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**Title**

*EFL Teachers' Strategies with Introvert Students to Enhance their Oral  
Performance in Debate: The Case of Third Year Students of the Department  
of English at Mouloud Mammeri University of Tizi Ouzou*

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## *Dedications*

*I dedicate this work to  
My mother Karima, and my father Ali, who encouraged me to  
accomplish this work.*

*To my brother Aghiles  
To all my aunts Ouiza, Lilia, Lidia and my uncle Karim  
To my best friends Hassiba and Radia*

*Dihia*

*I dedicate this work to  
My mother Ouiza, and my father Rachid, who encouraged me to  
accomplish this work.*

*To my brothers Raouf, Reda and Tarek  
To my sisters Yasmine and Amal  
To my best friends Hassiba and Dihia*

*Radia*

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## **Abstract**

This dissertation explores the strategies employed by EFL (English as a Foreign Language) teachers to enhance the oral performance of introvert students in debates. Its primary objectives are to identify the key characteristics of introvert students, drawing on Carl Jung's theory of personality types, and to examine their main challenges. Additionally, the study aims to investigate the various strategies employed by teachers to support introvert students to perform well in debates, based on Deci and Ryan's Self-Determination Theory and their three core needs. To achieve these goals, the study was conducted within the English department at Mouloud Mammeri University, involving 30 third-year licence students and three teachers of oral expression. Data collection involved administering the questionnaire to the thirty students via social media and conducting interview with the teachers. The collected data were then analyzed using a combination of quantitative and qualitative methods. The findings of the study revealed a high prevalence of introversion in classes, which is characterized by a strong focus on inner thoughts and energy. Introvert students faced challenges related to shyness, anxiety, fear of making mistakes, and a lack of self-confidence. The study also demonstrated that teachers implemented a range of strategies to enhance introvert students' speaking skill in debate. These strategies included promoting equal participation, organizing discussions in small groups, providing positive feedback, and utilizing visual aids.

**Key words :** Debate, Introversion, Motivation ,Oral Performance, Strategies.

## **List of Abbreviations**

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- EFL : English as a Foreign Language
- ELT : English Language Teaching
- MBTI : Myers Briggs Type Indicator
- MMUTO : Mouloud Mammeri University of Tizi Ouzou
- QCA : Qualitative Content Analysis
- SDT : Self-Determination Theory
- WC : Willingness to Communicate

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# *General Introduction*

- **Statement of the Problem**

In the realm of English Language Teaching (ELT), the role of teachers is to facilitate the development of students' speaking skills. They play a crucial role in helping students improve their ability to communicate effectively and confidently, and to perform well in the English language. In effect, the oral communication skill is essential for effective language proficiency, and successful communication in real-life situations. It is a fundamental aspect of language learning as it enables learners to communicate fluently, authentically and confidently in the target language. Whereas, developing strong oral expression skill enhances learners' overall language proficiency.

In recent years, there has been a growing emphasis on promoting communicative language skills in English language education, particularly in EFL contexts. A classroom debate, in particular, is an interactive and communicative activity that has gained significant attention as an effective tool for developing students' oral proficiency and critical thinking abilities. As it provides a valuable opportunity for students to enhance their oral communication skills and cultural awareness. In EFL classrooms, debate is commonly employed to improve students' oral performance. Nonetheless, introvert students often face challenges in actively participating in debate and presenting their arguments orally.

One of the most problematic personality trait among students, is introversion. It is characterized by a preference for solitude, self-reflection, and limited external stimulation, which can hinder their engagement in group discussions and public speaking activities. Introvert students typically exhibit a reserved and reflective nature and may find it challenging to participate in extroverted activities such as classroom debate. Furthermore, many people regard introvert students as shy, but it is important to note that introversion is not limited to shyness. The most widely used term related to introverts' learning style is "reflective."

According to Brown (2000, p. 154), personality characteristics can be classified into two types: extroverted and introverted.

Introvert students may face challenges in actively participating in debates due to their reserved nature (Cain, 2012). Teaching oral skills can be particularly challenging when working with introverts. Consequently, EFL teachers, may face a significant number of problems while teaching introvert students or attempting to encourage their engagement with the rest of the class. They play a vital role in creating inclusive environments and implementing strategies to support introvert students' oral performance (Tsai, 2019). Thus, small but meaningful changes to teaching strategies can greatly influence the learning process for introverts.

Many studies have been conducted to investigate the issue of introversion among students, including the study conducted by Ikhlef Faysal Aimen (2017) which tackled the topic of “Researching Personality Variables in Teaching Speaking: Case of Introverted/Extroverted ELT Master2 Students at Tlemcen University.” The findings of this research demonstrate that there is a relationship between introversion and extroversion, and teachers should make an important regard to students’ different personality traits. Another study has been conducted by Dyah Sri Wulandari (2017) which investigated “Extrovert and Introvert Students in Speaking Ability of the English Department at Iain Palangka Raya”. The findings reveal that there is a significant difference between extrovert and introvert students in speaking ability. However, these previous works didn’t explore the issue of introversion in debate, while numerous studies have investigated the benefits of debate-based instruction in language learning, limited research has specifically focused on the challenges introvert EFL learners encounter in classroom debates and the strategies employed by teachers to address them. Understanding these challenges and exploring effective teaching strategies can provide valuable insights into how EFL teachers can enhance the oral performance of introvert students .

- **Aims and Significance of the Study**

The general aim of this dissertation is to explore the strategies employed by EFL teachers to enhance the oral performance of introvert students in debates. The topic is of significant importance as it addresses a prevalent issue in speaking classes. It is crucial to give serious consideration to this matter. The study focuses on third year students within the Department of English at Mouloud Mammeri University of Tizi Ouzou, who are chosen as the subject of this research.

The individual objectives of this study are threefold: firstly, to raise teachers' awareness about the different students' personality traits; secondly, to suggest new teaching strategies specifically tailored for introvert students; and thirdly, to increase learners' participation in debate activities. This work is significant and worth conducting to facilitate the learning process and assist teachers in designing effective teaching strategies to achieve learning objectives. As many teachers encounter difficulties in dealing with the diverse personality traits of their students.

- **Research Questions and Hypotheses**

This work aims to answer these questions :

**Q1-** What are the key characteristics of introvert students ?

**Q2-** What specific strategies do EFL teachers employ to create a supportive classroom environment for introvert students in debate activities ?

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

**Hp1-** Introvert students are characterized by a reserved nature, they tend to be self-examining, and energized by solitary activities, often preferring smaller social interactions and quiet environments.

**Hp2-** EFL teachers employ specific strategies such as creating smaller debate groups, providing structured guidelines for participation, and offering ample preparation time to create a supportive classroom environment for introvert students during debate activities.

### • **Research Techniques and Methodology**

This study adopts a mixed-methods approach, which combines the qualitative and the quantitative methods for the collection and analysis of the data, using a case study approach. It incorporates interview with EFL teachers and questionnaire with third year students of the Department of English at MMUTO. This research technique aims to gather comprehensive insights into the topic. Teachers are interviewed to explore their experiences, perceptions, and strategies in teaching introvert students within the context of oral performance in debate.

Additionally, a questionnaire is administered to third year students, collecting quantitative and qualitative data on their experiences, perceptions, and participation levels in debate activities. This mixed-methods approach offers a comprehensive understanding of introversion among students and the teachers' strategies with introvert students in enhancing their oral performance in debates. The work incorporates both Carl Jung's (1921) theory of personality types, and the Deci and Ryan's (1980) Self-Determination theory, to provide a comprehensive framework to our study. According to Jung's theory, each learner possesses a distinctive learning style, categorized as either introverted or extroverted. Jung asserted that introverts thrive by channeling their energy inward, often manifesting characteristics like introspection, thoughtfulness, and a preference for solitary reflection. In an EFL context, acknowledging and valuing these traits, can lead to the development of more effective teaching strategies tailored to the needs of introvert students. Simultaneously, the incorporation of the Self-Determination theory (SDT), is important to expand our understanding of the strategies employed by teachers to enhance the oral performance of introverts in classroom debates. This theory, serves as a complementary framework, offering understandings into how autonomy, competence and

relatedness can be used to create an environment that allows introvert students to express themselves naturally during debates, thereby, improving their oral performance.

### ● **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 and analyzed. 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.

# *Literature Review*

## **Introduction**

This chapter is devoted to the review of related literature to our work. First, it deals with the key concepts underpinning oral proficiency, and its importance in language learning. Also stresses on the effectiveness of debate to improve students' oral performance and the key psychological factors that can influence it in debates. Moreover, it sheds lights on introversion and its characteristics, underlines the impact of this personality type on students' participation in debates. Finally, it focuses on the different strategies that teachers use in order to help introvert learners to overcome speaking issues and raise participation.

