



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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The Role of Teachers in Boosting Introvert Students' Oral Performance

Case study: 1st year LMD Students of English at Chadli Bendjedid University, El-Tarf.

Dissertation submitted in Partial Fulfillment of the Requirement for the Master Degree in
English Didactics

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Academic Year: 2021/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dedication

With sincere and special feeling of gratitude, I dedicate this work to my beloved **Mother** who has stood by my side all this period.

To my family my brother **Toufik** and my sister **Sana** and my **Wife** as well as my friends and classmates.

Khaled

Dedication

To my mother

“ Mothers hold their children’s hands for a short time, but their hearts forever.”

To my grandpa

“ Grandparents deserve to be forever”

To all my family

I would like to thank my family for their encouragement, patience and assistance over the years my auntie **Laila**, you have always been a strong support in my life, my brothers **Zaki** and **Mohamed** thank you for making my life happier.

I would also like to express my my gratitude and appreciation to the professor **Ms Dia** for all the help and guidance she provided throughout my education.

To my friends and classmates

A great thanks to my friends and classmates **Roumaissa, Imen, Nadine, Fatma, Amani** and **Taous** I will forever be grateful for all their support and their guidance throughout the process of conducting this research .

Narjess

Acknowledgment

we would like to thank sincerely and deeply Mr. **Benachour Redha**. Teacher at Chadli Bendjedid -El Tarf University, for his efficient supervision, his availability, his patience and above all his relentless help and support throughout the completion of this work. His great knowledge has been of great help to us in our research work and her valuable scientific ideas.

we would also like to thank **Mr Ferrache** and **Mrs Ouis** Teachers at the University Chadli Bendjedid - El Tarf for having done us the honor of chairing the jury of our defense and for agreeing to examine this work and participate in the jury.

We also acknowledge this work to First year students of English who have been a part of this study and spent huge efforts to help us finished our research.

Finally, we are grateful to everyone who has contributed in this research.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as Foreign Language

E/I: Extroversion/ Introversion

FL: Foreign Language

CL: Cooperative Learning

FLT: Foreign Language Teaching

Q: Question

T: Teacher

TL: Target Language

%: Percentage

ABSTRACT

The current research aims at investigating the teachers' role in boosting introvert students' oral performance at the classroom. Hence, we shed light our research on introvert students who keep being silent in the overall oral sessions because of the teachers' neglect of their issues. For example, the inappropriate strategies followed by the teachers in the classroom may keep quiet students much more passive. especially for quiet students. the hypothesis suggested in this research is that introverted students' oral performance based on the teachers' role and strategies. In other words, if the teachers adopt adequate motivating strategies, introverted students' oral performance will be boosted in the classroom. For this reason, the main purpose of this research is to highlight the important role of teachers and to know whether teachers are implementing suitable strategies to deal with the introverts. The required data was gathered using questionnaires which are addressed to 1st year students of English at the University of Chadli Ben Djedid - El Tarf - during the academic year 2020/2021 and another one addressed to teachers of English Departement at the University of Chadli Ben Djedid – El Tarf . After the analysis of the obtained data, the findings show that teachers are not aware about introversion and its impact on students' oral performance and achievement. In fact, certain appropriate strategies are not implemented.

Key Words: Introvert Students, Teachers, Oral Performance.

ملخص

يهدف البحث الحالي إلى التحقيق في دور المعلمين في تعزيز الأداء الشفوي للطلاب الانطوائيين في الفصل الدراسي. المشكلة الرئيسية لهذا العمل هي أن الطلاب بشكل عام يتجنبون الأداء شفويا والطالب الانطوائي بشكل خاص؛ يفترض أن هناك العديد من الأسباب وراء هذه المشكلة. على سبيل المثال، تتبع الاستراتيجيات من قبل المعلمين في الفصول الدراسية غير ملائمة، خاصة بالنسبة للطلاب الهادئين. ومع ذلك، فإن الفرضية المقترحة في هذا البحث هي أن الأداء الشفهي للطلاب الانطوائيين يستند إلى دور واستراتيجيات المعلمين. وبعبارة أخرى، إذا اعتمد المعلمون استراتيجيات محفزة كافية، فسيتم تعزيز الأداء الشفهي للطلاب المنطويين على أنفسهم في الفصل الدراسي. لهذا السبب، فإن الغرض الرئيسي من هذا البحث هو تسليط الضوء على الدور الهام للمدرسين ومعرفة ما إذا كان المعلمون ينفذون استراتيجيات مناسبة في التعامل مع الطلبة الانطوائيين. تم جمع البيانات المطلوبة من قبل الاستبيان الذي تم توجيهه إلى طلاب السنة الأولى للغة الإنجليزية في جامعة الشاذلي بن جديد - الطارف - خلال العام الدراسي 2021/2020 و آخر إلى أساتذة قسم اللغة الانجليزية في جامعة الشاذلي بن جديد. بعد تحليل البيانات التي تم الحصول عليها تظهر النتائج ان المعلمين لا يدركون حول الانطوائية و تأثيرها على الأداء الشفهي للطلاب ثم الانجاز. في الواقع لا يتم تنفيذ بعض الاستراتيجيات المناسبة من طرف المعلمين.

الكلمات المفتاحية : الطلبة الانطوائيين، المعلمين، الأداء الشفوي.

Chapter One
Introductory

Chapter One

Introductory Part to the Study

Introduction:

This chapter is an introductory part to the study; it introduces the statement of the problem along with the aims of the study. It also presents the research questions, the hypotheses. In addition, it includes the research design which comprises methods and procedures, population, besides structure and limitations of the study.

Statement of the Problem:

In the process of teaching and learning a foreign language, oral performance is a crucial aspect to demonstrate students' awareness about their learning process in the classroom. Frequently, introvert students do not want to talk in the class; they mainly lack the courage to handle a discussion which is apparent that they experience difficulties regarding participation. It is estimated that the reason behind this deficiency is the students' own natures. But the causes could be various; following a standardized way of teaching, without taking into consideration the fact that introverts have distinct requirements and preferences will affect their learning in a negative way. Since introverts tend to think inwardly and prefer the world of solitude, then they should be treated in a particular adequate manner. Yet teachers are appealed to select some motivating strategies that provide quiet learners with a proper academic environment for learning, where they feel involved and encouraged to interact and participate.

Teaching is a challenge task. It is a difficult for teachers to control in which they should be aware about each individual learner in the classroom because of their differences in the way of receiving and processing information, their preferences and learning styles. Introvert and extrovert students have distinct features; introvert students are quiet and prefer working individually, while extrovert students are talkative and like working with others. In fact, teachers praise the sociable extrovert and undervalue the gifts of introverts. Consequently, this treatment can lead introvert students to avoid classroom participation and cooperation. Hence, they may not take full advantage of language use opportunities which will negatively affect their oral performance. Thus, teachers should understand introverts' needs and requirements, as well as they should use appropriate strategies treating them to boost their oral performance.

Aims of the Study

This research aims at:

- Highlighting the causes that exclude introvert students from oral performance.
- Exploring the role of teachers in boosting their oral performance.
- Explaining whether teachers are implementing set of strategies to involve quiet students in the classroom participation and help them thrive and perform orally.
- Formulating recommendations to follow when treating introvert students.

Research Questions

And

Hypotheses

We will try to answer the following questions:

- What are the causes behind the students' silence in the classroom?
- To what extent could teacher's role boost introvert students' oral performance?
- How can teachers help introvert students to participate and perform orally in the class?

In the light of the above raised questions, we hypothesize that:

- Teachers' indifference of the students, who rarely raise their hands, is the primary factor that prevents them from participation.
- Teachers can use appropriate strategies to deal with introvert students, they can interact more and boost their oral performance.
- The selection of set motivating strategies to deal with introvert students in the classroom can help them to participate and perform orally.

Research Design:

Method and Procedures:

Our method of our research is descriptive. It relies on quantitative data collection technique, we intend to administer a questionnaire to first Year students Department English at Chadli Ben Djedid university, The questionnaire was done online to a group of 12 students. The questionnaire has a twofold purpose. First, it attempts to investigate the variety of techniques that help improving introvert students' oral performance in the classroom. Besides, it also aims to detect the introvert students and therefore to investigate introverts' attitudes toward their teachers' attempts in boosting their oral performance. As a secondary, but more important, the aim of this questionnaire is to test the hypotheses that we have formulated. A second questionnaire was done online to the teachers of English Department at Chadli Bendjdid University to investigate their role in dealing with introverts.

Population and Sampling:

The sample population of the current study consists of one (02) kinds of participants: First Year Students' of English Department at Chadli Ben Djedid University. This sample contains (12) students and the second one contains a group of Teachers of English Department at Chadli Ben Djedid University.

Structure of the Study:

This dissertation is basically divided into five (05) parts. The first chapter is about the introductory part that includes the statement of the problem, aims of the study, research questions and hypotheses, the research design, population, structure and limitations of the study.

The second chapter is devoted to the literature review which includes two (02) main sections. The first one deals with Speaking and Oral Performance that contains the definition of Speaking, the components of speaking skill, the importance and the significance of the speaking skill, as well as classroom speaking activities and some psychological factors that affect oral performance. The second section is about Introversion vs. Extroversion that contains the definition of Introversion and Extroversion, the characteristics of Introverts, the characteristics of Extroverts, Also introversion vs. shyness as well as Introvert students in the classroom and factors that influence students' participation and performing orally, finally we conclude this chapter by teachers roles in dealing with introverts which is the main concern of our study.

The third chapter is concerned with the methodology and research design. Whereas the fourth chapter provides detailed information about the analysis of data gathered off the students' questionnaire .The last chapter of this research also includes the discussion of the findings and recommendations.

Limitations of the Study:

This research is limited regarding the Pandemic of Corona Virus that led to several obstacles and challenges. Finding sufficient resources for the research information was also challenging as all universities and libraries were closed during the period of the study.

Conclusion

This chapter has introduced our study which is about the role of teachers in boosting introvert students' oral performance. Starting by submitting the statement of the problem and the different components of the research. Hence, the present part is of fundamental importance since it gives general description about the case being examined.

Chapter Two

Review

of

The Related Literature

Chapter Two

Review of the Related Literature

Introduction:

This chapter is divided into two parts. The first part deals with Speaking and Oral Performance. It comprises some definitions of the term, its' importance and different components. It also identifies the psychological factors that hinder it and the different oral activities which can build a good affective atmosphere in the class. The second part of this chapter deals with introversion and extroversion, and a general overview of the various characteristics of each one, as it describes such related concepts. This part focuses on introversion and extroversion as two personalities traits that effect students' performance. It supplies a definition of the two terms and gives an overview of their features as well as the way of their learning in particular. It also attempts to clarify the differences between introversion and shyness since they are two different states. Furthermore, it deals with how to treat introvert students, the value of using some strategies in teaching and the role of teachers in boosting their oral performance with is the main concern of our study.

