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***Teacher's Roles in Enhancing Introverted EFL
Learners' Oral Fluency***

Case study of Second Year EFL Students at Mohamed Kheider University of Biskra

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master's
Degree in Science of Languages

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Dedication

This work is dedicated to:

My beloved Mother, Naziha

My beloved father, Saleh;

My dear sisters and brothers;

*My dearest nephews and nieces Kounouz, Amani, Taki-eddine,
Yakine, Raouia, Yacine, Wejdane, Sadjida, Tassnime, Choib, and
Yahya.*

All my friends and relatives;

And finally to you, dear readers.

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Abstract

Most of students of English as a Foreign Language at Mohamed Kheider University of Biskra find difficulties in mastering all the aspect of the speaking skill and particularly in producing fluent speech. This study is an attempt to investigate the various roles that a teacher undertake to promote introverts' speaking fluency. It aims to explore introversion and its impact on learners' oral fluency. Therefore, the main objective of this research is to present some practical strategies for teachers that can help in enhancing introverts' speaking fluency. In order to achieve the aforementioned objectives, the researcher choses the descriptive method; in which the data were gathered by means of a questionnaire, administered to a sample of second year students, and a classroom observation. After the analysis of the obtained data, the results reveal that using certain appropriate strategies, such as assigning material for an upcoming discussion beforehand, designing rotations for responses, selecting interesting opening tasks, using a sense of humour, and providing a safe learning environment, contribute significantly in promoting introverted learners' oral fluency.

Key terms: EFL, Introversion, Speaking, Oral Fluency.

List of Abbreviations

EFL: English as a Foreign Language

APA: American Psychological Association

CSEPP: Committee on Science, Engineering, and Public Policy

FFM: Five Factor Model

EPQ: Eysenck Personality Questionnaire

MBTI: Myers Briggs Type Indicator

PET: Positron Emission Tomography

SLL: Second Language Learning

FL: Foreign Language

SL: Second Language

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GENERAL INTRODUCTION

1. Introduction

The oral fluency is a crucial aspect to learn a language that learners need to master in order to interact fluently with no long pauses. Frequently, introverted learners experience a difficulty when performing tasks orally. The causes behind this deficiency could be various, but the main reason is probably the lack of participation and practice of the language. Since introverts are likely to be unable to speak efficiently in classroom tasks, then they should be treated in a particular adequate manner. In this vein, following a standardized way when delivering oral expression session, without taking into consideration the fact that introverts have distinct requirements and preferences will affect their speaking fluency in a negative way. Thus, teachers are appealed to introduce some motivating strategies that provide introverted learners with an appropriate academic environment for learning, where they can feel comfortable to participate. Subsequently, our focus will be more on the various roles that a teacher undertakes to create a safe learning atmosphere for introverts, as well as on the strategies that he applies to promote their oral fluency.

2. Statement of the Problem

Teaching is such a challenging process to tackle; in which teachers should be attentive to each individual learner in the classroom because learners have distinctive requirements, preferences, and learning styles. Introverted learners and extroverted learners perceive things differently. Introverts prefer independent projects and individual work, while extroverts tend to like collaborative work. The omnipresent belief is that the ideal language learner is active, assertive and excitement-seeking, referred to as “the Extrovert Ideal” as labelled by Cain. Causing teachers to praise and reward the sociable extrovert and undervalue the gifts of introverts. Consequently, this treatment will lead introverted learners to avoid classroom participation and cooperation. Hence, they will not take full advantage of language-use opportunities which will negatively affect their oral fluency. Thus, an effective teacher should understand introverts’ needs and requirements, as well as they should use appropriate strategies treating them to enhance their oral fluency.

3. Aims of the Study

As a primary objective, this study aims to investigate introversion and its impact on EFL learners' oral fluency.

Also it aims at:

- 1- Clarifying the causes of introversion.
- 2- Assisting EFL introverted learners to communicate effectively.
- 3- Exploring the various roles of a teacher.
- 4- Formulating recommendations to follow when treating introverted learners.

4. Research Questions

The present study is based on the following questions:

1. What are the causes of introversion?
2. How can the teacher distinguish the introverted learners in his class?
3. Does introversion affect the process of learning a foreign language?
4. What is the impact of introversion on EFL learner's oral fluency?
5. How can teachers help EFL introverted learners to enhance their oral fluency?

5. Research Hypothesis

As an attempt to answer the preceding questions, we hypothesize that:

- ❖ If the teacher use appropriate strategies to deal with introverted learners, they will interact more and enhance their speaking fluency.

6. Research Methodology

The research methodology of this study is descriptive. It relies on both qualitative and quantitative data collection techniques as follows:

1. A semi-structured questionnaire for students
2. A Classroom observation using checklist.

7. Population

Since this study is concerned with introverted EFL learners who face problems when performing oral tasks, we have decided to choose 2nd year students of English at Mohamed Kheider University of Biskra as a population that is estimated at 449 students. The selection of this level was based on the idea that 1st year students may avoid participation because they are not yet familiar with the context, and not 3rd year or advanced students because they may have already overcome the issue

8. Sample

We selected one group among 10 groups of 2nd year students randomly as a sample of the study, in which they have respond to the questionnaire anonymously. The chosen group consisted of 38 students.

9. Structure of the Study

This dissertation is divided into two parts; a theoretical and a practical part. The first part is composed of two chapters. The former is devoted to provide a general overview of the various characteristics of an effective teacher, as well as the different roles that he undertakes when teaching. Besides, the other chapter is divided into two sections. The first section deals with introversion and extroversion, while the second section discusses the oral fluency; its definition, types, and the different strategies to approach it. The second part of this dissertation is devoted to the field of investigation, which reports the data obtained from the questionnaire and the classroom observation and its analysis.

CHAPTER 1: THE ROLES OF A TEACHER

PART 1: EFFECTIVE TEACHERS

CHAPTER 1: THE ROLES OF A TEACHER

Introduction

The teaching occupation exceeds merely standing in front of a classroom and lecturing. An effective teacher undertakes a variety of roles to ensure that the course is proceeding fluently, which therefore will facilitate learning. This chapter is divided into two parts. The first part describes the notion of an effective teacher; his definition and the various characteristics that he possess. While the second part examines the different roles that a teacher tackle within classroom.

1. Teachers' Definition

The occupation of teaching has existed for over than 2000 years. However, views and beliefs about it are often controversial. On the one hand, some theorists consider teaching as the process of transmitting knowledge to students by standing at the front and controlling affairs. On the other hand, others view it as the process of creating appropriate conditions where students learn for themselves and teachers keep moving around the classroom quietly and helping them when needed (Harmer, 2007).

Dornyei and Murphey see the occupation of teaching as the process of group leadership. They argued that teaching is fostering good relationships with students through working cooperatively in a friendly and a harmonic setting. They suggests that this could be achieved by “group conscious teaching style” (Dornyei & Murphey, 2003, p. 99). When considering the complicated task of teaching, effectiveness takes an elusive position. It can be defined as that which leads to high achievements by students in assessed outcomes (Robert, Aloisi, Higgins & Major, 2014). Moreover, teacher effectiveness is mainly concerned with teacher’s behaviours and classroom processes that promote better student achievements. This can be observed in in student’s behaviours during classroom observation of a typical lesson, in their ability to produce, or in their achieved scores (James, Sammons, & Bakkum, 2013). Frequently, effective teachers leave a remarkable and lasting impact on students’ lives. They do not restrict their roles to merely instructional and pedagogical ones.

Fenstermacher and Soltis (1992, as cited in Jarvis, 2005) classifies teachers into three distinct models as follows: executives, therapists, and liberationists. In the executive model, the teacher places most emphasis on planning lessons to deliver knowledge efficiently.

However, in the therapist model, a teacher considers psychological care as a higher priority. They are primarily responsible for the healthy psychological development of learners. The liberationist model is mainly concerned with helping students to become more independent and freethinking, which could be achieved by focusing on teaching, thinking, and learning skills. Therefore, a successful teacher acquires a set of professional and personal characteristics that enable him to become an effective educator.

2. Characteristics of an Effective Teacher

2.1. Prepared

Coming prepared to class is an essential factor in being an effective teacher. A prepared teacher arrives to school on time, and equipped with all the required instructional materials prearranged in advance. For a prepared teacher, the quality of learning time can be increased mainly by minimizing the transition duration between tasks and activities (Wong, 2001, as cited in Walker, 2013). An effective teacher tends to be acquainted with the subject he is going to teach and has already planned the strategies on how he will teach the material in a beneficial manner. Moreover, he adjusts his teaching according to students' different learning styles. He plans a variety of activities beforehand, more than he will be able to cover during the class period, and makes plans for the unexpected, in such cases as a student who finishes a task early or an emergency event. Thus, a prepared teacher takes full advantage of students' learning time to reduce their misbehaviour (Walker, 2013). Moreover, remaining organised is vital in teaching. It has a positive effect on both teachers and learners. Because not only the teacher who will feel comfortable, but also students will feel stress free and more comfortable. Moreover, an organised teacher will significantly develop effective classroom management; a classroom where students are intensely involved on task and misbehaviour will seldom occur. Briefly, a well prepared course conveys to students a sense that the teacher care about teaching and about them as well (Sandra & Douglas, 2005).

2.2. Positive

Having a positive attitude will create a positive classroom environment, where an effective teacher has an optimistic attitude about his occupation and his students. This can be significantly displayed through encouraging and praising students and believing in their abilities. The classroom environment that a teacher creates for students is as important as the material he is going to teach. It should be coupled with a sense of warmth that creates a

positive environment for student learning, and this can be approached by the use of a range of motivating strategies such as: positive reinforcement to encourage positive behaviour and rewarding students for doing tasks correctly (Walker, 2013).

The effective teacher often provides positive feedback, mentions positive behaviours, and neglects the negative ones. He ought to communicate enthusiasm for teaching, because when students sense their teacher's passion towards the course, they would be more involved (Lucas & Douglas, 2005). Therefore, creating a positive environment is a prerequisite aspect in effective teaching.

2.3. Creative

Another characteristic of an effective teacher is being creative. Creative teaching refers to appealing the creative side of learners' brains. It can take many forms, yet it does not necessarily mean that teachers need to take hours of preparation for each activity. A creative teacher aims to enhance the learning process by making it a satisfying and an enjoyable experience for learners and for himself as well. It is about motivating learners to participate and understand in a fun, stimulating and attractive situation (Starbuck, 2006). The initial step in developing creativity is recognising that students learn differently. Where a creative teacher seeks to provide them with a favourable learning environment by incorporating technology, music, drama, art and other types of activities into the lessons. This variation in tasks will encourage students to exercise their curiosity to experience the joy of discovering new things (Walker, 2013). Therefore, creativity is a hallmark of an effective teacher, since it makes the process of learning more pleasant.

2.4. Fair

Being fair when presenting materials, when dealing with learners, and when evaluating them is a fundamental aspect in effective teaching. Treating students fairly creates an adequate learning environment for them to thrive, where they are expected to learn and behave properly. Because learners are frequently more concerned about teacher's treatment, than the content he will provide them with. An effective teacher provides his students with a welcoming setting that eliminates bias, prevents discrimination, and maintains high expectations for each student (American Psychological Association (APA), 2002). Obviously, each student wants to be treated in a fair manner, where right behaviours are rewarded and wrong ones are punished (Stronge, Tucker, & Hindman, 2004). Though

fairness is a dimension that requires a continuing effort to maintain, effective teachers are capable to demonstrate it in a range of ways; from treating students equitably to dealing and working cooperatively with their parents regardless to their races, genders, and other differences (Peart & Campbell, 1999, as cited in Stronge, Tucker, & Hindman, 2004).

2.5. Compassionate

Teaching is a humanistic occupation, where compassion means the feeling of understanding learners and showing them care and concern. Apparently, this can be modelled through teachers' actions (Alrubail, 2015). Compassionate teachers strive to create a safe environment where learners can explore, name, and share their feelings. They do not disempower behaviours by underestimating, mocking, or ignoring students' feelings, but rather teachers recognise that each student is expected to make mistakes and may act in obscure manners. Moreover, compassionate teachers maintain high expectations. They provide clear messages about class rules, minimize triggers while applying limits, and avoid mixed signals especially the ones that can be misinterpreted as insults, such as sarcasm and joking, which are major examples of potential mixed signals (Wolpow, Johnson, & Kincaid, 2011). Additionally, Walker (2015) claims that the most effective teachers deal with students' difficulties compassionately. They are concerned about their personal problems and can relate to them and to their problems efficiently. He argues that the sensitivity and compassion of teachers affects students' in deep and permanent ways. Furthermore, Kathy Paterson (2005) offered ten ways to demonstrate compassion as follows

- Providing encouragement constantly
- Providing smiles coupled with words of positive reinforcement
- Being courteous with all students and fostering courteous behaviour in the classroom
- Striving to create a safe environment for all students
- Involving students in making decisions about their learning
- Cultivating a profound appreciation of others by taking time to become acquainted with them
- Maintaining temper and calmness
- Respecting students' friendships
- Keeping an eye on anyone who seems to be suffering in any way

- Examining all situations as objectively as possible, such as in the case of in-class disagreement between peers

2.6. Humour

Humour is a significant component to effective teaching. It leads to creating good relationship with students with a sense that the stimulating nature of learning is a very enjoyable experience. Moreover, it allows teacher and his learners to relate with each other as human beings; it decreases tension and raises their spirits (Swainston, 2008). Using humour in teaching helps teachers to establish an appropriate classroom climate. An effective teacher makes learning more amusing and fun, in which he do not take everything restrictively. He often integrates humour into everyday classroom, and uses it as a tool to break the ice in difficult situations (Walker, 2013). However it should not be used in a belittling manner, but rather it should be adroitly handled by the teacher. Because students tend to learn better in a safe welcoming atmosphere with no offense or hurt (Robert, 1995). Powers (2005) claims that when considering the use of humour, a teacher needs to take into account the subject, tone, intent, and the situation.

- **The subject:** putting into consideration students' experiences may help a teacher to decide which subject will be appropriate to humour, since there are subjects that are out of the bounds of humour.
- **Tone:** excessive use of sarcasm may offend students who believe that the teacher is being too negative, thus instructors need to be conscious about their level of sarcasm. Likewise, students may feel confused if they cannot distinguish between sarcasm and seriousness.
- **Intent:** since the intent of integrating humour is to facilitate learning, then it is wise to consider whether this usage will embarrass any of the students or not.
- **The situation:** being aware of the dynamics between teacher's personality, his use of humour, and the students' personalities is a crucial aspect.

PART 2: TEACHERS' ROLES

Introduction

Throughout their careers, effective teachers execute various roles. They often switch from one role to another within the same session fluently, and efficiently arrange time duration between tasks to prohibit any possibilities for misbehaviours to occur.

1. The Teacher as a Diagnostician

As diagnosticians, teachers often play two main roles. On the one hand, they diagnose the weaknesses of a curriculum. For instance, when a curriculum lacks certain concepts essential to the learning process, teachers would be able to identify and remedy such gaps (Mosothware, 2012). On the other hand, during an activity, they listen to learners when working to identify their strengths and weaknesses in language and skills. Then, they detect their needs and interests. An effective teacher ascertains the probable deficiency of each learner, and determines the appropriate instruments through direct observations and standardized tests (Sawyer, 1968). She adds, “Diagnosis, to be efficient, must lead to remediation” (p. 2). Therefore, for a teacher to be an effective diagnostician, he have to concentrate on handling several students at once, and attempting to meet their individual needs by the use of relevant materials.

