxford (1995) to examine the relationship between the two dimensions with 855 American language learners of various languages using the MBTI (Myers-Briggs Type Indicator, which is self-report type questionnaire developed by Katherine Cook Briggs & Isabel Briggs Myers in 1943), the results concluded that no significant correlation was found between I/E and language proficiency, the recent study was supported by Souzan Dehfar&*al.,* (2014) that used IELTS (International English Language Testing System) with 47

English students, concluded that there is no meaningful relationship between I/E and learners' acquisition of English.

In this respect, Busch (1976) attempted to investigate the relationship between extroversion and college level Japanese learners of English, the results of the study found out a weak and negative correlation between outgoingness and the section of grammar/vocabulary, reading and pronunciation as well it was concluded that introverts were better in pronunciation. Later the findings were supported by Swain & Burnaby's (1976) who indicated that the introverts' have a better performance in pronunciation.

Using the same assessment MBTI, Carrel &*al.,* (1996) tested the effects of personality features on academic achievement of 76 college students in Indonesia, a bad correlation between extroversion and vocabulary production was found. Another previous research done by Tehrani &*al.* (2014) to assess the relation between I/E and pronunciation with 30 Iranian English Learners, the data analysis revealed that introvert students performed better on pronunciation. The same results were found by Busch (1982) who conduct it with 185 Japanese students, the analysis of the results showed that introspective students had a better pronunciation and a higher lexical complexity.

Overall, as it is stated above in the overview, the researchers have shown a disparity between either personality variables and language learning performance, while others showed a bias toward one of them in impacting on language proficiency either positively or negatively. This altercation might have been caused because of the different evaluation methods that psychologists used.

I.8. Introversion and Oral Production

Brown stated that: "speaking *is a productive skill that can be directlyobserved.*" (2003: 140). This means that speaking should be produced by the learner in which he can express his desires, opinions, knowledge and thoughts. Thus, personality is an important part in acquiring a language; however, the perception of the personality dimensions gives learners the opportunity to understand and acquire the language effectively and increase their adjustment in the class. Significantly, personality is considered as dynamic characteristics taken by a person and can impact their way of thinking and achieving. Hence, it should be studied and analyzed by teachers to provide more appropriate teaching atmosphere since there is a

connection between personality, learning style and learning strategy of the learner that influence on his way of achieving better academic fulfillment .

Right from the outset, it has been noticed that both EXT/ INT are dimensions that affect on the way learners learn and improve the skill of language learning. According to Ellis:

> *Extroversion is viewed as a factor having a positive effect of the development of L2 basic interpersonal skills, as extroverted learners are likely to interact more easily with other speaker of the second language. However, introspective learners may also experience on advantage: they may find it easier to study the L2 and thereby develop higher level of cognitive academic language proficiency. (2008: 541)*

Wherefore, introverts increase the possibility of perform better in the speaking performance. Rossier (1975) in his study to control students' oral productions, a positive correlation was found between extroversion and oral fluency of the students, that is to say that introverted experience a difficulty in their oral performance. Suha&Suhartono stated that "there *are also some students whom seemed passively involved, they rarely asked aquestion and speak only when the lecture demand them to answer the question or toparticipate in the class discussion."* (2013:11). More precisely, those students are extremely introverted ones.

I.9. Introversion Effects

It is apparently observed that any affective variable can affect the language process either positively or negatively. However; introversion has a remarkable effects on learners' academic performance which includes the four major skills (speaking , listening , writing , reading). Yet, the more obvious thing is that learners perform differently in these skills, as long as they are different impacted by their personality' features. Numerous studies have been conducted to show its impact on these skills.

I.9.1.Academic Effects

The EFL outcomes attainment includes the main four skills that are: Reading, Listening, Speaking and Writing. Because of the learning preferences, learners excel in such skills differently.

I.9.1.1. Speaking Skill

The more valued skill that open the door closely to observe an introverted learner in comparison to the rest of skills, additionally; improve the speaking skill allows introspective

students to show their language' proficiency since it is considered as a big obstacle for them. Numerous studies were carried out to examine a successful correlation between introversion and speaking skill while many of them failed to find out a good relationship between them.

 Chastain (1975), Rosier (1975) have found that introverted achieved less in their oral sessions in comparison to those of extroverted ones, especially when they are stressed, timid, and less confident.

I.9.1.2.Reading Skill

Reading is one of the important skills in language learning that attracted the attention of teachers, researchers and learners. Helgoe stated that "it *is like allowing you to exit your own life for a bit*, *and tocome back with a renewed, even inspired, perspective."* (2008: 233). In the same wake, Rivers (1968) said that "reading *can be considered as a sourceof information as a pleasurable activity, and as a means of extendingones."* Interpretatively, it enriches their knowledge.

Reading seems to be a favorable skill for introverts since they sit down for hours and hours just to read, "*An introverted student isenthusiastic about books rather than people."* (Eysenck, 1965: 59). The thing that leads to have a clear and direct relationship between reading and introversion, as long as it pushes them to speak more fluently when reading aloud; it also provides them with different writing subsets; mechanics and vocabulary.

I.9.1.3.Listening Skill

People generally learn to listen; they specially spend much time listening to others and interpret what they say. Relatively listening is a predominant characteristic according to them, "*because of theirinclination to listen to others and lack of interest in dominating situation*, *introverts are more likely to hear and implement suggestions."* Cain (2012: 57). That is to say that introverted listen more than they talk. A research done by Alivania&Sumeei (2012) to assess the relation between EXT/INT and listening abilities with English learners using the EPQ (Eysenck Personality Questionnaire), thus the result showed a bias toward introverted to be better on listening assessment rather than extroverted. Therefore, it is considered an essential skill, in which the individual can learn new things through listening.

I.9.1.4.Writing Skill

As the three communicative skills above, writing does not contain less important than them. In fact, it provides learners with the most important items of writing which are content,

Vocabulary and structure. The belief that writing does not measure that trait of introversion pushed experts to explore the correlation between the two. Ali Akbar (2015) and his colleagues conducted a research with Iranian students to examine introversion' effectiveness on their writing performance. The collected data have shown a significant relation between them, and introverted learners performed better than those with extroverted feature. Although the common rumor that introverted experience a difficulty to put their thoughts into words, writing gives them time to reflect on what to say and how to say. Doing so, they feel more comfortable and less pressured when typing their thoughts into words. So, they process the words differently by turning ideas and then write them down. In other words, although that much importance has been devoted to the direction of communication (oral/written) skills, educators should go hand in hand to discover their learners' weaknesses and improve them, as well as reinforce their strengths.

I.9.2. Behavioral Effects

Actually, introverted learners are likely to spend more time thinking than talking, they tend to avoid crowds and seek for quiet. At the same time they zone out when they are tired or in large group. Factually, they face difficulties when someone wants to open a discussion with them; they lose words, cannot express their feelings and say what they want to say, because of many reasons such shyness. They are closely anxious, awkward, irritable, scared especially when engaging in small talk with strangers the thing that leads to be more shyness and roughness over time because social life is a source of anxiety for them. Besides, they become physically unwell when they overextend. Therefore, these symptoms drive people to create misconceptions toward introverted learners that contain the same misbehaviors.

I.9.3. Personal Effects

According to Jung in his theory of conceptualization, he claimed that each person seems to be energized more by either the external or the internal world, namely that introverted persons are energized by their internal world through sitting alone for a long period of time without interacting with others. Indeed, they tend not to enjoy socializing, relatively it is a pleasurable

thing to spend much time living alone and have freedom to turn into their inner voice, and turn out the noise of the world, and long as their world seems to be vivid and rich.

The more favorable turn to them is when they socialize they can notice some details that others cannot remark. In fact, they can concentrate on things that matter them without needed to anyone else to entertain them. In their personal life, introspective persons avoid anxious people since they are sensitive to potentially negative evaluation. Factually, they prefer texting messages or calling and emailing rather than face to face interaction with others.

I.9.4. Social Effects

Obviously, the common misconception is that introverts are antisocial people; their bias toward solitude creates this phantasy over and over. Nut of the real fact is that they do not hate socializing but they socialize with small friends and parties unlike the extroverted counterpart. Chen (2013) has declared that: "*the interaction between innatecharacteristics and environmental factors is bidirectional.*" Namely, those individual's characteristics have an impact on the environment they live and affect and adjust an individual's personality features. In most cases, reserved people have only small circle of friends and close just with five or six friends. Previous researches show that their brain weight internal cues more strongly than external ones, so that they do not feel high from their surrounding, and they turning *"OFF"* after interacting with people in most of situations.

I.10. Measurement of Personality Features

Apparently, scholars have used numerous tests and measures of personality types that allow them to identify and recognize these different traits. Sharp (2008: 18) mentioned three major tests of personality that have been mostly used by psychologists. It has been clarified that each measure controls some characteristics in each personality, namely; that each measure matched just with some features in one personality and does not appear in the second one. First test is the Myers Briggs Type Indicator (MBTI) designed by Myers and Briggs in 1976, it has been explained by sharp (2008) that (MBTI) acclimatize with: extroversion, introversion, thinking, feeling and judging and perceiving. Concerning the second one which is Eycenck Personality Questionnaire (EPQ) presented by Eycenck in 1975; the measure has been identified by O'Connor &Paunonen (2007) that its main features are: extroversion, neurotism, agreeableness, conscientiousness and openness to experience. Similarly, the Five Factor Model (FFM) have been designed by Costa and McCrae 1992, which is largely used in

L2 related to research on personality and it is used to measure Psychoticism, extroversion and neuroticism.

Conclusion

Along this chapter, we have attempted to discuss a review of a literature that is in connection with speaking skill and introversion. We have perceived that psychologists suggested that there is a correlation between the two concepts, in which introversion serves as a psychological barrier in the target language speaking. These were the main points through which the chapter intents at providing a clear image into our concepts.

CHAPTER TWO:

Context of the Study

Introduction

In the last ten years English gained more importance in the eyes of the Algerian Educational System because of its spread using world widely and the demands of the Algerian public-opinion. After presenting an overview from the available literature related to the topic. Yet, in this chapter the attempt is mainly to introduce the topic in its Algerian case by showing the status of English in Algeria and English as a second language as well as its situation under the two main reforms that passed on the Algerian University; the Classic system and the LMD system. Likewise; shedding the light on the module of oral expression and other strategies used by teachers to embrace this type of personality.

II.1. An Insightful Overview into English as a Second Language Teaching

It has been noticed that English is the cornerstone of educational research owing to its use for academic and scientific purposes in many fields and due to its importance in daily lives. Accordingly, it is most widely taught as a second or foreign language is not a process of cram full and filling learner's minds with lexical and grammatical structures, namely it required suitable situations in order to have a meaningful acquisition of language.

One of the important aspect that proved its remarkability in teaching a foreign language is the psychological aspect, namely that the psychological aspect should be taken into consideration, in which teachers should monitor learners' needs, wants, lacks, their different personality types and remedy these needs. Significantly, technology has given itself a stature as an effective instrument that facilitates the acquisition of language.Nowadays, it is used as a source of curiosity which provokes learners and motivates them since the digital generation is addicted to social media and technology particularly. Hence, it would enable teachers to cope with learners with different personality type.

II.2. The Status of English in Algerian Educational System

English is considered as the second Foreign Language in Algeria after the French Language, and the Ministry of Education has increased the interest of learning English, since it has become more wanted in the last 10 years.

Generally, there are many companies in Algeria that carried out by foreigners who prefer to use English in that companies, the thing that invites foreigners to invest in its land. Henceforth, as an attempt to meet the different needs and wants of Algerians regarding English, the curriculum designers introduce a dynamic and functional syllabus to teach English in its schools. Hence, English is a compulsive subject in the Algerian schools. At the level of middle school education, learners are obliged to attend English classes from the first year to the forth year.All middle school goers are exposed to different levels of the target language, viz., syntax, phonology and morphology. However, at the level of the secondary education, the hourly volume is different from a stream to another, for instance; civil engineering students attend less English classes in comparison with those who are learning Foreign Languages.TheEnglish curriculum at this level has been developed to meet learners' capabilities and improve various cognitive and meta-cognitive skills. Thus, new baccalaureate holders could choose English as a field of specialization when they getting their examination. In fact, whenever they choose another specialty, they could learn English as a transversal module besides the fundamental ones.

II.2.1. Under the Classical System

Students under the classical system ought to study for four years in order to graduate. All graduates are allowed to subscribe for competitive contest to follow their postgraduate studies previously known as 'Magister'degree. Once they are Magister holders, they can carry on Doctoral studies under some regulations and conditions for a minimal duration period of four years. Precisely, the system faced a numerous obstacles because of the different changing areas of society and culture in Algeria.

II.2.2. Under the BMD/LMD system

After the different challenges that the classical system had faced, the Ministry of higher education and scientific research creates a new system which is LMD reform that was adopted from a successful experience in the European Educational System (Lisence- Master-Doctorate).   (Reforms de EnseignementSuperieur", Juin2007, the Ministry of Higher Education).

This system has been introduced in the flow of the academic year (2004/2005). The acronym BMD stands for Bachelor degree which is accomplished in six semesters, i.e., three years, Master degree that endures four semesters, i.e., two years, and Doctorate which is prepared in three years and more. The canvas consists of teaching units which themselves are split up into four entities, namely fundamental, methodology, transversal and discovery each of which is assigned a credit and coefficient. The teaching unit structure consists also of lectures and TDs.Students' success is bound to a threshold grade equal or superior to ten out of twenty (10/20), i.e., thirty credits for each semester.

During the first three years of studies, i.e., for Bachelor degree, all enrolled students undergo the Common Core Framework studies. It is only after success that they are supposed to specialize in one of the Master degree options that are available at the level of the university. Generally speaking, three specialties are offered, viz., didactics, literature/civilization and linguistics.

Factually, the situation of English in Algeria was catastrophic, as long as most of learners gave much importance to mathematics, physics and science rather than French and English. 25 years before, English was introduced as an optional second language between (1992-1999), but after the globalization of English, the Algerian Educational Ministry tried to be a part of that globalization by accreditate this system in our universities in August 2003.

II.3. English as a Field of Specialization at Tiaret University

It is known that the enrollment as an English student means that within the BMD system, students are obliged to attend all TD sessions in order to be eligible for exams.The BMD regulations as regards presence stipulate that five absences even justified, the student is systematically excluded (article 25 de l'Arrêté 136 du 20 juin 2009). Thus, actually, learners are supposed to study about eleven modules in each academic year from October to June. Students have to attend lectures and practical sessions of all the modules such as; research methodology, literature, grammar, written expression, translation, culture and civilization, linguistics, ESP, and so on (*cf.* modular structure App.   ). Indeed, in each semester they are supposed to get an average equal or superior to 10/20, once they finish their three years they get their "License" diploma, where the university open the door to those who want to subscribe to get the "Master" degree only in two specialties that are   "Didactics" and "Linguistics".

II.4. Oral Expression as a Module

Learners who extremely opt for English as a field of specialization, are supposed to enhance their level of English through studying modules that enrich their grammar structure, vocabulary, pronunciation, as well as enhancing their academic writing, reading capabilities and speaking competency specifically. Students in their first year are obliged to attend the Oral expression sessions in which they are added in their second year as one of the important modules until they finish their Master degree; in which it allows to them to enrich their speaking performance and that includes specific activities that motivate students such as: debates that can incorporate pair or team work, short talks and show and tell in which students beings things and try to introduce them, the last absolutely helps students because they will have a lot to say and ask each other about the different objects and it is like entertainment at the same time. Interviews take place in these activities that can be represented in an interview between the teacher and students or students between them through selecting effective topics to discuss, stories, anecdotes are still used in our EFL classes in the form that give them chance to arrive to the speaking success, additionally, listening activities by bringing short movies and listening script can obviously enhance their awareness to listen carefully to the spoken language and enrich the natural skill of pronunciation.

II.4.1. Credit and Coefficient

 As what has been mentioned above about the crucial importance of oral expression as an effective module. Its coefficient is 2 and credit is 4.

II.5. Actuating Introverted inside Classroom

As it is known that it is a hard process for teachers to cope with the different personality traits of their learners because it is time consuming' process.

Thus, the pertinent questionsare worded as follows:

- Are teachers aware of their students' personality traits and features?

- Do they really encourage them to instigate their latent talents?

Outrightly, teacher's understanding of their students' personality characteristics axiomatically helps him determine their weaknesses and strengths. Remarkably, teachers seem to be mute toward the kind of introverts. Indeed, the common trend among practitioner is their attempts to change them rather than embrace them. In this respect, Susan Cain(2012) suggested some strategies and instructional methods to highlight their power, which we recapitulate them in giving them time since they are introspective, as well as giving them enough space to feel comfortable in their zone, respect their shyness and being aware of learners' diversities.

II.5.1. Grading-oriented Participation

All the answers are grouped in one point, that teachers give grades according to learners' participation in the classroom since it is considered as a mirror of teachers to identify their learners' abilities and vice versa, as long as instructors believe that oral participation is highly demanded to stimulate learning. Apparently, oral participation prevents introverted to show their potential abilities, whereas they experience another form of participation as Meyer (2009) stated *"these silent forms of participatory involvement may entail paying attention , taking notes or thinking about the material presented in class."* (2009:7). Despite the fact that TPS (think- pair – share) technique where the teacher asks questions to student and gives him time to think then share the answer with the colleague, then each pair share the answer with the other classmates, it is time consuming but seems to be classified as the appropriate technique for introverted learners to be graded on.

Conclusion

Along this chapter, we have attempted to present the English status in the Algerian Educational system in general and the High Education in particular as well as introversion in terms of introducing the main techniques used by teachers and their way of grading. These were the major aspects through which this chapter aimed at showing.

