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**UNDERSTANDING THE RELATIONSHIP BETWEEN
STUDENTS' PERSONALITY TRAITS AND THE PATTERNS OF
CLASSROOM PARTICIPATION:**

The Case of First Year Students at the Section of English in the University of Biskra

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of the requirements for the degree of **Master in Language Sciences**

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Dedication

To my late cat "Nero", your memory will always be a reminder of the good work I could have done but which I regrettably didn't.

May the image of your happy tail always be my compass pointing north, guiding me to be a better person, so you can come sit on my lap in a place where I'd never have to lose you again.

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Mother, father for it goes without saying...

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Abstract

There is generally no single reason why some students are in varying degrees uninterested and unwilling to participate in the classroom. Usually a combination of factors are responsible. The present study attempts to investigate these factors and to explore the relationship between student's personality types and their level of involvement in the classroom at the Section of English in the University of Biskra . The aim of this study is to specify the psychological factors hindering or encouraging students to speak and to describe to what extent our two variables personality and participation are related. It also aims at coming out with constructive recommendations for students, teachers and educationists in order to improve the processes of teaching and learning. In this respect, we hypothesized that the differences in students' personalities are the reason behind their varying degrees of classroom participation. Moreover, from a research methodology perspective, we believed it is more appropriate to opt for the use of qualitative approach to generate useful results. To reach our objectives, we relied on two data collection methods: classroom observations which were carried with five different first year classes, we also employed interviews that were conducted with four teachers of different courses. However, the findings of the study indicate that the teacher's attitude toward teaching has more impact on students' level of involvement than their personal characters. Likewise, the teachers emphasized on importance of having the right mind-set when teaching which entail constantly encouraging and motivating students to speak. Finally we have to assert that the reached results reject our hypotheses..

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

(E-I): Extraversion-Introversion

IRF: Initiation/Response/Follow-up

(J-P): Judging-Perceiving

MBTI: The Myers-Briggs Type Indicator

(S-N): Sensation and Intuition

(T-F): Thinking and Feeling

List of Tables

Table 1: Five Factor Model Traits.....	36
Table 2: MBTI Personality Types.....	43

List of Appendices

Appendix A: Classroom Observation Checklist.....	103
Appendix B: Teachers' Interviews	105
Appendix C: Excerpted from <i>Introduction to Type</i>	106

Table of Contents

Dedication	II
Acknowledgements	III
Abstract.....	IV
List of Acronyms and Abbreviations.....	V
List of Tables.....	VI
List of Appendices	VI
Table of Content.....	VII

General Introduction

Introduction.....	01
1. Statement of the Problem.....	02
2. Research Objectives	03
3. Research Questions.....	03
4. Research Hypotheses.....	03
5. Significance of The Study	04
6. Research Methodology.....	04
7. The Population and the Sampling of the Study.....	05
8. Data Gathering Tools.....	05

9. Structure of the Study.....	06
10. Note on the Language.....	07

Chapter One

Classroom Participation

Introduction.....	10
1. Definition of Classroom Participation.....	10
2. Classroom Participation Types.....	11
2.1 Full Integration.....	12
2.2 Participation in the Circumstances.....	12
2.3 Marginal interaction.....	12
2.4. Silent Observation.....	13
2.5. Classroom embodied action.....	13
2.6. Classroom desk talk.....	14
3. Teacher’s part in eliciting classroom Participation.....	14
3.1 Cold Calling – the Socratic approach.....	15
3.2. Initiate- Respond- Follow-up.....	15
3.3 Whole Class Discussion.....	16
4. Benefits of Classroom Participation.....	16

5. Factors Affecting Students' Participation in the Class	17
5. 1. Gender and Age	17
5. 2. Personality and level of confidence	18
5. 3. Traits and Skills of the Teacher	19
5.4. Cultural effect on classroom participation.....	20
5.5 Environmental factor	20
6. Activities enhancing the students' participation.....	21
6.1. Role play	21
6.2. Stimulation.....	22
6.3. Discussion	23
6.4. Dialogue.....	24
6.5. Problem Solving activity.....	24
6.6. Information Gap Activities	25
7. Assessment of Classroom Participation.....	26
Conclusion	27

Chapter Two

Personality Traits

Introduction.....	29
1. Definition of Personality	29
2. History of Psychological Type Theory.....	30
3. Jung's Theory of Psychological Type.....	31
4. Components of Jung's Psychological Type Theory.....	31
5. Jung's Eight Psychological Types.....	32
6. The Big Five Personality Traits.....	34
7. Myers-Briggs Type Indicator.....	37
8. History of the MB TI.....	37
9. The MBTI Instrument.....	38
10. The Dichotomies.....	39
11. Use of the MBTI in Education.....	44
12. MBTI and Learning	44
Conclusion	46

Chapter Three

Fieldwork and Data Analysis

Introduction	49
A. Classroom Observation : Description and Analysis.....	49
1. Rationale and Aim	49
2. Description of the Observation	50
3. Classroom Observation : Procedure	51
4. Limitation	52
5. The Classroom Observation Results	52
5.1. Teachers' Section:	52
5.1.1. Teacher A	53
5.1.2. Teacher B	54
5.1.3. Teacher C	56
5.1.4. Teacher D	58
5.1.5. Teacher E	60
5.2. Students' Section	62

5.2.1. Group A	62
5.2.2. Group B	63
5.2.3. Group C	65
5.2.4. Group D	66
5.2.5. Group E	67
6. Classroom Observation Findings	68
B. The Interview : Results and Discussion	70
1. The Interviews' Results	71
1.1. Teacher A	71
1.2. Teacher B	72
1.3. Teacher C	73
1.4. Teacher D	75
2. Discussion of the Interviews' Results	77
2.1. Item One : Students' Level	77
2.2. Item Two : Classroom Participation	77
2.3. Item Three: Challenges Faced by Teachers in Encouraging Students' Participation	78
2.4. Item Four : Techniques Used in Getting Students to Participate	79
2.5. Item Five: Memorizing Students' Names	80
C. Synthesis of the Findings in the Present Study	80
Conclusion.....	85
General Conclusion and Pedagogical Implications	86
Recommendations	88

References	91
Appendices.....	103
Résumé	109

General Introduction

Introduction

Class participation and active engagement are both critical components for student success in a variety of classroom settings. This is especially true in EFL classrooms where students are expected to develop and refine their language while engaging productively with the content of the lesson and participating in a beneficial conversation with their peers.

However, this is not the case with the Algerian university where the majority of students play too passive a role in the classroom, only a small minority care to engage fully with the teacher and the lesson at hand. What interests us to carry this study is the reasons behind why some students enjoy expressing themselves in a foreign language while others are frightened to even pronounce one word in a foreign tongue.

Anyhow, what interest us is an issue that frustrates most language teachers for they cannot get all students to respond in a language classroom. They can't force students to speak or raise their hands, even if that was for the students' own benefits. Thus, it's important for teachers and instructors to receive information about the roots of this issue for a better guidance in the future.

According to many researchers and scholars, there is a number of psychological factors that control EFL learners' energy and enthusiasm inside the classroom. Students demonstrate different levels of comfort and facility with class participation. This may be a consequence of their individual personality or style. We have those who fail to participate because they may be shy, introverted, and anxious and lack confidence to speak during a class discussion. Moreover, we

have those who over participate and would answer every question happily because are highly motivated and energetic.

Consequently, we believe that developing the awareness of the learners' personality traits is the appropriate way for teachers to create a positive classroom environment. Therefore, the present study seeks to discover and describe some of the psychological factors hindering the students from participating in the classroom. That being the case, a behavioral analysis of the students' characters, mainly how their personality traits dictates the degree of their participation and classroom interaction ,will most certainly ease the way to possible remedies in order to increase the more desirable noise in the classroom.

1. Statement of the problem

Nowadays, in the Algerian university where EFL is learned extensively, we can notice a variety of participation patterns within the classroom. There are those students who monopolize the discussion with the teacher; make thoughtful contributions that advance the conversation, and those students whose voice is never heard. We can also observe those who raise their hands occasionally without prompting and those who need to be bribed with extra marks to share their answers. In this study we have tried to explore the different personality traits pushing or obstructing students from engaging in the classroom discussion .The researcher has also tried to highlight those traits which are more recurrent than the others and explain them with regard to the Algerian context.

2. Aims of the Study:

The aims of the study are therefore to:

- 1- Identify forms and level of participation and to examine the personality traits influencing students to actively participate in classroom.
- 2- Find out the important relationship between learners' personality traits and their classroom engagement.
- 3- To show the significance of understanding the different personality traits to the improvement of the classroom atmosphere.

3. Research Questions

The present study has aimed at answering the following questions:

- ➔ What are the pronounced personality traits that distinguish the non-participator from the students who participate frequently?
- ➔ How can the understanding of EFL students' personality traits explain the factors obstructing the active learning in the classroom?
- ➔ How to get EFL students to talk at class?

4. Research Hypothesis

The present research is based on the following hypotheses that shall be verified through this study: The varied degree of participation in ELF classroom stems from the differences in the students' personality traits.

5. Significance of the study

This study is beneficial for both educators and students. It will help educate teachers on how individual personality traits of students can influence their academic performance. Moreover, it will encourage students to reflect on the positives and negatives of their personality traits in relation to their engagement in the classroom atmosphere. This study has also offer insights to the teachers as to how to deal with each personality distinction, and how to make the classroom a suitable learning environment for all the students. In other words, a greater success in urging the students to speak will be almost certainly be achieved when the teacher comprehends the diversity of characters in their classroom.

6. Research Methodology

To assess the hypothesis stated earlier, this research is conducted through the descriptive method. It is called descriptive, because the researcher tries to present an objective and disciplined description of a topic or a situation. More precisely we have intended to describe two variables, personality traits as an independent variable and classroom participation as a dependent variable. We intended to use the qualitative approach to gather data.

The population selected for this study is embodied by the first year LMD students at branch of English at Biskra University. For five sessions the researcher is going to closely observe the behaviors of students in five different classes which selected randomly from the population.

For the needs of this study, the researcher has prepared an interview that is a follow up to the observation sessions. The interview has been carried with the same teachers from the previous observations to gain a deeper comprehension of the students' participation. The interviews' results has revealed what attitudes teachers have toward the concept of classroom participation and how they deal with different types of students.

7. The Population and The Sampling of the Study

This research is designed for first year LMD students at the Division of English at Biskra University. The researcher has purposely decided to select and observe first year students because she is interested in the transition period between high school and university and how these effects of the transition are demonstrated in their behavior and personality inside the classroom. Given that the number of classes we have observed is five, the total number of students was one hundred thirteen (113).

The other sample is teachers of first year level at the same branch who are supposed to have a more direct contact with students and thus knowledgeable about their types and subsequent needs. Since the researcher has carried five observations and has interviewed every teacher after, the number of our interview participants was five teachers.

8. Data Gathering Tools

In order to answer the research question and to achieve the aforementioned objectives, the following research tools have been used:

a. Interviews:

The interview has been conducted with five teachers who have been of great benefit for our research due to their interaction with English students and their observation of learners' performance. The interview has also investigated teachers' opinions regarding the current situation

b. Classroom observation

The observation has been carried out for a period of 5 weeks lectures and in different modules. The students' forms and frequency of participation have been recorded throughout the lecture hours. The aim of observation is to identify the category of students in terms of active or passive involvement and the types of participation. Thus, observation is used as a tool by which we gather the data necessary for this study.

9. Structure of the Study

This dissertation is divided into three main chapters. The first two chapters constitute the literature survey. Chapter One represents a review of classroom participation; the main focus of this chapter is on its definition, its types and its different styles. Also the barriers obstructing the students when wanting to participate. Chapter Two is devoted to personality traits; the main focus of this chapter is on its essential types, aspects and relation to the students' performance in the classroom. Finally the link between classroom participation and personality traits of the students will be constructed in the light of the two variables' literature review. The third chapter

is devoted to the field work. The researcher starts by analyzing the results of the observation conducted on first- year LMD students. After that, the researcher analyzes the results obtained from teachers' interviews and discusses the results gathered. Ultimately, a comparison is done between both results to provide some recommendations and suggestions for educators.

10.Note on the Language

This study will be drafted in American English so that certain terminology will be mentioned. Such as “student” instead of “learner”, “behavior” instead of “behaviour”, “analyze” instead of “analyse”. Furthermore, terms like (teacher, instructor, educator), (personality, character, psyche) are used interchangeably. Moreover, for the purpose of appearing objective, personal pronouns, such as "I" or "you" will not be utilize, instead first-person plural pronoun “we “ will be used to refer to the researcher .

Chapter One

Classroom Participation

Introduction.....	10
1. Definition of Classroom Participation.....	10
2. Classroom Participation Types.....	11
2.1 Full Integration.....	12
2.2 Participation in the Circumstances.....	12
2.3 Marginal interaction.....	12
2.4. Silent Observation.....	13
2.5. Classroom embodied action.....	13
2.6. Classroom desk talk.....	14
3. Teacher’s part in eliciting classroom Participation.....	14
3.1 Cold Calling – the Socratic approach.....	15
3.2. Initiate- Respond- Follow-up.....	15
3.3 Whole Class Discussion.....	16
4. Benefits of Classroom Participation.....	16
5. Factors Affecting Students’ Participation in the Class.....	17
5. 1. Gender and Age.....	17

5. 2. Personality and level of confidence	18
5. 3. Traits and Skills of the Teacher	19
5.4. Cultural effect on classroom participation.....	20
5.5 Environmental factor	20
6. Activities enhancing the students' participation.....	21
6.1. Role play	21
6.2. Stimulation.....	22
6.3. Discussion	23
6.4. Dialogue.....	24
6.5. Problem Solving activity.....	24
6.6. Information Gap Activities	25
7. Assessment of Classroom Participation.....	26
Conclusion	27

Introduction

Class participation and active engagement are both critical components for student success in a variety of classroom settings. This is especially true in philosophy classrooms where students are expected to develop and refine their ability to critically and productively engage with the lesson while also participating in conversations with their peers. Teachers require participation in their courses to refine and cultivate students' critical thinking and communication skills. This chapter consists of an overview of the literature written regarding this topic.

1. Definition of Classroom Participation

Participation usually means students speaking in class: answer and ask questions, make comments, and join in discussions. Students who do not participate in those ways mentioned above are often considered to be passive and are generally penalized when participation is graded. Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance (Dancer & Kamvounias, 2005).

