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Designing a Jigsaw-Based Syllabus to Promote Introverts' Speaking Performance

The Case of Master One Students of English at Biskra University

A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment of

the Requirements for the Master's Degree in Sciences of the Language

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DECLARATION OF INTEGRITY

I, "**Nour Boumerzoug**", solemnly declare that the dissertation titled " **Designing a Jigsaw-Based Syllabus to Promote Introverts' Speaking Performance The Case of Master One Students of English at Biskra University** " submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

I dedicated this work to my mother, whose contribution in reducing household chores will never be forgotten, and know that after this dissertation, I will be fully occupied with housework. Believe me, all my efforts is for you only.

As for my father, who may have experienced a bit of added pressure in his daily routine, I express my gratitude. I am well aware that I have consumed a significant amount of fuel due to my endeavors.

And to my dear friends, my soul companions, who are always ready to stir up trouble and constantly support me.

My beloved sisters "Manar and Malak" who only enjoy annoying me, when I am writing, I've been taking advantage of that to relieve my stress.

To the little bird who accompanied me throughout the extensive journey of this dissertation, perched by the window, continuously serenading with its melodious tunes, thank you

Abstract

Language learning involves developing a range of skills, notably speaking skill being the crucial aspect for effective communication. Nevertheless, certain learners, specifically introverted individuals, face obstacles when it comes to speaking performance. This dissertation aims to help improve the speaking performance of introverted learners by designing a syllabus based on the jigsaw technique that caters to their specific lacks and overcome the obstacles. This study assumes that jigsaw tasks promote the speaking performance of introverted learners and it recognizes that introverted students have specific lacks. As an opted methodology, the research involves a quantitative phase with a questionnaire and diagnostic test to identify lacks and areas of improvement in introverted students' speaking abilities. The qualitative phase includes a focus group discussion to gather insights into the lacks of introverted learners. The designed syllabus aims to enhance their speaking abilities by addressing specific areas of improvement and undergoes evaluation by experts for effectiveness. Feedback from experts guides further improvements in the syllabus for Master One students of English at Biskra University. The results revealed specific lacks among introverted students, such as difficulties in noisy environments, limited participation, lack of confidence and anxiety including deficits in speech accuracy, lack of nonverbal communication, limited creativity, and absence of sense of humor. Additionally, the experts' evaluation of the syllabus reveals that it effectively meets the needs of introverted learners. However, certain areas for improvement are identified, mainly assessments, grading criteria clarification, provision of more relevant resources, incorporation of interactive elements, and stronger connections to real-life example. The findings highlighted the importance of considering the unique needs of introverted learners and design accommodated syllabus seeking to overcome their obstacles and eventually enhance their speaking abilities.

Keywords: Speaking performance, Introverted learners, Jigsaw technique, Syllabus design, Lacks.

List of Abbreviations and Acronyms

CEFR: **C**ommon **E**uropean **F**ramework of **R**eference

EFL: **E**nglish as a **F**oreign **L**anguage

IMRAD: **I**ntroduction, **M**ethods, **R**esults, and **D**iscussion

MBTI: **M**yers-**B**riggs **T**ype Indicator

OOPT: **O**xford **O**nline **P**lacement **T**est

P: **P**articipant

STAD: **S**tudent Teams-**A**chievement **D**ivisions

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GENERAL INTRODUCTION

Introduction

The Speaking skill is deemed to be one of the essential skills for effective communication especially for English as a foreign language (EFL) learners as they give great importance to oral proficiency since it is not only a part of their academic achievement, but also quite important that every student has a fingerprint in speaking.

In this regard, developing speaking helps the learners in meeting their communicative needs in and outside the classroom. It requires a considerable amount of time and effort as well as a continuous practice. However, not all the different categories of students are more likely to be involved in various activities; for instance, introverted learners face a difficulty that impedes their speaking ability; as a result, it influences their academic success.

The main factor that affects the speaking performance and the ability to communicate with others is the lack or the absence of interaction. The interaction, especially with introverts, is important as some studies have found that introverts are believed to be introspective and reserved.

1. Statement of the problem

In a broad sense, the endeavour of academic achievement in education is measuring students' performance and exploring their learning level in all skills, including speaking competency in particular. However, there is a need to investigate the impact of the lack of interaction on the speaking performance learners or the need for effective teaching methods to engage students in speaking activities. Hence, researchers have identified a range of cooperative learning techniques for their irreplaceable role in academic activities under the guidance of teachers. These techniques encompass "think/pair/share" (Lyman, 1981) , "numbered heads together" (Kagan, 1992), and "Jigsaw" (Aronson, 1978), among others.

Several internationally known scholars have proposed different theoretical perspectives on the relationship between personality traits and learning foreign or second languages. For example, according to Gass and Selinker (2008) agreed that despite the uniqueness of extroversion and introversion in learning a second language, both achieve success and the researcher's responsibility is to figure out what is the appropriate way. Additionally, they further suggested that the introverts tend to learn better when they have quiet, solitary environments to focus on and they are more suited to particular strategies such as practice active listening, delegated tasks, assigning an independent writing assignment and online courses; whilst extroverts are better suited to other language teaching techniques; for example think-pair-share, group projects, and class discussion.

Nowadays, Algeria highly recommends the English language in its educational system, where English constantly becomes more and more important in the community even though it is not an official language. In some classrooms, teachers provide interactive tips and strategies for EFL students to be competent in English and improve their grades. Unfortunately, some teachers are less mindful in choosing teaching methods that can be used to facilitate the teaching process and help the introverted student to feel engaged. Therefore, cooperative learning is one of the most appropriate methods for making the student interested in the material. It is a very specific method designed for those learners that enable them to engage with each other and make them collaborate to achieve their learning goals.

Through informal discussions with colleagues, it became apparent that both introversion and extroversion are viewed and valued differently in society. We realized that the introverted learners of English at Biskra University may have faced lacks in speaking, and the problem could be attributed to the fact that the lack or absence of interaction might have been one of the issues.

2. The research questions

In light of the points discussed in the problem, the main questions raised are:

RQ1: What are the key lacks that may hinder the introverted students' speaking performance?

RQ2: How can a Jigsaw-based syllabus be tailored to effectively address their lacks and accommodate the learning preferences and strengths of introverted students, thereby improving their speaking skills?

3. Statement of hypotheses

This study assumed that jigsaw tasks promote the speaking performance of introverted learners. Therefore:

- Introverted students have specific lacks that are relatively overlooked by teachers in the classroom setting, which may negatively impact their speaking performance.
- The elaboration of a jigsaw-based syllabus can effectively eliminate the lacks of introverted students and promote their speaking performance.

4. Aims and objectives

This study aims at improving introverted learners' poor speaking performance through designing a syllabus based on jigsaw technique that addressed their specific lacks. It sought to investigate how organizing classroom activities into group work can be effective and beneficial in the improvement of Master One English students' performance at Biskra University. The research, therefore, aimed to achieve the following objectives:

➢ To identify the key lacks that hinder the speaking performance of introverted students, with a focus on their unique needs and challenges

➢ To design a Jigsaw-based syllabus that caters to the specific lacks of introverted students and accommodates their learning preferences and strengths.

➢ To familiarize introverted learners with different classroom techniques that offer them more opportunities to practice the language alongside their extroverted peers.

5. Significance of the study

The results of this study have contributed in the development of inclusive and effective educational practices that meet the needs of all students. The jigsaw technique has been identified as a valuable teaching approach, offering a range of benefits for both students and teachers. The various sectors that can benefit from this study are:

➢ The students: Help improving speaking performance can lead to better interaction in the classroom and a greater achievement in motivating introverted students to participate and develop their interpersonal skills. Additionally, it can enrich the diverse perspectives and backgrounds of each student.

➢ The teacher: This study is expected to not only help students, but also teachers. The jigsaw technique provides teachers with the opportunity to evaluate their own methods of instruction, work with introverted students, and improve their skills over time. It also enhances their role as a manager in the classroom.

6. Procedures

This guideline provides a general outline for conducting a questionnaire, diagnostic test, focus group and designing a syllabus with introverted students to explore their experiences with cooperative learning. However, it is important to carefully consider the specific research question and the context of the study, as these factors may influence the design and implementation of both methods.

7. The structure of the dissertation

This dissertation followed a structured and specific division which is the IMRAD (Introduction, Methods, Results, and Discussion), providing a structured and organized division. A General Introduction provides a comprehensive introduction to the topic, including questions, hypotheses, and other aspects. It is followed by the first chapter "Literature Review", which delved into reviewing and providing a comprehensive examination of the previously discussed researches. Afterward, the second chapter "Research Methodology" discussed the data collection and analysis methods used to arrive at a conclusion. The third chapter divided into two sections. The first section dedicated to the "Analysis" of the collected data, where the findings and results presented; thus, the second section of the third chapter focused on the "Discussion of Results." The results analyzed and interpreted in the context of the research objectives and existing literature. Following the Results: Analysis and Discussion chapter, we presented the "General Conclusion"

CHAPTER ONE: LITERATURE REVIEW

Introduction

Nowadays, the ability to communicate effectively is a fundamental skill. Speaking, as a key component of communication, plays a major role in conveying meaning. This chapter aims to explore the elements that contribute to effective speaking performance, with a specific focus on the influence of introversion and the effectiveness of the jigsaw technique in enhancing speaking abilities.

The chapter begins by defining speaking and emphasizing its importance in effective communication including the significance of nonverbal communication and Strategies for improving speaking performance. Moving forward, the chapter shed the light on the introversion and its characteristics, also investigating the impact of introversion on language learning and speaking performance. Furthermore, it introduces the Jigsaw Technique and Cooperative Learning as an innovative approach to promote collaborative learning by mentioning principles, goals, and historical context. Also, addressing the advantages and limitations of the jigsaw technique and reviewing previous research on the effectiveness of the jigsaw technique in language learning is reviewed.

1. **Speaking: definition and its importance in effective communication.**

Speaking is a fundamental part in human communication in variety of context and it includes transmitting thoughts, ideas, and emotions through numerous forms. The different definitions of speaking offered by various authors emphasize a few of the components of this crucial ability. Thornbury (2005) claims that speaking a language involves more than just constructing grammatically correct sentences and pronouncing them accurately. It also requires the ability to interact with others and take turns while speaking. Speaking typically occurs in real-

time and doesn't allow for detailed planning. Furthermore, spoken language grammar differs from written language grammar. Speaking can be difficult for language learners because of these intricacies, and it is a skill that must be learned and practiced apart from grammatical teaching.

Additionally, Burns and Goh (2012) explain that speaking a language is a complex skill that involves combining various language elements to meet different communication needs effectively. When difficulties arise while speaking, speakers should have ways of handling them. To have competence in speaking a second language, individuals require knowledge of the language system and an understanding of the speaking context's demands. They also need to use different speaking skills appropriately based on the specific communication purpose. Finally, speaking competence involves using a range of strategies to address gaps in knowledge and ineffective speaking skill.

However she argue that speaking skill is neglected, hence Bygate' perspective (1987) is that speaking is often undervalued as a skill, perhaps because most people can speak and take this ability for granted. Speaking is often considered a casual form of expression that uses colloquial language, while literary skills are more highly valued. Additionally, speaking is seen as transient and improvised, which can make it seem superficial or unimportant. The negative aspects of behaviorist teaching techniques, which emphasized oral language teaching, may also have contributed to the devaluation of speaking skills. However, the paragraph suggest that speaking is important skill as literary skills, both in first and second languages, and deserves greater attention.

1.1 **The importance of nonverbal communication in conveying meaning, such as body language, facial expressions and eye contact.**

The study of nonverbal communication is widely discussed in many academic disciplines. Knapp (2013) emphasize the urge of understanding the complexities of nonverbal communication and to avoid oversimpling the concept. Moreover, According to him, it is difficult task to separate verbal and nonverbal behavior due to the existence of frequent overlaps and interactions between them, and the traditional and simplistic definition of nonverbal communication as "communication effected by means other than words" does not adequately capture the complexity of nonverbal communication and it is overly simplistic, which is required to be avoided. In American Sign Language, which is predominantly a nonverbal language, hand gestures are nonetheless a means of communication that might be seen as a sort of verbal behaviors.

In this essence, Hall (2013) also emphasize the complexity and ambiguity of nonverbal communication, as well as the fact that all human action is verbal since we experience, express, and explain it through language. However she claims that the term "nonverbal behavior" is an extremely broad term that can be both meaningful and meaningless (p. 70)

Continued to Knapp's perspective, the meaning of nonverbal communication cannot be inferred by observing a specific nonverbal behavior obviously, such as touching. He necessitates consider certain factors, including the context, the identity and intentions of the sender or encoder , the interpretation of the receiver or decoder, the nature of the relationship between the sender and receiver, and finally the possibility of existing nonverbal cues or verbal communication.

Considering the context and any other elements that could affect the message is crucial in nonverbal communication. According to Knapp (2013), many people believe that all nonverbal communication is a spontaneous and thus genuine reflection of a person's true feelings or intentions, but rather approach them with a critical eye, taking into account it can be used for self-presentation and strategic purposes including intentionally manipulate or deceive others.

The nonverbal communication is an essential aspect of social competence and effective communication in both personal and professional settings such as personal relationships, social interactions. Nonverbal communication, according to Knapp (2013) , is vital for various reasons. It plays an important function in the overall communication system and is employed in many aspects of daily life .Additionally, he believe that being skilled in nonverbal communication is crucial to interpreting and expressing nonverbal cues accurately, which is an important part of effective communication and social interaction.