Chapter Three:

Fieldwork, data collection and Analysis

Part Two: The Field Work

Section One: Description and Results of the Study

Introduction

The third chapter deals with the empirical part of this work, it endeavors to explore the effects of the introversion personality traits on EFL learners' oralperformance and ultimately relate qualitatively as well quantitatively the data which have been collected and compiled through interviews and questionnaires. To satisfy the mixed methods approach criteria, the use of multiple tools to measure the same variables was adopted. This was done with the intention that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles & Huberman, 1994; Nachmias & Nachmias, 2000; Patton, 1990). The interviews have been conducted with teachers of English at the department of letters and languages at IBN Khaldoun University of Tiaret. Besides, two questionnaires designed and handed to teachers and learners. The aforementioned metrics tools, viz., interview and questionnaire, are designed as a structured tool for the former, and as a self-completion for the latter.

III.1. The Research Method

The research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is meant to seek validity and reliability thanks to the more panoramic view of their research landscape, viewing the issue from different viewpoints and through diverse research lenses.

III.2. The Research Tools

The instruments for this research include an interview conducted with three (03) teachers of oral expression module to investigate their awareness of the effects of the introversion personality traits on EFL learners' academic performance and a questionnaire handed to fifty (50) learners and ten (10) teachers as well to unveil the impacts of the introversion personality traits on their performance.

III.2.1. Quantitative Tool

As an attempt to ensure the triangulation and after stated the qualitative method represented in teachers' interview above, we have chosen for the quantitative to collect more valid data that reinforce our hypothesis and gather the possible data on our learners' introversion and its major effects. Yet, one of the crucialand common investigation's instrument which is "Questionnaire" that has been adapted for both teachers and learners at the level of English section, IBN Khaldoun university.

III.2.1.1. Teachers' Questionnaire

Questionnaire 1, directed to the teachers, is articulated around an inquiry which targets basically the effects of introversion personality traits on EFL learners' academic achievements. "Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown2001: 06). Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire's questions were directed from general to specific and contain three sections and each section combines various questions.

III.2.1.2. Objectives of Teachers' Questionnaire

Predominantly, questions were post to teachers directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is 10 out of 10, a rate of 100%, none was rejected. The analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire

(cf. Appendix 1), This initial work, thus, made it possible to release from main tendencies in the form of percentages, reflecting the perception of the teachers themselves on the issue of introverted students and the difficulties which they themselves face in their daily practicum. Fundamentally, our questionnaire has dual purposes, first, it aims to detect teachers' viewpoints and perceptions regards this feature of personality and how they deal mostly with them as well to help us with their experience in the field. Besides, as a second purpose but crucial, this questionnaire aims at test our hypothesis regarding whether high level of introversion could affect learners' oral achievement or not.

III.2.1.3. Structure of Teachers' Questionnaire

The questionnaire is consists of three sections, the preliminary section is devoted to teachers' personal and professional data, including their gender, age and the average number of their learners. The second section is represented in their reflections toward EFL learner's different personality characteristics which is combining of eight questions contain their opinions about the dominant personality trait in their classrooms, moving into their deficiencies when teaching introverted learners and other questions about their strategies when dealing with introverted students and their insight toward them. Third section is entitled teachers' strategies; it comprises one question which examines their techniques to deal with this character.

III.2.1.4. Sampling and Population

The research population of this questionnaire is 10 teachers at the section of English for the academic year 2019/2020. Due to time constraints, it was not available to address the questionnaire to all teachers of English department. Thus, we decided to deal only with ten of them whose in charge with different modules of English, the questionnaires collected was 10/10. We have noticed that the dominant gender was male with percentage of 80%, and 20% of female teachers participated also in this questionnaire. Besides, our teachers presented all

The information they know taking into account their vast experience that could open the door for us to investigate the issue of introverted learners and the reasons behind such

psychological barrier, keeping in mind that this study will serve in the first ground the educational process.

Chapter Three   **Fieldwork, data collection and Analysis**

III.2.1.5. Data Analysis
Section One: Respondents' Personal and Professional Data

Question item 1:   **Gender**

a) Female ☐   b) Male ☐

Gender	Response	Percentage
Female	2	20%
Male	8	80%
Total	10	100%

Table 01: Respondents'Distribution according toGender

Graph 1: Respondents' Distribution according to Gender

The statistical data above reveal that 80% (08) of the surveyed teachers are males, yet, the rest, i.e., 20% (02) are females.

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It is worthy to highlight that on the contrary the university teacher population is heavily masculinized in our department. In fact, such masculine dominance is not consistent with the national statistics which indicate that the profession of teaching is generally dominated by femmes. Yet, the phenomenon of feminization of the teaching staff all over the world is nothing new. It seems to be one of the earliest professions compared to other recently feminized ones. Accordingly, "most of the active women on the labor market belong to the tertiary sector activities." (Maruani, 2003: 3). The traditional assumptions on the matter try to explain the matter to explain the phenomenon by suggesting the family-life reconciliation with those professional and reaching ones, i.e., family-friendly profession (Parkay& Stanford, 2003; Wiseman, Cooner and Knight, 2002).

Other assumptions take into account discriminations against women in the labor market and stress the fact, as indicates it Charles, F. *"The sexual division of labor and the structure of female employment corresponding to the latter, the teaching professions are indeed the best placed inside this structure." (1998:29)*

Women also chose this professional activity for reasons which touch at human and psychological values, with the characteristics of the profession and the flexibility of the schedules. Whatever the assumptions put forward to explain the very strong feminization of the teaching staff, the school institution appears as a privileged access-road of women in the labor market.

Question Item 2: Age   **How Old are you?**

a) 30-39 ☐   b) 40-49 ☐   c) 50-59 ☐   d) 60+ ☐

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Age	Response	Percentage
30-39	07	70%
40-49	02	20%
50-59	01	10%
60+	00	0%
Total	10	100%

Table 02: Respondents' distribution according to Age Ranges

Graph2:   Respondents'   Distribution   according   to   Age   Ranges

The statistics above indicate that most of the respondents (07) have an age ranging from 30 to 39. About 20% (n=2) of them are aged between 40 and 49, whereas only one has an age between 50 and 59. None of them is over 60. The average age is 34.48.

These age ranges are of course arbitrary. University teachers can be split up into three categories: the first one concern those teachers aged over 50 (10%), who are generally coming from other sectors. They have accumulated a certain professional experience that can be beneficial for their students. This group often represents the seniors of the English teachers' staff. The second category, aged between 30 and 39, 02 teachers, is at the beginning of their

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professional career. They are still constructing their professional career. The third category of teachers, aged between 40 and 49 years old, seeks to confirm their professional projects.

It is to be noted that the population of the staff the teachers of English at the department is a young one. Training and socializing are of utmost importance to accompany them, warranting efficient performance.

Question Item 3:   **How long have you been teaching ?**

a) 5years ☐   b) 6-10 years ☐   c) 11-15 years ☐   d) more than 15 years ☐

Years	Response	Percentage
5years	**03**	**30%**
6-10 years	**05**	**50%**
11-15 years	**00**	**0%**
More than 15 years	**02**	**20%**
Total	**10**	**100%**

Table 03: Respondents' distribution accordiong to Professional Experience

Graph 3: Respondents' Distribution according to Professional Experience

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The results above demonstrate that fifty percent (50% n=05) have an experience ranging between 6 and 10 years. Thirty percent (30% n=03) have accumulated five years experience, whereas the rest, i.e., 20% (n= 02) have a fifteen year experience. The average experience is Despite substantial evidence that teachers' effectiveness and efficacy vary considerably, for political and cultural reasons teachers are treated like "widgets" with equivalent performance. Teachers' professional capitals play an important role in boosting up class performances.

These capitals refer to the knowledge and the skills that teachers develop during the pre- and in-service training courses and the experience acquired in the field. Teacher's personal and/or collective capital contribute efficiently in teachers' pedagogical decision taking, and enhance their thorough thinking about how to teach well their students. Two (2) teachers among the subjects targeted by this study have a professional experience that exceeds 15 years. Such experience should enable them acquire a strong sense of professional identity and experience in a large measure of professional capital. In fact, this capital is expected to develop teachers' efficacy which represents an important school property. (Bandura 1993 & 1997)

The average collective experience of the respondents is around _____%. It represents a professional capital which can be used as an asset to construct collective efficacy. Bandura argued that: *"One powerful construct that varies greatly among schools and that is systematically associated with students' achievements is the collective efficacy of teachers within a school". (1993 & 1997)*

In fact, this collective efficacy can be realized provided that it is invested to create the interactive dynamics of the staff members.

Question Item 4:   **Are you permanent or substitutional teacher?**

a) Full time ▭   b) Part time ▭

Professional Status	Response	Percentage
Full time	05	50%
Part time	05	50%
Total	10	100%

Table 04: Respondents' distribution according to the Professional Status

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The table shows that respondents are parted between full and part time. In fact, fifty percent are full time and fifty percent are part time.

Graph 4: Respondents' according to the Professional Status
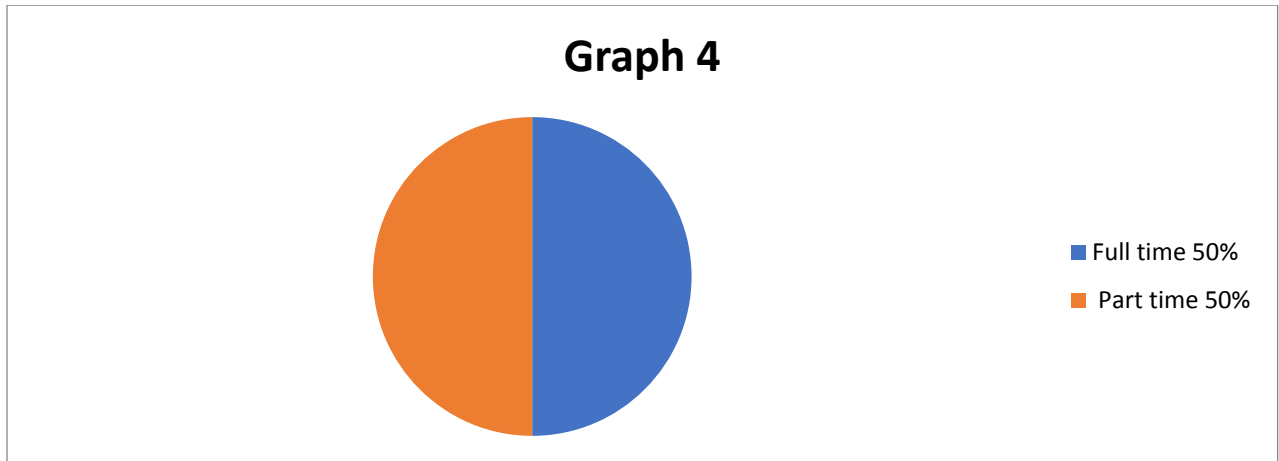
It is to be noted that instability of the contract and substitute teachers who generally replace absent teachers or clog the deficiency in teachers, causes a lot of problems with regard to students' achievements. It is obvious that teachers' instability would affect learners' learning and might lead to their demotivation. Representing half of the surveyed population, these Teachers should firstly be engaged at least for a whole school-year and secondly to be well-monitored, supported and accompanied.

Researches in the field have demonstrated that stable staffs of teachers are essential to students' successful attainments. It is not only teachers' experience that matters but also teaching experience within one institution. Teachers must know their students in order to understand and gear their instruction to the intellectual strengths and weaknesses within their classes and to form relationships of trust, caring and expectations essential to a learning environment.

Where teaching staffs, the case of some universities and centers, undergo frequent turnover from year to year and from term to term, school faculties cannot accrue the benefits of experience within the class and cannot create or maintain a solid academic infrastructure within the institution.

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Question Item 5: What is the average number of learners in your class?

a) 30 ☐   b) 40   ☐   c) 50 ☐   d) 50+ ☐

Students' number/ Class	Response	Percentage
30	01	10%
40	00	0%
50	02	20%
+50	07	70%
Total	10	100%

Table 05: Distribution of students according to the number of students in group

Graph 5: Distribution of students according to the number of students in group
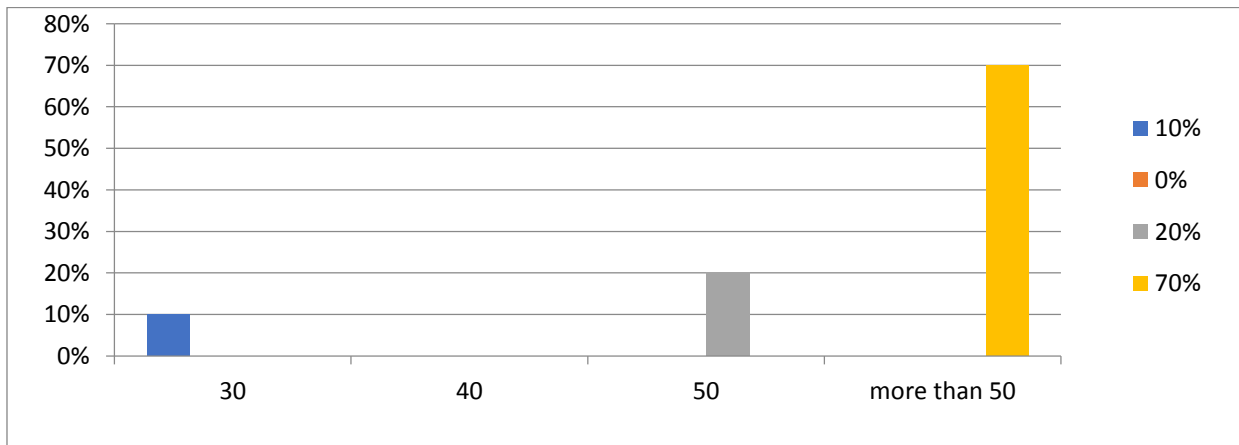
The statistics in table 5 show that the majority of the surveyed teachers (70% n=7) are in charge of groups where the number of students exceeds 50. For ten percent (10% n=1), the groups, he is in charge of, consist of 30 students. For the rest, i.e., 2 teachers (20%), the groups are composed of fifty (50) students each.

It should be noted that university teachers should round off a nine-hour workload weekly for assistant teachers; either four lectures, or six TDs, three lectures and two TDs, two lectures and three TDs, one lecture and five TDs. Yet, masterful-rank teachers, the weekly workload is equal to six hours. Whatsoever might the workload be, the group size is a key-determinant factor influencing the instruction quality dispensed to students. Every effort is to be made to resolve such a grievance of over-crowdedness which is inconsistent with the BMD system orientations and instructions.

Section Two: Reflection on the EFL learners' Personality Characteristics

Question Item 06: What type (s) of learners' personality characters is/are the most dominant in your EFL Classes?

Learners' Personality Characters types		Response	Percentage	
Extroverted	**Easy going**	02	20%	30%
	Confident	01	10%	
Introverted	**Unconfident**	05	50%	70%
	Shy	02	20%	
	Total	10	100%	100%

Table 06: Distribution of Learners' according to their Types of Personality Characters

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Graph 6:Distribution of Learners' according to their Types of Personality Characters
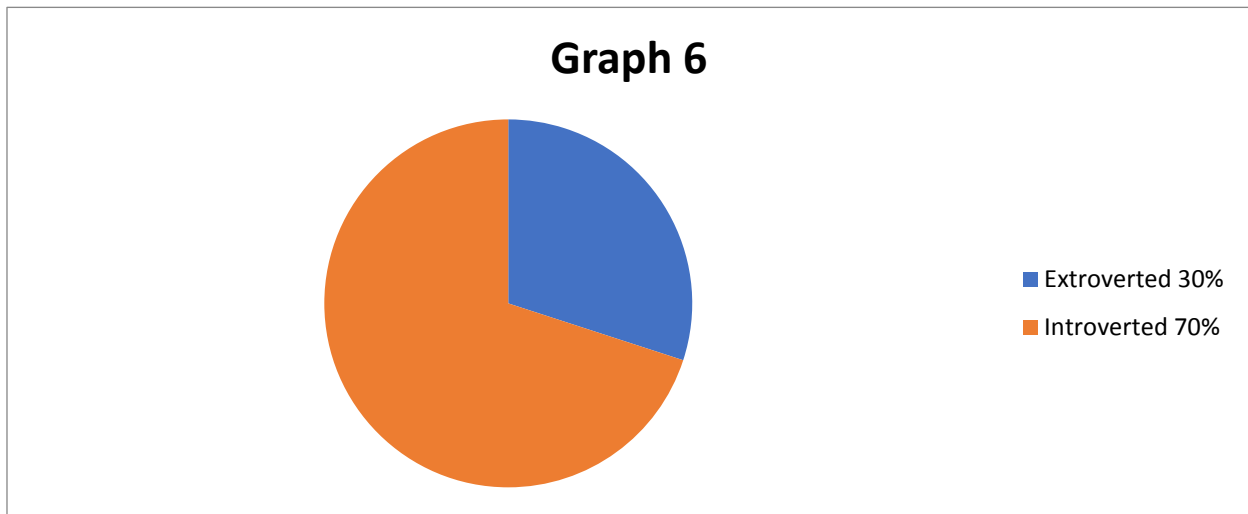
The data generated from this question (6) as regards learners' personality characters reveal that thirty per cent (30%) of the teachers acknowledge that students have extroverted personality traits; easy going and confident personalities. Whereas seventy per cent (70%) of them assume that their students are introverted ones; shy and unconfident.

Referring to the teachers' answers, two thirds of the students are extroverted- in other words two out of every three students are introverts. Trying to empirically categorize the student population is generally a problematic especially when the categories and the traits are misunderstood or are grossly undervalued. Teachers should be aware of the exact personality traits and help introverted students to understand their temperaments. Generally speaking, introverted qualities are more often considered as negatives, which can entail in those students feeling inadequate among their classmates. In EFL classes, students who are the most vocal will receive much attention, praise and support. Introverted students, meanwhile, quietly and Diligently work on activities, react slowly to changes, and produced well-documented, thoughtful and rich projects that might not be perceived. These poor souls will not be Remembered in the same way because as a whole in nowadays society more value is placed on those students who are forceful, impetus, and noisy.