Participation also has been defined as “the number of unsolicited responses volunteered” (Burchfield & Sappington, 1999, p. 290). It can come in many different forms, including students' questions and comments (Fassinger, 1995b). Participation is a system or method which brings “students actively into the educational process” it plays a significant role in “enhancing our teaching and bringing life to the classroom” and it can take a few seconds or an extended period of time (Cohen, 1991). Wade (1994) considered the “ideal class discussion” as one in which almost all students participate and are interested, learning, and listening to others' comments and

suggestions (p. 237). It seems that researchers and instructors focus more on the quantity of students' contribution than the quality.

Participation can be looked at from various different angles. For instance, Fritschner (2000) indicates that participation is defined in different ways by instructors and students. While instructors define participation as oral, students' opinions are more diverse and they cite a variety of non-oral features (Dallimore et al., 2004). This implies that classroom participation might enable students to work on their non-oral and social skills outside of the classroom frame.

Several authors have proposed specific ways to measure participation. Melvin (1988) and Melvin and Lord (1995) suggested having both students and professors evaluate participation, and Melvin (1988) found that those ratings were quite similar to each other. In three other studies, however, it was found that students rated themselves higher than their professors did (Burchfield & Sappington, 1999; Dancer & Kamvounias, 2005; Gopinath, 1999); peers also evaluated one another's participation higher than the professor did (Gopinath, 1999).

This means that students and professors have slightly different definitions of participation. These differences can be explained by Bippus and Young's (2000) finding that students consider several types of involvement, not just in-class discussion, to be "participation." This result speaks of the subjective nature of the topic, participation does not only differ from students to professors, but also varies in perception from one professor to another, this difference in views later shows in the way professors assess students' involvement in the classroom.

2. Classroom Participation Types

Participation in the classroom occurs in several ways depending on how interaction is organized. It occurs through two communication behaviors, that is verbal and nonverbal (Lee,

2005). Verbal or oral participation refers to behaviors of speaking or giving opinions in the classroom, answering and asking questions or comments and taking part in the classroom discussions. Students who do not take the initiative to actively involve are usually considered as passive.

According to Liu (2001), there are four forms of student involvement in the classroom, namely full integration, participation in the circumstances, marginal interaction, and silent observation. However, these patterns of participation are not static at all times and in every place (Liu, 2001). This is because there are student who may be actively participating in some discussion, but may be passive or become silent in another discussion (Zainal Abidin, 2007).

2.1 Full Integration

Students engage actively in the class discussion, know what they want to say and what they should not say. Their participation in class is usually spontaneous, appropriate, and occurs naturally (Zainal Abidin, 2007).

2.2 Participation in the Circumstances

It occurs when students influenced by factors such as socio-cultural, cognitive, affective, and linguistic or the environment and these often lead to student participation and interaction with other students and instructors become less. In addition, students will think carefully about what is the appropriate time for them to speak out their opinion with a preference for appropriate behavior during classroom discussion. They also show the reaction carefully to each discussion topic that they think is more difficult for them (Zainal Abidin, 2007).

2.3 Marginal interaction

Students act more as listeners and less to speak out in the classroom. Unlike the students

who are actively participate in the classroom discussions, this category of students prefer to listen and take notes than involved in the classroom discussion.

2.4. Silent Observation

Students tend to avoid oral participation in the classroom. They seem to accept whatever topic of discussion in the classroom. To help them to understand and ensure that what has been discussed in the classroom, students use various strategies, such as tape-recording, take notes or group discussions after lectures (Zainal Abidin, 2007).

Petress (2001) suggests that it is unethical for students to refuse to participate in their class. He claims that silence might negatively influence classroom learning by reducing the teacher's effectiveness and students' benefits. Silence can thus be interpreted by teachers as a criticism of their teaching. However, other studies indicate that silence in the classroom might be more effective in learning than oral participation, because it provides students with good listening, thinking and reflecting skills (Jaworski and Sachdev, 1998). They also state that students use silence as a "facilitative device ... to gain access, organise and absorb new material" (p. 286).

2.5. Classroom embodied action

According to Dallimore et al. (2004) student participation is more than speaking as it includes a variety of non-oral features (Fritschner, 2000). This means that classroom participation involves not only oral engagement but also non-oral meaningful acts related to the ongoing activity.

The term 'embodied action' means "a range of visible displays that contribute in some way to interaction, such as a hand or arm gesture, a head shake, a display of gaze direction" (Olsher, 2004, p. 223). Kendon (1990) also argues that these actions are very important in understanding

how people's interactions are organized, and analysis of speaker's talk must include "where they look, when they speak or remain silent, how they move, how they manage their faces, how they orient to one another, and how they position themselves spatially" (p. 3). Most of these actions can be used in certain contexts to supply adequate responses even without accompanying talk.

2.6. Classroom desk talk

This is the type of student talk which teachers dislike the most. Desk-talk includes any side utterance that is related to the ongoing classroom interaction. Students may resort to this kind of implicit talk for different purposes. For instance, students often exploit this type of talk to compensate for their lack of participation in the whole class discussion, especially in EFL classes where students do not have equal opportunities to participate orally. This is, because explicit oral discussion in most EFL classrooms is teacher-led and teachers have the right to nominate participants and decide which students may talk and when. Therefore, students resort to desk-talk to orientate themselves to what is going on around them; and thus, the larger the class is, the more behind-the-scenes talk is likely to occur. On the other hand, sometimes the topic used in the classroom for oral discussion is difficult for students to understand (see, e.g., Brown and Yule, 1983; van Lier, 1988). However, Sahlström (1999) claims that students display non-participation when they talk at their partner's desk.

3. Teacher's part in eliciting classroom Participation

Every teacher wants to know how to motivate students to participate, and how to nurture more involved students and fewer passive ones. The following activities will push students to engage more in the class.

3.1 Cold Calling – the Socratic approach

Common among professors who value think-on-your-feet, “cold-calling” is a mode fixed in the popular imagination by Professor Kingsfield in the 1972 film *The Paper Chase*. In cold calling, the professor poses a question and then calls on students at random to formulate their answers. In assessing student responses, many professors take into account the difficulty level of the question posed, often using a taxonomy such as that of Bloom (1956). Although it may not be obvious why calling on a student whose hand is not raised might increase student participation quality and discussion effectiveness, a study by Dallimore et al. (2006) provides some insight. The study examines one graduate class taught by an instructor who cold-called frequently and graded participation. The primary findings were that not only did students’ self-reported participation frequency increase, but their self-reported preparation increased as well. If cold-calling is associated with increased preparation, then preparation may enhance participation quality and discussion effectiveness.

3.2. Initiate- Respond- Follow-up

The communication pattern of Initiation/Response/Follow-up (IRF) has long been an important instructional sequence in language classrooms and a foundational element of education, dating back to Socrates. IRF is a three-turn sequence, the first turn being the initiation of a conversation, the second turn being a response, and the third turn being a follow-up response.

However, IRF sequence is not without its criticism. It is thought to limit meaningful student participation because teachers have the rights to initiate speech, to distribute turns and evaluate students’ utterances, whereas students have much more restricted participation rights, opportunities to ask questions and negotiate meaning (Cullen 2002; Lee 2007; Markee 2000; McCarthy 1991; Walsh 2002). On the other hand, Seedhouse (2004) contends that IRF is not

unnatural because it appears in parent–child interaction and that it suits the core goal of learning or education.

3.3 Whole Class Discussion

A discussion typically involves an oral exchange of information, providing students with an opportunity to verbalize conceptual insights, think aloud, and receive instantaneous responses (Ewens,2003). Leading figures in college teaching and learning have stated that classroom discussion and Questioning Techniques are valuable (vanVoorhis,1999). Everything that occurs in a classroom - from orally checking answers to discussions complex ideas without resolutions - should be linked in some way to learning. Whole-class discussions are being proposed as a way stimulate student learning through questioning, encourage students to take a more active role in learning, and enhance cooperative learning settings.

4. Benefits of Classroom Participation

The benefits of participation have been researched quite extensively over the past years. Active classroom participation played an important role in the success of education and students' personal development in the future (Tatar, 2005). Students can benefit a lot from participating actively in classroom discussion, and it seems that the more students actively participate in the learning process the more they learn. Based on a study conducted by Ferguson-Hessler de Jong (in Theberge, 1994), it was found that students, who are active participants, tends to have better academic achievement, compared with students, who are passive in participation. This statement was supported by Astin (1999), claiming that students who are actively involved in the classroom

discussions showed higher satisfaction in the learning process. Dallimore et al. (2010) also suggest a broad-based relationship between participation and learning. That study shows that the frequency of a student's participation is positively associated with learning and that the participation of other students increases learning. Thus, if students do not participate in class discussions, they may not learn as much, and other students in the class may not learn as much. Class participation also promotes sharing and contractual application of knowledge. Students can present their thoughts and viewpoints, and in return, receive critical review/feedback from the instructor as well as classmates to assess the merits of their ideas (Jones, 2008).

5. Factors Affecting Students' Participation in the Class

Participation in class is a valuable teaching method to encourage a more active involvement in learning. However, our experience shows that, there are many factors that can affect students' participation.

5. 1. Gender and Age

Some studies have also investigated the impact of gender and age on students' level of class participation. Megan (2001) noted that male students put forward their opinions and ideas more frequently than their female counterparts. However, Fritschner (2000) observed that female students usually participate more in senior classes. Similarly, older and more mature students usually participate more actively in class than younger students (Howard & Baird, 2000). Thus, because Female students tend to respond more positively to the emotional climate of the class and their participation tends to be related to their confidence while male students seem to be more interested in the content of the learning, such as the cognitive and non-personal aspects of the classroom interaction, and tend to make comments or raise questions in class

5. 2. Personality and level of confidence

Brown (2000) argues that personality is one of the affective factors that are equally important for explaining differential success among second language learners. Students with high self-efficacy showed better academic achievement and participating more in the classroom (Pajares, 1996 & Schunk, 1995). Self-efficacy trait with displaying more of that curiosity and exploring urge would motivate students to become more active and positive reciprocity (Maria Chong, 2006). Thus, if students' self-efficacy is high, it will enhance their confidence level to become more active and speak more in the classroom. They will show higher interest to learn more and know more with asking questions, giving opinions and discussing the topics in the classroom. Students can become passive in classroom discussion due to the self-limitations, such low levels of self-confidence, lack of preparations before class, fear that their answers will be criticized by the lecturers and the feelings of confusion, thus becoming less engaged in classroom discussions (Fassinger, 1995; Gomez, Arai & Lowe, 1995)

The teacher must also be aware of the types of social pressures that often motivate student behavior. For instance, fear of embarrassment or of being labeled a “know-it-all” or “teacher’s pet” may very well prevent the types of interactions that most teachers desire.

Larkin and Pines (2003) argue that the attempt to include students in the classroom discussion can sometimes have undesired effects, leading to what they term avoidance behavior. They do, however, offer several methods to illicit student interaction while countering the fear of being embarrassed, receiving social disapproval, and doing poorly in public that is sometimes

prevalent in college-aged students, particularly those of the female persuasion (Larkin and Pines, 2003; Miller, 1995; 1996).

Speaking up in class is usually a frightening experience for introvert and shy students as they do not like to be at the center of attention. They may also feel that their understanding and knowledge of the topic is insufficient, and class participation may result in embarrassment for them. As a result, they feel more safe and comfortable by not taking active part in class discussions (Sixsmith, Dyson & Nataatmadja, 2006, cited in Majid,S(ND)). Students are more likely either to participate in challenging and interesting topics for which there are no fixed answers or no prior preparation is required.

5. 3. Traits and Skills of the Teacher

The second important factor that affects the students to participate actively in the classroom is the traits and skills of the instructor. Traits that have been shown by instructor, such as supportive, understanding, approachable, friendliness through positive nonverbal behavior, giving smiles and nodded for admitting the answers that are given by students (Siti Maziha, Nik Suryani & Melor, 2010), affirmative and open-mindedness (Dallimore,Hertenstein & Platt, 2004; Fassinger, 1995; 2000) also contributed to the students active participation in the classroom. These positive traits give a motivational effect on students to actively participate in classroom. A study conducted by Siti Maziha, Nik Suryani & Melor (2010) which aims to examine the influence of factors that make the participation of undergraduate students in Malaysia found that the traits shown by instructors play an important role in providing incentives for students to participate in class discussions. The skills of the instructor may also affect the classroom environment. For example, a study by Nurzatulshima, Lilia, Kamisah & T Subahan (2009) on three experienced

science teachers showed that student participation in science practical class is high when the teacher divided the students into three to five in a group and delegating the work, patrolling and checking the students' progress during practical session, giving out positive rewards and friendly cooperation from lab assistant in monitoring students. The variety of teaching techniques employed by the teachers will encourage the students to be more active, not feel bored or depressed during the class.

5.4. Cultural effect on classroom participation

Difference in cultural background does also have effect on perceptions about classroom participation. Japanese students show long silence in interpersonal dealings and protection of face in classroom as well (Winbush 1995). According to Chu & Kin (1990), Classroom participation among Asian students is different from other students. They consider the class participation just as answering the questions not to interact actively with fellow students and to pose questions. They are reluctant to comment on fellow's presentations. They always prefer one-sided feedback from the teacher rather than from whole class critique. Dunphy (1998) found that western universities have their own social conventions that are not familiar to overseas students. Their social conventions also include the rules for classroom participation.

5.5 Environmental factor

Environmental factor such as the size of classroom also affect the motivation of students to engage verbally in classroom. A study conducted by Shaheen, Cheng, Audrey & Lim (2010) aims to explore the perceptions of 172 postgraduate students from three graduate programmes in the Wee Kim Wee School of Communication & information, Nanyang Technological University,

Singapore found that 90% of students felt that they prefer to participate in discussions in small group as compared with in bigger classroom. A classroom equipped with proper lights, fan or air conditioning, and other basic facilities will make students to feel comfortable and may encourage them to participate in the learning activities.

6. Activities enhancing the students' participation

While increasing participation is an obvious goal in courses that include frequent discussions and small-group work, it is also important in a lecture course. In short, if only a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions become to some extent a lost opportunity to assess and promote learning. Teachers can improve student participation in their course by devoting time to do the following activities:

6.1. Role play

According to Brown (2004) “role play is a popular pedagogical activity in communicative language teaching classes” (p.172) it is an activity that can be performed in pairs or groups, it encourages thinking and creativity. Students usually find role playing enjoyable activity because they imagine themselves in the role, taking different personalities with new and different thoughts. Ur (1984) sees that, “Role play [...] is used to refer to all of activities where learners imagine themselves in situation outside the classroom [...], sometimes playing the role of someone themselves, and using the language appropriate to this new context.”(p.131)

Moreover, role play is an authentic technique for language use in interactive context to train and give a chance to students to discuss, complain, and express their thoughts since they are acting.