Understanding the nuances of different aspects of nonverbal communication is crucial for effective communication. Also to some researchers, Knapp, Hall, and Horgne (2013) believe that communication is the primary function of the facial expression by offering feedback and controlling the flow of engagement and it is not exclusively revealing a person's emotional state. Thus, among the other emotions displayed on the face, anger, sadness, surprise, happiness, fear, and disgust are the most commonly studied aspects. Similarly, the dilation and constriction of pupils also are a nonverbal cue that are particularly studying by nonverbal communication researchers because it can be used to reveal a person's thoughts, feelings, and intentions in social interactions.

Nonverbal cues play a significant role in regulating the flow of communication, and one of the most important cues is eye behavior. Specifically, the way people look and gaze can provide signals for turn-taking in conversation. For instance, they claims that glance can serve as a cue for the listener to take the lead in speaking or to assess the effectiveness of the message. Speakers, on the other hand, tend to look less than listeners do, but they do tend to gaze at grammatical breaks or at the conclusion of an idea or statement.

The cultural norms and values shape our social interactions including nonverbal communication cues such as "eye contact" cultures between Arab cultures and northern European cultures, in term of rules or norms about which one should or should not look at Knapp, Hall, and Horgne (2013) . For instance, the direct eye contact is often viewed as a sign of respect and honesty in Arab culture in contrast to cultures like European cultures tend to maintain less eye contact during conversations.

1.2 Strategies for Improving Speaking Performance

There have been numerous studies conducted on improving speaking performance, exploring various strategies including cooperative strategies. Promoting collaborative learning environments in which students actively participate in group activities and conversations to develop their speaking abilities is one of the cooperative strategies objectives.

Researchers have explored different cooperative techniques such as the Think Pair Share technique. It attempt to increase engagement by giving chances for peer feedback to communicate comfortable .In this regard ,the main objective of Cahyani' research (2018) is determines whether the implementation of the Think Pair Share technique can enhance students' speaking performance. As a cooperative learning tool, the author used the Think Pair Share

technique, in which students work in small groups as well as a quantitative technique using an experimental research was used, with a pretest and posttest control group design. According to the results of the data collected from the tests that were analyzed using a t-test, it is shown that this cooperative learning technique improved students' speaking skills, demonstrating its potential for improving language learning.

In the same vein, an article by Goh (2017) titled "Research into practice: Scaffolding learning processes to improve speaking performance" , presents insights into the application of research findings in second language speaking , focusing on task repetition, pre-task planning, and communication strategies in actual classroom practices. The author provides a brief overview of significant research in each aspect, highlighting how instructors might use these results to enhance the speaking ability. The review revealed that in most classes, task repetition is discouraged, and pre-task planning is reserved for formal oral presentations rather than casual group or pair speaking exercises. However, communication strategies are given a more emphasis and they frequently focus on test performance improvement rather than giving systematic guidance for everyday communication in their presentations. Additionally, the author concluded that confidence levels of the teacher , the emphasis on reading and writing over speaking, and the lack of access to sources are among the obstacle of teaching speaking in language classes in Singapore and China and by addressing these issues would help to enhance speaking.

Along the same lines, another study sheds light on the learning strategies employed by English language learners with different speaking performance levels. "Learning Strategies Used by Learners with Different Speaking Performance for Developing Speaking Ability" is a study conducted by Safari and Fitriati (2016) that emphasize the varying utilization and frequency of strategies between high and low performers, the role of motivation, and the problems experienced

by learners with low speaking performance. The authors found that learners with high speaking performance employed various learning strategies with equal frequency, while those with low speaking performance mainly relied on cognitive, metacognitive, and social strategies as well as the learners with higher motivation levels influenced their application of strategies.

Finally, the enormous amount of studies and articles undertaken in many contexts, particularly language learning classes, illustrates the significant emphasis paid to strengthening speaking abilities. It has produced important findings and useful recommendations and gives significant insights for educators looking for effective techniques to enhance speaking performance of the learner.

2. Introversion: An overview and its characteristics

Carl Jung, a Swiss psychiatrist and the founder of analytical psychology, was among the first academics to explore introversion and extraversion as distinct personality types. Jung characterized the extraversion-introversion preference as a general attitude that reflects an individual's inclination toward the external world or inner world, which serves as the source of their energy.

The extraverts and introverts have different attitudes towards objects, which reflect their broader orientation towards the external world or the inner world. According to Jung (1921) Extraverts exhibit a strong desire for objects as well as voluntary dependence on them. On the other hand, introverts are characterized by their self-assertiveness in relation to objects and they resist dependence on objects, to simplify, extraverts feel a sense of belonging to objects whereas introverts might even be afraid and not let objects control them because it might source of distraction, noise, or invasion of their privacy, and be hesitant to rely on it.

Introverts value their inner world and ideas; they may see the world through a filter of meanings and interpretations rather than direct experience. This can lead to a sense of isolation with the world; it is stressed by Jung (1921) , "The introvert is always in danger of getting too far away from life and of viewing things too much under their symbolic aspect" (p. 265)

"The introvert is far more subject to misunderstanding than the extravert", according to Jung (1921, p. 362). He explains that introverts are more vulnerable to being misunderstood than extraverts in society that tend to favor extraverted qualities and behaviors over introverted ones.

Jung (1921) define the introverts by saying the introvert are different from extraverts because they focus more on their own thoughts and feelings than on the external world around them and use their own personal perspectives to guide their actions .

2.1 The differences between introversion and shyness

"Shyness is a fuzzy concept; the closer we look, the more varieties of shyness we discover" by Zimbardo (1977, p. 13) , the statement highlights that the concept of shyness is difficult to define precisely and comprehensively because of its complicity and multifaceted .thus it lead to the overlap between it and other related concepts such as introversion. Shyness and introversion are often confused with one another, but they actually represent distinct concepts in psychology. Both concepts becoming increasingly widespread and are now considered a significant implication in society.

According to Zimbardo (1977) , shyness is a personal issue that can be harmful and difficult to detect or address because it is limited to only certain situations, like public speaking. Furthermore, he highlights the idea that there is no single or conclusive explanation for shyness, and that multiple aspects may be stressed depending on the viewpoint. Shyness, according to

personality-trait specialists, is an inherited trait determined by genetic variables. While behaviorists believe it is a taught behavior caused by a lack of social skills. Shyness, on the other hand, is viewed as a symptom of underlying conflicts that must be addressed through therapy by psychoanalytic types, sociologists and some psychologists emphasize the role of cultural and societal factors in shaping individual shyness, and social psychologists speculate that shyness may be a self-fulfilling prophecy.

He claims that that shy extroverts have an advantage over shy introverts because they have the social skills needed and they are better at interacting with others, in result the extroverts achieving success in spite of their shyness. The shy extroverts cope with their shyness by using relaxing technique to hide it but may still struggle with it in certain situations.

2.2 Overview of research on the relationship between introversion and language learning

An article titled "A study on the relationship between extroversion-introversion and risk-taking in the context of second language acquisition" written by Shahila and Meenakshi (2012) seek to determine the relationship between personality traits (introversion/extroversion) and risk-taking behavior in second language acquisition context. According to the finding, the extroverted students demonstrate more engagement in conversations both inside and outside of the classroom, unlike the introvert students. The study highlight that student with introversion nature may be more suited for classroom learning, particularly in reading and writing skills.

Personal traits such as extroversion and introversion represent a good example of personal characteristics that can influence language acquisition, yet solid proof of their impacts on language learning remains difficult. "The Impact of Extroversion and Introversion on Language

Learning in an Input-Based EFL Setting" is a thesis conducted by Altunel (2015) tends to investigate the relationship between personality traits (extroversion and introversion) and language acquisition in input-based English as a foreign language (EFL) setting. The researcher conducted a longitudinal (two-semester) and quasi-experimental study at a state university in Turkey with male participants aged 19-20, who were enrolled in EFL Beginning classes based on their proficiency level assigned according to the Common European Framework of Reference (CEFR) and Oxford Online Placement Test (OOPT) scores, and had nine years of formal EFL instruction before university. During the semester, the researcher assess the students' skill level by using the OOPT, as well as, to identify the students' personality types ,the Myers-Briggs Type Indicator (MBTI) was utilized. Both groups' total language ability improved as a result of the study, although introverts outperformed their extrovert counterparts and would gain more from input-based education.

2.3   The impact of introversion on speaking performance

Introversion can have an impact in different ways and can have both advantages and challenges when it comes to speaking performance.

"Analysis on the Relationship of Extrovert – Introvert Personality and Students' Speaking Performance" a study was conducted by Lestari, Sada, and Suhartono (2015) at FKIP UNTAN to look into the possible effects of extrovert and introvert personality types on speaking abilities. The availability sampling method was used to choose 33 students, and the Mark Parkinson Personality Questionnaire was used to ascertain each student's personality type. Using Pearson Product Moment, the midterm speaking scores of the students were examined and associated with their personality types. A t-test revealed a statistically significant difference in the speaking abilities of the participants' various personality types. Additionally, the study discovered

that extroverted students like to participate and study in groups, but introverted students prefers to study alone. The results of this research may be used to improve English instruction and learning process.

"The Students' Extrovert and Introvert Personality toward Speaking Performance" is a research article by Paradilla, Dj, and Hasanah (2020) that looks into the connection between students' speaking abilities and personality types, particularly extroversion and introversion. The study's findings demonstrated that whereas introverted learners are more deliberate and cautious while speaking, extroverted learners frequently participate more in oral communication. However, if given the correct assistance, introvert students can excel in speaking as well. Additionally, the study discovered that personality type did not significantly affect speaking ability because both extroverted and introverted learners can perform well with the right information and practice.

"The Extrovert and Introvert Students' in Speaking Ability of English Department at IAIN Langsa" is research investigates by Rahayu (2020) about Extrovert and Introvert students in speaking ability of English Department at IAIN Langsa. Extrovert personality has characteristic interest in the external object and more friendly. Introverts are people that hold all of from external happenings, and dislike of large social. The aim of study investigated about whether significant difference between Extrovert and introvert students in speaking ability. The research method of study used qualitative method with descriptive research. The subject of research consisted 10 students who are 3 extrovert students and 7 introvert students. The instrument that used in this research was observation and interview. Based on the result of research, students with extrovert type are more active, friendly, and responsively in speaking class. Based on the observation and interview result students' extrovert, they more enjoyed in speaking class and brave to give comments or speak in class meeting. They were type personalities who prefer to

practice speaking and share their opinions more often. While, students of their introverted personality are more silent, they only speak as necessary. The introvert students do not more to express themselves and they were afraid to share their opinions. It can be concluded that student's extrovert personality more active in speaking ability and their interest in speaking class.

3. The Jigsaw Technique and Cooperative Learning: one for all and all for one

Cooperative learning is a technique in which students work together in small groups to complete assignments and each member assigned a different duties to ensure the whole group's success. Cooperative learning, according to Slavin and his colleagues (1985), is a method of learning that extends beyond a simple linear process. It entails a complicated interplay among all players that has an impact on students' overall academic and social development. Jolliffe (2007) also emphasizes that the core of enhancing students' learning is cooperative learning, which calls for students to collaborate in small groups to assist one another. Additionally, he states that many researchers view cooperative learning as most effective when it includes positive interdependence and individual accountability. However, other researchers disagree on the necessity of these components. Nevertheless, many believe that interpersonal and small-group skills are still important. Additionally, Gillies and Ashman (2003) stressed that cooperative learning is more than simply placing students in groups and asking them to work together. Instead, for true teamwork and cooperative learning to occur, students must grasp their dependency and understand that they cannot succeed alone. They must learn to coordinate their activities and collaborate actively with one another.

According to Jacobs and Renandya (2019), one of the core beliefs of cooperative learning is that collaboration is powerful. Students can learn more effectively when they collaborate.

Cooperative learning highlights the importance of collaboration and is advantageous in terms of mutual support, enjoyment of the learning process, and development of learning abilities. Cooperative learning, according to Gillies and Ashman (2003) , is an educational strategy that may be used in a variety of circumstances and is not confined to a certain subject or classroom setting. It encourages socialization among students and fosters learning.

Collaboration give opportunity to each person to contribute his/her unique abilities to the group while also learning from peers, which enhances the learning process. As a result, this technique can also help to foster a sense of accountability and responsibility within the group.

3.1   The principles and goals of cooperative learning

Positive interdependence, individual accountability, face-to-face interaction and the development of social skills represent the major components that cooperative learning is built around and it tend to create a positive and collaborative environment while learning. According to Jolliffe (2007), the belief of positive interdependence defined that each person contributes the efforts of the learning to the entire group and that each person is responsible for the work to be effectively completed. Therefore, individual accountability means that each member of the group is responsible for their contributions to the work and must not rely on others to fulfill it.

3.2   Definition and history of the jigsaw technique

One of the earliest methods of cooperative learning is the Jigsaw technique developed by Aronson, 1978. In Jigsaw, a group of five to six students and each member is given certain information related to the particular topic. After reading their assigned sections, the students create "expert groups" with their peers from other groups to discuss the material. They then go back to their initial group and impart their newfound knowledge to their colleagues. Finally, the

entire class may take an individual test for grades at the end of the process. there are several variations of the Jigsaw technique that have been developed over the years, such as jigsaw II by Slavin 1980; in which, students work in teams of four to five members and read narrative materials on a specific topic and each team member becomes an expert on a specific topic and shares their knowledge with their teammates. A quiz is taken to assess their understanding at the end. Both variation can be adapted to fit a variety of different settings and contexts, and can be used to promote collaboration.

According to Kagan (1985) the initial purpose of the Jigsaw technique is to create a high level of interdependence among students and each student is like a single piece of a jigsaw puzzle, and their task is to gather information from every other piece to complete the puzzle. He also state that the Jigsaw method consists of specially designed curriculum materials, team-building and communication training, a student group leader, teams, expert groups, and individual assessment and reward. However, jigsaw II is a modified version of the original Jigsaw method, with some significant differences in which existing curriculum materials are used and all Students have universal access to all learning materials. It also uses scoring techniques and team recognition methods from the Student Teams-Achievement Divisions method, which is not part of the original Jigsaw. Additionally, Jigsaw II uses four-person teams, formed based on objective criteria rather than personality factors and teacher intuition. Jigsaw II differs from the original Jigsaw in that it does not provide team building and communication training, and it does not appoint a team leader.

