



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 32, 2022**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



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# Exploring the Impacts of the Introversion Personality Traits on Algerian EFL Students' Oral Proficiency: First Year BA Students at IbnKhalidoun University-Tiaret as a Sample

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**Abstract.** EFL students, in particular, have a tough time mastering the many parts of speaking skills. The purpose behind the current study is to examine the many impacts of introversion. Furthermore, the primary goal of this endeavor is to determine the level of oral competency of introverted students in a classroom. To do so, a mixed methodological approach is adopted to test the put forward hypotheses and uncover the answers to the research questions. To gather valid data, a questionnaire was handed out to 100 first year BA students, and a structured interview was conducted with 3 tenured and experienced EFL teachers. A descriptive analysis was also employed to examine the collected data. The findings have shown that reserved and introverted students struggle too much during oral sessions .speaking performance suffers when they are more reserved or introverted.

**Keywords.** introversion, extroversion, speaking skill, oral performance, EFL learning, personality trait

## 1. Introduction

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

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

Introversion is supposed to be in relation with language speaking. Based on this assumption, numerous studies were conducted to find out the role of introversion in shaping learners' communicative aspect. Yet, through our research problem, we are shedding the light

on the speaking skill as well as defining one of the psychological problems “introversion” and its impact on their oral competency and discussing some factors causing its presence as well. Additionally, propose some practical strategies that impel balance in the whole class between different types and mitigate the problem.

### **1.1. Research Background**

Here, we'll look at the link between psychological temperament and the attribute of introversion in general and how it affects oral performance in the target language. Researchers have characterized this occurrence as a distressing and unsettling psychological condition in their investigations.

Thus, the study's primary goal is to discover if teachers are aware of their students' psychological traits and which behavior is most commonly utilized in response. Hence, the latter is also crucial since it aims to remind students that believing in one's ability is an inherent human quality and to raise one's self-esteem and confidence.

## **2. Theoretical Foundation**

### **2.1. Introversion Multifarious Definitions**

Introversion has been given many different meanings throughout the years since it is difficult to pin down, even for psychologists and educators. Some of these issues will be addressed in the next sections. In his theories of introversion and extroversion, Jung (1923) stated that introverts prefer to focus their energy and attention on themselves:

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

Referring to the above definition, the ‘*introvert*’ is merely a sign of one’s bias to channel both direction and attention inwardly while devoting less efforts on the peripheral interaction. In the case of introversion, the primacy is mainly directed to the subject regarded as a motivating factor rather than the object. Whenever the behavior becomes a regular habit, the person is qualified of being introverted. The same definition was supported by Helgoe (2008) who said that: “*Introversion is an inward orientation to life.*” They tend to focus more on their internal thoughts, feelings, emotions, moods, as well as gain their energy from quietness, stability, reflecting, and lose it when interacting, in which they have a preference for thinking and turning their ideas before they speak. Laney (2005) resembles “*introversion as a type of temperament*” (P:10) that is different from shyness or having withdrawn personality, namely that shyness trait is always grouped to introversion that is distinct from it. Furthermore, the APA Dictionary of psychology presents a definition that said that introversion is “*orientation toward the internal private world of one’s self and one’s inner thoughts and feelings, rather than toward the outer world of people and things.*” (APA, 2<sup>nd</sup> edition, 2022), namely that person’s concentration is turning inwardly and upon oneself and being fraught through being alone and to be inwardly oriented.

## **1.2. Types of Introversion**

According to Garis (2022), introversion can be classified into four types, viz., Social, Thinking, Anxious and Restrained introversion

### **1.2.1. Social Introversion**

An outgoing person isn't what the term "social introvert" is all about; rather, it refers to someone who prefers to interact with a select few rather than a huge group of people; they are also more likely to socialize at a specified time and with particular people. Learning a new language might be difficult for introverts with social tendencies since they are more aware of their surroundings, yet they still prefer to learn alone most of the time.