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To favor all students, introverts and extroverts, teachers are required to care of different learning styles those based on environment [1] and personality [2] traits. First teachers should be aware of the different learning styles, otherwise they would teach only from the learning styles by which they themselves learn best. Individual preferences among elements and stimuli determine the learning style. Yet, a learning style is not what a learner learns but how a person learns it.

Question Item 07: What characterizes introverts?

The aim behind question item 7 is to check if the surveyed teachers are aware of the introversion personality traits. Yet, no answer was provided.

In case teachers are unaware of those attitudinal traits in connection with introversion, they may miss taking in charge these types of learners. They may perceive introversion as something to be predetermined. Thus, they may be at risk of stifling the less vocal students' talents in their class. Introverts are often more creative and think more deeply and emotively than their extrovert classmates, teachers who are able to understand the nature and deter the feelings of introversion are more equipped to help the quiet ones to achieve and to release their full potential.

Certainly, we are living in a world characterized by noise hegemony, where the calm and discrete ones are often left behind their voices sank out by the cacophony of intrepid, audacious and more self-assured students.

Question Item 8: Is it easy or difficult to teach introverted learners?

---

[1] Environmental learning styles connect to external physical stimuli, such as sounds, light, temperature, furniture design, ergonomics and aesthetics.

[2] Personality traits are based upon two so-called attitudes: extroversion and introversion along with four so-called help functions: thinking & feeling (rational feelings) and intuition & sensation (irrational feelings).

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Options	Response	Percentage
Easy	02	20%
Difficult	08	80%
Total	10	100%

Table 07: Respondents' perception of introverted learners' teaching

The data collected for this question (8) in connection with teaching introverted learners. The heavy majority of the surveyed teachers (80%) acknowledge that it is difficult to teach introverted students. However, the rest of them, viz., 20%, believe that it is easy to instruct them.

Graph 7: Respondents' perception of introverted learners' teaching
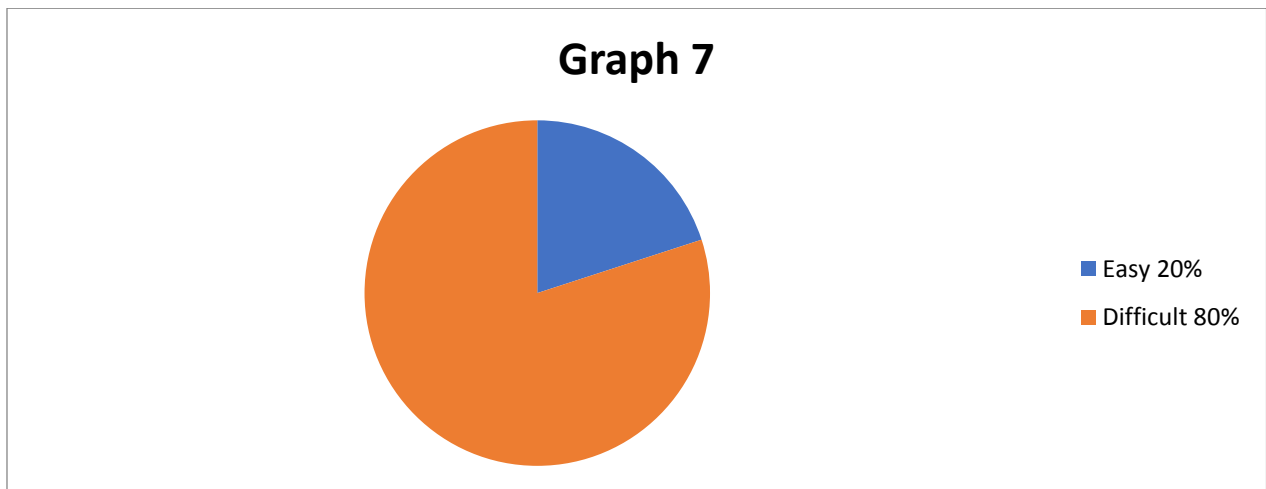
Teachers (80%) are first required to understand this kind of students, especially their behavioral temperaments. This type of students tends to gain their energy, self-esteem and confidence from being lonely, discrete and calm, and finds social interaction strenuous. Differently stated, they re-energize themselves from the internal events. In fact, it is in a quiet and peaceful environment that introverted students (aka invisible learners) find their strength

and may become over-stimulated and motivated. Intensive social interactions cause the attrition and depletion of their energy.

Teachers are supposed to bear in mind that introversion is a personality trait or a hindrance to learning or a fatality. However, they have to strive to provide introverts with the appropriate ergonomics enabling them show their latent talents.

Question Item 9: What is/are the factor (s) behind their being introversion ?

Factors	Response	Percentage
Genetic factor	**00**	**0%**
Environmental	**03**	**30%**
Life-course Incidents	**02**	**20%**
All of these	**05**	**50%**
Total	**10**	**100%**

Table 08: Respondents' identification of the factor (s) behind students being introverted

Graph 8: Respondents' identification of the factor (s) behind students being introverted
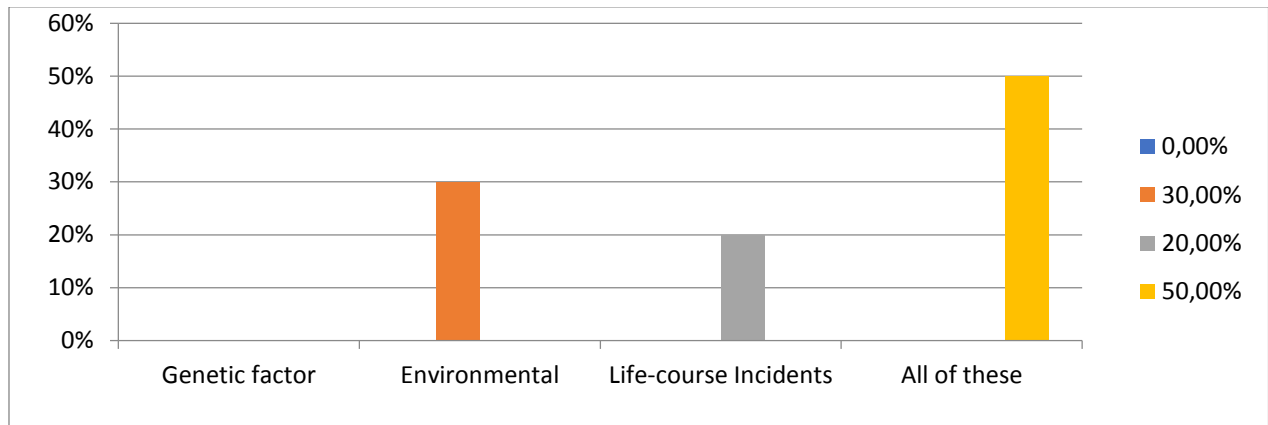
As regards question item 9, in relation to the factors behind students' introversion, half of the respondents (50% n=5) believe that genetic, environmental and incidents altogether are factors that trigger such introversion behaviors. The second half of the respondents is shared between environmental (30% n=3), and incidents (20% n=2).

Half of the respondents (50% n=5) state that genetic, environmental and also life-course incidents are behind students' introversion, that is to say, both inherited and socio-culturally made. Without reducing the impact of socio-cultural aspects, it is scientifically proven that genetic background has a strong impact on individuals' personality. Thus, it can be deduced that person's personality traits are based more on genetic rather than socio-cultural factors. However, whatsoever could the influence be, teachers are supposed to differentiate their instruction to be instructionally responsive to those students who show inclination towards introversion. Some of the following parameters are to be considered as classroom space arrangement, multiple intelligences, grouping strategies, and much flexibility.

Question Item 10: What are your viewpoints as regards introverted learners?

Temperaments	Response	Percentage
Unfriendly	00	0%
Unsociable	07	70%
Quiet	03	30%
Reflective	00	0%
Lazy	00	0%
Total	10	100%

Table 9: Respondents' viewpoints as regards introverts' Temperaments

Graph 9: Respondents' viewpoints as regards introverts' Temperaments
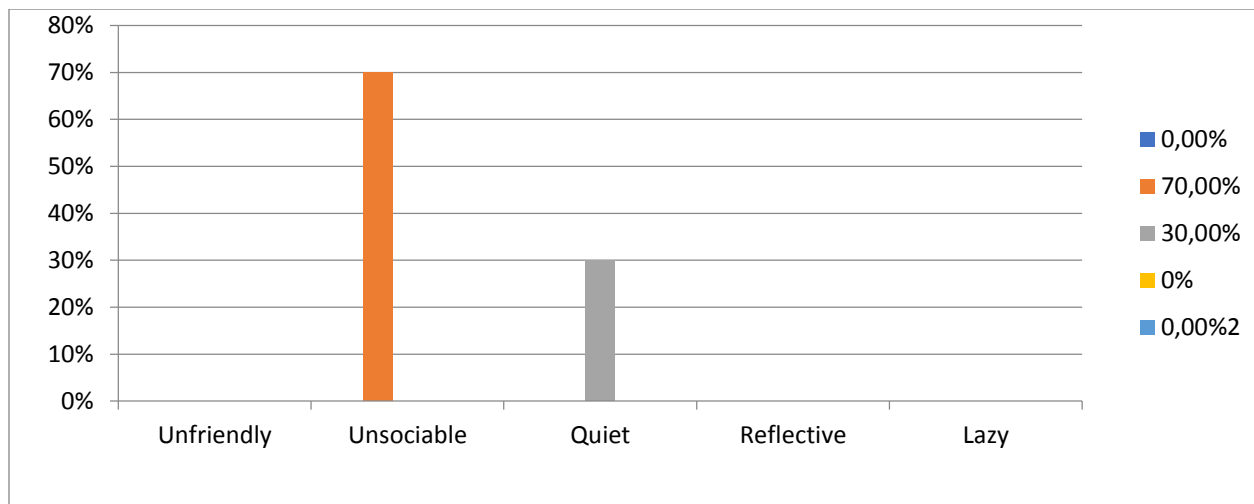
The browsing of the statistical data in table 9 reveal that most of the respondents (70% n= 7) attest that introverts are unsociable. Besides, thirty percent (30% n=3) believe that they are quiet. None of them considers them either unfriendly, or reflective or lazy.

Right from the outset, one can notice that all respondents miss one of the utmost characters of the introverts which is reflection. Most of the time, these students prefer to process ideas through thinking and reflecting before talking; need time for thinking and processing. Teachers might consider that quiet students are nothing and this attitude might appearundesirable. This assumption derives from the fact of misunderstanding of the introverts' both behaviors and needs. It should be pointed out that introverts are not necessarily shy, lazy, unfriendly or anti-social; they just prefer environments which are not over-stimulating and re-energize themselves from quiet time and reflection.

   The aforementioned personality traits, either for introverts (risk-avoiders) or extroverts (risk- takers), are not separated from each other; rather they are grouped differently to build up a given idiosyncrasy for every personality. Individuals are categorized according to their most commonly dominant traits, and no two persons could own identical or even the same personality characteristics.

Question Item 11: How do you usually manage with introverted learners?

a) Ignoring them   ▢   b) Engaging them through different channels ▢

c) to be patient with them   ▭   d) Provide individual tasks   ▭

Behaviors	Number	Percentage
Ignoring them	00	0%
Engaging them through different channels	07	70%
To be patient with them	01	10%
Providing individual tasks	02	20%
Total	10	100%

Table 10: Respondents' way of dealing with Introverts

Graph10: Respondents' way of dealing with Introverts
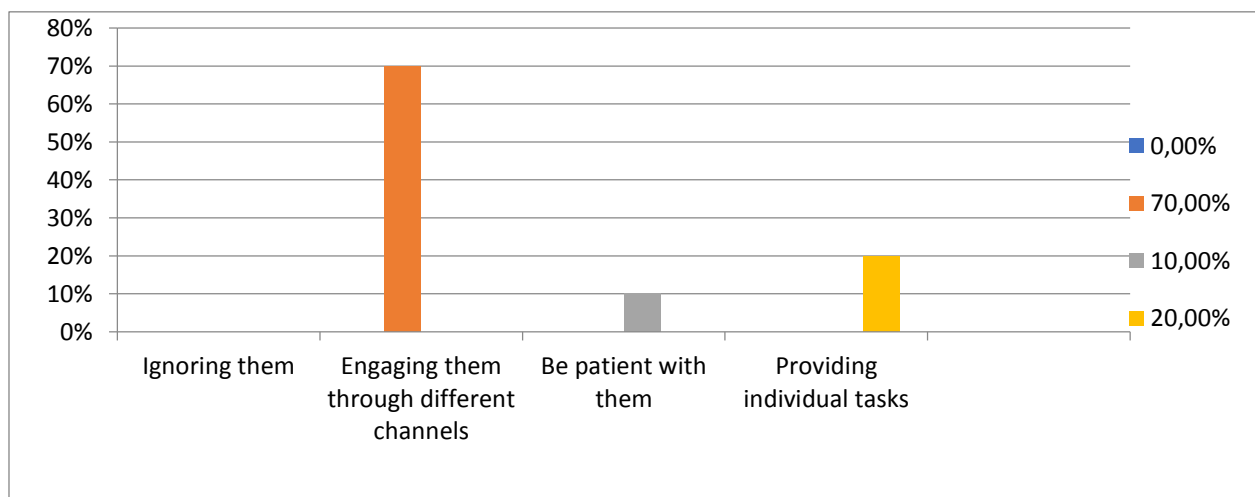
The collected answers from question-item 11, concerned with the way teachers would deal with introverted students, the majority of the respondents (70% n=7) testify that they would engage them using various channels, i.e., they see it necessary to coax them into participating more into the class activities. For twenty percent (20%), the assignment of individual tasks is The adequate solution with such students. The rest of the targeted teachers (10% n=1) believe that patience is the best solution to be implemented.

It is crystal clear that nowadays classes and go-to teaching techniques are principally biased and geared towards extroverts. Teachers encourage and focus on noisy, stimulus, speedy-changing activities. Owing to their talkativeness, risk-taking and swift hand-raising, teachers devote whole attention to those extroverts at the detriment of those introverts who are outright forgotten. Introversion is not a problem to be solved, yet they need to be understood and enabled to enjoy the same opportunities as their classmates; extroverts. Differently stated, teachers are not supposed to expect introverts to change themselves, but they should be encouraged to be themselves in their classes. Undeniably, any given class has a decent percentage of introverted students whose sole potency can be cultivated by learning to understand them. The implementation of some strategies, responding to introverts' temperaments, can create a positive-learning environment for introverts. It is too much demanding for teachers to teach more than 50 students in an entirely individualized way, yet it is quite possible to set up a classroom culture that works to the strengths of both introverts and extroverts, allowing them to thrive as they are.

Question Item 12: Do you prefer introverted learners?

a) Yes ▭   b) No ▭

options	Response	Percentage
Yes	05	50%
No	05	50%
Total	10	100%

Table 11: Respondents' preference toward Introverts

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The numerical data above (Table 11) show that respondents are shared between approving and disapproving introverts' teaching. In fact, fifty percent (50% n=5) testify that they prefer this type of learners, and the second half does not.

Graph 11: Respondents' preference toward Introverts
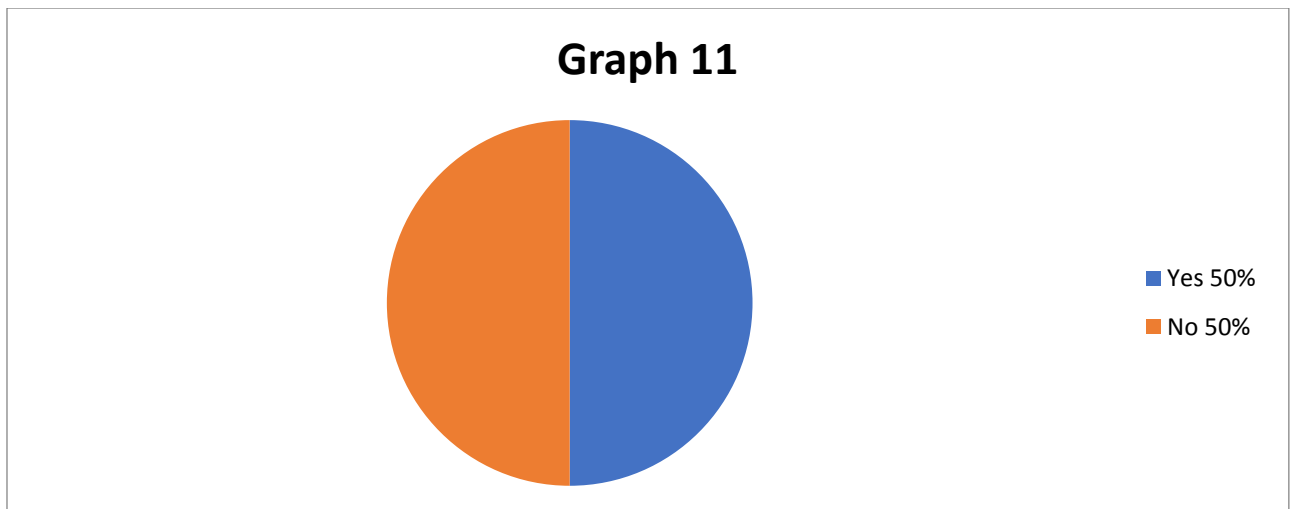
It is worldly acknowledged that people are fifty-fifty split between introverts and extroverts in human population. Thus, teacher could be mistaken to think that EFL classes they are assigned to teach should consist only of extroverted students.

Some researches show that extroversion has nothing to do with language attainment; Suter (1977) tested the influence of certain variables on the accuracy of English pronunciation of non-native speakers and finds that extroversion is not a factor in achieving accuracy in English pronunciation. Undoubtedly, well-thought teaching methods which take into account the right balance as regards learning preferences, styles and time factor would be the best solution to cater for introverted and extroverted students' differences. Doing so, the introverts will be included in the teaching-learning process without excluding the extroverts, and vice-versa.