In addition, role play involves the students in real life communication and helps them reduce their fear of performance, but there are some students who feel uncomfortable and unable to speak well

In this activity, Harmer (2001) indicates that, the teacher's role is to control the students' work by giving them information and direction such as "who they are and what they think or feel." (p.275) Teachers also should keep the situation simple to make students feel easy to adopt the role and to pretend to be someone else, and they must be careful when applying this activity and take motivation and willingness of students to act into consideration. It can be performed from prepared scripts, created from the students themselves, depending on their level. It consists of short scenes which can be realistic or pure fantasy (Klippel, 1983:121).

Many cases describe various advantages of role plays. Maier et.al. (1975) point out the values of role playing as a teaching method when it comes to developing personal and interpersonal skills by referring to how the students gained an improved understanding and control of emotions and feelings. They also improved their self-knowledge, and understanding of their attitudes and of human interaction in social situations. Craig and Amernic (1994) describe role playing as "one particular type of simulation that focuses attention to the interaction of people with one another" and, consequently, they share the view that interpersonal skills are central to role playing.

6.2. Stimulation

It is a very important type of oral activities, there is a great similarity between stimulation and role play and there is one difference between them is that stimulations are more elaborated. According to Harmer (2001) in stimulation "students stimulate real life encounter [...] as if they were doing, so the real world [...] as themselves." (p.274)

In stimulation activity students engage in another identity or personality according to imaginary situation to be able to speak. Harmer also explains “in stimulation the individual participation speaks and react as themselves, but the group role situation and a task they are given is an imaginary one.” (p.132) In this activity students may bring with them some materials and items to the classroom such as stethoscope if the role is a doctor...etc in order to create a realistic environment. Stimulation activity has advantages for students; it can reduce their anxiety, increase motivation and encourage them to participate more frequently in the classroom.

6.3. Discussion

It is the most used activity in oral classes in which students are encouraged to speak freely about a number of topics and they are supposed to exchange their opinions, interests, and experiences in order to make a conclusion. Byrne (1986) says that: “by discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher) the mediator and to some extend as the participator or within the context of group with the student talking among them.” (p. 67)

Harmer (2001) also assert that discussion activity can be seen as the mainly interesting, useful and helpful form of oral practice in EFL classes as it gives opportunities to students to exchange their ideas and express their views to raise their level in speaking the target language. (p.272) Discussion activities are often employed for advanced language learners for example in the University and they can serve the basis of spontaneous interaction because learners share their personal opinions.

Discussion aims at engaging the students’ interest, opinions, histories, and experiences. Green, Christopher, &Lam (1997) cited in Murcia (2001) state that:

“Students will be more involved with and motivated to participate in discussion if they are allowed to select discussion topics and evaluate their peers’ performance” (p. 106).

Besides that, many teachers argue that the best discussions in classes are those arise spontaneously from topics interest the students and proposed or selected by themselves. In this sense, Littlewood (1981) states that: “It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language” (p.47). This means that “discussion” is regarded as a real language experience where the students use their abilities in order to deal with such speaking activity.

6.4. Dialogue

In this activity students perform in pairs or as group work in front of their classmates which help them exchanging their ideas about certain topics. Thornbury (2005) explains the dialogue as: the teachers divided their students into pairs or groups, even if it is a large class. Teachers choose students to take the role of practicing a dialogue to speak, he adds this example: “the teacher can ask a volunteer student to read about [...], while the teacher takes the other role. This is repeated with another student, but this time the roles are reversed.” (Ibid, p.72) The teachers do this activity to help students to speak without correcting mistakes or asking them, until the end, in order to make them feel free and enjoy the task. Dialogues also give the students the opportunity to focus on grammatical and lexical structures.

6.5. Problem Solving activity

Problem-solving is, and should be, a very real part of the curriculum. It presupposes that students can take on some of the responsibility for their own learning and can take personal action

to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum. According to Klippel (1983):

“ Problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others” (p. 103).

Each student, here, shares his/her point of view as a solution to this problem and with the different contributions, the classroom becomes more active and the students' participation will likely increase. In addition, classroom problem solving activities can be a great way to get students prepped and ready to solve real problems in real life scenarios; thus, it's a skill which results in greater benefits when trained well.

6.6. Information Gap Activities

Information gap activities are interactive activities where two students have two different information that have to be shared in order to get the whole information. In this activity, a student has the information while his partner does not have and vice versa, they are expected to discover the information and share it. As Hedge (2000) suggested “it involves each learner in pair or group possessing information which the other learners do not have.” (p.181) Each students has an important role in this activity since it cannot be achieved unless all the participants give the piece of information they have, in this way the communication can be stimulated. The main aim of this activity is to solve problems and to collect information.

Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have

the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints.

7. Assessment of Classroom Participation

Melvin and Lord (1995) noted that “class participation ranks among the most complex and subjective academic performances to evaluate.” While assessment of student interaction may be a useful motivator, it could be argued that this is only true in cases where the instructor clearly defines how such grades will be assigned and according to what criteria. Lyons (1989) warned that objective measurement of classroom participation is difficult. Instructors’ own personal biases and opinions may affect how they assess student participation (Armstrong & Boud, 1983).

This phenomenon helps explain why assessment and measurement scholars almost universally advise against grading class participation (see Davis, 1993, pp. 80, 283). Jacobs and Chase (1992) identify several reasons for not grading class participation: professors generally don’t provide instruction on how to improve participation; interpretation of student behavior is difficult and subjective; participation often depends on a student’s personality thus disadvantaging shy or introverted students. To avoid the effects of such biases, Armstrong and Boud suggested that instructors should distribute clear and explicit criteria which will be used to assess participation to students at the beginning of the semester (1983). Grading class participation can send positive signals to students about the kind of learning and thinking an instructor values, such as growth in critical thinking, active learning, development of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. By explaining these values to students, professors can justify the emphasis they place on class participation.

Conclusion

Throughout this chapter we tried to tackle the concept of classroom participation from its various angles, starting from a definition of the term to its basic types and how can the teacher induce students' participation in his/her class. Then light was shed on the benefits of students' involvement in the classroom. Moving then from the factors encouraging or discouraging students from participation to a couple of classroom activities which can increase the level of participation inside the classroom. It can be concluded that teachers can change the organization of interaction according to the needs of the students and their own pedagogical aims.

Chapter Two

Personality Traits

Table of Content

Introduction.....	29
1. Definition of Personality	29
2. History of Psychological Type Theory.....	30
3. Jung's Theory of Psychological Type.....	31
4. Components of Jung's Psychological Type Theory.....	31
5. Jung's Eight Psychological Types.....	32
6. The Big Five Personality Traits.....	34
7. Myers-Briggs Type Indicator.....	37
8. History of the MB TI.....	37
9. The MBTI Instrument.....	38
10. The Dichotomies	39
11. Use of the MBTI in Education.....	44
12. MBTI and Learning	44
Conclusion	46

Introduction

This chapter introduces the theoretical frameworks of the second main concept of this work: Personality Traits. Personality type's theories helps one to understand differences among students in the classroom. Since personality is what guides students' behaviors, understanding differences of psychological type and how type pertains to the interaction inside the classroom may also enhance students' success. The assessment of psychological type is based on the theory that human behavior is not random and that patterns of mental functions exist in the population (Jung, 1971)

1. Definition of Personality

Personality is defined in psychology as the organized totality that makes a person unique, this particular combination of traits, needs, and motivations influences the way of behaving, thinking, and approaching internal and external situations. Although there is consensus on this broad personality definition, there are several theories that highlight different aspects, some of them relying on abstract conceptualizations, others rooted in operationalization processes (Aiken LR, 1993)

From this definition that emphasizes the uniqueness of the individual, it can be deduced that understanding oneself means one is distinctive with a set of attitudes and values and a self-concept. This view assumes that each person has a unique psychological structure and that some traits are possessed by only one person; and that there are times when it is impossible to compare one person with others. It tends to use case studies for information gathering.

On the other hand, personality psychology was defined by Allport (1937, p. 48) as the study of the "dynamic organization within the individual of those psychological systems that determine his unique adjustments to the environment". Personality is according to Mondak (2010, p. 6) "a

multifaceted and enduring internal, or psychological, structure” usually consisting of multiple traits. Traits have been defined as “broad internal dimensions [...] that account for consistencies in behavior, thought, and feeling across situations and time” (McAdams & Olson, 2010, p. 519). Likewise, Costa and McCrae (1995, p. 25) defined traits as “multifaceted collections of specific cognitive, affective, and behavioral tendencies.”

A slightly different definition of personality traits was offered by Winter (2003, p. 115) who defined traits as “the public, observable element of personality” that “reflect[s] language of ‘first impressions’, the adjectives and adverbs of everyday language that we use to describe other people.” The definition of personality by Winter (2003) aligns closely with the lexical hypothesis in personality psychology (Allport & Odbert, 1936; Allport, 1937; Digman, 1990; Goldberg, 1990, 1993). The lexical hypothesis builds upon “the premise that natural languages such as English would have evolved terms for all fundamental individual differences” (McCrae & Costa, 1985a, p. 711). In a pioneering study using this lexical hypothesis, Allport and Odbert (1936; Allport, 1937) isolated 18,000 personality-descriptive terms from an English language dictionary.

2. History of Psychological Type Theory

The concept of personality can be traced back in history as far as the Ancient Greek times when actors used to wear masks to represent roles; these masks were referred to as ‘persona’ from which the term personality derives. However, the conception that individuals could be categorized into different personality types is about 2400 years old from the time of Hippocrates. At that time it was believed that people were developing a personality trait as a result of their bodily fluids, blood, yellow and black bile and phlegm. Therefore an individual who was depressed

(`melancholic`) would have an excess of black bile in his body (Carver & Scheier, 2004). In more recent times Carl Jung hypothesized that people could be divided into two different personality types, extrovert or introvert. An extrovert prefers to be in company of other individuals as opposed to spending time alone. On the other hand introvert like to be alone and could be perceived as shy.

3. Jung's Theory of Psychological Type

“Taxonomy is always a contentious issue because the world does not come to us in neat little packages “(S. J. Gould, 1981, p. 158).

C.G. Jung suggested that human behavior was not random but was in fact predictable and therefore classifiable. From his observations of human behavior, Swiss psychiatrist Carl G. Jung developed his theory of Psychological Type which was published in 1921. In his theory, Jung surmised that behavior resulted from people's inborn preferences to use their minds in different ways (Briggs Myers, 1995). Jung believed that these predisposed preferences create patterns of behavior that occur as people act on them. He asserted that these preferences and resulting behavioral tendencies are the foundations of our personalities (Kroeger et al., 2002). Jung found that there were just a few basic observable differences in the way people behave and set out to classify them (Jung, 1949; Razenberg, n.d.).

4. Components of Jung's Psychological Type Theory

Jung's theory of Psychological Type suggests that there are four functions of consciousness, or mental processes, that people use to experience reality: feeling (F), thinking (T), intuition (N) and sensational (S). He identified sensation and intuition as opposites (S-N) in the way people perceive, or take in information. He also identified thinking and feeling (T-F) as opposites, in the way that people judge, or organize information and reach conclusions. Jung believed that all of these

functions are available to, and used by, all people in varying degrees. He asserted, however, that every person has a preference to, and can be classified in, one of these four basic types (Razenberg, n.d.).

Jung also addressed a person's relative interest (and preference) to the outer world of people, experience and activity, or their inner world of ideas, memories and emotions (Briggs Myers, 1998). He classified individuals in one of two opposite orientations: extraversion (E), acting in the outer world, and introversion (I), acting in the inner world. Just as with the four functions of consciousness above, Jung believed both of these orientations are available to each of us but we prefer to function in one of them.

By creating combinations of the four mental processes and the two different orientations to the world, Jung described eight "cognitive processes" or fundamental patterns of mental activity. Jung believed that each of us has an inborn preference among the components of these cognitive processes. He called this preference a person's dominant function. Jung proposed that there are personality traits and behaviors that are closely aligned to each of the processes.

These patterns of traits and behaviors form eight distinct psychological types (Jung, 1949; Razenberg, n.d.; Berens, 1999).

1. Jung's Eight Psychological Types

Jung's eight psychological types, which are the foundation for the Myers-Briggs Type Indicator and many other psychological type instruments, will be described only briefly in this section.

Extraverted Sensing (Se) types are said to prefer experiencing the world around them. They act on the physical world and scan for visible reactions and relevant data (Berens, 1999).

Introverted Sensing (Si) types are said to prefer recalling past experiences, clarifying information and remembering detailed data and with what it is linked (Berens, 1999).

Extraverted Intuition (Ne) types are said to prefer making inferences, scanning for what could be, and noticing threads of meaning (Berens, 1999).

Introverted Intuiting (Ni) types prefer foreseeing implications and conceptualizing their experiences (Berens, 1999).

Extraverted Thinking (Te) types prefer organizing, sorting and applying logic and criteria to process their experiences (Berens, 1999).

Introverted Thinking (Ti) types prefer to analyze and figure out how things work (Berens, 1999).

Extraverted Feeling (Fe) types consider others and improve relationships when experiencing the world (Berens, 1999).

Introverted Feeling (Fi) types prefer to evaluate the importance and to value of experiences (Berens, 1999).

According to Jung, everyone possesses aspects of each of these characteristics, but people tend to have some characteristics that are more dominant than the others (Myers, Kirby, & Myers, 1998).

Jung's personality theory is not a model for how to assess or measure personality. Rather, it is a theoretical model for what constitutes personality. Personality theories describe how people are similar to and different from one another. Those who develop these theories attempt to find patterns in both the innate and learned behaviors and tendencies of people. Each personality theory is similar in that each describes forces or influences that shape the way people live their lives (Maddi, 1996).

When the 20th century came to a close a new model gained importance in personality trait theory, this model was the five factor model or the “Big Five”. This theory is based on the accumulated data over the last 50 years within personality research. These five factors also seem to be present in different cultures with different languages (Eap et al., 2008). Although there is variation in the five factor theories, they seem to agree that there are five factors but disagree the labeling of those five. The factors are usually: extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (Carver & Scheier, 2004; Svartdal, 1997).

