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Subject

***Teachers' Scaffolding of Introverted Students: The
Case of First Year Teachers of Workshops of English
at Mouloud Mammeri University of Tizi-Ouzou***

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Dedication

This work is dedicated to:

My parents “Arezki” and “Nora” who supported me and encouraged me to finish this work

My dear brother “Hakim” and sisters “Nassima” and “Sabrina”

A special dedication to my future husband who has supported me through the process. I really appreciate it.

I also dedicate this dissertation to my grandmother “Sekoura”, my aunts and their husbands

Without forgetting my dear friends “Souad” and “Tatiche”

Sonia

Dedication

To my mother “Dalila”, who means the world to me and thanks to whom I got here, and who I won’t stop making proud.

To my two little brothers “Malik” and “Nabil” who have filled us with happiness and laughter since their arrival in this world.

To my closest friends who have always been here for me.

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Abstract

This study was mainly concerned with EFL teachers' scaffolding of introverted students which consists in assisting the students and supporting their learning (Khan, 2021). It was also concerned with the teachers' feedback on the introverted students' behavior in the classroom. First, it attempted to identify the major signs that characterize and define the introverted students according to the teachers' points of view. Second, it tried to investigate the causes of introversion among students according to the teachers' opinions. Third, it analyzed how teachers help them and what techniques they use to support them. Our study adopted Susan Cain "Temperament Isolation" theory in which she provides introverted students and teachers with a set of strategies in order to work in a harmonious climate. The study took place in the English department at Mouloud Mammeri University in Tizi-Ouzou. The target population of the research was first year teachers of workshops. . To analyze the data collected, we used a mixed-methods approach combining both qualitative and quantitative methods. The data gathered from the open-ended questions of the questionnaire and the classroom observation were analyzed using the qualitative content analysis, by describing and interpreting the teachers' answers, while the close-ended questions of the questionnaire were analyzed using the quantitative analysis). For collecting data, (25) questionnaires were distributed to first year teachers of TDs and (10) classroom observations were conducted. The results of this study revealed that introverted students were defined as being shy and reserved. They also revealed that introversion among students was caused by many factors such as the environment where they live, the influence of their family, an excessive shyness and the fear of embarrassment. Finally, they revealed that teachers used many techniques in order to make the introverted students feel comfortable and participate more often in the classroom, such as rewarding them for every little achievement or avoiding embarrassing them in front of their classmates.

List of Abbreviations

- EFL: English as a Foreign Language
- ELT: English Language Teaching

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General Introduction

General Introduction

●*Statement of The Problem*

Teachers have undoubtedly an important role in the classroom. Besides being teachers, they are educators, motivators and guides. They have the heavy task to teach and provide a suitable climate for all the students whatever their level and personality. It means that teachers should take into consideration their students' different personality traits in order to plan and teach them effectively, reach everyone's level of understanding and provide a suitable and equitable learning climate. Thus, one of the most problematic students' personality traits is introversion, since it is a common issue faced by teachers at all levels of education. Introversion among students has been the concern of many researchers and psychologists like Eysneck (1967) and Cain (2012; 2015) and it is still the major focus of many psychologists and educators.

Introverted students are quite difficult to manage, consequently, teachers face a significant amount of problems while teaching them or trying to make them open up to the rest of the class. They are generally shy and quiet, and often isolated from the rest of the group. According to Cain (2015) introverted students feel uncomfortable when addressing the entire class and prefer to study alone or with a small group.

Many studies have been conducted to investigate the issue of introversion among students, among them the study conducted by Gihoual Benaouda (2017-2018) which "investigates "the issues of introversion vs. extroversion in EFL classrooms" the case study of fourth year school pupils at Baghdadi Benattia middle school of Sirat in Mostaganem. The results of this study demonstrate considerable facts concerning the ambiguity of pupils and the different criteria of each personality type when being exposed to the strategies that were suggested. Pupils' reactivity to the material being presented in the classroom is higher, but not as expected". Another study has been conducted by Ikhlef Faysel Aimen (2016-2017)

which "tackles the topic of “researching personality variables in teaching speaking” the case study of introverted/extroverted ELT Master 2 students at Tlemcen University. The findings of this research reveal that there is a relationship between introversion and extroversion and speaking ,and teachers should care about such a fact to create a better inclusive classroom practice for all learners’ types, and how evaluating both introverts and extroverts the same way is a problematic issue that cannot be resolved easily". However, one area of study which has not received much attention is the teachers’ techniques used to help and support the introverted students in the classroom. In other words, we investigate the different strategies that teachers use in scaffolding the introverted students and help them to take part in the activities and participate more in the classroom.

●*Aims and Significance of the Study*

As a primary objective, this study aims at investigating EFL teachers’ scaffolding of introverted students which consists in assisting them and supporting their learning (Khan, 2021) and their feedback on the introverted students’ behavior in the classroom. The reasons why we want to deal with this subject are; first, to identify the major signs that characterize and define the introverted students according to the teachers’ points of view. Second, to investigate the causes of introversion among students according to the teachers’ opinions. Third, to analyze how teachers support them and what techniques they use in scaffolding them. Therefore, this study is conducted with First Year teachers of workshops at Mouloud Mammeri University of Tizi-Ouzou. This study is worth conducting since many teachers encounter difficulties in dealing with this type of students. Hence, in this work, we investigate some strategies that can help teachers manage the introverted students’ behavior and facilitate their learning process.

●*Research Questions and Hypotheses*

This work seeks to answer the following questions:

Q1- What are the major signs that characterize and define introverted students according to the teachers' points of view?

Q2- What are the causes of introversion among students according to the teachers' opinions?

Q3- What are the techniques used by teachers while scaffolding the introverted students?

To answer the questions above, we have advanced the following hypotheses:

Hp1- The major signs that characterize and define introverted students are shyness and solitude.

Hp2- Introversion among students is caused by the environment, family and fear of embarrassment.

Hp3- Teachers use different techniques while scaffolding the introverted students.

● ***Research Techniques and Methodology***

This study adopts a mixed-methods approach combining both qualitative and quantitative methods for the collection and the analysis of the data. The research data are collected from the teachers of first year students at Mouloud Mammeri University of Tizi-Ouzou. The research data are gathered using a questionnaire and classroom observation. The close-ended questions of the questionnaire are analyzed using the quantitative method while the checklist of the classroom observation is analyzed using the qualitative method. The questionnaire and classroom observation are both addressed to the teachers to provide in-depth and detailed exploration and knowledge about the teachers' feedback on introverted students' behavior in the classroom and the different techniques they use to motivate them and provide them a suitable learning environment.

This work adopts the theoretical framework based on Susan Cain's "Temperament Isolation" theory that attempts to explain how people favor a specific temperament and disfavor another. She wrote two books entitled "Quiet: the Power of Introverts in a World that Can't Stop Talking" (2012) and "Quiet Power the Secret Strengths of introverts" (2015) in which she talks about how people favor extroversion over introversion, based on her own experience and that of thousands of people around the world. She also points out the major strengths of introverted students that teachers and other students may ignore. In addition, she provides introverted students with a set of strategies to open up more and show their brilliant ideas; she also provides teachers with a number of strategies in order to understand better introverted students and succeed in motivating and managing them.

● *The Structure of the Dissertation*

This work is designed following the traditional simple model, which is divided into a general introduction, four chapters and a general conclusion. The general introduction provides the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology and the structure of the dissertation. The first chapter called "the literature review" consists in contextualizing the research by reviewing the major studies related to the topic, and demonstrating the relationship between the project and what has been done before in that particular area. It also includes critical comments that show the strengths and weaknesses of the studies. The second chapter entitled "research design and methodology" explains how the research is conducted, how the data are collected and how the particular methods are used. In short, it is a detailed description of the research processes and procedures and the explanation of the reasons of doing so. The third chapter named "presentation of the findings" presents the data collected. The fourth and last chapter called "discussion of the findings" is devoted to discuss and analyze the results obtained from the investigation. The general conclusion provides a summary of the whole

work. It includes introductory restatement of aims, research questions and hypotheses, the findings, the methodology and participants used, as well as suggestions for further research.

*Review of the
Literature*

Literature Review

Introduction

This chapter is concerned with reviewing the main notions and concepts related to our work. First of all, it describes the classroom setting where behavior takes place and defines introversion and extroversion among students. It also points out the major characteristics of introverted students. Secondly, it provides the causes behind students' introversion in the classroom and the impact it has on their learning process and academic achievements. Finally, it focuses on the different techniques teachers use in order to support them and provide them with a suitable learning environment.

1. The importance of a positive classroom

Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive (Dorman, Aldridge, & Fraser, 2006). A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Bucholz & Sheffler, 2009). Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009). In other words, a positive classroom environment makes the student feel comfortable and enjoy learning.

2. Introversion vs. extroversion

2.1. Definition of introversion

According to Cain (2015), there is no single way to define introverts. They enjoy the company of others but prefer to spend time alone. They are private, observant and listen more than they talk. Introverts enjoy being in their inner world and consider it very important. According to another author, introverts feel more comfortable focusing in their inner thoughts and imagination rather than exchanging their ideas with the outside world. They do not like

being surrounded by many people and prefer to spend time alone or with just one or two real friends (Ellis, 2020).

2.1.1. Signs of introversion

In order to know whether a person is introverted or not, many psychologists such as Carl Jung (1962) and Susan Cain (2012; 2015) have studied and examined a lot of people's personality traits and have figured out that all introverts share the same signs. And these signs are as followed:

a. Being around lots of people drains your energy

Introverts do not always spend their time alone; it happens that they surround themselves with people but not for a long time. They easily feel exhausted and need to rest in a quiet place after spending time with other people so that they recharge and rest (Bellugi et al 2010).

b. Enjoying solitude

According to Cain (2015), introverts are generally the ones curled up on a sofa with a book or an I Pad instead of being in social gatherings. When they happen to go to parties, they talk to few friends and avoid dancing and showing up. Introverts may have a good time at parties, but they easily run out of energy and wish they could leave in order to spend time alone in a quiet setting. That's why introverts enjoy solo activities such as reading, running or even just walking (Cain, 2015).

c. Having a small group of close friends

According to Cain (2015), introverts do not like stimulating and noisy environments. They tend to feel more relaxed and energized in quieter places with a few number of friends they know well or their family. It is ok and normal for introverts to sometimes mismatch with

the environment. It is also fine if they prefer to spend time alone or to socialize with one or two friends only rather than a big group. Introverts should not let the environment and people around them change who they really are (Cain, 2015).