According to Kagan (1985) emphasize that collaboration and sharing are both important among students in jigsaw. In this approach, students work together in their expert groups to develop an understanding of their topic and also to share the knowledge they have gained.

According to Jacobs and Renandya (2019), the Jigsaw approach aims to meet Allport's three conditions in the classroom: (1) everyone interacted on the basis of equal status, (2) they shared common goals, and (3) their interaction was officially sanctioned. Jigsaw is an application of Allport's ideas to their efforts to promote harmony among different races. Students start in heterogeneous Home Groups of around four members and receive different reading materials on a related topic. They then form Expert Groups with no more than four students who have the same piece of the "Jigsaw" and prepare to teach their piece to their Home Group. Finally, each Home Group member takes a turn to teach their piece to their group, followed by a quiz or task that requires knowledge of all the pieces.

They also suggest that Jigsaw can be made more effective and student-centered by implementing two strategies. The first involves modifying the learning materials to improve students' understanding of the material and the second strategy involves offering teaching tips to students, such as using graphic organizers to help them teach their peers in their Home Team.

3.3 The advantages and limitations of the jigsaw technique

According to Kagan (1985) jigsaw technique create fundamental skills and knowledge with a focus on a product-oriented perspective of learning. As well as it enhance social skills and relationships with peers. According to him Jigsaw approach, heterogeneous grouping can be utilized to improve cognitive learning and foster an environment of fairness, inclusion, and respect. Although the Jigsaw technique is not explained in depth, it is clear that it is a cooperative learning strategy with a product focus that strives to develop students' knowledge and abilities through collaboration and communication.

3.4 **The jigsaw technique in learning**

Kagan's (1985) analysis of the Jigsaw technique and other cooperative learning structures like Student Teams-Achievement Divisions (STAD), Group-Investigation, and Co-op Co-op explores various dimensions of education (25 dimensions of classroom structures). These include the goals of education, the nature of learning, the complexity of learning tasks, and the types of learning that are fostered…etc.

In the Jigsaw method, learning plays a crucial role in achieving high individual scores for both oneself and one's teammates. In Jigsaw I, The group's overall comprehension and performance depend on each student's ability to master the material that has been assigned to them and the group will perform well on the quiz and receive high point's increases when each member of the group has obtained their corresponding. Whereas, learning is essential to team competition success in Jigsaw II as well as to individual performance in quizzes and the team's success on the quiz as a whole is influenced by each student's understanding of the material they were given, increasing their chances of winning. The Jigsaw technique is an instructional approach that emphasizes collaboration and communication in learning basic skills and information. However, this approach frequently relies on outside incentives, like points, to encourage student to learn. In this strategy, teachers are in charge of choosing the right resources and methods to make sure that students obtain the intended outcomes. Students are seen as objects to be enhanced via the acquisition of knowledge.

Furthermore, the teacher is the primary source of learning objectives and content in the Jigsaw technique. The approach fosters several types of learning, including the acquisition of information and basic skills, as well as some interpretation and synthesis of that information. This

approach ensures that students develop foundational knowledge and practical skills in their learning process.

Also, Kagan (1985) discuss the idea that modifying an existing cooperative learning technique can have an impact on the nature of social relations and learning among students. He suggests that by analyzing the various dimensions of cooperative learning structures, teachers can systematically modify established techniques to adapt them to the aims or needs of a class. As an example, he considers the Jigsaw structure and suggests that a teacher who wants to increase depth of understanding and familiarize students with resource gathering and assimilation could assign expert topics and make time and a variety of resources available for students to independently gather information on their expert topics.

3.5 Previous research on the effectiveness of the jigsaw technique in language learning

The Jigsaw technique has been utilized to encourage student learning and social interaction in a variety of educational contexts, particularly in language learning to aid students in developing their language abilities and enhancing their social competency. The effectiveness of the Jigsaw method in language learning contexts, such as reading comprehension, listening comprehension, vocabulary acquisition, and oral communication, will be examined in the following overview, and we'll also discussed how it can be applied to improve language learning and communication.

The Jigsaw technique is a collaborative learning approach where students are grouped and become experts on a particular topic before teaching their peers. On the reading comprehension of Iranian EFL learners , a study titled Enhancing pre-intermediate EFL learners' reading comprehension through the use of Jigsaw technique by Namaziandost, Gilakjani , and

Hidayatullah (2020) .The study aim to compare the performance of students who were taught using the Jigsaw technique in parallel to those who were taught using traditional methods .The sample represent 50 pre-intermediate Iranian EFL learners aged between 16 and 18 years, who attended 20 sessions over a 10 weeks. The result reveals that students who were taught using the Jigsaw technique exhibited a better performance in comparison to those who received traditional classroom instruction. The statistical analysis indicated that the experimental group's performance was significantly better than the control group (with a p-value of less than .05).The findings of this study suggest that the Jigsaw technique can be an effective cooperative learning approach for EFL learners to master L2 materials.

Another study by Maden (2011) aimed to compare the effects of the Jigsaw I technique, a cooperative learning strategy, with traditional teaching methods on the academic achievement in the matter of written expression. However, the findings of this study showed slight difference in academic success between the Jigsaw group and the traditional teaching group. The study involved 70 students studying at the Department of Turkish teaching during the academic year of 2009-2010, with two different classes assigned as a control group and the other as a test group. The authors recommend that using this technique can improve student success and participation in language learning.

Lesson Study to Improve Student English Grammar Mastery Using Jigsaw Technique, a study conducted by Haryudin and Argawati (2018) the researchers aimed to investigate the effects of Lesson Study, a teaching approach, specifically utilized the jigsaw learning technique on the English grammar proficiency of third semester students at IKIP Siliwangi in a class labeled as A3, comprising of 40 students who were pursuing their major in English Education. The results showed positive developments in students' learning, with minimal challenges

encountered; furthermore, the findings revealed that students exhibited high motivation in learning English.

3.6   The impact of the jigsaw technique on speaking performance

The development of effective language teaching strategies has been a topic of significant interest in recent years, with a focus on enhancing students' language learning outcomes. In this context, the jigsaw cooperative learning technique has shown promise in improving language learners' speaking skills.

"The Effect of Using the Jigsaw Cooperative Learning Technique on Saudi EFL Students' Speaking Skills" a quasi-experimental study by Alamri (2018) aims to investigate the impact of the jigsaw cooperative learning technique on Saudi EFL students' speaking skills, with a focus on promoting appropriate use of vocabulary, accuracy, fluency, and pronunciation during oral tasks. The sample for the study comprised of 28 female students who were enrolled in Prince Megren University. These students were divided into two small language classes and randomly allocated to either a control group or a jigsaw group. Additionally, the results indicated that participants in the jigsaw group exhibited superior speaking competencies in terms of vocabulary, accuracy, fluency, and pronunciation. Based on these results, the study put forward recommendations and suggestions on implementing jigsaw technique to enhance the teaching and learning of speaking skills in EFL classrooms for more independent language learning settings and transforming students from inactive learners to active participants in their learning.

The attention given to speaking ability in the classroom has risen dramatically in EFL learner's context. For instance, Ubaedillah (2019) conducted an experimental research using an English oral test before and after providing some jigsaw activities to determine the improvement

of students' speaking ability. In an attempt to show the speaking improvement, the researcher carried out a study with one class (40 students) of second-semester students of an English study program of a private university. Thus, the findings revealed that activities through the jigsaw technique motivate students to use English in communication and promote their speaking ability.

In another vein, other researchers sought to devote effort to studying the problems of implementing Jigsaw in teaching and learning. Rika (2017) conducted a doctoral dissertation by investigating whether the implementation of the jigsaw technique creates problems in speaking class in the second semester of the eighth grade of SMP Negeri 1 Krui. The techniques used in collecting data were observation, interview, and questionnaire and based on the data analysis, the researcher pointed out that Jigsaw can have a positive effect but regulating the activity and the limited time were the main problems faced teachers during the implementation of the jigsaw technique, while the difficulty in expressing students' ideas due to the lack of vocabulary and the fear of making mistakes were the main problems encountered by students.

From another perspective, where the focus was on jigsaw and speaking anxiety, a quasi-experimental study has been conducted on the effectiveness of the jigsaw technique in teaching speaking and the impact of speaking anxiety on the students' competence in English department by Dewi and Putri (2016) .Based on the gathered data, they concluded that the Jigsaw is more effective than role plays in the class and the levels of students' speaking anxiety determines the appropriate teaching methods.

3.7 **The effectiveness of the jigsaw technique in promoting collaboration and engagement in language learning**

Many previous studies highlight the importance of creating a positive learning environment in the classroom and the role that engaging and interactive teaching methods are crucial in classroom. Additionally, the use of the jigsaw technique in the following studies provides evidence that this method can help students to learn more effectively and quickly, and also improve their class interaction. Agustina, Mahpul, and Munifatullah (2019) conducted a study about the students' perception of the jigsaw technique in learning to speak English, which implies that the jigsaw strategy helps students receive content more effectively and quickly since pleasurable teaching and learning activities in Jigsaw create a good learning environment. The descriptive qualitative approach was used in the study, in which 18 tenth-grade students from SMAN 7 Bandar Lampung fully participated in jigsaw activities in order to analyze the data gathered through video recording and interviewing. The findings revealed that the majority of students had favorable impressions of the jigsaw technique and it had a beneficial impact on students' class interaction. However, working alone is viewed as more difficult and stressful than working in groups. In another study conducted by Ardianto, Yufrizal, and Putrawan, (2020) at SMAN 3 in Bandar Lampung, the aim was to investigate the significant difference in students' speaking performance after being taught by using Jigsaw. The researchers collected data by using a speaking test and analyzed it through Paired Sample T-Test that targeted 33 students of First Grade. The results confirmed the assumption that the technique makes the student more active, and they proved it helps promote speaking performance by increasing participation in the classroom.

3.8   Criticisms and limitations of previous research on the jigsaw technique

According to a study of the literature, the Jigsaw strategy is an excellent cooperative learning tool in language learning environments. Numerous studies have found positive effects on a variety of language learning skills, including oral communication, vocabulary, reading comprehension, and listening comprehension...

However, when implementing the Jigsaw technique or any other cooperative learning strategy in language learning classrooms, it is critical to take into account the specific context and potential implementation challenge as well as the needs and preferences of students and teachers in order to ensure its effectiveness in different educational settings. Additionally, it may be advantageous to combine the Jigsaw technique with other instructional strategies or methodologies to further improve language learning outcomes.

Overall, we can gain a better understanding of the Jigsaw technique's efficacy and potential advantages for language learners by conducting additional research and exploring it in various contexts for language learning. Therefore, it can be said that the Jigsaw technique has the potential to be a successful and advantageous method for learning languages, but more study and adaptation to particular contexts are required to fully understand its efficacy and guarantee its implementation.

From the above literature review, many scholars agreed on the usefulness of the jigsaw technique to overcome the difficulties of speaking in the classroom. All the findings showed that the jigsaw technique played a significant role in the betterment of the participants' speaking, although in collecting data, every study was characterized by a different approach and design. However, few studies addressed the introversion of the participants when they were exposed to

the technique. Thus, this study will use the researchers' study results as the starting point to conduct a similar study in a different context (with Algerian EFL students) based on the effectiveness of the jigsaw technique in promoting introverted speaking performance.

Conclusion

In conclusion, effective communication is crucial aspect of human interaction in expressing our thoughts, emotions, and ideas. This chapter has examined the elements that influence speaking performance, with a specific focus on the role of introversion and the effectiveness of the jigsaw technique in language learning. The significance of nonverbal communication has been highlighted as crucial in conveying meaning during speaking interactions such as body language, facial expressions, and eye contact. Moreover, introversion has been explored as a distinct personality trait, differentiating it from shyness. Finally, the previous research on the effectiveness of the jigsaw technique in language learning emphasized its potential to enhance speaking performance.

CHAPTER TWO: RESEARCH METHODOLY

Introduction

The present chapter outlines the research approach and methods employed in this study to gather and analyze data to address the specific lacks of introverted students in relation to promoting their speaking performance in language learning settings and to design effective instructional strategies tailored to their needs that can contribute to creating inclusive learning environments and enhancing their language proficiency.

1. Research Design

The research design adopted for this study is exploratory, aimed at gaining a comprehensive understanding of the specific lacks of introverted students in speaking performance and also to explore various perspectives and generate new insights about the present topic. Moreover, the research design guides designing effective instructional strategies tailored to their need which is the jigsaw-based syllabus.

2. Research approach

The present research opted for the mixed methods approach by combining inductive and deductive logic in order to gather knowledge and provide more convenient and reliable results. Mixed methods approach in research is useful in understanding the difference and the interaction between quantitative and qualitative findings and it combined quantitative and qualitative data to provide more information than can be obtained in only one method research, for instance, the integration of both data (scores or number and descriptions) provide a more complete overview for the study (Wisdom & Creswell, 2013). The primary concept is to analysis both quantitative

and qualitative data analysis outcomes to gain a full picture of an issue. In this sense, Creswell and Plano Clark, (2017) state that:

> It is useful when the researcher has limited time for collecting data in the field and must gather both types of data in one visit, the researcher needs both quantitative and qualitative forms of information from every participant the researcher has skills in both quantitative and qualitative methods of research, and the mixed methods team has individuals skilled in both quantitative and qualitative research (p. 181).