2. The Big Five Personality Traits

[O - C - E - A - N: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism]

The Big Five model of personality began as a lexical approach to capture how people describe themselves and others (John & Srivastava, 1999), and now has been identified in adults across 50 different cultures (Livesley, 2001; McCrae, Terracciano, & Personality Profiles of Cultures Project, 2005). The Big Five personality traits are orthogonal and bipolar in nature; from individual to individual. Cross-cultural investigations have found the Big Five to appear as early as three years of age, show relatively moderate stability throughout childhood and adolescence (e.g., Caspi & Shiner, 2006; Halverson et al., 2003; Shiner & Caspi, 2003; Shiner, 2009; Tackett, 2006), and increase in stability with increasing age (Roberts & DelVecchio, 2000). Some researchers further argue that the Big Five traits are inborn genetic dispositions that are unchanging over time (McCrae & Costa, 2003)

Digman (1990) wrote about the emergence of the Big Five personality traits and described them as follows:

Openness to experience includes a person's curiosity and the tendency for seeking and appreciating new experiences and novel ideas. It reflects an individual's broad-mindedness, depth of attitude, and penetrable awareness; it is a need for generalizing and testing out experiences.

Conscientiousness indicates the individual's willingness to follow rules and schedules, persistence, and the extent to which individuals are hardworking, organized, detailed, and dependable, as opposed to lazy, disorganized and unreliable. In other words, it represents an individual's accountability, academic persistence and ability to organize information (Bratko et al. 2006).

Extraversion encompasses the preference for human contact, attention and the wish to inspire other people. It describes the intensity and quality of an individual's relationship to the environment; extroverted people seek connection with the environment and are warm, energetic, and sociable (Klinkozs et al.2006) while introverts are more solitary and reserved.

Agreeableness is the willingness to help other people and to act in accordance with other person's interests. It refers to interpersonal relationships and is described by traits such as sympathy, honesty, sense of cooperation and hospitality (Mc Crae & John, 1992). Individuals with high agreeableness are more friendly and compassionate where a low agreeableness means a more analytical and detached person.

Neuroticism indicates adjustment versus emotional stability and addresses the degree to which the individual is insecure, anxious, depressed and emotional rather than calm, self-confident and cool.

These “Big Five” indicators were determined and tested extensively throughout the 1980s to validate them as the predominantly accepted categories of personality types. These categories are broad labels of actually sixteen different personality profile traits. Most of this work was done to establish that a reliable taxonomy of meanings of words used to describe people’s behaviors was consistent.

The traits are commonly used by researchers to measure personality in a wide range of social disciplines (Mount and Barrick, 1995). Despite their usefulness, these traits do not fully capture personality. They ignore aspects like religiosity, sense of humor, honesty and risk-taking. The traits should therefore be viewed as broad factors underlying a number of related personality facets.

Table 1: Five Factor Model Traits

Trait	The higher the scoring:	The lower the scoring:
Openness	Imaginative, prefers variety, sensitive	Down-to-earth, conventional, narrow scope
Conscientiousness	Well-organized, careful, reliable, self-disciplined	Disorganized, careless, weak-willed
Extraversion	Sociable, talkative, optimistic	Reserved, sober, independent
Agreeableness	Trusting, helpful, sympathetic	Suspicious, cynical, egocentric, competitive
Neuroticism	Anxious, experience negative emotions	Secure, calm, self-satisfied

3. Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) is the most widely used personality assessment tool in the world. Since its publication in 1955, the MBTI has been increasingly used in the education, counseling, business, government and religious communities (McCaulley, 1987). The MBTI is currently the most widely used inventory of psychological types in the world (Hirsh & Kummerow, 1989). According to Myers (1998), an individual has a natural preference in each dichotomy. The notion of type dominance within the four dichotomies is analogized to left or right handedness such that an individual maintains preferred ways of gathering data, analyzing it, and responding. Preference entails that one prefers a single way of functioning, or a single attitude, over the other, although an individual may still utilize their less dominant traits (Myers, 1998). People have a dominant personality preference for each of the four dichotomies, i.e., people are drawn to some preferences more than others. It is the combination of these four preferences that provides us with the best overall picture of one's personality (Myers et al., 1998).

4. History of the MB TI

In the 1940s, Briggs, along with her daughter Isabel Briggs Myers, created the MBTI, an instrument for determining psychological type. Katherine Briggs and Isabel Briggs-Myers developed a personality inventory which was initially used as an aid in placing women into jobs to which they would be comfortable and productive. Myers-Briggs theory is a successor to Carl

Jung's work on attitudes and functions. Throughout the years since this initial instrument was developed, the MBTI has undergone significant refinement but has always remained based on Jung's Model of Psychological Types (Tieger & Barron- Tieger, 2001).

In addition to attitude, Extraversion-Introversion, the Myers-Briggs typology contains three functional dichotomies: the Thinking-Feeling (T-F) dichotomy describes whether someone is logical in their judgments, or whether they base their decisions in personal or social values.

Judging-Perceiving (J-P) describes how an individual reveals themselves to the outside world. If an individual prefers Judgment, then they will reveal their Thinking or Feeling nature. If they prefer Perception, then they will exhibit outwardly those characteristics attributed to Sensing or

Intuition. Sensing-Intuition (S-N) reflects the two ways in which people are Perceiving--a

Sensing type will rely on the 5 senses and concrete observation while an Intuitive type will draw upon conceptual relationships or possibilities when gathering information. Lastly, what Jung referred to as attitude, Extraversion-Introversion (E-I), deals with how a person focuses their energy and attention—whether outwardly focusing their perception or judgment on other people or inwardly focusing upon concepts and ideas, respectively. Myers and Briggs work outlines 16 unique personality types using different combinations of the four bipolar continuums, or dichotomies (Center for Applications of Psychological Type [CAPT], 2010).

5. The MBTI Instrument

The MBTI is an instrument that identifies personal preferences in different indices of personality. Each index has 2 possible preference types. The MBTI measures learning style, which

can be thought of as "a person's preferred approach to information processing, idea formation, and decision making" (Kalsbeek, 1989, p. 1-2).

The MBTI instrument is a self-report inventory used to identify the personality types of normal healthy people (Briggs, 1995). It measures a person's preferences toward one or another of four paired opposites (functions) relating to his or her perception, judgment and orientation to the world around them. The inventory uses a forced-choice format that requires respondents to make choices between two opposite alternatives. Each question asks the respondent to choose the alternative which is more appealing to, or better describes them. The test yields scores that indicate a person's preference, not their competency, pertaining to each of the four paired functions.

The focus of the instrument is to separate people into one of 16 personality types postulated by the authors of the instrument, not to measure how much of a particular trait a person may have. The authors' claim that the MBTI is an indicator of personality type, not a test, therefore there are no right or wrong answers (Briggs Myers et al., 2003). Their philosophy is that each of the 16 personality type preferences is equally valuable.

6. The Dichotomies

The MBTI identifies eight personality preferences—extraversion, introversion, sensing, intuition, thinking, feeling, judging, and perceiving—based on Jung's theory (see Appendix for a description of each preference). These preferences are organized into four sets of opposite pairs called *dichotomies*: (sensing - intuition, thinking - feeling) and the two opposing orientations to the world (extraversion - introversion). It also adds an additional pairing of opposites the authors of the MBTI believe was implied in Jung's theory (judging - perceiving).

These four separate continuums are "primarily concerned with the valuable differences in people that result from where they like to focus their attention, the way they like to focus their attention, the way they like to take in information, the way they like to decide and the kind of lifestyle they adopt" (Briggs-Myers, I., 1987, p. 4). It is not meant to place judgments on any particular type, meaning that one type is not thought of as better than another type.

The Extraversion/Introversion (EI) scale identifies how one interacts with the world, and how energy is received. For example, extroverts are energized by social interactions while introverts are energized by spending time alone, or with few people.

The Sensing/Intuition (SN) scale identifies how one prefers to gather data. One who prefers sensing will focus on the information they are given, while one who prefers intuition will interpret the information they are given and add meaning to it.

The Thinking/Feeling (TF) scale identifies how one prefers to make decisions. A thinker will consider facts and consistency while a feeler will consider people and their feelings. The

Judging/Perceiving (JP) scale identifies how one prefers to orient his or her life. For example, those who prefer judging enjoy have things structured and decided while those who prefer perceiving enjoy a more flexible lifestyle.

In general, those with more of an extroverted orientation help open lines of communication, while introverts provide internal reflection of group discussions. Sensors bring up pertinent facts and "what is", while intuitors bring up new possibilities and "what might be". Thinkers present logical analyses, while feelers offer insight into feelings.

Judgers keep the team on schedule, while perceivers help consider alternatives (Bradley & Hebert, 1997).

In order to gain a broader understanding of each of the eight preferences, Kroeger & Thuesen (1992) provided the following descriptors of each type:

Extraversion versus Introversion

An extravert (E) will likely tend to talk first and think later, know a lot of people, and have a large circle of friends. An E will have the ability to read or converse while other activity is going on in the background, will welcome interruptions such as telephone calls or visitors, enjoys meetings and is easily able to express opinions. Also, Es would rather talk than listen; get bored when not participating in the conversation, and like to generate ideas in a group.

An introvert (I) tends to think through what to say before saying it, enjoys peace and quiet, and is easily disturbed. An I is generally thought of as a great listener, is occasionally referred to as "shy", and struggles with vocalizing ideas. In contrast to an E, an I likes to celebrate with only a few people, likes to be able to state thoughts or feelings uninterrupted, and needs to reenergize after meetings or group activities.

Sensing versus Intuition

A sensor (S) prefers specific answers rather than generalizations, concentrates on the moment and does not think about what is next, and likes to do tasks with a tangible result. A sensor does not try to fix things that aren't broken, would rather work with facts and figures than ideas and theories, reads things in sequential order, gets annoyed when not given specific instructions, speaks literally and take things literally, and finds it easier to focus on an individual task than how that task fits into the larger picture.

Intuitors (N) think about several things at one time, are intrigued by the future and its possibilities, enjoy figuring out how things work just for its own sake, enjoy puns and word games,

seek connections and relations between things, answer questions in generalizations and get irritated when asked for specifics.

Thinking versus Feeling

Thinkers (T) are likely to stay calm, cool, and objective in heated situations. Ts would rather settle an argument based on logic and fairness than what makes people happy, enjoy proving a point for the sake of clarity, are more firm-minded than gentlehearted, and pride themselves on objectivity. Also, thinkers do not have a problem making difficult decisions, think it's more important to be right than liked, put more importance on things that are logical and scientific, and remember numbers and figures easier than names and faces.

On the contrary, feelers (F) tend to think "good decisions" are ones that take feelings into account. They will do almost anything to accommodate others, think about how decisions will affect those involved, enjoy helping people with what they need, will readily take back a comment that may have offended someone, and are embarrassed by conflict and try to avoid or smother it.

Judging versus Perceiving

The judgers (J) often have to wait for others who are usually late, feel that everything has its own place, and think that if everyone would do what they are supposed to do the world would be a better place. Js have days scheduled ahead of time and do not like it when that schedule is altered, do not like surprises, keep to-do lists, and thrive on order. It is not unlikely for others to perceive judgers as being angry, even though they are just stating an opinion.

On the other hand, perceivers (P) are easily distracted, love to explore the unknown, do not plan tasks ahead of time, finish projects right at the deadline, believe that creativity, spontaneity, and

responsiveness are more important than order, turn work into play, and frequently change the subject in conversations.

The premise of the MBTI is that each person has a preference toward one end or the other in each of the four dichotomies. The combination of a person's preferences in each of the four dichotomies will give insight into why he or she thinks and behaves in a specific way. The authors of the MBTI do, however, realize that each of us uses both sides of the dichotomies, but believe that we are more comfortable on one side over the other (Briggs Myers et al., 2003; Kiersey & Bates, 1984)

Table 2 : MBTI Personality Types

Trait	Refers to	Refers to	Trait
Extroversion	Outer world oriented, sociable, impulsive.	Inner world oriented, prefers ideas, and being one-on-one.	Introversion
Feeling	Empathic and altruist minds that prioritize people and objects.	Analytical, objective minds that follow logical thinking.	Thinking
Sensation	Relies on the information provided by the senses, enjoys details and the present.	Relies on associations and interpretations, enjoys complexity and creativity.	Intuition
Perceiving	Prefers autonomy, adapts to new situations, tends to procrastinate.	Follows rules, is obedient and has self-controlled.	Judging

7. Use of the MBTI in Education

According to Myers and McCaulley (1985), the MBTI is used in education in the following ways:

1. To develop different teaching methods to meet the needs of different types;
2. To understand type difference in motivation for learning. In reading, in aptitude, and in achievement, to use the understanding of learning motivation to help students gain control over their own learning and to help teachers reach more students;
3. To analyze curricula, methods, media, and materials in the light of the needs of different types;
4. To provide extra-curricular activities that will meet the needs of all types; and
5. To help teachers, administrators, and parents to work together more constructively. (p. 4)

When educators understand the value and usefulness of the MBTI in their classrooms, improvements in the effectiveness of their instruction and guidance can be achieved. Also, through use of the MBTI in education, a climate can be established where similarities and differences are valued.

8. MBTI and Learning

According to Brownfield (1993), the MBTI can be used to identify students' type as well as help students to understand their learning styles as a result of their type. Also, the MBTI can be used to help educators understand themselves and understand why they are able to reach certain

students more effectively than other students. According to Brown (2003), teachers consciously and subconsciously teach the way they themselves learn best and/or they teach in the manner in which they were taught regardless of their students' preferred learning style. Stitt-Gohdes (2003, as cited in Brown, 2003) stated that "much research supports the view that when students' learning preferences match their instructor's teaching styles, student motivation and achievement usually improves" (p. 3). Therefore, because teaching styles do not always match learning styles, it is important for educators to be aware of students' preferred learning styles so learning can be maximized. As Myers and McCaulley (1985) stated: Type provides a way to make assignments that capitalize on the strengths and minimize the blind spots of each type, to create teams that can bring more to teaching than any one teacher could do alone, and to create learning environments that increase the creativity of teachers in finding ways to motivate and instruct all sixteen types of students. (p. 136) Lawrence (1979) noted that, typically, the 16 types are not evenly distributed in a given classroom. Lawrence believed this was because the general population consists of people from different occupations, socioeconomic backgrounds, and different educational levels. Myers (1975, as cited in Lawrence, 1979) collected and analyzed data from students and adults and found the following distribution:

1. Extraversion 70%- Introversion 30%,
2. Sensing 70%- Intuition 30%,
3. Thinking (female) 40%- Feeling (female) 60%,
4. Thinking (male) 60%- Feeling (male) 40%, and
5. Judgment 55%- Perception 45%. (p. 39)

Based on these findings, types are unevenly distributed, in particular for the dimensions of E/I and S/N. Therefore, the advantage of type theory and the MBTI is that it provides insight into how to help match learning environments to students' learning styles. Borg and Shapiro (1996) noted that educational psychologists have acknowledged for many years that people learn differently, and that a person's personality type plays a large role in determining how a person learns best.