2.2.1. Types of introversion

According to Ellis (2020), introversion is not an all-or-nothing stamp. Some people are more introverted than others, and other people fall in the middle of the scale. They are called ambiverts. It means that someone can't be an introvert at 100%. There might be people that are more introverted or extroverted than others, as well as people who share the two personality traits. Simply put, there are different types and degrees of introversion.

a. Social introverts

According to Ellis (2020), this is the classic type of introversion. It means that a social introvert is a person who avoids social gatherings and prefers loneliness and spending time with few people. He prefers reading a book or having a quiet walk than hanging out with people. Besides, having fun, going to parties or getting to know new friends is not as exciting as it can be for normal people. Cain (2015: 22) reports that "*we introverts, on the other hand, react more sometimes much, much more to stimulating environments such as noisy school cafeterias. This means that we tend to feel most relaxed and energized when we're in quieter settings*". This quotation means that introverts do not crave stimulation or social gatherings and always need to rest in a quiet place to recharge.

b. Thinking introverts

Another type proposed is thinking introverts. Cain (2015: 12) states that "*Jung was an introvert himself, and he was the first to explain that introverts are drawn to the inner world of thoughts and feelings, while their opposites, extroverts, crave the external world of people*".

and activities”. In more precise words, thinking introverts are people who can easily get lost in their thoughts and imagination. They are always pensive and wondering about life.

c. Anxious introverts

According to Ellis (2020), if introverts seek out time alone it is because they feel shy and awkward around people. In other words, anxious introverts prefer loneliness because of their shyness, not because they hate people. They are generally stressed and uncomfortable when they are surrounded by many people because they tend to stutter or blush while speaking in front of them, and say non-sense things even if they know exactly what to say. This is why they always seek out loneliness and avoid gatherings.

d. Restrained/inhibited introverts

According to Cain (2015), in contrast to extroverts who think out loud, introverts tend to think before they speak. They prefer to wait until they have something meaningful to say. Moreover, introverts place so much value on their answers that they would rather be silent than just blurt something out. In other words, restrained introverts generally think and take time before they talk or reply to someone or even to do something, because they are afraid to say or do something stupid and then be embarrassed in front of others.

2.1.3. Introversion among students

Introverted students are usually terrified of public speaking. They are afraid of giving a book report or a presentation and then be the center of the attention. Besides, they generally stutter and forget their words due to shyness and anxiety (Cain, 2015). In other words, to speak or present while being observed by his classmates is just a torment for an introverted student and this can make him forget everything he has learned even if he knows exactly what to say. Consequently, introverted students rarely participate in the classroom even if they

know the answers. This is why most teachers have a bad image of them and punish them in grading. Cain (2012:62) supports this idea by mentioning that

In one study, groups of college students were asked to solve math problems together and then to rate one another's intelligence and judgment. The students who spoke first and most often were given consistently the highest ratings, even though their suggestions (and math SAT scores) were no better than those of the less talkative students.

In addition to this, introverted students are more comfortable when they work alone or with a small group, they feel reassured and can share their ideas openly and confidently. Cain (2015:172) supports this idea and writes *"often, the same students who wouldn't be comfortable addressing an entire classroom will find his or her voice in a small group or with a single trusted partner"*. She also reports that

Don likes having a lot of time to himself, but that's not much of an option at HBS. His day begins in the morning, when he meets for an hour and a half with his "learning team" a pre-assigned study group in which participation is mandatory. (Students at HBS practically go to the bathroom in teams). He spends the rest of the morning in class, where ninety students sit together in a wood-paneled, U-shaped amphitheater with stadium seating. (Cain, 2012: 57)

Furthermore, introversion is a behavior that is tightly related to shyness even though they are two different things. Hence, introverted students are known for being shy and reserved in the classroom. According to Cain (2015), the feeling of shyness is as complicated as introversion. It comes from insecurity and the fear to be rejected by people. A shy student for instance, might not dare to raise his hand because he is afraid to give the wrong answer and then, be embarrassed by his teacher. In other words, shyness and introversion are two behaviors that come from the fear of doing wrong and being embarrassed in front of everyone. That's why introverted students do not dare to participate and take part in the

lecture. They prefer to stay in their corner and avoid any kind of participation and embarrassment.

3. Definition of extroversion

According to Cain (2015), introverts' nervous systems react more intensely to social situations and noisy places than extroverts'. In contrast to introverts who prefer quieter places and loneliness, extroverts crave stimulation to feel alive and energized. They usually like to be surrounded by many people, speak with everyone at parties and make new friends. Besides, when they are not getting enough stimulation, they easily get bored and antsy. It means here that extroverts are more active and sociable than introverts. They feel the need to be surrounded by many people and be the center of the attention to get their energy. Moreover, by craving stimulation, she means that they are always volunteer for new adventures and to have fun with their friends. They feel bored easily when they are not around people or don't have fun. Being alone or spending time reading books and watching TV is not really relaxing for them.

Extroverts, in addition to this, tend to act and react quickly without taking time to think before. They are generally comfortable when speaking in front of many people and know perfectly how to handle unforeseen situations. Cain (2012: 23) supports this idea by stating that *“Extroverts tend to tackle assignments quickly. They make fast (sometimes rash) decisions, and are comfortable multitasking and risk-taking. They enjoy “the thrill of the chase” for rewards like money and status”*

a. Definition of extroverted students

Extroverted students like to work in groups and exchange ideas with their classmates. They are generally the ones who speak loud and raise their hand to answer even when they do

not have the right answer (Kaufmann, 2016). This means that extroverted students are very active in the classroom. They are always the first to raise their hand or to present a work. Moreover, working and exchanging ideas with their classmates benefit them and stimulate their brain.

4. The causes of introversion

Introversion is a complex behavior that arouses the interest and curiosity of many scientists and psychologists for decades now. Yet, the opinions differ on the causes of introversion, some researchers and psychologists such as Cain (2012; 2015) present their hypotheses and studies concerning the causes of introversion.

4.1. Family and environment

Cain (2015: 14) says that *“Some people really are “born introverts” or “born extroverts,” and personality traits like introversion and extroversion can be passed down from one generation to the next”*. This quotation means that introverts are formed by either the environment around them or from their parents’ and grandparents’ personalities. For instance, if someone grows up around a family which is reserved and does not socialize with others. He automatically goes their way and avoid socializing with people once he becomes older, thinking that being surrounded is wrong.

According to Ososki (2019), children’s personality is shaped following the patterns of their parents. Children learn their basic skills and beliefs with the help of their parents. Hence, if a child grows up with introverted parents who are reserved and do not socialize with others, they naturally follow their path and become like them. In other words, Parents have an important impact on their child’s personality and behavior. The child is shaped by his parents

in terms of behavior, attitude or beliefs. Thus, if he grows up with introverted parents who do not socialize with other people, he will follow their path and become an introverted person.

4.2. The genes

Several scientific studies have been carried out on the causes of introversion, and consequently many results and hypotheses are advanced. According to Rock (2019) introversion is not caused by the environment, but most likely by genetic traits. She explains that it is due to the genetic correlation of genes to stimulation alertness and that introverts have more of this “alertness” chemical than extroverts do. She argues that this excess of chemical among introverts makes them dislike being in busy places and around many people. In contrast, extroverts do not have as much of this chemical and tend to bear being in noisy places with many people. Moreover, according to Susman (2021), introverts have high level of arousal which makes them need to escape from overstimulation and noisy places. Because of their high level of arousal, they are more alert and feel pressured very quickly. Consequently, they are usually in need of isolation in order to recharge.

4.3. Shyness and fear of embarrassment

It is worth noting that shyness and introversion are two different traits of personality; we can find both an introvert and an extrovert shy. Therefore, Introversion may come from the feeling of shyness and the fear of being embarrassed in front the others. As Cain (2015: 11-12) reports

Like introversion, the feeling of shyness is complicated; it has a lot of layers to it. It can come from a place of nervousness, or insecurity, about being accepted by others. It can come from a place of fear of doing the wrong thing. In class, a shy student might not raise his hand because he’s worried about giving the incorrect answer and feeling embarrassed

This quotation means that introversion comes from the fear of not being accepted or loved by others. Consequently, introverts prefer to be alone rather than being rejected or marginalized. It also comes from the fear of doing wrong and being embarrassed in front of others. For instance, an introverted student won't raise his hand to participate by fear of making mistakes and then being embarrassed by his teacher.

5. The impact of introversion on the learning process

The testimonials and hypotheses concerning the impact of introversion among students on the learning process differ from one educator to another and from one psychologist to another. Hence, the best example about the positive impact of introversion on the learning process is Susan Cain's books "Quiet Power: The Secret Strengths of Introverts" (2015) and "Quiet: The Power of Introverts in a World That Can't Stop Talking" (2012), in which she talks about the strengths of introverts not only at school but in all domains of life. She affirms that introversion has never been a barrier to learning or success. Cain (2015: 171) reports that

And although the boy didn't raise his hand, he consistently turned in very thoughtful, well-written assignments. Through his work he showed that he was listening to and absorbing every single word in class. He was a model student. Just a really, really quiet one

Here the author talks about a brilliant introverted student. It explains that even though the student does not participate in the classroom, he follows and listens to every single word that the teacher says and that this is showed in his notes. Moreover, it says that this student has inspired his teacher to rethink the way he evaluates class participation. Often, students who talk too much in the classroom are not particularly more intelligent than those who are silent (Cain, 2015).

However, Introversion among students does not always have a positive impact on the learning process. According to Bergerud (2018), in education, students are always pushed towards introversion. Those who are introverted are often marginalized and made to feel as if

they are different from the others. Besides, teachers tend to blame introverted students for something that is genetically and biologically a part of them. In other words, from their beginnings at school, introverted students are made to feel as if there is something wrong with them. They are often criticized by teachers about the way they behave in the classroom and scolded for not taking part in the activities. Besides being blamed and criticized, introverted students often get bad marks, since a lot of teachers evaluate class participation. Consequently, sometimes introversion has a negative impact on academic achievements even if the students are brilliant.

To sum up, Introversion may have a positive impact on the learning process and academic achievements as well as a negative impact. Hence, this depends on the teachers' working and evaluation methods.