Question Item 13: Do introverts' personality characters affect negatively other classmates?

a) Yes ▭   b) No ▭

Options	Response	Percentage
Yes	05	50%
No	05	50%
Total	10	100%

Table 12: Respondents' Viewpoints on introverts Personality Characters effects on their Classmates

 Graph 12: Respondents' Viewpoints on introverts Personality Characters effects on their Classmates

Graph 12

Yes 50%
No 50%
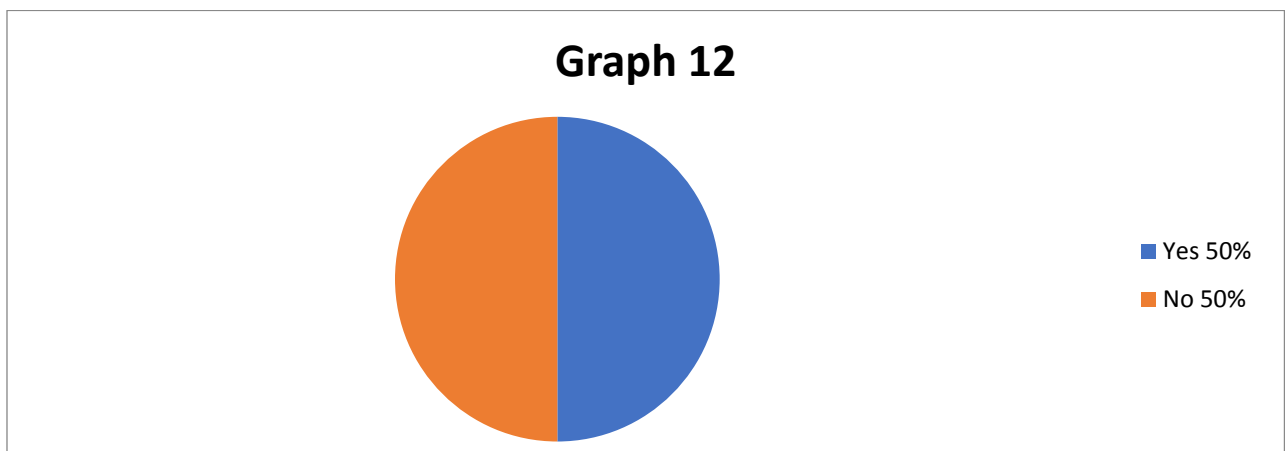
 As regards the thirteenth question item in connection with the negative effects of the introversion personality traits on the classmates, the respondents' viewpoints are equally parted. In fact, half of them (50% n=5) holds that introverts' personality traits affect negatively the classmates, whereas the second half believes that they do not.

It is well-known that heterogeneity regarding levels, abilities, cultures, races, characters, etc, is a valued asset for the benefits of teachers, students and learning process. The synergy of

these diverse backgrounds plays for the profit of all students without leaving anyone behind. For the sake of the success of all students, introverts and extroverts, a heavy responsibility is entitled to teachers, the fulcrum elements in the instructional process. They can successfully Fulfill this daunting and challenging profession if they regularly rethink their classroom practicum and reflect on the gained outcomes.

Section Three: Teachers' Strategies

What do you suggest to cope with such category of learners?

As it is known that discovering the different personality types of learners is uneasy process taking into consideration the diversity of these characters in each classroom. Our respondents' answers agreed on one thing that the introverts need a secure space because working or learning under pressure makes them feel unsecure. Thus, teachers should provide strategies that push them to present their best.

The first suggested technique is about making them participate and provide the suitable environment and layout that coordinate with this environment by fostering group – activities or in peers. Another strategy that has been suggested by another respondent which is about encouragement and reinforcement to re-build their self esteem again and reduce their speaking anxiety as well, taking into account that this support could requires time, the thing that leads teachers to be more patient with them since to being more competent is not easy process. Besides, teach learners the culture of communication skill could help them to share their ideas with their classmates by prepare a presentations and give them time to think and

turn their ideas which is an crucial process for them since they are considered as a reflective learners.

Conclusion

To sum up, this questionnaire outlined the findings obtained in the field work with teachers, which examined their viewpoints, perceptions and ways of dealing with such category of trait.

Thus, all along this analysis of questionnaire, we have discovered that teachers' are dealing most of times with introverted learners in comparison with the counterpart feature that is extroversion, revealing about the hardness process of teaching them and how they are Required to convoy their needs, wants and lacks. In addition to that, the respondents bare a little underplay about whether this temperament could affect other classmates or not, keeping in mind their attempts to push them up to reinforce their abilities through providing individual- activities and re – build their communication skill.

III.2.1.6. Learners' Questionnaire

Questionnaire 2, devoted to the learners as an attempt to backup the quantitative data tools in addition to teachers' questionnaire. Thus, the sake of consolidating more reliable and valid data pushes us to address this questionnaire to second year bachelors at the section of English. Yet, the total number of questionnaires initially distributed was one hundred (100), but the number of the effective respondents is fifty (50). By calculating the rate of the second year students' participation, we obtain a percentage of fifty percent (50%). Owing to the sanitary conditions, viz., CoViD-19, that the whole world endured, it was too difficult to collect the rest of the questionnaires. The sanitary measures, imposed by the government, has caused lectures and TDs postponement and collective meeting forbidden for about four (4) months now. This means that representativeness was nearly reached in this process to be congruent to the expected results.

III.2.1.7. Objectives of Learners' Questionnaire

Broadly speaking, the questionnaire was distributed hand to hand to a group of second year bachelors of English at IBN Khaldoun university of Tiaret. It was handed on March 2020 during oral expression session and then collected at the same session. As it is mentioned above, the number of the collected questionnaire was 50 out of 100, a rate of 50%. Factually, our questionnaire has twofold purpose. First, it aims at discovering whether the introversion's trait is the most dominant character on our respondents. Second, to examine their ways of dealing with such trait when they are presenting, discussing or participating in the public speech .

III.2.1.8. Structure of Learners' Questionnaire

Learners' questionnaire was designed carefully to help us to answer our research questions about whether the introversion could effectively impact their production of speech or not. Yet, the questionnaire is composed of three sections and each section is composed of a set of questions. The first section is dealt with learners' personal information including two questions about their gender and age, followed by the second section which is scripted to explore their reflections toward the issue of introversion and it combining of sixteen question related to their attitudes and feelings whenever they engage in classroom discussion or presenting topics in oral sessions. Lastly, the third section is about a vast and open question

that asked learners about their suggestions as regards the trait of introversion and how could introverted avoid maximum its unsolicited feelings.

III.2.1.9. Sampling and Population

The questionnaire was given to learners of second year BMD at the level of the English section. The choice of this population is based on the fact that learners in this level tend to be in a transitional phase. Thus, the sample was randomly chosen. Moreover, the questionnaire was distributed to a sample of one hundred (100) students from the whole population, but we collected only fifty (50) questionnaires. Thus, students accept to fill in our questionnaire with gladness as well as they show a high level of understanding regarding its questions.The students' questionnaire will be analyzed through numerical data and represented into tables and graphs, each of which will be followed by comments as regards the gleaned data.

III.2.1.10. Data Analysis

Section One: Respondents' Personal Data

Question-item 1: Gender

Are you male or female?

a) Male   ⬛   b) Female   ⬛

Gender	Response	Percentage
Female	07	14%
Male	43	86%
Total	50	100%

Table 13: Respondents' Distribution as regards Gender

Graph 13: Respondents' Distribution as regards Gender
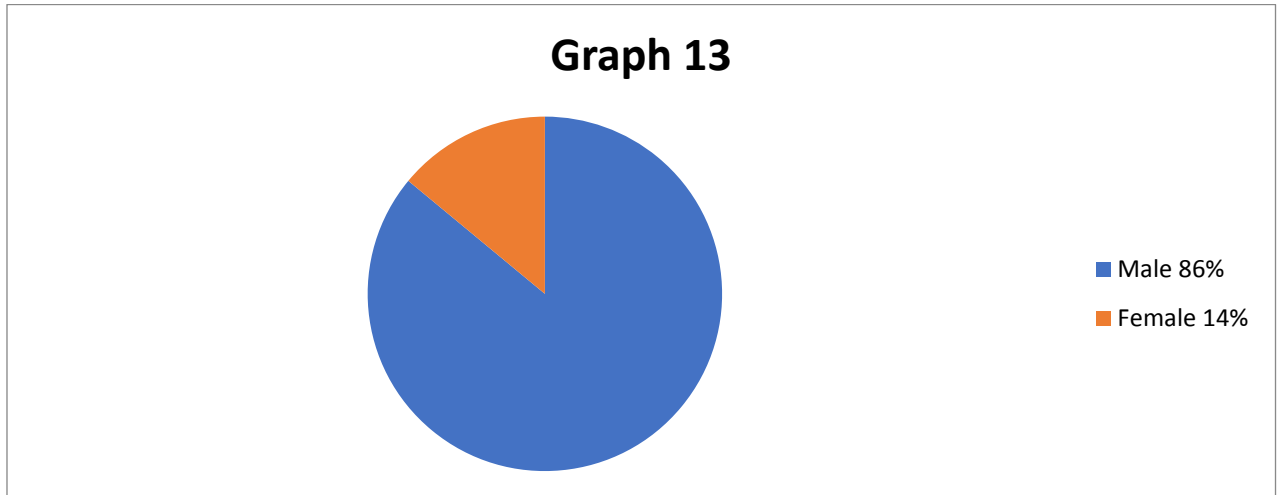
 The statistical data in the table above reveal that the majority of the respondents, i.e., 86% (n=43) are males. Yet, the rest, i.e., 14% (n=07) are females.

   It is surprising to reveal the respondents are predominantly males (86%). Generally speaking, departments of humanities, in general, and languages, in particular, are heavily dominated by females, which is not the case for the population targeted by the current survey. The group of second year students has been randomly targeted. The official statistics reveal that more than eighty percent (80%) of the students enrolled in English are females.

Question-item 2: Age

        How old are you?

   a) 19-20.   ☐   b) 21-25.   ☐   c) 26-30   ☐   d) more than 30   ☐

Age	Response	Percentage	Average Age
19-20	35	70%	
21-25	14	28%	
26-30	01	02%	19.7
More than 30	00	0%	
Total	50	100%	

Table 14: Respondents' distribution as regards Age

Graph 14: Respondents' distribution as regards Age

Graph 14

- 19 - 20
- 21 - 25
- 26 - 30
- More than 30
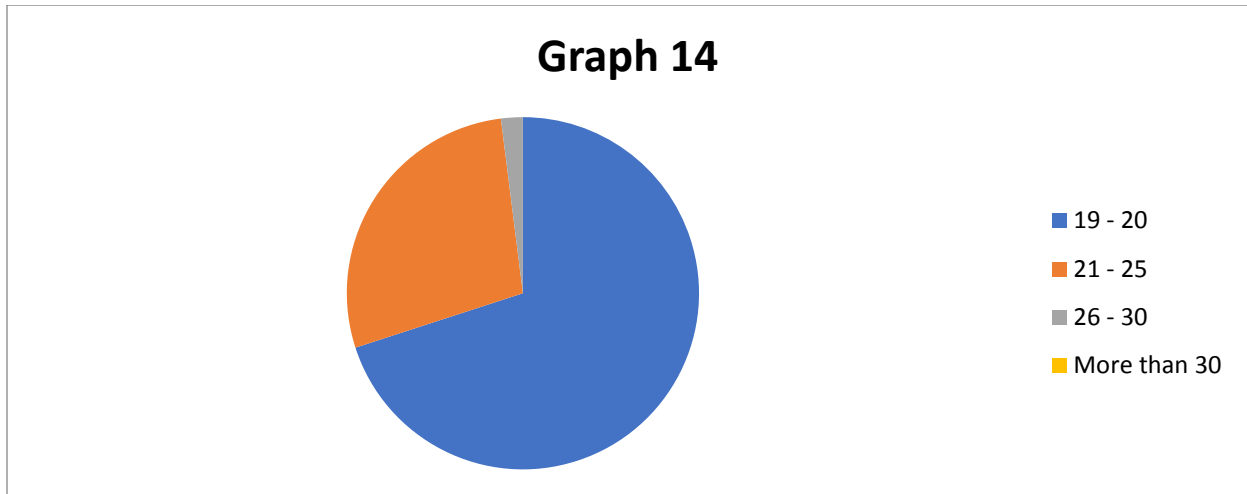
The tabulated statistics above indicate that thirty-five respondents, representing 70%, have an age ranging from 19 to 20. Fourteen (14) respondents, accounting for twenty percent (28%), are aged between 21 and 25 years old. The rest, representing 02% (n=1) is 26 to 30 years old. None of them is more than thirty.

It is worthy to highlight that the heavy majority is less than 25 years old; future young graduated generation. The average age is around 19.7. It is compelling to acknowledge that a young generation of graduates is about to enter the labor work. The integration of such fresh blood into middle school staffs will undeniably be an added value.

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Section Two: Respondents' Reflection on the Issue of Introversion

Question-item 3: Do you like mixing and interacting with different people?

a) Yes   ☐   b) No   ☐

Options	Response	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Table 15: Respondents' Viewpoints as regards Mixing with Different People

Graph 15: Respondents' Viewpoints as regards mixing with different People

The numerical data in table 03 show that 70% (n=35) of the respondents like mixing and interacting with different people, whereas 30% (n=15) do not.

It is quite obvious that most of the respondents, i.e., 70%, have an outgoing personality, preferring activity and seeking external stimuli. They readily meet and interact with others. Preferring external activity and stimuli, extroverts engage easily in any activities without any reserve. They feel restless and uncomfortable when they do not spend enough time around people. Paradoxically, the rest of the respondents, i.e., 30%, are likely to search

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for external stimuli and outer activity. As a result they are less tolerant of mixing and interacting with others.

Question-item 4: Are you usually carefree (happy-go-lucky)?

a) Yes   ▭   b) No   ▭

Options	Response	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

Table 16: Respondents' State of Mind/ Attitude to Life

Graph 16: Respondents' State of Mind/ Attitude of Life
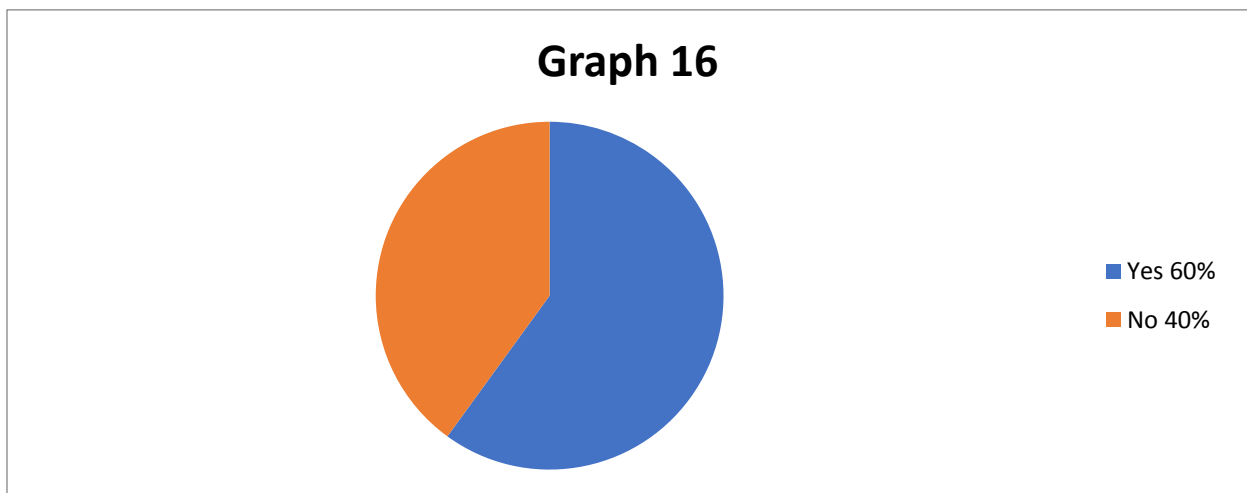
Referring to the tabulated data above, it is worth noticing that 60% (n=30) of the surveyed sample confirm that they are carefree. The rest of the respondents, i.e., 40% (n=20) state that they are stressed out It is quite clear that those students who are carefree feel nice and light, without stress, worries or heavy obligations. In fact, it is an asset that helps this category of

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carefree students to flourish and develop vigorously within the university environment. However, those anxious and stressed out persons can easily become irritable, agitated, frustrated and moody. These emotional factors can be the cause behind low self-esteem, loneliness and worthlessness, precluding appropriate learning.

Question-item 5: Do you stop and think over before deciding to do anything?

a) Yes   ▭   b) No   ▭

Option	Response	Percentage
Yes	44	88%
No	06	12%
Total	50	100%

Table 17: Respondents' as regards Decision-making Process

Graph 17: Respondents' as regards Decision – making Process
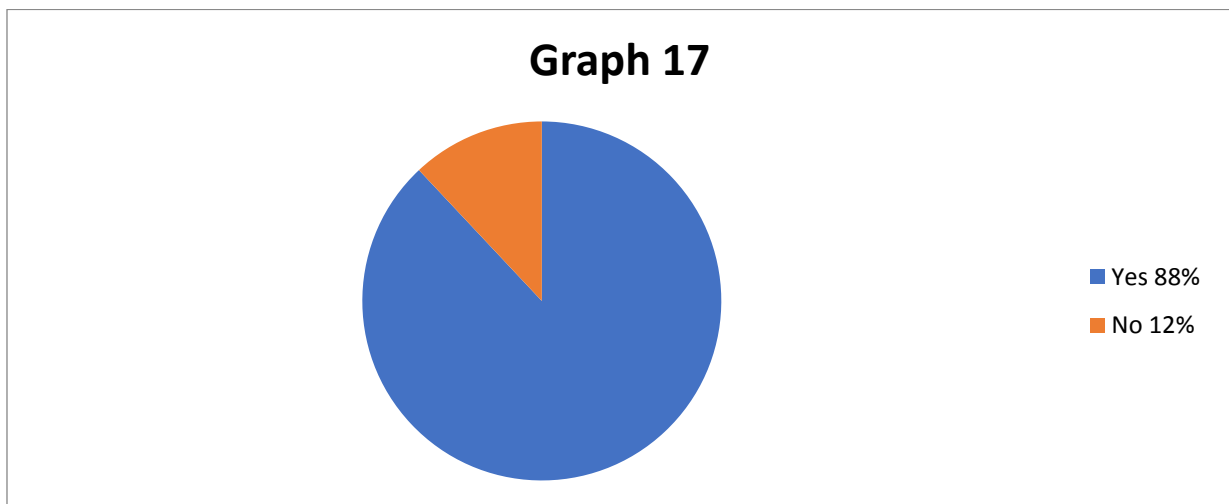
The question-item 5 attempts to inquire about the respondents' temperament as regards decision making skills. The results amply show that the surveyed students in their majority,

i.e., 88% (n=44) attest that they think over before deciding to act. Yet, a tiny minority, viz., 12% (n=6) definitely affirm that they do not proceed to those pre-decision making steps. They do act without taking the necessary time to analyze things

Decision-making process requires the reliance on logical analysis of the causes and effects, pros and cons, and the weight of evidence in support of various positions. Doing so, this type of students who think over before making any decisions are curious, flexible, and prefer to gather lots of information before making a decision; i.e., taking act on the basis of verified data. Differently couched, from a psychological perspective, students can be categorized into two groups, i.e., the first one becomes aware of people, things, events and ideas, how they make decisions or reach conclusions about information they take and how they relate to their external environment; extraverts. While the second group of people are interested in the inner world of ideas and concepts; introverts.