2.1 Quantitative Phase

The quantitative phase of the research consisted of administering a validated questionnaire and conducting a diagnostic test.

2.1.1 Questionnaire Development

To verify the validity and reliability of the questionnaire, a number of components were used in its construction. The questionnaire was created to capture the unique requirements of introverted students in regard to speaking ability by drawing on the traits of introverts and a condensed version of a psychological test on introversion. The questionnaire was assessed by a psychology specialist to increase its validity, who offered insightful comments and recommendations for improvement.. Each question was accompanied by a scale, allowing participants to indicate their level of introversion. The higher score represents the stronger their introverted tendencies. Additionally, the questionnaire underwent a validation process by the supervisor to ensure its effectiveness and relevance to the research objectives.**(See the Appendix A)**

a. Data Collection

In order to assure a representative sample throughout the data collecting phase, the validated questionnaire was given to two groups of master's students who were chosen at random. Each item from the questionnaire was explained to the participants face-to-face in order to clear up any potential misunderstandings, guarantee consistent understanding, and reduce answer mistakes. In order to promote candid and meaningful responses, we also stressed the anonymity and privacy of the participants' information and assured them that their answers would be kept anonymous.

b. Data Analysis

The researcher divided the data from the 40 students who completed the questionnaire into two groups based on the supervisor's advice. The students with the greatest scores of introversion represented by the top 20 scores were chosen to continue participating in the study. The researcher contacted these 20 students and extended an invitation for them to take part in the study. Only 15 students, however, were willing to take part in the study and consented. Although the actual sample size was fewer than anticipated, this group of introvert students still offers insightful information on the particular weaknesses of introvert students and their speaking abilities. In order to successfully answer the study questions, the analysis will concentrate on the replies of these 15 individuals.

2.2.1 Diagnostic Test Development

To test introverted students' speaking performance deficits, we devised a role play activity that allowed participants to interact and perform while being evaluated. Each participant was given a distinct role in the role-play scenarios **(See Appendix C),** which were created to

represent actual events requiring speaking abilities. To evaluate several aspects of the role plays, including fluency, eye contact, interaction, and voice clarity, an assessment sheet was developed. Each component was scored between 1 and 5, with 5 denoting good competency and 1 denoting low ability. The expert feedback were sought to ensure the validity and reliability of the evaluation sheet. During the pretest, participants engaged in the role plays while being observed and evaluated by multiple evaluators using evaluation sheet. The evaluation scores were then analyzed to identify specific lacks and areas of improvement among introverted students in speaking performance, providing valuable insights into their needs

a. Test Administration

The test was administered during a prearranged meeting to accommodate the participants' availability. Based on the roles allocated in the situation, the participants were separated into several groups. Prior to the role plays, participants received clear instructions and guidance that explained the task's objectives and guaranteed a supportive and conducive setting for creating a comfortable environment to engage. We thoroughly observed the participants during the role plays, paying attention to the numerous factors included on the evualation sheet.**(See Appendix B**). Also, we marked the appropriate scale on the evaluation sheet for each aspect as the participants carried out their roles, capturing their evaluations. This procedure made it possible to thoroughly monitor and evaluate how well the participants spoke throughout the allotted time. The test was held on 19th march, 2023

b. Data Analysis

Different statistical measures were produced as part of a descriptive analysis of the assessment sheet data in order to get insight into how well introverted students performed in

speaking for each component evaluated there. It was specifically determined which elements' average scores were lower than the overall mean by looking at the mean scores. These lower average scores point to possible weaknesses or difficulties with speaking performance that introverted students may have and that need to be addressed. This information is useful for creating interventions that are specifically suited to meet the requirements of introverted students.

2.2 Qualitative Phase

In the qualitative phase, a focus group was conducted to gather the opinions and experiences of the introvert participants. Thus, a syllabus designed to enhance the speaking abilities of introverted students

2.2.1 Focus Group Design

Regarding the focus group, after determining a suitable time for all participants and providing a conductive environment for them to comfortably share their opinions and ideas, the questions were posed in a way that allowed them to easily respond while also preserving their privacy and avoiding any embarrassment. Prior to that, their permission was obtained to record the focus group, and they were also informed about the goals and concept of the meeting**.**

The focus group questions were not structured in order to allow participants to freely and spontaneously express their opinions. This approach also allowed for the possibility of other unplanned questions emerging during the discussion. This was done considering the expectation that any additional opinions or experiences could lead to even greater productivity.

As expected, the conversation witnessed the free and fluid exchange of ideas among the participants, with a total of 15 participants. Despite the presence of both similar and opposing ideas, there were no barriers hindering the discussion. The conversation lasted for half an hour,

during which the participants enjoyed sharing their personal experiences, concerns, and what they lacked. The focus group held, 2023, 14 march.

2.2.2   Syllabus Design

On the other hand, the syllabus design process was organized and systematic. It was built upon two main components. Firstly, the units were developed, which included the lecture and tutorial. Secondly, the assessment method was considered.

Initially, we relied on categorizing the units based on the specific lacks that the students had in terms of non-verbal communication, confidence, and other aspects. Each unit consisted of a series of lessons and each lesson was supported by additional resources. Moreover, a careful selection of lessons was done meticulously, moving from general topics to more specific ones. **(See Appendix D)**

The syllabus evaluated and reviewed by experts in the field of didactics through a rubric evaluation sheet that consisted of three criteria (good, fair, need improvements). They provided feedback on what needs to be modified or retained in various aspects **(See Appendix E)**

3.   Population and Sampling

The population chosen for this research consists of master one students of English at the university of Biskra mainly because they are supposed to have a certain level of speaking proficiency that enables them to build conversations confidently. However, the sample that participated in the current study is selected purposively to achieve homogenous sampling that targeted introvert learners to addresses the issue, as Creswell and Plano Clark (2017) noted that "if participants are purposefully chosen to be different in the first place, then their views will reflect this difference and provide a good qualitative study with a complex picture of the

phenomenon". The sample of this study is chosen to given an opportunity in which they share experiences in order to guarantee study outcomes; in other words, it is essential to choose the appropriate individual members that ensure the validity of the research

Conclusion

In conclusion, this study contributes to the field of language learning by addressing the specific lacks of introverted students in speaking performance and designing a syllabus. By employing a mixed methods approach, the study provides a comprehensive understanding of the challenges faced by introverted students and proposes a technique which is the jigsaw to enhance their speaking skills.

CHAPTER THREE: RESULTS ANALYSIS & DISSCUSION

Introduction

The purpose of this chapter is to present and discuss the findings obtained from the data analysis conducted in this study. This chapter provides a comprehensive analysis and interpretation of the collected data, focusing on addressing the research questions and objectives. By presenting the results, this chapter aims to provide insights into the specific lacks of introverted students in promoting speaking performance and how a Jigsaw-based can be elaborated into an effective syllabus.

I.   Analysis of Results

Drawing from both the quantitative and qualitative findings, the following analysis will focus on addressing the specific lacks of introverted students and developing a syllabus that help in promoting speaking performance.

1. Specific Lacks of Introverted Students

1.1 Analysis of Questionnaire Responses from Introverted Students

The questionnaire was designed to gather valuable insights into the unique characteristics and preferences of introverted students concerning their classroom experiences. The responses from the participants were analyzed quantitatively and qualitatively to gain a comprehensive understanding of their needs and challenges. The detailed copy of the survey can be found in Appendix A.

a. Quantitative Analysis

Regarding the first question up to question 13, the analysis was quantitative in nature, aiming to identify participants' preference as introverted or extroverted, as well as assigning a specific score to each question to calculate the overall score for each participant, as mentioned above.

The analysis revealed that the mean score for all participants was approximately 23, which represents the threshold between introverted and extroverted individuals. Above this ratio, participants are considered introverted, and vice versa. It was found that the majority of participants are introverted, with 25 out of 45 participants falling into this category.

Table 1 : Participants' Introversion-Extroversion Scores

Participant	Score						
P1	29	P12	25	P23	23	P34	19
P2	28	P13	25	P24	23	P35	18
P3	28	P14	24	P25	23	P36	18
P4	28	P15	24	P26	22	P37	18
P5	28	P16	24	P27	21	P38	17
P6	27	P17	24	P28	21	P39	17
P7	27	P18	24	P29	21	P40	16
P8	27	P19	24	P30	21	P41	15
P9	26	P20	24	P31	20		
P10	26	P21	24	P32	19		
P11	26	P22	24	P33	19		

P: Participant

Table 2: Mean Score of Participants' Introversion-Extroversion Scores

Mean	22.85365854

Afterward, a comparison was conducted between the two categories to identify any differences among the participants. We compared the mean scores of introverted individuals with those of extroverted individuals. The results showed that there is a difference between the two groups, with introverted students consistently scoring higher in introversion-related questions.

Table 3: Mean Scores of Introverted and Extroverted Participants' Introversion-Extroversion Scores

Introvert mean	25.4
Extrovert mean	18.875

b. **Qualitative Analysis**

For questions 14 and 15, which were open-ended, qualitative analysis was performed to identify common themes or patterns in the responses.

In response to question 14:

Regarding the introverted category, several differences in reactions were evident regarding the nature of crowded and noisy environments. Some common themes that emerged from the responses include:

a. **Feeling overwhelmed and distracted:** Many responses indicated feelings of discomfort and difficulty concentrating in crowded environments. Participants expressed that it

hindered their ability to actively participate in a classroom setting. Also, they reported feeling lost, nervous, or lacking concentration in such situations.

b. **Seeking calm and quiet:** Others expressed that their ability lies in maintaining control over what is happening around them by remaining calm and attempting to isolate their ears from the surrounding noise. They described their reaction as remaining silent and calm.

c. **Discomfort and annoyance:** A certain number of participants expressed their feelings of annoyance and discomfort in such an environment. As a result, they expressed a desire for a quieter setting that would enable them to focus better on their work.

All participants they mentioned remaining silent or annoyed but choosing not to intervene or attempt to stop the noise.

Regarding the responses of extroverted individuals, the themes were as follows:

a. **Attempting to maintain focus:** Many participants expressed their ability to stay focused despite the noise. They mentioned their strength in maintaining their concentration even in a noisy environment.

b. **Requesting quiet and take action:** Others expressed that they would request those causing the noise to stop and ask for silence to create a more peaceful environment; for example, a participant mentioned resorting to shushing as a way to communicate their desire for less noise.

c. **Negative emotional response**: Some individuals expressed their anger and anxiety when there is a significant amount of noise. They mentioned that they would feel angry and become anxious in such situations.

d. **Normalizing the noise:** A few individuals expressed their opinion that they don't have any issues with noise and might even participate in it, becoming part of the noise themselves.

Through the analysis and comparison of the responses, it became apparent that introverted individuals tend to lean towards peace and inner calmness even in the presence of noise. Their reactions typically involve staying still or focusing on themselves. However, they didn't show any explicit reaction to stopping the noise. On the other hand, extroverted individuals showed reactions concerning the noise, which was not apparent in the introverted individuals. Unlike introverts, extroverts didn't have any issues with requesting the noise to stop or even participating in it. This indicates that extroverts have a greater ability to express their discomfort or a preference regarding what bothers them.

In response to question 15:

Regarding the answers to the fifth question related to their feelings about being called upon in class or participating in discussions, the following themes were identified related to the category of introverts:

a. **Perturbed/Hesitation:** The majority expressed feelings of perturbation and hesitation, as well as discomfort when speaking in front of others.

b. **Shyness/Anxiety**: Others expressed feelings of shyness when they anticipate being asked to participate in a conversation by the teacher, or they feel anxious when they are asked a question.

c. **Confidence and Comfort:** A few expressed feelings of confidence and ease, and that it's okay, but under the condition that it depends on their relationship with the teacher and the nature of the question or topic. They also feel confident when they are prepared for it.

d. **Fear of Making Mistakes:** Some expressed the fear of making mistakes, as they are afraid of making a mistake when they don't know the answer. They are afraid of being judged in such situations.

Based on the analysis of the extroverts' answers, the following themes were obtained:

a. **Excitement/Confidence:** Majority students expressed their confidence and comfort, seeing it as an opportunity to express their opinions regardless of the topic or the teacher. They enjoy it.

b. **Shyness/Fear at First:** few students expressed their shyness, but they considered it to be momentary. They see it as something that lasts only for a few minutes, and it may disappear once the conversation starts. They become more comfortable and no longer feel any shyness.

In general, it became evident that introverts tend to experience feelings of anxiety, tension, and hesitation when it comes to being called upon and participating in conversations or answering the teacher's questions. On the other hand, social individuals appear to be more open, expressing confidence as they share their opinions. Importantly, they also experience enjoyment in these interactions.

To summarize, the quantitative analysis revealed that the majority of participants in the study self-identified as introverted to some degree. Introverted students consistently scored higher in introversion-related questions compared to extroverted students. On the other hand, the

qualitative analysis of the open-ended responses provided further insights into the specific reactions and experiences of introverted and extroverted students.

In conclusion, when it comes to promoting speaking performance in introverted students, the analysis of the questionnaire responses revealed some specific lacks. It has been found that introverted students, who constitute a certain percentage in the class, may struggle to focus in crowded or noisy environments, which hinders their participation. They feel lost and anxious because the surroundings are not conducive to their learning. Therefore, it is important for the teacher to provide a suitable environment for them, as language learning emerges from its application. They can face challenges to develop their speaking skills if the unsuitable environment existed.

Another aspect related to the specific lacks of introverted students in promoting speaking performance is their nature tends to lean towards calm, which means they may hesitate to speak up or initiate conversations. The preference for peace and inner calmness may inhibit their willingness to assertively communicate especially during exercises that require speaking.