6. Theoretical Framework

Our study aims at investigating teachers' scaffolding of introverted students. Therefore, this research has been based on Susan Cain's "Temperament Isolation" theory that attempts to explain how people favor a specific temperament and disfavor another. Susan Cain is an American writer and lecturer who used to be introverted in the past. She has written two books entitled "Quiet: the Power of Introverts in a World that Can't Stop Talking" (2012) and "Quiet Power the Secret Strengths of introverts" (2015) in which she talks about how people favor extroversion over introversion, based on her own experience and that of thousands of people around the world. In her books, Susan Cain talks about introversion and supports introverts in all the domains of life (workplace, personal relationship, business, education and child development). In the education section, she points out the major strengths of introverted students that teachers and other students may ignore. In addition to this, she provides introverted students with a set of strategies to open up more and show their brilliant ideas; she

also provides teachers a number of strategies in order to understand better introverted students and succeed in motivating and managing them.

These strategies are divided into 3 categories. In the first category, she provides teachers with a set of strategies in order to create a good learning environment for introverted students. The first strategy consists in accepting introverted students for who they are, treat them like the other students and never make them feel different. The second strategy is about balancing the teaching methods to meet both the introverted and extroverted students' learning needs. The third and last strategy is to avoid seating introverted students in high-interaction areas so that they do not feel under pressure.

In the second category, she provides teachers with some strategies in order to engage introverted students gently. This category comprises three strategies. First, embracing technology, this means that teachers should sometimes use social media as a teaching method to allow students who rarely participate in the classroom to take part in the lecture comfortably. Second, build in thinking time, which is a new method of teaching that consists in giving the students the time to write out their ideas instead of calling them right away. Third, break the class into small discussion groups, it means that teachers should break the class into small group discussions to allow introverted students to open up more and share their ideas with the rest of the group comfortably.

In the third category, Cain provides teachers with some strategies in order to support students in their introversion. The first strategy is to organize sometimes art events or art galleries and invite students to bring their writings, poems or something they master. It encourages them to show their talents to their classmates without being forced to speak in front of them. The second strategy appeals teachers who used to be introverted in the past to

share their own experiences with their students in order to help them feel better and comfortable with their introversion.

7. Teachers' techniques to motivate and manage introverted students

7.1. Strategies to provide a good learning environment

The teaching and learning process is much more than just exchanging information and doing activities, it is also about working together in a harmonious climate and getting along with each other. However, in most cases, teachers encounter many difficulties to deal with the introverted students and to make them participate in the classroom. Fortunately, many authors and psychologists such as Cain (2012; 2015) has provided a list of strategies to use in order to manage and motivate introverted students to take part in the activities more often.

In her book “Quiet: The Power of Introverts in a World That Can’t Stop Talking” Cain (2012) has provided a list of advice and thoughts for teachers about what environment should work best for introverted students. According to Cain (2012), instead of thinking that introversion is something that needs to be cured, teachers should accept introverted students for who they are and not try to change them into extroverts. In other words, the first and most important thing to take into consideration while teaching introverted students is to treat them like the others and never make them feel different or abnormal. It is reassuring and motivating for introverted students to feel accepted for who they are in a world dominated by extroverts. Therefore, teachers should treat all their students equally and never favor some and neglect others. It is also important that they do not think of introverted students as people who need to be cured or changed into extroverted ones.

Moreover, studies have shown that one third to one half of students are introverted, which means that teachers may have more introverts than extroverts in their classroom.

Consequently, balancing the teaching methods is an effective strategy to meet all the students' needs (Cain, 2012). In other words, extroverted students tend to like stimulating activities while introverted students like silent lecture and downtime, so teachers have to mix up the activities and satisfy all their students.

Another strategy that might make introverted students feel comfortable in the classroom is, according to Cain (2015), not to seat them in high-interaction areas of the classroom. They may feel threatened and have trouble concentrating. Instead, teachers should make it easy for them to participate in class and to not force them to do something they don't want to. In other words, a lot of teachers think that seating introverted students between restless and active students will encourage them to talk more and become extroverted. On the contrary, they will feel under pressure and have trouble to concentrate. That's why teachers should be very attentive to their introverted students' needs and should not force them to do something they dislike or are not used to.

7.2. Strategies to engage introverted students gently

According to Cain (2015), a lot of teachers have noticed that their introverted students are in fact brilliant but just quiet, which has obliged them to change their approach to participation in order to engage the introverted students more and allow them to show their strengths. Therefore, she proposes a number of strategies such as:

a. Embrace technology

Cain (2015:170) reports that

Lampinen has experimented with using Twitter and live chats while watching in-class movies of books the group has read. She has found—as many other teachers report—that kids who rarely raise their hands in a live class discussion readily add insights via the keyboard

In other words, using social media as a teaching method may allow students who rarely participate in the classroom to take part in the lecture comfortably. In this case, this method has shown the teachers the real capacities of introverted students.

b. Build in thinking time

According to Cain (2015), a middle school teacher in Singapore used to think that participation is really important, until a brilliant introverted student led him to rethink the way he evaluates class participation and to change his teaching methods. Consequently, the teacher starts out with a topic of discussion and gives his students time to write down their ideas and read what their classmates have written. In that way, introverted students can discuss the topic with the rest of the group easily (Cain, 2015). In other words, the teacher has adopted a new method of teaching which consists in asking the students to write out their ideas instead of calling on them right away. Hence, this method allows them to take time and think quietly about the subject so that everyone can take part in the activity without being stressed.

c. Break the class into small discussion groups

According to Cain (2015), introverted students do not feel comfortable when they address or present in front of their classmates. Hence, the best way to make them participate and allow them to share their ideas comfortably is the think/pair/share technique which consists in breaking the class into small discussion groups.

7.3. Strategies to support introverted students

According to Cain (2015), some schools do not have the funding for art classes. Therefore, some teachers have decided to create their own art events in order to support their creative students. In these events, students are invited to bring a poem, song or any other type of art they master and share it with the rest of the group. Hence, this strategy may encourage

introverted students to show their talents without being forced to speak in front of other students.

“Johnson” an introverted teacher, works with very shy students. One of her techniques to support her students is to share with them her own experience. She has told them that in her earliest school memory she used to be very shy and sit in the corner to read books (Cain, 2012). In other words, teachers who used to be introverted in the past may share their story with their students so that they do not feel different. She has also reported that when that teacher has advised one of her introverted students not to worry about her future and that she would peak later in life, the introverted student’s mother has thanked her for being such an inspiration and for changing her daughter’s entire outlook on life (ibid). In other words, the fact that teachers, who are seen as models, talk about their own stories and experiences helps students to feel better and comforted with their introversion.

Conclusion

To sum up, this chapter has dealt with the review of literature that has explained clearly the concept of introversion among students and some related issues like their causes and impact on the learning process. It has also explained how teachers should deal with them and what strategies they should use in order to motivate them and engage them in the activities more often.

Research Design and Methodology

Research Design and Methodology

Introduction

This chapter is concerned with presenting the research design used to investigate the EFL teachers' scaffolding of introverted students which consists in assisting them and supporting their learning (Khan, 2021) and their feedback on the introverted students' behavior in the classroom. This chapter is divided into two parts; the first part is called procedures of data collection and it depicts the context of investigation and the participants of the research. It also takes into consideration the research methods and tools used to collect the data. The second part is called procedures of data analysis, it presents detailed information about the procedures used to analyze the findings.

1. Procedures of data collection

1.1. Context of investigation and participants

The study has taken place in the English department at Mouloud Mammeri University of Tizi-Ouzou in July. The target population of the research involves first year teachers of workshops. The choice of first year teachers is made for the purpose that first year students are generally the most introverted and reserved ones since they are new in this environment that is the University.

1.2. Research methods

In order to carry out the investigation, we have adopted a mixed-methods approach combining both qualitative and quantitative methods for the collection and the analysis of the data. The research data are gathered using a questionnaire and a classroom observation. The close-ended questions of the questionnaire are analyzed using a quantitative method which permits to collect a significant amount of data related to our investigation, while the open-

ended questions of the questionnaire and the classroom observation are analyzed using a qualitative method which helps us to analyze and describe the gathered data

1.3. Data collection tools

In order to collect data for our research, we have opted for the use of two main research tools; we have designed a questionnaire of (13) items administrated to 25 first year teachers of workshops, and 10 classroom observations of (10) items.

1.3.1. Description of the teachers' questionnaire

A questionnaire is a written document presented with a series of questions, to which the respondents have to answer using their own ideas or selecting from the existing answers (Dornyei, 2007). In others words, a questionnaire is a research instrument that is used to collect data. It is generally composed of open-ended questions, close-ended questions, rating questions, likert scale questions and multiple choice questions. The use of a questionnaire as a data collection instrument helps us to gather larger amount of information in a short period of time.

The questionnaire designed for this research consists of open-ended items, close-ended items, likert scale items and multiple choice items. It is composed of (13) items arranged in three sections.

The first section is called “identification of the respondents” and it contains (02) items concerning the teachers’ gender and experience.

The second section is called “teachers’ feedback on introverted students’ behavior in the classroom”. It consists of (8) items which are composed of (4) multiple choice items, (1) likert scale item, (1) open-ended item and (2) close-ended items. The aim of this section is to

point out what teachers have noticed about the introverted students' behavior in the classroom.

The third section is called "teachers' techniques to motivate introverted students", it consists of (4) items which are divided into (2) close-ended items and (2) multiple choice items. This section aims at investigating the various techniques used by teachers in order to help and support the introverted students.

1.3.2. Classroom observation

Bell (2005: 194) defines classroom observation as a technique that "*can often reveal characteristics of groups of individuals which would have been impossible to discover by other means*". It means that classroom observation is the most effective data collection tool as it helps to collect valid data through observing directly. The current study involves a checklist of (10) items conducted in (10) first year classes at the English department at Mouloud Mammeri University. We have observed 10 different groups with 3 different teachers. The (10) items observed are divided into two sections: the first section comprises (4) items concerning the introverted students' behavior in the classroom, and the (6) items left are about teachers' techniques to help and support introverted students.

2. Procedures of data analysis

To analyze the data collected from the questionnaire and the classroom observation, we have used the qualitative and quantitative methods. The data gathered from the open-ended questions of the questionnaire and the classroom observation are analyzed using the qualitative content analysis while the close-ended questions of the questionnaire are analyzed using the quantitative analysis

2.1. Description of the quantitative content analysis

Manganello & Blake (2010: 3) state that “*we define quantitative content analysis as the creation and use of predetermined categories for the purpose of understanding and describing media messages in a way that can be counted and quantified*”. In this work, in order to analyze the data collected from the questionnaire; we have used “the rule of 3” for the calculation of the percentages and it is applied as follows: $x = \frac{Z \times 100}{y}$ (X is the calculated percentage, Z is the value of the similar answers and Y is the total number of the participants).