1.1 An Observer

The art of observing is an essential aspect in effective teaching, since observation functions as the initial step in the teaching process. It exceeds merely watching students performing tasks or evaluating the outcomes of a learning process. Observation should emphasise the process rather than the final outcomes. An effective observer pays a close attention to the various events that occurs during a course, such as joys and frustrations; interactions and reactions; successes and failures; acceptances and rejections. Moreover, he acts as a listener and a questioner who notes non-verbal communications and encourages questions (Heck & Williams, 1984). Besides, when observing students’ performance, a teacher should not mention each mistake they made, but rather he should work and observe simultaneously, listen, watch, and absorb to create the best rapport with students (Harmer, 2007). In short, a teacher as an observer is one who attempts to observe what students do, especially in oral tasks, for the sake of providing useful individual and group feedback.

1.2 A Monitor

Monitoring students' learning is an essential component in superior education. A teacher as monitor pursues activities to follow students' learning for the sake of taking instructional decisions and providing them with feedbacks about their progress (Cotton, 1988). Monitoring is a classroom management technique that is concerned with listening to learners' fluency and accuracy, and checking their engagement in a particular task. Frequently, in monolingual mixed-ability classes the temptation of some students may be to abandon the task and leave it to students who are more competent. In such situations, the presence of the teacher in supervisory role is essential, because careful monitoring guarantees best performance from students (British Council, 2006). Usually an effective teacher recognises his content area thoroughly. He monitors learners' progress and attempts to provide them with the material in an accessible manner. Then, he continues to adjust instructions to ensure and facilitate students' learning using a variety of observations and assignments (Storage, Tucker, & Hindman, 2004). Monitoring includes many sorts of activities, and during this process, teachers often refer to the following behaviours:

- Asking students questions about the material being taught to check their understanding.
- Walking around the classroom during a task and engaging in contacts with students about their work.
- Administering periodic reviews with students to check their grasp of the material and to identify gaps in their understanding.
- Reviewing students' performance from collected and recorded data, then using these data to make necessary adjustments in instruction. (Cotton, 1988).

Therefore, being a monitor is a vital role for an effective teacher, because it increases teachers' awareness about the effects of his instruction and helps him in making proper instructional modifications. Howell and McCollum-Gahley (1986, as cited in Cotton 1988) assert, "The most important part of continuous monitoring is not taking data, but making decisions".

2. The Teacher as a Manager

A teacher, as a manager, is often concerned with the activities of planning, organising, and controlling. He is the primal manager of students, and their learning activities. To be efficient and effective in the task of imparting knowledge and teaching proper values and attitudes to his students, an effective teacher should be adequately prepared to manage both human and material resources during a session (Abdulkareem, 1997). Moreover, the attitude a teacher undertakes before entering the classroom is crucial to be an influential manager. Good and Brophy (2003) note that the fundamental attitudes of an effective manager are:

- Providing respect and affection to all students
- Being Consistent which leads to credibility
- Being Responsible for all students' learning
- Maintaining enjoyment of learning, which leads students to value education

Furthermore, a complex task as teaching can easily become frustrating and boring when not managed properly. But the use of modern strategies, will provoke students to gain more knowledge. Being a successful manager is not an easy task, and an effective teacher should consider a number of teaching- related matters in advance. It means managing students' activities, behaviours, and classroom setting at once (Spahiu & Spahiu, 2013).

2.1 A Planner

Effective classroom managers are often good planners. They do not enter late to a class, after noise have already occurred. From the first day of studies, they instruct the rules and policies about appropriate student behaviours in an explicit manner. Likewise, they write down the most important rules of classroom behaviour, and the penalties for not following and respecting them (Sadker & Sadker, 1997). Effective planning begins with an investigation for each individual student in a classroom, and an examination of the causes of certain behaviours. Subsequently, a teacher can intelligently plan strategies for preventing disciplinary violations before their occurrence. However, if they occurred, appropriate steps should take place to minimise damages as much as possible (Guggar, 2010). French and Saward (1975) identify that a plan is a designed event of actions that leads to desired outcomes and it is considered as one of the crucial elements of management. As one of the main functions of a manager, planning takes an essential part in classroom learning activities. It is principally concerned with identifying lesson objectives, projecting the

adequate strategies for achieving these objectives, specifying the appropriate instructional materials, and allotting periods for various activities during a lesson. Besides, a teacher is also engaged in medium-term and long-term plans in the educational system. In the former, he provides the potential teaching and learning objectives, the units or components of a course, the modules in a subject for a particular level, the methodology, and the methods for evaluation. While, a teacher contributes in designing a syllabus for a particular level of the educational system (Abdulkareem, 1997). Thus, the teacher is the cardinal planner of all the educational plans.

2.2 An Organizer

Becoming an effective organiser is an essential aim for teachers, because maintaining organization provides students with a sense of safety and encourages them to take risks when learning. Frequently, teachers spend a lot of time in accomplishing this role, otherwise they will waste a great deal of time re-explaining instructions (Ellsworth, 2001). Teacher's role as an organizer comprises supplying students with needed information, providing instructions about a task in a logical order, putting them into pairs or groups, informing them about the allotted duration for a task, and closing it when the finished. Moreover, after finishing the task, organising some kind of feedback is vital (Harmer, 2001). Besides, when students are undertaking an activity, the teacher should move around the classroom and check what students are doing. Likewise, he should take mental notes that will help him in providing efficient feedback afterwards (Qiang, 2000).

2.3 A Controller

Teacher's role as a controller is a common role, in which most teachers view their occupation as merely transmitting knowledge to students. Yet an effective teacher controls the lesson's pace to make it runs fluently and efficiently. This role is often appropriate when a teacher wants the attention of the whole class. Especially when he intends to establish a new activity, provide explanations, or give feedback (Lamb & Nunan, 1996). Apparently in such classrooms, the teacher is in charge of the whole class to manage the learning process significantly; what students do, what they say, and how they say it. However, there are times when executing the role of a controller seems to be too teacher-centred, in which it denies students' access to their own experience of learning. It minimises their opportunities to speak and practice the language since the class is acting as a whole group. Likewise, excessive

dependence on transmission teaching can result in a shortage of diversity in activities (Harmer, 2001).

3. The Teacher as a Facilitator

The role of the teacher as a facilitator may be summarised in providing students with needed materials and guidance to enable them learn by themselves. He encourages them to participate and contribute ideas by clarifying language and instructions. This role means scaffolding learning experiences in a way that ensures success for all students, via directing and supplying them with information that will not solve the problem, but that which will help learners find solutions. In addition, being a facilitator means giving clear and precise directions to students concerning the learning tasks, and identifying the required conditions to accomplish them successfully (Corbin, 2008). Hence, becoming a facilitator encourages students to take a leading role, and this indicates that the teacher is not implementing the traditional method of teaching. Both Dewey and Piaget suggest that teaching is the establishment of an environment where students can develop intellectually, socially, and morally. Then, Piaget insists that telling is not teaching, and this demands an effective facilitator to provide choices and opportunities for learners to experiment and practice taking the initiative role (as cited in Ellis, 2004).

In such situations, an effective teacher often combines the roles of a mentoring and tutoring, which will be mentioned afterwards.

3.1 As a Mentor

Mentoring is a personal as well as a professional relationship between a teacher and his students. An effective mentor tends to be aware of the degree of help, advice, information, and encouragement that he provides. Moreover, he focuses on helping students to approach successful learning; either to help them in optimizing an educational experience or finding suitable employment. Frequently, a competent mentor is able to share both life experiences and wisdom. Likewise, he used to be a good listener, a good observer, and a good problem-solver (Committee on Science, Engineering, and Public Policy (CSEPP), 1997). The council of Graduate Schools (1995) cited Morris Zelditch's summary of the multiple roles of a mentor as follows:

- An advisor, who tends to share his career experience and knowledge

- A supporter, who supplies emotional and moral encouragement
- A sponsor, who provides information and aid about obtaining opportunities
- A model, who embodies the sort of person one should be to become an academic (as cited in Avison & Pries-Heje, 2005).

Therefore, a mentor is not the prime responsible member for the teaching process, but rather he merely reviews, guides, and assists students' performance during a task.

3.2 A Tutor

To approach this role, a teacher acts as a coach while students are engaged in a project work or in a project, in which he provides them with advice and support to clarify ideas, and limit tasks. The distinguishing feature of this role is that the teacher is mainly concerned with helping and guiding students at the individual level according to their needs (Adams, 2015). Besides, Harmer (2007) argues that being a tutor refers to the availability of the teacher to answer questions and provide information when students are working on a given task. It refers also to acting as an advisor who responds to what they are doing and advises them on what to do next. However, accomplishing this role efficiently is often difficult in large classes, since it implies an intimate relationship, than that of an organiser or controller, with students. In contrast, when students are working individually, in pairs, or in small groups, a teacher can move around the class and stay temporally with a particular student or group offering necessary guidance and aid. However, care is required to ensure that each individual learner or group are seen, otherwise the students who have not had access to the teacher may feel resentful (Harmer, 2001).

4. The Teacher as a Motivator

Motivation is a fundamental aspect of effective teaching. It plays a substantial role for successful language teaching and learning. As a motivator, a teacher provides students with motivation and spirit to help them in building their self-confidence. In addition, he do not punish a student who made a mistake when doing an exercise or answering a question, but rather, he will keep supporting and motivating him to repair the mistake. Furthermore, an effective motivator tends to be creative and innovative by adopting new methods for stimulating learners (Vaniuno, 2010). The teacher is a major factor in the continuance of students' motivation. In which his attitude and enthusiasm for English and English learning would seem to be prerequisite for creating a positive classroom environment and therefore

increasing students' motivation (Harmer, 2001). Nevertheless, Dornyei (1998) emphasised that the topic of teacher motivation has received little attention in educational psychology, though teacher's level of enthusiasm and commitment is one of the vital factors that influence students' motivation to learn. Subsequently, since motivation is a crucial factor for successful learning, improving teacher's motivating skills should be considered as central to effective teaching. Dornyei and Csizer (1998) developed Ten Commandments for motivating language learners as follows:

a) Teacher's Own Behaviour

The teacher is the most prominent model in the classroom, and students' attitude are frequently modelled after him. They tend to imitate their teacher in the amount of expended energy and his interest orientation in a subject (Dornyei, 1994). Thus, setting a personal example through one's own behaviour is very effective in promoting students' motivation.

b) Classroom Atmosphere

A tense classroom environment often creates anxiety which decreases learners' motivation. Then teachers are appealed to create a welcoming comfortable environment when teaching. This could be achieved by mainly by supplying students with the appropriate physical properties of the classroom (Ward, 2011).

c) Tasks Presentation Manner

Dornyei and Csizer (1998) have included task presentation as a significant component that contributes in raising students' motivation. A tense classroom environment often creates a sense of anxiety within students, which therefore reduces their tendency to learn. Presenting tasks in a proper manner increases their interest in the activity, and this can be realized through using efficient strategies and setting pragmatic goals.

d) Relationship with Learners

Developing a good relationship between the teacher and students is prerequisite in any educational setting. Thompson (1998) states that the most influential way that teachers can use to create a favourable learning environment is the good relationship with students (as cited in Boynton and Boynton, 2005).

e) Learners' Linguistic Self-Confidence

Increasing learners' linguistic self-confidence is a key factor for eliminating their boredom and promoting their motivation to learn. It is no linked to their actual competence, but rather to what they think, know, or can do (Harmer and Csizer, 1998). Edwards and

Roger (2015) propose that listening comprehension skills contribute significantly in developing the linguistic self-confidence.

f) The language Classroom

Making the language classroom more interesting boosts learners' motivation to learn. Frequently, teachers tend to incorporate a set of new strategies to make the process of language teaching more enjoyable and interactional such as, supplying reinforcements through displays and games (Deshmukh, 2016).

g) Learners' Autonomy

Learners' autonomy and motivation are two correlative dimensions. When learners take responsibility for their own learning and perceive that their success or failure is directly attributed to their own efforts and strategies, their motivation to learning will enhance largely (Dornyei and Csizer, 1998).

h) The Learning Process

Designing a course in accordance to students' personal preferences often promotes their motivation. They tend to strive in subjects that are personally relevant to them. Moreover, Siedentop (1976) adds that a teacher cannot develop a strong relationship with students, unless they are interested to do so (cited in Smith, 1990).

i) The Learners' Goal-Orientedness

Goal setting have a significant importance in stimulating learners' motivation. Educational psychology literature indicates that most students do not fully recognise the aim of being involved in a learning task. However, being aware about this aim beforehand would increase learners' goal-orientedness, and this can be achieved by undertaking a discussion with students about the task objectives (Dornyei and Ushioda, 2013).

j) The Target Language Culture

Introducing learners to the cultural background of the target language, by the use of authentic materials and fostering contact with native speakers, is a crucial contributor in elevating their motivation (Dornyei and Csizer, 1998).

Subsequently, two different roles may be embedded within the role of a motivator, which are the teacher as a prompter and the teacher as a participant.

4.1 A Prompter

On the one hand, a prompter is a teacher who tends to encourage students' participation to gain more knowledge by creating a relaxed and harmonious atmosphere (Minghe & Yuan, 2013). On the other hand, he provides them with appropriate suggestions about what to do next, especially when they are incapable to proceed significantly or when they lose the words. However, the over provision of this encouragement may create an over-reliance on the teacher, which will hinder students from thinking creatively (Harmer, 2001).

4.2 A Participant

During students' discussions, role-plays, or group decision-making activities, the teacher frequently undertakes the role of observing students while performing the task and later offers feedback and corrects mistakes. Yet there are times when a teacher might adopt the role of participant (Harmer, 2007). Participating in an activity may enliven learning from the inside, rather than merely prompting and organizing from outside. Occupying this role, by taking a part in an activity, often improves the classroom atmosphere and pleases learners. However, this may create a risk of excessively dominating the activity (Veira, 2001).

5. The Teacher as an Assessor

Assessing students' competences, whether they are learning English properly or not, is among the most important tasks facing a teacher. It is regarded as an integral aspect of the occupation of teaching. Where acquiring a special knowledge and understanding of assessment is prerequisite for judging students' performances. An effective assessor ensures that the assessment is valid, fair, and in accordance with course objectives (Harden & Crosby, 2000). Long, Wood, Littleton, Passenger, and Sheehy (2011), argue that without any assessment, teaching would be a vague activity. Because teachers would be incapable to determine whether students had made any progress or not, and if adjustments are needed to be made or not. Therefore, assessing learners' attainments is essential for addressing their needs and for designing suitable learning experiences to enhance their actual skills. This assessment may occur either informally through classroom observation, or formally through tests and quizzes. Furthermore, Harmer (2001) explains that when acting as an assessor two major issues should be taken into consideration. On the one hand, the teacher should inform learners about the manner and the goal of assessment in advance. On the other hand, he

should assess them fairly. For example when a student obtains a low grade, an effective assessor informs him with a sense of sensitivity and support.

Conclusion

Within the foregoing chapter, we investigated the multi-faceted and elusive context of teaching. Frequently, effective teachers possess a range of characteristics. They tend to be prepared, positive, creative, fair, compassionate and fun. Likewise, the various roles of a teacher has been indicated within this chapter as well. Subsequently, in the view of the fact that teacher's roles are often interchangeable and never static, the effective teacher should be eclectic in selecting the appropriate role in each particular setting.