### **1.2.2. Thinking Introversion**

When it comes to the notion, it's clear that it refers to those who spend a lot of time in their heads, thinking about things over and over again, as well as those who keep their thoughts and ideas to themselves. The other forms of introversion tend to hide their preferences and personalities from the public view and avoid any outward display of their sentiments, but this one stands out from the rest.

### **1.2.3. Anxious Introversion**

The third form of introversion, as opposed to the other two, occurs when a person is nervous in certain situations. Anxiety is often linked to a person's tendency toward introversion. Anxious people appear to be gruff and unpleasant, and their worry comes to the surface readily when things go awry.

### **1.2.4. Restrained Introversion**

Thinking introverts, on the other hand, have a tendency to ponder before they speak and note all the subtleties and characteristics of a given circumstance. Since they take their time making judgments, they appear to be thoughtful introverts as well. They do get worn out and depleted after a lengthy period of socializing.

## **1.3. Introverts' Characteristics**

Behaviors and attitudes, as well as other personality traits, appear to be visible in introverts' personality characteristics. Even if they may have traits in common with each other when it comes to extroversion, they stand out for their calm demeanors, making seclusion a welcome reprieve. They engage in any activities that need them to be alone since they have been socializing too much. In order to recharge their batteries, they take breaks from time to time, claiming that interacting with others is their biggest challenge. They eventually become tired of it because they have to do more than just communicate; they also have to listen and comprehend what is said. Introverts are unquestionably curious and introspective, which leads to a very active internal thought process. As a result, they make excellent observers because of their insatiable curiosity. Furthermore, as long as they don't have to say everything out loud, these introverts are excellent listeners.

## **1.4. Introversion Symptoms**

Numerous indicators of introversion, such as being quiet and showing signs of exhaustion (physically or mentally) after socializing, can be seen via one's attitudes and everyday habits, such as these: They also need to recharge their batteries, which is the source of their irritability. As a result, they can't be classified as introverts without mentioning anxiety as a significant contributing element. Irritation and grumpiness have been found to be common

characteristics of those who suffer from mental health issues, as well as anxiety, depression, and significant gaps between sentences in their speech.

### **1.5. Introverted Learners inside Classroom**

As was said before, it is a well-established truth that introverted students are unique in the ways that they take in and process information, their preferences, actions, attitudes, and the assignments they are given in the classroom. According to Varela, Cater, & Michel (2012), introverts prefer to sit quietly in classes and reflect deeply on the lecture instead of participating in group learning activities or group discussions. This means that introverted learners avoid any type of interaction with teachers or classmates, in contrast to outgoing learners who develop their knowledge through discussing it with others and interacting with them. They need more time to think about what they will say before they contribute to a given task, in which they develop their thoughts by recalling information stored in long-term memory in order to construct more complex associations. This idea is supported by Isaacs (2009), who states that: They need more time to think about what they will say before they contribute to a given task.

It's common for introverts to avoid group work, such as discussing a topic or presenting their work in public, because it's not something they enjoy doing. As a result, individuals are more likely to participate passively in class discussion, especially if they had researched the addressed issue in advance and were familiar with the group-mates. For further information, Wood (2012) affirms that if the introverts are better at writing than speaking, it appears that they have an edge over their peers in this area. However, as long as they listen more than talk and speak, they are good at absorbing knowledge and information.

### **1.6. Introversion and Second Language Learning (SLL)**

For sure, there have been a number of studies and researches looking into the extroversion /introversion (henceforth I/E) dichotomies and English Language Learning (ELL). These studies show a preference for extroverts who are more adept at communicating and successful language learners, while other theories claim that introverts are better language learners. However, other theories show that there is no clear correlation between the two traits and language acquisition.

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

A study of Carrell & al (1996), which looked at the impact of personality traits on academic performance among Indonesian college students and showed that extroversion was negatively associated with vocabulary generation, also used the MBTI personality test. Tehrani & al. (2014) examined the relationship between introversion and pronunciation in a sample of 30 Iranian English Learners and found that introverted students were better at pronunciation than extraverts. According to Busch (1976), who conducted the study with 185 Japanese students, introspective pupils exhibited greater pronunciation and lexical complexity.