2.2. Description of the qualitative content analysis (QCA)

The qualitative content analysis refers to a research method that interprets subjectively the content of text data through coding and identifying themes or patterns (Heish and Shannon, 2005: 1278). It is also defined as any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings (Patton: 2002). In this work, (QCA) is used in order to describe and interpret the teachers’ answers of the questions and the items observed during the classroom observation.

Conclusion

The purpose of this chapter is to describe the research design and methodology used for our study. It describes the different research instruments used (the questionnaire and the classroom observation) to collect the data and the explanation of the tools used to analyze them. A qualitative content analysis has been adopted to interpret the data gathered from the open-ended questions of the questionnaire and the classroom observation and a quantitative analysis (rule of 3) has been used to analyze the data gathered from the close-ended questions

of the questionnaire. Moreover, this chapter provides information about the setting and the participants involved in the study.

Presentation of the Findings

Presentation of the findings

Introduction

This chapter deals with the presentation of the findings. It presents the results obtained from both the questionnaire administrated to twenty five (25) first year teachers of workshops of English and the classroom observation that has taken place at Mouloud Mammeri University of Tizi-Ouzou. For the sake of organization, the results are presented in pie charts and bar graphs. This chapter is divided into two sections. The first section is devoted to the presentation of the results of the questionnaire, the second one presents the results obtained from the classroom observation session.

1. Presentation of the questionnaire results

1.1. Section one: identification of the respondents

This section has to do with teachers' personal information in relation to the gender and years of experience.

A. Gender

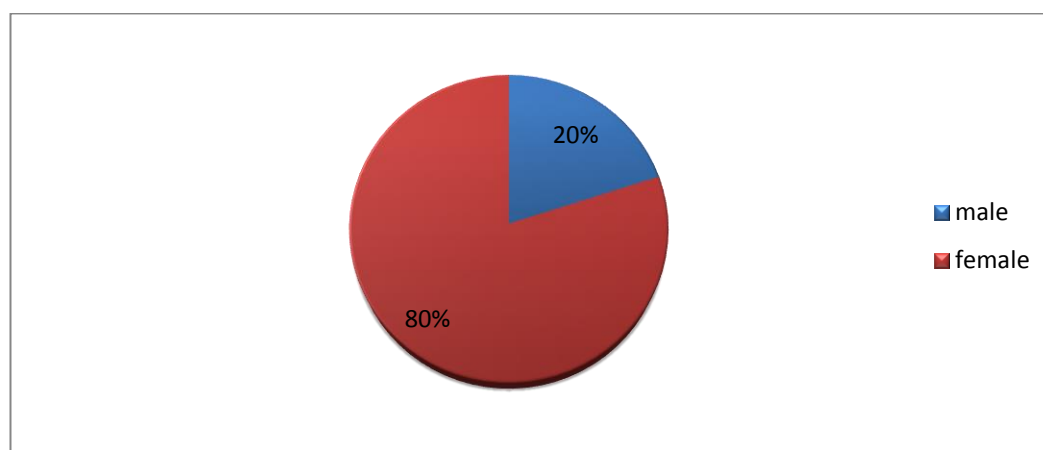


Diagram 01: Teachers' gender.

The results shown in this diagram show that 80% of teachers are female and only 20% are males.

B. Work experience

Number of teachers	7	3	4	5	3	3
Years of experience	10	5	8	3	12	1
Percentage %	28%	12%	16%	20%	12%	12%

Table 01: Teachers' experience.

This table shows that a high percentage of teachers (28%) have been teaching English for 10 years. 12% of them are in this domain for 12 years. 12% of the teachers have started teaching the last year and another 12% have 5 years of experience. 20% of the respondents have answered that they have 3 years of experience, and 16% have answered that they have been in this domain for 8 years.

1.2. Section two: Teachers' feedback on introverted students' behavior in the classroom

Q1. According to you, who are the most introverted?

a- girls b- boys c- both

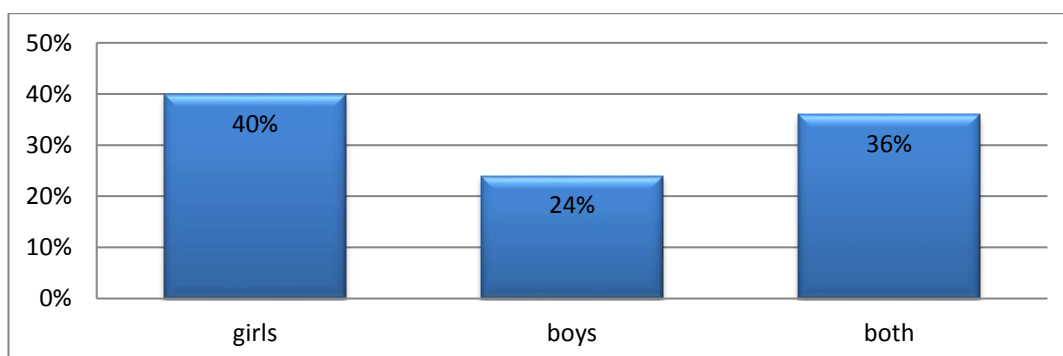


Diagram 02: the most introverted students' gender.

According to the majority of teachers (40%), the most introverted students are girls, and (36%) of them said that both girls and boys are introverted. However, only (24%) of teachers assert that boys are the most introverted ones.

Q2. How often do the introverted students participate in the classroom?

a- Always

c- Rarely

b- Often

d- Never

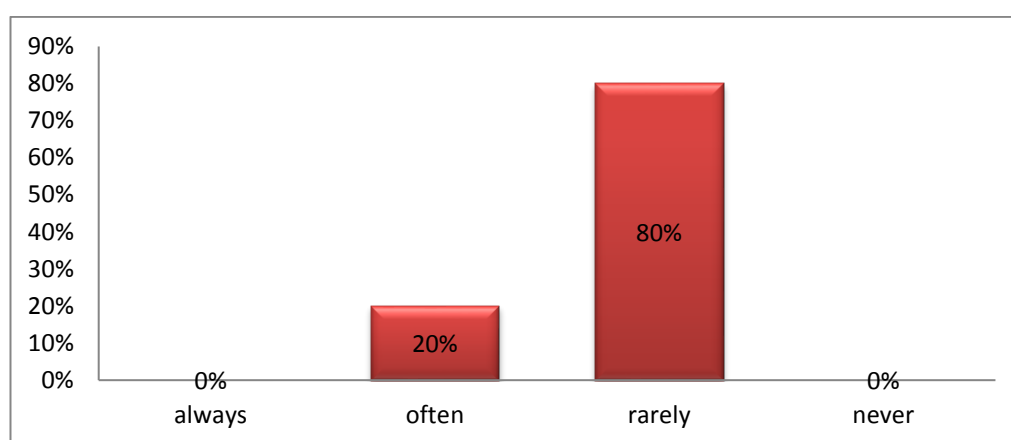


Diagram 3: Frequency of introverted students' participation.

We can notice from the bar graph above that according to most teachers (80%), introverted students participate rarely in their classrooms, yet, only (20%) of the respondents have answered “often”.

Q3. Do introverted students socialize with other students?

a - yes

b- no

c- sometimes

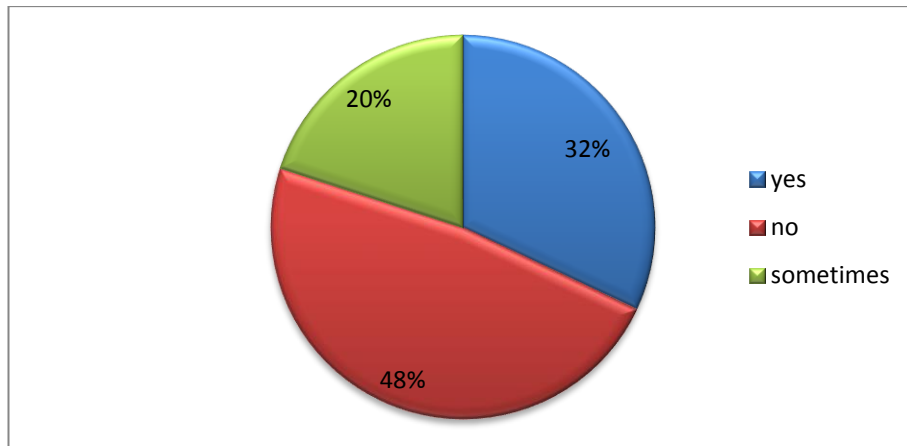


Diagram 4: introverted students' socialization.

As it is shown in this diagram, a great number of teachers that represents (48%) have answered “no” and (32%) of them have answered “yes”. Only (20%) of the respondents have answered “sometimes”.

Q4. How do introverted students behave in the classroom?

- a-They are silent
- b- They sit in the back
- c- They never ask for more explanations
- d- They are often absent

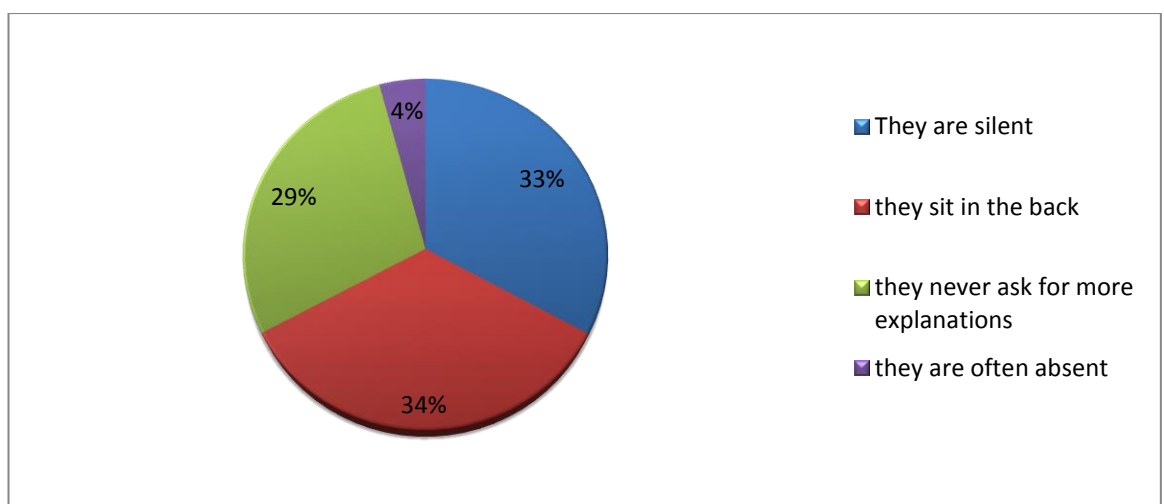


Diagram 5: introverted students' behavior in the classroom.