CHAPTER 2: INTROVERSION VS EXTROVERSION AND ORAL FLUENCY

PART 1: INTROVERSION VS EXTROVERSION

CHAPTER 2: INTROVERSION VS EXTROVERSION AND ORAL FLUENCY

Introduction

This chapter is divided into two parts. The first part sheds light on introversion and extroversion as two major personality traits that have an impact on EFL learners' achievements in general, and on their behaviour and way of learning in particular. Moreover, it provides a definition of the two terms and introduces the various ways of their measurement, as well as, their biological origins. The second part deals with the concept of oral fluency, its different types, and a set of strategies to approach it in the classroom.

1. Definition of Extroversion and Introversion

In the beginning of 1900's, based on observing Freud's and Adler's opposed views of their patients' symptoms, Jung (1916) generated his theory about personality types and devised the terms introvert and extrovert. To him, Adler stresses only the internal world of the patient, whereas Freud focuses on the external world. In which the former represents an introverted orientation, while the latter refers to an extroverted orientation. Jung thinks that both points are appropriate and that each orientation reflects a genetically healthy temperament (cited in Laney, 2005).

The meaning Jung allocated to extroversion and introversion was expanded more in his Analytical psychology. He argues that all psychological phenomena can be understood as demonstrations of energy, in which this energy is psychologically considered as desire. He calls it libido (Jung, 1916, p.410, as cited in Oliver, 2010). Therefore, extroversion and introversion were seen as two contradicted directions of libido. Jung describes extroversion and introversion as two personality types that exist in a continuum at opposite poles. Furthermore, he theorized that individuals have stable and enduring tendency toward an extraverted or introverted personality, in which a subject is said to be extroverted when he gives his primal interest to the outer world, and assign crucial value to it. On the contrary, a subject is introverted when he depreciates the outer world and attributes an all-important to no one but himself worthy of consideration. His original definition of introversion states that

Interest does not move towards the object but withdraws from it into the subject. Everyone whose attitude is introverted thinks, feels, and acts in a

way that clearly demonstrates that the subject is the prime motivating factor and that the object is of secondary importance. Introversion may be intellectual or emotional, just as it can be characterized by sensation or intuition. When introversion is habitual, we speak of an introverted type (Jung, 1923, p.453, cited in Grimes, 2010, p.26).

The aforementioned definition indicates that a person whose attitude is introverted directs his energy and attention inwardly, in which his primal foci is his internal world. But he devotes small or no importance to the outer world. It occurs when the person deliberately excludes himself from the external interaction.

In the extraverted attitude, the data for life comes from the external world. Jung argues that the object works like a magnet upon the tendencies of the person. It is, therefore, an attractive force that determines the subject's attitude. While in the introverted attitude, the main source of data is the personal experiences (e.g. feelings, values). Jung (1923) claims that the subject is the fundamental aspect of every interest (cited in Hill, 1970).

Jung's theory of introversion has provided the foundation for later psychologists, as extraversion and introversion became a fundamental personality dimension. His views have been discussed, described, and expanded by many of them. Cherry (2015) argues that introversion is among the major personality traits that are identified in many theories of personality. Introverted people tend to be inward turning; concentrated more on internal thoughts, feelings, and moods rather than seeking external stimulation. Moreover, introversion and extraversion are two parts of a continuum; introversion indicates one end of the scale and extraversion indicates the other end. Similarly, Helgoe (2008) states that introversion is an inward orientation to life, whereas extraversion is an outward orientation. Introverts tend to gain energy by reflecting, and expand energy when interacting. While extroverts have the opposite preference. They tend to gain energy by interacting, and expand energy during reflecting. Furthermore, Cain (2012) defines introversion and extraversion in terms of preferences for different levels of stimulation. In which introverts have a preference for a quiet less stimulating environment, and tend to think before they speak. In contrast, extroverts are energized by social situations, and tend to be assertive and multitaskers. Laney (2005) another introversion positive theorist, describes introversion as a type of "temperament" (p.10) different from shyness or having withdrawn personality. It is not changeable, but you can learn to work with it, not against it. Introverts draw energy from their internal world of ideas, emotions, and impressions. They are not necessarily quiet or withdrawn, but they need a quiet reflective place where they can think deeply and

recharge themselves. Introverted people need to balance their alone time with outside time, otherwise, they can lose other perspectives and connections. Those who balance their energy have the ability to think independently, focus deeply, and work creatively. Extroverts, by contrast, are energy spenders. They gain their energy from the external world, such as people, places and activities. Laney describes them like solar panels. For them, being alone is like living under a heavy cloud cover. Just as solar panels need the sun to recharge, extroverts need to be out. It is not sufficient to define only dimensions of introversion and extroversion for scientific studies, the manner how these two tendencies have been measured is essential too. This point will be discussed in the following sub-title.

2. Measurement of Introversion and Extroversion

As indicated by the literature, there are two ways of measuring an individual's tendency. Some researchers prefer to conduct personality inventory tests to collect information about their subjects, while others prefer to make observations to define their subject's social and personal tendencies. But this technique requires a systematic and regular focus on the subjects for a long period of time. For that reason, most researchers lean more to employ personality tests, which are considered to be more convenient and reliable. Most theorists worked with Jung's framework to describe introversion-extroversion as a basic aspect of personality, in which it became one of the five dimensions of the Big Five personality inventory, one of the three components of Eysenck's personality inventory, and one of the four facets of Myers- Briggs type indicator. A wide variety of empirical studies have tested these models and found that they represent the central features of personality (Dornyei, 2005)

The five-factor model (FFM) is a widely used theory by psychologists to describe their subject's personality. The five examined factors are openness to experience, conscientiousness, extraversion- introversion, agreeableness, neuroticism- emotional stability. (McCrae and John, 1992). Adherents of this theory argue that human personality can be reduced in five primary traits in which introversion is not defined in terms of a rich inner life, but rather as a lack of qualities such as assertiveness and sociability. The big five's extraversion component assesses positive emotions, sociability, and excitement-seeking. Where introversion is not operationalized with an introspective, fantasy component. (John, Donahue & Kentle, 1991 cited in Grimes, 2010).

From his part, Eysenck has developed the Eysenck Personality Questionnaire (EPQ) to assess the personality traits of an individual. His theory involves two levels of personality research. A descriptive level that concentrates on describing the structure of personality in terms of traits, and an explanatory level that attempts to provide a theoretical account of what causes individual differences in personality (Marin, 2005). At the first level, Eysenck identifies three major dimensions of personality that are: Extraversion-Introversion, Neuroticism-Stability, and Psychoticism-Socialisation. Accordingly, he has done many studies on the theory of personality, in which he has developed different versions of personality tests, such as Personality Inventory Test (1985). Eysenck's scales for the measurement of personality have been developed over a period of nearly 50 years. A result of this process of refinement has been a progressive increase in their length, in which the first one contains forty items, whereas the last one contains one hundred item. This increase in length can be accounted for enhancing the reliability of results (Abali, 2006).

Furthermore, Myers- Briggs Type Indicator (MBTI) is another questionnaire that is designed to indicate individual's psychological preferences in perceiving the world. Based on Jung's typological theory, Briggs and her daughter have developed The MBTI. However, they added a fourth dichotomy to Jung's taxonomy which is judging- perceiving. Subsequently, the dichotomies targeted by this inventory become as follows: Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving (Dornyei, 2005).

3. Characteristics of Introverts

Introverted people are frequently characterised by their ability for reflecting inwardly and understanding the world before experiencing it. They require time to absorb new information by comparing it with their internal experiences first, before assimilating and responding to it (Tieger and Tieger, 1995). In group situations, introverts may seem reluctant to interact with others and to share their ideas, yet this may be only because they need time to assimilate the information and develop their ideas first (Cain, 2012). To the other people, introverts may appear shy and prefer solitude over social-gatherings, though they are just different in their degree of sociability (Laney, 2001). They often like to interact in small groups or with one or two intimate friends (Tieger and B. Tieger, 1995). Besides, Eysenck and Eysenck (1969) describes a typical introvert to be quiet, introspective, and retiring sort of person. He tends to be fond of books rather than people and takes matters of everyday life with proper seriousness. Moreover, he tends to be reserved and distant except to close friends.

4. Characteristics of Extroverts

Extroverts tend to focus their energy outwardly. They appear to be more social, in which they frequently meet new people easily and often do well in social gatherings. Generally people with extroverted tendency think and speak at the same time, also they tend to think their ideas out-loudly rather than reflecting on them inwardly (Laney, 2001). For Eysenck and Eysenck (1969), a typical extrovert is a person who appears to be easy-going, optimistic and carefree. He tends to make many friendships and needs to have people to talk with them and does not like reading and studying individually. Furthermore, extroverts always have a ready answer and seek excitement.

5. Introversion Vs Shyness

Despite the fact that shyness is conceptually distinct from the dimension of introversion, the two terms are often used interchangeably in everyday language. Shyness expert, Carducci (2003), make a distinction between introversion and shyness. He claims that introverted people are not the same as shy people. Introverts have social skills for successful interaction with others, but they only enjoy solitude and frequently require privacy. Whereas, shy people lack the skills that could help them manage social interaction, yet they want to be noticed and accepted by others. Apparently, both shyness and introversion may seem alike, since both manifest social withdrawn behaviours. However being an introvert is a choice of avoiding social situations, whereas shy people fear such situations. In contrast to introversion, shyness is not related energy direction, but the fear of negative social evaluation that leads to discomfort and limitations on the desire for social contact (Aron, Aron & Davies, 2005). Therefore, a shy person wants to be more social, but he is anxious in social situations in which he may think that others don not like him. Laney (2005) argues that shy persons have a debilitating fear of humiliation, embarrassment and criticism. Moreover, they may be inhibited and timid in situations where there is a risk of failure.

6. Introversion: Nature or Nurture

Numerous scientific studies have shown that the degree to which a person is introverted or extroverted is highly influenced by genetic history. However, research has not yet provide conclusive evidence to the actual origins of these psychological dimensions.

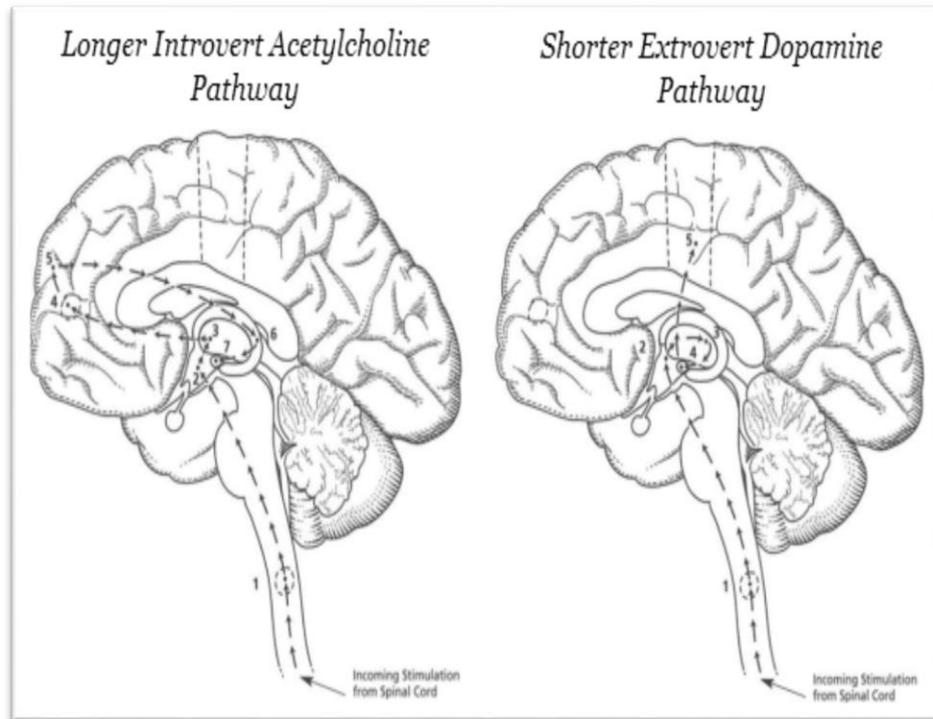
Laney (2005) claims that during researching her first book, *The Introvert Advantage*, she examined over thousands of studies in psychology, physiology and neuroscience, and interviewed hundreds of introverts. The conclusion she came with is that individuals respond differently to the same situation because their brains and bodies are “wired” (p. 22) differently. Furthermore, she argues that introverts’ and extroverts’ hardwiring differs in two main ways:

- Introverts’ and extroverts’ brains use two separate neurotransmitter pathways.
- Introverts and extroverts use two different sides of the nervous system.

Hobson, a professor of psychiatry at Harvard, has concentrated on the influence of two specific neurotransmitters, acetylcholine and dopamine. These two main chemical “jolt juices” (p. 40) influence vital brain function and therefore have an impact on behaviour.

Acetylcholine governs vital function in the brain, such as concentrating, consciousness, voluntary movement, and memory storage. Whereas dopamine pathways turn off certain types of complex brain functions and turn on involuntary movement, thus they prompt individuals to act before thinking. On the one hand, introverts are more sensitive to dopamine, where too much of it makes them overstimulated and anxious. Meanwhile, extroverts are less sensitive to dopamine, so they require more of it to feel pleased (cited in Laney, 2005). Besides, brain researchers Kosslyn and Koenig (1992) agree that acetylcholine and dopamine activate the nervous system. They note also that they trigger two opposite sides of the autonomic nervous system. The former operates in the parasympathetic nervous system, while dopamine activates in the sympathetic nervous system. Furthermore, they conclude that introverts are dominant on the parasympathetic side of the nervous system, which uses acetylcholine as its principal neurotransmitter. Whereas, extroverts are dominant on the sympathetic side of the nervous system, which uses dopamine as its main neurotransmitter. The following images show the various pathways of acetylcholine and dopamine for both introvert and extrovert. On one hand, the introvert pathway is much longer and more complex, and requires the use of acetylcholine. On the other hand, the extrovert pathway is shorter and requires the use of dopamine.

Figure 1 : Acetylcholine and Dopamine Pathways for Introverts and Extroverts (Cited in Laney, 2002, p. 23)



Likewise, Johnson, Wiebe, Gold, Andreasen, Hichwa, Watkins, (1999) have conducted a brain-imaging study using Positron Emission Tomography (PET) on 18 subjects with introverted and extroverted temperaments. Their findings show that introverts and extroverts had different amounts of blood flowing to various regions of the brain. Introverts had higher blood flow in the frontal lobes and in the anterior thalamus, which are responsible for behaviour inhibition, promoting planning, and thinking before acting. On the other hand, extroverts had lower blood flow in the frontal lobes, but more activity in the back of the brain, in areas that represent an intense need for sensory and emotional stimuli.