### **1.7. Introversion and Oral Production**

Brown (2003) stated that: "*speaking is a productive skill that can be directly observed.*" (P: 140). Learners are expected to talk in a way that allows them to convey

their desires, ideas, knowledge, and thoughts. Thus, personality is a crucial aspect of learning a new language; however, the ability to perceive the dimensions of personality offers learners the ability to grasp and acquire the language successfully and boost their adaptability in the classroom. A person's personality is one of the most dynamic features that they possess, and it may influence how they think and act. Therefore, teachers should study and assess the learner's personality, learning style, and learning technique in order to create a more appropriate teaching environment in which the learner may succeed academically.

Right from the outset, it has been noticed that that both I/E have an impact on the process by which students learn and enhance their language acquisition skills. According to Ellis (2008):

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

Introverts, on the other hand, have a better chance of succeeding in public speaking. Rossier (1975) identified a link between students' extroversion and oral fluency in his study to regulate their oral productions, indicating that introverts had difficulties speaking. Suha&Suhartono(2013) stated that *"there are also some students whom seemed passively involved, they rarely asked a question and speak only when the lecture demand them to answer the question or to participate in the class discussion."* (P:11). Students who fall within this category tend to be the most reclusive.

## **1.8. Introversion Effects**

Apparently, it has been noticed that any affective variable might have a positive or negative impact on the linguistic process. However; introversion has remarkable effects on learners' academic performance which includes the four major skills (listening, speaking, reading and writing). Yet, the more obvious thing is that learners perform differently in these skills, as long as they are differently impacted by their personality's features. Numerous studies have been conducted to show its impact on these skills.

### **1.8.1. Academic Effects**

The attainment of the major four abilities is part of the English as Foreign Language outcomes. Learners flourish in such skills differently due to the diverse preferences that they have as learners.

#### **1.8.1.1. Speaking Skill**

The ability to communicate in a foreign language is regarded as a major barrier for introverted students, therefore improving their ability to do so, will allow them to demonstrate their competency. The link between introversion and speaking ability has been the subject of several researches, but none of them have been able to establish one.

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

#### **1.8.1.2. Listening Skill**

People generally learn to listen; they specially spend much time listening to others and interpret what they say. Relatively listening is a predominant characteristic according to them,

Cain (2012) states that “*because of their inclination to listen to others and lack of interest in dominating situation, introverts are more likely to hear and implement suggestions.*”(P:57). That is to say that introverted listen more than they talk. A research done by Syarifah (2016) to assess the relation between I/E and listening abilities with English learners using the EPQ (Eysenck Personality Questionnaire), thus the result showed a bias toward introverted to be better on listening assessment rather than extroverted. Therefore, it is considered an essential skill, in which the individual can learn new things through listening.

#### **1.8.2. Behavioral Effects**

Introverted students, on the other hand, prefer to spend their time thinking rather than conversing with others. When people are weary or in a large group, they tend to lose focus and drift off to sleep. When someone tries to start a conversation with them, they find it difficult to convey their thoughts and emotions due to a variety of factors, including shyness. They are socially uncomfortable, irritated, tense, and fearful, particularly when engaging in small chat with strangers. This causes them to become more timid and rough over time. Overextending makes them physically sick. Thus, individuals are more likely to believe that introverted learners exhibit the same misbehaviors because of these signs.

#### **1.8.3. Personal Effects**

When it comes to a person's energy sources, Carl Jung's theory of conceptualization states that each person is either more stimulated by the external or the internal world, and that introverted people are stimulated by the internal world when they spend extended periods of time alone without interacting with others. As it turns out, they don't really love socializing, but they do prefer spending a lot of time alone and being able to focus on their own thoughts and feelings, as long as their environment seems to be vibrant and colorful.

When they socialize, they are able to pick up on information that others may miss. They can, in reality, focus on the things that are important to them without having to rely on anybody else to keep them occupied. Because they are sensitive to criticism, introverts tend to avoid nervous individuals in their personal lives. They prefer to communicate by text message, phone call, or email rather than face-to-face encounters.