Question-item 6: Do you suddenly feel shy when you want to talk to strangers?

a) Yes   ☐   b) No   ☐

Option	Response	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table 18: Respondents' feeling as regards talking to strangers

Graph 18: Respondents' Feeling as regards talking to Strangers

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The aim behind question-item 6 is collect data concerning shyness and discomfort feeling in the presence of classmates. For the heavy majority, i.e., 80% (n=40) no shyness or discomfort is felt in the classroom. Yet, 20% of the surveyed students attest that actually they feel so.Our investigation reveals that most of the students communicate with their classmates easily and relaxingly. It can be said that these students are friendly and socially confident. They are endowed with the capacity to adapt to different situations. For those who feel shy and anxious whenever solicited to interact in the classroom, they suffer the martyrdom to be able to cope with these situations. As a matter of fact, their personal abilities to do or speak out their feelings and opinions are inhibited.

It is acknowledged that human's behavior does not vary by chance or arbitrary; rather it results from innate differences in mental functioning (Jung 1923/1971). These differences become visible in many aspects of life, responding to developmental challenges or environmental situations. The extroversion & introversion dichotomy tends to be manifested in students' behaviors and learning preferences.

Question-item 7: Do you frequently lose your self-control and get angry?

a) Yes ☐   b) No ☐

Self control	Response	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

Table 19: Respondents' Psychological Feeling as regards Self-control and Anger States

Graph 19: Respondents' Psychological Feeling as regards Self – control and anger State
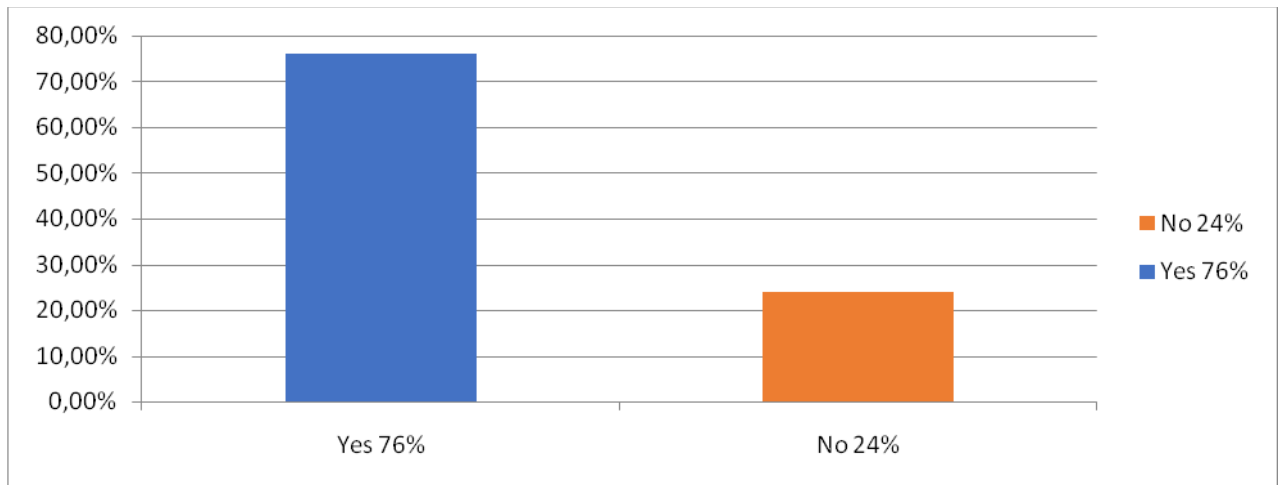
As regards self-control loss and anger frequency, the gleaned data demonstrate the heavy majority of the questioned sample (76% n=38) confirms that they frequently lose self-control and get angry. Only 12 respondents, representing 24%, confess that they do not frequently lose their self-control and get angry.

  Being faithful to their behavioral pattern, introverts rarely get angry. It's so contradictory to the expression they always have on their faces. Introverts don't usually express themselves, and so does their anger. Yet, sudden anger leading to self-control loss is sometimes uncontrollable. What remains worrisome, especially for 76% of the respondents, is the reason behind this type of reaction on the part of the students requires investigation to disclose the trigger, and find out remedies.

Question-item 8: What do you usually prefer reading or speaking?

a) Yes   ▭   b) No   ▭

Options	Response	Percentage
Yes	26	52%
No	24	48%
Total	50	100%

Table 20: Respondents' Preference as regards Reading and speaking skills

Graph 20: Respondents' Preference as regards Reading and Speaking Skills
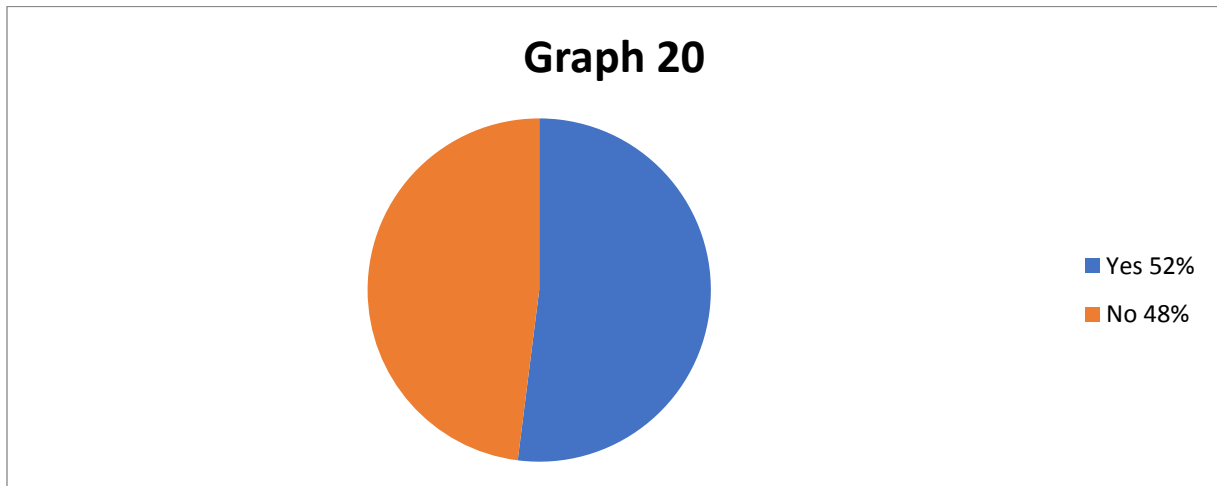
The data gleaned from question-item 8 display the bias of 52% (n=26) towards reading (receptive skill) over speaking (productive skill). For the rest, i.e., 48% (n=24), the inclination is rather for speaking skill at the detriment of receptive skill, viz., reading.

The surveyed students appear to be divided as regards learning preferences. It is generally recognized that those extroverts tend to think out loud, participating in group discussions and debates. On the contrary, those introverts feel more comfortable via receptive skills, viz., listening and reading for the time affordance they award. Yet, teachers are compelled to provide students, introverted and extroverted, with the choice to engage in learning in ways that are congruent with their learning preferences and temperaments.

Question-item 9: Would it be difficult for you to make a public speech?

a) Yes   ☐   b) No   ☐

Options	Response	Percentage
Yes	43	86%
No	07	14%
Total	50	100%

Table 21: Respondents' Answers as regards making a Public Speech

Graph 21: Respondents' Answers as regards making a Public Speech
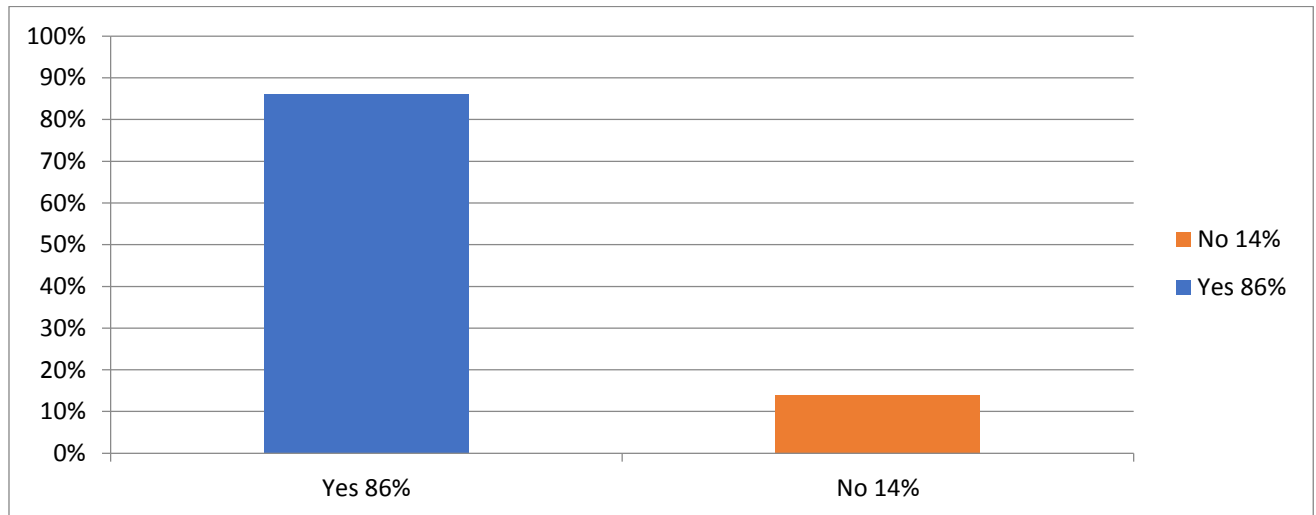
The collected data from question-item 9 demonstrate that the heavy majority, i.e., 86% (n=43) attests that they see no difficulty to address the audience. The rest, 14% (n=7), recognizes experiencing discomfort when facing the audience.

The ninth question-item attempts to establish quantitatively the respondents' readiness to deliver oral speech in front of onlookers in the communicative approach framework. Public speaking is a daunting prospect for those 14% respondents. The latter may be shy disposed, and for them standing in front of an audience to talk can instill absolute terror.

Question-item 10: Do you feel that oral expression courses help you in enhancing your oral fluency?

a) Yes   ▢   b) No   ▢

Options	Response	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table 22: Respondents' perceptions as regards Oral Expression Courses and their Impacts

Graph 22: Respondents' Perceptions as regards Oral Expression Courses and their Impacts
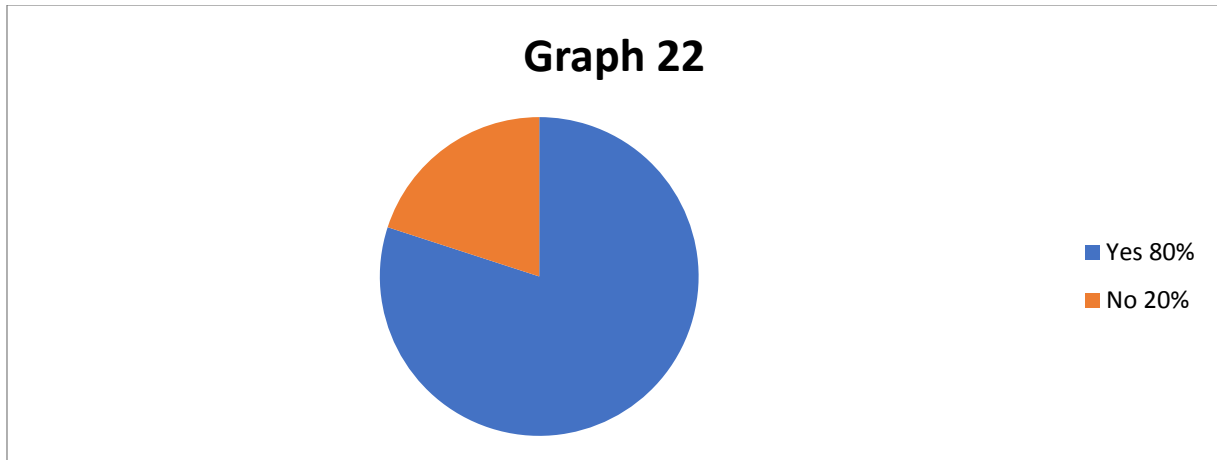
The question-item 10 is intended to verify and corroborate respondents' perception of the impact of oral expression courses on enhancing oral fluency. For 80% (n=40), oral expression courses have an effective benefit on oral fluency. For 20% (n=10), oral expression courses do not impact positively the oral proficiency.

Speaking fluency is the teachers' ultimate goal to be attained by students. However, achieving native-like fluency is out of reach for most non-natives. Relying on the relationship between personality traits and FL proficiency, it can be assumed that extroverts are more likely to attain more fluent language, while introverts are likely to have success in areas of language learning other than fluency. Thus, for 20% of the respondents, success in foreign language can be reached rather via receptive skills than the productive skill; speaking.

Question-item 11: Do you make pauses and hesitations during oral presentation?

a) Yes   ☐   b) No   ☐

Options	Response	Percentage
Yes	32	64%
No	18	36%
Total	50	100%

Table 23: Respondents' Answers as regards Pauses and Hesitations Phenomena

Graph 23: Respondents' Answers as regards Pauses and Hesitations Phenomenon
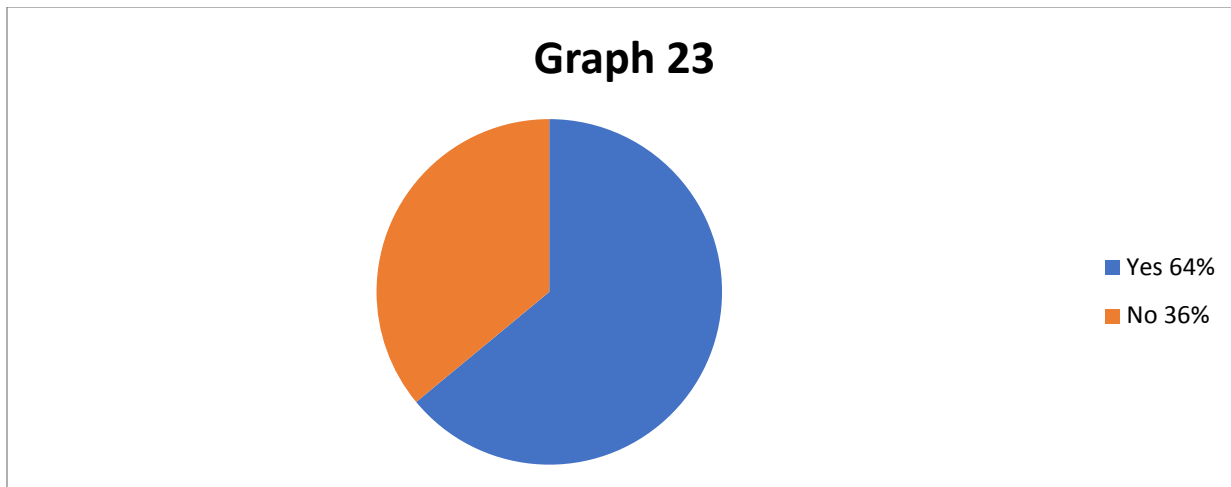
The eleventh question-item is asked to disclose respondents' temperament during oral presentations. For 64% (n=32) of the respondents, their oral presentations are punctuated by pauses and hesitations. 36% (n=18) of them stipulate that their flow of speech is interspersed by none of these fluctuations.

It is acknowledged that pauses and hesitations are frequent phenomena in foreign language production and the individual variations in their occurrence. In fact, pauses and hesitations can function as breath seeking (physiological function), language planning (cognitive function) or demarcations identification in speech stream (communicative function).