Part One: Speaking and Oral Performance

Defining the Speaking Skill:

To mention that the speaking skill is “at the heart of second language learning” (Egan, 1999, p. 277). Priorly, we should first ask ourselves the following question: what is speaking? Commonly, it is quite obvious that speaking is the act of conveying language orally in order to transmit messages, achieve goals, or to express intentions, hopes, and viewpoints. Yet, this definition can be useful to elucidate the act of speaking in general, likely in the mother tongue, and not sufficient enough to acquaint such a skill that most students wish to perfect. For the majority students, speaking English is anything but simple. Brown (2001)

stated that “when someone can speak a language it means that he can 19 carry on a conversation reasonably competently”. Moreover, he cited that “the benchmark of successful acquisition of the language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers” (as cited in Afriasari, 2014, p. 182). Hence, the speaking skill is an interactive process that requires the ability to plan and organize the message in the speaker’s mind before being converted into words, and adaptness to express his ideas fluently, coherently, and appropriately in order to serve his purposes. There is a general consensus that speaking requires complete knowledge of the grammatical and lexical structures that govern the FL use. Yet, this is not sufficient to produce a correct FL speech. If we make a small analogy with a chef of restaurant kitchen, the picture would be clearer. In order for a chef to prepare a delicious, well-structured dish, he would obviously need to have a set of specific ingredients in addition to the kitchen stuff such as an oven, knives, plates, pan, etc. However, this cannot guarantee that the dish will be as expected. Certainly, the chef skill is required in order to manipulate what he has as materials to have outstanding outcomes by the end. Similarly, this is the job we make when we speak. Speaking does not merely consist of knowing the grammar and vocabulary of the FL, but also knowing how we can be flexible with the circumstances where the speech act is being delivered. Many scholars and researchers attempted to define speaking as an indispensable language skill. Nunan (1991) stated that “to most people, mastering the art of speaking is the single most prominent factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language” (as cited in Achour, 2015, p. 6). Thus, Nunan stressed the idea that learning a given foreign language depends heavily on the mastery of the speaking skill. In other words, a successful apprenticeship of the FL is measured by the ability to use it in authentic, real life situations like carrying out 20 conversations using the target language. Furthermore, Brown (1994),

Bruns, and Joyce (1997) described speaking as being “an interactive process of constructing, receiving, and processing information” (as cited in Houhou, 2013, p. 5). Their view is shared by the one of Widdowson (1978) when he stated that “speaking implies a reciprocal exchange in which both reception and production play a part; and thus the ability of speaking entails both receptive and productive participation” (as cited in Wankhede, 2012, p. 3).

From the definitions above, we can conclude that speaking is not merely a production, but more interestingly, an outcome of reception, processing, and thinking.

Components of the Speaking Skill:

To reach a perfect manifestation of the speaking skill, students must practice English as much as possible in order to sort out with a fluent and accurate oral performance. Therefore, to speak English, students have to be armed with the necessary components of the speaking skill. The components of the speaking skill are: fluency and accuracy. Accuracy in foreign language learning, according to Bryne (1988), refers to “the use of correct forms where utterances do not contain errors affecting the phonological, semantic, or discourse features of a language” (as cited in Lan, 1994, p. 3). Goh and Burns (2012) defined accuracy as “speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms” (p. 43). Thus, the speaking accuracy covers the correct and precise use of the FL norms and rules of grammar, vocabulary, and pronunciation. Fluency, according to the Oxford Dictionary definition, is the ability to speak or write a particular foreign language easily and accurately. Segalowitz (2003) defined it as “an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately” (as cited in Bygate, 2009, p. 409) . Hartman and Stork (1976) added that “a person is said to be a fluent speaker of a language when he can use

its structures accurately whilst concentrating on content rather than the form, using the units and patterns automatically at normal conversational speed when they are needed” (as cited in Yang, 2014, p. 226). Thus, fluency requires producing pieces of speech quickly and smoothly with a much more concentration on the content. That is to say, the speakers spend little time looking for the language items needed to express the “content” or the message. More precisely, the speaker finds it easy to transmit his idea accurately with little focus on the form.

The Importance and the Significance of the Speaking Skill:

The speaking skill, like the remaining skills, occupies great importance in learning a foreign language. However, since the basic purpose of the language learning is communication, speaking has been brought to the surface and given major concern. As a result, many assumed that the mastery of the FL equals the mastery of speaking that language. Accordingly, without speaking, language would remain a mere piece of writing i.e. the value of the language would be reduced to be barely a script. Bygate (1987) described speaking to be “the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It [speaking] is also a medium through which much language is learnt and which for many is particularly conducive for learning” (p.7). Thus, the speaking skill is not only an instrument through which thoughts and desires can be conveyed, but also it is a means to establish effective social and economic status. For many years, teaching the speaking skill was disparaged; the main concern was to teach the grammar of the FL, and speaking was based on repetition drills and memorizing some expressions and dialogues. However, with the embracing of the communicative approach, teaching speaking has become the core of teaching the target language. Basically, the importance of teaching the speaking skills lies in attaining the communicative competence. Analogous to what has been discussed above - students evaluate their success in the target language by their ability to speak that language –teaching the speaking skill is of great importance to foster the ability of students to convey what is in their mind intelligibly with the minimum of mistakes if any. In classroom, teachers should make clear what the rationale they argue for to push their learners to speak. In other words, they should put straight forward the significance of the speaking skill for students. For Harmer (2007), there exist three reasons for teaching speaking. He stated: There are three main reasons for getting students to speaking in the classroom. First, speaking activities

provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. (p. 124) Thus, the significance of teaching speaking lies in: providing students with a safe environment of real-life language situation, checking their areas of strength and weakness, examining the success of the teacher's methods, and enhancing students' autonomy and fluency.

Classroom Speaking Activities:

Since the speaking skill is important and difficult to be perfected, its learning necessitates a high level of activities that promote communication. According to several teaching researches, the speaking skill must be developed through communicative activities that call for communication such as: games, information gap, problem solving, role playing, jigsaw puzzle, classroom debates, discussions, etc. “Communicative activities can motivate the learners and establish a supportive relationship between the teacher and the students as well as among the students; thereby encouraging a supportive environment for language learning” (Oradee, 2012, p. 533). In other words, teaching speaking making genuine use of the target language paves the way for an amusing, supportive, and ultimately effective learning. Furthermore, low oral performance is not caused by any learning disabilities students might have but rather by non-communicative activities carried out in English classes. Nunan (2009) provided seven essential principles that make teaching speaking more effective since it is the most demanding productive skill. These principles are the following:

- (1) Scaffolding: Good language production necessitates that learners should be equipped with enough supporting evidence from what has proceeded in their previous learning or what Nunan calls “supporting frameworks” to be able to manipulate the current processed task.
- (2) Task-dependency: Each task exploits and builds on the one that has preceded it. Other principles have been mentioned here, one of them is the receptive-to-productive principle that deals with the learners' exposure to more receptive skills namely reading and writing at the beginning than to productive

skills (writing and speaking). The underlying conception is that we should expect speaking to subsequently emerge at a later stage in a learning process.

- (3) Recycling: Learning's unstable nature makes it a highly flexible process hard to be mastered all at once and the need for recapitulation and rehearsal in different content areas especially with spoken language which is permanently changing.
- (4) Active learning: Joining the speech act theory that views speaking as doing (Austin), optimal learning is where learners are provided enough opportunities to use the language and are actively involved in producing it.
- (5) Integration: Reintegrating both formal as well as functional aspects of language in class. Therefore, grammatical, lexical, and phonological components are taught in a communicative way that enables learners to make use of language.
- (6) Reproduction to creation: Models provided by teachers are designed to give learners form but learners are also given enough room to come up with new elements basing themselves on previous background.
- (7) Reflection: In processing information and learning, learners are encouraged to reflect on their learning and ponder on the rationale behind the undertaken classroom tasks. (as cited in Sakale, 2012, p. 1104)

Therefore, there is a variety of speaking activities that are used in the classroom, and the following list includes some of the frequently used ones:

The information gap activity, this communicative task, requires the students to synthesize the broken pieces of a material to have a complete picture through exchanging ideas and messages. Son (2009) defined it as “an activity where learners are missing the information they need to complete a task and need to talk to each other to find it” (as cited in Arung, 2014, p. 5). This kind of activity is very helpful for learners to build interpersonal relations between each other since they get from each other the information they are missing in order to complete a task. Information gap activities also play a key role in encouraging learners to speak. A research done by Asrobi, Seken, and Suarnajaya (2013) showed that “information gap technique encourages cooperative relationships among students. This further gives students the chance to work on negotiating meaning and feel more comfortable to speak” (as cited in Arung, 2014, p. 5).

While information gap tasks help students bridge the gap between shattered ideas, problem-solving activities provide the opportunity for them to find possible solutions to a given situation collaboratively using the Target Language (TL).

Games help in establishing a non-threatening environment for speaking a FL. Students generally welcome the idea of using games in an oral expression session since those games release them from the “boring” habitual performances. Unintentionally, the students find themselves involved in the speaking task with a high degree of eagerness and interest. Dewi, Kultsum, & Armadi (2017) stated that:

Communicative game is a set of well-design activities which stimulates students' interaction in the classroom. These games require students to take part actively in classroom by speaking and writing in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of

interaction. (p. 64)

The most frequently used oral activity is discussion since it promotes a wide range of participation from the part of the students. It also “fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others” (Kayi, 2006, Par. 4). If the teacher wants to establish an environment of discussion and exchange of opinions, he must provide an interesting topic that goes with the interests and the needs of the students as well as their daily-life activities in order to give them more space for sorting out ideas and points of view. Moreover, many students find it difficult to express themselves in front of others, so setting them into groups or pairs will definitely make the task easier with the condition that the teacher must inform the whole class that each student must participate in the discussion.

Role play is a favorable and quite enjoyable task to be performed in an oral expression session. Students generally like it and show enthusiasm to act or imitate a role in a play. This task can help shy students since the work is done within groups or pairs. “[...] the division into small groups (groups of four) promoted that students' confidence in producing the language as a result of their language proficiency.” (Oradee, 2012, p. 534). The students are required in this activity to act out roles from ready-made scripts provided by the teacher, their own scripts extracted either from their imagination or their own experiences. The importance of this activity lies in the opportunity it gives to students to practice functions like greeting, requesting, thanking, apologizing, criticizing, etc.