#### **1.8.4. Social Effects**

Obviously, the common misconception is that introverts are antisocial people; their bias toward solitude creates this phantasy over and over. Not of the real fact is that they do not hate socializing but they socialize with small friends and parties unlike the extroverted counterpart. Bidirectional relationship between intrinsic features and environmental influences has been proclaimed by Chen (2013). This means that an individual's personality traits are influenced by his or her surroundings and may be altered as a result. Individuals with a more introverted personality tend to have a smaller group of friends and form deep relationships with only five or six people. Previous studies demonstrate that their brain weights internal signals more strongly than external ones, so that they do not feel high from their surroundings and they switch "OFF" after engaging with others in the vast majority of scenarios in which they come into contact.

## 2. Empirical Part

### 2.1. The Research Method

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

### 2.2. Research Instruments

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

### 2.3. Sampling and Population

The questionnaire was handed out to 100 first year BA students at the department of English. The choice of this population is based on the fact that learners at this level tend to be in a transitional phase between secondary and tertiary education. Thus, the sample was randomly chosen. In reception, we collected half of questionnaire administrated; i.e., fifty (50). In fact, these students accepted to fill in our questionnaire with gladness as well as they show a high level of understanding regarding its questions. The collected questionnaires will be analyzed and data will be represented in numerical and statistical figures. For the sake of scientific validity, an interview was conducted with three tenured teachers who are experienced in teaching oral skills.

### 2.4. Quantitative Data Analysis

#### Question-item 1: Do you like mixing and interacting with different people?

Options	Response	Percentage
Yes	35	70%
No	15	30%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 1: Respondents' Viewpoints as regards Mixing with Different People**

The numerical data in table 01 show that 70% (n=35) of the respondents like mixing and interacting with different people, whereas 30% (n=15) do not.

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

Question-item 2: Are you usually carefree (happy-go-lucky)?

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

**Table 2: Respondents' State of Mind/ Attitude to Life**

Referring to the tabulated data above, it is worth noticing that 60% (n=30) of the surveyed sample confirm that they are carefree. The rest of the respondents, i.e., 40% (n=20) state that they are stressed out.

It is quite clear that those students who are carefree feel nice and light, without stress, worries or heavy obligations. In fact, it is an asset that helps this category of carefree students to flourish and develop vigorously within the university environment. However, those anxious and stressed out persons can easily become irritable, agitated, frustrated and moody. These emotional factors can be the cause behind low self-esteem, loneliness and worthlessness, precluding appropriate learning.

**Question-item 3: Do you stop and think over before deciding to do anything?**

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

**Table 3: Respondents' as regards Decision-making Process**

The question-item 3 attempts to inquire about the respondents' temperament as regards decision making skills. The results amply show that the surveyed students in their majority, i.e., 88% (n=44) attest that they think over before deciding to act. Yet, a tiny minority, viz., 12% (n=6) definitely affirm that they do not proceed to those pre-decision making steps. They do act without taking the necessary time to analyze things

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

**Question-item 4: Do you suddenly feel shy when you want to talk to strangers?**

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

**Table 4: Respondents' feeling as regards talking to strangers**

The aim behind question-item 4 is collect data concerning shyness and discomfort feeling in the presence of classmates. For the heavy majority, i.e., 80% (n=40) no shyness or discomfort is felt in the classroom. Yet, 20% of the surveyed students attest that actually they feel so.

Our investigation reveals that most of the students communicate with their classmates easily and relaxingly. It can be said that these students are friendly and socially confident. They are endowed with the capacity to adapt to different situations. For those who feel shy and anxious whenever solicited to interact in the classroom, they suffer the martyrdom to be able to cope with these situations. As a matter of fact, their personal abilities to do or speak out their feelings and opinions are inhibited.