### **1.1. Definition of the Speaking Skill**

Speaking is the ability to combine elements of language, such as words and sentences to convey meaning and messages. It allows people to express their ideas, thoughts and opinions. Also, it is the core of communication, as it serves as a fundamental element in human relationships. The Oxford Advanced Lexicon (1990, p.58) defines it as the skill to communicate or convey views, feelings, ideas, and a wide range of other information through talking. That is to say, speaking is the verbal use of the language to communicate better with others. Many experts in the field of language teaching define speaking in different ways. As Brown and Yule (1983) quote, speaking is to express the needs requests, information, services and so forth. In other words, it is the most common form of communication and negotiation that allows not only using words but also gestures and expressions to convey meaning in different situations and contexts. According to Collie and Stephen (2006), speaking is referred to as an oral communication or expression of thoughts, ideas, and feelings in the form of words. This means that, speaking involves using your voice to communicate what you think, the concepts you have in your mind, and the emotions you are experiencing. Furthermore, it is considered as the main productive skill (Harmer, 1988). It means that teaching speaking requires lot of experience and

practice, so teachers should provide opportunities to their students to communicate with each other as much as possible using the target language.

### **1.1.1. The Role of Speaking in Language Learning**

Speaking holds a significant importance for individuals learning a language. In addition to its fundamental role in communication, speaking can actively support the process of acquiring and enhancing language skills. Moreover, it serves as a vital instrument for the processes of thinking and learning. As reported by Thornbury (1989), speaking has a significant role in English art and curriculum and serves as the foundation for the development of other spoken skills, such as its strong relation with listening. Additionally, it is a fundamental skill for an individual to take part and interact inside a community. According to Bygate (1987), speaking deserves a significant attention as other language skills since teaching speaking is of utmost importance in EFL classrooms as it greatly contributes to students' ability to communicate effectively.

## **1.2. Debate as a Pedagogical Tool for Language Learning in the EFL**

### **Classroom**

Language learning is a complex process that involves various skills, including speaking, listening, reading, and writing. Among these skills, speaking is often considered one of the most challenging to develop, especially in English in Foreign Language contexts. It involves the ability to manage conversations and speak spontaneously in real time. Hence, debate, as a pedagogical tool, has gained attention for its potential to enhance oral performance and language learning outcomes. Krieger (2005) comments:

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful

listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. (p. 25)

In short, debating is a great way to practice and improve the language skills in a real-world setting. It also helps in developing important thinking skills that can be used in many different areas of life.

This pedagogical tool, offers several valuable characteristics in language learning contexts. Firstly, it encourages the development of critical thinking and analytical skills. Secondly, it promotes active engagement and participation. Additionally, debate fosters the enhancement of effective communication skills. As Zare and Othmane (2013) affirm, debates allow learners to receive the course content more effectively since they are actively, deeply, passionately and personally connected to the course topic. Moreover, classroom discussions as a systematic method help students participate in lectures and become active members of the class.

### **1.2.1. Definition of Debate**

Debate is a structured oral activity, it is a competition where two opposing sides argue over a particular topic. Each side's goal is to defend its position and persuade its opponent. As Blevins (2007, pp. 203-204) states, a debate is a discussion in which two teams argue opposite positions on an issue. Simply, to debate means to argue one side of an issue, using logic, persuasion and proof. Before we debate an issue with another person, we must first develop a good argument. Indeed, the purpose of the debate is not to declare winners and losers, but to help the students practice making claims and defending them with reasons, even when others defend different claims. Engaging in discussions that involve presenting claims, providing reasons, and constructing arguments while maintaining a focus on debating ideas rather than attacking individuals.

### **1.2.2. The Oral Performance in Debate**

The oral performance aspect of debate is crucial in language learning. As it provides learners with opportunities to practise and develop their speaking skill in a meaningful and interactive context. As noted by Richard (2008), one of the essential aspects of English language instruction, involves helping students to effectively use English through an emphasis on spoken communication. Furthermore, debate necessitates students to utilize the language's structures, vocabulary, and techniques, which help in enhancing their fluency, precision, and self-confidence in speaking. All of these skills are essential for effective oral performance.

### **1.2.3. The Importance of Debate in EFL Learning**

Debate plays a significant role in EFL learning and offers numerous benefits to language learners. Firstly, quoting Davidson (1995), Krieger (2005) says that with practice, many students had obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments. As students engage in debate, they take responsibility for their own learning, which leads to increased engagement and intrinsic motivation. Also, Nisbett (2003, p. 210) argues that debate is an important educational tool that teaches analytical thinking skills and encourages self-conscious reflection on the validity of one's own ideas. In other words, it is essential for developing critical thinking skills and encouraging individuals to assess the validity of their ideas. Secondly, debate improves learners' language proficiency and communicative competence. This process enhances learners' overall language skills. Furthermore, when debating is used in classes, all four skills of English language (e.g. listening, speaking, reading, and writing) are practiced. With the use of debate, the learners will first of all drive out students' fear about English language. Indeed, it will improve their fluency, pronunciation and vocabulary. Moreover, they will also be familiar with jargons and technical terms as debating covers a variety of areas and issues.

### **1.3. Factors Affecting EFL Students' Oral Performance in Debate**

Effective oral communication skills are crucial for EFL students, as they strive to develop proficiency in their second language. In an EFL classroom, teachers are eager to have learners who are willing to use the language. The reason is that a lack of willingness to use the language results in an ineffective interaction and language production. So, it is true that the notion of Willingness to Communicate (WC) plays a key role in learning a second/foreign language. While analysing relevant studies and scholarly articles, this review explores the impact of various psychological factors on EFL students' oral performance in debate. The findings highlight the significance of self-confidence, anxiety, motivation, language proficiency, personality traits, learning styles, and individual differences in impacting EFL students' oral performance. Schwarz (2005) asserts that hindrances to students' speaking skills involve factors such as anxiety, shyness, low self-confidence, and a lack of motivation.

#### **1.3.1. Anxiety**

One of the major problems in learning English is anxiety. Learners are reluctant to engage in English speaking activities because they experience a sense of anxiety. In other words, this plays a role as one of the adverse emotional factors that hinder learners from achieving proficiency in their speaking skills. It induces feelings of nervousness and fear, potentially leading to subpar oral performance. Likewise, it is defined by Horwitz (2001, p. 113) as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. Also he defines it as, a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Similarly, another definition was provided by Scovel (1978) stating that anxiousness in learning is an emotional state of apprehension, a vague fear that is only indirectly associated with an object. In other words, it is a general feeling of

worry or nervousness that can be triggered by a variety of factors, such as the fear of making mistakes, the fear of being judged by others, or the fear of failing.

### **1.3.2. Shyness**

Shyness can significantly impact the oral performance of students. As it often manifests as a fear of speaking in front of others, causing students to become anxious. Hence, this shyness can lead to a range of issues, including a reluctance to participate in class discussions, a lack of confidence when speaking, and even difficulty in articulating thoughts and ideas. In line with this, as indicated by Bowen (2005) there are also conversations about the students' inherent qualities, such as their passivity and reticence, which contribute to their shyness when it comes to speaking English. Consequently, it can hinder EFL students' ability to effectively communicate and express themselves in English, hindering their overall oral performance.

### **1.3.3. Lack of Self-underestimation**

Self-confidence is the most essential factor that determines learners' willingness to participate in oral activities in language classrooms (Yashima et al., 2004). In other words, it can be said that where there is confidence, there is good communication. Conversely, lack of self-confidence is thought to be the most dangerous barrier for a good oral performance. Nunan (1999, cited in Juhana, 2012) state that, students who are not confident in themselves or their English abilities are likely to experience communication apprehension. This means that self-confidence is essential for students' speaking performance, and those who lack self-confidence may have difficulty learning the language because they do not believe in their ability to succeed. Self-confident learners, usually take risks in speaking another language, even if they do make mistakes. They engage in a variety of speaking activities regardless of the topic being discussed or the number of students in the class. They learn from their mistakes, work hard and ultimately

improve their language skills. At the same time, low confident learners usually look away from instructor to avoid being called on. They feel uncomfortable when using the language orally because they are afraid of being criticized or ashamed. Furthermore, self-confidence is essential for engaging in successful oral activities. Several studies have indicated that students with higher levels of self-confidence demonstrate better articulation, fluency, and overall performance in oral communication tasks. Thus, fostering self-confidence among EFL students is crucial for improving their oral performance in debates because the fear of speaking is related to low levels of confidence and resulted in lower performance.

#### **1.3.4. Lack of Motivation**

Lack of motivation is another psychological factor that influences EFL students' oral performance in debate. Determined students exhibit higher levels of engagement, participation, and enthusiasm. Individuals possessing exceptional abilities, may still struggle to achieve long-term goals if they lack sufficient motivation. Indeed, it is considered as the substantial factor that can influence individual's ability to achieve certain goals. Nunan (1999) emphasizes the significance of enthusiasm in its potential to influence students' hesitancy to engage in English conversations. In the same way, creating a motivating classroom environment, setting clear goals, and providing meaningful feedback can enhance EFL students' drive and subsequently improve their oral performance. Furthermore, Jordan (2008) states that, if learners are energetic to learn they will learn and perform successfully. This suggests that when learners are motivated and eager to learn, they are more likely to achieve success in their learning.