Conclusion

With any of these theories, it is important to keep in mind that the culture in which we live is one of the most important environmental factors that shapes our personalities. Western ideas about personality are not necessarily applicable to other cultures, and there is evidence that the strength of personality traits varies across cultures.

Chapter Three

Fieldwork and Data Analysis

Introduction	49
A. Classroom Observation : Description and Analysis.....	49
1. Rationale and Aim	49
2. Description of the Observation	50
3. Classroom Observation : Procedure	51
4. Limitation	52
5. The Classroom Observation Results	52
5.1. Teachers' Section:	52
5.1.1. Teacher A	53
5.1.2. Teacher B	54
5.1.3. Teacher C	56
5.1.4. Teacher D	58
5.1.5. Teacher E	60
5.2. Students' Section	62
5.2.1. Group A	62
5.2.2. Group B	63
5.2.3. Group C	65
5.2.4. Group D	66
5.2.5. Group E	67
6. Classroom Observation Findings	68

B. The Interview : Results and Discussion	70
1. The Interviews’ Results	71
1.1. Teacher A	71
1.2. Teacher B	72
1.3. Teacher C	73
1.4. Teacher D	75
2. Discussion of the Interviews’ Results	77
a. Item One : Students’ Level	77
b. Item Two : Classroom Participation	77
c. Challenges Faced by Teachers in Encouraging Students’ Participation	78
d. Techniques Used in Getting Students to Participate	79
e. Memorizing Students’ Names	80
C. Synthesis of the Findings in the Present Study	80
Conclusion.....	85

Introduction

Since our research is based on seeking the relationship between students' personality traits and the different patterns of classroom participation, we resorted to classroom observation to get real insights on students and interviews with teachers to get access to their views, which in return had served as a clarification of certain points regarding students' behaviors inside the classroom. Their opinions and experiences in addition to the observation were very crucial in testing the stated hypotheses. Therefore, our point here is to analyze and interpret the results we have obtained from the responses of our participants. We start this chapter with the classroom observation checklist and description, and then we move on analyzing each interview per time, after we discuss the findings yielded by the analysis. This part also includes a section for further recommendations and suggestions.

A. Classroom Observation : Description and Analysis

1. Rationale and Aim

In order to examine the phenomenon under investigation and to obtain live data, we have executed a classroom observation that focuses on the frequency with which specific behaviors or types of behavior occurred in the classroom and measures their duration. We have had three objectives in mind prior to commencing the observation. Our first aim was to detect the different personality types of students and to observe their actions during class, particularly, their personal behavior in relation to their classmates and the teacher. The second aim was to outline the different patterns of participation students displayed, and then link between the set of behaviors students

exhibited and their level of involvement in class. Our third aim was to determine the role teachers play in setting the appropriate atmosphere, and more precisely the different strategies they use to encourage students to participate.

2. Description of the Observation

We followed a structured approach to the observation where we pre-defined which points to observe under two categories. One concerned the students and the other dealt with teachers. We carried the observation through two main techniques. First, the researcher used a checklist consisting of two main sections under which three statements are designated. The checklist was designed mainly to check similarities and differences in students' characters on the one hand. On the other hand, it was used to assess external circumstances to the students' personality, which are in the case of our research, teachers and their methods of teaching and interaction with students. The second technique is field notes, which were taken extensively during an hour and half (90 minutes) period of the observation.

We conducted our observation during the second semester starting on the first and second week of April 2017 on different parts of the day to rule out the theory of time-of-day affecting students' productivity. Among five sessions, only one was at the level of Auditorium Lecture classroom, while the remaining four sessions were in small traditional classroom with a capacity of thirty students per class. The first session was with the oral expression teacher, to be referred to as A, in order to protect our respondents' confidentiality. Whereas the second and the third sessions were with teacher B of written expression and teacher C of grammar module respectively. The fourth session was once again another oral expression class with teacher D and the last

observation we made was during a Social and Human sciences lecture with teacher E. The number of students, which we were able to observe, was 113 in total. The number of students could have been more if it was not for the significant absentees in each class, which had exceeded 50 per cent in all the sessions we attended. For examples, in one oral expression session only sixteen students out of fifty-five which gives one-third (29%) of students were present.

We chose to observe different class per session for the following reasons: One, we decided that following a sample of twenty five first year students in one class was not sufficient to gain a deeper and wider understanding of students in a cohort of five hundred and one. Second, our initial focus was only on oral expression modules since it is supposedly the class, where students are required, allowed and encouraged to speak and practice not only their language but also their public speaking skills. However, given the obstacles we faced in finding the students, teachers, the classroom and sometimes all of the three together, plus being restricted by time made the researcher seek an alternative. The alternative was attending other modules including subjects, which seemed far from beneficial in collecting the necessary data, to illustrate grammar and written expression. Nonetheless, the researcher's first impression was proven wrong when those exact classes helped yield accurate, relatively new and rich data.

We aimed to attend more than just five sessions at one point of the data collection process; but when a certain pattern started repeating itself, we decided to stop at five classroom observations.

3. Classroom Observation : Procedure

As for the procedure we followed before and during these observations, we first downloaded the time program online, we purposefully selected all first year teachers for the given

day and then our choice was narrowed down due to some pedagogical issues, which we have already mentioned above. When a teacher was selected, we would ask for a permission right before the class starts leaving no time for an extended conversation with the teacher explaining what our topic is about and the points we will be observing. This, however, worked in our favor in a way that the teacher did not change or adapt any usual behavior to meet our criteria. The students were aware of our presence thinking the researcher is a new classmate. Since the teacher did not care to introduce us, students did not care to ask either. This had also helped greatly the process of observation where everybody were being his or her normal selves. So as the session went smoothly, so did the observation. In addition to that, the researchers, as a non-participant observer, was sitting in the last corner of the classroom, which enabled her to observe all the actions and reactions of both the teacher and his/her students.

4. Limitation

The observation could have been more efficient if the observer had a camera recording up in the front to document all faces at once, to be reviewed later for a detailed study of students' personalities and behaviors. However, we were limited by the difficulty to execute such idea in a traditional type of setting and due to the lack of time, this lengthy operation would have required. In addition, our close to non-existent expertise in the field of psychology could misinterpret the results and thus, spell wrong judgements.

5. The Classroom Observation Results

5.1. Teachers' Section:

5.1.1 Teacher A

Class Observed : First year	Number of students : 19
Subject: Oral Expression	Female students:15 /Male students: 4
Teacher's Code : A	Time: 9:40 -> 11:20
Group's Code : 1	Date : 04 /04/ 2017
Observer: Manel Lemmouchi	Place:Betaibi

This was the first classroom the researcher observed. Even though it was an oral expression class, the teacher had already prepared two listening activities that consumed all of the assigned time for what was supposed to be, a class for speaking activities only. The allotted time for the session was eighty minutes since the first ten minutes are always lost in students taking their seats and the teacher setting his equipment. The classroom environment was also affected by the bothersome noises echoing in the corridors, which on its turn subtracted almost an additional twenty minutes from the activity's time. Thus, the first listening trial was unsuccessful; all students had major difficulties listening to the content of the video, the moving images were helpful despite the teacher using a 15" inches laptop screen that was inconveniently small to see from the back of class.

The teacher started asking questions after the third play of the first video. Questions, which were increasing in complexity as the students, in collaboration with their teacher, gave answers. A couple of questions however were misleading and sometimes even meaningless causing a confusion on the faces of the students who were to some extent engaged with the teacher.

As for the type of answers, the teacher wanted to hear, they were a word-by-word repetition of what was said in the video to the extent that, teacher A kept repeating every ten seconds part several times to elicit identical answers. There was no demand on students to answer in their own words, or to explore and expand on certain points; the teacher simply did neither ask nor expect personal contributions on the part of students. A couple of times a yes/no answer was enough to move to the next questions. Complete silence after a question was not an issue for the teacher either.

Thus, the teacher had certainly monopolized the conversation within the classroom for reasons to be later explained in interviews' analysis. It is worth mentioning nonetheless, that within that monopolization exists a serious effort including the use of humor and examples from real life situations, to encourage the students to join the conversation.

Another point that's for Teacher A favor, is the fact that he memorizes names of his students and he calls on them using their first names. This had, indeed made the students feel at ease when participating; they were not feeling threatened in the friendly atmosphere their teacher built. In addition to that, Teacher A was standing the complete 90 minutes explaining and interacting with a sufficiently high voice that also played a role in managing issues of students chattering adding unnecessary noises. Hence, he was simply more active than his students.

5.1.2 Teacher B

Class Observed : First year	Number of students : 23
Subject: Written Expression	Female students: 19/ Male students: 4
Teacher's Code : B	Time: 8:00 -> 9:30
Group's Code : 2	Date : 04 /10/ 2017

Observer: Manel Lemmouchi	Place: Bettaibi
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This was a written expression classroom, which took place in a calm classroom with absence of noises from the outside at eight in the morning. Therefore, Teacher B could start and carry on her class without any struggle with maintaining order and making herself heard. She first started dictating a second part of a lesson, which they have dealt with the previous session. The dictation prolonged for almost twenty minutes in which couple of students asked for particular words' repetition. Teacher B would spell it out for them instead or write it on the chalkboard but with a hardly legible handwriting; making it impossible to decode or read for the back especially when the students are unfamiliar with the words.

It was observed that Teacher B was talking more than her students were, still, she would make pauses leaving time and giving opportunity for her students to give answers or add to what she previously said.

Then, it was time for a writing activity about the technique of drafting. Teacher B her students a two lines quote on the chalkboard and asked them to write whatever occurred in their minds when reading the quote in a form of a small paragraph. It took her fifteen minutes explaining the task only because the students kept lagging and asking questions about certain words on the board. Teacher B wanted them to use dictionaries instead but they gave a ridiculous excuse of "I left my dictionary at home". When Teacher B finally got them to work, the atmosphere had changed from bored lazily asked questions to complete productiveness where students were focused on their papers.

Teacher B chose not to hover on her students' heads in order to make them feel comfortable when writing. The students, however, took more than the time assigned for the activity and Teacher B allowed for an extra five minutes. Afterwards, Teacher B was called by a couple of students to read what they have produced in the privacy of their table. She corrected spelling, word choice mistakes and made sure her students knew what she felt about their work. Therefore, it was a constructive criticism with a praise by the end. This technique had undeniably made the students feel fulfilled and learn something of importance to improve their foreign language level.

Next, it was time for the "read-it-out-oud" where Teacher B was excited for her students to read what they have produced for their classmates. Priority was given to the students raising their hands to read, then Teacher B handpicked the shy yet impressing students to read their paragraphs. Total silence was required as one student reads and others listen carefully.

Finally, Teacher B dictated a model sample of a native speaker for the students to write as an example. This dictation occurred about ten minutes before the class was over.

5.1.3 Teacher C

Class Observed : First year	Number of students : 26
Subject: Grammar	Female students: 22/ Male students: 4
Teacher's Code : C	Time: 11:20 -> 12:50
Group's Code : 3	Date : 04 /11/ 2017
Observer: Manel Lemmouchi	Place: Bettaibi

In this session and despite the time of the day when students were feeling weary and bored, Teacher C was quite energetic and excited to teach. She started the session with a greeting and a

large smile on her face. Teacher C was rather motivated to teach a subject detested by both teachers and students for its known dullness and lifelessness. Teacher's C positive attitude and willingness to teach the present perfect tense, had soon its own desirable effect on students' engagement with the topic.

Teacher C started the lesson abruptly in the middle of the friendly chat with her students. She acted on an example of "Have you seen my keys?" in a realistic way, checking in her pockets and handbag on the floor. Teacher's C act was very believable in a way that her students joined her in the search for her keys. Then, she pulled the keys out of her pocket, disclosing the fact that it was only an act where she made use of their topic for the day. Teacher C succeeded in grabbing her students' attention and from that moment on, the majority were involved in answering questions. Wrong answers were not an issue that hindered students from participating again because the optimistic cheerful look on Teacher's C face did not change.

After the quick preview of students' previous grammar knowledge from high school, Teacher C distributed handouts with four exercises to work on collectively. She was very attentive to her students' reaction when they were not looking. She made a remark in a humorous way wondering as to why students always turn the paper even before reading what is on front.

By this point, everyone had their handout on table, different behaviors were observed here (to be discussed in Student's section). Still, Teacher C appeared very tolerant of many lesson-unrelated behaviors from students. Not a single time did the teacher ask the distracted students to focus on the lesson, she was unbothered and kept on explaining with a positive attitude.

Teacher C, made every example personal, relatable and real; whether by slightly referring to her personal life or by including students' opinion in the information presented in the example. To

illustrate, Teacher C shared a story from her childhood when she fell off her bike injuring herself moderately in an example that included bicycle. Her students were too involved with this example that some of them had worried looks on their faces. Another illustration would be the one where Teacher C spoke about her dream summer destination (Canada) and where plus how she actually spends her summers (Biskra) highlighting the vast difference between these two places weather (extreme cold in the first as opposed to extreme heat in the second). Then, the question was addressed to the students so they can make use of the tense in a real life example. The students who were engaged with Teacher C had already realized at this time of the semester, that their answers were not just either correct or incorrect; but they mattered to the teacher because she was very interested in their feedback.

One negative side of Teacher’s C method is concentrating only on the front tables and ignoring the tables at the back, despite the fact that three students from behind were following. One of these three students tried raising his hand many times to be noticed, but Teacher C did not have him within the field of her vision. Teacher C only paid attention to them after the students at the front had no correct answers to give. This, however, did not hinder those three students from participating and making their answers heard.

5.1.4 Teacher D

Class Observed : First year	Number of students :29
Subject: Social & Human Sciences	Female students: 24/ Male students: 5
Teacher’s Code : D	Time: 8:00 -> 9:30
Group’s Code : 4	Date : 04 /05/ 2017
Observer: Manel Lemmouchi	Place: Amphy A

This was the fourth session we attended; it took place in an auditorium lecture classroom (Amphy Theater). We were expecting a large number of students since it was a lecture designed for five groups but only 29 students showed up on an interval of half an hour. The teacher did not make any remark concerning the late comers for what seemed to be a classroom policy. The student's attendance is what mattered and not when or how.

The session started with the teacher distributing the lecture's handouts to the students. This simple act of handing each student their own copy, with a smile on Teacher's D face and a greeting, strengthens the already existing bond between the teacher and his students. The lecture began with the teacher introducing the topic using vivid relatable examples from the local context, which got students instantly engaged and attentive.