1.2 Focus group: An Analysis of the Transcription

The provided transcription offers insights into individuals' preferences and experiences regarding social interactions, comfort zones, and communication dynamics. This analysis aims to delve into the key themes and observations highlighted in the conversation, shedding light on different perspectives and tendencies among the speakers.

a. **Preference for Spending Time Alone**: Many participants have expressed their inclination to stay alone and spend their time in solitude, away from people. They were asked whether they prefer to spend time alone or with others, and they find it comfortable

to be on their own and enjoy the freedom both outside and inside the classroom. The following are examples of the participants perspectives:

- I feel comfortable alone.

-Yeah, yeah, it's better to be alone.

-It's comfortable to be alone outside in general, not only in the classroom. There is no reason, but it is part of our personality.

b. Feeling Comfortable and Secure in Group Work:

When asked about their feelings when being in a group of people, it was found that they feel protected because they won't be the center of attention. They may find someone they can rely on as a substitute to express their opinions. However, despite that, they have expressed the challenges they face due to personality differences.

c. Observation and Listening in Social Situations:

All the participants preferred listening and observing rather than being speakers and taking the lead in the group. When ask about whether they prefer listening and observing or speaking and participating, they said that they don't like being the center of attention. They expressed a fear of judgment that hinders them from expressing their opinions and feelings. Trust issues and the fear of criticism were mentioned as factors contributing to their reluctance to open up.

-Observe and listen.

- We have ears; we need to listen.

- The attention is not comfortable; we feel watched and observed.

- I feel like they expect something; you will disappoint them if you didn't come up to their expectation.

d. Selective Expression:

When asked about their preferences regarding expressing their feelings and opinions to others or keeping them to themselves, they all answered that they prefer to keep them to themselves. However, if they were to share them, it would be with specific individuals whom they trust. They cited fear of judgment, criticism, and negative reactions as reasons for keeping their thoughts to themselves.

-Keep it to ourselves.   -It depends on the person.   -Rely much on confidence.

-We are afraid of judgment, criticism.

-Sometimes, we expect a reaction, but we get the opposite.   -I can't trust anybody.

-I trust no one.   -There's no trust; you can't trust anyone, of course, except your family.

-Even your family, sometimes you can't trust them.

e. Strategies for Recharging:

Participants mentioned several strategies they use to recharge their energy after a long week of socializing and working in the classroom. Their answers varied between cooking, reading, taking a break, and one of them considered sitting in a quiet and dark room to be the best way to recharge themselves after a tiring week.

f. Preference for Independent Work in Classroom Settings

When asked about their preferences in the working in classroom, everyone expressed a preference for working alone and being independent rather than working with their friends. They

explained that they prefer not to have their thoughts disrupted by others and prefer to stay focused on their work. Some of them emphasized the importance of choosing the right person if working in a group is necessary.

-All speakers: Independently.

-Again, with the right person.

-I want to take much time to absorb the information; I don't like the others hustling me.

-I prefer to take my time in doing everything and take care of the responsibility of my fault and my mistake.

g. **Challenges in Speaking in Front of Others:**

They also shared their challenges when speaking in front of others, expressing feelings of lack of confidence and being lost. They fear making mistakes and receiving negative reactions from others. When asked about methods they use to reduce tension, the answers were diverse. Some mentioned faking confidence until it becomes natural, while others emphasized the importance of organizing their thoughts and preparing well. They also mentioned that they dislike being interrupted during a conversation as it causes their thoughts to dissipate.

-Maybe fake confidence, fake it till you make it.

-We hate someone interrupts us.

-You're presenting, someone interrupts you. You lost your thought, you lost your flow, and you may find it hard to continue.

-I feel bad if I didn't complete what I wanted to say and hearing the voice of the students that will distract me.

-When I give presentations, someone interrupts me, that makes me feel confused. I lose what I want to say.

-The first presentation is always difficult, but you have to understand your idea, your message.

-The first experience, it was a nightmare, but now, if you want me to give you a presentation now, I can.

-You practice enough. You just have to get it in your head.

h. Challenges in Making Connections with Classmates:

When asked about their opinions on their relationships with colleagues in the classroom and the nature of those relationships, they expressed difficulty in forming connections with them. They simply want to be a part of the group and the feeling to be included. They also emphasized the importance of respect and understanding in these relationships.

-The beginning of the year, the beginning year is very hard.

-I think the inclusion. We want to be included; we want to be respected, to feel that you're a member of the class.

-It depends on the first day, the classmates, and the teachers.

-It's like you're carrying a weight, but the person helps you carry it and share it with you.

-To find a real friend, not just any friend. You want the real one that understands you.

- I think I just want people to accept me and talk to me normally.

-Just the respect and understanding, that's enough.

Overall, the thematic analysis reveals a preference for solitude, cautiousness in self-expression, challenges in public speaking, and the importance of trust, and the need for understanding and accommodating individual differences and anxieties to promote a positive learning and social environment.

In conclusion, when it comes to promoting speaking performance in introverted students, the analysis of the focus group analysis revealed some specific lacks. A lack of confidence can become a barrier for them and hinder their ability to express themselves effectively and clearly in front of others. Moreover, the lack of assertiveness may be an area of weakness for introverts, making them passive students and face difficulties in receiving criticism and judgments as well as sharing their thought in discussion. Additionally, the lack of fluency and continuity in communication can impact their ability to handle dynamic speaking situations. While these aspects represent general tendencies, it's important to remember that each introvert is unique, and with practice and support, they can develop and enhance their speaking skills.

The implications of these introvert lacks in speaking performance are twofold. First, it highlights the need to provide support and resources that are specifically designed for introverts, helping them overcome their challenges such as building confidence and the ability to speak well. Second, it emphasizes the importance of creating inclusive environments that value different communication styles. By appreciating the uniqueness that introverts have.

While analysis of the themes in relation to introverts' speaking performance is helpful, it's important to recognize certain limitations. First, the analysis relies on a small number of participants, which may not capture the full range of experiences and perspectives. It is possible that other factors may exist but were not adequately represented in the analyzed sources. Secondly, the perception of introverts' lacks in speaking performance may vary among individuals, and the analysis might not fully capture the complexity and diversity of introverts' experiences.

Indeed, it is crucial to acknowledge these limitations and recognize the importance of further research to enhance our understanding of introverts' challenges in speaking performance.

1.3 Diagnostic Test Results

The test was conducted to assess the speaking performance of introverted students in the areas of verbal and nonverbal communication. The pretest results provide valuable insights into the specific lacks and challenges faced by introverted students when it comes to speaking. Addressing these lacks is crucial for designing effective lessons that promote their speaking performance and overall communication skills.

The scores for all participants' speaking performances were gathered and calculated. These scores provided an initial assessment of each participant's speaking abilities.

Table 4: Speaking Performance Scores of Introverted Students

Participant	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total score	40	29	36	29	35	18	49	26	51	17	35	27	29	28	29

The descriptive statistics revealed the mean scores for each element assessed in the pretest. These statistics provide an overview of the initial levels of proficiency in each area and indicate the areas where introverted students may require additional support.

A detailed analysis was conducted to evaluate the specific elements that contribute to speaking performance. These elements were further categorized into two main categories:

- Verbal Communication

- Nonverbal Communication and Presentation Skills

Under the Verbal Communication category, elements such Clarity and fluency, Speech Accuracy, Pronunciation and Use of vocabulary depth of analysis were examined. Each participant's performance in these areas was carefully assessed and assigned corresponding scores to their proficiency.

Table 5: Verbal Communication Performance Scores of Introverted Students

	Verbal Communication						
	Clarity and fluency	Speech Accuracy	Pronunciation	Use of vocabulary	Listening and Responding	Delivery of Content	Coherence and Transition
P1	3	2	3	2	3	3	3
P2	2	2	2	2	3	3	2
P3	3	3	3	2	3	3	2
P4	2	2	2	2	2	2	2
P5	2	2	3	3	2	3	3
P6	1	1	1	2	2	1	2
P7	4	3	4	4	4	4	3
P8	2	2	1	2	2	3	2

P9	4	4	3	4	4	4	3
P10	1	2	2	1	1	1	1
P11	3	2	2	2	3	3	2
P12	3	2	3	3	3	2	2
P13	1	2	2	2	2	3	2
P14	2	2	2	2	3	2	3
P15	3	2	2	2	3	2	3

P: Participant

Similarly, within the Nonverbal Communication and Presentation Skills category, aspects such as Engagement, Appropriateness to Socio-Cultural Context, Confidence, Creativity and Sense of Humor with the audience were analyzed. Each participant's effectiveness in these elements was evaluated and scored accordingly.

Table 6: Nonverbal Communication and Presentation Skills Scores of Introverted Students

	Nonverbal Communication and Presentation Skills						
	Engagement	Appropriateness to Socio-Cultural Context	Confidence	Creativity and Sense of Humor	Facial Expression	Gestures	Eye Contact
P1	3	3	3	2	3	3	4
P2	2	2	2	1	2	1	3
P3	3	3	3	2	3	2	1
P4	2	3	2	1	2	2	3
P5	3	3	2	2	2	3	2
P6	1	2	1	1	1	1	1
P7	4	3	4	4	3	3	2
P8	2	3	1	1	1	1	3
P9	4	3	4	4	3	3	4
P10	1	2	1	1	1	1	1
P11	3	3	3	3	3	2	1
P12	1	1	1	2	2	1	1

P13	3	3	2	2	2	1	2
P14	3	2	2	2	1	1	1
P15	2	2	2	2	1	1	2

P: Participant

The analysis proceeded to calculate the sum and mean of scores for each element within both the Verbal Communication and Nonverbal Communication/Presentation Skills categories. This allowed for a comprehensive assessment of each participant's overall speaking performance, highlighting their strengths and identifying areas that require improvement.

Table 7 Verbal and Nonverbal Communication Scores of Introverts

Verbal Communication	Sum	Mean	Nonverbal Communication and Presentation Skills	Sum	Mean
Clarity and fluency	36	2.4	**Engagement**	37	2.466666666
Speech Accuracy	33	2.2	**Appropriateness to Socio-Cultural Context**	38	2.533333333
Pronunciation	35	2.333333333	**Confidence**	33	2.2
Use of vocabulary	35	2.333333333	**Creativity and Sense of Humor**	30	2
Listening and Responding	40	2.666666667	**Facial Expression**	30	2
Delivery of Content	39	2.6	**Gestures**	26	1.733333
Coherence and Transition	35	2.333333333	**Eye Contact**	31	2.066666667

Table 8: Sum and Mean of both Verbal and Non-verbal Communication and Presentation Skills

	Verbal Communication and Nonverbal Communication and Presentation Skills
Sum	34.14286
Mean	2.27619

To identify potential areas for improvement among introverts, a statistical method was utilized by comparing their mean of each aspect to the both categories' mean. Elements where the scores fell below 2.27619 were regarded as potential indicators of challenges or weaknesses that introverts might encounter.

The analysis of the results revealed several important findings regarding the participants' speaking performance. The elements that represent lower scores include speech accuracy, confidence, facial expression, gestures, eye contact, creativity, and sense of humor. These findings indicate that introverted students may encounter difficulties in expressing emotions through facial expressions, effectively using gestures, maintaining eye contact, and demonstrating creativity and a sense of humor in their spoken communication. Moreover, the score for confidence suggests a lack of assertiveness in their speech. These insights shed light on specific areas where introverted individuals may face challenges and would benefit from support and guidance to improve their overall speaking performance.

Overall, the analysis highlighted the participants' strengths in areas such as active listening, content delivery, engagement, and appropriateness to socio-cultural context. However,

it also identified areas that require improvement, including speech accuracy, confidence, facial expression, gestures, eye contact, creativity, and sense of humor.

Moving forward, the analysis outcomes and comparing it with focus group and questionnaire reveals consistent patterns regarding the lacks observed in introverted students' speaking performance. It can serve as a valuable guide for designing a syllabus to enhance participants' speaking abilities customized to introverts.; mainly focusing in the specific challenges faced by introverted individuals in speech accuracy, confidence, facial expression, gestures, eye contact, creativity, and sense of humor.

2. Designing syllabus

Designing a syllabus that meets the specific needs of learners is crucial for effective instruction. To ensure the syllabus aligns with best practices and align with the requirements of introverted learners, expert evaluations were conducted. This process will ensure the syllabus effectively supports introverted learners' speaking performance and enhances their learning experience.

Based on the majority selection of the experts, the evaluation of the syllabus reveals several positive aspects that contribute to its effectiveness in meeting the needs of introverted learners such as well-defined objectives, effective incorporation of the jigsaw technique, comprehensive course contents, a visually appealing presentation, and clear language. However, there are areas that require further attention, including assessments, clarification of grading criteria, provision of more relevant resources, incorporation of interactive elements, and strengthening connections to real-life examples.

The objectives of the course are considered well-defined, specific, and designed with the jigsaw technique in mind, which is known to benefit introverted learners. Furthermore, the course structure is recognized for successfully incorporating the jigsaw technique as the primary instructional approach. In terms of course contents, it is noted that they comprehensively address the specific needs of introverted learners in enhancing their speaking performance. While the assessments partially align with the course objectives, the experts suggest further adjustments for better alignment. This feedback highlights the importance of refining the assessment methods to ensure they effectively measure the desired learning outcomes and provide a clear reflection of students' progress. Regarding grading criteria, they are deemed somewhat clear but may benefit from further clarification and the experts also acknowledge the well-organized and visually appealing presentation of the syllabus, demonstrating attention to details.

In terms of the lecture section, it is considered to provide a satisfactory explanation of self-confidence and its importance in speaking performance. While the tutorial section is somewhat related to the course topic and partially aligns with the learning objectives, it offers valuable and applicable knowledge to the students. However, the resources provided are limited and may not directly relate to building self-confidence, indicating the need for a more comprehensive and relevant set of materials.