Classroom debate is also a very effective oral activity that requires a high level of participation and speaking. The results of Omelicheva's study (2007) showed that classroom debate “helped the learners get involved in the intellectual practices which

illustrate critical thinking skills". The participants of the same study also assured that "classroom debate provided an opportunity for them to practice and promote their presentation and teamwork". skills". Kennedy (2007) further stated that classroom debates can positively engage the learners in the learning processes (as cited in Zare & Othman, 2015, p. 161). In this type of activities, the teacher simply provides a debatable topic which can raise the students' diversity of opinions. Then, the teacher guides the flow of ideas with a minimum teacher talk.

Types of Mistakes and Error Correction:

What makes the speaking skill hard to be attained is that it requires from the student instant and spontaneous responses. Hence, they make mistakes of different types when speaking. They are usually grammatical and lexical.

Grammar is one of the most difficult aspects for some students to master. Since speaking requires immediate answers, most students concentrate on delivering the intent message rather than paying attention to grammar rules. In other words, they focus on fluency instead of accuracy. However, most grammar mistakes are done out of ignorance; i.e. students are not aware of them. Researchers found that the three most recurrent grammatical mistakes are associated with tenses, prepositions and the misuse of articles.

Lexical mistakes are related to the misemployment of vocabulary and the use of the inappropriate words or expressions that may cause incomprehensibility. This type of mistakes is mainly due to the lack of exposure to the target language which puts the student, in a situation where he is run out of words; thus, he tries to compensate for his deficiency by adopting unsuitable words for that situation.

“Practice makes perfect”, a statement often recited by teachers in order to encourage their students to speak inside the classroom. However, it is a hard task for educators to spot and correct every mistake done by their learners. In fact, there are two extremes when it comes to correcting speaking mistakes. Either the teacher will correct every mistake and then faces the danger of breaking the flow of the learner's ideas and losing the motivation to speak inside the classroom, or shut an eye and ignore the mistake while concentrating on the meaning and the message itself leading to fossilization of such mistakes.

Yet, the key to successful foreign language learning depends largely on the feedback that students receive from their teachers. What teachers should keep in mind is that correcting speaking mistakes must be optimal without discouraging the student from communicating. The typical way of correcting students' speaking mistakes is to have students correct themselves or correct one another. By adopting this method, teachers will create a positive atmosphere and keep learners motivated. As the last resort, the teacher could provide his feedback if the learners cannot reach the appropriate answer.

Some Psychological Factors that Affect Oral Performance:

Many students show their interest in developing the speaking ability and rank it as a primary goal for learning the language. However, for most of them it can be very stressful when performing orally in front of their teachers and classmates because of some psychological factors like anxiety, self-esteem, and self-confidence.

According to Arnold (1999), "anxiety is possibly the affective factor that most prevalently obstructs the learning process". Brown (1993) defined anxiety as "subjective feelings of tension, states of apprehension, nervousness, and worry" (as cited in Goh & Burns, 2012, p. 26). Anxiety can contribute to poor oral performance of students because of worry and self-doubt. It can also reduce students' desire of participation, causing declined motivation, negative attitudes and language performance difficulties. That is why many learners feel uncomfortable when they speak in a foreign language. Some learners tend to show negative anxiety in answering questions or taking part in some language activities like oral presentations, discussions, or role plays. Thus, teachers should attempt to establish a relaxing learning environment to reduce learners' anxiety through the use of some activities like

playing games, group discussions, role plays, etc. In addition, teachers should treat every student in the class equally (Minghe & Yuan, 2013, p. 59).

Rosenberg (1965) stated that “self-esteem, as noted, is a positive or negative attitude toward a particular object, namely, the self...High self-esteem [...] expresses the feeling that one is good enough” (as cited in Mruk, 2006, p. 10). In other words, self-esteem is the way in which we perceive ourselves; that is to say, the portrait we draw about ourselves and about the person we think we are. This self-perception can be either negative or positive. It can be influenced by a variety of factors such as failure, success, social abuses and in general by the different experiences we live that can affect our psyche.

Ignoffo (1999) defined self-confidence as “having faith in yourself” (p. 8). i.e. it is the belief in one's personal capacities and likelihood of succeeding. Beginners often say, ‘I'll learn enough grammar to be able to speak in english’. This thought often goes back to their feeling of insecurity and lack of confidence. Frequently, they have learnt that fluency will not be perfected unless they understand the technical aspects of the language forgetting the human element of confidence that can only be realized and developed through the courage to open the mouth and make mistakes. Whether you are a beginner, intermediate, or advanced learner, perfection is not nearly as important as believing in who you are as a human being, and feeling okay with your place in a language learning process.

Several studies stressed self-confidence as an affective aspect that influences language learning. Krashen (1985) claimed that “foreign language learning process involves four different affective domains such as motivation, anxiety, attitude and self-confidence” (as cited in Martinez & Villa, 2017, p. 25). In other study, MacIntyre, Baker, Clement, & Conrod (2001) highlighted the impact of self-confidence on students will to speak in L2. According to

them, “affective factors such as motivation, personality, intergroup climate, and selfconfidence underlie willingness to communicate and the factor of self-confidence—including overall self-confidence in L2 and situational self-confidence in communication — play an important role in determining the learner’s willingness to communicate” (as cited in Nazarova & Umurova, 2016, p. 48)

Part two Introversion vs. Extroversion

Definition of Extroversion and Introversion:

In an attempt to fathom personality, Eysenk (1965), as cited in Skehan (1989), suggests the following definitions of extroversion and introversion:

The typical extrovert is a sociable, likes parties, has many friends, needs to have people to talk and does not like reading and studying by himself. He craves excitement, stakes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual (...) the typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness and likes as well ordered mode of life (p. 100).

The above captions can also help to define the extroverted and introvert students. Howard (1998) examines the dimensions of the big five model and the results obtained show that extroverts are physically and verbally more active whereas introverts are independent and reserved, and like staying alone. Extroverts are exploratory and adventurous, confident, frank, sociable and chatty. On the other hand, introverts are shy, reserved, and quiet. As a result, these personality types (Extroversion/Introversion) may affect the learner's performance in the classroom.

In her article, Lee (2017) describes extroverted and introvert students. She claims that introverts have a tendency to be energized by the power they have inside, they gain their greatest energy from the internal world, seeking solitude, tending to have few friends. In contrast, extroverts like more noisy gatherings and they want interaction with people, because

they gain their energy from the environment.

The most frequently for quiet students is working in very small groups or in pairs. Ergo, they do not like collaboration with others which is not the case for the sociable students. They enjoy working in groups and brainstorming.

In the early 1920s, the psychologist Carl Jung published his theory of human personality. A personality type determines the way of teaching and learning in particular which consists of four strands: extrovert vs. introvert; intuitive-random vs. sensing/sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving (Salkind, 2008). It is often called psychological type that is a construct based on the work of psychologist Carl Jung (1971). In his attempt to give a general description of the psychology of the types, Jung (1971) starts with the two basic types: introvert and extroverted. Yet, he points that the individual adapts and orients himself mainly by means of his most differentiated function. Therefore, the former is named attitude-types that are distinguished by their direction and interest. Where, the later is called function-types (p.446).

He also defined extroversion and introversion in terms of two central processes: directing attention and driving personal energy. According to him, the term extroversion refers to twofold processes of focusing on, and deriving personal energy. Jung used the term to refer to the dual processes of focusing on, and deriving energy from the outer world. On the other hand, the term introversion is used to refer to the process of focusing on, and drawing energy from inner psychic activity (cited in Condon & Ruth-Sahd, 2013).

Extroversion/Introversion were firstly introduced in terms in Jung type theory, and they are the opening dichotomy used in MBTI (Sharp, 2011). The E/I dichotomy is used chiefly for the description of how people prefer to respond and interact with the world around them. Consequently, peoples' behaviors vary from extrovert to introvert; for this respect, extrovert

is known as sociable, he is an outward-turning, prefers actions, crowded places. Extroverts are good in speaking as well. However, an introvert as an inwardturning, prefers to be alone, and feels recharged from their internal world. Generally speaking, introverts are attentive.

Tudor (2001) states that: “(...) they are complex human beings who bring with them to the classroom their own individual personality as it is at a given point in time, and this influences how they interact with what we do us teachers” (cited in Gabriel, p.18). We cannot believe that students are simply students. Learners differ as well as they are similar in such points. Moreover, researchers have explored that they vary from the perspective of cognitive, affective, and socio-cultural variables that influences their learning process.

Scholars shed light on the concept of personality which deals with issues of learners' identity and other areas of learner contribution. Several aspects of learner variation are explained. Some of these are: Extroversion/Introversion; Self-esteem; Sensitivity to rejection; Empathy inhibition; Tolerance of ambiguity (Larsen Freeman, 2001). On order to illustrate the connection of this area of learner contribution, the two personality traits (extroversion/introversion) are expanded. These factors may change with age, an addition to motivational and learning styles. Hence, teachers' understanding of how these factors influence the learning process can be a useful tool for them to be well organized. Therefore, researchers explained that extrovert students, who are sociable and impulsive, will profit more from a teaching approach that is based on communication and includes communicative activities. Whereas, introvert students who are introspective, reserved and good at planning prefer an academic style of learning and teaching which allow them to process their information before producing (cited in Gabriel, p.20-21).

Differences among learners become more noticeable to the teacher when the class begins. They are typically taught in classes of 30 or more students, by following a common curriculum at the same speed. Immediately, students will be seen to progress more rapid than others, and may have a special ability or aptitudes. However, the lack of progress of the rest will be the concern of the teacher. Classes are homogeneous where some students are obedient and others difficult to be taught, some are very strong and sensitive, other easily distracted. There will be students who build a good relationship with the teacher, but others who are introverts, shy and isolated do not (Crozier, 1997). Extroverts and introverts are taken as an example; Mccord & Wakefield (1981) reported that extraverts tended to perform effectively in the scientific subjects especially when they are rewarded. Whereas, introverts try to do their best when they are punished by the teacher. There is suggestive evidence that sociable students achieve more by doing rather than reading and learning about doing, by doing experiments and experiencing rather than following rules and procedures (cited in Crozier, 1997, p.26). Personality type is a vital part in the psychological attempts where psychologists seek to identify such differences among students. In order to detect these differences research attempts to develop a method for measuring this. In this case, the questionnaire is selected.

Several studies are summarized by Eysenck (1978) which try to show that students react differently to different teaching styles. As an example, provided by Leith (1974), cited by Eysenck (1978) – 200 colleague students were given a test in genetics. Indeed, the results show that extroverts perform better when they are taught by discovery methods; they prefer to discover things by themselves rather than being passive recipients. Whereas, introverts tend to be passive in receiving information, they interact more with a direct teaching method (cited in Crozier, 1997).