The classroom atmosphere was calm and stress-free which facilitated the lecture procedure. First, students had to skim the text in front of them for a general understanding, and then the text was divided into small paragraphs containing a series of ideas, which were to be discussed after each student took part in reading. Teacher D made the reading part highly exciting for students by both complimenting a particular aspect of the student's self before reading, and after reading, the teacher gave praise; to exemplify : a female student raised her hand, the teacher already knew her name, still he asked about its origin and who named her. Also, it was noted that the teacher used intense praising including an expressive body language like making a loud firm knock on the table accompanied with an interjection. (Wow - oh good, great - yeah !)

Teacher D had developed a convenient body language and tailored a set of personal yet not invasive questions that could make every student feel unique. It varied with each student and it served the same purpose: encouragement and reinforcement to participate more. Another key point

about Teacher's D positive attitude is the fact that he listens to his student's answer with interest, even when they deviate from the point or they are completely wrong.

In brief, Teacher D was the most successful amongst the other observed teachers in grabbing the attention and interest of his students for the longest period, no other external factor could obstruct or affect the flow in which the class was going.

5.1.5 Teacher E

Class Observed : First year	Number of students :16
Subject: Oral expression	Female students: 12/ Male students: 4
Teacher's Code : E	Time: 9:40 -> 11:10
Group's Code : 5	Date : 04 /12/ 2017
Observer: Manel Lemmouchi	Place: Room 11

During the last session observed, it was noted that all attending students were, for the first time in the observations we carried, actually present before the teacher herself and that is only due to the teacher's unpunctuality. The number of students was fairly small for a classroom that has the capacity of thirty-five places and a group that has more than fifty students. This had worked in the advantage of both the teacher and students in that an equal opportunity of speaking was available for everyone.

We knew that the class has started when Teacher E began writing five moderately easy questions on the chalkboard. Two were thought-provoking questions related to patriotism and nationalism (hypothetical situation of running for presidency, things you want to change). The other three were ordinary and fairly simple relating to academia (learning styles and techniques).

Students had to answer first by writing and then by sharing with the whole classroom. The objective of taking up to fifteen minutes writing in an oral classroom remains unclear since the teacher has refused to carry a five minutes interview for also unclear reasons. The teacher would then walk from table to table monitoring the work of her students in a yet extreme way. Personal beliefs and ideas of Teacher E herself were imposed instead of language or style being corrected; subsequently, students' thoughts on the different matters on the board were blocked leaving them unable to express different ideas in which they had different inputs. One particular student felt disappointed in sharing a political insight he firmly believes in. This oral expression class was more about Teacher E convincing her students to go in the same line of thinking as hers rather than enriching the classroom conversation with multiple perspectives and opinions. Perhaps Teacher E utilizes this method to stimulate students' critical thinking; however, its only effect was restricting the students from having the final word of their own, and leaving them tongue-tied.

When the part of public speaking took place, some students were called on by names to share their contributions with the rest of the class and others had volunteered. Students were also being assessed for the TD-marks when the teacher made it clear with the marks sheet on her desk. Students would then go to the board, face the rest of the class and talk without a paper. This might be the reason behind the writing part, helping students brainstorm ideas first, order them second and share them with the class third.

Teacher E would listen carefully to what the students were saying, in addition to that, she also remembers stories students shared in previous sessions; nonetheless, when an opposing point is presented. Teacher E interrupts the student talking and directs the chance to speak to the audience, leaving the volunteer on the stance either happy the attention was shifted away from them or feeling utterly inadequate and frustrated in expressing their points of view. Despite the

fact that majority of students took part in the classroom interaction and hearing few laughs every now and then, a sense of discomfort, awkwardness and confusion could be sensed behind the chattering and giggles.

5.2 Students' Section

5.2.1 Group A

Since this was the first observation the researcher attended and given the nature of the module (oral expression), she had different expectations regarding students' participation. It was observed that group A students weren't excited for the session, this appeared on the sitting arrangement where students were sitting in clusters facing the board with their hands on their laps, as if they were prepared for a lecture. A number of students were late and entered the class with a mind still outside the classroom, to illustrate: a student had to take a phone call the minute he sat down, another student left the room to speak to his friend outside in the corridors. The teacher allowed these behaviors because he did not set his equipment yet.

When the class has started and it was time for questions, it was noted that students found comfort in participating altogether, which made it hard to distinguish between whom really knows what they are talking about and whom, was merely joining the noise. The reason this group participation did not bother the teacher, is because it was for the sake of making one correct sentence together, the sentence which was the literal word-by-word answer from the video the teacher played earlier . Despite the fact that a number of students had full answers of their own, they preferred sharing them collectively. A couple of times when the group run out of responses and the teacher had to address specific students for an answer, those appointed individuals had a

slight difficulty talking separately: their voice was low, they struggled with pronouncing the words correctly due to the nervousness the silence of their peers imposed, and some even turned red. This in result caused the answers to be incomplete.

It is also worth mentioning, that out nineteen students, ten uttered absolutely no word not even during the group participation. Gender was not of a significant effect in the classroom participation wherein male students were more likely to blurt out answers without raising their hands or being recognized by the teacher. Female students expressed their answers occasionally, without the need to raise their voices since they were sitting in the front.

5.2.2 Group B

At the beginning of this session, students were quiet and somehow tired even though it was a first period session (from 8.00 to 9:40). Normal standard questions of the teacher like: “What have we dealt with in the previous session?” went unanswered. The female students sitting at the front seemed interested and engaged through the body language they demonstrated. One student was sitting alone directing her entire body toward the teacher; other two students were flipping the pages of their copybooks in search for the answer. The rest of the students remained silent and motionless for the largest half of the class; they only moved when they were asked to write what the teacher was dictating.

Then it was time for the writing task, the teacher wrote a two lines quote on the board with a moderately easy language. Still, group B students kept asking for the meaning of 70 % words in the quote. The teacher instructed them to use dictionaries; however, students gave absurd excuses as to why a language learner does not carry a dictionary with him/her. Group B students were

simply unmotivated to work on the task; nonetheless, when they actually began writing, the results were to say the least: impressive.

It was noted that not all students gave the task the importance it requires because as the majority were writing, some students preferred talking to each other softly in order not to disrupt the atmosphere and not to hear unpleasant comment from the teacher. Four students completed the task before time and the rest took more than the allocated period. When the teacher was checking the work of those who had finished, she was pleased. One male student liked the task and confidently told the teacher “I could write more” indeed, he wrote for the second time. His classmate shared the same attitude when a look of pride and achievement showed on his face after writing more than the required length. The teacher kept roaming around the tables, reading to herself what the students had written while waiting for the others to finish, the content happy face she had remained unchanged.

When it was time for reading, a female student was the first to volunteer, other students immediately joined. To the researcher’s surprise, that initially silent and motionless group had a lot to share once they got the chance to gather their thoughts and language on paper. The students had instantly become active and involved in the classroom interaction by this point of the lesson. The students who felt hesitant to raise their hands, were called upon and encouraged by the teacher to read; their writings were good work. Out of twenty-three students, seven participated through writing; five of them read their pieces aloud.

It was concluded from this observation that students could communicate more through writing than they could through speaking. In their writings, a sense of individuality and uniqueness could be perceived. Their perspectives of the same quote were different and so is the language they used to express these distinctions in thinking.

5.2.3 Group C

In this session, the teacher had succeeded in grabbing the attention of her students from the beginning; hence, students were highly active from the start up until the end of the class. However, this activeness took two forms: One, the positive, productive form wherein students were interested in the grammar lesson they were taking. Students of the first form held onto their handout with one hand and with the other a pencil following and participating whether by answering or reading the statements on the paper; except for three attempts to answer alone, no hand raising was necessary to join in the conversation was the teacher. In addition, no psychological barrier hindered these students from talking aloud even when their answers were incorrect. In total fourteen out of twenty-six students were engaged with the teacher whereas, the other twelve were classified under the second form of participation, the unproductive type.

The second form of participation, even though undesirable in many classrooms, was tolerated in group B. Students of this form, had no issue in chattering, giggling, using cellphones, sharing files online and even talking from two tables distance. Three of them hid behind the bags they put on the table, completely uninterested while using the mirror to refresh the make-up. We were expecting the teacher to stop these students at some point, but she kept her focus on the ones who were following and allowed the others to act freely. Group C was an example of a classroom where many rules were broken; still a significant amount of learning was happening because even students who were interested were neither bothered nor distracted by their talkative mates.

5.2.4 Group D

Unlike the previous observed sessions, this observation in particular stood out the most. Despite the number of attending students was less than it was supposed to be in the setting of an Amphy theater (29 out of 200) all present students actually wanted to be there, this showed in their continuous attempts to participate, in their attentiveness and in their silence choosing to listen to the teacher instead of each other's babbling . In contrast the other groups, group D had an individual type of participation wherein students raised their hands separately, wanting to be picked by the teacher even if the question was "who wants to read? "

The teacher did not need to call upon students randomly because many overwhelmed him with their wish to answer. However, the factor, which helped create this exciting atmosphere in the classroom was the support and encouragement the students received from their teacher. The students felt empowered by the teacher's praising. Group D were more enthusiastic than the other groups about taking a part in the classroom conversation since they felt that their contributions were recognized and valuable.

Gender did not have any influence on the participation of students, not even in the sitting arrangement. Unlike the other classes we observed, in this observation male students did not mind sitting in the front seats, which are stereotypically only reserved for females. Hence, participation here was not restricted only for females. It was also newly observed in this session, that age could have a role in having and overcoming self-confidence issues, in other words, older students who are beyond the age of forty, were not hampered by the presence of their classmates. An example a students of this category entered the class late and still had a personal small talk with the teacher from her seat. She shared her opinions and answers incessantly, and it appeared to be more like a conversation between two persons of the same generation meaning: friends than teacher-student

interaction. Nonetheless, it was a one-sided perception of the relationship since the teacher did not prioritize that specific interaction over the others. A student of younger age would not feel a similar ease because the age gap between the teacher and the student will always be present.

In brief, students of group D absolutely enjoyed a class where they kept having positive feedback, their performance was boosted and their motivation was ignited.

5.2.5 Group E

This was an oral expression class but the sitting arrangement was like any regular class. All students were facing the board because the procedure in this class was speaker-audience type where one student goes to the board faces his/her classmates and express his/her attitudes about a given issue. This method seemed to work very well with a couple of students but not so effectively with others.

For example, the first volunteer to go to board was already subtly struggling with speaking to an audience without a paper in hand. Her vision and focus was sometimes directed to an empty spot in the classroom but most of the time she found comfort in looking at the teacher while speaking. Nevertheless, the teacher bombarded the first volunteer with one question after another, in fact interrupting the student's flow of ideas and setting her off balance. This in turn made the student clearly confused and frustrated. The talk then was then directed at the other students with the first student completely forgotten on stage with a presentation half finished.

A different type of personality was observed when it was time for another student to take the microphone, in her case: a bottle of water. This student presented her opinions confidently and lived the role of a hypothetical presidency candidate. Her confidence hid the fact that she did not speak a lot but instead, allowed her classmates to talk in her place filling any inadequacy in her

language and ideas. The teacher was also tricked by the outer confident attitude of the student and did not interrupt her not even once.

The third student on the board had the least confidence among the students who took the stage. He needed to be given an assessment mark so the teacher had to handpick him against his will. He faced his classmates with the right side of his body and preferred to look at the teacher when speaking. He was asked by the teacher many times to address his mates instead; he would do it for a few seconds and then automatically turn to the teacher.

The fourth student was a unique case; she had the most personality of all the students we observed. She acted herself from the start of the presentation until the end; she had nothing to fear and nothing to hide. Her body language was very expressive and her tone accordingly. She would act sometimes, move her hands a lot, share personal facts about herself and give blunt opinions about other teachers and their way of teaching. Nothing seemed to present a psychological obstacle to this student and her strong charisma forced her classmates to accept her the way she was. The teacher had few comments to add but it was not necessary since the student always had an assertive response. What appeared unusual to a first time observer was not strange to neither her teacher nor her classmates.

B. Classroom Observation Findings

From the series of observations conducted with different first year groups, certain results will be drawn as follows:

- Students showed no signs of individuality when participating aloud; conversely, many singularities in character could be easily detected in their writings.

- Half of the number of present students in each classroom did not participate; they were either absent-minded, unprepared or simply uninterested in the material.
- When class participation was absolutely necessary (the case of assessment) students who participated lacked the knowledge for response; in other words, they did not have anything of value to share.
- A small category of students chose not participate unless the question was significant and thought provoking. The intellect environment was not challenging enough for them to raise their hands to give their opinion.
- Students who participate demonstrated very infrequent involvement in discussion throughout the class.
- When called upon, students did not give satisfactory answers. They would give straightforward answers without elaboration and the teacher finds it to be sufficient.
- Students did not need to put their hands up to participate; this translates into their lack of enthusiasm and self-confidence to give full separate answers on their own.
- Teachers encourage group participation as a favorite class dynamic. They falsely perceive this type of participation as a good sign for students' engagement and understanding of the material while in truth, one student could give a correct answer, the rest will only copy and follow the first lead; the wrong irrelevant answers will subtly disappear in the noise of group participation.
- This acceptance of group participation on the behalf of teachers renders it more difficult for students to express their individualities and differences; it is also equally difficult for teachers to distinguish between their students and treat them correspondingly.

3. The Interview : Results and Discussion

The researcher's interview questions were flexible depending on the results of the classroom observations she executed prior to conducting the interviews. Given that teachers, nature of the subject and students were different in each class, some questions had to be added and some were omitted due to their inutility in that context.

We used the content-based-approach as a method to summarize any form of content by counting various aspects of the content. We combined the data for ideas and categories and then discussed each category one at a time. This facilitated an objective evaluation of that content.

- **Structure**

In order to convince the teachers of carrying an interview right after the observations we carried in their classes, an interview that would not take much from their time, we decided to design an only six questions interview. The first question is concerned with the personal opinion of each teacher regarding the language level of the students. The second and third questions seek to obtain teachers' opinions about both the participation of the students and the difficulties teacher face when engaging their students in the class interaction. While the main concern of the fourth question is to get insights about the techniques teachers use to get their students to participate. The fifth question's main focus was the importance of memorizing students' name to the teachers. The interviews were taped using the researcher's cellphone after the teachers' approval was granted.

1. The Interviews' Results

The results of the interviews were transcribed word by word without omitting or editing any bits of the passages to maintain research transparency and integrity.

1.1. Teacher A

Q1: Students' language level:

Compared to last year, this year's level is below the average because in terms of fluency, they are not that much, and in terms of accuracy okay, I only have one element or two, one of them is absent today, the best one; the rest are below the average and they are specialized in English.

Q2: Students' Attendance:

This year is a disaster too, previously, first year classes used to be a bit frightened of the attendance. This year they are very daring, in this room for example, they are supposed to be like fifty or sixty, but you can see how many are present. The other groups are worst, and before the holidays there were only ten out of fifty, though they were here at university because they discovered there was no punishment for the attendance; even in terms of marks, they are not afraid, they are still daring to be absent in TD sessions.