The lecture's organization and coherence are deemed adequate, ensuring that students can follow the content effectively. The language used in the syllabus is mostly clear and suitable for the students, promoting understanding and engagement. However, there is room for improvement in terms of incorporating more interactive elements to further enhance student engagement. Lastly, the experts note limited or weak connections to real-life examples within the syllabus.

II.   Discussion

The section discussed the result of the data analysis. It consists of the specific lacks of introverted students in promoting speaking performance and elaborating a syllabus into a Jigsaw to meet the needs of introverted students in promoting speaking performance.

1. Specific Lacks of Introverted Students in Promoting Speaking Performance

Results concerning research question 1 demonstrated that there are specifics lacks of introverted students when it comes to promoting speaking performance. The questionnaire analysis revealed that introverted students may struggle to focus and participate in crowded or noisy environments. This lack of suitable learning conditions hinders their speaking performance. The result align with Jensen' statement (2016, p. 67)   that "Introverts are just the opposite. Introverts are uncomfortable in situations that are too stimulating" ;thus, the teachers need to provide a conductive environment that accommodates introverted students' needs, as language learning emerges from its application; additionally, "may learn best in an environment that is quiet and free from intense stimulation" (Schmeck & Lockhart, 1983, p. 55)

Also The finding was in agreement with previous studies such as Paradilla, Dj and Hasanah (2020) , which supported that one of the components of successfully speaking performance is participation and the low participation of the introverts is related by their characteristics that are thoughtful, careful, and passive; Also ,Caspi, Chajut, and Saporta (2006) demonstrated that in the classroom environment, students that were participating were extroverts rather than introverts. In addition, Chen, Jiang and Mu (2015) believed that extrovert learners have a high possibility to involve in oral participation than introverts. Moreover, Shalevska

(2021) state that it crucial to emphasize that requiring introverted students to participate against their will can only lead to negative outcomes.

The finding revealed that introverted students tend to lean towards calmness, which is aligned with Woosley (2001, p. 14):

> People who prefer introversion focus their energies on their inner world of ideas and experiences. They get their energy from their inner world through reflection. They tend to prefer communication through writing and to work out ideas through reflection. This is also their preferred way to learn. People who prefer introversion tend to be private. They will take the initiative in things that are very important to them.

The calmness can result in hesitancy to speak up or initiate conversations. This hesitation to assertively communicate becomes a specific lack that impacts their speaking performance. A various studies supported the positive correlation between the degree of extroversion and speech rate, Dewaele and Furnham (2000) , Suliman (2014) , support the idea that introverts hesitate more than extroverts due to their less stress resistant and anxious, as well as introvert tend to be less talk and reflect more before acting; additionally, Argyle (1988), Hargie (2011) support the study by the claim that introverts use more and longer pauses.

The focus group and test analyses highlighted the lack of confidence and assertiveness as specific areas of weakness for introverted students. This lack of self-assurance becomes a barrier for effective verbal expression. The difference between the findings of the current study with De Goma and Moneva (2020) lies in the fact that no significant difference between the self-confidence of an introvert and extrovert students, while this study reports a lack of confidence.

However, the previous mentioned study, recommended for the instructors to focus on building confidence which develop the oral proficiency of the students.

Furthermore, the finding also reveals that introverts face anxiety and shyness in speaking; it usually arises because of some reasons such as afraid of making mistakes or of being judged in such situations. Similar to the idea made by Tillitt and Bruder (1999) learners often feel hesitant and inhibited when expressing themselves in a foreign language within the classroom. One of the reasons behind this is the fear of making mistakes. Overall, Brown (2001) stated the characteristic of the students also impact their speaking performance and the lack of confidence, anxiety can be an influencer.

The test analysis revealed that introverted students may face challenges in certain aspects of speaking performance. These include speech accuracy, facial expression, gestures, eye contact, creativity, and sense of humor. The findings of Jensen (2016)support the characteristics of introverted individuals, who tend to value privacy and prefer limited involvement in nonverbal communication that involves minimal eye contact, maintaining distance, and a lesser nonverbal cues. This aligns with the results of the current study, which suggest that introverts face challenges in certain aspects of speaking performance. Overall, introverts communicate less than extraverts regardless of the communication channel used. Additionally, the finding align with study by Erlina (2023) that introverted students faced speaking challenges including language components, the psychology of students (low self-confidence and nervousness), and the learning environment.

2. Elaborating a Jigsaw-Based Syllabus to meet the Needs of Introverted Students in Promoting Speaking Performance

Numerous studies have examined the relationship between personality type and preferred teaching methods in the classroom. Capretz (2003) states that if teachers employ diverse techniques within the classroom and customize their teaching to meet the individual requirements of their students, the potential to enhance students' academic performance is ensured.

The jigsaw technique, known for its collaborative learning approach, can be integrated into the syllabus to meet the needs of introverted students. The analysis of the syllabus reveals several positive aspects that contribute to its effectiveness in meeting the needs of introverted learners.

The syllabus is designed to include structured speaking opportunities that cater to the needs of introverted students. This may involve activities such as paired discussions, small group presentations, allowing introverted students to engage in speaking tasks in a supportive and controlled setting. The syllabus align with result of Murphy, Eduljee, Croteau, and Parkman (2017) that personality types including introversion showed a higher preference for activities that were more interactive, such as actively participating in organized classroom activities. On the other hand, they had a lower preference for activities that were perceived as less interactive.

By incorporating the jigsaw technique and accommodating individual learning preferences in the syllabus, teachers can effectively meet the needs of introverted students in promoting their speaking performance. This approach facilitates collaboration, boosts confidence, and provides structured opportunities for introverted students to enhance their verbal communication skills within a supportive learning environment.it is emphasized by Sorrell and

Brown (1955) introverted students need to gain skills in expressing their ideas orally in the classroom.

To seek the validity of the syllabus, the experts' evaluation was analyzed. It indicates that it effectively meets the needs of introverted learners by incorporating well-defined objectives and the jigsaw technique. The course contents comprehensively address the specific requirements of introverted learners in enhancing their speaking performance. However, areas requiring improvement include assessments, grading criteria clarification, provision of more relevant resources, incorporation of interactive elements, and stronger connections to real-life examples. Overall, the experts agree that the syllabus represent understanding of introverted learners' needs but can benefit from further refinement based on expert evaluations and existing literature on syllabus design for introverted learners.

Conclusion

In conclusion, the analysis highlights the specific challenges faced by introverted students in speaking performance and proposes the development of a Jigsaw-based syllabus customized to their needs. It can provide effective support and guidance to introverted learners, helping them improve their overall speaking skill.

Introverted students face challenges in various aspects of speaking performance, including the lack of suitable learning conditions, hesitancy in speaking, speech accuracy, confidence, facial expression, gestures, eye contact, creativity, and sense of humor. Additionally, the analysis of the syllabus reveals both positive aspects and areas that require further attention. The syllabus effectively incorporates the jigsaw technique and addresses the specific needs of introverted

learners. However, improvements are needed in assessments, grading criteria clarification,

providing more relevant resources, incorporation of interactive elements, and connections to real-

life examples.

GENERAL CONCLUSION

General Conclusion

In conclusion, this study aimed to improve the speaking performance of introverted learners by designing a syllabus based on the jigsaw technique that specifically addresses their needs. The research objectives were to familiarize introverted learners with classroom techniques offering them more opportunities for language practice alongside their extroverted peers and to design a syllabus that fulfill their requirements.

The findings of this study highlighted several specific lacks of introverted students that hinder their speaking performance. Introverted students struggle to focus and participate in crowded or noisy environments. Additionally, their characteristics of thoughtfulness, carefulness, and passivity contribute to lower levels of participation compared to extroverted students. However, this calmness can result in hesitancy to speak up or initiate conversations, impacting their speaking performance. The lack of confidence and assertiveness, along with anxiety and shyness in speaking, further contribute to the challenges introverted students face. These challenges manifest in areas such as speech accuracy, nonverbal communication including facial expression, gestures, eye contact, creativity, and sense of humor.

The experts' evaluation of the syllabus revealed that it effectively addresses the needs of introverted learners by incorporating well-defined objectives and the jigsaw technique. However, areas for improvement include assessments, grading criteria clarification, provision of more relevant resources, incorporation of interactive elements, and stronger connections to real-life examples. Refinement based on expert evaluations and existing literature on syllabus design for introverted learners can enhance its effectiveness.

However, it is important to acknowledge the limitations of this study. Firstly, the sample size used may be considered small, which could limit the generalizability of the findings. A more diverse sample could provide a more comprehensive understanding of introverted learners' speaking performance and the effectiveness of the designed syllabus. Additionally, the context of the study was limited to a specific group of Master One English students at Biskra University, which might not be representative of all introverted learners in different contexts. Furthermore, although the analysis of the syllabus indicated its effectiveness in meeting the needs of introverted learners, it was not implemented and measured for its long-term impact on speaking performance. Future research should consider implementing the syllabus and conducting longitudinal studies to assess its effectiveness and gather more comprehensive data on its outcomes.

Despite these limitations, this study contributes to the understanding of how organizing classroom activities into group work can be effective and beneficial in improving the speaking performance of introverted learners; by recognizing their specific lacks, designing tailored interventions and activities that are personalized to align with their unique traits. Also it is better to conduct an in-depth analysis of introverts needs and profile them to identify their specific characteristics.

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Appendices

Appendix A: The Introversion /Extroversion Questionnaire

Students Survey

Full name:…………………………………..

Welcome to our survey about introversion in classroom setting. This survey is designed to help you better understand your own tendencies and habits, as well as to gather insights into the experiences and perspectives of introverts. Whether you consider yourself to be an introvert or not, we invite you to participate in this survey and share your thoughts. Your responses will be confidential and anonymous, and the information collected will be used solely for research purposes

The answers to the questions should help determine whether you have a preference for Extraversion (E) or Introversion (I). Please note that each question in this questionnaire is scored, but the specific score values are not provided.

- **Circle the answer that best represents your opinion**

1. On a scale of 1-5, where 1 is not at all and 5 is extremely, how introverted do you consider yourself to be?

1	2	3	4	5

2. When you have free time, do you prefer to:

   Spend time with others

   Spend time alone

3. When you're in a large group of people, do you feel:

   Energized and excited

   Overwhelmed and drained

4. In social situations, do you:

    Enjoy meeting new people and being the center of attention

    Prefer to observe and listen

5. Do you feel more comfortable:

   Talking to others about your thoughts and feelings

Keeping your thoughts and feelings to yourself

6. Do you recharge your energy by:

Spending time with others

Spending time alone

7. In a classroom setting, do you prefer to work independently or in a group?

Independently

A group

8. Do you find it difficult to ask questions in class?

Yes

No

9. Do you feel comfortable approaching your teacher or classmates for help or clarification?

Yes

No

10. Do you find it easier to focus on your work in a quiet environment or in a more lively, social one?

Quiet environment

Social environment

11. Do you prefer group projects or individual assignments?

Group projects

Individual assignments

12. Do you feel confident speaking in front of others in the classroom setting?

Yes

No

13. Do you find it challenging to make friends in your classes?

Yes

No

14. How do you typically react when you are in a noisy, crowded classroom?

…………………………………………………………………………………………………

15. How do you feel about being called upon to answer questions or participate in class discussions?

…………………………………………………………………………………………………

Thank you for taking the time to participate in this important study.

Appendix B: Introverts' self-evaluation of their speaking Performance

Introverts' self-evaluation of their speaking Performance

Date of Assessment:19/03/2023	Evaluator: …………….
Name of Participant: _____	Speaking Task: role plays

1	2	3	4	5
Poor	**Fair**	**Good**	**Very Good**	**Excellent**

1. Clarity and fluency of speech   **1**   **2**   **3**   **4**   **5**
2. Speech accuracy (grammar)   **1**   **2**   **3**   **4**   **5**
3. Pronunciation   **1**   **2**   **3**   **4**   **5**
4. Use of vocabulary   **1**   **2**   **3**   **4**   **5**
5. Listening and responding   **1**   **2**   **3**   **4**   **5**
6. Delivery of content   **1**   **2**   **3**   **4**   **5**
7. Coherence and transition:the ability to move smoothly and logically from one idea to another **1**   **2**   **3**   **4**   **5**
8. Engagement and interactivity with the audience   **1**   **2**   **3**   **4**   **5**

9. Appropriateness to social and cultural contexts-cultural awareness-	**1**	**2**	**3**	**4**	**5**
10. Confidence	**1**	**2**	**3**	**4**	**5**
11. Creativity and sense of humor	**1**	**2**	**3**	**4**	**5**

12. Nonverbal communication:

a. Facial expression	**1**	**2**	**3**	**4**	**5**	.
b. Gestures	**1**	**2**	**3**	**4**	**5**
c. Eye contact	**1**	**2**	**3**	**4**	**5**

Appendix C: The Role Play Scenario

A group of friends are gathered at a coffee shop discussing the impact of social media on society. Each friend takes on the role of a different participant in the social media debate.