#### **1.4. Introversion**

Introversion is a personality trait characterized by a preference for solitary activities and a tendency to draw energy from internal thoughts and reflections rather than external stimuli. Introversion is “Attitude-type” characterized by orientation in life through subjective psychic

contents (Jung, 1989, p.369). Also, Helgoe (2013) emphasizes that introverts are a different group of people who look at life from the inside out. They gain energy and power through inner reflection, get more excited by ideas than by external activities, during a conversation, they listen well and expect others to listen well to them, they think first and then talk. They hold the ability to step back, be calm, and get perspective. They like writing because they can express themselves in this way. They may have lots of people around but they take their own path. Therefore, solitude is the source of power for introverts and they prefer to spend some of their times alone as an alternative to people and competition. At the same time, introversion is the tendency to turn inward and explore one's own feelings and experiences (Jung, 1927). In addition, Thompson (2012) believes that introverts have positive attributes, they are good at listening, planning, concentration on tasks for a long time, uninterrupted period of time, taking time to think, focusing, and they can act independently. Jung states that:

Interest does not move towards the object but withdraws from it into the subject. Everyone whose attitude is introverted thinks, feels, and acts in a way that clearly demonstrates that the subject is the prime motivating factor and that the object is of secondary importance. Introversion may be intellectual or emotional, just as it can be characterized by sensation or intuition. When introversion is habitual, we speak of an introverted type. (Jung, 1923, p.453, cited in Grimes, 2010, p.26).

In short, introverts, tend to prioritize their own thoughts and feelings over what is happening in the outside world and may have distinct patterns of behaviour and cognition that reflect this preference.

### **1.4.1. Introvert characteristics**

Introversion is a complex personality trait that manifests itself in a variety of ways. Jung's insights, as cited in Eysenck's work (2006, p. 293), outline several distinctive traits associated

with introverted individuals, particularly in emotionally charged or conflicting situations. People with an introverted disposition tend to seek solitude during such times. They prioritize their inner thoughts over engaging in conversations with others. Introverts are commonly perceived as reserved, quiet, distant, shy, and somewhat aloof. When feeling fatigued, stressed, or distressed, introverts often seek solace in quiet settings, immersing themselves in introspective activities that involve self-reflection.

Moreover, introverts tend to draw upon their inner world to seek wisdom and significance. They often lean toward a cautiously pessimistic outlook and place a strong emphasis on maintaining their positive qualities, making them somewhat enigmatic to others. Frequently, they possess substantial knowledge and can develop talents that surpass the norm, but they may only unveil these abilities in environments that align with their preferences.

#### **1.4.2. The Causes of Introversion**

The causes of introversion are complex and not fully understood. As explained by Jung (1921), introversion is a natural disposition that is present from birth and influenced by an individual's innate psychological preferences. He believed that introverts tend to focus their energy and attention inward, towards their inner thoughts, feelings, and reflections, as opposed to extroverts who direct their energy outward, engaging more with the external world. In his book "Psychological Types" (1921), he extensively discusses the concept of introversion and extroversion and how they relate to the fundamental ways individuals perceive and interact with the world. Jung's perspective on introversion is deeply rooted in his broader theory of personality, and it's not attributed to specific external causes in the traditional sense but rather seen as a part of an individual's inherent psychological makeup.

#### **1.4.3. The Difference between Introversion and Extroversion**

Introversion and extroversion represent two distinct personality traits, each with its own

unique approach to engaging with the world. Jung (2016) introduces the idea that each person possesses a psychological disposition, and his research identified two primary types: one characterized as extroverted and the other as introverted. While introverts derive energy from internal sources and prefer solitary activities, extroverts gain energy from external stimuli and thrive in social interactions. In addition, Brown (2000) argues that:

Extroversion is the extent to which a person has a deep-seated need to receive ego enchantment, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfilment apart from a reflection of this self from other people. (p. 155)

That is to say, extroverts need other people to feel good about themselves, while introverts can find fulfillment within themselves.

The concepts of introversion and extroversion, initially introduced by Jung and assessed by Eysenck (1970), revolves around two fundamental traits. On one side, it relates to the inclination to retreat from social interactions, commonly known as introversion. On the opposite side, it pertains to the inclination to be sociable, outgoing, and intrigued by people and the surrounding environment, commonly referred to as extroversion.

Jung's concept distinguishes between extroversion, which signifies an outward orientation, and introversion, which signifies an inward orientation. Extroverts direct their energy and attention towards people and external objects, whereas introverts focus their energy and attention on concepts and ideas. Furthermore, the distinction between extroverts and introverts, as outlined by Jung, highlights the fundamental differences in their orientations. Hence, extroverts have a tendency for seeking a broad range of knowledge and expanding their sphere of influence, whereas introverts concentrate on delving deeply into knowledge and

influence. Social interaction patterns also diverge, with extroverts favoring frequent social engagements and introverts valuing more profound and meaningful interactions. Moreover, how they recharge varies; extraverts draw energy from spending time with others, whereas introverts rejuvenate through solitude and introspection. While these characteristics capture the essence of Jung's theory, it's essential to acknowledge the complexity of personality, with individuals often exhibiting a blend of traits and contemporary psychology offering more nuanced perspectives on personality assessment. However, introversion is said to have a negative impact on the learning process of students in contrast with extrovert students, who tend to ask more questions inside the classroom, and learn actively by participating during the speaking activities. Meanwhile, introvert students do not participate as much; therefore, they have less opportunities of practicing the target language.

#### **1.4.4. The Impact of Introversion on Students' Performance in Debate**

Debate is a common activity in educational settings, promoting critical thinking, communication skills, and the ability to articulate arguments effectively. However, the impact of introversion on students' performance in debate remains an area of interest and concern. This literature review aims to examine the influence of introversion on students' participation, engagement, and performance in debate. Students hesitate to speak in English because they are too shy, they are afraid of making mistakes, or that their friends will laugh at them, they are also anxious because they do not have many opportunities to speak, or because the teacher always gives them criticism and correction on their mistakes immediately (Fauzan, 2014). Basically, introversion can have a significant impact on a student's performance in debate. As Jung (1921) claims that the introvert personality dislikes being involved in social situations, introvert learners also hate being involved in group works, and they prefer to work alone because they are independent learners. While they may possess a wealth of knowledge and insightful perspectives, their reserved nature can make it difficult for them to effectively convey

their ideas in a competitive and time-pressured environment. The extroverted nature of debate, with its emphasis on quick thinking and assertive communication, can be daunting for introverts who prefer to gather their thoughts and formulate their arguments carefully.

#### **1.4.4.1. Introversion and Debate Participation**

Introvert students may face unique challenges when it comes to participating in debate, which often require assertiveness, public speaking, and quick thinking. Introverts tend to be more reserved, thoughtful, and introspective, which can lead to hesitation or reluctance to actively engage in discussions. Lawrence (1997) suggests that individuals with introverted tendencies often lean towards visual and auditory learning styles and have a preference for lecture-based instructional formats. In other words, this preference for passive learning methods might make them less inclined to actively participate in debate-style discussions, where assertiveness and extroverted communication skills are often more prominent. Overall, introverts are often described as being less actively involved in discussions because they tend to avoid speaking in public and are apprehensive about participating in group settings. As reported by Jung (1921), individuals with introverted personalities, tend to cultivate self-awareness and often engage in deep thinking, while they are less inclined to speak in the classroom. This is because they typically prefer internal processing and may need more time to formulate their thoughts before speaking in a group.

### **1.5. EFL Teachers' Strategies for Teaching Introverts in Debate**

To empower introvert students in debate settings and effectively employ a range of strategies that accommodate their unique learning preferences and characteristics, it is crucial to begin by understanding intrinsic motivation. Intrinsic motivation, relates to an individual's inner drive and genuine interest in a particular topic or activity, this signifies that it is associated with the belief that the drive comes from within oneself, rather than external sources, and it is

often accompanied by feelings of curiosity and interest (Deci and Ryan, 1985). This internal motivation is important for introvert students, as it allows them to engage in a way that feels natural and driven by their own curiosity and interest. Indeed, inherent desire to learn and engage plays a vital role in student success. In this section, we will explore how Self-Determination Theory (SDT) serves as a guiding light for teachers seeking to enhance the speaking skills of introverts. SDT's fundamental principles - autonomy, competence, and relatedness - underpin intrinsic motivation and can inform strategies tailored to introvert students.

### **1.5.1. Pre-debate Strategies**

Unlocking the potential of introverted debaters begins before the first argument, requiring teachers to implement targeted pre-debate strategies that build confidence and communication skills.

#### **1.5.1.1. Autonomy in Choosing Debate Topics**

Allowing introvert students to select the subjects they are passionate about, empowers them as it increases their intrinsic motivation. It is about respecting their choices and granting them control over their learning experiences. Deci and Ryan (1980) linked this autonomy to people's need for a sense of control, indicating that external factors can influence intrinsic motivation and overall functioning by affecting the level of autonomy individuals feel during an activity. Hence, when introvert students contribute in the debate topics, their intrinsic motivation is positively impacted, as it aligns with their need for autonomy. However, when students are unfamiliar with debate topics, their fluency will be decreased (Kelleher, 2009). Thus, the more introvert students are interested in a topic, the more they get engaged and motivated to speak.