7. Introversion and Extroversion in Second Language Learning (SLL)

There have been a number of studies attempting to investigate the effects of introversion and extroversion on second language learning. Some of these studies involve examining personality test scores and achieved school grades of students. While others rely mainly on learners' observable behaviour and performance in the classroom. However, the results of these studies have been frequently contradictory. Some of them demonstrate an obvious correlation between outgoingness and success in second language learning, but others fail

to show that correlation. Moreover they have attained the opposite results; that there is a negative correlation between extroversion and success in second language learning. It has been hypothesized by several researchers such as Pritchard (1952), Krashen (1981), and Skehan (1989) that extroversion contributes positively to the process of second language learning. Pritchard (1952) selected thirty-three British learners studying French as subjects for the sake of testing his hypothesis, which states that there is a positive correlation between sociability and successful second language learning. He observed their behaviours and rated their sociability. As a result, a positive correlation was noticed between sociability and subjects' scores on French fluency test. Krashen's (1981) input hypothesis provided further support for this result. He claims that language acquisition is linked with high exposure to the target language, and to an outgoing personality. In this respect, extroverts who produce more output receive more input. Skehan (1989) provided support to the idea as well. He asserted that many researchers such as Naiman et al (1978) have proposed that sociable learners tend more to talking and engaging in social activities. Thus, they would benefit more from language use opportunities in classroom. He argues, "Extroverts seem to benefit more in the classroom by having the appropriate personality trait for language learning, which is best accomplished by, according to many theorists, actual use of the target language." (Skehan, 1989, p.101)

In contrast to the above, many studies have denoted that there is no significant relationship between extroversion and success in second language learning. Suter (1977) measured the influence of a number of variables on the accuracy of pronunciation of non-native English speakers. Among the tested variables, the only examined personality factor was introversion-extroversion. This study concluded that extroversion was not found to be an affective factor in achieving better English pronunciation, but rather it was closely related to native language. Besides, in 1982, Busch hypothesized that introversion and extroversion may produce significant correlation with second language proficiency (English). He claims that since extroverted students are expected to take more advantage of language use opportunities, they are supposed to receive more input in English and therefore practice the language more. He conducted a study on 185 Japanese students to examine the relationship between introversion-extroversion and the target language proficiency. The results indicated that students with introversion tendencies had a better English pronunciation and higher English proficiency scores. Meanwhile, extroverted subjects had lower scores on written tests and oral interviews as well. Hence, the findings of this study did not support the idea

that extroverts would perform better in oral activities, but rather students with introversion tendencies are conceived as better language learners.

Eventually, the preceding brief review of the literature has shown that there is a controversy concerning the influence of introverted and extroverted tendencies on successful SLL.

8. Introverted Learners in the Classroom

Introverted people are distinct from extroverts in their receptive ways, in terms of receiving and processing information, learning preferences, and in-class activities. Introverted learners prefer to process information inwardly rather than outwardly. They like sitting quietly in classes and reflecting deeply on the lecture instead of participating in group learning activities or group discussions (Varela, Cater, and Michel, 2012). In contrast to extroverts, who develop their thoughts quickly by reflecting to small amounts of information in short-term memory, introverts prefer to listen to what other classmates say first. They need more time to think about what they will say before they contribute in a given task, in which, they develop their thoughts by recalling information stored in long-term memory to construct associations that are more complex (Isaacs, 2009). In settings where group activities take place, such as games and topic discussion, introverts frequently stay out of the bounds. They firstly tend to assimilate information and prepare themselves before participating. Generally, taking an active part in class discussions is not a pleasurable task for introverted learners, especially when teachers impose on them to answer a certain question. Because even though they are familiar with the material, topics may change suddenly during discussion. They prefer small group discussion particularly if they had examined the addressed topic in advance and were familiar with the group-mates (Wood, 2012). Furthermore, during the writing process, introverted students can accurately shine if they have an adequate mastery of writing skills. Primarily, they process their thought deeply and prefer to keep their first draft private. Yet, they may allow a trusted classmate to provide them with feedbacks before submitting or presenting their written projects (Brookfield, 2012). Likewise, introverts enjoy sharing their views anonymously, in which they often lean more to communicate their feelings, even to sizable groups, via electronic media rather than during face-to-face interactions (Yeun and Lavin, 2004 as cited in Condon and Ruth-Sahd, 2013). On the Watson-Glaser, a test developed by Watson and Glaser in 1925 that measures critical thinking skills, introverts exceeds extroverts; however, extroverts tend to do better

in some cognitive tasks such as multi-tasking and working under time and social pressure (Murberg, 2010). Eventually, introverted learners' tendency toward examining things carefully will contribute to enhancing their ability to excel at insightful problem solving.

9. Teacher's Roles in Dealing with Introverted Learners

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

PART 2: THE ORAL FLUENCY

1. Definition

The concept of fluency in second language learning is of a major importance. It is an essential aspect of the learner's oral performance, in which L2 fluent speech becomes an indicator of successful language acquisition (Wesch? e and Skehan, 2002). Yet this notion is not fully understood because of its multi-dimensional nature. From the perspective of second language teaching, Brumfit (2000) argues that fluency is a notion that identifies a type of language learning, where a task is oriented towards spontaneous language use, rather than accuracy-oriented learning in which activities focus on the correctness of the linguistic structures (cited in Durand, Gut, & Kristoffersen, 2014). Moreover, the complex nature of fluency was represented by Fillmore's (1979) definition of the term. He states that a speaker is fluent if he is able to:

- Fill the time with talk
- Talk in coherent, reasoned sentences
- Have appropriate things to say in a wide range of contexts
- Be creative and imaginative in language use

Furthermore, Richard et al (1985) argue that fluency is a range of features that give a speech the characteristics of normality and naturality, such as: native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions (as cited in Sadeghi and Yarandi, 2014).

2. Types of Oral Fluency

Faerch, Haastrup and Phillipson (1984, as cited in Hedge, 1993) consider fluency as a communicative competence. They define it as the speaker's ability to use his linguistic and pragmatic competences.

Moreover, they have listed three types of fluency as follows:

2.1. *Semantic fluency*: refers to the ability of linking two or more propositions and speech acts. It is also known as coherence.

2.2. *Lexical-syntactic fluency*: refers to the ability of linking together syntactic constituents and word.

2.3. *Articulatory fluency*: refers to the ability of linking the deferent speech segments together.

3. Approaching Oral Fluency in the Classroom

The oral fluency is one of the most prominent markers of proficiency in second language learning, which advocate EFL teachers to evaluate their students' speaking fluency as a proficiency level. According to Richards (2008), this level may be characterised by:

- The ability to produce language easily.
- The ability to speak with a good intonation, vocabulary, syntax, and grammar.
- The ability to produce continuous speech without causing comprehension difficulties, breakdowns or disruptions.

Hence, because of its crucial role in learning a second language, Kellem (2009) deduces seven techniques that teachers can integrate when designing and doing fluency-building activities as follows:

3.1. Incorporating Repetition

Using the same language repeatedly is among the advisable ways of increasing fluency. Yet this does not mean merely repeating the teacher's words or drilling, but repeating an activity with variant audience or purpose. Repetition can be integrated into many speaking tasks, such as the exercise of "*Find someone who ...*" where students repeat the same question to various persons until someone answers affirmatively. Another technique is "*Interview and report*", in which student A interviews student B and write his answers, then he is required to report these answers to student C (Kellem, 2009).

3.2. Increasing Speaking Time Duration

When referring to speaking skill, a major challenge facing most foreign language (FL) learners is the limited duration of practicing the target language. However, there are certain ways that help students to practice English as much as possible. Kellem (2009) proposes:

- Dividing students to work in pairs or in small groups.
- Encouraging English free-conversation.
- Promoting English use outside the classroom.

Executing pair work or group work strategies is an effective way to increase students' talking time especially in large classes. Free-conversation activities is another task that boosts students to speak more, where a teacher can simply ask them an unproblematic question and

gives them freedom to answer. Moreover, the amount of speaking time can be enhanced through expanding the use of the target language outside the classroom.

3.3 Allowing Time for Preparing Before Speaking

Permitting students to prepare themselves before speaking contributes in increasing fluency and reducing pauses (Foster and Skehan, 1996). Students' preparation before a speaking activity helps them maintaining focus on the task, in which they gather sufficient materials and think deeply about the purpose of their speech in advance.

3.4 Selecting Familiar and Motivating Topics

Choosing relevant topics that are interesting to students will facilitate the process of speaking fluently for them. However asking them to discuss topics that they have little knowledge about, will decrease their fluency (Kellem, 2009). Thus, the more students are interested in a topic, the more they get engaged and motivated to speak and then to enhance their oral fluency.

3.5 Ensuring Appropriate Level

Activities that are planned to promote fluency should be at an appropriate level of difficulty. They should be chosen in accordance with students' current level of proficiency, because putting already knowledge into active use is the best way for developing fluency (Nation, 1995 cited in Kellem, 2009).

3.6 Setting Time Limits

Despite the fact that creating a comfortable speaking environment is crucial, setting time limits on conversation activities may be helpful too. Because this will oblige students to speak faster and to stop less. Thus allotting time limits for each speaking task provides a positive effect in promoting learners' oral fluency (Ryczek, 2012).

3.7 Teaching Formulaic Sequences

Teaching chunks, collocation, and formulaic sequences to learners is important for building fluency (Wood, 2007). Encouraging the use of these strategies will provide students with more opportunities to master communication strategies, therefore build more fluency.

In spite of that, Cohen (1986) and Loveday (1983) asserts that fluency could be developed only when experience is provided in the native L2 environment. Cohen claims that genuine spoken fluency could not be mastered in classroom setting, because it requires “socially inculcated response mechanisms which can only be gained experimentally” (p. 8, cited in Ascione, 1993, p.14). Besides, Loveday (1983) argues that although developing communication proficiency is the main focus in SLL and second language teaching (SLT), teachers still not interested in the propositional content of the student’s answer, but in testing his ability to answer (cited in Ascione, 1993, p.14)

Conclusion

Introversion and extroversion are two major personality types that affect students’ learning. Throughout this chapter, the attempt was mainly to clarify the concept of introversion and its related elements: definition, ways of measurement, its difference from shyness, and its biological origins. Likewise, it has presented the contradictory findings over its influence on second language learners’ achievements in general and on their oral fluency in particular. Furthermore, this chapter reviewed the related aspects to the oral fluency: definition, types, and the various strategies to approach it.

CHAPTER 3: FIELD WORK

CHAPTER 3: FIELD WORK

Introduction

The current chapter is devoted to describe and analyse the obtained data about teacher's roles in promoting introverted learners' participation to enhance their oral fluency. To enrich this research with valid data and to test the hypotheses, the descriptive method is selected and both a questionnaire for students and a classroom observation are undertaken. Therefore, this chapter is divided into two parts. Within the first part, we describe and analyse the students' questionnaire, while in the second part we describe and analyse the classroom observation.

1. Students' Questionnaire

1.1 Administration and Objectives of the Students' Questionnaire

1.1.1 Administration of the Questionnaire

This questionnaire was distributed hand to hand to a group from second year LMD students of English at Mohamed Kheider University of Biskra. The choice of this population is based on the consideration that students of second year tend to be in a transitional phase. In other words, we did not select 1st year students to avoid any kind of confusion between introverted learners and those who merely avoid participation because of the fact that they are not yet accustomed with the context. Besides, to obtain more reliable data, we did not select 3rd year students because they may have already overcome the issue. Moreover, the questionnaire was distributed to a sample of 38 students from the whole population, which is about 449 students. It was handed on April, 2016 at the beginning of the oral expression session and collected at the same session.

1.1.2 Objectives of the Questionnaire

Fundamentally, the questionnaire has a twofold purpose. As a primary objective, it aims to detect the introverted learners and therefore to investigate introverts' and extroverts' attitudes toward their teachers' roles in general and in enhancing their oral fluency in particular. Besides, as a secondary, but crucial, objective, this questionnaire aims to test the hypotheses that we have formulated at the general introduction.

1.2 Description and Analysis of the Questionnaire

1.2.1 Description

The current questionnaire comprises three sections. Each section includes both close-ended and open-ended questions that aim to examine a different aspect. As a whole, it is composed of twenty six question.

Section One

This section is entitled “Introvert or Extrovert”. As it can be anticipated from its title, this section is meant to identify the introverted learners. It consists of thirteen question about their interests, their behaviours, and their way of thinking.

Section Two

The second section of the questionnaire deals particularly with the oral fluency. It is composed of seven questions which aim to investigate students’ oral fluency; their psychological state when performing an oral task, and their perceptions about the teacher’s role in promoting the learners’ oral fluency.

Section Three

The last section of the questionnaire is entitled “Students’ perceptions of teacher’s roles”. It comprises seven questions which examine the various roles that a teacher exhibit in the classroom.

1.2.2 Analysis

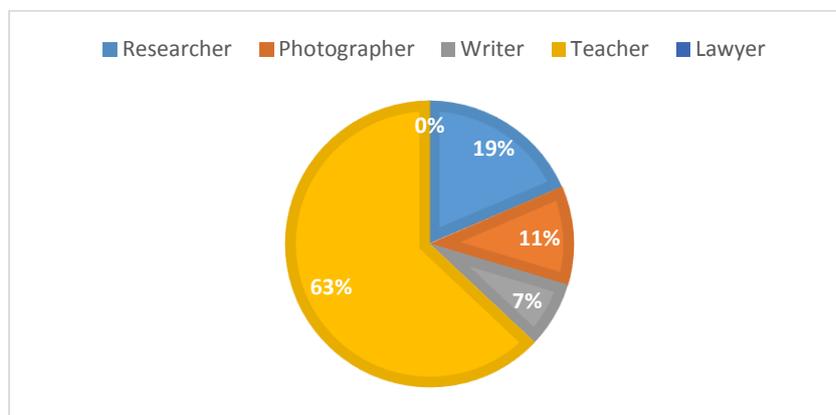
a. Section One: Introvert or Extrovert

Q 01: Which profession would rather be?

Table 1 : Students' Preferable Occupation

Options	Number of students	Percentage %
Researcher	5	18,52
Photographer	3	11,11
Writer	2	7,41
Teacher	17	62,96
Lawyer	0	0

Figure 2 : Students Preferable Occupation



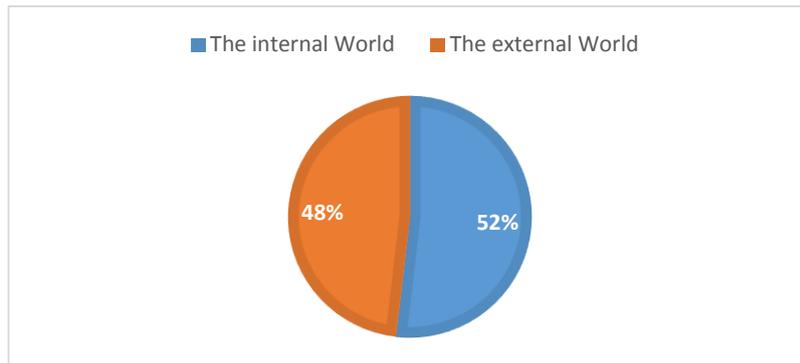
Results from the above histogram would lead us to state that the majority of the surveyed students lean more to the profession of teaching (62, 96 %), while (18, 52 %) prefer to be researchers. (11, 11%) of the respondents choose to be photographers, and only (7, 41 %) of them would like to be writers. Yet, no student opt for being a lawyer. After collecting the three percentages that refer to being a researcher, a photographer, and a writer, we deduce that (38, 04 %) of students tend to have introvertive tendencies, because they lean more to less interactional professions. However, the rest would like to be teachers which is more appropriate for extroverts.

Q 02: What interests you more?

Table 2 : Students' Interests

Options	Number of students	Percentage %
The internal World	14	51,85
The external World	13	48,15

Figure 3 : Students' Interests



The results demonstrate that the surveyed students are almost divided in two. The first group (51, 85 %) appear to be mainly interested in their internal world, their own thoughts and feelings, which is a major distinguishing feature of introverts. Whereas (48, 15 %) claim that the external world, the circumstances that happen around them, interests them more.