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

**Question-item 5: Do you usually prefer reading instead of speaking to classmates?**

Options	Response	Percentage
Yes	26	52%
No	24	48%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 5: Respondents' Preference as regards Reading and Speaking skills**

The data gleaned from question-item 5 display the bias of 52% (n=26) towards reading (receptive skill) over speaking (productive skill). For the rest, i.e., 48% (n=24), the inclination is rather for speaking skill at the detriment of receptive skill, viz., reading.

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

**Question-item 6: Would it be difficult for you to make a public speech?**

Options	Response	Percentage
Yes	43	86%
No	07	14%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 6: Respondents' Answers as regards making a Public Speech**

The collected data from question-item 6 demonstrate that the heavy majority, i.e., 86% (n=43) attests that they see no difficulty to address the audience. The rest, 14% (n=7), recognizes experiencing discomfort when facing the audience.

The ninth question-item attempts to establish quantitatively the respondents' readiness to deliver oral speech in front of onlookers in the communicative approach framework. Public

speaking is a daunting prospect for those 14% respondents. The latter may be shy disposed, and for them standing in front of an audience to talk can instill absolute terror.

**Question-item 7: Do you feel that oral expression courses help you in enhancing your oral fluency?**

Options	Response	Percentage
Yes	40	80%
No	10	20%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 7: Respondents' perceptions as regards Oral Expression Courses and their Impacts**

The question-item 7 is intended to verify and corroborate respondents' perception of the impact of oral expression courses on enhancing oral fluency. For 80% (n=40), oral expression courses have an effective benefit on oral fluency. For 20% (n=10), oral expression courses do not impact positively the oral proficiency.

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

**Question-item 8: A) Do you feel afraid /anxious to engage in Oral expression session?**

Options	Response	Percentage
Yes	29	58%
No	21	42%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 8: Respondents' Attitudes as regards Oral Expression Sessions**

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

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

b) Whenever you are feeling stressed out, do you prefer to \_\_\_\_\_

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

**Table 8.1: Respondents' Preferences as regards Stress Absorption**

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

**Question-item 9: During meetings or group discussions, do you tend to.....**

Options	Response	Percentage
Interact	37	74%
Withdraw	13	26%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 9: Respondents' Preferences as regards Group Discussion Interaction or Withdrawal**

It is worth pointing out that the data for the fourteenth question-item are identical to the previous one (8<sup>th</sup> question). The overwhelming majority of the respondents, i.e., 74% (n=37) prefers group discussion over withdrawal. However, for the rest of the respondents, viz., 26% (n=13), withdrawal is the preferred strategy.

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

**Question-item 10: If you interact, do you always do so?**

Options	Response	Percentage
Freely	24	48%
Withsomereserve	26	52%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 10: Respondents' ways of Interaction**

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

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

**Question-item 11: When meeting strangers, do you tend to**

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

**Table 11: Respondents' Viewpoints as regards Initiating or Eschewing Discussion**

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

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

**Question-item 12: When studying, do you feel more effective and productive when**

Options	Response	Percentage
Workingalone	33	66%
Workingwithothers	17	34%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 12: Respondents' preference as regards Individual and Teamwork**

The above data certify that around the two-thirds of the surveyed students (66%) prefer working alone. Yet, only one third of the total number of the surveyed students tends to prioritize the teamwork.

It is acknowledged that teamwork increases collaboration, ideas development and creativity improvements. In fact, teamwork helps students to become active learners through developing collaborative and cooperative skills and lifelong learning skills. It also promotes the

development of the critical thinking. Within teamwork even silent students are given the opportunity to speak out their thoughts and to be listened to. Yet, this does not prevent teachers to devise individual work when concentration is required. Here again, teachers are required to diversify their teaching strategies to cater for all students' learning styles and preferences.