A. **Social media influencer**	B. **Journalist**	C. **Psychologist**	D. **Parent**
You are a popular social media influencer with a large following. You believe that social media has had a positive impact on society, and you use your platform to promote positivity and connect with your fans. During the role play, you can share some of your experiences as an influencer and how social media has helped you to connect with people and promote positive messages	You are a journalist who has been covering social media for several years. You have seen both the positive and negative impacts of social media and are conflicted about its overall impact on society. During the role play, you can share some of the stories you have covered related to social media and ask thoughtful questions to the other participants	You are a psychologist who specializes in the effects of social media on mental health. You believe that social media can have both positive and negative impacts on individuals, depending on how it is used. During the role play, you can share some of your research and insights about how social media can impact mental health and social relationships, and offer some tips for using social media in a healthy way.	You are a parent who is concerned about the impact of social media on your children. You believe that social media can be addictive and can negatively impact mental health and social relationships. During the role play, you can share some of your personal experiences and concerns about social media, and advocate for responsible social media use among young people.
E. **Business owner**	F. **Teenager**	G. **Social media addict**	H. **Social media skeptic**
You are a business owner who uses social media to promote your business and connect with customers. You believe that social media has had a positive impact on businesses and has opened up new opportunities for entrepreneurs. During the role play, you can share some of your experiences using social media for business purposes and how it has helped	You are a teenager who spends a lot of time on social media. You believe that social media is a fun and engaging way to connect with friends and stay up-to-date with the latest trends. During the role play, you can share some of your experiences on social media and how it has impacted your social life.	You are a social media addict who spends most of your day scrolling through various social media platforms. You believe that social media is a way to escape reality and feel connected to the world. During the role play, you can share some of your experiences with social media addiction and the negative impacts it has had on your life	You are a skeptic who is not convinced that social media has had a positive impact on society. You believe that social media can be a breeding ground for fake news and misinformation, and that it can lead to polarization and divisiveness. During the role play, you can share some of your concerns about social media and engage in a

to grow your business.			thoughtful debate with the other

Appendix D: The Jigsaw-Based syllabus

Course Title: Advanced EFL Speaking: Jigsaw-Based Approach for Introverted Learners

Course description

The present course designed to promote the speaking performance of introverted students by the application of jigsaw technique in a classroom setting for collaborative environment. Through the course, the students will work cooperatively to develop their skills including social and interpersonal skills. This course has been carefully designed to address specific areas of improvement identified during the pretest.

General course objective

The course aims to achieve several key objectives. It highlights the importance of improving non-verbal communication skills of the introvert students through jigsaw technique, such as facial expressions, gestures, and eye contact. Additionally, it seeks to enhance the creativity and students' the sense of humor while performing a task ; in other words, they will learn how to capture the attention of the audience, in order to deliver their messages in a unique and memorable manner. Moreover, the course focuses on building students' confidence through expressing their ideas freely and effectively as well as by receiving supportive interactions from their peers. Thus, to fulfill the previous mentioned objectives, the students will intensify what they already know of techniques for managing speaking anxiety, expressing themselves, and delivering their content effectively.

Through the application of the jigsaw technique, we provide introverted students with a unique opportunity to enhance their speaking performance. By engaging in new learning experiences, they will not only improve their communication skills but also nurture their creativity, boost their confidence, and develop a strong foundation for effective public speaking.

Specific Practical Aims

In addition to our general objectives, our course has specific practical aims:

- Encourage participation and engagement of the students specifically the introverted students through cooperative learning activities using the jigsaw technique
- Foster a collaborative environment that encourages interaction between introverted and extroverted students.

- Provide opportunities for students to practice and gain a deep understanding of non-verbal communication skills.

Course structure

The course will span over 12 weeks, employing the jigsaw technique as the primary instructional strategy. Each week will focus on a specific theme or skill area related to the identified lacks. The course structure will comprise a combination of individual and group activities, jigsaw group discussions, role-plays, and presentations

Course contents (lectures)

Theme one : *Introduction to the Jigsaw Technique*

Lecture 1:
    a. Overview of the course objectives
    b. Introduction to the jigsaw structure, emphasizing the importance of collaboration, active participation, and individual accountability.

Toturial 1:

    a. Formation of jigsaw groups, ensuring a mix of students with diverse skills and backgrounds.
    b. Discussion of the responsibilities of each role and how they contribute to the success of the jigsaw activity.

Assesment: A group discussion will serve as a formative assessment where students will share their understanding of the jigsaw structure and their assigned roles.

Theme two: *Non-Verbal Communication Jigsaw*

Lecture 1: Overview of the importance of non-verbal communication in conveying message

Lecture 2: Introduction to the three assigned skills for the jigsaw activity: facial expression, gestures, and eye contact**.**

Toturial 1: the first assigned skill "**facial expression**" : Jigsaw + Distribution of resources and reference materials related to each skill

Toturial 2: the second assigned skill "**gestures**" : Jigsaw + Distribution of resources and reference materials related to each skill

Toturial 3: the third assigned skill "**eye contact**" : Jigsaw + Distribution of resources and reference materials related to each skill

Assessment: Students will present a short demonstration showcasing their understanding and application of the three assigned non-verbal communication skills.

> **During theme two, the teacher should allow student to share their insights and facilitate the flow of conversation, participation and feedback among the group members in classroom to identify the challenges and difficulties in order to be improved .**

Theme three: *Creativity and Humor Jigsaw*

Lecture 1: Introduction to the creativity and humor and its role in effective spoken communication.

Toturial 1: Creative elements and humor: Jigsaw + Distribution of resources and materials on fostering creativity and developing a sense of humor.

Assessment: Each student will prepare and deliver an individual presentation where they incorporate creativity and humor to effectively communicate their message

During theme three, the teacher should allow the students to engage in brainstorming activities to generate creative and humorous ideas. Also, he\ she should encourage the students to explore the different of individual styles

Theme Four: *Building Confidence Jigsaw*

Lecture 1: Introduction to confidence and its significance on overall speaking performance.

Toturial 1: Building confidence: Jigsaw + Distribution of resources and materials on techniques for boosting confidence in speaking

Assessment: Each student will prepare and deliver an individual speech on a topic of their choice, focusing on their ability to project confidence and engage the audience.

During theme four, the teacher should provide the appropriate atmosphere to the students to easily their share personal experiences as well as to provide the necessary support and help them to overcome obstacle

The implication

Due to the limitations of time and the lack availability of the participants, it was impossible that all aspects of the jigsaw technique syllabus can be fully implemented. Therefore, it is important to prioritize and adapt the implications of the syllabus to maximize its impact on introverted students' speaking performance.

Throughout the course, the teacher will play a crucial role in facilitating the jigsaw activities. This includes providing the necessary resources and materials, delivering lectures, guiding discussions, offering feedback and assessments, and creating a supportive learning environment. On the other hand, students will actively participate in jigsaw group discussions, engage in individual and group activities, deliver presentations, provide feedback to their peers, and take ownership of their own learning and development of speaking skills. By working together in this collaborative and interactive manner, both the teacher and students contribute to a dynamic learning experience.

As a teacher, you have the permission to carefully choose and prioritize the most important activities and changes according to availability of time and the needs of students. Creating supportive environment is crucial, as it helps introverted students feel at ease and confident in expressing themselves by gradually introduce and provide support as needed which allows for steady improvement in speaking abilities.

Moreover, it's crucial to give clear instructions and set expectations for the jigsaw activities. However, it's important to strike a balance between the depth and complexity of these activities so that they can be completed effectively within the available time.

Additionally, it's important to consistently evaluate the progress and make necessary adjustments to the strategies and activities. However, the ultimate goal should still be to foster an inclusive and supportive learning environment that enhances the speaking abilities of introverted students, all within the designated time frame. By staying open to changes and being responsive to the students' needs, you can create an environment that encourages growth and success in speaking skills.

Required Materials

Books

1. Cooperation in the Classroom: The Jigsaw Method by Elliot Aronson and Shelley Patnoe
2. Understanding Nonverbal Communication: Course Guidebook by Professor Mark G. Frank
3. Creativity and Humor by Sarah R. Luria, John Baer and James C. Kaufman

4. How to Develop Self-Confidence and Influence People by Public Speaking by Dale Carnegie
5. The Self-Confidence: Workbook a Guide to Overcoming Self-Doubt and Improving Self-Esteem by Barbara Markway and Celia Ampel

The books will be used for assigned readings, exercises, and discussion topics throughout the course.

Online resources

Jigsaw Activities - The Bell Foundation: https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/jigsaw-activities/

Jigsaw: Developing Community and Disseminating Knowledge: https://www.facinghistory.org/resource-library/jigsaw-developing-community-and-disseminating-knowledge#:~:text=The%20Jigsaw%20strategy%20asks%20a,they%20develop%20their%20collaboration%20skills

Jigsaw | Classroom Strategy | Reading Rockets: https://www.readingrockets.org/strategies/jigsaw

Cooperative Learning: The Jigsaw Method: https://youtu.be/mtm5_w6JthA

The Jigsaw Method: https://youtu.be/euhtXUgBEts

The Power of Nonverbal Communication | Joe Navarro | TEDxManchester: https://youtu.be/fLaslONQAKM

What is Non-Verbal Communication?: https://youtu.be/HxDqYEl20hI

Facial Expression: https://youtu.be/NQQ4dxC3YYo

Eye Contact Tips for Showing Confidence: https://youtu.be/8OGDhlUvSK4

6 Hand Gestures For Effective Public Speaking & Presentation: https://youtu.be/3yYjYvdcCw8

How to Gesture When Speaking: https://youtube.com/shorts/k7-1MkhnVbM?feature=share4

How to Use Humor in a Speech Opening: https://youtu.be/h6sm47j-Am4

Adding Humor to Your Communication: https://youtu.be/6IkUcNGDlQs

How to SPEAK UP with Confidence 7 TIP: https://youtu.be/D8Z0TBGiwY0

These resources will supplement the course materials and provide opportunities for students to further develop their speaking skills.

Assessments

 Weekly jigsaw-based speaking activities: Students will engage in speaking activities using the jigsaw method, either in class or as homework assignments. Their participation, collaboration, and the quality of their contributions within the jigsaw groups will be evaluated.

Individual and group presentations: Students will be required to deliver both individual and group presentations on assigned topics. These presentations will showcase their application of the skills and concepts learned throughout the course. Evaluation will be based on the content, delivery, creativity, and engagement with the audience.

Class participation and engagement: Active participation and engagement in class discussions, activities, and peer feedback sessions will be assessed to gauge students' involvement and contribution to the learning process.

Assignments: Additional assignments, such as written reflections or worksheets, may be assigned to reinforce the learning objectives and assess individual comprehension and application of the covered concepts. These assignments provide opportunities for students to further develop their understanding and skills.

Grading Criteria

Jigsaw Activities: 40%

Presentations: 30%

Class Participation: 20%

Assignments: 10%

Policies

Attendance: It is important for students to attend classes regularly. If a student is unable to attend, they should inform the instructor beforehand and follow the attendance policy

Late Submissions: Students are required to submit assignments and presentations on time. Late submissions may result in a deduction of grades unless the student has made prior arrangements with the instructor.

Academic Integrity: Students are expected to uphold academic integrity standards. Plagiarism and cheating are strictly prohibited and may lead to disciplinary consequences.

Theme Four: *Building Self-Confidence Jigsaw*
Lecture 1: Introduction to self-confidence and its significance on overall speaking performance.

Building your Self confidence

Self-confidence as an individual's trust in his or her own abilities, capacities, and judgments, or belief that he or she can successfully face day to day challenges and demands (Psychology Dictionary Online).

Building self-confidence is very important, but it comes with the challenge of dealing with the preconceptions that individuals have before a situation occurs, especially those negative scenarios that could potentially happen. Barker (2011) claims that these negative scenarios can have a negative impact on your self-confidence, resulting in a higher possibility of failure and increased stress levels. As he mentioned an example that we frequently play out scenarios in our thoughts of everything that may go wrong when enter a room full of strangers.

Therefore, it is important to observe the situation objectively and analyze behavior as if you were watching a television screen, where you can change the scenario as you wish and remove emotional effects with different words. It is better to imagine successful scenarios instead of imagining failed behaviors. (Barker, 2011)

On the other hand, some people believe that speaking in front of an audience can be a source of inspiration and confidence for them. Carnegie (1956) state that it can motivate them to think more effectively and there is no valid reason that prevents us from being able to think well in front of an audience. In fact, it can serve as a motivation to think in a better way and push us forward.

Gaining self-confidence, courage, and the ability to speak calmly and clearly in front of a group is not as challenging as commonly believed. It is not an exclusive talent granted to only a few individuals; rather, it is a learnable skill accessible to everyone. "It is like the ability to play golf. Anyone can develop his own latent capacity if he has sufficient desire to do so." (Carnegie, 1956)

Regardless of self-confidence issues, learners should not imagine their lack of confidence as an abnormal condition. On the contrary, (Carnegie, 1956) mentioned many well-known and famous speakers who were initially completely unsettled and almost paralyzed by fear and lack of self-confidence. However, every time they felt anxious before starting, that feeling that holds them back disappears after a few minute.

Level of self confidence
The following highlights the different levels of awareness and effort individuals may have in regards to their confidence: (Abigail, 2017)

a) **Unconscious lack of confidence:** This is a condition in which a person is unaware that their self-belief and self-esteem are low. Because they are not consciously aware of the problem, they are not actively attempting to improve it.

b) **Conscious lack of confidence:** In this scenario, the individual is conscious that they lack self-belief and self-esteem. They are aware of the issue but are not actively working to enhance their confidence.

c) **Conscious confidence**: This level indicates that a person is conscious of their self-esteem and self-belief and is actively attempting to improve it. They are making concerted attempts to increase their self-esteem and confidence.

d) **Unconscious confidence** is a state in which a person simply and naturally activates their self-belief and self-esteem. They have a great feeling of confidence and self-assurance that comes naturally to them.

Tips for building self confidence

"Training and practice will wear away your audience-fright and give you self-confidence and an abiding courage" (Carnegie, 1956)

To become a proficient public speaker quickly and effectively, four essential steps are necessary (Carnegie, 1956):

- Develop **a strong desire** and enthusiasm for improvement
- Thoroughly **prepare** your speech or presentation to boost confidence
- **Act confidently and brave**, you can replace fear with courage.
- **Practice consistently**, as lack of confidence stems from a lack of experience.