Q3: Classroom Participation:

They never initiate classroom interaction, I always have to encourage and motivate them to talk, I even have to convince them to do the task I always have to play the role of the guide, I never tried to hand picking them because they are afraid and shying to speak in front of each other. Mainly two things, fear and shyness; the good elements participate and talk a lot, and the others only

volunteer or rather do not participate. If I ask them to raise their hands they are more hesitant, that's why I ask them just to throw the words because I want to elicit what they have.

Q4: Do they still have high school participation pattern?

Unlike the formal strict atmosphere of high school I have to motivate them to talk, otherwise they would not talk at all, because they are first year. Even though I talk and joke with them, there is always a psychological barrier, the same when I was a student I never talked in four years because teachers did not encourage us, and the teacher only used to lecture. Now they are passive, but at the beginning of the year, they were more engaged in discussions. When an interesting topic is given, they participate even when they do not have the language, they give separate sentences, not coherent speech. Teachers must create a friendly environment to make students feel at ease, also remind them sometimes of the importance of talking.

Q5: Did you intend to memorize their names or did it just happen with time?

It happened with time. I know the ones who speak, those who have problems of absentees in tests, but I do not know the others. (They like it when he remembers their names) that's why I always joke with them to make them feel at ease.

1.2. Teacher B

Q1: Students Language Level:

A1: Average.

Q2: Classroom Participation:

A2: Same remark: average. As for participation, it depends. Students do not initiate the interaction. The fear of committing a mistake, feeling ashamed of their mistakes and the fear of each other

Q3: Do you face any difficulties when encouraging your students to speak?

A3: The difficulties I face when encouraging students is first the students not grasping the points I usually make. Interaction: how to push them to participate and get their feedback that is important in the classroom.

Q4: As a teacher of written expression, how do you perceive your students' writings?

A4: I can distinguish my students from their different styles of writing. I get to know them in a new way. I find myself happy in discovering how some (but not) all of them surprise me with new expression. Especially those who show me, read at class or bring to me what they have written at home. I am a bit satisfied and very optimistic when it comes to their level and rate of improvement

1.3. Teacher C

Q1: Students Language Level:

A1: For the majority, they have an average level. We have a mixture of different levels, there are a few with an excellent level, I sometimes wonder if they really need me. We have a very few that have a weak level, they have a real difficulty in understanding my language and to make a simple sentence subject/verb/compliment.

Q2: Classroom Participation:

A2: Generally, I have a high rate of participation and interaction because I do my impossible to motivate them. My magister dissertation was about using the motivational strategies. It says that

it starts from the smile of the teacher when entering the class. It's really effective in giving them a positive spirit and atmosphere. It goes from praising them, asking how are you, remembering when one was absent and asking what is wrong. It positively affects their psychology.

Q3: Do you face any difficulties when encouraging your students to speak?

A3: Many factors influencing their participation. First the teacher: we're human beings sometimes I'm very tired and I have a lot of problems I avoid thinking about them to present in the best way my lesson. Sometimes it's about the weather, when it's very hot, a lot of flies in the classroom or wet we feel that students aren't comfortable. Sometimes it has to do with them, for example they had a test the class before, they are still thinking about the test, they aren't concentrated with me automatically this will affect their participation . Sometimes the lesson is boring or difficult, they cannot answer questions or do practice.

Q4: What techniques do you employ in encouraging students to speak?

A4: They need encouragement to participate. There is a technique I use: I make the task challenging, not forced and imposed. I tell them "we are just playing, we're having fun this isn't a test or an exam" I tell them I like when you make mistakes. First they look at each other waiting for a first trial that triggers other trials "Yes if he did that I can do it too, he made a mistake so let me try since the teacher said it's okay"

At the beginning, they were very shy and bit passive, reserved the majority. They didn't know me or my personality or my method. Now with time, they are different they feel more comfortable because I always try to provide a friendly atmosphere but I always tell them ' I treat you friendly but we are not friends" if that transparent barrier disappears between teacher and learner the class will become a mess. It is a friendly atmosphere, they are allowed to ask questions, answer the way

they like, take their time interact with each other. I tolerate some noise because me explaining and talking the whole time is annoying.

Q5: What do you do when the student whom you called upon is turning red?

A5: It's hard to tackle these things, we are not sure of their reactions because we don't know them. I don't know their personality well. If they turn red, I do not insist or oblige them to answer and spend fifteen minutes not moving to something else. We have to cope with each situation. I believe in humor, I am a funny person turning things into fun breaks the ice and all these barriers.

It depends; sometimes I go to that student or ask him to come after the session is over to ask what is going on with them. I have a one to one interaction with these students and I'm attentive

I also interact with the whole class or groups. They know that they'll always be here to listen.

Q6: Memorizing Students' Names:

I remember faces and numbers but not well in remembering names. I relate their story or strategy of learning to their names since the class is not large.

1.4. Teacher D

Q1: Students Language Level:

A1 : Should we say average ? They are not excellent but they aren't bad either. They can participate they can show you that they have something in mind. They can speak relatively easy some of them. Many are shy or anxious but most of them can be good students if we as teachers know how to deal with them.

Q2: Classroom Participation:

A2: in my class, most of the student participate somehow. Even if they don't participate actively they show you that they are interested in what you say.

Q3: What kind of difficulties do you usually face when encouraging students to speak?

A3: The usual difficulty, over crowdedness we have overcrowded classes. Second one is we don't have media available, every class or Amphity theater should be equipped with data show, microphones, so that we make our teaching easier and more vivid.

Q4 : Encouraging Students to Participate

A4: Of course, always and all the time. We should never stop from encouraging or urging them to talk and to participate, to bring something new and fresher to the class. So praising is important here.

Q4: What techniques do you use in encouraging students to speak?

A4: First thing, I do to encourage them, is build rapport that means I build trust with them, this means they trust me and I trust them. I give them confidence, enough confidence to share their opinions without being threatened or intimidated. I listen to their ideas whatever their ideas are; this is the first thing I do and most of the time it works.

Q6: Memorizing Students' Names:

A6: It is a little bit confusing for me these days because

I am growing old. I confuse their names I know them by face; by sight, I have a problem with names. I know some of them, few of them. I know their stories I usually ask, some of them trust me so much that they tell me about their grievances.

2. Discussion of the Interviews' Results

This sub-section analyses the results of the interview:

2.1.Item One : Students' Level

Noticeably, teachers have agreed with one answer. They have converged to say that student's language level was average. Teacher B hesitated when answering while Teacher C and D replied without much thought. Both Teacher C and D agreed that the majority of students were neither good nor bad with a sufficient language level to understand and interact with the teacher. The exception of excellent self-reliant students had to be made, as well as students with a low language level, not being able to cope with their studies. Teacher D drew attention to psychological factors such as anxiety and shyness as hurdles blocking students from demonstrating their true language level. Teacher A however, saw a decline in the student's level language compared to the previous years. He remarked that the majority were below average with the exception of two good students only; still, the language mastery level was not a problem when students were keen about certain topics, they would transmit the idea regardless of the deficiency in their language.

2.2.Item Two : Classroom Participation

From the recorded answers from our sample, the results imply that the aspect of students' personalities may be number one factor inhibiting their participation. Teachers B and C have agreed on the fact that the majority of students are simply more concerned with making a mistake in public than are other classmates. These students are often hesitant to offer a comment or answer

a question in front of a large group of peers who might laugh at the answer or mock the pronunciation mistake; unlike students with sufficient language, level allows for a relatively easy and smooth participation, the shy anxious type dominates the classroom. That being so, Teacher A decided to avoid calling on students and instead call for a whole-class participation to create minimum of interaction in the class. Teacher C, on the other side declared the importance and benefits of motivational strategies like smiling, praise; personal check-up questions have in encouraging students to speak. The use of these strategies, she added, results in a high level of participation in her class. In addition, Teacher D holds the view that participation is not exclusive to raising hands and talking only, being interested through body language is also included.

2.3. Item Three: Challenges Faced by Teachers in Encouraging Students' Participation

From teachers' responses, we can deduce that each teacher had his/her own difficulties when trying to engage students. Teacher A for example is hindered by the students' psychological problems, which are summarized in the fear of speaking a foreign language in front of a group. Teacher B extended this point by attributing many difficulties she faces to students being unable to control their state of mind if any external factor is present; to illustrate, a previous test distracting their attention. She also draws attention to the effects both the physical environment and weather has on students' productivity; to exemplify an extremely hot weather can make it hard and uncomfortable for students to focus. Teacher A adds to this by mentioning the conformity and group mentality effect wherein students realize that attending or skipping classes is the same thing so a significant number of students do not even come to class anymore, and if they do, they choose to be passive like the majority. Teacher B however, finds difficulty when students do not grasp the content of the lesson and as a result, they fail to answers related questions; Teacher C confirms and adds, the dullness of a lesson

can extinguish the excitement to participate. On a separate note, Teacher D believes that overcrowdedness combined with the lack of technology in classrooms are the main issues. When a class is overcrowded and the classroom is not equipped with the right tools like microphones and data shows, teaching becomes burdensome and students are not enthusiastic about participating.

2.4. Item Four: Techniques Used in Getting Students to Participate

From the obtained answers of this question, teachers were of the same opinion. All teachers spoke of the significance of encouraging students to speak. According to Teacher C, the most efficient technique is helping the students overcome the fear of making mistakes and insisting that mistakes are welcome in the class since mistakes are a fundamental part of learning. In addition, Teacher C highlights the need to create a friendly atmosphere in the classroom to accelerate the teaching-learning process, students then can ask questions without hesitations, answer however, they like and interact with each other freely. Teacher A expands on this reflection by adding that the teacher's personality plays a major role in helping students feel at ease and comfortable in class; using and humor and having a laugh together is an example. He also establishes the fact that students must be motivated tirelessly to speak; they also need to be reminded of the importance of speaking the language they are majoring in. Teacher C, nevertheless, accentuate the importance being firm and assertive with students when needed so the teacher would not lose control over his/her class. Teacher D declares the power of praise and building good relationship with students in encouraging them to speak. He explores this point by explaining how building good relationship with the students, trusting their capacities and boosting their self-confidence to is what works best. In addition, listening to the students'

contributions to the end without interruption goes a long way. Teacher D simply believes that it pays to praise as one praise can increase the frequency of students' participation.

2.5.Memorizing Students' Names

From teachers' responses, we can deduce that there is a tendency to memorize only the names of few students as a result of both time and habit. On the one hand, Teacher A for example remembers the names of those who participate frequently, those who have administrative problems. On the other hand, Teacher C and D could easily remember faces but they have difficulties in recalling names; unless, a personal story was attached to the face or a specific learning strategy a student has in a small class size. This means that besides teaching and lecturing Teacher C and D could cultivate personal connections with their students allowing them to have a more meaningful two-sided experience. Teacher C in particular builds on this part stating that after-class one on one private talks with a student going through hard times is crucial in ensuring the well-being of that student; providing a support system to individuals in your class could give them relief from stress. Teacher D supported this claim as well reporting that when students know that their teacher is not just an instructor makes a big difference in their lives.

C. Synthesis of the Findings in the Present Study

To review, the aim of the present study was to discover the relationship between students' personality traits and their pattern of classroom participation. That is, it aimed to help students develop an understanding of who they are, give them insights into their strengths and weaknesses. Simultaneously, the study sought to help teachers connect on a deeper level to their students, and

to provide them with guidelines as to how they can create a psychologically safe environment for every student.

The findings that have been drawn from the analysis of the two data collection methods that were used in this study were negative in many aspects. Initially, the classroom observations revealed that when it comes to classroom participation, the majority of students were indifferent. The outcomes of their careless attitude on their personal level of improvement and academic achievement had no significance for them. Furthermore, teachers did not encourage any individual hand raising type of participation; most had sufficed with hearing only one answer by the entire group. As a matter of fact, when one student had the only answer, s/he was either unnoticed by the teacher due to the habit of waiting for a collective response; or s/he felt uneasy and embarrassed when the turn to speak was allocated to him/her. In other words, having passive students is the norm and any sign of animation in the classroom was the exception. Therefore, it is important for both teachers and students to break the cycle of blaming the other part for any fault in the system and start taking responsibility for the defaults in their actions. On the one hand, students need to stop relying on teachers to do, say and provide them with every single information, explanation and instruction while they sit comfortably on their chairs. Teachers on the other hand, have to extend their teaching insight and widen their scope to find better ways to engage students; said in other terms, teacher must renew their teaching vows every year because every cohort is different. In this respect, it is of a dire need to trace the roots of difficulties that EFL learners encounter in speaking, mainly the psychological hurdles in order to design a learning atmosphere that is comfortable and secure for students. It is also of equal importance to learn about students' assets and help them build from there to go beyond the classroom. Certainly, this can stand as a base for lessons and activities design. That is, teachers who recognize their students as unique individuals

can devote more support to the areas of deficiencies; moreover, they can help them to navigate the often confusing and anxiety-filled lives that students lead.

Additionally, students need to make extra personal efforts in improving their speaking abilities since a student cannot contribute without a medium ; also, it is high time students erase the false expectation which hold that merely enrolling in English Studies major will grant an instant improvement in the language level. In other words, solely taking a seat in a classroom and listening to the teacher is not sufficient; such wrong practices do not offer the intended results even on the long run. Determining the right mindset inside and outside the classroom have a direct influence on students' personal advancement and involvement in the classroom, making beneficial use of cellphones and installing an online dictionary would be a good start.

Finally, what can be concluded from the observations is that the majority of students prefer not taking parts in the classroom interaction. This tendency is a result of first: the students themselves not feeling comfortable enough to speak up and when they do, they blend their voices with the group to eliminate any chance of publically making a mistake. Second, teachers' acceptance of this passive rhythm inside their classrooms and finding comfort to teach in such unresponsive environment are main drawbacks in their approaches of teaching. Therefore, it is crucial to constantly renew teaching practices in order to wake the students' interest and to develop further in their practice. Teachers have to design challenging yet engaging courses and students have to follow. Furthermore, the data obtained in two of the observations revealed that it is in fact quite possible for teachers to make a university class appear and sound like a class from elementary school where all students are enjoying a refreshing, exciting and amusing education. Teachers just need to put more heart into their work, develop a close connection with their students using praise

and compliments; as a result, it is granted that students will absorb the positive attitude and reflect it back in their productivity and engagement.