On the basis of the gathered data, (34%) of the teachers claim that introverted students tend to sit in the back during their lectures. (33%) of the teachers say that introverted students are generally silent and never say a word in the class, and (29%) of them assert that they never ask for explanations even if they do not understand something. Then, only (4%) of the teachers have answered “they are often absent”.

Q5. Do introverted students prefer to:

a- Speak freely and voluntarily

b- Wait until the teacher asks them

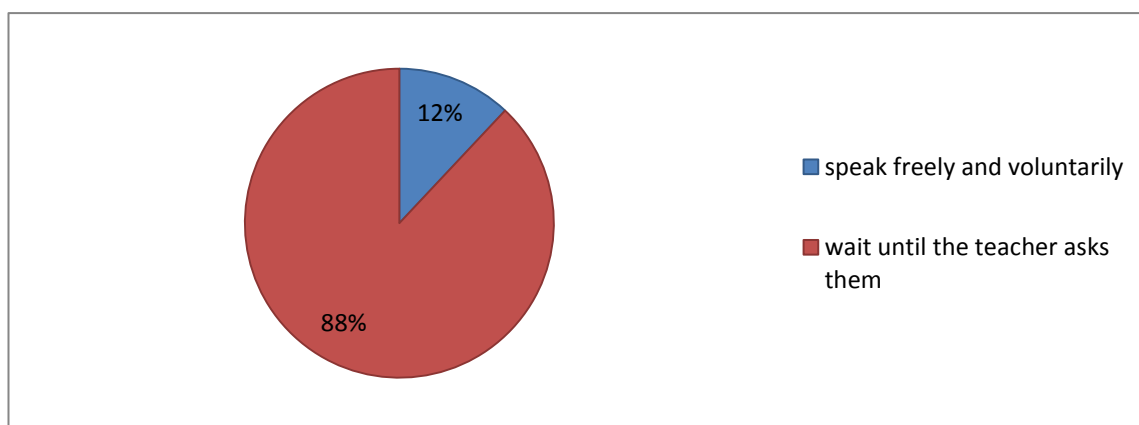


Diagram 6: The way introverted students participate in the classroom.

On the one hand, (88%) of the teachers claim that introverted students never take part of the lecture if they do not ask them and encourage them to do so. On the other hand, only (12%) of the teachers assert that some of their introverted students dare to speak and participate freely and without fear.

Q6. What are the different characteristics you usually observe in the introverted students when speaking or presenting?

a- They stutter

c- They blush of shyness

b- They forget words

d- They sweat

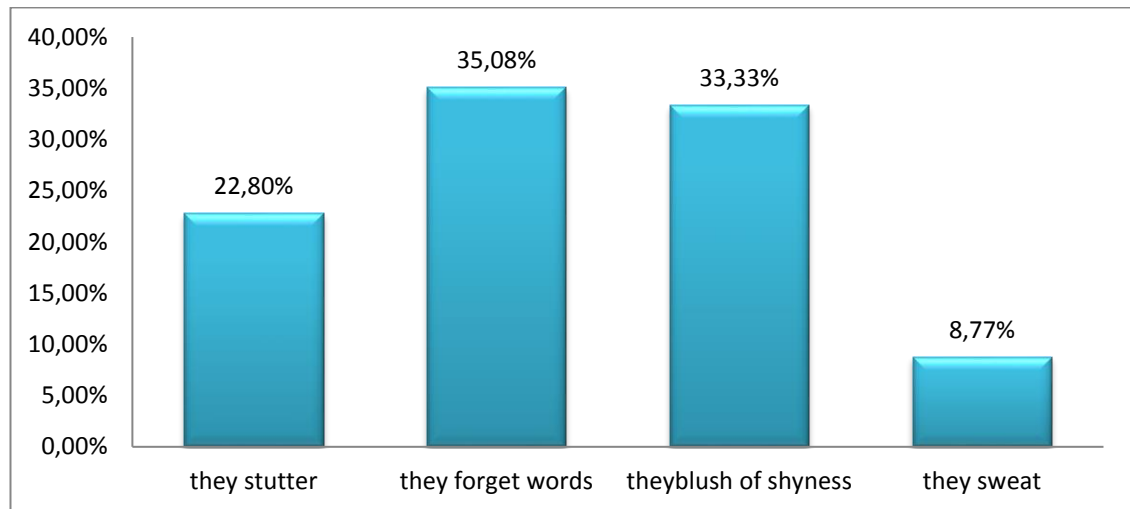


Diagram 7: characteristics of introverted students while speaking.

As shown in this diagram, the answers differ from one teacher to another, yet, the majority of the teachers (35.08%) say that introverted students tend to forget words while speaking due to stress and shyness. (33.33%) of the teachers have answered “they blush of shyness” and (22.8%) have answered that they stutter while speaking. However, only (8.77%) of them have answered “they sweat” arguing that this is an uncommon characteristic even for the extremely introverted ones.

Q7. In your opinion, what is the reason behind these students’ introversion?

The answers provided differ from one teacher to another. Some teachers state that the reasons behind students’ introversion may be caused by the environment where they live and the family background or the classroom atmosphere. Others think that it is due to a negative experience in which students have been embarrassed by their primary school teachers. Some of the teachers argue that students’ introversion is maybe caused by a lack of confidence, psychological troubles or even a lack of communicative skills. Yet, a small number of teachers have answered that the reasons behind students’ introversion are

disinterest or lack of motivation and to attract the teachers' attention because of their highly master of the subject. Finally, the majority of teachers argue that it is caused by many factors such as speaking difficulties, shyness because of their weak level, the fear to make mistakes and the fear to face the public.

Q8. Do you think that introverted students have less chance to succeed in their studies than extroverted ones? Justify why.

a- yes

b- no

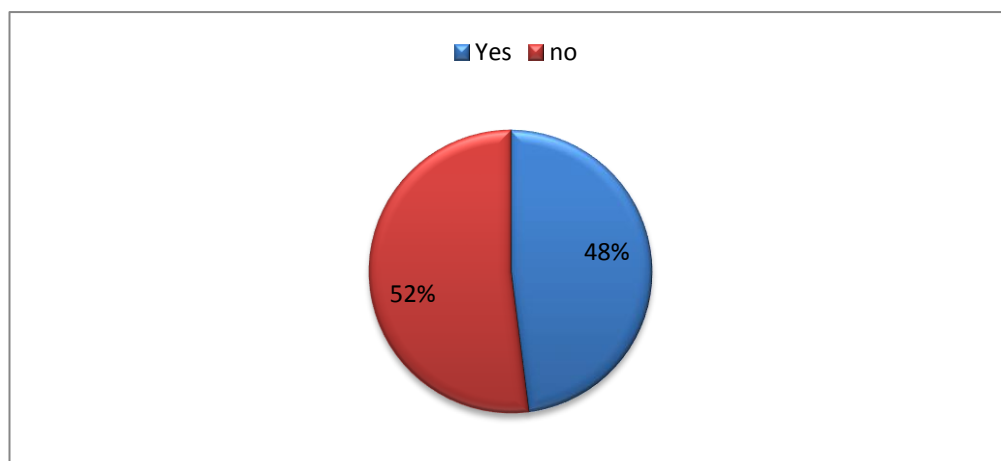


Diagram 8: Chances to succeed for introverted students.

According to (52%) of teachers, introverted students have the same chances to succeed as extroverted ones. They argue that introversion is not a reason of failure and that success is seen in the results. It is right that they have less chance to be noticed, but chances for success are almost equal. Besides, it doesn't mean that introverted students do not follow or are weak learners; they may be very intelligent but just shy.

According to the (48%) left, introverted students have less chance to succeed than extroverted ones. They argue that introversion among students has a bad impact on their studies since they have difficulties in communicating and expressing themselves. They interact rarely

and do not ask questions or ask for help. In addition to that, the fear of sharing, socializing and the lack of participation make them miss the chance of practicing the language with their classmates and teachers.

1.3. Section three: teachers' techniques to motivate introverted students.

Q9. Do you consider yourself as

- a- A motivator
- c- An observer
- b- A prompter
- d- An assistor

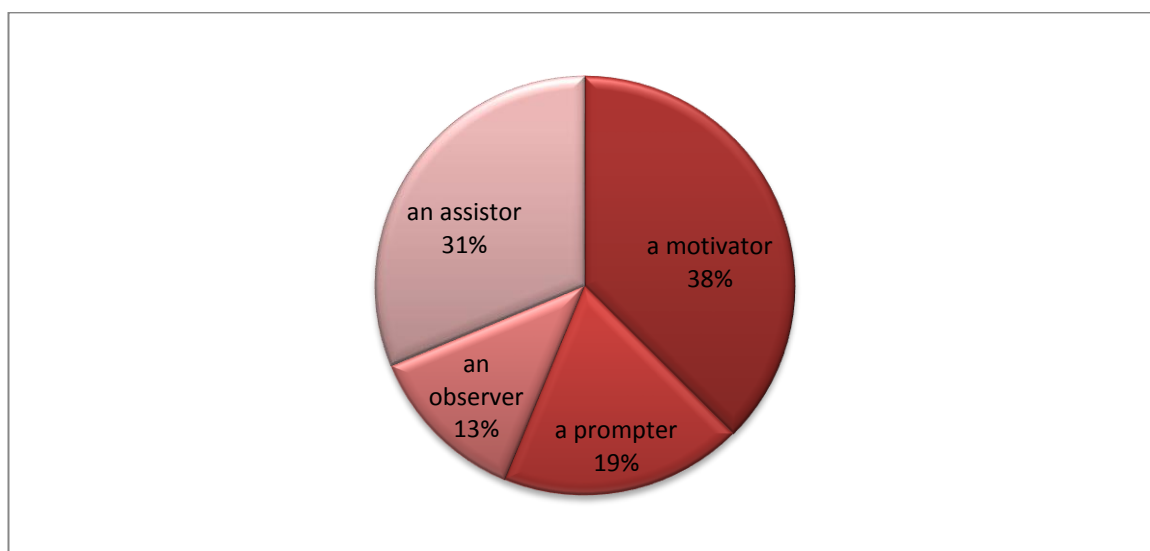


Diagram 9: teachers' role in the classroom.