### **1.5.1.2. Autonomy to Have a Thoughtful Preparation Time**

Self-Determination Theory (SDT) emphasizes the importance of autonomy. Allowing introvert students to manage their own preparation time before debate gives them a sense of control and choice, ultimately boosting their motivation. Ryan and Grolnick (1986), highlight that teachers who provide autonomy support, as well as certain aspects of learning tasks seen as autonomy-supportive, contribute positively to students' intrinsic motivation. Conversely, environments with a more controlling educational approach can undermine intrinsic motivation. Moreover, introvert students often benefit from having time to process information and formulate their thoughts. As Helgoe (2013, p. 86) notes, ample time would provide a shield around activity, the mental space we need to reflect, to make meaning and to find inspiration. In other words, having sufficient time creates a mental space around activities, enabling reflection, meaning-making, and finding inspiration.

### **1.5.1.3. Fostering Relatedness in Small Group Work**

In Self-Determination Theory (SDT), the concept of "relatedness" emphasizes the importance of social connections and feeling like you belong to a community. Before debate, when introvert students engage in small group activities, it offers them a chance to connect with their peers, work together, and experience a sense of fitting in. This is crucial, because SDT suggests that intrinsic motivation is more likely to flourish when individuals feel secure and connected throughout their lives (Ryan & Guardia, 2000). For introvert students, this sense of relatedness is particularly beneficial in debate activities, making them feel more at ease and motivated in their interactions with others. Furthermore, as highlighted by Cain (2012), it is essential to create a safe and inclusive environment for introvert students. Thus, small group discussions can be effective in giving them the opportunity to participate actively and comfortably before engaging in debates.

## **1.5.2. During Debate**

Despite their natural reticence, introvert students can excel in debate with targeted teacher strategies implemented during debate itself

### **1.5.2.1. Intrinsic Motivation and Competence through Positive Feedback**

Intrinsic motivation, as emphasized in Self-Determination Theory (SDT), is closely linked to competence. When students receive positive feedback while debating, it does not only boosts their confidence but also reinforces their sense of competence – the feeling of being capable and effective in the discussion. Competence and positive feedback, are closely interrelated in the context of debate, when students, including introverts, receive positive feedback for their contributions, it reinforces their sense of competence. Deci and Ryan (1980) highlight the essential connection between feedback and the need for competence. Positive feedback, as they discovered, satisfies the need for competence, and in turn, enhances intrinsic motivation. Conversely, negative feedback can weaken intrinsic motivation by hindering this sense of competence. Furthermore, for introvert students, the speaking skill during debate may present unique challenges. They may initially lack confidence in their speaking abilities, while providing them with a constructive and positive feedback becomes a valuable tool to nurture their sense of competence.

### **1.5.2.2. Promoting Equality**

Promoting equality during debate, is also related to the competence aspect of Self-Determination Theory (SDT). Deci and Ryan (1980) emphasize the importance of competence in intrinsic motivation. When debate ensures equality, it directly relates to the competence aspect they highlighted. Yet, in debate, when all participants, including introvert students, are given a fair opportunity to express their ideas. This promotes a sense of competence, where students are evaluated based on their abilities and skills. As Rofi 'I (2017) points, students

should have equal opportunities in learning whether they are extroverts or introverts. Ultimately, in this context, ensuring equality during debate aligns with Deci and Ryan (1980) principles and can contribute to boosting students' intrinsic motivation by encouraging them to participate actively and effectively in debates.

### **1.5.2.3. Fostering a Positive and Amusing Environment**

Fostering a positive and enjoyable environment is another vital strategy to enhance introvert learners' intrinsic motivation during debate. Intrinsic motivation, as explained by Ryan and Deci (2000), is when individuals engage in activities because they find them inherently interesting and enjoyable, driven by the fun, challenge, and excitement they derive from the task itself. In this sense, creating a positive environment during debate that supports introvert students, involves nurturing their intrinsic motivation by ensuring that the atmosphere is not only conducive to learning but also enjoyable and stimulating for them. As a result, this approach encourages introverts to actively participate and engage, as they are driven by their inherent interest and enjoyment of the debate process.

## **1.6. Theoretical Framework**

### **1.6.1. Carl Jung's Theory of Personality Types**

To comprehend the psychological aspects that influence introvert students' oral performance in debate, it is essential to adopt a theoretical framework that addresses individual differences and preferences. Carl Jung's theory of personality types provides a comprehensive framework for understanding the diverse ways individuals perceive and interact with the world.

In 1921, Jung's theory of personality was published in his book *Psychological Types*, which argues that just as people have physical preferences, such as which hand they use, they also have mental or psychological preferences for performing certain tasks (Kennedy &

Kennedy, 2004, p. 38). It is one of the celebrated works that enriched the stages of psychology. It has been considered as the basis for the development of personality categorization in the 1920s. His theory allows us to understand the divergence between the two attitude types: extraversion and introversion. According to Jung the two personality types are too paradoxical and it is a clear task to make a distinction between them (Jung, 1921).

Introversion, as conceptualized by Jung, represents one of the two fundamental attitudes that shape an individual's personality. In Jung's view, introverts are characterized by a preference for inner experiences and inner contemplation. They tend to focus their energy inward, paying more attention to their thoughts, feelings, and reflections than to external stimuli. Introverts often find social interactions draining and may require solitude to recharge their mental and emotional resources. They are more likely to have a rich inner world and value introspection, introspective activities, and self-reflection. Jung's exploration of introversion in *Psychological Types* delves into the notion that introverts have a greater sensitivity to their inner thoughts and emotions, making them more attuned to their own unconscious processes. This heightened awareness of the inner world can lead to a deeper understanding of oneself and one's motivations, which can be beneficial for personal growth and self-awareness.

Derived from Jung's theory, the Myers-Briggs Type Indicator (MBTI) is a widely used measurement tool. It categorizes individuals based on preferences for extraversion or introversion, among other personality dimensions. The MBTI helps educators and researchers understand how introvert students process information and engage in various activities, including debates. This understanding of introverted characteristics is crucial in our study, which aims to empower introvert students to speak confidently during debate by tailoring strategies to their learning styles.

### **1.6.2. Deci and Ryan's Self-Determination Theory**

To address this theoretical framework comprehensively, we have incorporated the Self-Determination Theory (SDT), allowing us to investigate the approaches utilized by educators in assisting introvert students to excel in debate.

Self-Determination Theory (SDT), a framework developed by Edward Deci and Richard Ryan, who first introduced their ideas in their book *Self-Determination and Intrinsic Motivation in Human Behavior* in 1985. It is a psychological and a motivational theory, which posits that individuals have innate psychological needs for autonomy, competence, and relatedness, and these needs are essential for their motivation and well-being. This theory explores the concept of intrinsic motivation and suggests that people are naturally inclined to engage in activities they find inherently interesting and rewarding, fostering personal growth (Deci and Ryan, 2000).

The power of SDT lies in its ability to shed light on what truly motivates individuals and how they can be supported to lead more fulfilling and satisfying lives. It underscores the importance of creating an environment that respects the three needs of individuals. As described by Deci and Ryan (2000), autonomy means giving people the freedom to make choices.

Competence is another vital aspect, signifying people feeling skilled and effective in their actions, and concerning relatedness, Deci and Ryan (2000) emphasize the significance of social connections and relationships in intrinsic motivation.

In our study, which reveals the teachers' strategies to enhance the participation of introvert students in debate, the application of SDT and intrinsic motivation assumes critical importance. Students often struggle with challenges when it comes to actively participating in debate because of their introverted nature. Our research investigates how teachers can employ strategies informed by these three psychological needs to enhance the oral proficiency of

introvert learners. These intrinsic needs, in conjunction with intrinsic motivation, offer a potent framework for motivating introvert students to actively engage in debate, thereby improving their oral performance.

## **Conclusion**

To sum up, this chapter has emphasized the importance of understanding introvert students' needs, drawing upon Carl Jung's theory of personality and Self-Determination Theory (SDT), which help teachers in developing effective strategies to enhance introverts' oral performance in debates. In addition, the subsequent chapters of the dissertation will explore these strategies in detail and provide practical recommendations for EFL teachers. Integrating both Carl Jung's personality theory and SDT, this research seeks to offer a comprehensive understanding of the factors influencing introvert students' performance in debate and the strategies that can best support them.

*Research Design  
and Methodology*

## **Introduction**

This chapter serves a methodological purpose, outlining the precise steps taken for data collection and analysis to address the research question, which focuses on “EFL Teachers' Strategies to Enhance the Oral performance of Introvert Students in Debate” at the Department of English at MMUTO. The subsequent sections offer an extensive overview of the research approach, the study's context and participants, data collection procedures that include questionnaire and interview, and the subsequent data analysis steps.

### **2.1. Research Methods**

In order to conduct our investigation, we have opted for a mixed methods research. Tashakkori and Creswell (2007, p. 4) describe mixed methods research as a type of investigation where the researcher gathers and scrutinizes data, combines the results, and makes conclusions by employing both qualitative and quantitative techniques within a single study. Simply, it refers to a research approach that combines both quantitative and qualitative methods within a single study or investigation. This approach aims to provide a more comprehensive and a detailed understanding of a research problem by integrating the strengths of both quantitative data, which involve numerical analysis and statistical techniques, and qualitative data, which involve textual or narrative analysis and a focus on exploring context and meaning. The quantitative method is adopted to collect statistical data from the closed-ended questions of the questionnaire that should be presented by using tables and diagrams (pie charts and bar graphs). The qualitative method is used to explain the open-ended items of the interview and the questionnaire, which should be interpreted through Qualitative Content Analysis (QCA). By using mixed methods, researchers can gain deeper insights into complex phenomena, validate findings from different perspectives, and enhance the overall robustness of their research outcomes.