**Question-item 13: What suggestions for Introvert Students?**

As regards respondents' suggestions to cope with introverted students, a set of proposals are advanced. First of all, introverted students should be identified and properly scaffolded and prejudices and misunderstanding towards them should be eschewed. On the other hand, teachers should strive to engage introverts in class discussion. In so doing, the silent introverts should not be regarded as weak ones because their characters cannot be changed, yet teachers' teaching methods and techniques are to be adapted accordingly. Besides, teachers should strike the right time balance allowing each and every student to take part in oral sessions. They should also avoid being stressful for them. All these attempts can work in favor of delocalizing these students from their comfortable zone

**2.5. Qualitative Data Analysis**

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

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

**Question-item 01: How long have you been teaching?**

When interviewees were asked about their professional careers, the answers range from 6 to 8 years, taking into account the experience they had before they were hired by the university.

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

**Question-item 02: Do you think that English learning is a difficult process? If yes, tell why?**

As a starting point, there were essentially two schools of thought on how best to approach the task of English language instruction. One of the responders said it wasn't tough, while the other two said that it depended on how the instructor manages his job in the classroom. Many factors contribute to his/her professional success, including his training, expertise, passion, and approach to teaching and student performance. Teachers' attitudes toward English language education may be the most important determinant of students' achievement and, thus,

may be used to make necessary modifications to English language instruction. Furthermore, instructors' professional competence is connected with the motivation of their students to study English, which is a crucial component in reducing the burden of the profession on teachers. Lesson preparation, delivery, documentation, and evaluation all play a role. Teachers gain valuable skills for the benefit of their students as a result of this practice. *"Although teaching in any language is a challenging endeavor, it is more tough for a teacher since he or she doesn't recognize the process as difficult or simple until he or she succeeds or fails at planning."* stated one of the interviewees in attendance.

**Question-item 03: How do you actually measure your students' speaking skill?**

The purpose of this question is to detect students' speaking skill competency, since the latter is the sole productive talent that allows students' introversion personality characteristics to emerge and become more obvious through their speech. Students in their first year of college still have difficulties in their ability to communicate, according to all of the respondents. *"Students still experience challenges, in their presentations, therefore to test their abilities, you may check their fluency, correctness, pauses, hesitations, and their pronunciation and usage of tenses,"* one of the teachers said.

**Question-item 04: How often do your students engage in classroom participation and discussion of topics in oral sessions?**

Students were asked the question above to see how often they participated in oral sessions. All three interviewees agreed on one issue that not all students participate, and it typically depends on the way teachers involve their students and chose relevant themes. In reality, it commonly counts on the way he stimulates and engages by building a positive setting and mood in an oral session. One of the interviewers said, *"I challenge them with hard questions," "then we dance together on the same issue."*

Undoubtedly, learning is pretty dependent on teacher-learners' appropriate/positive rapport, because the more attention is dedicated to learners, especially those introverts the more advantages are popped up. It should go without saying that a rise in student interest and a subsequent rise in academic achievement are inextricably linked.

**Question-item 05: How do you inspire students that have speaking difficulties?**

Data gathered from the respondents reveals that they all share the same attitude that students are hesitant to speak in front of their peers or teachers because of numerous reasons. Teacher b says students are terrified and the greatest way to get them interested is by making presentations and forcing the students to face the audience; this way they are challenged with their fear. Getting down to a student's level and focusing on their genuine concerns, says Teacher C, is the most effective approach to arouse interest and keep students engaged in class. When people accept you as a mentor, you become into a confidant with whom they can share their struggles and tribulations. So, if you quit being an unyielding instructor, you'll be the one who decides what happens."

According to the responses above, students' self-confidence and self-esteem are the most important variables in influencing students' positive outlooks on themselves and their motivation to study. Teachers can and should help introverts overcome their psychological barriers by cultivating a positive self-esteem and faith on themselves first.

**Question-item 06: What are some of the challenges students experience when speaking in English?**

According to the people who participated in the study, there are two types of difficulties: cognitive and non-cognitive. One of the teachers points out that this is a regular difficulty for pupils in their oral or written production because of problems with pronunciation, vocabulary shortfall, lack of ideas, and poor grammatical structure. Internalized shyness and anxiety, low self-esteem, poor verbal communication and social phobia (social anxiety disorder) are the most common psychological impediments for those kids who are introverted in the third teacher's opinion.