(37%) of teachers see themselves as being motivators, (31%) of them say that they see themselves as assistors while (19%) of teachers consider themselves as prompters. But only (13%) of teachers have answered “an observer”.

Q10. Is it difficult to handle introverted students' behavior in the classroom? If yes, explain why.

a- yes

b- no

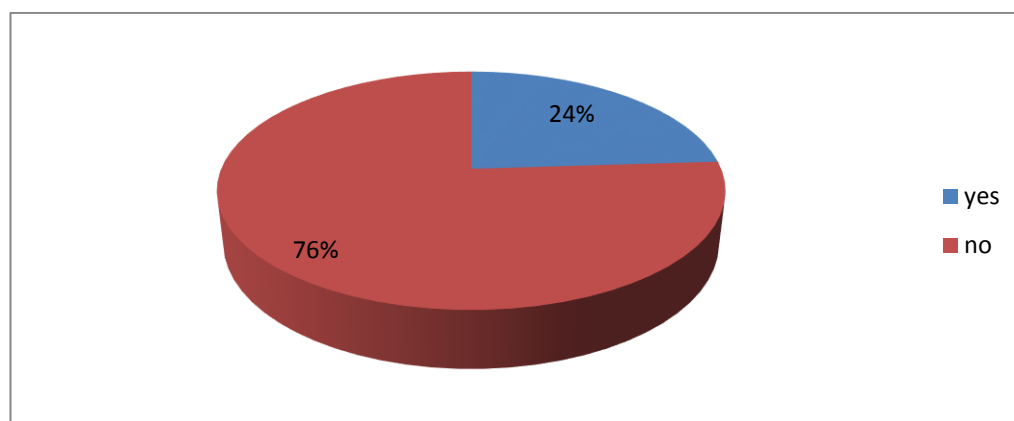


Diagram 10: Teachers' difficulties to handle introverted students' behavior.

As we can see in the diagram above, most of the teachers (76%) have answered “no”, and only (24%) of them have answered “yes”. They argue that this job is not only theirs and that it should come from parental orientation first. They report that it happens to introverted students to refuse to take part of the group even if they know the answer. Moreover, according to them, classes are overcrowded; time is limited so these introverted students are often neglected.

Therefore, according to the teachers' answers of the 10th and 11th question, we can notice that the difficulties that teachers encounter while teaching introverted students are related to their role in the classroom. In other words, teachers who see themselves as observers only may encounter more difficulties than those who see themselves as motivators.

Q11. Do you force the introverted students to participate and talk out loud in the classroom?

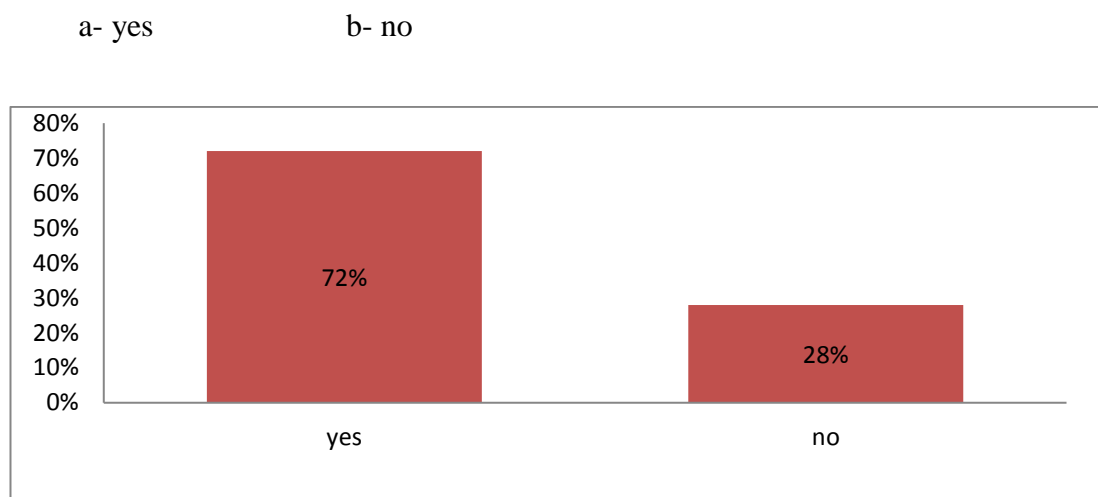


Diagram11: teachers forcing introverted students to participate.

According to the bar graph above, (72%) of teachers force introverted students to participate in the classroom insisting that it is encouragement. Yet, only (28%) of them do not force them.

Q12. What are the techniques you use to motivate the introverted students?

- a- You often ask them to participate in group works
- b- You encourage them to speak in front of their classmates
- c- You never embarrass them in front of the others
- d- You reward them for every little advancement

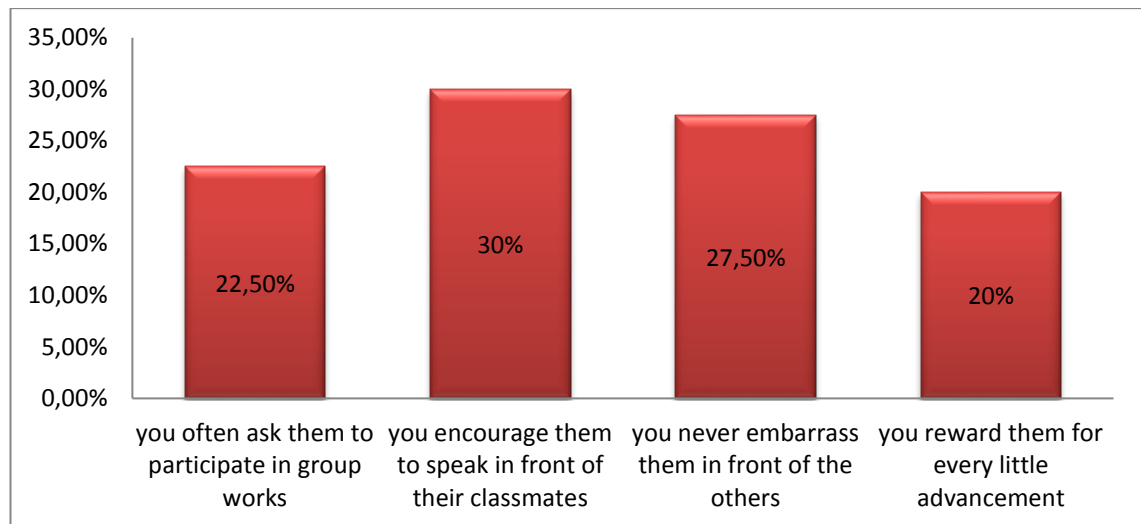


Diagram 12: Teachers' techniques to motivate introverted students.

As shown in this histogram, (30%) of the respondents tend to encourage them to speak in front of their classmates. (27.5%) say that they never embarrass them in front of the others and (22.5%) of the teachers affirm that they often ask them to participate in group works. And the (20%) left explain that they motivate them by rewarding them for every little advancement.

2. Presentation of the classroom observation results

Classroom observation is used as a second data collection tool to gather qualitative data about introverted students' behavior and the techniques used by teachers to motivate them. Through classroom observation, we observe the behavior of introverted students in the classroom and how teachers motivate them to participate and take part in the class.

We have conducted about 10 observation sessions at Mouloud Mammeri University which have allowed us to observe the issue in its natural setting, in order to confirm or disconfirm the questionnaire results. Classroom observation sessions have taken place with the first level classes.

The observed items

Section one: Introverted students' behavior in the classroom.

1. The majority of the introverted students sit as close as possible to their teachers.

According to what we have observed in the ten (10) sessions, introverted girls generally sit as close as possible to their teachers, while introverted boys like sitting in the back. We have also noticed that some of the boys prefer to sit in the last tables even when there is a gap in the middle of the classroom.

2. They prefer to work cooperatively in large groups.

From the ten (10) sessions observed, only few teachers have given works to do in groups. We have noticed that introverted students feel more comfortable when they work in large groups than when they work alone. They participate more and exchange ideas with others easily and freely.

3. The introverted students never participate in the classroom.

We have noticed during these (10) observation sessions that it happens that some introverted students raise their hands to participate. They surely prefer to work in large groups but they also make efforts to take part in the lecture.

4. The introverted students socialize with other students.

During our observation, we have seen two types of introverted students. Introverted students who do not participate in the classroom and do not even raise their heads from the table, and some others who sit in the back with 2 or 3 classmates and talk softly.

Section two: teachers' techniques to motivate introverted students.

5. The teacher frequently demonstrates efforts to engage the introverted students more in the tasks.

During the ten (10) observation sessions, we have noticed that few teachers only pay attention to the introverted students and try to engage them in the tasks. Some other teachers work only with those who raise their hands and do not try to engage all the students in the participation.

6. At the end of the session the teacher informs the students about the topic of the next session.

According to what we have observed in the ten (10) sessions, only 2 or 3 teachers have informed their students about the topic of the next session and have asked them to prepare it at home.

7. The teacher creates a comfortable and adequate atmosphere for the learning process.

We have noticed that all the teachers try to make the introverted students as comfortable as possible. Some teachers try to make them participate and help kindly when they make mistakes, others prefer to use jokes and humor while correcting the mistakes in order to show the students that the teacher is not as rude as they tend to think.

8. The teacher encourages them to speak in front of their classmates.

Most teachers, especially experienced ones who know their students well, encourage the introverted ones to speak in front of their classmates and help them when they forget words or

have difficulties to speak up. However, we have noticed that the new teachers tend to work only with the students who raise their hands.

9. The teacher embarrasses them in front of the others.

According to the ten (10) observation sessions, we have noticed that all the teachers try to make the introverted students as comfortable as possible. They never embarrass them in front of the others.

1. The teacher rewards them for every little achievement.

We have noticed that teachers usually use “yes”, “good”, “thank you” as an encouragement every time a student gives a correct answer.

Conclusion

This chapter has presented the results obtained from both the questionnaire administrated to 25 teachers and the classroom observation conducted in 10 classes at Mouloud Mammeri University of Tizi-Ouzou. The data obtained from the questionnaire are presented in pie charts, tables and bar graphs, while the data obtained from the classroom observation are presented in paragraphs. The results are discussed and interpreted in details in the next chapter.