## **2.2. Context and Participants of the Study**

This present study is conducted in the Department of English at Mouloud Mammeri University of Tizi Ouzou during the academic year 2022/2023. The participants are the third year (L3) students who study in the department, they are selected on the basis of random sampling to take part in the study. The reason behind choosing to focus on third-year students is because they are more advanced in their English language skills, more likely to have prior experience with debating, and that they are closer to graduating and entering the professional life, and three third year teachers in oral expression who are selected on the basis of convenience sampling.

## **2.3. Procedures of Data Collection**

In order to investigate EFL Teachers' strategies with introvert students to enhance their oral performance in debate, two main tools are used. An online questionnaire is administered and sent via social media (Facebook and Messenger) to thirty (30) third year students, then a face-to-face interview is conducted with three (03) of the EFL teachers, precisely in the Department of English.

### **2.3.1. Questionnaire**

A questionnaire is a structured research tool consisting of a set of questions designed to collect specific information from individuals or groups. It is commonly used in surveys and studies to gather standardized data on attitudes, opinions, behaviours, and other relevant factors. Questionnaires can be administered in a variety of formats, including paper interviews, online interviews, and face-to-face interviews, providing a systematic way to collect data for analysis and research purposes. Brown (2001, p. 6) defines the questionnaire as any written instrument that presents respondents with a series of questions or statements to which they are supposed to react either by writing out their answers or selecting from among existing answers.

The questionnaire of this study, is made up of twenty (13) closed-ended questions which ask students to provide precise responses by choosing an answer, simply by “yes” or “no”, or by choosing a suitable answer. It also consists of three (03) questions allowing students to express their own opinion by justifying their choices in addition to two (02) open-ended questions which invite the respondents to provide detailed and personalized responses. The questionnaire is divided into three (03) main sections: “Student's profile”, “Introvert students' experience in classroom debate”, “Strategies to Enhance the Introverts’ Oral Performance in Debate”.

### **2.3.2. Interview**

The interview is the second supportive instrument used in this current study to collect qualitative data. Gillham (2001) defines an interview as a dialogue in which one individual, the interviewer, is seeking a specific response from another individual, the interviewee, for a particular objective. Our present interview took place in June, during the academic year 2022/2023 in the Department of English at Mouloud Mammeri University of Tizi Ouzou. Its purpose was to investigate EFL teachers experience with introvert students and their strategies in classroom debate. This interview is semi-structured, it contains six (06) items conducted precisely with three (03) teachers.

## **2.4. Procedures of Data Analysis**

This section presents the methods adopted to analyze the quantitative and qualitative information gathered from the questionnaire and the interview. The quantitative data gathered are analysed using the rule of three, whereas the qualitative data are interpreted using Qualitative Content Analysis (QCA).

### **2.4.1. Quantitative Analysis**

Quantitative content analysis is a research method that involves systematically counting

and categorizing specific elements within a set of textual or visual data to draw statistical conclusions. Manganello and Blake (2010, p. 3) clarify that, quantitative content analysis involves predefining specific categories to facilitate our comprehension and description of media messages in a manner that allows for counting and measurement. The calculation of the percentages is applied as follows:  $x=(Z \times 100) / Y$  ( X is the calculated percentage, Z is the value of the similar answers, and Y is the total number of the participants)

### **2.4.2. Qualitative Analysis**

After the analysis of numerical data, the Qualitative Content Analysis (QCA) was adopted to analyze the qualitative data gathered from the interview and the questionnaire. Hsieh and Shannon (2005, p. 1279) define QCA as one of the numerous research methods used to analyse text data. Moreover, qualitative content analysis is a research method used to systematically analyse textual, visual, or audio content in order to identify patterns, themes, and meanings within the data. It involves the process of categorizing and interpreting qualitative data, often collected through sources like interviews, documents, or media. This method helps researchers uncover underlying concepts, insights, and relationships present in the content, contributing to a deeper understanding of the subject matter being studied.

### **Conclusion**

This chapter has presented the research design adopted to carry out our study. First of all, it has depicted the research methods which is the mixed method research and the context and the population of the study. Then, it has presented the data collection tools which are a questionnaire and an interview. Moreover, it has included the methods used to analyse the quantitative and qualitative data. The descriptive statistical analysis, is used to describe the numerical data collected from questionnaire, while Qualitative Content Analysis (QCA) is used to analyse the qualitative data of the interview and the questionnaire. By combining quantitative questionnaire data and qualitative interview results, the study seeks to provide a comprehensive

understanding of effective teaching strategies in this context. The analysis of these strategies' frequency, effectiveness, and underlying themes will contribute to the enhancement of EFL teaching practices and the support of introvert students in developing their oral communication skills for debate.

*Presentation*  
*of the Findings*

## Introduction

This chapter focuses on presenting the findings. It is the result of a comprehensive analysis of data collected through questionnaire, from thirty (30) students and interview with three (03) third year EFL teachers at Mouloud Mammeri University of Tizi-Ouzou. For the sake of readability and visibility, the results are presented in percentages and displayed in tables and diagrams. The chapter is split into two main parts. The first presents the results obtained from the questionnaire, which are analyzed through the quantitative content analysis and the qualitative content analysis. The second part covers the findings of the semi-structured interview which are analyzed using Qualitative Content Analysis (QCA).

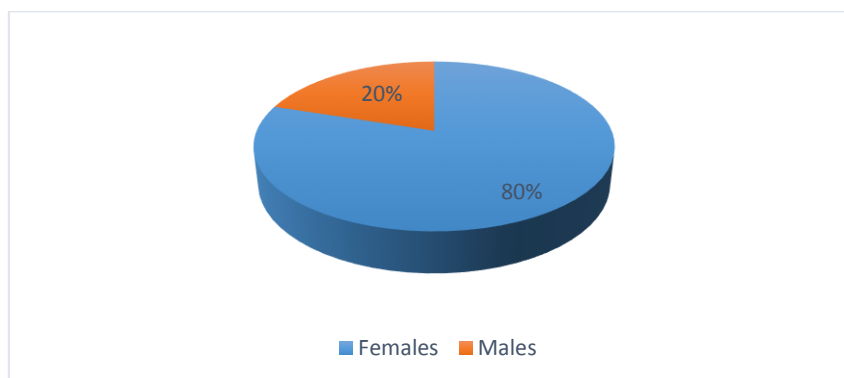
### 3.1. Presentation of the Results of the Students' Questionnaire

This part covers the results obtained through the questionnaire and are analyzed using the Qualitative Content Analysis and the quantitative content analysis.

#### 3.1.1. Section One: Student's profile

This section has to do with students' personal information in relation to gender, age and personality trait.

#### Q1. Gender

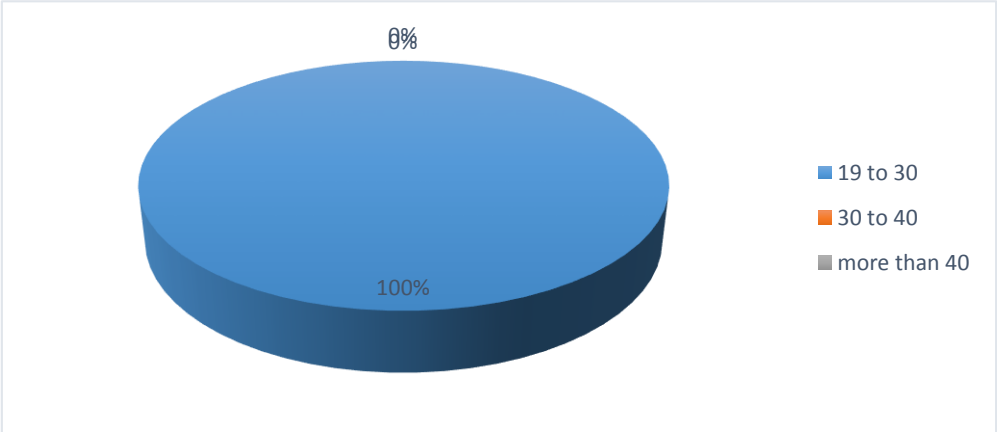


*Diagram 01: Students' Gender*

The diagram above displays that the majority of the participants are females 80%,

whereas only 20% are males.

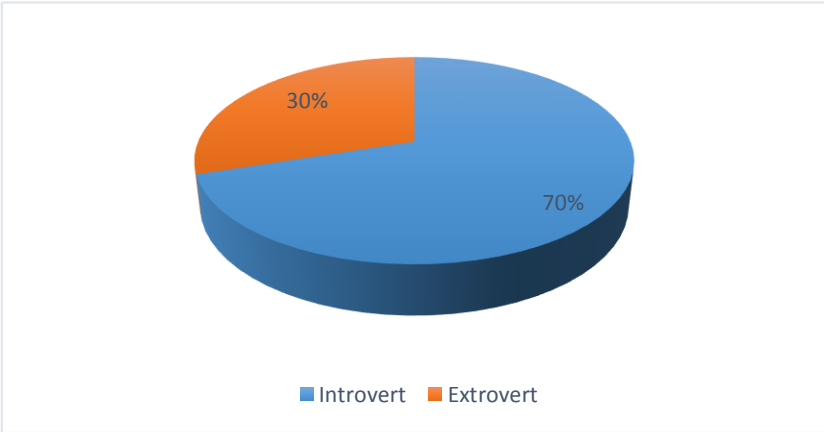
**Q2. Age**



*Diagram 02: Students' Age*

The results show that 100% of respondents fall within the age group of 19 to 30 years old.