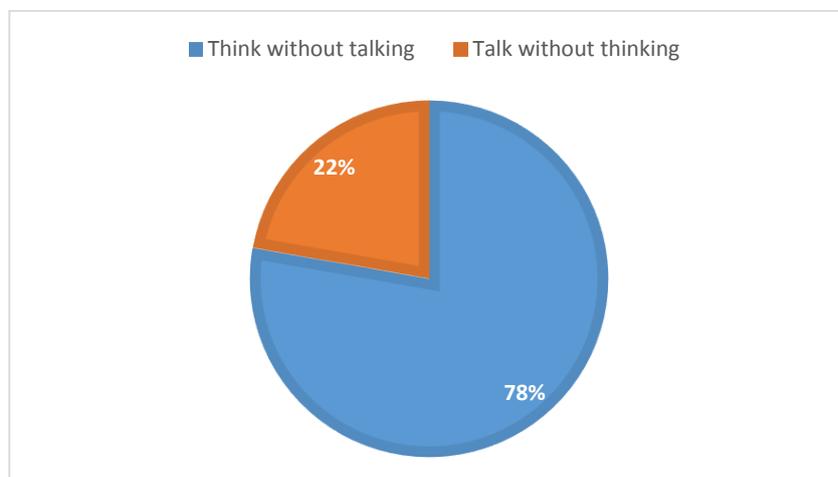
Q 03: Do you believe that you:

- a. Think without talking;
- b. Talk without thinking.

Table 3 : Students' Beliefs about their Behaviours when Speaking

Options	Number of students	Percentage %
Think without talking	21	77,77
Talk without thinking	6	22,22

Figure 4 : Students' Beliefs about their Behaviours when Speaking



What can be perceived from the results above is that most of the respondents (77, 77%) think without talking; in other words, they have thoughts and ideas but they rarely express them outwardly. The rest of the surveyed students (22, 22 %) believe that they talk indiscriminately, with no regards to the aspect of mental thoughts. This demonstrates that the former group possess ideas but they prefer not to share it with others. There are several reasons behind this behaviour, in which introversion is one of them. When referring to the previous item and comparing the values, one can notice that it increased with a percentage estimated at (25, 92 %), which supports the idea of the existence of other psychological factors that hinder students' participation.

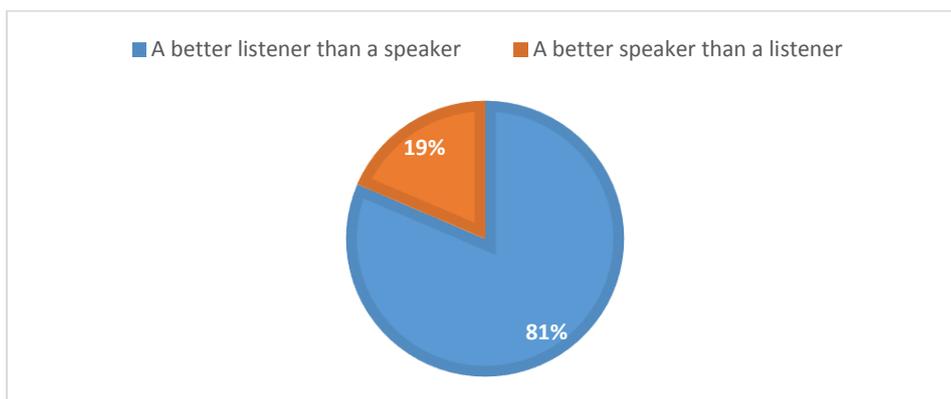
Q 04: Do you consider yourself:

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

Table 4 : Students' Perceptions of Themselves

Options	Number of students	Percentage %
A better listener than a speaker	22	81,48
A better speaker than a listener	5	18,52

Figure 5 : Students' Perceptions of Themselves



Results from the above histogram demonstrate that the respondents who believe that they think without talking consider themselves as better listeners than speakers, with a percentage of (81, 48 %). While those who tend to talk without thinking perceive themselves as better

speakers with a percentage estimated at (18, 52 %). It is obvious from these findings that overmuch talking is a crucial aspect in developing the speaking skill.

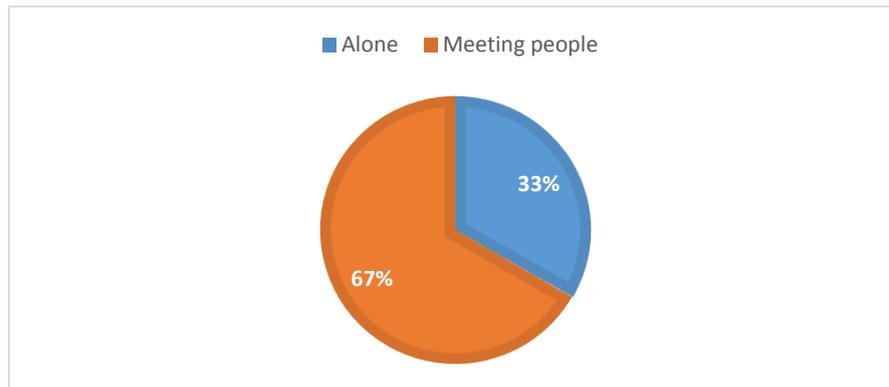
Q 05: How would you prefer to spend your time in a holiday?

- a. Alone;
- b. Meeting people.

Table 5: Students’ Preferences for Spending Free Time

Options	Number of students	Percentage %
Alone	9	33,33
Meeting people	18	66,66

Figure 6: Students’ Preferences for Spending Free Time



Our investigation reveals that (66, 66 %) of the surveyed students prefer to meet people rather than to stay alone during holidays. Contrastively, (33, 33 %) of the respondents favour solitude over sociability. They spend their time practicing individual activities such as reading books, playing video games, and taking lonely walks. This confirms the fact that introverts tend to be much more interested in their internal world.

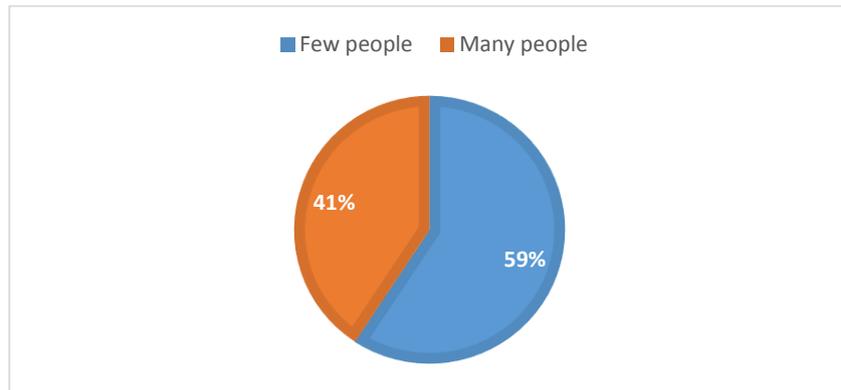
Q 06: Would you say that you know:

- a. Few people;
- b. Many people.

Table 6: Students’ Familiarity with other people

Options	Number of students	Percentage %
Few people	16	59,26
Many people	11	40,74

Figure 7: Students' Familiarity with other people



When the respondents were asked if they know few or many people, about (59, 26 %) of them indicate that they know few people but deeply, which indicates that they are less sociable. Whereas (40, 74 %) of the surveyed students state that they know many people, which implies that they tend to have extroverted tendencies.

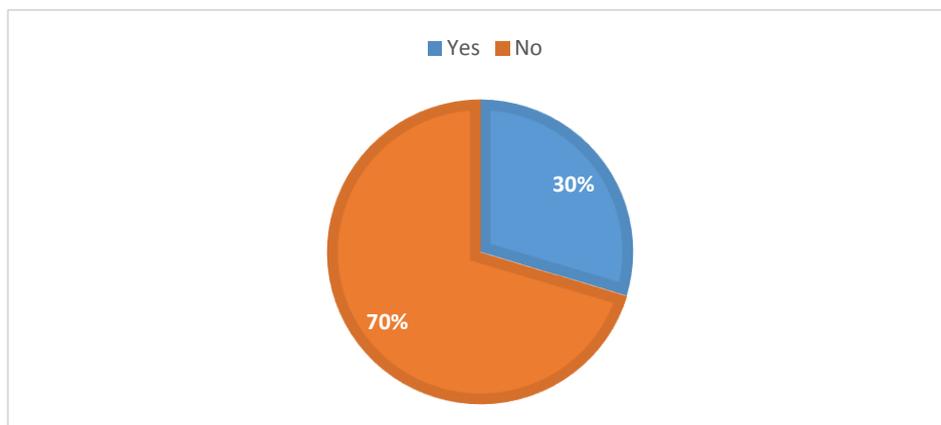
Q 07: Do you enjoy large noisy gatherings?

- a. Yes;
- b. No.

Table 7: Students' Attitudes toward Large Noisy Gatherings

Options	Number of students	Percentage %
Yes	8	29,63
No	19	70,37

Figure 8 : Students' Attitudes toward Large Noisy Gatherings



When asking students about their attitudes toward large noisy gatherings, a majority of students (70, 37 %) agree that they do not enjoy such situations, but rather, they prefer small

scale gatherings with few close friends or family members. However, only (29, 63 %) of the questioned students claim that they like these environments, because they prefer to be in touch with a lot of people. This histogram sustains the results obtained from the preceding item, in which the same students who claim that they know many people enjoy large noisy gatherings. This supports the idea that an introvert, who have few friends, do not take pleasure in such environments.

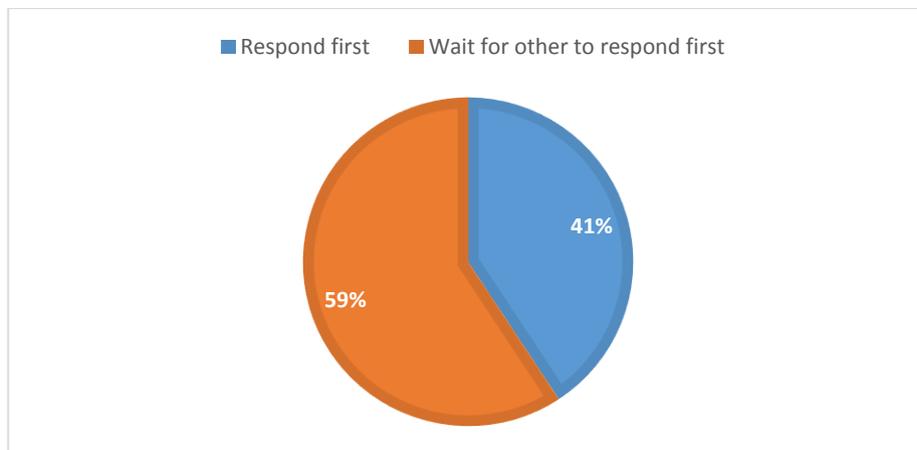
Q 08: When the teacher asks a sudden question, do you:

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

Table 8: Students’ Responses to Sudden Questions

Options	Number of students	Percentage %
Respond first	11	40,74
Wait for other to respond first	16	59,26

Figure 9 : Students’ Responses to Sudden Questions



It can be noticed from the table above that the great majority of the respondents (59, 26 %) wait for other students to respond to a sudden question firstly. However, (40, 74 %) of them claim that they frequently respond immediately. What can be deduced from these results is that most students avoid participating firstly, but rather they prefer to check others’ responses. This indicates that they need to spend some minutes operationalizing a question before answering, which suggests that they face difficulties in producing instant speeches and therefore in participating orally.

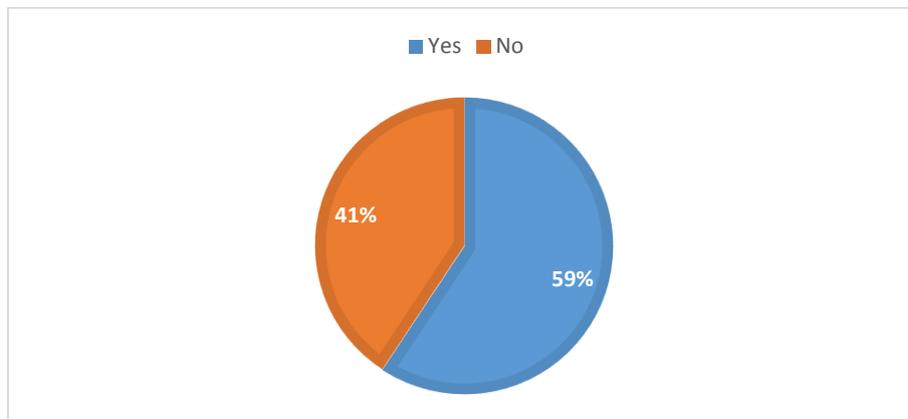
Q 09: Can you concentrate easily?

- a. Yes;
- b. No;

Table 9: Students' Concentration

Options	Number of students	Percentage %
Yes	16	59,26
No	11	40,74

Figure 10: Students' Concentration



Our investigation reveals that (59, 26%) of the respondents have the ability to concentrate easily, while (40, 74%) of them can hardly concentrate. The results obtained from the current questionnaire demonstrate that students who lean more to the external world tend to face difficulties in concentrating, since the two percentages are approximately equal (48, 15% and 40, 74%). Whereas the rest of the respondents can easily concentrate because they are interested in their internal world mostly. This proposes that the lack of interaction contributes significantly in promoting learners' focus.

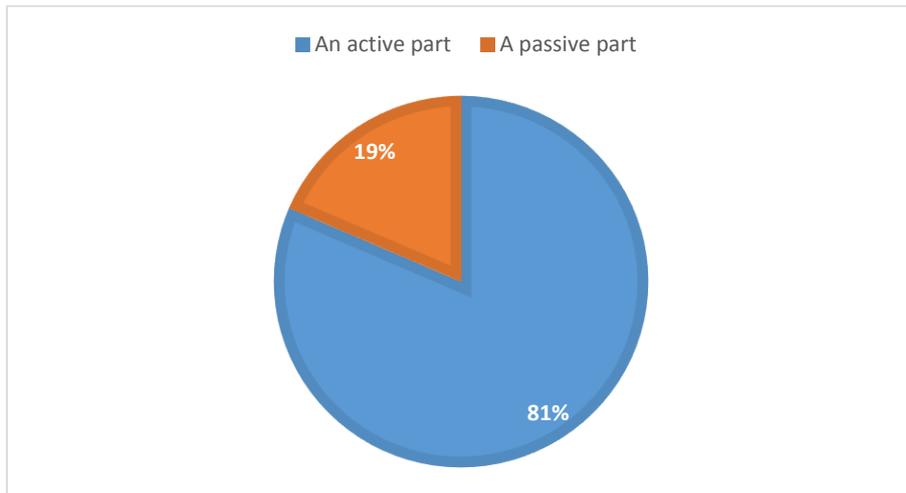
Q 10: In classroom discussion, do you take:

- a. An active part;
- b. A passive part.

Table 10: Students' Participation in Classroom Discussion

Options	Number of students	Percentage %
An active part	22	81,48
A passive part	5	18,52

Figure 11: Students' Participation in Classroom Discussion



When the respondents were asked whether they take an active or a passive part in classroom discussions, about (81, 48%) of them indicate that they take active parts. However, a minority estimated at (18, 52%) agree that they merely take passive parts in class discussions. From the obtained results, we notice that the number of students who consider themselves as better listeners than speakers is equivalent to the number of students who claim that they take active parts in classroom discussions. Apparently, this indicates that most students are obliged to participate in graded tasks.