Question-item 12: A) Do you feel afraid /anxious to engage in Oral expression session?

a) Yes   b) No

B) If yes, Why? _____

Options	Response	Percentage
Yes	29	58%
No	21	42%
Total	50	100%

Table 24: Respondents' Attitudes as regards Oral Expression Sessions

Graph 24: Respondents' Attitudes as regards Oral Expression Sessions
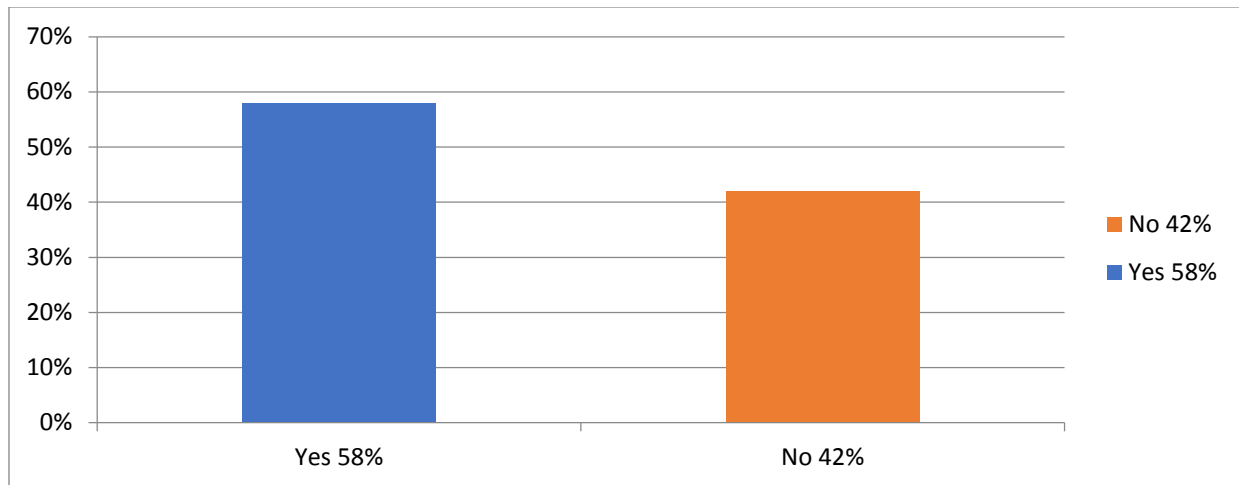
The tabulated data above, regarding respondents' attitudes towards oral expression sessions demonstrate that 58% (n=29) feel anxious to engage in such sessions. The rest of the respondents, i.e., 42% (n=21) bear witness that they feel positive and easily engaged in oral sessions.

Reluctance and negative feeling towards oral interaction in the EFL classes may be attributed to students' lack of motivation or their inability to function in oral communication. Insofar as the students are non-native speakers who are likely to use the FL in vitro, which does not help them develop their oral skills; lack of practice. In fact, frequent practice of the FL help students gain confidence. From other perspectives, culture and personality variations can be behind such reticence. All these aforementioned factors can be motives behind those 58% of those students' reticence regarding oral expression sessions. Yet, fearing public failure, fearing mistakes making, low English proficiency and incompetence in rules and norms of English conversation are to be considered as pivotal factors behind students' aversion and antipathy for oral expression sessions.

Question-item 13: Whenever you are feeling stressed out, do you prefer to _____

a) Spend time alone? ☐   b) Blow off steam with friends? ☐

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Options	Response	Percentage
Spend time alone	37	74%
Blow off steam with friends	13	26%
Total	50	100%

Table 25: Respondents' Preferences as regards Stress Absorption

Graph 25: Respondents' Preferences as regards Stress Absorption
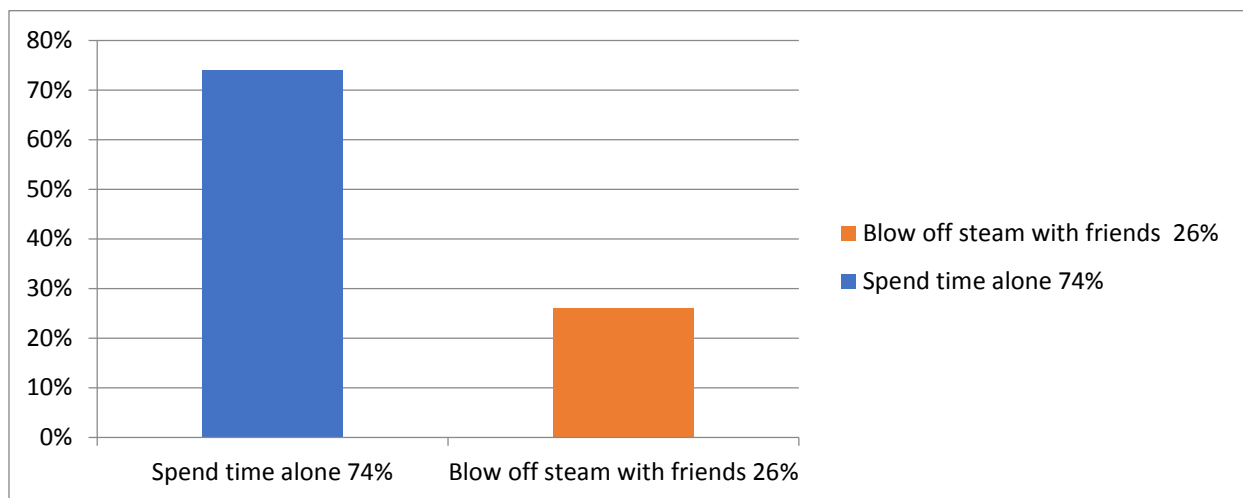
The thirteenth question-item is asked with the intention of gauging respondents' feelings with respect to stress absorption. In fact, the gathered data demonstrate that for 74% (n=37) loneliness is the preferred exit to break stress. Yet, for the rest of the respondents (26% n=13), the collective release is the best solution for stressful moments.

Question-item 14: During meetings or group discussions, do you tend to…………

a) Interact? ▭   b) Withdraw? ▭

Options	Response	Percentage
Interact	37	74%
Withdraw	13	26%
Total	50	100%

Table 26: Respondents' Preferences as regards Group Discussion Interaction or Withdrawal

Graph 26: Respondents' Preferences as regards Group Discussion Interaction or Withdrawal
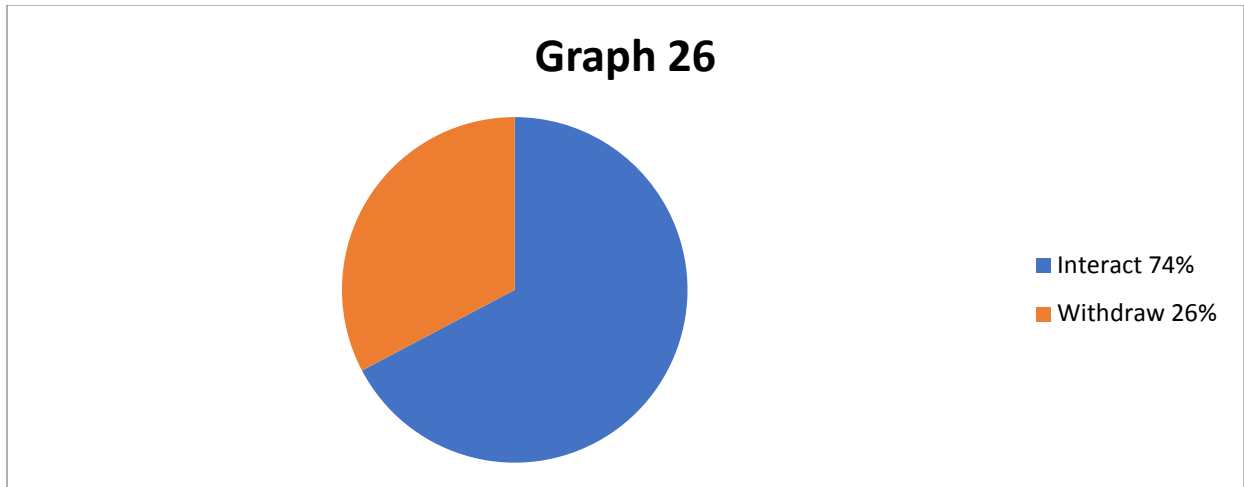
It is worth pointing out that the data for the fourteenth question-item are identical to the previous one (13th question). The overwhelming majority of the respondents, i.e., 74% (n=37) prefers group discussion over withdrawal. However, for the rest of the respondents, viz., 26% (n=13), withdrawal is the preferred strategy.

   Foreign Language learning effectiveness is promoted thanks to interaction. Learner-learner interaction is meant to enhance communication between and among peers with or even without the teacher's presence. Encouraging students to interact would undoubtedly make them enjoy a lifestyle in which they often prefer to interact with others and benefit substantially, the case of 74% of the surveyed students. This type interactivity correspond too much the extroverted character allowing them to perform positively, speaking out without too much concern about losing their faces in public. The more they feel relaxed, the better they learn. For the rest of the respondents; i.e., 26% (n=13), withdrawal from group discussion might be due to their little self-confidence, possibly caused by history of previous unsuccessful contributions. Their withdrawal might be regarded as a part of a strategy for their self-worth maintenance. The tendency to withdrawal matches too much the introverted character causing introverts' passivity, anxiety and withdrawal.

Question-item 15: If you interact, do you always do so?

   a) Freely   ⬛   b) With some reserve   ▭

Options	Response	Percentage
Freely	24	48%
Withsomereserve	26	52%
Total	50	100%

Table 27: Respondents' ways of Interaction

Graph 27: Respondents' Ways of Interaction
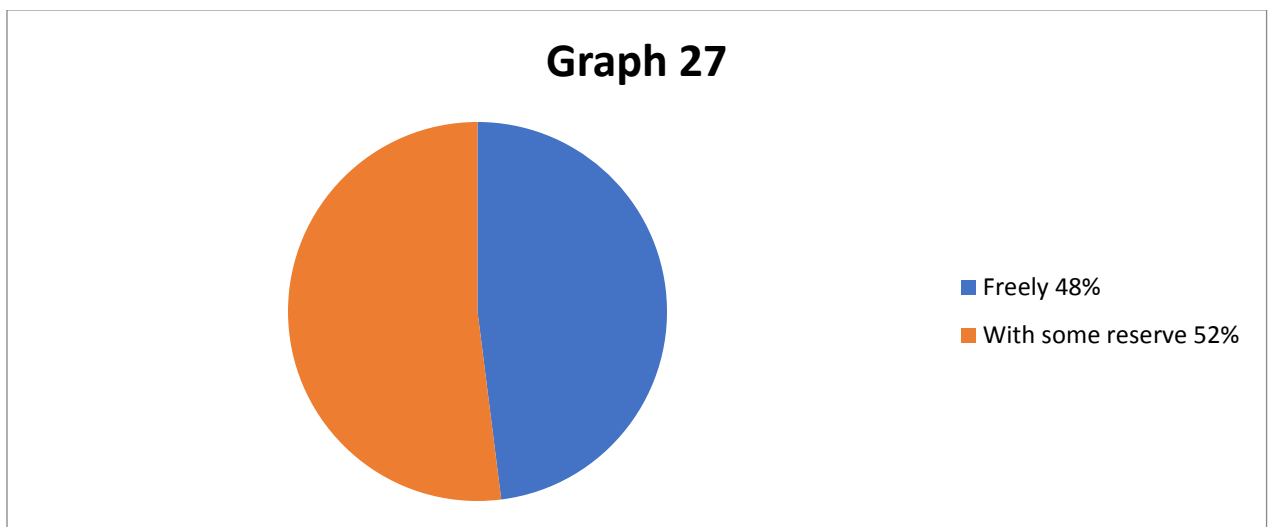
The above question-item aims to disclose respondents' ways of interacting. More than half of the surveyed students (52% n=26) corroborate that they interact freely. For the second group, representing 48% (n=26), their interaction is tainted with reserves.

Relying on the aforementioned data, it can be concluded that since speaking is an outwardly directed activity, extroverts are more likely to speak freely than introverts. Being inwardly focused, introverts seem to withhold their energy and they are less likely to speak freely. In interpersonal relationships, they tend to behave more cautiously and interact reservedly with others.

Question-item 16: Which of the following interests you more

       a) What is happening around you   ▭   b) Your own thoughts and feelings?   ▭

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Options	Response	Percentage
What is happening around you	11	22%
Your own thoughts and feelings	39	78%
Total	50	100%

Table 28: Respondents' Interest Focus

Graph 28: Respondents' Interest Focus
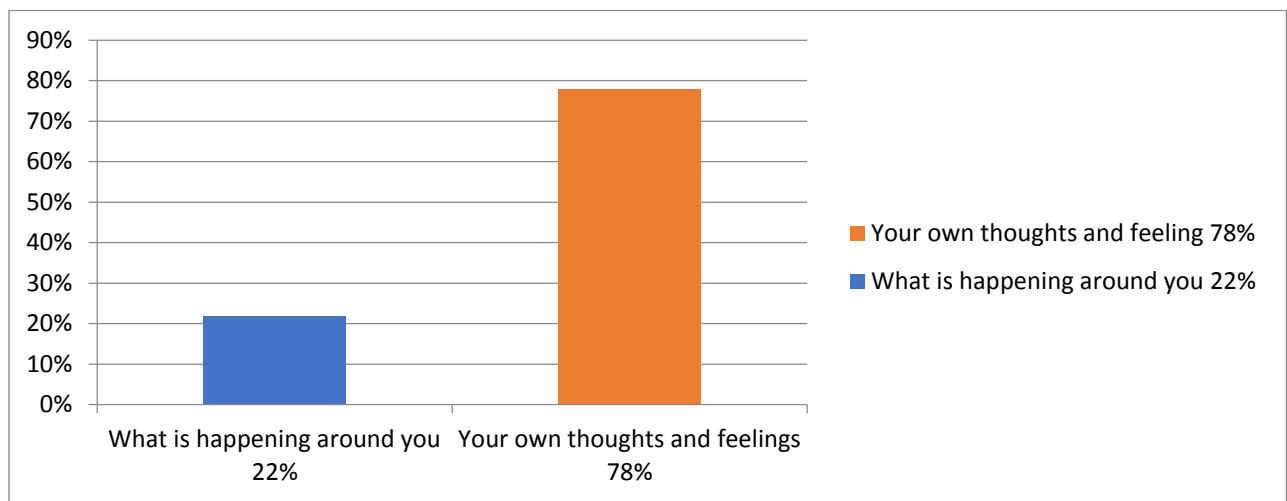
The sixteenth question-item aims to enquire about respondents' interest focus, viz., whose thinking and behavior are either directed outward or inward. The collected results suggest that the overwhelming majority of the respondents (75% n=39) testifies that what matters for them is the surrounding environment- action-oriented. Whereas, the rest of the surveyed students asserts that their interest focus is directed outward- reflective oriented.

The difference in thinking and behavior orientation is tightly attributable to the manner of each one responding to the stimuli. Those who concentrate much on and value the surrounding environment, i.e., extroverts, are easily stimulated. On the contrary, the respondents whose focus is inwardly directed and value their inner feelings, i.e., introverts, require more stimuli to generate a response. It is worthy to point out that a pure personality trait exists nowhere. Indeed, students might be extremely introverted, but in exceptional situations, they show extroverted behavior.

Question-item 17: When meeting strangers, do you tend to

   a) Initiate the conversation? ▭   b) Wait for them to initiate discussion? ▭

Students meeting strangers	Response	Percentage
Initiate the conversation	21	42%
Wait for them to initiate the discussion	29	58%
Total	50	109%

Table 29: Respondents' Viewpoints as regards Initiating or Eschewing Discussion

Graph 29: Respondents' Viewpoints as regards Initiating or Eschewing Discussion
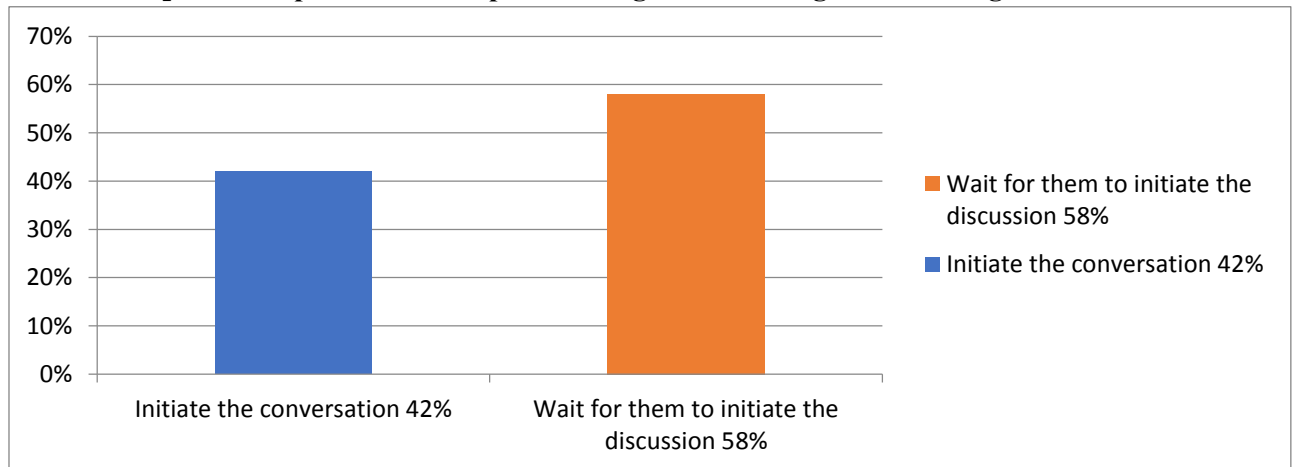
Targeting respondents' behavior as regards communication, question-item 17 was asked. The numerical data demonstrate that more than the half, i.e., 58% (n=29) acknowledge that they do not initiate discussion when meeting strangers. The remaining group, representing 42% (n=21) states that they willingly do so.

It is obvious that those easy going students find no problem to initiate conversation with strangers, the case of those 42% of the respondents. This type of behavior matches the character of those students who feel highly self-confident; extroverts. They, indeed, show readiness to grasp any opportunity to initiate discussion. Contrariwise, those who acknowledge that they never initiate discussion to strangers, the case of 58% of the respondents, should be less confident; introverts. The fact, they fear to speak in public.