When most of the scholars and researchers praised the sociable people, Laurie Helgoe supported introversion. In her book, *Introvert power: Why Your Inner Life is Your Hidden Strength* (2008), she celebrated quiet people for the power they have inside. According to her, introversion is as a gift that should be valued as she advocated her idea: “Many of the great intellectual, artistic, philosophical, and religious thinkers were introverts”. In fact, introversion can connect us to the source of our existence; so that we may obtain a good understanding of what is important in life (Helgoe, 2008). Again, Laurie makes a distinction between the two terms (introversion/extroversion), in which she explains their preferences and the way they respond to the world. Introverts and extroverts behave differently; the former get energy by reflecting and use it when they want to interact. While the latter have the opposite preference; their energy is gained from interaction, when the communication is held and expends it during the reflection (para. 3). It is a paradox that introverts are the minority. For example, what are valued in America is extroverts; they are everywhere; so we may think that introverts are less visible than extroverts. However, in Japan, introverted people are preferable and likely to be noticed than who are extroverts (para. 17).

Cherry (2016) argues that many theories of personality discuss the term of introversion as a major personality trait. Introverted people concentrate more on internal thoughts, feelings, and moods rather than focusing on external stimulation. Moreover, introversion and extroversion are two parts of a continuum; introversion indicates one end of the scale and extroversion indicates the other end. Cain (2012) defines introversion and extroversion in terms of preferences for different levels of arousal. In which introverts have a preference for a quiet environment in order to think before they speak. In contrast, extroverts prefer social situations, they are assertive and multi tasks. Laney (2005) describes introversion as a form of “temperament” (p. 10) that is different from shyness or a withdrawn personality. Although it is not flexible, people can learn to work with it. Similarly, they draw energy from their ideas,

emotions, and impressions. Therefore, they need peaceful places where they can think deeply and work with creativity. Extroverts, by contrast, are like solar panels which need the sun to restore (Laney, 2005).

Characteristics of Introverts:

Everyone's personality reveals a "preference" for one side of the scale or the other. In other words, we have an innate preference in doing things as we like. Therefore, introverted people constantly have the quality of reflecting internally to understand the world before experiencing it. They require much time to absorb and receive new information by comparing it with their experiences first, before assimilating and responding to it (Tieger & Tieger, 1995). Besides, they stated: "Introverts think, then act; think through in their heads; listen more than talk; keep their enthusiasm to themselves; respond only after thinking through". In the work place, they do well in situations that need focus and concentration. Introverts are observant; they examine a situation and asking themselves "How does that affect me?" In group situations, introverted people may appear hesitant to start a discussion with foreigners because they tend to have intimate friendships, as they do not like to share their ideas and thoughts. Yet, this may be because they need time to develop their ideas first (Cain, 2012).

Characteristics of Extroverts:

Personality types (extroversion/introversion) have to do with how we interact with the world around. Tieger and Tieger (1995) summarized extroverts' features as follow: "Extroverts act, then think; tend to think out loud; talk more than listen; communicate with enthusiasm; respond quickly; enjoy fast pace; and prefer breadth to depth". In their work, extroverts have tendencies to jobs that allow for a good deal of verbal interaction with others (Tieger & Tieger, 1995). They naturally need to go through an experience in order to

understand the world. When looking at any situation, extroverts ask themselves “How do I affect this?” Moreover, extroverted people appear to be more social. For them, it is easy to meet new people and doing well in social gatherings as they tend to build a good relationship with others. Generally, people who are extroverted think and speak at the same time (Laney, 2001).

Introversion vs. Shyness:

Despite the fact that shyness and introversion are distinct from each other, the two terms are misused in everyday language. Research distinguishes between introversion and shyness. Furthermore, introverted people and shy people are similar in many ways as well as they are different. Carducci (2003) claims that introverted persons have social skills for a successful interaction with others; they only like solitude and frequently require privacy. Whereas, people who are shy lack these skills which help them to engage in social interaction. On the surface, both of the dimensions may seem alike since both manifest social backward behaviors. There is no doubt that introversion confers valuable strengths; introverts are better than extroverts at thinking, processing information, and working accurately. Shyness on the other hand, does not seem to have any benefit. It is a painful trait that can forbid social interaction. Yet, shy individuals have lower self-esteem; they lack confidence in themselves, and are more likely to suffer from depression and anxiety (Condon & Ruth-Sahd, 2013). Being an introvert as a choice where they avoid social gatherings whereas shy people fear to be rejected in such situations. Obviously, the fear of the negative evaluation leads them to discomfort and then avoiding social contact (Aron, Aron & Davies, 2005). Generally, shy people try to be social but they are anxious to be judged and criticized by others in which they may think also that others do not like them.

Introvert Students in the Classroom:

Quiet students are distinct sociable students in their receptive skills, in term of information processing, learning preferences regarding tasks and in-class activities. Introverted learners prefer to process information inwardly. They like to remain silence in classes and reflect on the lecture without participating or discussing in groups (Varela, Cater & Michel, 2012). In contrast to extroverts, they do better when they have opportunity to express outwardly in the form of oral tasks and presentations. For introverts, reflecting is much better than taking part in discussion. In the class, they want to see how a given topic relates to information presented in the course. Yet, introverted learners are not really interested in new knowledge; they just need to come up with a big picture from the small details. Moreover, introverted learners benefit from activities like summarizing, describing things through writing (Condon & Ruth-Sahd, 2013). In group discussions, introverts frequently speak less than extroverts. They firstly tend to listen to what other students are saying and if they want to contribute, they need to think about what they may say (Wood, 2012). In other words, introverts need more time to develop an idea in order to feel comfortable when express it. Generally, participation penalizes students; it is not a preferable task for introverts, especially when teachers call upon them to answer. They usually take a passive part in discussions; even if they are familiar with the topic to be discussed because discussions may entail different ideas and topic can change quickly. As a result, introvert students cannot switch their attention from one thing to another since they need time to process their thoughts (Condon and Ruth-Sahd, 2013, p.508). Furthermore, during the writing process, introverted students can succeed in written work; writing is an area in which they can shine if they master the writing skills (cited in Condon and Ruth-Sahd, 2013).

Factors that influence Students' participation and oral performance:

Participation has positive learning outcomes for students. Further allowing students build their knowledge; demonstrate that they have understood what is being thought in the classroom. It develops confidence among students, then facilitating interaction. Rocca (2010) stated that:

The more they participate, the less memorization they do, and the more they engage higher levels of thinking, including interpretations, analysis, and synthesis (Smith, 1997). Students who participate also show improvement in their communicative skills (Berdine, 1983; Dancer & Kamvounias, 2005), group interactions (Armstrong and Boud, 1983) and functioning in a democratic society (Girgin & Stevens, 2005) (p.188).

However classroom participation seems to yield many positive benefits, past studies indicate that there is several factors influence the students' participation in the process of learning; so that they are still struggling with it (Mohd & Maizatul, 2012). Main factors are summarized as follow:

The Personality of the Student:

As human beings, students differ in personalities and they are not the same. Confidence is a key for success that some students suffer from. Eventually, it effects participation directly (Weaver and Qi, 2005). Students with high confidence are good participators whereas those who deal with fears of not being correct, they mainly prefer to keep quiet (Karp and Yoels, 1976). Moreover, self-efficacy trait with more curiosity would motivate students to become active (cited in Mohd and Maizatul, 2012). Students will speak more in the classroom if their self-efficacy is high. Therefore, it will enhance confidence and they show higher interest to learn more and know more by asking questions, giving opinions and discussing the topics in

the classroom. On the other hand, students with self-limitations may become passive in classroom discussion. For instance, they cannot focus during learning time. They have low levels of self-confidence, fear of falling and that their answers will be criticized by the teachers. These reasons discourage classroom discussions (Frassinger, 1995).

The Trait of the Instructor:

The second important factor that can effect students' participation positively or negatively is the teachers' traits. Various studies have proved that teachers play an important role in increasing students' motivation. In a study by Zacharias (2014), the investigations found that the role of the instructor may advance students' engagement and participation in the classroom (cited in Beibei, 2017). Moreover, When the teachers show a positive attitudes toward students, such as being supportive, understanding, approachable, friendliness through nonverbal behaviors, giving smiles to support the answers that are given by students (cited in Mohd, Noor & Maizatul, 2012) also contribute on students to actively participate in classroom. However, negative instructor traits can be a major factor that discourages students' participation. In a research is conducted by Siti Maziha , Nik Suryani and Melor (2010), 11 out of 25 students mentioned that "negative lecturer traits like having poor teaching skills, being impatient and unapproachable prevent students from participation". Besides, one student said: "when the lecturer is, you know, keep teaching without looking at us or ask anything, just teach, so, I get bored, you know, I do not feel like participating in that class" (p.1082). As a result, students may feel uncomfortable, and then they will be less participative.

Teachers Roles in Dealing with Introverts:

Teachers who understand the nature of introversion and the needs of introverted students can make their classrooms a safer and more pleasant environment for quiet students to learn. They can use some strategies to boost introvert students speak more in the classroom for the sake of enhancing their oral fluency. Teachers who accept introversion as a normal feature of personality, in which they do not convey disapproval of related behaviours or misinterpret them as symptoms of disinterest, or disrespect, apparently will foster a safe learning environment for quiet students to participate more and therefore boost their oral performance. (Condon and Ruth-Sahd, 2013). Correspondingly, since introvert students lean more to individual activities and independent projects, teachers are appealed to allocate a reasonable portion of class time to some adequate activities for introverts, such as listening to lectures, watching videos, and working on projects individually. Furthermore, as speaking publically tends to make introvert students uncomfortable, particularly when teachers call on them randomly and with no advance warning, a certain strategies can be used to decrease this feeling. For instance, through designing rotations for responses so that introverts can expect to answer without feeling singled out, notifying an introvert student about his turn in advance, or assigning material for an upcoming task beforehand. Likewise, teachers can promote the introvert's participation by creating a friendly and comfortable setting through using a sense of humour and making an eye contact during discussion.

Approaching Classroom participation:

Most teachers are aware of students' differences and may have an interest in how personality frameworks translate to the classroom. One such personality dimension is the concept of introversion and extroversion. These concepts have a big impact on students' capacities for learning and enjoyment in class. Moreover, previous studies shed light on the main features of

introversion and extroversion. Generally, introvert student is a person who feels comfortable in quiet places while extrovert student would shine in loud places. With so many different variables, it is essential for teachers get to know their introvert students, understand their feelings, what is inside their minds, their weaknesses and strengths. As a result, once teachers figure out the key points, then they will know what are the strategies that may help their students in participation and to ensure that quiet students are feeling valued and supported in the classroom. Here are few strategies that are introduced and discussed:

Changing the strategies:

Teaching and learning are complex processes. Learners need teachers and teaching cannot be defined apart from learning because they are interdependent (Dawit, Denis & Tsadik, 2015). Recently, participation is considered as a complex phenomenon for the EFL introverted learners (Warayet, 2001), because opportunities to participate are not always available to all students due to different issues, (e.g. a large number of students in the class). However, it was found that teachers highly encourage their students to take part in the oral discussions. But this does not mean that all students are involved. Overall, Karp and Yoels (1976) suggest that typically only few learners will engage in classroom discussions while the majority will remain reticent (cited in Weaver & Qi, 2005). One of the best things that teachers can do to support students' participation is to constantly change the way they teach. Moreover, it is proved that the vital role the teacher plays in making learners willing or unwilling to speak cannot be neglected. In other words, when teachers pay equal attention to all members of the class by varying the strategies, they may considerably enhance the students' willingness to talk. Finally, Lisa (2006) contends that a teachers' attitude and teaching style can dramatically influence learners' participation (cited in Dawit, Denis & Tsadik, 2015).