Discussion of the Findings

Discussion of the Findings

Introduction

This chapter is devoted to the discussion of the findings obtained from the questionnaire addressed to 25 first year teachers of workshops and the classroom observation conducted in 10 classes at Mouloud Mammeri University in Tizi-Ouzou. The results are going to be interpreted and analyzed to confirm or disconfirm the hypotheses advanced in the first Chapter (the introduction).

1. Section one: identification of the respondents

This section contains two main questions. The first question is about the gender and the second question is about teachers' experience. The aim of these questions is to compare between male and female teachers, and between novice and experienced teachers in the way they manage introverted students' behavior in the classroom and the techniques they use in order to motivate them to take part of the lectures. The results show that the majority of teachers are female (80%) and only (20%) are male. Their experience in teaching ranges from (1) year to (12) years. According to the questionnaire answers, both male and female, novice and experienced teachers have introverted students in their classes. According to Gatbonton (2008), experienced teachers work really hard to turn their teaching experience into an art while novice teachers are described as those with little or no classroom experience, they are frequently student teachers or teachers who have less than 2 years of teaching experience. It means that novice teachers are like introverted students in some way, they are new and need some time to acclimatize to teaching.

2. Section two: Teachers' feedback on introverted students' behavior in the classroom

This section is concerned with the teachers' feedback on introverted students' behavior in the classroom. This section breaks down into three parts which are signs of introversion, causes of introversion and the chances to succeed for introverted students.

a. Signs of introversion

When we have asked the teachers about the gender of the most introverted students, 40% of them have answered "girls", 36% of the teachers say that both girls and boys are introverted and 24% have answered "boys". Indeed, according to our observation sessions, both girls and boys are introverted. However, as regards the teachers' answers in the questionnaire and what we have noticed, the majority (34%) of the introverted students tend to sit in the back. In other words, few introverted girls only sit as close as possible to their teachers while the majority of introverted girls and boys like sitting in the back. Cain (2015: 30) reports that

The winners, Grace explained, were always the ones who raised their hands constantly. That just wasn't Grace's style. In class, she sat in the back and followed the discussion by listening and jotting down notes. Other kids would blurt out a string of words at any opportunity. To her, it didn't even seem like they were thinking before they raised their hands. It seemed as if they just wanted an audience.

Therefore, sitting in the back may be disadvantageous for the introverted students. It prevents them from interacting and exchanging with their teacher and classmates. During our observation session, we have noticed that the students who sit in the front row attract their teacher's entire attention and make them forget those who sit in the back. Teachers should use multiple techniques in order to fix this problem. For instance, they can seat each introverted student with an extroverted one, so that he helps him whenever he needs it.

As regards the question about introverted students' participation, most teachers (80%) affirm that introverted students participate rarely in the classroom, while, only (20%) say that they often participate in the classroom. Indeed, during our observation sessions, we have

noticed that introverted students rarely take part in the lecture. However, they sometimes try and make efforts to participate and open up more to the rest of the group. According to Cain (2015), choosing the right seat is one of the means of contributing in the classroom more easily. Some introverted students prefer to sit in the front row to avoid the others' eyes while speaking. Others choose to sit near their friends to feel safe and secure while speaking. It means that, when introverted students feel secure and far from the others' sight, they make efforts and take part in the lecture more easily.

During our observation session, we have noticed that the introverted students who sit with a friend or an extroverted student participate more than those who sit alone. In other words, their friends sometimes help them when they forget a word or do not know the answer. They whisper the missing words to them so that they do not freeze from embarrassment. This is very useful for the introverted students and can be used by teachers as a technique to make them take part in the activities more often.

When we have asked the teachers if the introverted students socialize with other students, (48%) of them have answered "no". They affirm that the introverted students in their classes are invisible and that sometimes they even forget that they are there. (32%) of the teachers say that even if they rarely participate in the classroom, they are very talkative with their classmates. Yet, we have noticed that (20%) of the teachers state that it happens that introverted students socialize, but only with their close friends. Indeed, during our observation session, we have noticed that there are introverted students who do not even raise their head from the table and others who sit in the back and talk softly with their close friends. Cain (2015: 130) says that *"Robin was always hearing the same kind of things from teachers: 'speak up more in class! Make an effort to socialize with other students!'" Truth is, Robin preferred being by herself or with one of her good friends"*. This means that introverted students do not socialize with all their classmates. They prefer to be with one or two close friends only.

As regards the question about whether the introverted students prefer to work cooperatively in large groups or not, we have noticed that introverted students feel more comfortable and share their ideas easily when they work with their classmates than when they work alone. Cain (2015:172) says that *“Often, the same student who wouldn’t be comfortable addressing an entire classroom will find his or her voice in a small group or with a single trusted partner.”* This quotation means that, working in groups is very beneficial for introverted students who do not dare to participate in the classroom. It offers them the opportunity to share their brilliant ideas without being the center of the attention.

As mentioned previously, introverted students rarely socialize with their classmates. However, working in groups may be very beneficial for them since it allows them not only to share their ideas easily with the others, but also socialize more and make new friends.

We have also asked teachers whether introverted students participate voluntarily in the classroom or wait until the teacher asks them. The majority of the teachers (88%) affirm that introverted students do not like to take part in the tasks. They are always obliged to engage them in the lesson and encourage them to speak up. Only (12%) of the teachers say that introverted students sometimes dare to participate, especially when no one else knows the answer. Some introverted students are brilliant but often need someone to boost them. According to what we have observed, some experienced teachers know exactly who to call up to answer a particular question. They know all their students’ capacities and try to give them the opportunity to show them to their classmates.

Concerning the introverted students’ behavior and characteristics while speaking or presenting, we have suggested to teachers (They stutter, they forget words, they blush of shyness and they sweat). The results show that (35.08%) of teachers say that they stutter, (33.33%) say that they forget words, (22.80%) have answered “they blush of shyness” and

(8.77%) of teachers say that they sweat. Indeed, during our observation sessions, we have noticed that introverted students either stutter or blush of shyness or forget words while speaking. Fortunately, some teachers try to help them finish their sentences and make them feel comfortable. According to Cain (2015), Robin, an introverted student, prefers being alone or with few close friends. She also hates crowds and never looks up from the floor when she gives a presentation at school, since she is terrified to meet someone's eyes while speaking. In other words, introverted students tend to look down while speaking in front of their classmates in order to avoid meeting someone's eyes, because being the center of the attention terrifies them and makes them uncomfortable.

The answers provided by the teachers confirm the hypothesis advanced in the first chapter, which states that the major signs that characterize and define introverted students are shyness and solitude.

b- Causes of introversion

Another question asked to teachers is about the reasons and the causes of introversion among students in their opinions. Some teachers state that the reasons behind students' introversion may be caused by the environment where they live and the family background or the classroom atmosphere. Others think that it is due to a negative experience and that students may have been embarrassed by their primary school teachers. Some of the teachers argue that students' introversion is maybe caused by a lack of confidence, psychological troubles or even a lack of communicative skills. Yet, a small number of teachers have answered that the reasons behind students' introversion are disinterest or lack of motivation and to attract the teachers' attention because of their high mastery of the subject. Finally, the majority of teachers argue that it is caused by many factors such as speaking difficulties, shyness because of their weak level, the fear to make mistakes and the fear to face the public. Indeed, according to Cain (2015),

introversion may come from a place of nervousness or insecurity about being accepted. It can also be caused by the fear of doing wrong. A shy student might not raise his hand because he is worried about making mistakes and being embarrassed in front of his classmates.

Therefore, the teachers' answers confirm the hypothesis advanced in the first chapter, which says that introversion among students is caused by the environment, family and fear of embarrassment.

c- Introverted students' chances to succeed

Concerning introverted students' chances to succeed, (52%) of the teachers believe that introverted students have the same chances to succeed as extroverted ones. They put forward some arguments such as: It doesn't mean that they don't follow or are weak learner. It is not a reason of failure; success is seen in the results. They have less chance to be noticed, but chances for success are almost equal. Cain (2015:171) supports this idea and says that

Yet, Mr., Raisdana listened because the boy summarized the essential problem so perfectly: he didn't see the point of speaking just to speak. And although the boy didn't raise his hand, he consistently turned in very thoughtful, well-written assignments. Through his work he showed that he was listening to and absorbing every single word in class. He was a model student. Just a really, really quiet one

However, (48%) of the teachers say that introverted students have less chance to succeed than extroverted ones. They support their ideas with arguments such as: they have difficulties in communicating and expressing themselves, they interact rarely and do not ask questions or ask for help. In addition to that, the fear of sharing, socializing and the lack of participation make them miss the chance of practicing the language with their classmates and teachers.

We have noticed that teachers have an important impact on their students' success. During our classroom observation and according to what has been said previously, some teachers, especially experienced ones, know well their students' capacities. They encourage and

help them to overcome their shyness, speak up more and share their ideas with the others. This technique can undoubtedly help them to succeed in many areas of life.

Section three: teachers' techniques to support introverted students

In this section, the discussion targets the different techniques that teachers use in order to motivate the introverted students to participate comfortably and be more engaged in the activities.

The first question asked to teachers concerns their role in the classroom. 37% of the teachers see themselves as motivators, arguing that their job is not only to teach, but also to make students love learning and discovering new things. This can create a positive learning environment and motivate the introverted students to make more efforts. (31%) of them see themselves as assistors. They explain that teaching is not only the teacher's job; students should be more active, make their brain work and do research themselves while being assisted by their teachers. Hence, the best way to make students more active is to create group works including both introverted and extroverted students and giving them a topic of discussion. This way, students can make their brain work and exchange their points of view. (19%) of the teachers consider themselves as prompters. It means that their job is to guide and lead the students throughout the lecture, and teach them how to be independent from the teacher. And only (13%) of teachers have answered "an observer". Teachers here may have more chances to struggle with the introverted students' behavior in the classroom. Since their role is to observe only, they do not try to find solutions or use strategies to make introverted students participate in the classroom. Yet, during our observation sessions, no teacher is an observer only; they all have a specific role in the classroom.

We have asked teachers about the difficulties they encounter with the introverted students' behavior. According to the questionnaire results, the majority of teachers (80%) affirm that they

have no troubles to deal with the introverted students in the classroom. However, (20%) of them have answered “yes” providing some arguments such as: “sometimes even when they know the answer, they refuse to take part in the group.” Or “this job is not only our job as teachers. It should come first from parental orientation, and in my opinion, sometimes students refuse to advise them privately.” And some teachers say that “Classes are overcrowded; time is limited so these introverted students are often neglected.” During our observation sessions, we have noticed that the teachers who have no difficulties to handle the introverted students’ behavior are the experienced ones. They know very well their students and know how to deal with each one of them. However, novice teachers work only with the students who raise their hands and neglect the others.