Question-item 18: When studying, do you feel more effective and productive when

a) Working alone?   ⬜   b) Working with others in a team environment?   ⬜

Whenstudying	Responce	Percentage
Workingalone	33	66%
Workingwithothers	17	34%
Total	50	100%

Table 30: Respondents' preference as regards Individual and Teamwork

Graph 30: Respondents' Preferences as regards Individual and Teamwork
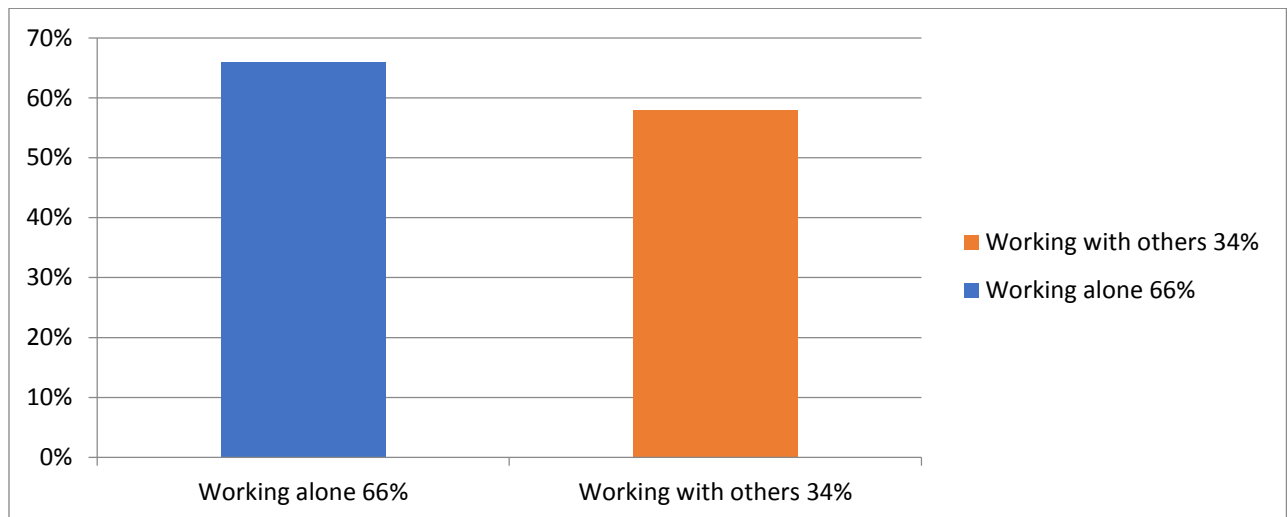
The above data certify that around the two-thirds of the surveyed students (66%) prefer working alone. Yet, only one third of the total number of the surveyed students tends to prioritize the teamwork.

It is acknowledged that teamwork increases collaboration, ideas development and creativity improvements. In fact, teamwork helps students to become active learners through developing collaborative and cooperative skills and lifelong learning skills. It also promotes the development of the critical thinking. Within teamwork even silent students are given the opportunity to speak out their thoughts and to be listened to. Yet, this does not prevent teachers to devise individual work when concentration is required. Here again, teachers are

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required to diversify their teaching strategies to cater for all students' learning styles and preferences.

Section Three: Respondents' Suggestion (s) as regards introverts' behaviors

Question-item 19: What suggestions for Introvert Students?

As regards respondents' suggestions to cope with introverted students, a set of proposals are advanced.

- Prejudices and misconceptions towards introverts should be eschewed.

- Introverts should be identified and their temperaments understand.

- Teachers should strive to engage introverts in class discussion.

- Introverts' silence should not be considered as a weakness.

- Introverts' character should not be changed, yet teaching strategies should be adapted to their learning strategies.

- Introverts should be delocalized from their comfortable zone.

- Teachers are supposed to care of the right time balance to allow all students to work accordingly.

- Teachers should avoid being stressful for introverts.

The above suggestions have been advanced by the respondents. They strongly recommended some actions of an overriding importance to be implemented for the sake of taking charge of this category of students who inevitably exist in all classes. The most significant thing is to nurture a positive attitude toward introverts.

Conclusion

The results obtained through the questionnaire reflect to some extent the respondents' awareness as regards the introversion issue. The teacher, fulcrum agent in the teaching-learning process, is supposed to play an important role to embrace and support introverts. The introversion is a preference for environments that are not physiologically and mentally over-stimulating. In fact, teachers are to be aware of introverts' learning pace which requires enough time to process information, peaceful and quiet space, and opportunities for

asynchronous learning. It should be stressed that introversion is not a weakness to be overcome but a personality temperament to be managed.

III.2.1. Qualitative Tool

Being depicted as an inductive process, the qualitative method is a way to collect more in-depth and evidenced data that open the door for us to examine and interpret the issue from its multifarious plausible facets. Therefore, for the sake of collecting, generating, fine-tuning as well as extrapolating the thought process and analyzing the issue under investigation from in-depth perspective, we opted for a structured interview to be conducted with three teachers in charge of oral-expression module at the level of Ibn Khaldoun University, the section of English. "*Qualitative interviews rely on developing rapport with participants anddiscussing, in detail, aspects of the particular phenomenon being studied.*" De Marrais (2004). Moreover, since our phenomenon is not directly observable and measurable, we have initially chosen another method which is classroom observation to observe the current issue from the heart of the event (praxeology). Yet, the prevailing sanitary situation (CoViD19) that the world has been undergoing since March 2020 has deprived us from attending classroom performance.

III.2.1.1. Teachers face-to-face Interview

Since the first aim of our research is to unbosoming the effects of introversion and major factors affecting the oral performance and to support attainment of this research in addition to the use of quantitative data tools, we used a structured interview as a qualitative tool. The interview consists of ten open-ended questions which are organized with the anticipation to collect verifiable data so as to portray as worthily as possible the interviewees' experience in the field, moving into their personal and professional experience, and disclosing their beliefs and perceptions concerning the issue. Indeed, it helped us to collect more insights and elucidation, allowing visibility.

III.2.1.2. Objective of Teachers' Interview

Particularly, questions were posed to teachers directly and we tended to report and write down teachers' answers on each question. The purpose behind using this qualitative research tool is to obtain and uncover in-depth data about the interviewees' perceptions, feelings, experiences and opinions on the issue under investigation. What accounts much is to obtain

impartial answers to the preplanned questions. Differently couched, the choice of this type of interview is mainly meant to eschew subjectivity and increase accuracy. In fact, it offers fair and unbiased platform and provides the interviewer with data to supplement his objective as regards such behavioral characteristics that are associated with learners' introversion. The interviewees are teachers who have a long experience to provide us with their touches in order to cope with the issue. In the same avenue, it is worth mentioning that questions were designed to check how teachers would measure and evaluate learners with poor oral achievement at the same time. Therefore, to have a look on the strategies used to increase learners' willingness to participate; however, to check their suggestions to reduce the percentage of such psychological barrier that prohibit students from improving their oral production.

III.2.1.3. Structure of the Teacher's Interview

The teachers' structured (standardized) interview is composed of ten open-ended questions. The set of carefully designed and scripted questions are asked to collect reliable and objective data on the issue in connection with introversion personality traits and their impact on EFL learners; a behavioral characteristic.

III.2.1.4. Sampling and Population

This study was carried out at Ibn Khaldoun University of Tiaret, from the population of the students and teachers at the English department, fifty (50) students from second year BMD and three (3) teachers were selected to participate in this investigation.

A pilot test was conducted with ten (10) learners and none of teachers who were not included as respondents in the main study. It helped the researcher to check the quality and the flow of items and/or to modify the ones which did not serve the purpose of the study. In fact, this optional phase iteratively improves the research design. Doing so, it can be ensured that the user research runs smoothly, and significantly improve the output from the study.

The interview was conducted with three teachers in charge of oral expression module. Regarding their gender, they were all male interviewees, they do not teach just second year students at the level of the department, they teach first and third years as well. All the teachers who participated in the teachers' structured iinterview (pre-planned set of questions) show a high level of responsibility, awareness and harmony of the objective of our research,

respecting the answers, they provide us with diaphanousness that helps us to get insightful knowledge of the issue from its different facets.

III.2.1.5. Teachers' Interview Data Analysis

The captured data from both qualitative and quantitative research tools are presented, analyzed and interpreted in a consistent manner. The documentation and analysis process aimed to present data in an intelligible and interpretable form so as to pinpoint trends and relations in agreement with the research aims. In turn, these trends and relations would enable the researcher to shed enough light on the core issue, viz., the effects of the introversion personality traits on learners' speaking skill, and develop, recommend the appropriate Solutions to sensitize both students and teachers to the importance of these psychological obstacles.

It is worthy to highlight that there were no videos in our interview (Algerian sitting), but answers were recorded making it easy for us to focus on the interview content and the verbal prompts and, thus enabling the transcriptionist to generate 'verbatim transcript' of the interview.

Question-item 01: What degree do you hold?

Asked about the degrees they hold, two participants attest that they hold a PhD degree while the third one holds a Magister degree.

Question-item 02: How long have you been teaching?

The overall experience of our participants is ranging from six to eight years, keeping in minds their experience outside the university.

The results demonstrate that the three teachers are no longer neophytes. *De facto*, teachers' common professional capital plays an utmost important role in boosting up learners' learning; differently couched, teachers' experience can contribute efficiently in teachers' pedagogical decision-taking to deal with introverts by enhancing their thorough insightfulness on such a behavioural characteristic, provided that coordination and mutual help are constantly ensured.

Question-item 03: Do you think that English is a difficult process? If yes, tell why?

To begin with, there were two distinctive viewpoints about the English language teaching process. For one of respondents, it is not difficult, while the two others acknowledge that it depends on how the teacher handles his role inside the classroom. His professional education, knowledge, interest, personality, characters and attitude towards teaching and learners' achievement which account for a lot in succeeding in such daunt profession. In fact, teachers' attitude towards English language teaching may be regarded as the most responsible factor which predicts the success in teaching and hence provides satisfactory English teaching adjustments by revealing strengths and weaknesses. Besides, another important factor is correlated with teachers' professional competency, which is learners' motivation towards learning English; a decisive factor in easing the daunt profession for teachers. It also relies on how teachers plan, prepare, document, perform and reflect on their lessons. Doing so, teachers acquire beneficial skills in the benefit of their learners. One of the teachers said: *"Teaching in general, is a difficult processeven the mother tongue is difficult, but particularly the teacher does not see teaching difficult or easy until he succeeded and failed in planning."*

Question-item 04: How do you actually measure your students' speaking skill?

The aim behind the forth question is to identify learners' speaking skill proficiency, because the latter is the only one productive skill allowing students' introversion personality traits to manifest, and to be much visible. All of the respondents stipulate that students in their second year still face obstacles in their speaking capabilities and assess their level as being average. One of the teachers expressed his opinion by saying: *"Students still face problems, in their presentations, so to measure their ability, youcan check their fluency, accuracy, pauses, hesitations and their pronunciation and use of tenses."*

Question-item 05: How often do your students engage in classroom participation and discussion of topics in oral sessions?

The above question was asked to check students' participation frequency in classroom oral sessions. All three teachers agreed on one thing that not all of students participate, and it usually depends on the way teachers involve their learners and choose suitable topics. In fact, it usually counts on the way he motivates and interacts with by establishing a good

environment and atmosphere in an oral session. One of the interviewees revealed "*I provoke them withchallenges questions than we dance together on the same topic.*"

Undoubtedly, learning is quite dependable on teacher-learners appropriate/positive rapport, because the more attention is devoted to learners, especially those introverts the more benefits are cropped up. It goes without saying that interest in learners and learning increase are intertwined factors.

Question-item 06: How do you try to motivate learners who express speaking difficulties?

It was noticed from the data collected from the interviewees testify that all of them have one opinion that students are afraid when they are participating in front of their classmates or the teacher due to various reasons that create these speaking difficulties. Teacher **B** unveils that "*Students are afraid, the best way to make them involved is to turn them into trainees, by giving them presentations, and pushing them to face the audience; this way challenges their fear.*" Teacher **C** attests that: "*The best way to motivate your learners is to get down to their level, get down to their real problems, when you succeed to touch what problems they are facing, you become their guide. When you are embraced as a guide, you turn into a friend, to whom they will talk and reveal their hardships and the difficulties they experienced. So, it all relies on you if you stop being an inflexible teacher.*"

It is crystal-clear for the aforementioned answers that the build-up of self-confidence and esteem in students are utmost factors to trigger off learners' positivism about themselves and changing into motivated learners. All in all, positive self-esteem and trust can and should be nurtured by teachers so as to make introverts overcome those psychological impediments.

Question-item 07: Would you name some difficulties that students face when they participate orally in English?

Solicited to elicit some of difficulties learners, in general, and the introverts, in particular, face in oral sessions, the interviewees revealed that the difficulties are cognitive-non cognitive-based dichotomy. Two teachers retrace this back to issues as pronunciation, vocabulary shortage, lack of ideas, poor in grammar structure, causing communication flow rupture are the commonly problems for students in their oral or even written production. For the third teacher, the psychological barriers such as internalized shyness, anxiety, lack of

confidence, low-esteem, poor-verbal communication, social phobia (social anxiety disorder), etc, are the main impairments that those introverted students suffer from.

The above answers reveal that the respondents have two different perceptions as regards the difficulties that students confront whenever dealing with oral skills in the EFL classrooms. Being aware of only sets of these impairments could cause teachers' failure in getting insightful apprehension of the genuine genesis of such obstacles.

Question-item 08: What strategies do you use to evaluate your learners in oral proficiency?

Via question-item 8, the interviewees were asked to report about which strategies and techniques they see effective to use during oral sessions to assess their speaking skill proficiency. Actually, all answers were focused on their performance after the end of students' debate, discussion and class-presentations. Teacher **B** revealed that he never resorts to immediate correction of students' errors so as to avoid communication-flow interruption and, thus leading to students' eternal switch-off. He argued saying *"one of my strategies that cropped up its harvest is that when I ask them provocative questions I do not correct them immediately or interrupt them until they finish their talking."*

In a nutshell, the corrective feedback is regarded as information provided to students when they make mistakes. Yet, teachers should make the distinction between the two types of errors, viz., global errors (Burt 1975: 56-57) in an overall sentence structure affecting and hindering communication, and local ones (Ibid.) impacting single words of the utterance without causing hindrances to communication. Teachers should pay a great deal of attention to the type of corrective feedback and the timing it must be done, because it can affect the speaking greatly, be it accuracy or fluency. Choosing both the wrong time and way to brings nothing but disappointment among students. Besides, keeping a close eye on this matter of correction may deprive the students from developing their second language.

Question-item 09: What are the reasons behind your students' introversion in the classroom?

Imperatively, the reason behind this question is to reveal the reasons behind students' introversion from teachers' perspective. All of respondents declare that introversion has two major causes that are internal and external.

One of the teachers justified his answer by saying: *"They are naturally like that b*ecause *he has self-dependence, while environmental reasons goes back to the pressure imposed onthem and their unsecure surrounding."* To sum up, teachers agreed that their educational practice, harsh evaluation, negative feedback, teacher's role inside classroom, all play a plenty of roles in their personality traits.

In fact, personality variables are the upshot of both internal and external factors which surround the students. For the former type of factors, hereditary *factors* are assumed to account *for* a sizable portion*,* leading to consistency reliability, naturally high cortical arousal and its impact on information processing, etc. For the latter, a lot environmental issues play an important in modeling the personality traits, viz., the way a person was brought up, the social pressure, external world perception etc…Teachers are compelled to care of such category of learners by supporting, approaching them…, otherwise they will be misunderstood and judged inappropriately.

Question-item 10: What do you suggest to mitigate the problem of introversion in EFL classes?

All teachers, concerned by interview, have different perspectives regarding how to overcome the problem and gain their learners' involvement. One of the interviewees acknowledges that: *"Recurrent practice, through presentations, pair or group work, ask them to perform, present and saysomething absolutely will make learners involve since their main problem is around practice."* However, the third teacher charges teachers of the responsibility. He declared *"Teachers should be trained on psychological issues allowing them to face such subtle issues; knowinghow to deal with introverts and be aware of the type of learners the class consists of, and solve any encountered problem."* He also added: *"When the teacher is well-trained, he will be able to create the right atmosphere for his learners and adapt his teaching strategies according to preferences."*

Conclusion

To sum up, we can affirm that teachers of oral Expression, at least those interviewed, are aware of the impact of the personality variables on their students' academic achievement, in general, and their speaking abilities, in particular.

Thus, they give much importance to the teachers' role to involve the introverted learners and give devote much importance to the considerateness of their introversion to meet theirneeds and mitigate its effects on their academic achievements. Furthermore, all along the data analysis, we have found out that teachers declare that they are facing all categories of problems both academic and psychological whenever they try to get them speak in classroom. In addition, they cited that the whole responsibility rests on teachers to support and help them leave their fear through felicitous speaking' assignments, mentioning that all is based on the way the teachers impel learners in an engagement. Besides, teachers claimed that they use many techniques and strategies to motivate students to speak without trammels.

Section Two: Discussion, Recommendations and Suggestions. Introduction

Since our research paper aims at scrutinizing the impact of the introversion personality trait and its major sources on EFL learners and their oral production. Thus, in the previous chapters we showed a general theoretical background related to this affective factor word widely and regionally then we have provided the third chapter to describe our data that have been obtained through our methods. Yet, in this section we will introduce a general discussion of our findings followed by important recommendations for teachers and learners correlated to our issue of introversion during oral sessions. To sum up we have fostered suggestions for future researches that would deal with the field of teaching or learning foreign/ second language.

IV.1. General Discussion of the major Findings

Practically, in this section of our research paper we discuss the findings gathered from the qualitative and quantitative data that is related also to previous research studies, however; that reflect our objectives, affirm our hypothesis and find out answers to our research questions. It has been emphasized from previous researches that the speaking skill is the current skill related to foreign language anxiety. Regarding teachers' points of view collected in the interview, all of them agree on one point that students are not able to participate effectively in classroom discussions or debates, if they do; they participate with much reserve and all kinds

of fear, teacher **B** revealed that "Students still face problems in their presentations". This point has been confirmed by the majority of our respondents in the learners' questionnaire in which they indicated that they feel afraid and anxious whenever they engage in oral presentation with percentage of 58% (n=29). This shows that students' social phobia and fear of speaking in front of the public are the most dominant features. However, it can lead to their introversion. Therefore, based on these collected data gathered from students responses on the questionnaire and teachers responses on the questionnaire also and the structured – interview as well. We contemplated to discuss the results of our research paper based on the findings related to each one of our research question.