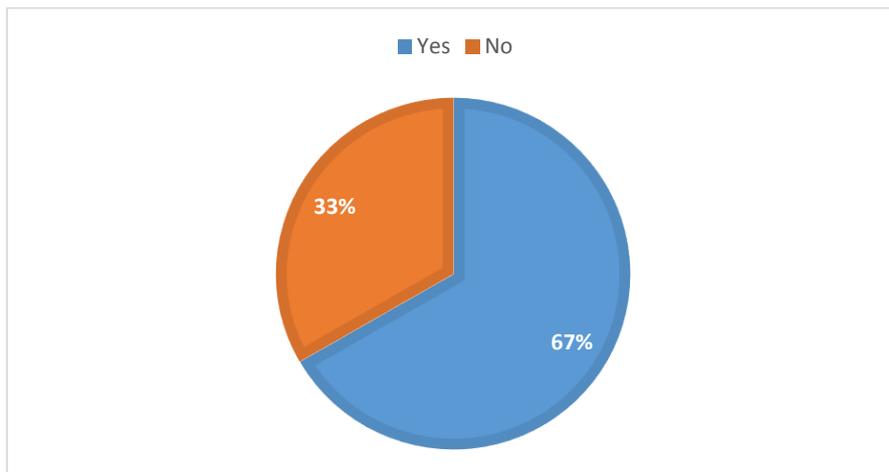
Q 11: Would it be difficult for you to make an oral presentation?

- a. Yes;
- b. No.

Table 11: Students' Attitudes toward Making Oral Presentations

Options	Number of students	Percentage %
Yes	18	66,66
No	9	33,33

Figure 12: Students' Attitudes toward Making Oral Presentations



It is noticeable from the table above that most of the surveyed students face difficulties when performing an oral presentation with a percentage estimated at (66, 66%). However, (33, 33%) of them agree that they have no problems in presenting tasks orally. These results confirm that most students often confront obstacles in producing oral speeches. By comparing this obtained data with results of the previous question-items, one can notice that students who tend to think without talking, spend their free time alone ,and do not enjoy large noisy gatherings encounter problems in presenting oral performances. This reveals that the lack of practicing the target language have a negative effect on students' oral fluency.

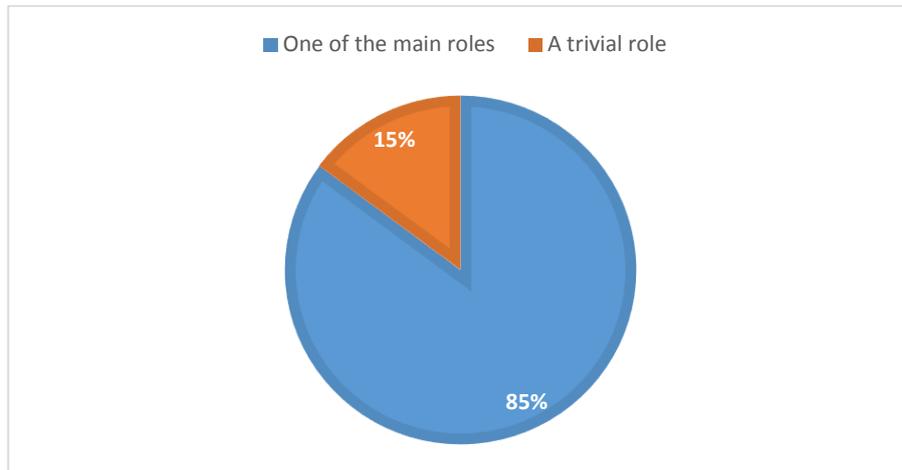
Q 12: In a role play activity, you take:

- a. One of the main roles;
- b. A trivial role.

Table 12 : Students' Participation in Role Plays

Options	Number of students	Percentage %
One of the main roles	23	85,19
A trivial role	4	14,81

Figure 13: Students' Participation in Role Plays



The above histogram shows that most students (85, 19%) prefer to occupy one of the main roles in a role play activity, whereas a minority (14, 81%) prefer to take trivial roles. These results support the aforementioned idea, in which most students prefer to perform major roles with long sequences. Subsequently, this demonstrates their concern about obtaining good marks.

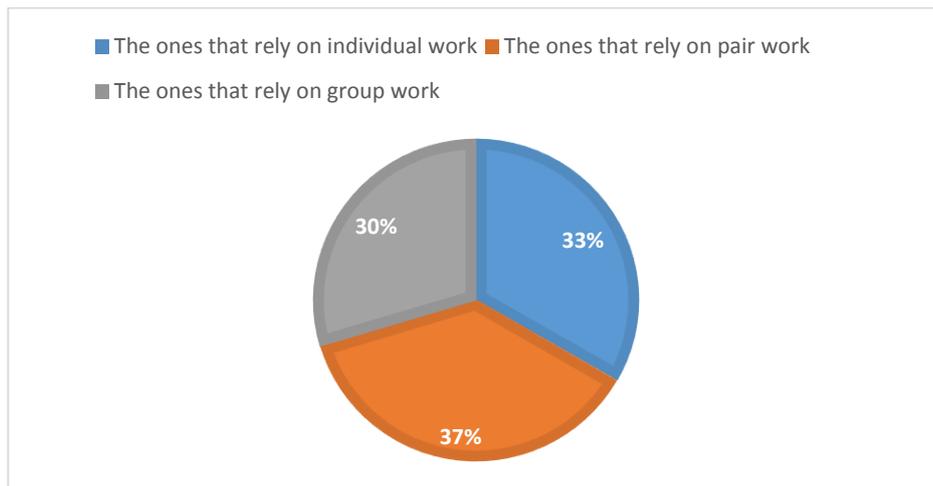
Q 13: Which type of activities do you prefer?

- a. The ones that rely on individual work;
- b. The ones that rely on pair work;
- c. The ones that rely on group work.

Table 13 : Students' Preferable Type of Activities

Options	Number of students	Percentage %
The ones that rely on individual work	9	33,33
The ones that rely on pair work	10	37,04
The ones that rely on group work	8	29,63

Figure 14: Students' Preferable Type of Activities



What can be noticed from the results represented in the table above is that the respondents' tendencies toward the three types of activities is almost equivalent. "Pair work" with (37, 03%), "Individual work" with (33, 33%), and "Group work" with (29, 63%). Students who prefer pair work believe that it helps them in exchanging ideas and correcting each other's mistakes. A student states "I prefer pair work because we exchange ideas in a calm way". While those who prefer individual work argue that they do not like to be imposed on them in one hand, and because it makes them feel more comfortable in the other hand. Whereas students who claim that they lean more to group work clarify that it helps them in eliminating their shyness and anxiety in the first place, and in assisting each other in obtaining new ideas as well.

b. Section Two: The Oral Fluency

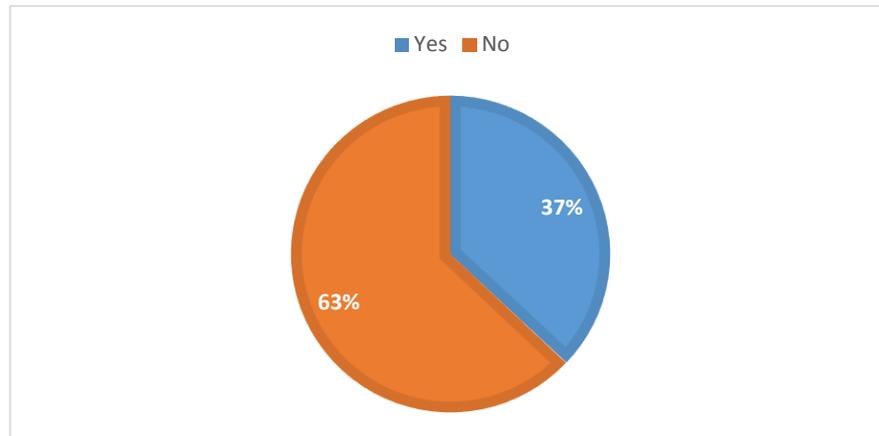
Q 14: Do you feel afraid to participate in oral expression sessions?

- a. Yes;
- b. No.

Table 14 : Students' Fear of Participation

Options	Number of students	Percentage %
Yes	10	37,04
No	17	62,96

Figure 15: Students' Fear of Participation



From the results embodied in the table above, it is apparent that most of the questioned students (62, 96%) agree that they feel at ease to participate in oral expression sessions. However, (37, 03%) of them say that they feel anxious to participate. This demonstrates that students are learning in a safe welcoming environment, where the teacher provides them with the needed support to feel comfortable.

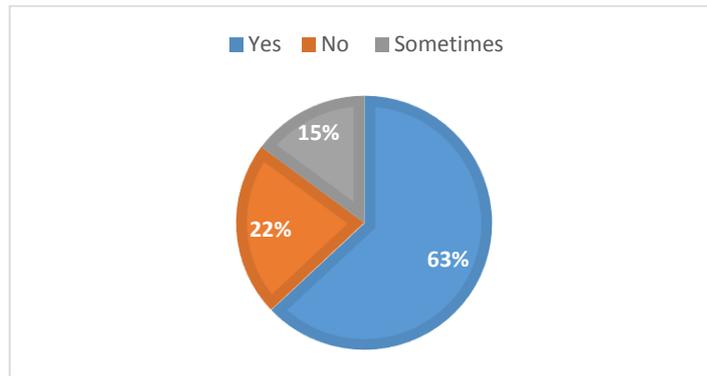
Q 15: Do you make pauses during your presentation?

- a. Yes;
- b. No;
- c. Sometimes.

Table 15 : Students' Hesitation during Presentations

Options	Number of students	Percentage %
Yes	17	62,96
No	6	22,22
Sometimes	4	14,81

Figure 16: Students' Hesitation during Presentations



What is remarkable is that a large part of the respondents make pauses when performing an oral presentation with a percentage estimated at (62, 96 %), while (14, 81 %) of them agree that they sometimes make pauses when presenting. Yet (22, 22 %) affirm that they make no pauses. This suggests that the majority of students have some problems in speaking fluently.

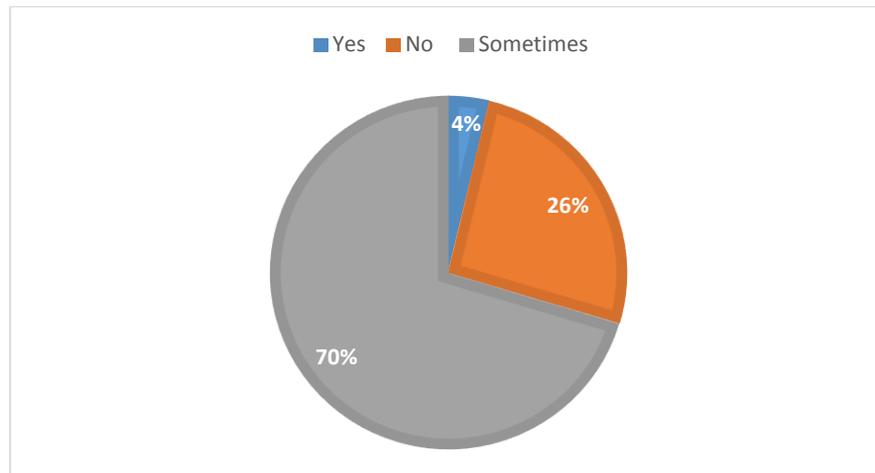
Q 16: Does your teacher force you to participate?

- a. Yes;
- b. No;
- c. Sometimes.

Table 16 : Students' Attitudes toward **Being** Imposed to participate

Options	Number of students	Percentage %
Yes	1	3,7
No	7	25,93
Sometimes	19	70,37

Figure 17: Students' Attitudes toward Being Imposed to participate



When the questioned students were asked whether their teacher oblige them to participate or not, (70, 37%) of them claim that he occasionally force them. While (25, 93%) of the respondents state that she never impose on them to participate. Yet, only one student (3, 7%) states that the teacher forces him to participate. These findings denote that the teacher gives her students freedom to participate, which provides them with a sense of comfort that boosts their involvement.

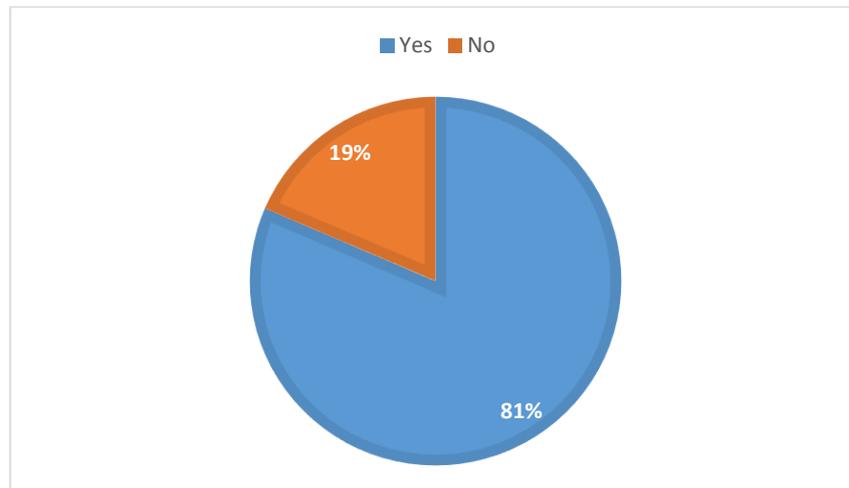
Q 17: Do you think that this enhance your oral fluency?

- a. Yes;
- b. No.

Table 17 : Students' Beliefs

Options	Number of students	Percentage %
Yes	22	81,48
No	5	18,52

Figure 18: Students' Beliefs



As a follow up question, the respondents were asked if obliging them to participate enhances their oral fluency or not. The majority of them (81, 48%) agree that such implications enhances their oral fluency, while (18, 52%) of the surveyed students deny its positive effect.

Why?

When they were asked to explain why, those who support the idea affirm that it helps them in eliminating their shyness and fear. Whereas the rest of the respondents believe that it does not help them in enhancing their oral fluency. A student states that the teacher do not force them to participate, but she only encourages them to do so. Therefore, it can be deduced that creating a comfortable learning environment often boosts students' participation which thence enhances their oral fluency.

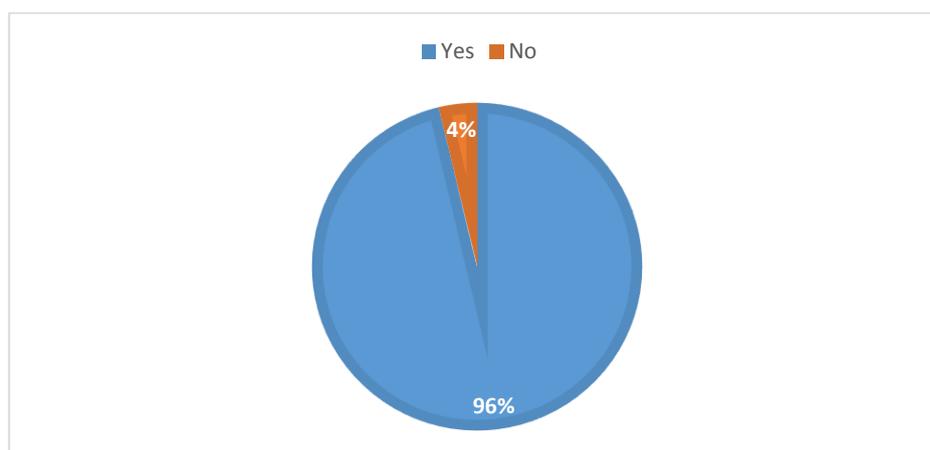
Q 18: Do you feel that the oral expression course help you in promoting your oral fluency?