Understanding the differences:

According to Carl Jung (1971), introversion and extroversion are two opposing forces within an individual. He identifies these personality attitudes, one “characterized by orientation in life through subjective psychic contents” (introversion) and the other, “by connection of interest on the external object” (extroversion) (cited in Helegoe, 2008). However, society is quick to praise extroverts and perceive them as “better”. Jung asserts that the way personal growth is supposed to progress (1971). Again, we first develop what comes naturally (introversion) instead of trying to change it. Because it is not a problem to be solved: they simply process the world differently to extroverts. Therefore, it is important to understand these distinctions relate to how introverts recharge and prefer to learn as well as appreciate their strengths. For introverts, what is needed is not a move toward extroversion, but an opportunity to “melt into introversion” (Helgoe, 2008).

Creating a safe Learning Environment:

Students' verbal participation or engagement as essentially important in the classroom. According to Lightbown and Spada (2006), when students engage in the classrooms with their teachers or among peers, they are compelled to be involved in the negotiation of meaning, that is to express and clarify their intentions, thoughts and opinions (cited in Dawit, Denis & Tsadik, 2015). Besides, students' oral contribution has a great importance for class participation, because it is believed that verbal participation is associated with learning. In turn, teachers always encourage their students to contribute to the classroom discourse by creating a situation in which introvert learners feel relaxed to air out what they have in mind. This can constantly help to increase a high level of willingness to speak. Furthermore, Sun (2008) argues that all the behaviors a teacher displays in class have an impact on students' desire to participate. The way a lesson is conducted and the way a teacher interacts with the

students determine whether the learners want to participate or not. For example, if a teacher repeatedly pinpoints the learners' mistakes and humiliates them in front of their classmates, such a behavior may have a negative impact on them. Therefore, being supportive and creating opportunities for learners to participate in a safe atmosphere is the teachers' responsibility. Without creating such opportunities, learners will remain silent as their wish to communicate is not attended to (Lee & Ng, 2010).

Reducing Students' Anxiety:

Most studies show that students avoid participation in the classroom because of anxiety. There is a negative correlation between willingness to speak and language learning anxiety. As a result, if the aim of foreign language teachers is to create willingness to speak among learners, language learning anxiety needs to be removed or at least minimized. Teachers need to be aware that the existence of anxiety can affect the learners' achievement in different ways (Horwitz, 2001). In an attempt to reduce learners' anxiety, teachers also need to identify the causes that make students anxious whenever they want to speak. Likewise, they should help learners cope with their anxiety. One effective technique is to provide students with activities that are less stressful to them (e.g. pair and group work). At that time, students may find themselves in collaborating with their classmates rather than working individually (cited in Dawit, Denis & Tsadik, 2015). Another strategy a teacher can employ to reduce anxiety and to create a friendly environment is to use humor time to time; this can help to a great extent in establishing a good relationship among learners. In creating a secure environment, Kang (2005) suggests that teachers need to remove fear of making mistakes and losing face while speaking through smiling on their faces then providing feedback (cited in Dawit, Denis & Tsadik, 2015). In fact, teachers should also make learners aware of the fact that nobody is perfect and they will learn more when they make mistakes. Within this in mind, learners'

anxiety will be reduced.

Giving Student Time to think:

One of the best teaching strategies that can be implemented in the classroom to support introvert students is to give them time to answer after a teacher asks a question. Allowing students to think before they respond to the teachers' instructions can create good opportunities to participate easily. This strategy is helpful for quiet students who always need time to breath. In an article is written by Janelle Cox, he claims that when teachers give students few minutes to think instead of expecting an answer immediately, they are given them time to gather and organize their thoughts. As a result, this mainly works with introvert students, because they will not feel oblige to talk when they are not prepared. However, teachers sometimes are afraid of students' silence that takes a long time without offering an answer. In this case, they are invited to clarify the instructions or rephrase the question (Meckeachie, Willbert, et al., 2005). Moreover, teachers should learn to wait for students to think rather than neglecting them and allowing the students who quickly raise their hands to answer every question. Patience is a key; the longer teachers wait for responses, the more students feel comfortable when they participate.

Cooperative Learning:

Introverts can succeed with cooperative learning. However, group activities are criticized by Cain and others as being unfair to introverts (Cain, 2012); research suggests cooperation to maximize interaction. For instance, Chan (2013) argues that cooperation promotes thinking and it is especially useful in difficult tasks (Kuhn & Crowell, 2011). Besides, when students speak in small CL groups, the anxiety would seem to be much less. Thus, CL may provide an appropriate environment for introverts. Teachers may worry that introverts in the group will

not have an opportunity to participate, because of the extroverts who dominate group discussion. For this reason, such techniques for promoting equal opportunity to participate should be included. For instance, the technique Write-Pair-Switch. Here students form groups of four. First, each student works alone to write his/her ideas. Second, they discuss their ideas with a single partner. Finally, students are invited to exchange and report the previous discussion to the rest members of the group (Jacobs, 2014). Despite Cain's criticism of groups, she does see that cooperation comprises benefits. Additionally, teachers should devote time to teach the cooperative skills because they could help introverts feel more comfortable when working in groups.

Conclusion

To conclude this chapter, we have reviewed Speaking and Oral Performance and Introversion vs. Extroversion. Introversion and extroversion which are two major personality types that affect students' Oral performance and participation in the academic setting.

Chapter three

Research Methodology

Chapter three

Research Methodology

Introduction :

The current chapter sheds light on the methodology adopted while conducting this study. It discusses the research design that involves the descriptive method, the research institution which includes location and the frame work. It also gives detailed information about the samples of the study which consists of students and a group of teachers of English department at Chadli Bendjedid University .

Finally, this chapter deals with data collection tools which include questionnaires for students and for teachers to gather the needed data which provide credibility to our work.

Research Design:

Research design is defined as a strategic frame work for action that serves as a bridge between research questions and the execution, or implementation of the research strategy (Durrheim, 2004). Our study aims at investigating the role of teacher in boosting introvert students' oral performance.

To reach the research aims, a descriptive method is adopted for being the most appropriate method.

Research Approaches:

Generally speaking, there are three different types of research approaches which are: qualitative, quantitative and mixed approach. The choice of the research methods depends on the nature of the subject as well as the topic, research questions and the aim of the research.

The research approach chosen for this research is: **Descriptive Approach**

Research Institution:

The research was collected at university of Chadli Bendjedid, El-Tarf, in eastern Algeria during the academic year (2020/2021).

Sample:

The sample of this study consists of one (02) kinds of participants: students and teachers.

Therefore, the participants were randomly selected students and teachers of English department at Chadli Bendjedid University.

Sample One: Students

The sample is first year students of English at Chadli Bendjedid University in El- Tarf. Twelve (12) students were selected randomly during the academic year (2020-2021).

Sample Two: teachers

The second sample is Teachers of English Department at Chadli Bendjedid University.

Research Instruments:

To reach the aim of our research and ensure that the data collected are as much valid as possible, one (01) main instrument was used to conduct this study which is about the role of teachers in boosting introvert students' oral performance. For this purpose two well formed questionnaires were addressed to both students and teachers as the most appropriate tool for gathering data.

The Students' Questionnaire:

The questionnaire was administered to the first year students of English at Chadli Bendjedid University in El-Tarf, during the academic year (2020/2021). It aims to answer the research questions and explore the introverts students' attitudes toward their teachers' attempts in boosting their oral performance., it also attempts to investigate the variety of techniques that help boosting introvert students' oral performance and participation in the classroom. Besides, it also aims to detect the introvert students. As a secondary, but more important, the aim of this questionnaire is to test the hypotheses that we have formulated. The administration of the questionnaires and their collection was held on line. The number of participants is 12 students; their ages were ranged from 18 to 20. They have responded to the questionnaire anonymously.

The Teachers's Questionnaire:

The questionnaire was administered to a group of teachers of English department at Chadli Bendjedid University in El Tarf. It aims to investigate the role of teachers in dealing with introvert students

Description of Students' Questionnaire:

The current questionnaire comprises two sections and it is composed of seventeen questions. Each section focuses on a specific aspect, the first section is entitled "Introvert or Extrovert", and the second section deals with the oral performance in particular. The two sections include close-ended questions which require students to answer with "Yes" or "No". Additionally, questions of the multiple choice type are provided, where the students tick one answer from the existing options. This questionnaire consists of seventeen (17) questions mixed between open-ended and multiple-choice questions (see appendix 1). It is organized under two (2) sections which are divided as follows:

Section One: Introvert or Extrovert (Q1-Q6)

Questions in the first section aim at gathering personal information about the foreign language learners. It is entitled "Introvert or Extrovert" that is meant to identify the introverted in the classroom. It consists of six questions about their interests, their behaviors, and the way they perceive the world. In question (1),

students were asked to state if they like English or not. Then, question (2) was about students' preferable occupation; they are asked to choose one from the given options. The next question, students were asked to position themselves; it was closed question by selecting one answer from two options. The question (4), students were asked to choose one option about their talk in the classroom. Question (5) was about students' perception of themselves; they are asked to tick one appropriate answer. Finally, the question (6) was addressed to students about when they feel comfortable; this question is provided with two options to select from.

Section Two: Oral Performance (Q1-Q11)

The second section was devoted to the concept of classroom participation. It is composed of eleven questions which aim at investigating students' attitudes toward participation in the classroom. Besides, it examines the teachers' roles in promoting the learners' classroom participation. Question (1) was a closed question where students asked whether they participate easily when they are given a task; if their answers are "No", they asked to respond to the question number (2) where three reasons are existed. Otherwise, they state other reasons from their own. In question (3), students were asked if they fear participation in the classroom. Then, question (4) was about students' feelings while speaking: sure and comfortable, hesitant and shy, talkative, or limited. Question number (5) was about students' behaviors toward sudden questions and the question number (6) was asked to know which type of activities students prefer; in other words, they are asked about

how do they prefer to work in the classroom (individually or in groups) by selecting one answer from three options, as they asked to state why. In question (7), students were asked about their preferable tasks; the receptive and productive skills were provided to select from. The students were asked the question (8) in order to know for what reason they participate; there were two options and students asked to offer other reasons if there exist. Question (9) was about students' attitudes toward the teacher efforts of engaging them while in question (10), students were asked if they were being imposed to participate. Finally, question (11) was about students' attitudes toward the teacher's frequency of support to overcome the fear of participation.