**Q3. How would you describe yourself ?**

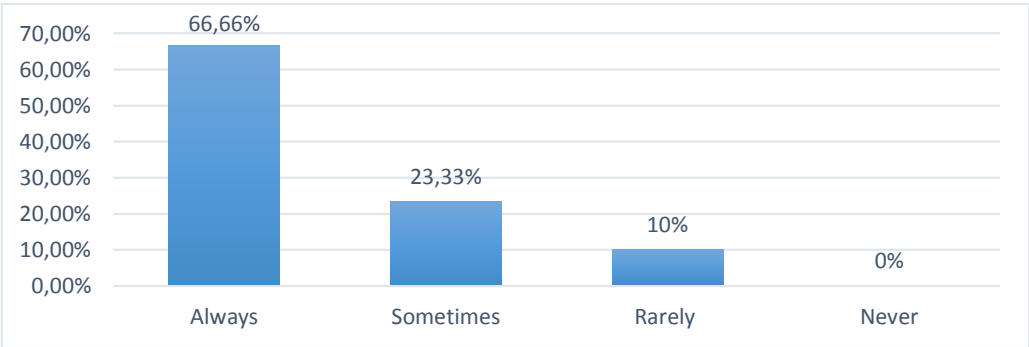


*Diagram 03: Students' Personality Trait*

The data illustrates a predominant introverted tendency among respondents, with 70% self-identifying as introverts, while 30% as extroverts

**3.1.2. Section Two : Introvert students' experience in classroom debate**

**Q4. How often does your teacher use debate in the classroom ?**



*Diagram 04 : Frequency of the Teachers’ Use of Debate in the Classroom*

Regarding teachers' use of debate in the classroom, (66.66%) of the students report that teachers "Always" use debate, (23.33%) mentioned that it is used "Sometimes," and (10%) said it is used "Rarely." None of the respondents reported that debate was "Never" used, resulting in a total of 100% for all responses.

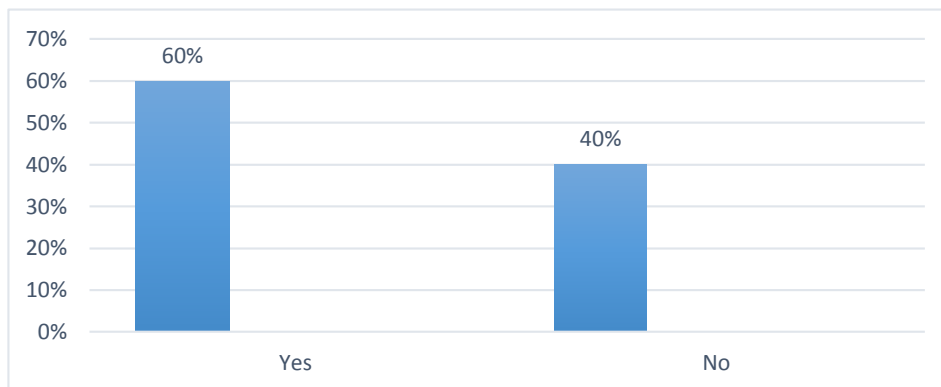
**Q5. Do you think that classroom debate should be practiced as a learning technique ?**

The Practice of Classroom Debate as a Learning Technique	Answers	Percentages
Yes	26	86,66%
No	4	13,33%
Total	30	100%

*Table 01: The practice of classroom debate as a learning technique*

The results indicate that, a large majority (86.66%) of the students, believe that classroom debate should be practiced as a learning technique and only a small minority (13.33%) disagree.

**Q6. Have you ever faced challenges or difficulties when participating in debates or group discussions due to being introvert ?**



*Diagram 05: Challenges of Introversion in Debates and Group Discussions*

According to the students' responses, 60% of participants acknowledged facing challenges and difficulties when participating in debates or group discussions because of being introvert, while 40% reported not encountering such challenges.

**- If yes, please explain**

Students who answered "yes" provided various explanations for their challenges. One student mentioned, "I find it challenging to participate, especially in front of my classmates because i dislike being the center of attention in class. Sometimes, I feel uncomfortable about my pronunciation, so I fear my friends mocking me for my mistakes." Another student expressed, "Being introvert prevents me from acting normally in debate. I feel non-confident because I prefer to work alone, and sometimes, I prefer to stay silent all the time." Other students shared similar feelings, with comments like, "I don't feel confident expressing my ideas, and the fear of making mistakes and shyness always takes place," "I have a shy nature and prefer to work alone; i don't enjoy my time during group discussions," and "Sometimes, I struggle with shyness and anxiety, fearing making mistakes." The students' responses collectively highlight the impact of introversion on their comfort and confidence levels when participating in debates

or group discussions.

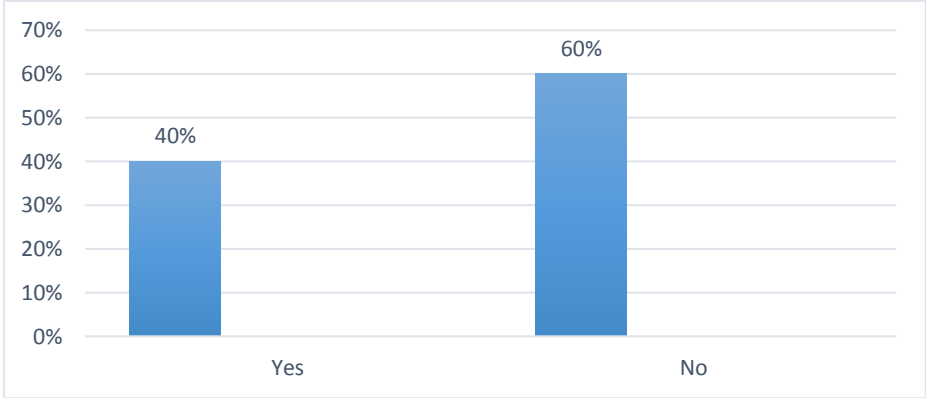
**Q7. How do you typically feel before participating in a debate or group discussion?**

The findings from the students' questionnaire on how they typically feel before participating in a debate or a group discussion, reveal a wide range of emotions and attitudes. Many students express feelings of anxiety, shyness, and self-doubt, with concerns about making mistakes in front of their peers and fearing negative feedback from teachers. Some students mentioned feeling extremely stressed and uncomfortable, even to the point of physical symptoms like shaking and blushing. On the other hand, few students view debate as an opportunity for self-expression and learning, feeling excited or at ease.

**Q8. In your opinion, how do you think being introvert affects a student's oral performance in debate?**

According to the students' responses, being introvert can have a notable impact on a student's oral performance in debate, generally affecting it negatively. Introvert students often feel uncomfortable in the spotlight and may struggle with anxiety and pressure when asked to express their opinions in a group setting. They may tend to be more reserved and hesitant, leading to difficulties in finding the right words or forming coherent sentences. This hesitation can hinder their ability to participate actively and confidently in debates, making them less dynamic than their extrovert peers. Also, many students pointed out that introversion can prevent individuals from fully demonstrating their true capabilities and may result in lower self-esteem and reduced academic performance. Overall, the consensus among these students is that being introvert tends to be a significant challenge when it comes to oral performance in debate.

**Q9. Do you feel like you have unequal opportunity to participate in debate?**



*Diagram 06: Perceptions of Unequal Opportunity in Debate Participation*

The data indicates that there is an even split among the participants, with 40% feeling they have unequal opportunities to participate in debate, while the other 60% do not perceive such disparities.

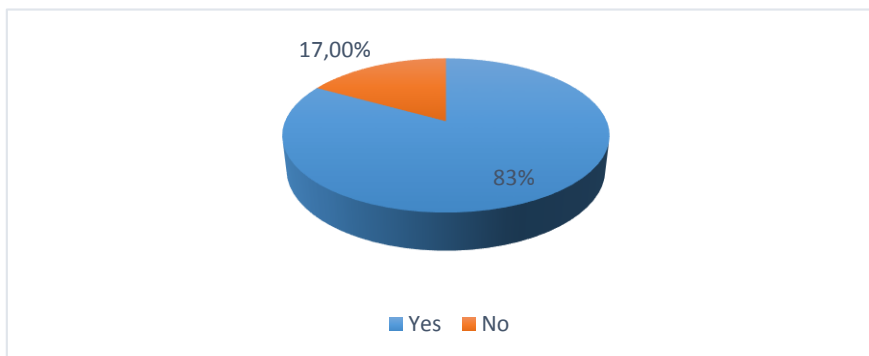
**- If yes, what could be done to make you feel more comfortable while participating ?**

For those who express a sense of unequal opportunity, several valuable suggestions were provided to make them feel more comfortable while participating. These recommendations include creating an inclusive environment where all students are encouraged to speak, selecting more comfortable and enjoyable debate topics, allowing students more time to think and take notes, offering positive feedback to motivate introvert students, as well as, subdividing into smaller groups, encouraging self-confidence, avoiding pressure, and providing guidance and equal treatment from teachers. Additionally, some students emphasized the importance of good teachers and self-confidence in overcoming participation challenges, while others believed it was simply a matter of individual self-confidence.