From the responses above, it's clear that the respondents had two quite different ideas about the challenges that students in EFL classes face when working on speaking skills. Educators may be unable to grasp the root causes of these difficulties since they only have a partial awareness of the variety of disabilities that exist.

**Question-item 07: What strategies do you use to evaluate your learners in oral proficiency?**

Via question-item 7, the interviewees were asked to report about which strategies and techniques they see effective to use during oral sessions to assess their speaking skill proficiency. Actually, all answers were focused on their performance after the end of students' debate, discussion and class-presentations. Teacher **B** revealed that he never resorts to immediate correction of students' errors so as to avoid communication-flow interruption and, thus leading to students' eternal switch-off. He argued saying "*one of my strategies that cropped up its harvest is that when I ask them provocative questions I do not correct them immediately or interrupt them until they finish their talking.*"

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

**Question-item 08: What are the reasons behind your students' introversion in the classroom?**

For the sake of elucidating why pupils are introverted from the perspective of the teacher, this question is asked. Introversion has two key reasons, according to all of the survey participants: one is internal, and the other is external.

"They are inherently like that because they have self-dependence, while environmental factors go back to the pressure exerted on them and their insecure surroundings," one of the instructors explained. As a whole, instructors felt that harsh evaluation, negative feedback, and the teacher's function in the classroom all play a part in the development of their personalities.

Both internal and external influences students' personalities. Factors like as consistency, dependability, naturally high cortical arousal, and its influence on information processing are all thought to be the product of hereditary factors. There are a variety of contextual factors that influence the development of one's personality traits in the second group,

such as one's upbringing, social pressures, and how the outside world is seen. In order to avoid them being misunderstood and unfairly evaluated, teachers must provide assistance, approach, and mentorship to these EFL students.

**Question-item 09: What do you suggest to mitigate the problem of introversion in EFL classes?**

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

**Conclusion**

Many studies have shown that personality traits are important for learning a foreign language. These personality qualities might be unfavorable. Introversion may be one of the negative hurdles affecting their language development.

In this study, we explored linguistic introversion. Studies, researchers, and statisticians gave these phenomena a lot of attention to quantify the introversion personality characteristic and its influence on oral language learning. The study looked at its influence on target language learners' oral output. The second goal was to make recommendations and ideas on teaching and studying the target language to lessen the detrimental effect of introversion on their spoken language.

This study report helped us test our idea and address research questions. A qualitative and quantitative mixed method was adopted. The former is based on one survey given to first-year BMD students at IBN Khaldoun University of Tiaret. Second, instructors of vocal expression module in the same department were interviewed.

Since most of EFL students find speaking difficult when learning the language. According to descriptive data using quantitative tools, introverted learners have a language weakness and low oral performance. They dread being misunderstood or adversely assessed by instructors and classmates, have poor self-esteem, and lack academic language skills.

At the outset of our study, we wondered if teachers knew their students' personalities and how they dealt with them in class. The structured interview let us determine if instructors identify this issue. Teachers are aware of how introversion affects their students' speech, and they show their strategies and solutions.

Our analysis of the topic enhanced our study with more expertise in the field, which might assist us provide methods to lessen introversion among learners. Learners may minimize introversion by encouraging themselves, using calming tactics, preparing for presentations, and practicing the speech. On the other hand, decision-makers in our nation are still overlooking our learners' influencing aspects. To instance, advising instructors to give introverted students time, space, and separate activities without providing facilities is like doing nothing. Waiting for these implementations, teachers must understand their learners' shyness, introversion, and

anxiety. Establishing a positive connection with them and diversifying speaking exercises can all help them learn the target language.

To summarize our study, we might say that it sheds light on a silently struggling unseen group. Our study results address our research concerns; however there are still many issues to be asked concerning introversion's influence on EFL learners' oral performance on other language and learning abilities. These results aren't applicable to all introverted students. The saying "I think a lot, but I don't speak much" should be remembered. Anne Frank

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