Description of Teachers' Questionnaire:

The current questionnaire comprises two sections and it is composed of eleven questions . Each section focused on a specific aspect, the first section is entitled “ Introvert: Oral Performance ”, and the second section deals with Students introversion. The two sections include close-ended questions which require students to answer with “Yes” or “No”.Additionally, questions of multiple choices are provided in which teachers tick one answer from the existing options.

Conclusion

This chapter presented the methodology undertaken in the research. It provided an overview about the research design, participants of the research work. It described where the study was conducted and also introduced research instruments that have been used in this work. In addition, the chapter offered detailed information about the administration and description of the students' questionnaire and the teachers questionnaire.

Chapter Four

Results

Chapter Four Analysis of the Results

Introduction:

This chapter is concerned with the empirical part of the research which serves evidence to our hypothesis. After gathering the data by the instruments was employed in this research, it was decided that the next stage will be devoted to the data analysis and interpretations. Throughout this chapter, we will analyze both the students' and the teachers questionnaires ; the analysis of the answers that we have received from the students.

Analysis of the Students' Questionnaire :

Section One: Introvert or Extrovert

Q1: Do you like English?

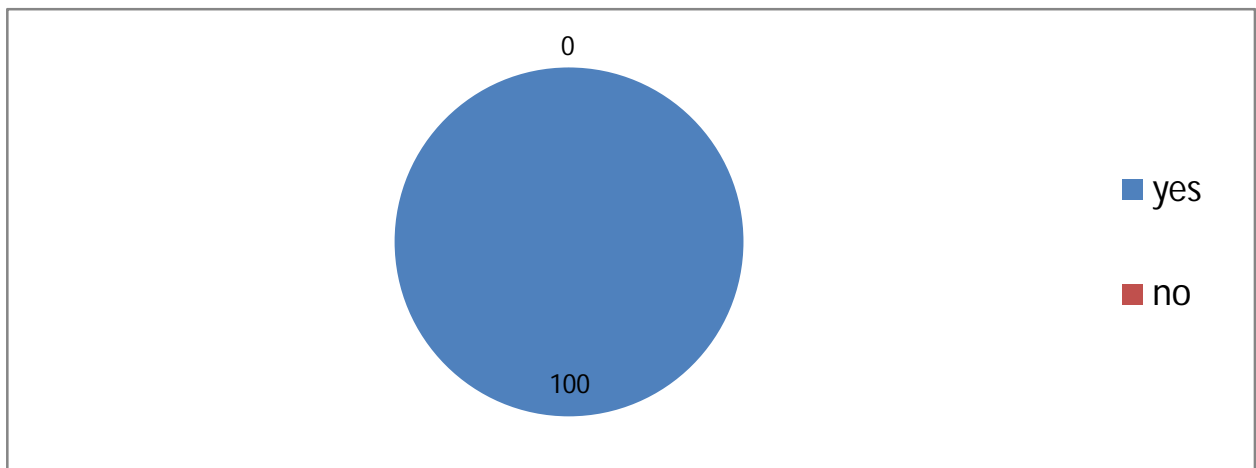


Figure 1 : Students attitudes toward the English Language

The result shows that all the students like English as a target language which were presented with the percentage of 100%.

Q2: Which of the following position do you opt for?

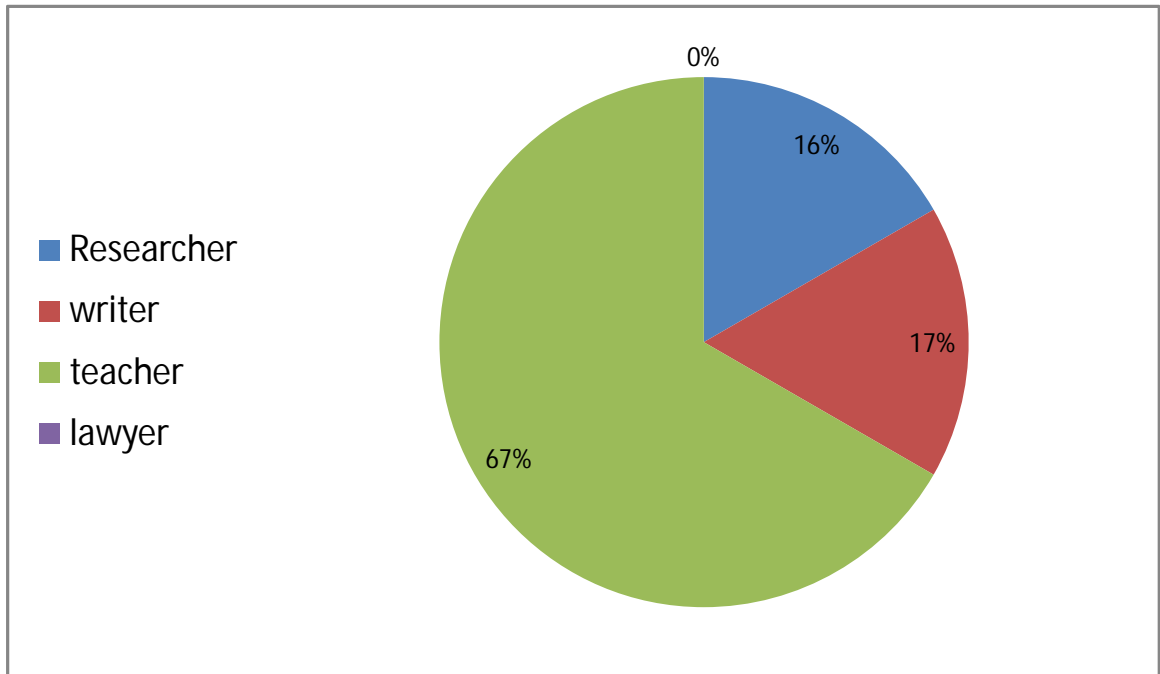


Figure 2: Students Preferable Profession

The aim of this question is to know what students prefer to be in the future, the obtained results show that the majority of the students tend to be teachers (67%), while (16%) prefer to be researchers. (17%) of the participants opt for being writers whereas no student chooses to be a lawyer. From these percentages, we can notice that (33%) of the students have tendencies of introverts because they lean to the less interactional professions (researcher/writer). However, teaching is more appropriate for extroverts which it is presented with the percentage (67%)

Q3: Which of the following contexts/situations do you position yourself?

- a- **The internal world (your own thoughts, feelings...)**
- b- **The external world (what happens around you)**

The responses demonstrate that students are mainly divided in two groups. The first group consists of seven students; they are interested in their own feelings and thoughts which is the main feature of introverts. Whereas, five students mentioned that the external world interests them more.

Q4: Do you think that you:

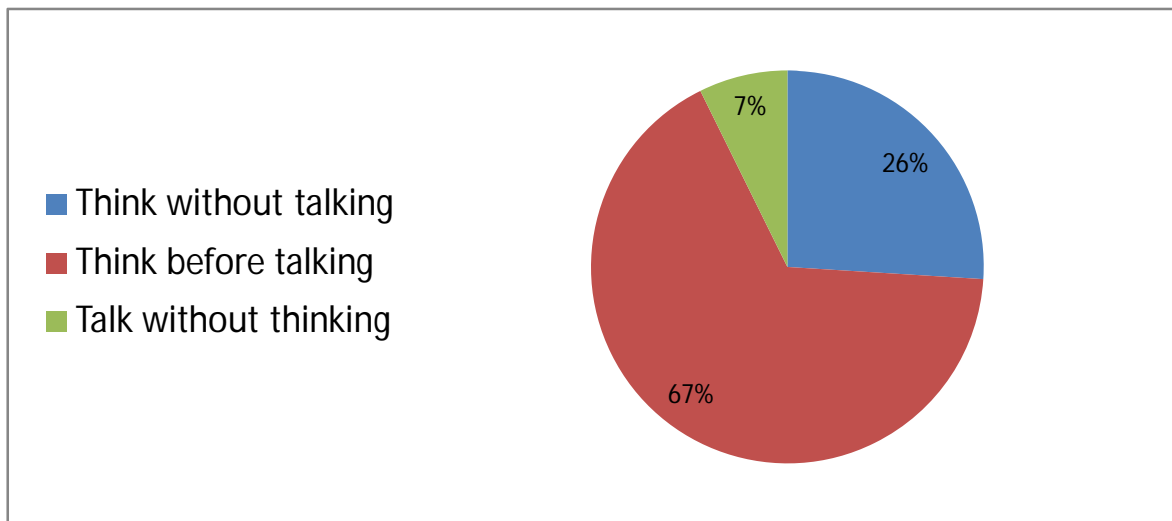


Figure 3: Students Talk in the Classroom

The question was asked to know how students behave when they are required to participate. From the results, we conclude that most of the respondents (67%) think before talking; in other words, they need time to process their ideas and thoughts. (26%) of the students think without talking; it is meant that this group processes ideas but they prefer not to express them in front of the others. The rest of the students (7%) tend to talk without thinking which is noticeable that they are sociable students.

Q5: Do you consider yourself :

- a- A better listener than speaker**
- b- A better speaker than listener**

Options	Number of students	Percentage%
A better listener than speaker	11	92%
A better speaker than listener	1	8%

Table1: Students' Perception of themselves

After analyzing the answers of the previous question, it is appeared that students who think before talking and think before talking perceive themselves as better listeners than speakers, with the percentage of (92%). While students who talk without thinking (8%) believe that they are better speakers than listeners.

Q6: When do you feel more comfortable?

Options	Number of the students	Percentages%
Alone	7	59%
With others	5	41%

Table2: Students' Feelings and Comfortableness

The objective of this question is to know where students feel relaxed. The table above shows that seven students from the whole number of population (12) said that they prefer to be alone rather than meeting people which proves that introverts lean more to their internal world. By contrast, the five students prefer to spend their time with other people which clarifies that they are sociable and like social gatherings.

Section Two: Oral Performance

Q7: Are you easily prone to perform orally in the classroom?