### 3.1.3. Section Three: Strategies to enhance the oral performance in debate

#### A. Pre debate :

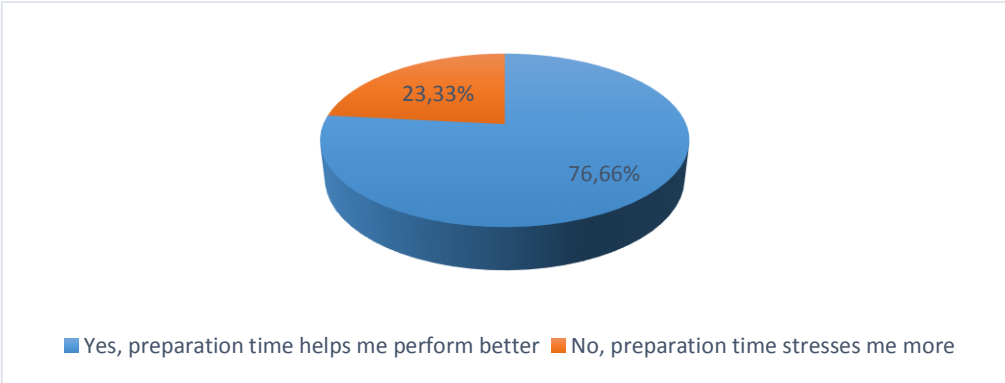
**Q10. Do you feel that having the opportunity to collaborate in pairs or in small groups before participating in the whole-class debate enhances your motivation ?**



*Diagram 07: Collaboration Before the Whole Class Debate*

The diagram shows that the majority of students, constituting 83% of the total of the participants, expressed that they feel that collaborating in pairs or in small groups before participating in a whole-class debate enhances their motivation. conversly, 17% of the respondents reported that they did not feel that collaboration enhanced their motivation for debate.

**Q11. Would you benefit from having dedicated quiet spaces or private time to gather your thoughts and ideas before the debate ?**

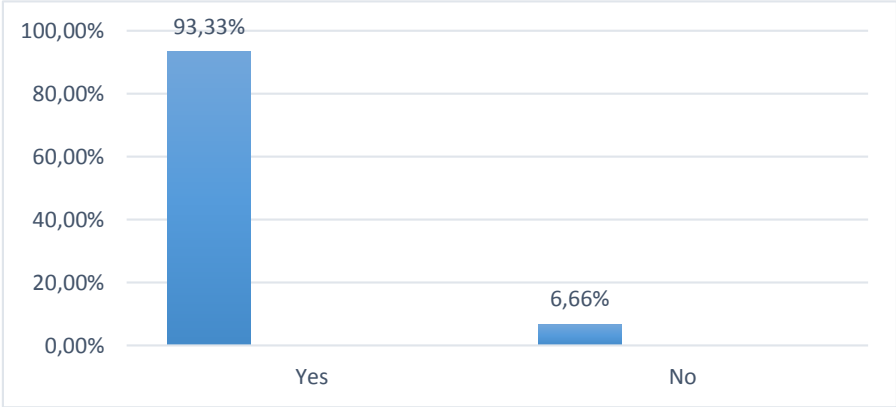


*Diagram 08: The Need for Dedicated Private Time and solitude in Preparing for a Debate*

The results reveal that a significant majority 76.66% of the respondents express the belief that having dedicated private time for preparation would be beneficial in improving their debate performance. While a minority 23.33% of respondents disagree with the idea, indicating that, for them, preparation time introduced additional stress rather than enhancing their performance.

**B. During the debate**

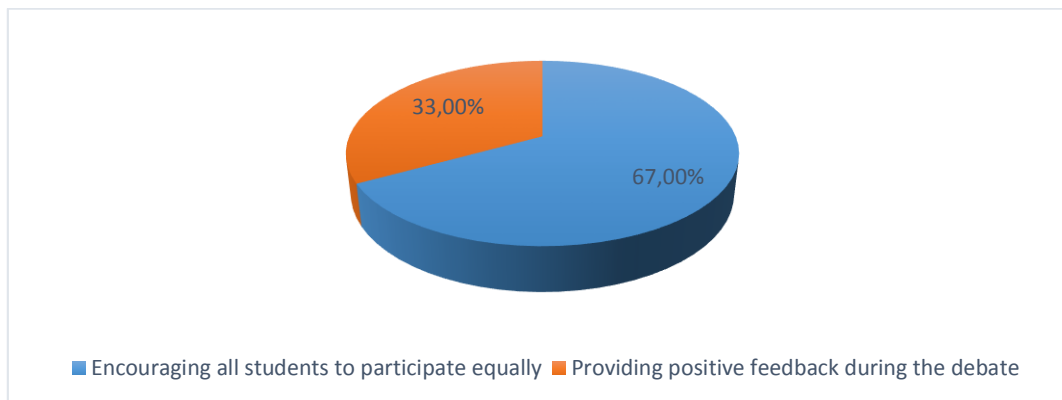
**Q12. Do you think teachers should handle situations where introvert students feel overwhelmed or anxious about participating in a debate ?**



*Diagram 09: Teachers' Role in Managing Debate Participation Overwhelm and Anxiety*

The results show that the majority of students, 28 out of 30, or 93.33% expressed the opinion that teachers should indeed handle such situations, where students may feel overwhelmed and anxious. Only 2 students, constituting 6.66% of the respondents, believed that teachers should not be responsible for managing these instances of anxiety or overwhelm in introverted students during debates.

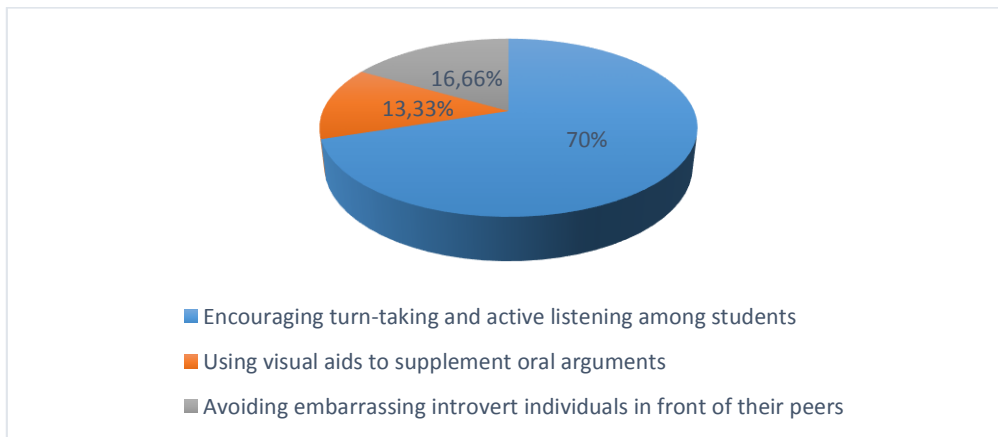
**Q13. How does your teacher create a supportive environment during the debate to make you feel comfortable expressing your ideas ?**



*Diagram 10: Fostering a Supportive Environment in Debates by the Teachers*

The results reveal that 67% of the students support encouraging all students to participate equally and 33% of them approve providing positive feedback during the debate.

**Q14. What strategies do you think would motivate you participate in the debate ?**



*Diagram 11: Motivational Strategies for Active Participation in Debates*

According to the students’ responses, various motivational strategies for participation in debates were suggested. The majority 70% expressed a preference for encouraging turn-taking and active listening among students. Additionally, 13.33% recommended using visual aids to supplement oral arguments as a motivating strategy. Finally, a comparable 16.66% of students opted for avoiding embarrassing introvert individuals in front of their peers.

**C. Post-debate:**

**Q15. Have you ever noticed a positive change in your oral performance or confidence in debates due to the strategies implemented by your EFL teacher ?**

The Impact of EFL Teachers Strategies to Enhance the Oral Performance and Confidence in Debate	Answers	Percentages
Yes	13	36,66%
No	17	43,33%
Total	30	100%

Table 02: *The Impact of EFL Teachers' Strategies to Enhance the Oral Performance and Confidence in Debate*

According to the students' responses, 36.66% of them reported experiencing a positive change in their oral performance and confidence in debates as a result of the strategies implemented by their EFL teacher. In contrast, 43.33% indicated that they did not notice such improvements, resulting in a total of 30 respondents for this questionnaire .

- **If yes, please elaborate**

Based on the responses from the students, approximately 36.66% of them reported experiencing a positive change in their oral performance and confidence in debates due to the strategies implemented by their EFL teachers. These students provided various reasons and elaborated on how these strategies had a beneficial impact on their abilities and confidence. Some mentioned that teachers' strategies motivated them to participate in class discussions, especially when divided into small groups, and appreciated the positive feedback that boosted their self-confidence. Others emphasized the importance of feeling valued and heard in the classroom, regardless of whether their opinions were right or wrong. Many students credited their improved speaking skills and comfort during debate to the teachers who provided opportunities for them to speak and express their viewpoints.