Regarding teachers' interviews, it can be deduced that first year teachers are aware of the responsibility they have in animating the atmosphere of their classes, they state that despite the resistance and hostility they sometimes encounter with their students, the first step must stem from teachers themselves. Moreover, the majority of these teachers reported good faith in their students and optimism about their future amelioration, as in the words of a written expression teacher "I find myself happy in discovering how some of them surprise me with new expressions".

Additionally, the interview revealed that the majority of teachers believe that most of the issues they face when trying to engage students arise from persistent factors like the room's temperature, the phenomenon of overcrowdedness rendering it almost impossible to reach and hear from every student. The two previous causes can be actually related. That is, the lack of students' participation is a result of the dense atmosphere and the intimidation an overly crowded atmosphere imposes. Therefore, it can be concluded that despite teachers' efforts and good will, a number of problems fall outside of their jurisdiction.

Having evaluated the observation checklist results, it can be inferred that the findings were not as it was anticipated. The participation frequency had nothing to do with students' personality traits. That is, the majority of participants showed no interest in the content of the lessons unless the teacher was presenting it in interesting engaging way. When that is the case, all students appear to think more about the material under hand than their own psychological obstacles, once all students are actively involved in the learning; fear of speaking in front of peers vanishes. It was expected that oral expression classroom would have higher rates of participation while lessons like grammar, written expression and social studies will have the lowest rates; however, it was the other

way round. Hence, it is important to note that the nature of subject had little effect when the teacher was willing to be creative and try all the motivational techniques to get students engaged. The teacher's personality had the most effect on students' participation than the actual students' personality traits.

In the final analysis, based on the results attained from the observations and interviews, the research comes to light with numerous pieces of evidence that disapprove our hypothesis, which assumed that personality traits of students was the leading factor determining their level of engagement in the classroom. Student can be as different as black and white; nevertheless, when the teacher knows how to organize a classroom that is suitable to all the differences existing in his/her class, students themselves will forget about the weaknesses in their psyche and will most definitely act as comfortable as they do in their comfort zone (the cases of deeply-seated psychological problems are not considered here). The previous point may not be the easiest task for teacher to execute, particularly when the physical environment is not well- equipped with technology or not convenient in general: temperature is stated as an example. Therefore, the rejection of the hypothesis cannot be solely based on the expense of teachers alone since teaching is not a robotic job wherein chances of failure are close to zilch; in fact, students also have a major part in the interaction. If students are not intrinsically motivated to learn, and carry the belief that language major doesn't necessitate substantial effort to succeed, there is absolutely no way a teacher could drive them to change; after all, the samples observed are groups of responsible individuals with engraved sets of principles and opinions which are hard to adjust. Consequently, given that this study's topic is multifaceted and complex, it is problematic to arrive at one definitive conclusion.

Conclusion

The present chapter has discussed the fieldwork of the present study. Two data collection methods were used to obtain data from different perspectives, which could confirm or reject our hypothesis. Students' personality traits were expected to be the main decisive factor of students' participation level; however, the outcomes have shown the invalidity of this hypothesis. We can conclude from the data yielded in the observations that students are either encouraged by the teacher's compliments and praise or intimidated also by the teacher's criticism and interruptions.

Furthermore, students could have an extroverted and agreeable character but if the lesson is not intriguing enough, they will become more reserved and quiet than introverts themselves. Also, if the teacher insists on one standard answer rather than creative and genuine contributions, students will eventually give mechanical responses. On the other side, data acquired from interviews with the teachers, supported the observations' results; teachers do acknowledge the crucial role their personality and attitude toward teaching has on students' involvement. Finally, it can be concluded that although the initial hypothesis is rejected, the chapter reported positive results.

General Conclusion and Pedagogical Implications

Ultimately, this study was based on the observed gap in understanding and communication between teachers and students at the university level. At the University of Mohamed Kheider Biskra, like any other university in the country, teachers on the one hand, have only a ninety minutes contact with each different group; on the other hand, students are convinced that classroom participation is a notion specific to primary school . In an attempt to investigate the root of this gap and the existence or nonexistence of a relationship between students' personality traits and patterns of classroom participation, the present study sought to find answers through the use of two research instruments : interviews with the teachers and classroom observations.

As it has been previously explained, the aim of the study is to shed the light on a mostly neglected aspect in university students that is their personality. In more explicit terms, the study attempted to provide teachers with a general roadmap to their students' characters in order to avoid over generalizations, which negatively influence their perception of students. Additionally, the study pursued to investigate the usefulness of knowing these differences in students to create a suitable learning environment from which every student could benefit.

Therefore, the research was divided into two major parts. One is the theoretical part in a literature review, which contained a general overview of the two variables students personality traits and classroom participation. The third chapter was the fieldwork where both interviews and classroom observations were analyzed. From this analysis, it was discovered that students' personalities had little to do with the frequency of their participation; most students barely raised their hands to speak and when the teacher was uninvolved also somehow lenient ,students' real personalities were displayed best. To illustrate the previously mentioned point, students true

characters were exhibited in forms of chattering, constantly checking their reflection in the mirrors, joking, showing off and trying to impress each other. However, when the teacher succeeded in having the attention of his/her students, the dissimilarities in students' personas became non-apparent and were replaced by the stereotype of a student: quiet, highly involved with the teacher's discourse and excited to participate.

Hence, the findings reject our fundamental hypothesis. During the first half of the study we inferred that there is a sturdy connection between students' personality traits and the rates of participation in the classroom, however this expectation was soon to be discarded when the fieldwork started. We were surprised by the insignificance and irrelevance of our hypothesis. It was first the impression of students who hardly participate and when they do, they either speak altogether or rarely separately; however, if it's an individualistic type of participation, the students will either be flooded with praise and support or bombarded with criticism. In addition, our results show that first year EFL students are not even aware of their personalities; they imitate each other in sharing silence and they speak when everyone else is speaking. Therefore, the dominant personality trait is the one imposed by the entire group; this in itself, could be utilized positively by the teachers because they have the largest influence on their students' personalities; hence, involvement.

Overall, language teachers should consider their learners' needs and interests to approach successful teaching. Therefore, it is important not only to select materials that raise learners' motivation, but also design the way in which they deliver their lessons and lectures. Even if it means excessive praise or a face half numb from smiling; the what cannot function completely without the how and vice versa. It is also equally important for students to decrease their burdensome dependence on teachers to direct every single aspect in the class; students must also

underestimating the power classroom participation has in accelerating their learning and the long term influence a simple “ hand in the air” could have on their academic achievement.

Recommendations

At last and in addition to the aforementioned remarks, some recommendations can be drawn from this study. These are as follows:

For Teachers:

- Teachers are not required to be certified psychotherapists to have a better connection with their students; still, a basic knowledge of the psychology of education (psychopedagogy) goes a long way.
- In the selection of teaching materials, it is important for teachers to consider learners’ preferences and interests; the use of current events and examples from local context to derive lessons’ inspiration will undoubtedly get students to listen the least.
- Teachers should establish a high-quality teacher-student relationships especially by displaying positive attitudes and enthusiasm. Also by increasing one-on-one time with students.
- If the class is too large to handle on a personal level, teachers could ask students to pin name tags on their shirts because people like their names and even more, being called on by the teacher with their first names.

- Teachers must not allow whole-group participation since it suppresses any chance of individuality in answers and idiosyncrasy in students' behaviors. It also renders it difficult for the teacher to categorize his/her students in order to assess them later.
- Finally, teachers should always remember that no effort is ever wasted, a curriculum from the heart is more influencing than a curriculum from the system.

For Students:

- Students are simply required to speak, to deter the classroom conversation in a way that is important and interesting to them. The teacher might be resistant to any deviation from the two-words correct answer, nonetheless, if more students insisted on making their voices heard the teacher would eventually have to allow for more time to answer.
- Students are required to take into serious consideration the betterment their language level, an overly simplified language used by the teacher to explain would not get the students past a simple supermarket conversation in native speaking countries. If students do not struggle, they cannot improve.
- If students want to contribute in an ongoing classroom discussion, they must prepare beforehand by reading th necessary course materials.

For the Administration:

- The administration should provide the necessary conditions under which both students and teachers can interact successfully. That is, providing microphones and loudspeakers in Amphy Theaters; additionally, air conditioning units should be placed in medium-sized classes since the weather in Biskra is uncomfortably hot most of the second semester.

For Further Research:

- Future researchers are urged to consider other types of factors influencing students classroom participation, such as: cultural background and the differences of upbringings in students' homes; students from isolated distant regions for example are more reserved and would less speak in the presence of an older respected figure, i.e. the teacher. Moreover, it is important to highlight the limitations that were raised in present study for further research; students should be given the right to describe it from their perspective as well. Although the hypothesis was rejected, this study has achieved its objectives; hence, it is recommended to use these materials in future research.

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Appendices

Appendix A: Classroom Observation Checklist

Sample	Statements	Yes	No
Students	<ul style="list-style-type: none"> • Does the classroom nature encourage students to participate? • Does classroom attendance has an effect on participation? • Are the students motivated to engage in classroom interaction? • Do they face any difficulties when expressing themselves? • Do some students feel shy or reluctant to participate? • Are the instructional topics interesting for them? • Are they distracted during the lesson? • Do they make any kind of noise or create a distraction? • Do all of the students understand the lesson? • Do they ask any questions for clarification of repeating? • Do they participate voluntarily or involuntarily? • Does gender has an influence over participation?	... ... ... ... ... ... ... ... ... ... ...	... ... ... ... ... ... ... ... ... ... ...

Teachers	<ul style="list-style-type: none"> • Does the teacher respect classroom punctuality?	...	...
	<ul style="list-style-type: none"> • Does he/she greet or salute his/her students properly?	...	...
	<ul style="list-style-type: none"> • Does he/she properly introduce the lesson?	...	...
	<ul style="list-style-type: none"> • Is the teacher's language clear and audible?	...	...
	<ul style="list-style-type: none"> • Is the teacher's eyes language friendly with students?	...	...
	<ul style="list-style-type: none"> • Is the teacher's eye language intimidating for students?	...	...
	<ul style="list-style-type: none"> • Does the teacher encourage students to participate?	...	...
	<ul style="list-style-type: none"> • Does the teacher pay equal attention to the students?	...	...
	<ul style="list-style-type: none"> • Does the teacher give students chance and time to express themselves?	...	...
	<ul style="list-style-type: none"> • Is the teacher helping students overcome participation difficulties?	...	...
	<ul style="list-style-type: none"> • Is he/she paying attention to shy/introvert students?	...	...
	<ul style="list-style-type: none"> • Does he/she call them by their names?	...	...
	<ul style="list-style-type: none"> • Is the teacher's evaluation for students' answers beneficial?	...	...
	<ul style="list-style-type: none"> • Does he/she value and praise good answers?	...	...

Appendix B: Teachers' Interview Questions

Interview Questions:

Main Questions:

Q1: How do you consider first year language level?

Q2: How about their classroom participation?

Q3: What difficulty you personally face in engaging your students?

Q4: What techniques do you use in encouraging students to participate?

Q5: Did you intend to memorize their names or did it just happen with time?

Secondary Questions:

- As a teacher of written expression, how do you perceive your students' writings?
- What do you do when the student whom you called upon is turning red?
- Do students still have high school participation pattern?
- How is students' attendance like in your classes?

Appendix C : Excerpted from *Introduction to Type* (Myers, Kirby, & Myers, 1998, p. 9-10)

Extraversion

- Attuned to external environment
- Prefer to communicate by talking
- Work out ideas by talking them through
- Learn best through doing or discussing
- Have broad interests
- Sociable and expressive
- Readily take initiative in work and relationships

Sensing

- Oriented to present realities
- Factual and concrete
- Focus on what is real and actual
- Observe and remember specifics
- Build carefully and thoroughly toward conclusions
- Understand ideas and theories through practical applications
- Trust experience

Thinking

- Analytical
- Use cause-and-effect reasoning
- Solve problems with logic
- Strive for an objective standard of truth
- Reasonable
- Can be tough-minded
- Fair-want everyone treated equally

Judging

- Scheduled
- Organize their lives
- Systematic
- Methodical
- Make short- and long-term plans
- Like to have things decided
- Try to avoid last-minute stresses

Introversion

- Drawn to their inner world
- Prefer to communicate in writing
- Work out ideas by reflecting on them
- Learn best by reflection, mental “practice
- Focus in depth on their interests
- Private and contained
- Take initiative when the situation or issue is very important to them

Intuition

- Oriented to future possibilities
- Imaginative and verbally creative
- Focus on the patterns and meanings in data
- Remember specifics when they relate to a pattern
- Move quickly to conclusions, follow Hunches
- Want to clarify ideas and theories before putting them into practice
- Trust inspiration

Feeling

- Empathetic
- Guided by personal values
- Assess impacts of decisions on people
- Strive for harmony and positive interactions

- Compassionate
- May appear “tenderhearted”
- Fair-want everyone treated as an individual

Perceiving

- Spontaneous
- Flexible
- Casual
- Open-ended
- Adapt, change course
- Like things loose and open to change
- Feel energized by last-minute pressures

Résumé

Il n'y a généralement aucune raison unique pour laquelle certains étudiants sont un peu intéressés et ne veulent pas participer dans la classe. Habituellement, une combinaison de facteurs est responsable. La présente étude tente d'étudier ces facteurs et d'explorer la relation entre les types de personnalité de l'élève et leur niveau de participation dans la classe, section d'anglais à l'Université de Biskra. L'objectif de cette étude est de préciser les facteurs psychologiques entravant ou encourageant les étudiants à parler et décrire dans quelle mesure nos deux variables, la personnalité et la participation sont liées. Il vise également à formuler des recommandations constructives pour les étudiants, les enseignants et les éducateurs afin d'améliorer les processus d'enseignement et d'apprentissage. À cet égard, nous avons émis l'hypothèse que les différences dans les personnalités des étudiants sont la raison de leurs différents degrés de participation en classe. En outre, du point de vue de la méthodologie de la recherche, nous avons décidé qu'il est plus approprié d'opter pour l'utilisation d'une approche qualitative pour générer des résultats utiles. Pour atteindre nos objectifs, nous nous sommes appuyés sur deux méthodes de collecte de données: les observations en classe qui ont été menées avec cinq classes de première année différentes, nous avons également utilisé des interviews menées avec quatre enseignants de différents cours. Cependant, les résultats de l'étude indiquent que l'attitude de l'enseignant envers l'enseignement a plus d'impact sur le niveau de participation des élèves que leurs personnages personnels. De même, les enseignants ont insisté sur l'importance d'avoir la bonne mentalité lors de l'enseignement qui implique constamment encourager et motiver les élèves à parler. Enfin, nous devons affirmer que les résultats obtenus rejettent nos hypothèses.