- a. Yes;
- b. No.

Table 18 : Students' Perceptions Concerning the Role of Oral Expression Course

Options	Number of students	Percentage %
Yes	26	96,3
No	1	3,7

Figure 19 : Students' Perceptions Concerning the Role of Oral Expression Course



When asking respondents about their attitudes toward the efficacy of oral expression courses in promoting their oral fluency, the vast majority (96, 30%) confirm that they are benefiting from these courses. In contrast, a tiny minority claim that they do not contribute in enhancing their oral fluency. This demonstrates that the objectives of the oral expression courses are almost accomplished.

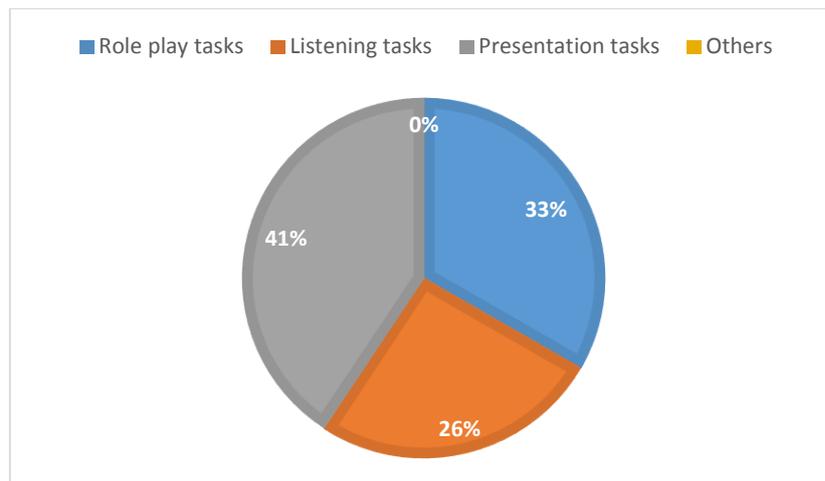
Q 19: Which of the techniques makes you participate more?

- a. Open discussion;
- b. Creative games;
- c. Role plays;
- d. Others.

Table 19 : Students' Motivating Technique

Options	Number of students	Percentage %
Open discussions	13	48,14
Creative games	1	3,7
Role plays	13	48,14
others	0	0

Figure 20: Students' Motivating Technique



It could be noticed from the above results that students' tendencies toward "Open discussion" and "Role plays" techniques are alike with a percentage estimated at (48, 14%). In contrast, only (3, 7%) of the respondents claim that creative games boost them to participate. Thus, this question-item demonstrates the efficiency of cooperative activities in promoting students' participation, which confirms the respondents' responses concerning their favoured type of activities.

c. Section Three: Students' Perceptions of the Teacher's Roles

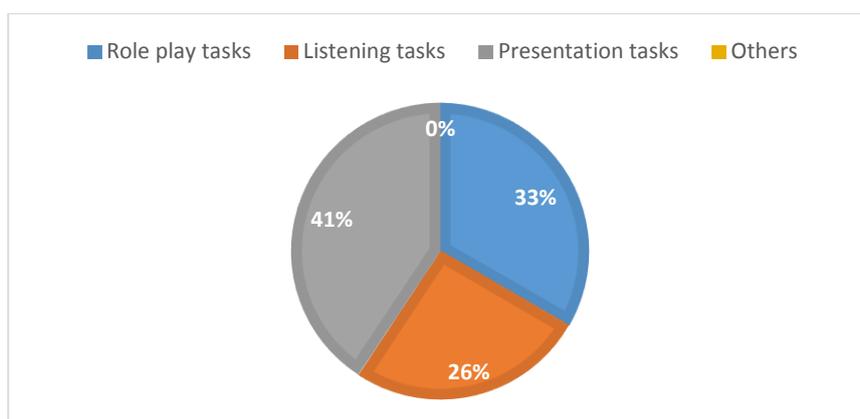
Q 20: Do you think that your teacher is much more:

- a. Motivator;
- b. Prompter;
- c. Observer;
- d. Assistor.

Table 20 : Students' Perceptions of the Teacher's Roles

Options	Number of students	Percentage %
Motivator	14	51,85
Prompter	1	3,7
Observer	10	37,03
Assistor	2	7,4

Figure 21: Student's Perceptions of the Teacher's Roles



When investigating the respondents' perceptions concerning their teacher's roles, a majority (51, 85%) think that she is a motivator, and (37, 03) of them consider her as an observer. While a minority (7, 4%) see her as an assistor, and (3, 7%) agree that she is a prompter. This variance in respondents' views indicates that the teacher is executing several roles, which satisfies most students' needs.

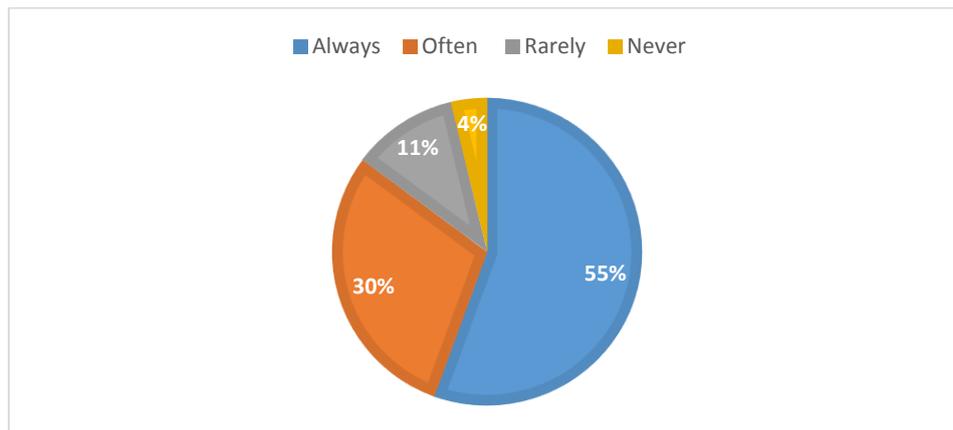
Q 21: Does your teacher attempts to make you participate more?

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

Table 21 : Students' Attitudes toward the Teacher Frequency of engaging them

Options	Number of students	Percentage %
Always	15	55,55
Often	8	29,63
Rarely	3	11,11
Never	1	3,7

Figure 22 : Students' Attitudes toward the Teacher Frequency of engaging them



As to this question- item, we can infer that most of the respondents are satisfied with the teacher's encouragements to promote their participation. (55, 55%) of them agree that she always attempts to engage them, and (29, 63%) of the questioned students affirm that she frequently seeks to involve them in tasks. Yet a part of the respondents deny her attempts; (11, 11%) of them suppose that she rarely makes such attempts, and (3, 7%) say that she never tries to do so. This results denote the validity of the previous question-item, where most students confirm that their teacher is much more a motivator.

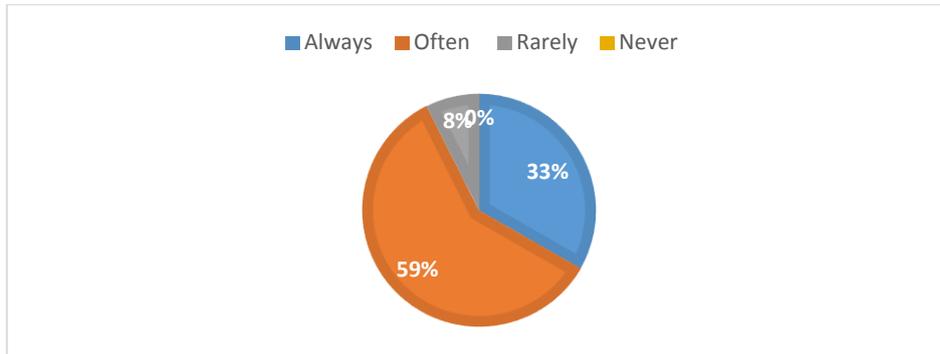
Q 22: How often does your teacher help you in your performance?

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

Table 22 : Students' Attitudes toward the Teacher's Frequency of Assistance

Options	Number of students	Percentage %
Always	9	33,33
Often	16	59,26
Rarely	2	7,41
Never	0	0

Figure 23: Students’ Attitudes toward the Teacher’s Frequency of Assistance



Concerning asking the respondents about their teacher’s role as an assistor, they agree that she frequently helps them during their presentations. (59, 26%) choose “Often”, (33, 33%) select “Always”, and (7, 41%) state that she rarely helps them. While no student adopt the choice “Never”. What can derived from the gathered data is that the teacher is performing her role as an assessor effectively.

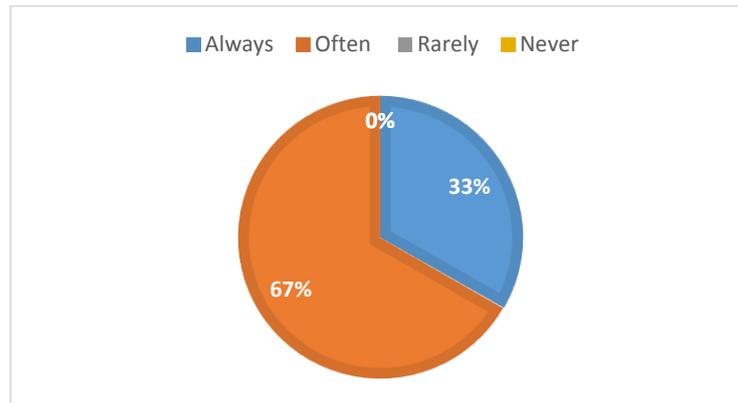
Q 23: Does your teacher help you to overcome your fear to participate?

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

Table 23 : Students’ Attitudes toward the Teacher’s Frequency of Support

Options	Number of students	Percentage %
Always	9	33,33
Often	18	66,66
Rarely	0	0
Never	0	0

Figure 24 : Students' Attitudes toward the Teacher's Frequency of Support



The respondents who claim that they feel afraid to participate in oral courses admit their teacher's support to overcome this feeling. (66, 66%) of them state that she often helps them, while (33, 33%) affirm that she always encourages them. This reveals the fact that the teacher is acting also as a prompter who provides her students with appropriate prompts whenever required.

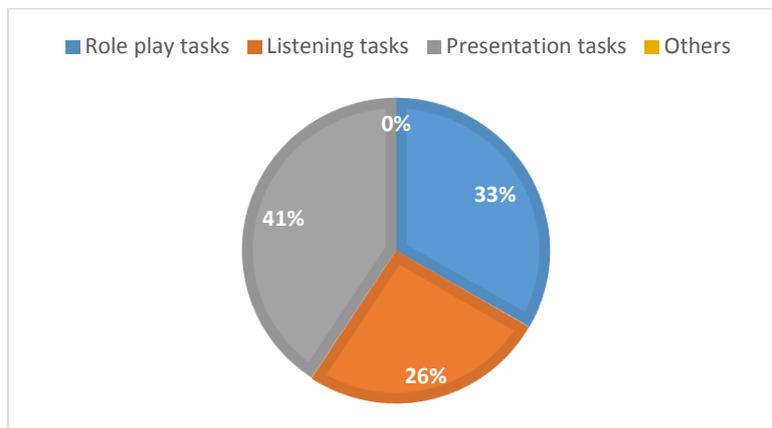
Q 24: Does your teacher focus more on:

- a. Role play tasks;
- b. Listening tasks;
- c. Presentations tasks
- d. Others.

Table 24 : Students' Perceptions about the Teacher's Focus

Options	Number of students	Percentage %
Role play tasks	9	33,33
Listening tasks	7	25,92
Presentation tasks	11	40,47
Others	0	0

Figure 25: Students' Perceptions about the Teacher's Focus



The results embodied in **table 24** illustrate that the three techniques are approximately used equivalently. We can see that “Presentation tasks” are the most frequent activities with (40, 47 %), “Role play tasks” with (33, 33%), and finally “Listening tasks” with (25, 92 %). The equivalence in frequency of occurrence of the three types of activities displays the teacher’s ability to provide a variety of tasks, in respect of each student’s favourable task.

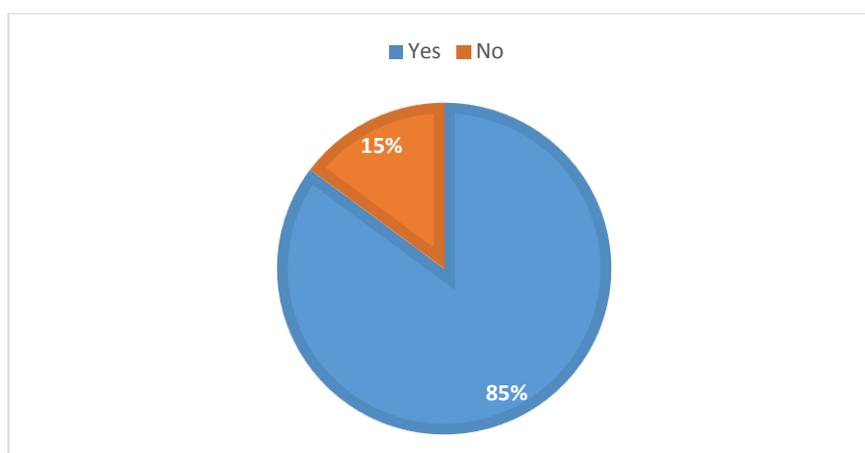
Q 25: Does this please you?

- a. Yes;
- b. No.

Table 25 : Students' Attitudes Toward the teacher's Focus

Options	Number of students	Percentage %
Yes	23	85,19
No	4	14,81

Figure 26: Students' Attitudes Toward the teacher's Focus



The majority of the surveyed students (85, 19%) show satisfaction toward their teacher's selective choices. Conversely, (14, 81%) claim that they are not pleased. They state that he focuses only on one type of activities which do not suit them. A student say that the teacher always concentrate on role play tasks, in which he could not excel at.

2. Classroom Observation

2.1 Objectives of the Observation

For the sake of attaining more valid and reliable data about the situation under investigation, we have executed a classroom observation since it provides us with the opportunity to obtain live data. There are two fundamental objectives behind this observation. On the one hand, it is used as a means to detect the introverted learners in the classroom, and to observe their behaviours during oral expression sessions, particularly their oral fluency. On the other hand, it aims to notice the various roles that a teacher undertakes when teaching, and more precisely the different strategies he uses to boost introverts' participation to enhance their oral fluency.

2.2 Description of the Observation

Since we have selected the important issues that we want to observe beforehand, then the current classroom observation will be a structured observation. It was conducted pending the second semester, starting from February, 2016 to May, 2016, with one group (G: 10) of second year English students at Biskra university. We have attended eleven (11) sessions in oral expression module (ninety minutes for each session; sixteen and half hour in total).

Moreover it was proceeded without informing the teacher in advance about our topic in order to obtain more reliable and valid data. During our attendance we sat in the last corner of the classroom for the sake of monitoring all the movements. The observation was conducted without any kind of audio or video recordings, but rather by the use of a checklist (see appendix 2). This checklist is designed to provide us with the right direction and guidance, in which it encompasses all the necessary elements we attempt to observe. It is composed of two sections; each section comprises three main items. The first section is designed to assist the observer in detecting the introverted learners, while the second section is designed to observe the various roles of the teacher.