The following steps are focused on utilizing visualization techniques to enhance performance and boost confidence by utilizing the power of imagination and sensory details to rehearse success: (Barker, 2011)

1) Locate a quiet area, close your eyes, and eliminate all distractions. Over time, you can do this workout anyplace.
2) Visualize and turn on a television set across the room.
3) Watch a video of yourself excelling at a networking meeting on the television screen. Make changes to the performance till you are motivated..

4) Make the video more engaging by boosting the sound, screen size, and adding life-like elements such as color, 3D, and surround sound.

5) Enter the video and view the action via your own eyes as if you were there. Take note of your physical appearance, speech, and feelings.

6) Step out and imagine yourself looking back on the event from a future perspective. Take notes and reflect on what you did well. Observe how you currently feel about the experience.

7) Return to the present moment and create a freeze-frame of a memorable image from the video. This picture will act as a portal to the visualization anytime it is wanted

Quotes about confidence

Even the most eloquent people in history faced enormous dread and self-consciousness at the start of their careers. William Jennings Bryan, a seasoned veteran, admitted that his knees shook during his initial efforts. When Mark Twain delivered his first lecture, he felt as though his mouth was stuffed with cotton and his pulse raced. General Grant, a successful military commander, suffered with public speaking so much that he compared it to a medical disease. (Carnegie, 1956)

"Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight, or any experience that reveals the human spirit." E.E. Cummings

"Think success in your public speaking work. You will then do the things necessary to bring success about " Dale Carnegie

"As long as you look for someone else to validate who you are by seeking their approval, you are setting yourself up for disaster. You have to be whole and complete in yourself. No one can give you that. You have to know who you are - what others say is irrelevant." Nic Sheff

"Don't let mental blocks control you. Set yourself free. Confront your fear and turn the mental blocks into building blocks." Dr Roopleen

Useful material

The Self-Confidence Workbook: A guide to overcoming self-doubt and improving self-esteem by Barbara Markway
Improve Your Communication Skills by Alan Baker
How to Develop Self-Confidence and Influence People by Public Speaking by Dale Carnegie

How to become a confident introvert: https://youtu.be/RWMIZjpR7Jg

Toturial: Building Confidence: A jigsaw activity for speaking performance

Objectives

At the end of this session, participant will be able to:

➢ Participant will demonstrate an understanding of the importance of confidence in real-world and reflect on how they can use this knowledge to improve their own speaking performance

➢ Participants will learn from their peers the techniques for increasing confidence in public speaking

Sub-topics

1. The importance of confidence in effective communication
2. The impact of body language and posture on confidence
3. Strategies for overcoming nervousness and anxiety in communication
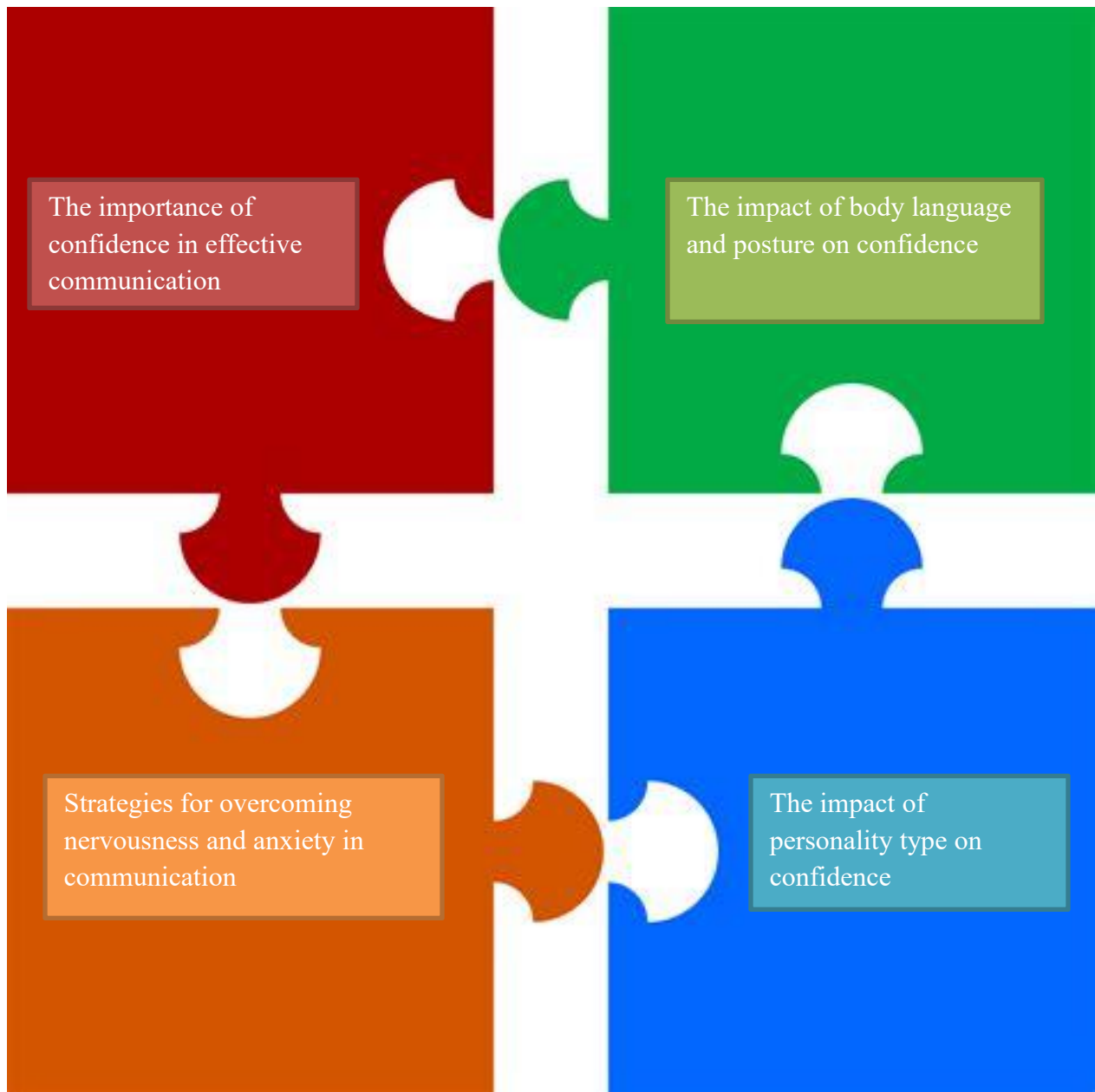4. The impact of personality type on confidence

Procedures

1. The topic of confidence will be explained and its importance in communication will be highlighted
2. Dividing the class into small groups of 4-6 students.
3. Each member will be assigned a subtopic related to confidence.
4. Each member will be given time to discuss their subtopic with the "expert" group and share their understanding of the topic. The group will work together to clarify any doubts or questions that arise
5. After the small group discussion, members will be regrouped to form new groups "home" consisting of one member from each of the subtopic groups. The new groups will work together to share their knowledge and understanding of confidence. Each member will have an opportunity to present their subtopic to the "home" group, and the group will discuss and synthesize the information to develop a comprehensive understanding of confidence.
6. The session will end with a summary of the key points covered during the session and a discussion on how members can continue to feel more confident in their ability to communicate effectively in a variety of situations. .

Group number:

Participant color:

My "Expert" group	My "Home" group
I am expert on (ideas): 1. ………………………………………….. 2. ………………………………………….. 3. ………………………………………….. 4. …………………………………………..	**Ideas shared by members of my home group:** 1. ………………………………………….. 2. ………………………………………….. 3. ………………………………………….. 4. …………………………………………..
Something new that I learned from my expert group: 1. ………………………………………….. 2. ………………………………………….. 3. ………………………………………….. 4. …………………………………………..	**Things new I learned during our share-out in my home group:** 1. ………………………………………….. 2. ………………………………………….. 3. ………………………………………….. 4. …………………………………………..
A question(s) that I have about the topic after discussing with both groups ……… ………	

The importance of confidence in effective communication

The impact of body language and posture on confidence

Strategies for overcoming nervousness and anxiety in communication

The impact of personality type on confidence

Appendix E: The evaluation rubric for expertise on the syllabus design for introverts

Criteria	Good (3)	Fair (2)	Needs Improvement (1)	Choose the sole relevant criteria
Course Objectives	The objectives of the course are **well-defined**, specific, and designed based on the jigsaw to meet the specific needs of introverted learners.	The course objectives are **somewhat clear,** but they could be better aligned with the needs of introverted learners.	The course objectives are **vague or lack clarity**	o Good o Fair o Need Improvements
Course Structure	The course structure **successfully** incorporates the jigsaw technique as the main instructional approach.	The course structure **partially** incorporates the jigsaw technique as the primary instructional strategy.	The course structure **lacks significant** utilization of the jigsaw technique and its components.	o Good o Fair o Need Improvements
Course Contents	The course contents comprehensively address the specific needs of introverted learners in enhancing their speaking performance.	The course contents cover most of the areas where introverted learners may struggle in their speaking performance, but some aspects still need improvement.	The course contents are limited and do not sufficiently address the identified areas where introverted learners may face challenges in improving their speaking performance.	o Good o Fair o Need Improvements
Assessments	The assessments are well-designed and closely aligned with the course objectives, effectively measuring the desired learning	The assessments partially align with the course objectives and may require further adjustment for better alignment.	The assessments do not align with the course objectives and fail to effectively assess the learning outcomes.	o Good o Fair o Need Improvements

	outcomes.			
Grading Criteria	The grading criteria are clearly defined and offer guidance for evaluating student performance.	The grading criteria are somewhat clear but may need further clarification for better understanding and assessment of student performance.	The grading criteria are unclear and lack specificity, making it challenging to accurately evaluate student performance.	o Good o Fair o Need Improvements
Overall Presentation	The syllabus is well-organized and visually appealing, demonstrating attention to detail.	The syllabus is organized and visually appealing, but it may benefit from additional details to enhance clarity and completeness.	The syllabus lacks organization and clarity in its presentation, which may make it difficult for students to navigate and understand the course structure and requirement	o Good o Fair o Need Improvements

Rubric Evaluation for Theme Four: Building Self-Confidence Jigsaw

Aspect/Category	Good (3)	Fair (2)	Poor (1)	Choose the sole relevant criteria
Content/Information	**Lecture section:** Presents a satisfactory explanation of self-confidence and its importance in speaking performance,.	Offers a basic understanding of self-confidence and its importance in speaking performance but lacks clarity and depth in its explanation.	Provides limited or inaccurate information about self-confidence and its relevance to speaking performance. The explanation lacks clarity and fails to provide a comprehensive	o Good o Fair o Need Improvements

		understanding of the topic.	
Tutorial section: closely connected to the course topic and effectively aligns with the learning objectives. It delivers valuable and practical knowledge	somewhat related to the course topic and partially aligns with the learning objectives. It provides some valuable and applicable knowledge	limited relevance to the course topic and lacks alignment with the learning objectives. It fails to deliver valuable or applicable knowledge	o Good o Fair o Need Improvements
Useful material	Presents a sufficient list of useful materials	Offers a limited list of resources, and some may not be directly related to building self-confidence.	Provides inadequate or unrelated materials for further exploration of building self-confidence.	o Good o Fair o Need Improvements
Organization and coherence of the lecture	The lecture is adequately organized and coherent	The lecture lacks clear organization and coherence	The lecture is poorly organized and lacks coherence	o Good o Fair o Need Improvements
Language and clarity	The language used is mostly clear and suitable for the students	The language used may be unclear or inconsistent for the students	The language used is confusing or inappropriate for the students	o Good o Fair o Need Improvements
Interactivity/Engagement	Active participation encouraged throughout	Some interactive elements, but could be more engaging	Limited engagement or lack of interactivity	o Good o Fair o Need Improvements

Real-Life Applications	Strong connections to real-life examples provided	Connections made, but could be more explicit	Limited or weak connections to real-life examples	o Good o Fair o Need Improvements

الملخص

تتضمن تعلم اللغة تطوير مجموعة من المهارات، ومن بينها مهارة التحدث التي تعد الجانب الحاسم للتواصل الفعّال. ومع ذلك، يواجه بعض المتعلمين، ولا سيما الأشخاص الانطوائين ، عقبات عندما يتعلق الأمر بأداء التحدث. تهدف هذه الأطروحة إلى مساعدة تحسين أداء التحدث لدى المتعلمين الانطوائين من خلال تصميم منهج قائم على تقنية الجِجْسُوَ "بانوراما" بحيث يتناسب مع نقائصهم المحددة ويتجاوز العقبات. تستخدم الدراسة الحالية استبيانًا ومجموعة مناقشة واختبارًا تشخيصيًا لتحديد نقائص المتعلمين الانطوائين في أداء التحدث ومن ثم تصميم منهج قائم على الجِجْسُوَ لطلبة الأولى ماستر في اللغة الإنجليزية في جامعة بسكرة. كشفت النتائج عن نقائص محددة بين الطلاب مثل الصعوبات في البيئات الصاخبة والمشاركة المحدودة ونقص الثقة والقلق، بما في ذلك نقائص في دقة الكلام ونقص في التواصل غير اللفظي والإبداع المحدود وعدم وجود روح الدعابة.

بالإضافة إلى ذلك، كشف تقييم الخبراء للمنهج الدراسي أنه يلبي احتياجات المتعلمين الانطوائيين بشكل فعّال. ومع ذلك، تم تحديد مجالات معينة للتحسين، تشمل التقييمات وتوضيح معايير التقييم وتوفير مصادر أكثر صلة ودمج عناصر تفاعلية وتوطيد الروابط مع أمثلة من الحياة الواقعية. واخيرا أبرزت النتائج أهمية النظر في الاحتياجات الفريدة للمتعلمين الانطوائيين وتصميم منهج متكيف يسعى إلى التغلب على عقباتهم وتعزيز قدراتهم في التحدث.