In addition to this, the role of the teacher in the classroom has an important impact on the teacher-student relationship. As mentioned previously, teachers have different roles in the classroom. A teacher who sees himself as an observer may have more difficulties to handle his students’ behavior than a teacher who sees himself as a motivator. On the one hand, the motivator creates a deep relationship with his students, interacts with them and motivates them. On the other hand, the observer gives his lecture and provides his students with activities to do. No more no less.

We have also asked the teachers whether they force the introverted students to speak up and participate in the classroom. And the answers are at (72%) “Yes”. Teachers here, explain that they encourage introverted students to participate but do not specially force them. The (28%) left affirm that they do not force them at all. Cain (2015: 171-172) says that: *“Introversion should not be seen as an excuse to remain silent, of course. Ideally, young people should try to stretch themselves and raise their hands now and then; after all, they’ll have to do some version of this during their adult lives too”*. Moreover, According to what we have observed in the ten classes, some teachers work

only with the active students and neglect the introverted ones. This can have a negative impact on the introverted students' behavior; they may feel marginalized and forgotten by their teachers. Consequently, their fear of participation and shyness may increase and they may not want to attend the class anymore. However, other teachers use smart techniques in order to get them engaged in the tasks without forcing them, such as informing them about the topic of the next session or suggesting that they prepare something in advance. Cain (2015:169) reports that: *“for example, one teacher made a practice of approaching quiet kids privately, telling them the focus of the next class, and suggesting that they prepare something in advance, that way, if she called on them, they'd be ready”*

During our observation session, we have observed whether the teachers create a comfortable and adequate atmosphere for the learning process. Hence, we have noticed that all the teachers try to make the introverted students as comfortable as possible. Some teachers try to make them participate and help them kindly when they make mistakes. Others prefer to use jokes and humor while correcting the mistakes in order to show them that the teacher is not as rude as they tend to think. This technique is really effective since a lot of introverted students, who used to be reserved at the beginning, raise their hands and give their opinions. They are less embarrassed when they make mistakes and exchange with others with confidence.

The last question concerns the different strategies and techniques that teachers use in order to motivate the introverted students. We have suggested some techniques, such as: “you often ask them to participate in group works”, “you encourage them to speak in front of their classmates”, “you never embarrass them in front of the others” and “you reward them for every little achievement”. (30%) of the teachers say that they encourage them to speak in front of their classmates. Indeed, according to our observation session, most teachers, especially experienced ones who know their students well, encourage the introverted ones to speak in front of their classmates and help them when they forget words or have difficulties to speak up. This

technique helps introverted students to get rid of their shyness and fear of public speaking. According to Cain (2015), a high school teacher in Washington, D.C. believes that class participation is important for introverted students. He tends to let them know before class that he is going to ask for their opinion on a particular subject. This way, he increases their chances for participation.

27.5 % of the teachers say that they never embarrass the introverted students in front of their classmates. Indeed, we have noticed during our observation session that the teachers never embarrass them in front of their classmates. This technique allows the introverted students to speak freely and make mistakes without being afraid to be embarrassed by their teacher. (22.5%) of the teachers affirm that they often ask them to participate in group works. Hence, group works allow students to share their ideas and hear others'. It can be a great way to keep the quiet students as engaged as the outgoing ones (Cain, 2015).

The (20%) left explain that they motivate them by rewarding them for every little progress. Indeed, according to what we have observed during our observation session, teachers usually use "yes", "good" or "thank you" as an encouragement every time a student gives a correct answer. Cain (2015: 32) says that "*other teachers grade students on class participation, awarding higher grades to vocal students, whether or not they have mastered the subject*". This means that teachers encourage introverted students to speak up in the classroom and share their ideas by rewarding them verbally even if their answers are wrong.

The questionnaire and classroom observation results confirm the third hypothesis advanced in the first chapter, which says that teachers use different techniques in order to motivate and manage introverted students.

Conclusion

This chapter has discussed the data gathered from the teachers' questionnaire and the classroom observation sessions conducted at Mouloud Mammeri University of Tizi-Ouzou. These two research tools have helped us to answer the research questions and confirm all the hypotheses outlined in the General Introduction.

The results obtained from both the questionnaire and the classroom observation show that the major signs that characterize introverted students are shyness, solitude and many others. The results show also that introversion among students is caused by many factors such as psychological issues, family, shyness and environment. Moreover, the results show that teachers use multiple techniques to manage and motivate introverted students in the classroom.

General Conclusion

General Conclusion

This research study has investigated the teachers' scaffolding of introverted students which consists in assisting them and supporting their learning (Khan, 2021) and their feedback on introverted students' behavior in the classroom. This study has been conducted with first year teachers of workshops at Mouloud Mammeri University of Tizi-Ouzou. First, it has analyzed the major signs that characterize and define introverted students according to the teachers' views. Second, it has investigated the main causes of introversion among students according to the teachers' opinions. Third, it has focused on identifying the major techniques that teachers use in scaffolding and assisting them. Conducting this research and dealing with this topic is important since many teachers encounter difficulties in dealing with this type of students. In this work, we have investigated some techniques that can help teachers assist the introverted students' behavior and facilitate their learning process.

This work seeks to answer the questions raised in the general introduction. To answer these questions, we have advanced some hypotheses that state that introverted students are characterized by shyness and solitude; that introversion among students is caused by the environment and finally, it has been stated that teachers use various techniques to scaffold the introverted students and support them.

To answer the research questions and to check the hypotheses advanced in this study, we have adopted the mixed-methods approach combining quantitative and qualitative methods in both data collection and data analysis. The research data are gathered using two collection tools which are a questionnaire administrated to 25 first year teachers of TDs and a classroom observation conducted in (10) classes in the English department at Mouloud Mammeri university of Tizi-Ouzou. The quantitative method has been used to analyze the findings obtained from the close-ended questions of the questionnaire using the rule of 3, and the

qualitative content analysis has been used to analyze and interpret the findings obtained from the classroom observation and the open-ended questions of the questionnaire.

Our work has adopted Cain “Temperament Isolation Theory” (2012; 2015) that attempts to explain how people favor a specific temperament and disfavor another. She has written two books in which she talks specifically about how people favor extroversion over introversion, based on her own experience and that of thousands of people around the world. Cain (2012; 2015) also points out the major strengths of introverted students and provides to them a set of strategies to open up more and show their brilliant ideas; she also provides to teachers a number of strategies in order to understand better introverted students and succeed in motivating and managing them.

From the results reached in our dissertation from both the questionnaire and classroom observation, we have concluded that introverted students are defined as being shy and reserved. Thus, these results confirm the first hypothesis advanced in the first chapter, which has advanced that the signs and characteristics of introverted students are shyness and solitude. We have concluded also that introversion among students is caused by many factors such as the environment where they live, the influence of their family, an excessive shyness and the fear of embarrassment. Therefore, these results confirm the second hypothesis advanced in the introduction, which has advanced that introversion among students is caused by the environment, family and fear of embarrassment. In addition to this, the study has found that teachers use multiple techniques to engage the introverted students in the activities more often and to make them feel comfortable. Some of these techniques consist in breaking the class into small group works to allow the introverted students to share their ideas with few people only and avoid any kind of embarrassment. They also reward them for every little achievement in order to encourage them to participate more often. In addition to that, they avoid embarrassing them in front of their classmates so that they do not apprehend or fear public speaking.

Therefore, the results obtained from both the questionnaire and the classroom observation have confirmed the third hypotheses advanced in the introduction.

It is hoped that this modest work has contributed to provide considerable insights on the topic of teachers' scaffolding of introverted students. However, this study has been concerned with the university teachers only. Further studies may be conducted to investigate this topic on middle school teachers using other research tools like interview. In addition, further studies may be conducted to investigate whether the other students accept the introverted ones and help them to feel comfortable and work together to facilitate their participation and engagement.

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Dear teachers,

Our research investigates EFL teachers' scaffolding of introverted students and their feedback on introverted students' behavior in the classroom. This research is conducted on first year teachers of workshops at Mouloud Mameri University of Tizi-Ouzou.

You are kindly requested to answer these questions as it is an essential component of our study. The questionnaire responses will be used only for academic purpose.

1. Section One: Identification of the Respondents

a. Gender:

Male

Female

b. Work Experience.....

2. Section Two: Teachers' Feedback on Introverted Students' Behavior in the Classroom

Q1. According to you, who are the most introverted?

Girls

Boys

Both

Q2. How often do the introverted students participate in the classroom?

Always

Often

Rarely

Never

Q3. Do the introverted students socialize with the other students?

Yes

No

Sometimes

Q4. How do the introverted students behave in the classroom?

- They are silent
- They sit in the back
- They never ask for more explanations
- They are often absent

Q5. Do the introverted students prefer to:

- Speak freely and voluntary
- Wait until the teacher asks them

Q6. What are the different characteristics you usually observe in the introverted students when speaking or presenting?

- They stutter
- They forget words
- They blush of shyness
- They sweat

Q7. In your opinion, what is the reason behind these students' introversion?

Q8. Do you think that the introverted students have less chance to succeed than the extroverted ones? Justify why.

Section Three: Teachers' Techniques to Motivate Introverted Students

Q9. Do you consider yourself as?

- A motivator
- A prompter
- An observer
- An assistor

Q10. Is it difficult for you to handle the introverted students' behavior in the classroom?

If yes, explain why?

Q11. Do you force the introverted students to participate and talk out loud in the classroom?

Yes No

Q12. What are the techniques you use to motivate the introverted students?

- You often ask them to participate in group works
- You encourage them to speak in front of their classmates
- You never embarrass them in front of the others
- You reward them for every little advancement

Thank you for your collaboration.

Classroom Observation Checklist

1. Section one: Introverted students' behavior in the classroom.

1. The majority of the introverted students sit as close as possible to their teachers.
2. They prefer to work cooperatively in large groups.
3. The introverted students never participate in the classroom.
4. The introverted students socialize with other students.

2. Section two: teachers' techniques to motivate introverted students.

5. The teacher frequently demonstrates efforts to engage the introverted students more in the tasks.
6. At the end of the session the teacher informs the students about the topic of the next session.
7. The teacher creates a comfortable and adequate atmosphere for the learning process.
8. The teacher encourages them to speak in front of their classmates.
9. The teacher embarrasses them in front of the others.
10. The teacher rewards them for every little achievement.

Checklist

Questionnaire