2.3 Analysis of Classroom Observation

2.3.1 Section 1: Introvert or Extrovert

Item 1: Students Tendency to Solitude

During the attended sessions, we observed that most students tend to exchange a friendly intimate relationship with each other. Except five students who often take seats apart from both the teacher and other learners.

On the one hand, the majority of the students appear to prefer sitting as close as possible from their teacher, and interact extensively with other classmates. Moreover, they prefer to work cooperatively in large groups, since they often shine at group work tasks than in individual tasks which indicate their tendency to companionship. On the other hand, the five students who seem to be introverted often take seats at the back even when the front seats are empty. During the observation process, they frequently contact the same students, who seem to be their intimate friends, and remain with them even after the session. Besides, they always perform better in individual tasks, on the contrary, in pair or group works they appear to be much more anxious and frustrated. This behaviours affirm their inclination to introverted attitudes.

Item 2: Students' Use of Avoidance Strategies

In view of the fact that introverted learners tend to avoid interaction with others, but except with one or two close friends. They used to adopt a set of avoidance strategies, to minimise the session duration as much as possible, such as, entering the classroom lately, asking for permission to go out repeatedly, and pretending sickness. But unexpectedly these

were rarely observed in introverts' attitudes, but clearly noticed in extroverts' behaviours. In which most of them often enter the classroom when the teacher has already started the session. Likewise, they request for going out a lot, especially to receive phone calls. Whereas the strategy of pretending sickness has never been observed; neither for introverts nor for extroverts. These behaviours demonstrate that though introverts do not like participating, they respect classrooms' policies, which indicate that they tend to be committed to regulations.

Item 3: Students' Participation

Along during our attendance, most of the students appear to be extremely motivated to attend the course and participate. They always tend to occupy active parts in group or class discussions. Besides in most sessions when the teacher asks a question or devotes a task, they raise their hand immediately with no preceding thought. Apparently, most of them like to take the initiative of starting a task. Conversely, the five students who seem to be introverted rarely participate in class discussions. They merely participate when the teacher asks them to do. Likewise, they never take the initiative to begin a task, but in the first place they spend a period of time reflecting deeply and observing their classmates' responses. For instance, when the teacher asked the students to prepare a presentation as a part of the exam, all of the first participants were extroverts. While the introverted ones have performed their presentations afterwards, but efficiently. This finding confirms the assumption that introverted learners tend to participate less and reflect deeply before getting engaged in a task.

2.3.2 Section 2: Teacher's Roles

Item 1: teacher's Attempts to Involve Introverts

During all the observed sessions, the teacher frequently demonstrates an effort to engage students more in the tasks, especially the introverted ones. She always assigns materials for the upcoming task beforehand, in which it was noticed that at the end of each session the teacher informs the students about the topic of the next session. This indicates the teacher's care about learners who require a period for reflecting. While notifying introverts that they will be invited to speak was rarely observed (only once). However, designing rotations for responses to encourage students' participation without feeling singled out was frequently noticed. Likewise, providing them with positive feedbacks, using praise, as a reinforcing

factor occurs during all session. The extensive use of these strategies elucidates teacher's solicitude about students' involvement.

Item 2: Providing Students with Freedom to Learn in their Own Favoured Way

It is common that most students, especially the introverts, do not favour being obliged to perform a task in a particular manner. In spite of that, during our observation we have never witnessed the teacher giving students freedom to learn in their preferable way, in which she often imposes them to execute a variety of tasks within the same session. Starting by individual work, such as Listening activities, to pair and group works, such as role-plays. In such cases, the teacher often take a pause of several minutes to allow students, mainly the introverted ones, to process their ideas deeply.

Item 3: Fostering a Safe Learning Environment

Throughout our attendance with group ten for eleven sessions, it was obviously noticed that the teacher always attempt to create a comfortable adequate atmosphere that promotes the learning process. During classroom discussions, the teacher often exchange eye-contact equitably with all students; both introverts and extroverts, which supply students with a feeling of care. Likewise, she often tends to create a supportive classroom climate that significantly fosters participation, by the use of a set of strategies such as, integrating humour through introducing jokes, providing students' with prompts when they face difficulties to start speaking, and correcting their mistakes except in graded tasks. Furthermore, the teacher always attempts to select motivating and interesting topics to start each session, which thence boost students to participate more.

3. Discussion and Summary of the Findings

The findings this study, that are obtained by the use of two data collection tools, have led us to a better understanding of the teacher's roles in promoting introverts' participation to enhance their oral fluency. A review of the results of students' questionnaire have provided positive insightful feedbacks concerning their teacher's treatment, though most of them demonstrate that they still encounter some difficulties in speaking fluently. Besides, an examination of the obtained data from classroom observation checklist displays teacher's concern about students' learning. She frequently attempts to foster their participation using

a range of strategies, as well as, by undertaking a set of roles. This, in itself, is the major objective of teaching oral expression module to EFL learners.

Despite the fact that the speaking skill is a paramount skill for mastering a foreign language, introverts still have some deficiencies to speak it fluently. This is apparently due to the lack of participation in oral expression courses, however, it was observed that the teacher frequently exhibit some attempts to engage them in tasks as much as possible. After attending eleven sessions, we have noticed a gradual development in introverts' speaking fluency. Thence, from the aforementioned findings, it is deduced that teacher's treatment and attempts to engage introverted students more results positively in their attainments.

Subsequently, based on these upshots, our research come to light with an evidence to prove the correctness of our hypothesis which assumes that if a teacher use certain appropriate strategies when dealing with introverted learners, they are likely to participate more and enhance their oral fluency.

Conclusion

This chapter examined and outlined the findings obtained in the field work, which comprised an investigation of a questionnaire that was devoted to students and a classroom observation for eleven sessions. The analysis of these findings reveals that the teacher frequently accomplishes a range of roles within one session to promote students' participation in general and introverts' participation in particular. Students' questionnaire indicates that most of the respondents, particularly the introverts, encounter difficulties in speaking fluently, but still most of them feel satisfied about their teacher's treatment. Hence, this final chapter permitted the researcher to confirm the hypothesis which stresses that the use of particular strategies when dealing with introverts helps them in enhancing their speaking fluency.

General Conclusion

To reiterate, the current study is an attempt to investigate the various roles that a teacher undertake to enhance learners' speaking fluency in general, and introverted learners in particular. On the one hand, it sheds the light on the characteristics of an effective teacher, as well as on the different roles that he executes when teaching. On the other hand, it examines introversion and extroversion as two major personality traits that affect learners' oral fluency.

Based on the theoretical findings, an effective teacher frequently possesses a set of professional and personal features that enable him to succeed in transmitting knowledge efficiently. Likewise, he occupies many roles within one session, in which he shifts from one role to the other properly with no gaps. Moreover, he attempts to explore learners' personality types, their learning styles and preferences, so that he assures that all students are benefitting from the course to the maximum.

Introversion and extroversion are two distinct personality traits that extremely affect the process of SLL, particularly the oral fluency. However, a review of the literature has shown that there is a controversy concerning their positive and negative influence. Numerous scientific studies have shown that the degree to which a person is introverted or extroverted is directly related to their genetic history. Besides, there exist various model to measure these two personality dimensions, such as: the FFM, the EPQ, and the MBTI. Introverted and extroverted learners tend to have different characteristics that assist teachers to distinguish each personality type. Introverts are often aloof, in which they excel more in quiet and less stimulating environments. While extroverts are more sociable, in which they excel more in high stimulating atmospheres.

Drawing on from the discussion of the obtained data from students' questionnaire and classroom observation, we deduce that treating introverts in a particular manner by the use of some strategies will foster their participation and enhance their oral fluency. These strategies can be summarized as follows: assigning material for upcoming discussions in advance, designing rotations for responses, and providing safe learning environments. Based on this, we can confirm our hypothesis which indicates that applying the aforementioned strategies when dealing with introverted learners promotes their interaction which enhances their speaking fluency. However, further research within this realm still required to

investigate this personality dimension in details. Likewise, this study paves the way for a longitudinal research that pursues introverts' behaviours and achievements throughout a long period of time.

Recommendations

In view of the findings of the current study and the various literary reviews concerning introversion and teaching English as SL, a number of pedagogical implications may be suggested to help teachers to teach effectively, and students to learn efficiently especially at university level in oral classes. Those recommendations are summarized as follows:

- ❖ Teachers are appealed to respect learners' tendency to introversion. They should avoid passing judgements on them immediately, with an inference that they are avoidant.
- ❖ At the beginning of the year, teachers should ask their learners about their learning styles and preferences to design the syllabus according to them.
- ❖ Teachers should devote a reasonable section of class time to introverts' preferable activities such as listening tasks, and individual works.
- ❖ Since introverts tend to prefer solitude, teachers should respect their need for privacy. They should not pressure them to participate or to do something when they feel overwhelmed, however they should provide them with plenty of space.
- ❖ Teachers have to create a friendly and comfortable atmosphere that provokes introverted learners to participate delightedly.
- ❖ When dealing with new situations (starting a new task or new topic), teachers should not demand instant responses, but rather, they should let them first observe and think deeply. Likewise, they should notify them of an upcoming task in beforehand.

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Appendices

Appendix 1 Student's Questionnaire

Dear students,

This questionnaire is an attempt to gather the needed information for the accomplishment of a master dissertation. It investigates teacher's roles in enhancing EFL learners' oral fluency. Your answers will be very helpful for us, and we would be so grateful if you sincerely answer the following questions. Please tick (X) the appropriate answer (s) in the corresponding box (es), and make a full statement whenever required. Be sure that your answers will remain totally anonymous.

Thank you for your collaboration

I. General Information

1. Which of the following would you rather be?
 - a. Researcher
 - b. Photographer
 - c. Writer
 - d. Teacher
 - e. Lawyer
2. Which of the following interests you more?
 - a. The internal world (your own thoughts, feelings ...)
 - b. The external world (what happens around you)
3. Do you believe that you
 - a. Think without talking
 - b. Talk without thinking
4. Do you consider yourself
 - a. A better listener than speaker
 - b. A better speaker than listener
5. In a holiday, how would you prefer to spend your time?
 - a. Alone (reading a book, playing videogames,

taking lonely walks etc.)

b. Meeting people

6. Would you say that you know

a. Few people but deeply

b. Many people

7. Do you enjoy large noisy gatherings?

a. Yes

b. No

8. When the teacher asks a sudden question, do you:

a. Usually respond first

b. Wait for others to respond first

9. Can you concentrate easily?

a. Yes

b. No

10. In classroom discussion, do you take?

a. An active part

b. A passive part

11. Would it be difficult for you to make an oral presentation?

a. Yes

b. No

12. In a role play activity, you prefer to take

a. One of the main roles

b. A trivial role

13. Which type of activities do you prefer more?

a. Ones that rely on individual work

b. Ones that rely on pair work

c. Ones that rely on group work

why?

.....
.....

II. The Oral Fluency

1. Do you feel afraid to participate in oral expression sessions?

a. Yes

b. No

2. Do you frequently make pauses during your presentation?

a. Yes

b. No

c. Sometimes

3. Does your teacher force you to participate?

a. Yes

b. No

c. Sometimes

4. Does this enhance your oral fluency?

a. Yes

b. No

Why?

.....
.....

5. Do you feel that the oral expression courses help you in enhancing your oral fluency?

a. Yes

b. No

6. Which of the following techniques makes you participate more?

a. Open discussion

b. Creative games

c. Role plays

d. Others

If others, please mention them

.....
.....

III. Students' Perceptions of the Teacher's roles

1. Do you think that your teacher is much more: (you can tick more than one choice)

a. Motivator

b. Prompter

c. Observer

d. Assistor

2. Does your teacher attempts to make you participate more?

a. Always

b. Often

c. Rarely

d. Never

3. How often does your teacher help you in your performance?

a. Always

b. Often

c. Rarely

d. Never

4. Does your teacher help you to overcome your fear to participate?

a. Always

b. Often

c. Rarely

d. Never

5. Does your teacher focus more on

a. Role play tasks

b. Listening tasks

c. Presentations tasks

d. Others

If others please mention them

.....
.....

6. Does this please you?

a. Yes

b. No

Why?

.....
.....

Appendix 2

Classroom Observation Checklist for Introverted Students

Observer :	Teacher :				
Course :	Date :				
Time of the session :					
A : always O : often S : sometimes N : never					
	Observations	A	O	S	N
Introvert or Extrovert	<ul style="list-style-type: none"> • The introverts tendency to solitude <ul style="list-style-type: none"> ➤ Sit at the back of the classroom ➤ Contact just few students ➤ Prefer to work independently or with one or two close friends 				
	<ul style="list-style-type: none"> • The introverts use of avoidance strategies <ul style="list-style-type: none"> ➤ Come late to the classroom ➤ Ask for going out a lot ➤ Pretend to be sick 				
	<ul style="list-style-type: none"> • The introverts participation <ul style="list-style-type: none"> ➤ Do not take an active part in group or class discussions ➤ Do not take the initiative to start a task ➤ Take time before performing a given task ➤ Observe others first before attempting a new skill 				

Teacher's Roles	<ul style="list-style-type: none"> • The teacher attempts to involve introverted students more <ul style="list-style-type: none"> ➤ Assigns material for an upcoming discussion in advance ➤ Notifies an introverted student that you will invite him to comment on specific thing in several minutes ➤ Designs rotations for responses so students can expect to answer without feeling singled out ➤ Informs students that communicating meaning is more important than being grammatically correct 				
	<ul style="list-style-type: none"> • The teacher do not force introverted students to participate <ul style="list-style-type: none"> ➤ Do not force group work ➤ Gives introverted students the ability to learn and share in their own way ➤ Pauses after asking a question (several seconds of silence may encourage introverted students to answer) 				
	<ul style="list-style-type: none"> • The teacher foster a safe learning environment <ul style="list-style-type: none"> ➤ Makes eye contact with introverted students during discussion ➤ Creates a friendly supportive classroom climate ➤ Uses a sense of humour to boost introverts' participation ➤ Gives prompts for introverts when they face difficulties to start a task ➤ Selects motivating and interesting opening activity to start each class 				

	➤ Provides them with the appropriate term when they cannot find it				
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ملخص

يواجه معظم طلبة اللغة الانجليزية بجامعة محمد خيضر ببسكرة بعض الصعوبات في إتقان جميع جوانب مهارة التحدث و بالأخص في تقديم الخطابات بطلاقة. تعتبر هذه الدراسة محاولة للنظر في مختلف الأدوار التي يتولاها الأستاذ أثناء التدريس من اجل تعزيز الطلاقة اللغوية للطلبة المنطويين, كما تهدف إلى استكشاف بعد الانطواء و تأثيره على طلاقتهم. لذا فالهدف الأساسي من هذه الدراسة هو تقديم بعض الاستراتيجيات العملية التي تساعد الأستاذ في التعامل مع الانطوائيين في القسم بطريقة مناسبة تحسن طلاقتهم اللغوية. ومن اجل تحقيق الأهداف المذكورة آنفا, اختار الباحث الطريقة الوصفية حيث تم استعمال وسيلتين لجمع لمعلومات كما يلي: استبيان وزع على طلبة السنة الثانية ليسانس, بالإضافة إلى ملاحظة صفية لفوج من نفس المستوى. وقد أظهرت النتائج المتحصل عليها أن استعمال بعض الاستراتيجيات المناسبة لتعيين موضوع النقاش مسبقا, اختيار نشاطات افتتاحية مشوقة وكذا توفير بيئة تعليمية مريحة يساهم بشكل كبير في تطوير طلاقتهم اللغوية