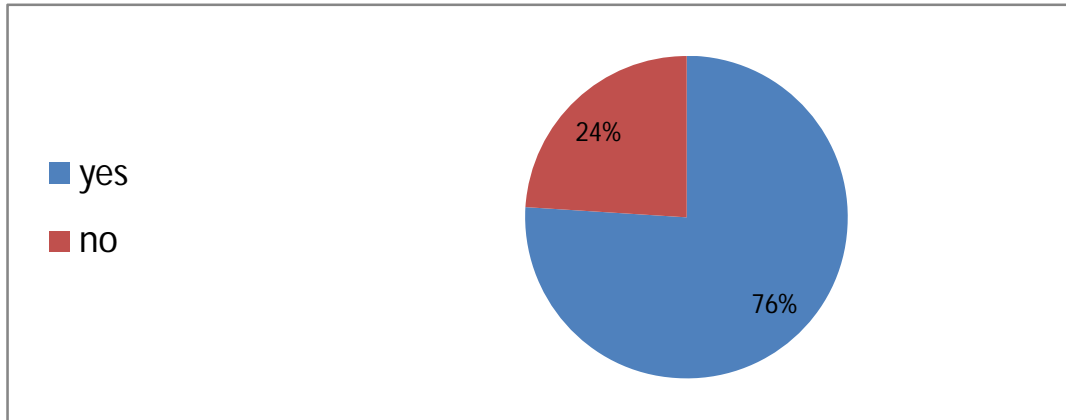


Figure 4: Students' Attitudes toward the Oral Performance in the classroom

This question aims to know if students find performing orally easy in the classroom. Our investigation reveals that (76%) of the respondents perform easily in the class in which they are more interactive and engaged. However, (24%) of the students find it difficult which is more popular for the introverts who do not perform orally in the classroom.

Q8: If your answer is “ No “, it is because :

- a- The teacher
- b- The method used
- c- The topics discussed

Options	Number of the students	Percentages%
The teacher	1	9
The method used	00	00
The topic discussed	3	25

Table3: Students answer with “ No “

This question is related to the previous question in which the participants whose their answers were “No” are asked to state the reason from the existing options. One student mentioned that she/he does not perform because of the teacher, while three students said that the topics discussed are not interesting. Yet, no body complained about the method used.

Q9: Do you fear performing orally in the classroom?

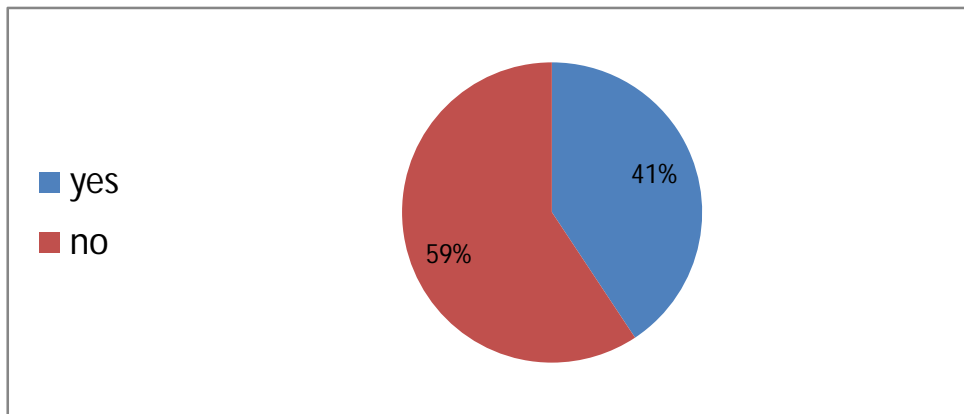


Figure 5: Students' fear of performing orally

This question is concerned with the level of confidence of the students concerning participation. From the shown in the figure above, it is clear that (41%) of the students feel anxious to participate in the classroom. This may be associated with the lack of confidence and environmental factor as well. However, (59%) said that they feel at ease to perform orally which demonstrates that students find good conditions for better learning.

Q10: When you perform orally, how do you feel while speaking?

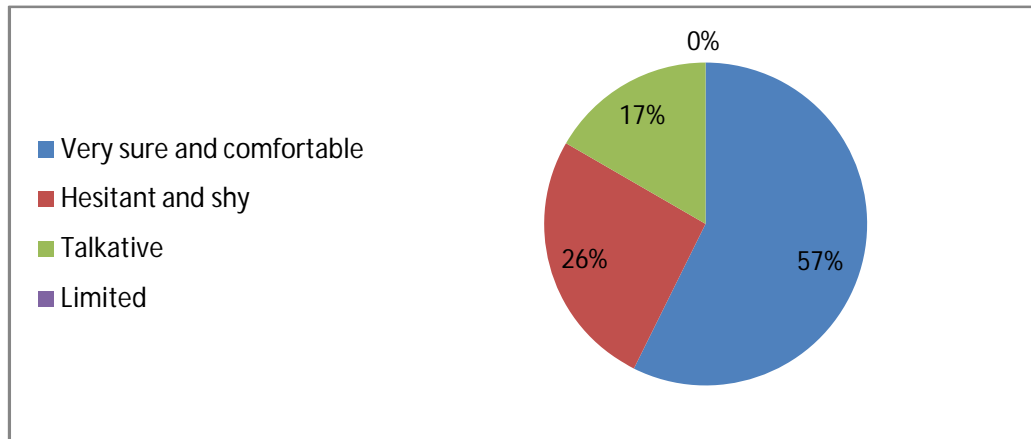


Figure 6: Students' Behaviors while Speaking

This question aims to know how students feel when they are asked to perform in the class. Our investigation shows that (57%) of the respondents feel very sure and comfortable while speaking and this refers to the group of extroverts. Whereas, (26%) of the students said that they feel shy and hesitant. Some other students (17%) are limited and they do not know what to say. On the other hand, no body from the whole population tends to be talkative.

Q11: When the teacher asks you a sudden question, do you?

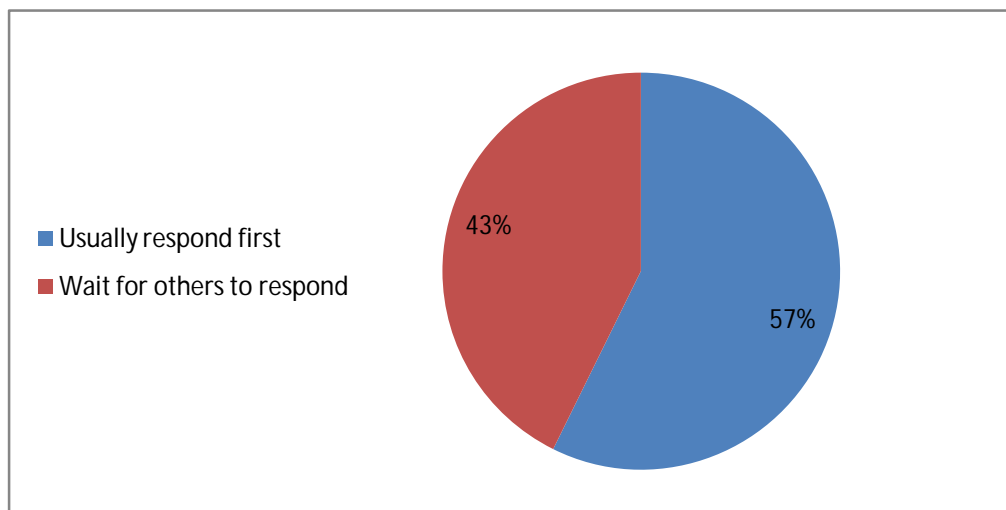


Figure 7: Students Attitudes toward Unexpected Questions

The above results demonstrate how students respond to a sudden question. (57%) answered that they usually respond first without waiting for others' responses, while (43%) said that they wait for others to respond in order to check their answers.

Q12: Which type of activity do you prefer more?

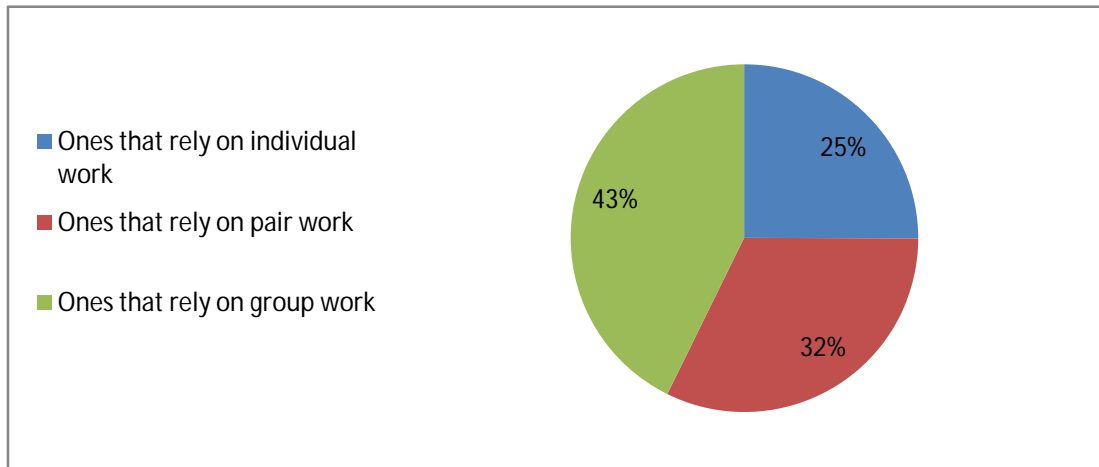


Figure 8: Students' Preferable Type of Activities

The results are presented in the figure8 clarify that many students prefer to work in groups which are given with percentage of (43%); they claim that working in group helps them in participation and acquiring knowledge as well. "Pair work" with (32%). Students who lean to work in pairs believe that it helps them in exchanging ideas and correcting each other. However, the rest of the students (25%) prefer to work individually, simply because they do not like sharing their thoughts with others.

Q13: Which of the following tasks makes you participate more??

Options	Number of the students	Percentages%
Speaking tasks	3	25
Listening tasks	3	25
Reading tasks	2	17
Writing tasks	4	33

Table 4: Students' Motivating Tasks

The question investigates whether students are engaged when the teacher implement one of the receptive tasks (listening/reading) or the productive tasks (speaking/writing), and to know which task motivates learners to participate more. Results from the above table show that participants' responses toward speaking tasks and listening tasks are equivalent; students who feel motivated with speaking tasks presented with percentage of (25%) while (25%) of them are engaged in listening tasks. (33%) of the respondents claim that writing tasks fit them more in which they can think deeply, and only (17%) prefer reading tasks.

Q14: If you consider yourself as a good participant, it is due to:

Options	Number of the students	Percentages%
You feel obliged	5	42
You feel motivated	7	58

Table 5: Students' reasons of Participation

What can be noticed from the results of this question is that (58%) of the students participate in the classroom because they are motivated. In other word, they believe that expressing themselves through participation promote learning. Whereas, (42%) of them feel that they are obliged to participate. One student states: "if I do not participate, I will not have good marks". It is apparent that their participation is not for the sake of promoting learning and sharing knowledge but rather, other factors can be present.

Q15: Does your teacher make an effort to make you perform orally?