1- What is the impact of introversion on EFL learners' oral performance?
2- Does introversion effect on second year students' production of speech?

To begin with, our research paper explores the existence of our issue among EFL learners in general and their oral competency in particular since the results of our data reveal that introversion trait exists and examines its high level among our sample of second year BMD.

To answer the first research question that is focuses on the impact of INT on students' oral attainment. Furthermore, in light on the teachers' answers on the questionnaire about the most dominant character in their classrooms, they were convinced that 70% (n=07) are introverted learners in which qualities of this trait could considered more often as negatives, taking into consideration their unsociable and quiet temperament. Effects may lead to experience a difficulty when making a public speech with percentage of 86% (n=46) as a heavy percentage surveyed from learners' questionnaire, as well as they feel nervous and anxious whenever they present topics in these sessions, 58% (n=29) of our respondents of learners' questionnaire confirm this idea in comparison to those who did not face this problem 42% (n=21).Additionally; this deficiency that students face leads to complicate the instructional Process for teachers who revealed that teaching introverted is difficult to what approximate 80% (n=8). Those teachers are required to create layouts that adapt with introverted learners preferences in which they see it necessary to understand these learners and their tendency to isolation, 70% (n=7) testify that they would engage them with different sources of communication, however; 20% (n=2) acknowledge that fostering individual activities from time to time is the adequate resolution. Yet, they should not expect introverts to change themselves but they should support them. The results of some questions show that

introversion extremely has an impact on learners' ways of thinking, interacting, dealing and learning a language in general and foreign language in particular.

Regarding the second research question, the data collected concluded that INT is a vital obstacle in FLL and source of anxiety.Previous statistics revealed that confusion and introversion work together. A high percentage of students express their opinions as regards confusion, low self-esteem and lack of self confidenceis arisen when they are facing public, the thing that leads to make pauses and hesitations during this speech, the fact that 64% (n=32) affirm that. In general, the totality of the participants perceived speaking in oral sessions as uneasy task. The possible explanation of that introverted learners gain their energy by isolation and their performance is better when they are faraway the surroundings comes to achieve when a percentage of 66% (n=33) indicated that they feel more productive when they work individually rather than working with group of students that gained percentage of just 34% (n=17). Hence, this demonstrated that most of learners feel comfortable and they can do their best when they take their roles autonomously.

Counting on the aforementioned data in table 27 which demonstrated that students are more likely to interact with much reserve 52% (n=26) whenever they share a discussion or debate with classmates or teachers during the session. This rise the possibility that learners are concerned about their peers or teachers' perceptions toward their performance or they fall in the comparison between their level and classmates' level, the thing that reluctant the potential to involved in any speaking activities.

Factually, reinforcement, support, motivation and encouragement are all words used for the sake of help learners with all psychological categories, in addition to that, chosen of interested topics, understanding the learners needs, wants and lacks could be extremely techniques that raise more fluent, competent and efficient learners. According to the interview conducted with teachers, all teachers recommended and wanted their learners to be moreconfident of their abilities, more self–aware, more self-discerning of the influence of the introversion that could lead to total segregation and prohibit them to do their best in their academic performance as well as be more conscious of peers or teachers' judgments, body languages, facial expressions and many other sources of another psychological barriers.

Thus, to sum up, the points discussed above that were collected from our tools of data demonstrate the reliability and validity of our research questions and hypothesis as well. In which the high level of introversion personality trait in the leaner's personality leads him/her to be not able to communicate in English effectively.

Omnibus Recommendations

In view of the findings collected in this research, a number of pedagogical recommendations are suggested for teachers and learners to help them effectively. These recommendations are classified as follows:

Teachers are appealed to accept their learner's mistakes and errors because it is a natural part of learning and this prove that they are learning.

Teachers should respect their learner's bias to introversion and isolation and avoid blaming them because of their characters as well.

Despite the fact that it is time consuming process but teachers should try to discover the different personality types in their classrooms and design syllabus according to their preferences and models.

Teachers should assign suitable sections and layouts from time to time to introverts' preferable tasks and activities.

Teachers should provide introverts learners with individual space and do not pressure them to talk or doing tasks forcefully in front of their classmates.

Teachers training about how to treat the different personality types could play an essential role in interact with them effectively.

Being a friend, a guide or a helper can absolutely lead to create a comfortable, positive and supportive atmosphere that could help to overcome the effects of introversion.

When dealing with some oral tasks, it would be good if teachers do not wait for immediate responses and do not judge on their mistakes immediately and with harsh manner because it

can lead to reduce introverts' participation. To do so, he/she can avoid negative and harsh evaluation since it creates fear of being evaluated negatively later.

> By fostering a different communicative activities can help learners practice more their speaking skill.

> Teachers should help introverts learners to build their self-esteem by providing encouragement, reinforcement and support can effectively reduce stress and anxiety.

> Learners should recognize that their introversion or any other personality type is a natural human-being character and they should accept it anyway.

> Learners should know that being fluent and competent in the second language needs time and it requires may be years of practice, so it is a good thing if they learning from their mistakes.

Suggestions for further researches

Although this study was planned and designed according to previous studies and shortcomings discussed earlier. Generally, our research aimed at explores the effects of introversion on EFL second year LMD students' oral performance. However, a number of suggestions are discussed to help future researches and provide them with additional ideas. First, this part of research provides us with instructions toward obvious understanding of learners' various personality types. To do so, future researchers could go deeper in many affective variables such as: self-esteem, nervousness, social phobia, shyness, fears and so on, so further researches should deal with different learning levels and examines the issue from different educational phases such secondary and middle school who are in their first years of communication in English as well as spend long period of time to get more reliable data. Second, it would be good to expand our investigation on the effects of introversion not only on speaking skill but also on the three skills (reading, listening and writing). Additionally, future researches should use different investigation tools such as: classroom observation, experiments, scales …. Last other researches should focus also on social effects of introversion rather than the learning status.

Conclusion

In this section we outlined and examined the major findings of our collected data that confirmed our hypothesis and research questions, which is combining of an investigation of a questionnaire that was devoted to students and teachers and face to face interview conducted with teachers of oral expression module. Then, we came out with general recommendations for both teachers and introverted learners regarding learning and teaching English as well, at aim of contributing in their enhancement of their speaking skill, In addition, to some suggestions highlighted for future research.

General Conclusion

Chapter Three   **Fieldwork, data collection and Analysis**

General Conclusion

To reiterate, a lot of studies around the world have proved that personality characters play a plenty of role for the sake of learning a foreign language in general. These personality traits could affect negatively more than affecting positively. Among these negative barriers, introversion appears to be one of the influential affective factors that may have a hand on their language learning.

In The current study, we have attempted to shed light on language introversion. A valuable importance was given to this phenomenon from studies, researchers and statistical to measure the existence of the introversion personality trait and its impact during learning the spoken language in oral sessions. The exploration was an attempt to spotlight its multiplied effects on learners' oral production of the target language. Respectively, the second purpose was to raise some recommendations and suggestions linked to teaching and learning the target language, which could help reduce the negative influence of introversion that prevents them to improve their spoken language.

Since this research paper permitted us to test our hypothesis and arrive to answers of our research questions. A mixing methodology combining of qualitative and quantitative tools have been chosen. The former has been based on two questionnaires that were given to teachers and second year learners BMD at the level of English Department of IBN Khaldoun university of Tiaret. The second method was a structured-interview conducted with teachers of oral expression module at the same department.

Since a heavy majority of English students consider the speaking skill as a problematic issue when learning the spoken language. Based on descriptive findings gathered from the quantitative tools, we perceived that learners experience that psychological trait of introversion procreate a language deficiency and low level in their oral performance. This engendered because they still have that fear of diction in front of the audience because they are afraid of being misunderstood or negatively judged by teachers and peers, low of self-esteem, low of competence in the academic language from all its aspects.ect…

Another possibility that imposed its self in the beginning of our study that if instructors are aware of their learners' characters and their way of dealing with them inside classroom. Thus, the structured- interview and teachers' questionnaire allowed us to know whether teachers recognize this issue or not. Yet we have noticed that teachers are totally conscious on the impact of introversion on their students' speaking production, however; they exhibit their techniques and resolution toward this issue.

Relying on the findings obtained and the literature review, our investigation of the issue enriched our study with more knowledge in the field and this could help us to present some resolutions to mitigate the issue of introversion among learners. In fact, learners can eliminate introversion by encouraging themselves, use relaxing techniques, prepare themselves for presentations and practice more on the speech, this is on one hand, on the other hand; decision-makers in our country are still neglecting the influential factors of our learners. To illustrate, we can say that our recommendations to teachers to provide time, space and individual activities for introverted learners without putting facilities on their hands is just like doing nothing. Waiting for these implementations, teachers are required to understand their learners' shyness, introversion, anxiety, establishing positive relationship with them, differentiate speaking activities can all facilitate their sake of learning the target language for them in particular, and give much importance to the field of psychology in general.

To conclude our study, we can say that our study was an eye opener on this invisible category that is struggling in silence. Therefore, our humble study results answers to our research questions,taking into account that there are a lot of questions to be asked about the impact on introversion on EFL learners' oral performance on the rest aspects of language and other learning skills. However, these results cannot be generalized on all introverted learners. Finally, People should all keep in mind the proverb of "*I think a lot, but I don't say much*". - *Anne* *Frank.*

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Appendices

Appendices

Appendices

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الجمهورية الجزائرية الديمقراطية الشعبية

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People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research	<div dir="rtl">وزارة التعليم العالي و البحث العلمي</div>
University IBN KhaldounTiaret	<div dir="rtl">جامعة ابن خلدون</div>
Faculty of Letters and Foreign Languages	<div dir="rtl">كلية الآداب و اللغات الأجنبية</div>
Department of English	<div dir="rtl">قسم اللغة الانجليزية</div>

Appendix 1

Teachers' Questionnaire

Dear Teachers

This questionnaire is an attempt to collect the possible data for the accomplishment of a master dissertation. As a part of investigating our research on the effects of introversion on EFL learners' oral performance, we would be so grateful and thankful if you sincerely fill in these questions, doing so please tick (X) on the appropriate answer and answer with a full statement whenever it required. Be sure that your answers will be very helpful for us. .

Thank you for your cooperation.

Section One: Respondents' Personal and Professional Data

Question item 1:   Gender

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Male ☐

Female ☐

Question item 2:   Age

How old are you?   30 – 39   ☐

40 – 49   ☐

50 – 59   ☐

+ 60   ☐

Question item 3:   Experience

How long have you been teaching?   5 years   ☐

6 – 10 years   ☐

11 -15 years   ☐

+ 15 years   ☐

Question item 4:   Professional Status

Are you a permanent or a substitutional teacher?

Full time   ☐

Part time   ☐

Question item 5:   Learners' Average Number

What is the average number in your class?   30   ☐

40   ☐

50   ☐

+50   ☐

Section Two: Reflection on the EFL Learners' Personality Characteristics

Question item 6:   Dominant Character

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What type (s) of learners' personality characters is/are the most dominant in your EFL classes?

Extroverted ☐

Introverted ☐

Question item 7:   What characterizes introverted learners?

_____

_____

_____

_____

Question item 8:   Teaching introverted learners

Is it easy or difficult to teach introverted learners?

Easy ☐

Difficult ☐

Question item 9:   Introversion's Factors

What is/are the factor (s) behind their being introverted?

Genetic Factor ☐

Environmental Factor ☐

Life course Incidents ☐

All of these ☐

Question item 10:   Introverts' Temperament

What is/are teachers' viewpoints regards introverted learners?

Unfriendly ☐

Unsociable ☐

Quiet ☐

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Reflective ☐

Lazy ☐

Question item 11:   Way of Dealing with Introverted

How would you deal with introverted learners?

Ignoring them ☐

Engaging them with different channels ☐

To be patient with them ☐

Providing individual tasks ☐

Question item 12:   Preferences

Do you prefer introverted learners?   Yes ☐

No ☐

Question item 13:   Introversions' Effects

Do introverts' personality characters affect negatively other classmates?

Yes ☐

No ☐

Section Three: Teachers' Strategies

What do you suggest to cope with such category of learners?

_____
_____
_____
_____

Thank you for your collaboration!

Appendices

الجمهورية الجزائرية الديمقراطية الشعبية

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Departement of English Language	

Appendix 2

Learners' Questionnaire

Dear students

You are kindly invited to answer the following questions, as a part of our study on the effects of introversion on EFL learners' oral performance. We would be thankful if you spend some of your time to fill in these questions, so a full of understanding, behaviors and thoughts towards expressing introversion during oral sessions will be thoroughly examined.

Thank you.

Section One: Respondents' Personal Data

Question item 01: Are you male or female?

Male ☐   Female ☐

 Question item 02: How old are you?

 a) 19-20 ☐   b) 21-25 ☐   c) 26-30 ☐   d) +30 ☐

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Section Two: Respondents' Reflection on the Issue of Introversion

Question item 03: Do you like mixing and interacting with different people?

Yes ☐   No ☐

Question item 04: Are you usually carefree (happy-go-lucky)?

Yes ☐   No ☐

Question item 05: Do you stop and think over before deciding to do anything?

Yes ☐   No ☐

Question item 06: Do you suddenly feel shy when you want to talk to stranger?

Yes ☐   No ☐

Question item 07: Do you frequently lose your self-control and get angry?

Yes ☐   No ☐

Question item 08: Do you usually prefer reading instead of speaking skills?

Yes ☐   No ☐

Question item 09: Would it be difficult for you to make a public speech?

Yes ☐   No ☐

Question item 10: Do you feel that Oral Expression courses help you in enhancing your oral fluency?

Yes ☐   No ☐

Question item 11: Do you make pauses and hesitations during oral presentations?

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Yes ☐   No ☐

Question item 12: Do you feel afraid or anxious to engage in oral expression sessions?

Yes ☐   No ☐

Questions item 13: Whenever you are feeling stressed out, do you prefer.........

Spend time alone ☐   Blame off steam with friends ☐

Question item 14: During meetings or group discussions, do you tend to...........

Interact ☐   Withdraw ☐

Question item 15: If you interact, do you always do so?

Freely ☐   With some reserve ☐

Question item 16: Which of the following interests you more?

What is happening around you ☐   Your own thoughts and feelings ☐

Question item 17: When meeting strangers, do you tend to.....

Initiate the conversation ☐   Wait for them to initiate the discussion ☐

Question item 18: When studying, do you feel more effective and productive when.....

Working alone ☐   Working with others ☐

Section Three: Respondents' Suggestions as regards introverts' behaviours

Question item 19: What suggestions for introverts' learners?

Appendices

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Departement of English Language

Appendix 3

Teachers' Face to Face Interview

Question item 01: What degree do you hold?

_____
_____
_____

Question item 02: How long have been teaching?

_____
_____
_____

Question item 03:Do you think that teaching English is a difficult process? If yes! Justify

_____
_____
_____

Appendices

Question item 04: How do you actually measure your students' speaking skill?

_____
_____
_____

Question item 05: How often do your students engage in classroom participation and discussion of topics in oral sessions?

_____
_____
_____

Questions item 06: How do you try to motivate your learners who express speaking difficulties?

_____
_____
_____

Question item 07: Would you name some difficulties that students face when they participate orally in English?

_____
_____
_____

Question item 08: What strategies do you use to evaluate your learners in oral proficiency?

_____
_____
_____

Question item 09: What are the reasons behind students' introversion in the classroom?

_____
_____
_____

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Question item 10: What do you suggest to mitigate the problem of introversion in EFL classes?

_____
_____
_____
_____

Appendices

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ملخص

يواجه اغلب طلبة اللغة الانجليزية صعوبات جمة في تطوير مختلف جوانب مهارة التحدث خاصة . تعتبر هذه الدراسة محاولة لاكتشاف الانطواء و مختلف الآثار الناجمة عنه. من جهة أخرى الهدف الرئيسي من هذه الدراسة هو تحديد مكانة الطلبة الانطوائيين من خلال فصاحتهم اللغوية. و بغرض تأكيد فرضياتنا و إيجاد الحلول المناسبة لأسئلتنا المطروحة أنفا. اختار الباحث منهجية مختلطة . منهجية كمية تتمثل في استبيان لكل من الأساتذة و الطلبة. و منه تم جمع المعطيات من طرف أساتذة وعينة من طلبة السنة الثانية ليسانس على مستوى كلية الآداب و اللغات الأجنبية فرع اللغة الانجليزية بولاية تيارت. من جهة أخرى تم استعمال الطريقة النوعية ممثلة في حوار مع أساتذة وحدة التعبير الشفهي . و منه تحليل وصفي استعمل لتحديد المعطيات المتحصل عليها. و قد أظهرت النتائج أن انطواء السمة الذاتية يؤثر سلبا على مهارة التحدث لدى الطلبة و تم طرح بعض الحلول البيداغوجية على شكل توصيات و اقتراحات كوسيلة لحل المشكل المطروح.

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RESUME

Les apprenants EFL éprouvent pour la plupart de nombreuses difficultés a maitriser les différents aspects de la compétence orale en particulier. Le présent article vise a étudier l'introversion et les différents effets qui en découlent. De plus, l'objectif principal de cette étude est de préciser le statut des apprenants introvertis en classe en termes de compétence orale. Tester nos hypothèses et trouver des réponses a nos questions de recherche ; nous avons choisi une approche a méthodologie mixte. La méthode quantitative contenait un questionnaire destine aux étudiants et aux enseignants et un échantillon d'étudiants de deuxième année du département de l'université IBN Khaldoun de Tiaret. Cependant, la méthode qualitative a été représentée dans des entretiens structures avec des enseignants du module d'expression orale du même département. De plus, une analyse descriptive a été utilisée pour analyser les données recueillies. L'analyse des données a montre que l'introversion est un phénomène négatif qui affecte les résultats des élèves en matière de performance orale. Les résolutions pédagogiques ont été formées sous forme de recommandations et de suggestions a la fin de l'article.