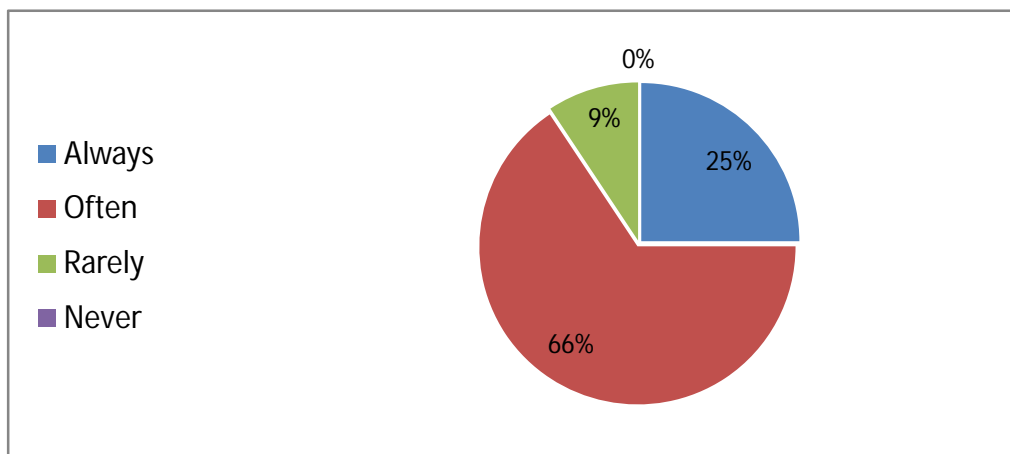


Figure 9: Students' Attitudes toward the Teachers' Attempts of boosting their Oral Performance

The question aims to know whether the teacher is regarded as a motivator in term of engaging students. (25%) of the respondents agree that their teacher always attempts to make them participate, and the majority of them (66%) affirm that she often tries to involve them in classroom participation. Yet, the rest of the questioned students (9%) declare that she rarely makes such an attempt. However, no body mentioned the final option “Never”.

Q16: Does your teacher help you to overcome your fear to perform orally?

Options	Number of the students	Percentages%
Yes	5	42
No	7	58

Table6: Students' Attitudes toward the Teachers' Support and Encouragement

The students who previously state that they fear performing orally in the classroom deny the teachers' attempts to overcome the feeling of anxiety and perturbation. (58%) answered negatively while (42%) confirm that she encourages them to go further and perform orally more without any obstacles.

Analysis of the Teachers' Questionnaire :

Section1: Introvert: Oral Performance

Section2: Students' introversion

The main objective of this study is to investigate the variety of techniques that help boosting introverted students' oral performance in the classroom. After the answers of the teachers we investigated that the selection of a set of motivating strategies to deal with introvert students in the classroom can help them participate and perform orally .

Conclusion

This chapter dealt with data-collection about the role of teachers in boosting introvert students' oral performance. Data were collected through administrating a questionnaire for students and a second one for teachers. Moreover, this chapter covered the different results that we have obtained from the questionnaire and examination which serve as a pavement for the next chapter; Discussion.

Chapter Five

Discussion

Chapter Five

Discussion and Recommendations

Introduction:

The current chapter discusses the results obtained from this study as an attempt to check the validity of the already stated hypotheses and to answer the research questions. It includes the discussion of results gathered from students' questionnaire. Finally, recommendations and solutions to the research problem were organized in this chapter.

Discussion of Students Questionnaire Results:

The main objective of this study is to investigate the variety of techniques that help boosting introverted students' oral performance in the classroom. Besides, it also aims to detect the introvert students and therefore to investigate introverts' attitudes toward their teachers' attempts in boosting their oral performance.. Section one of students' questionnaire is entitled "Introvert or Extrovert".

The second section of the questionnaire dealt with Oral Performance ,which aim at investigating students' attitudes toward participation and performing orally in the classroom. Besides, it examines the teachers' roles in promoting introvert students' classroom oral performance.

Based on the data gathered and analyzed above, it is necessary to provide general analysis of the students' answers concerning the questionnaire. As results, we found that:

English is perceived as international language; all the students like English and they have positive attitudes toward studying English as a foreign language. Introvert students are identified in the classroom; the majority of them have introverts' tendencies such as being

researchers and writers which are appropriate professions for introvert people, they rely on their own thoughts and feelings, and consider themselves as better listener which is the most distinguishing feature of introverts.

In the classroom participation, introvert students do not attempt to perform orally and the selection of topics and the teacher are considered as the main factors behind their silence in the classroom. Students confirm that they feel hesitant and shy whenever they are required to speak. Precisely, the introvert students because they think that their answers will not be accepted, as they feel limited which is associated with poor pronunciation and the lack of vocabulary.

The results show that introverted students reject the idea of working in groups or in pairs because they feel uncomfortable. However, they prefer to work individually for the sake of not feeling impressed. Besides, students lean more to the listening and writing tasks, students recognize that they shine in writing where they can process their knowledge.

Students' motivation is crucial. However, most of the students argue that their oral performance is graded, so that they have to participate in order to have good marks. Students who have introverts' tendencies assert that the teacher rarely attempts to enhance their oral performance; they are mainly neglected in the classroom.

Forcing students to participate and perform orally in the class can be an effective method for involving quiet students. Yet, students declare that their teacher never calls upon them to offer any answer; this can prove the validity of teachers' ignorance of the quiet students. Creating a safe environment for introvert students to thrive is challenging. In spite of that, students refuse the validity of being encouraged by the teacher and her attempts to overcome the feeling of anxiety and fear toward performing orally.

Recommendations:

Referring to the findings, this study suggests a list of pedagogical suggestions and recommendations can be implemented to help both teachers and students in the teaching learning process.

- ❖ First of all, introversion is not a weakness, but rather, it is a hidden strength. Therefore, teachers should respect students' personalities and appreciate the differences among students.
- ❖ At the beginning of the year, it is advisable to ask students about their preferences and learning styles through a questionnaire or interview in order to design the syllabus respecting their level.
- ❖ Teachers should involve all the students in class discussions without neglecting anyone.
- ❖ Teachers should vary the activities and including the listening and writing tasks during when designing a lesson to augment introverted students' participation.
- ❖ Since introvert students need time to process their ideas before speaking, teachers are appealed to provide them with time to think after asking a question.
- ❖ Cooperative work should be organized.
- ❖ Teachers should create a friendly relationship with students to remove their shyness and anxiety.
- ❖ Praising students and giving positive feedback are very important in order to raise the level of confidence among students.
- ❖ Teachers should display two important roles: a facilitator and motivator to help students overcome their fears and face their difficulties when they want to speak.

- ❖ Teachers should select motivating and interesting topics in order to guarantee that students are not feeling bored.
- ❖ Teachers should provide the students with a comfortable atmosphere where they feel safe and then, perform orally without being forced to do so.

Conclusion

The last chapter covered the whole discussion of the results obtained through the students' questionnaire at Chadli Bendjedid University El-Tarf. Finally, this chapter concludes with recommendations and suggestions that would help teachers to enhance their introverted students' participation and oral performance in the classroom.

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Appendix

Appendix 01: Students' Questionnaire

This questionnaire is an attempt to gather the needed information for the accomplishment of a master dissertation. It investigates the teachers' role in boosting introvert student's Oral Performance in the classroom. Your answers, for which we are grateful, will be very helpful. Please tick (X) the appropriate answer(s) in the corresponding box (es), and make a full statement whenever required. Your cooperation through this process is to be anonymous.

Thank you in advance

Section One: Introvert or Extrovert :

Q1:Do you like English?

Yes

No

Q2: Which of the following position do you opt for?

a. Researcher

c. Teacher

b. Writer

d. Lawyer

Q3:Which of the following contexts/situations do you position yourself?

a. The internal world (your own thoughts, feelings...)

b. The external world (what happens around you)

Q4: Do you think that you:

a. Think without talking

b. Think before talking

b. Talk without thinking

Q5: Do you consider yourself :

- a. A better listener than speaker
- b. A better speaker than listener

Q6: When do you feel more comfortable?

- a. Alone
- b. With others

Section Two: Oral Performance

Q7: Are you easily prone to perform orally in the classroom?

- a. Yes
- b. No

Q8: If your answer is “No”; it is because

- a. The teacher
- b. The method used
- c. The topics discussed

Other reasons

Q9: Do you fear performing orally in the classroom?

- a. Yes
- b.No

Q10: When you perform orally, how do you feel while speaking?

- a. Very sure and comfortable
- b.Hesitant and shy
- c.Talkative
- d. Limited

Q11: When the teacher asks you a sudden question, do you

- a. Usually respond first
- b. Wait for others to respond

Q12: Which type of activity do you prefer more?

- a. Ones that rely on individual work
- b. Ones that rely on pair work
- c. Ones that rely on group work

Why?

.....
.....

Q13 : Which of the following tasks makes you participate more?

- a. Speaking tasks
- b. Listening tasks
- c. Reading tasks
- d. Writing tasks

Q14 : If you consider yourself as a good participant, it is due to:

- a. You feel obliged
- b. You are motivated

Other reasons

Q15: Does your teacher make an effort to make you perform orally?

- a. Always
- b. Often
- c. Rarely
- d. Never

Q16: Does your teacher help you to overcome your fear to perform orally?

a. Yes

b. No

Thank you for your cooperation

Appendix 02: Teachers 'Questionnaire

This questionnaire is an attempt to gather the needed information for the accomplishment of a master dissertation. It investigates the teachers' role in boosting introvert student's Oral Performance in the classroom. Your answers, for which we are grateful, will be very helpful. Please tick (X) the appropriate answer(s) in the corresponding box (es), and make a full statement whenever required. Your cooperation through this process is to be anonymous.

Section One: Introvert : Oral Performance

Q1: Have you thought 1st year students?

a. Yes

b. No

If yes, for how many years ?

.....

Q2: Have you ever had introvert students in your class?

a. Yes

b. No

If yes, how have you identified them ?

.....

Q3: In your opinion, which skill is the most difficult for students to master ?

a. Listening

b. Speaking

c. Reading

d. Writing

Q4: How would you assess your students Oral Performance ?

.....

.....

Q5: Do you take into consideration the introversion of students in their oral performance?

a. Yes

b. No

Please, justify :

.....
.....

Section Two: Students' introversion :

Q6: Do you think that students' introversion must be involved in the class work?

a. Yes

b. No

Q7: From your perspective, what is students' introversion?

.....
.....

Q8: According to you, what are the major characteristics of your students' extroversion in their oral performance?

a. Students' Personality

b. Teachers treatment

c. Atmosphere

d. Lack of Vocabulary

Others:

.....

Q9: To what extent the students' introversion while performing orally ?

.....
.....

Q10: If you have additional information about students' introversion please add more details below:

.....
.....

Q11: Mention the strategies used to involve the introvert students in classroom and boost their oral performance?

.....
.....

THANK YOU!