### **3.2. Presentation of the Results of the Teachers' Interview**

This part contains an analysis of the semi-structured interview conducted with three (03) teachers of third year students in the Department of English at MMUTO. This part helps us to comprehend to what extent teachers of oral expression understand introversion and its effect on students' oral production and participation in debate, it also aims to discover how teachers address introversion and the strategies they employ to create an environment conducive to active participation.

**Q1: Can you briefly describe your experience and background as an EFL teacher ?**

Teacher (A) provided that her experience teaching the speaking module has shown a consistent level of proficiency among students. Each year, she learns new things from students with varying personality traits. Thus, teacher (B) finds the oral expression module to be exceptional among other language modules. It effectively integrates all necessary English language skills, allowing students to apply them in practical contexts. As a novice teacher, teacher (C) described her experience so far as exciting and occasionally challenging.

**-How long have you been teaching oral expression ?**

Teacher (A) has eight (08) years of experience in teaching oral expression. Teacher (B) has been teaching this skill for four (04) years. While the last interviewed teacher has been instructing the module for six (06) months.

**Q2: Have you encountered introvert students in your EFL classes who struggle with oral performance in debates ?**

The three (03) teachers confirm encountering numerous introvert students in their oral speaking classes. The second interviewee estimates that around 70% of students display introverted tendencies. They described introverts as thoughtful and cautious, often hesitating to take risks in communication

**- If so, what are the major signs that characterize them?**

For this question, the three teachers recognize introverts from many visible signs. While the first interviewee said that the signs that characterize introverts are shyness, prolonged response times, hesitation, and a preference for self-expression in private. She noted that introverts excel in one-on-one interactions with the teacher but struggle to share opinions in

group discussions, in other words, they feel more comfortable expressing their ideas with the teacher alone than in front of their classmates. Generally, they do not share their opinions when debating because of the fear of making mistakes. The second interviewee, pointed out introverts' silence, body language, and facial expressions as distinguishing features. These students tend to blush, exhibit signs of nervousness, prefer sitting in the back, and often enter class late. They also tend to avoid elaborating on topics. The third teacher mentioned signs like reluctance to ask or answer questions, providing brief and superficial responses to extensively researched topics, and exhibiting limited participation and interactions.

**Q3: What are the benefits of in-class debates for improving introvert students' speaking skills ?**

Teacher (A) asserted that in-class debates offer introvert students a sense of comfort and motivation, ultimately boosting their confidence and speaking abilities. These debates also lead to improved pronunciation and collaborative learning. Similarly, Teacher (B) emphasized that debate presents a valuable opportunity for introvert students, to overcome shyness and showcase their capabilities. Furthermore, teacher (C) explains that in-class debate is an effective way to involve the introvert students yet in an controlled environment. That is, in certain cases, the over exuberant students interact without giving chance to other introverts to contribute in the debate. Hence, teachers should control the class to use debate as a tool for everyone to have a say in the class.

**Q4: In your opinion, what are some common challenges that introvert students face when it comes to participating in debate ?**

Both teacher (A) and teacher (B) agreed on the fact that shyness is the primary challenge faced by introvert students in debate participation. Teacher (C) added that, challenges can be personal, including linguistic competence, accent, shyness, disinterest in the topic, and peer

pressure. Teachers' role in facilitating in-class interactions is highlighted, emphasizing that inadequate motivation can result in a reduced participation.

- **How does the teachers' feedback affect the participation of introvert students in debate ?**

They also address how teachers' negative feedback affects introvert students' participation. Such feedback tends to discourage introvert students, causing them to feel ashamed and hesitant to share their opinions in other occasions.

**Q5: How do you currently approach teaching oral skills to introvert students in your classes?**

Teacher (A) employs the inductive method, initiating discussions with questions that provide hints and context, in other words asking questions before dealing with the subject. This approach prepares students for the topic and encourages participation. Additionally, she starts to question the willing and prepared students. Furthermore, teacher (B) adopts a group or pair-based method, promoting collaborative learning among introvert students. The third teacher emphasizes the importance of practicing English, a non-native language, and allows students to choose topics they feel comfortable with.

- **Do you use any specific strategies or techniques ?**

Teacher (A) highlighted the importance of using audio-visual aids to help introvert students speak and find words, even if they lack vocabulary this will help them find words. The other two teachers utilize pair or group activities, which help students engage in discussions in a less intimidating setting. They also provide students with preparation time before debate, allowing them to organize their thoughts and feel more confident when contributing. Additionally, they incorporate scaffolding questions and follow-up questions that build upon a

student's initial response. Moreover, they allow students to choose discussion topics that interest them.

**Q6 : What advice would you give to other EFL teachers who want to support and enhance the oral performance of introvert students in debate ?**

The advice that the first interviewee gave to other EFL teachers, is to avoid providing negative feedback to their students in front of their classmates, as it can demoralize introvert students. Instead, provide constructive feedback privately. The second teacher who was interviewed, suggested treating all students equally to foster a comfortable environment. This equality fosters self-confidence and prevents introvert students from feeling inferior. Additionally, she said that teachers should approach mistakes gently, focusing on explanation and correction rather than blaming their students. The third teacher advised acknowledging that introvert students are not lazy learners and that each student's learning style is unique. For her being considerate and providing positivity and motivation are essential.

**Conclusion**

This chapter has presented the results obtained from the questionnaire answered by thirty (30) third year students and from the semi-structured interview conducted face to face with three (03) of the EFL teachers in the department of English at Mouloud Mammeri University of Tizi Ouzou. The data obtained from students' questionnaires are presented in pie charts, tables and bar graphs, while the data obtained from semi-structured teacher interviews are presented descriptively. These findings will be discussed in details in the following chapter by providing interpretation and explanation.

*Discussion of  
the Findings*

## **Introduction**

The present chapter intends to discuss the results obtained from the questionnaire administered to thirty (30) L3 students, as well as the interview with three (3) EFL teachers. The results are discussed in relation to the review of literature, Carl Jung's theory of personality types, and Deci and Ryan's Self-Determination Theory (SDT). This analysis aims to answer the research questions and to confirm or disconfirm the hypotheses advanced in the general introduction.

### **4.1. Profile of the Respondents**

In this section, we explore the profile of the respondents, from the students' questionnaire and the teachers' interview.

The questionnaire results highlight that a significant majority of participants are females 80%, with males comprising only 20% of the respondents. Furthermore, all of them fall within the age group of 19 to 30 years old.

Moreover, from the questionnaire data, it is evident that introverted tendencies are predominant, with 70% of students identified as introverts, while the remaining 30% identified as extroverts. This prevalence of introversion is further confirmed through the teachers' interviews, where all three teachers acknowledge encountering numerous introvert students in their EFL classes. Teacher (B) even estimates that approximately 70% display introverted traits. In the same way, Cain (2012), hypothesizes that about two thirds of the population are introverts. This alignment between student self-identification and teacher observations underscores the significance of introversion within classrooms.

Turning to the insights gathered from the teachers' interviews, we gain valuable perspectives on their background and experience as EFL teachers. Teacher (A) possesses eight years of experience, emphasizing the consistent proficiency she observes in students' speaking

skills. Teacher (B) highlights the distinctive nature of the oral expression module, pointing out its effectiveness in integrating essential language skills. In contrast, teacher (C), a novice teacher, describes her experience as both exciting and occasionally challenging. These varying levels of experience among teachers provide a diverse lens through which we can examine the responses of introvert students. Yet, they describe these introvert students as thoughtful and cautious, often hesitating to take risks in communication. These observations suggest a compelling connection between students' personality traits and their performance in oral expression.

## **4.2. Introvert Characteristics**

The signs of introversion, as identified through both the questionnaire results from students and the data gathered from teachers' interview encompass various observable behaviours and emotional responses. These signs collectively shed light on the characteristics of introvert individuals within an educational context.

From the questionnaire results several recurring themes emerge. Introvert students often express feelings of shyness, anxiety, and frustration when required to learn in groups or participate in debates. They frequently harbor concerns about making mistakes in front of their peers and fear negative feedback from teachers regarding their arguments. As confirmed by Laney (2005), from an external perspective, introverts may seem shy and inclined toward solitude rather than social gatherings, but in reality, they simply exhibit varying levels of sociability. These emotional reactions point towards introverts' inclination to be more reserved and cautious in social and classroom settings. They often find their energy from their own thoughts and ideas inside their minds instead of looking for excitement from the outside world (Jung, 1991).

Furthermore, the teachers' interview provides additional clarity regarding the signs of introversion. The first interviewee recognizes introverts through characteristics such as prolonged response time, hesitance in sharing opinions, and a preference for self-expression in private settings. Saying that, introvert students tend to excel in one-on-one interactions with teachers but struggle to express their ideas in group discussions. This is because they feel more comfortable sharing their thoughts privately with the teacher rather than in front of their classmates. Their fear of making mistakes often leads them to avoid participation in debate. This goes directly with the affirmation of Brown (2007) which states that, introvert students experience a sense of completeness and contentment within themselves without depending significantly on external sources for validation or reflection of their self-worth from others. This means that introverts are comfortable with their own company and don't need any external approval to feel good about themselves.

The second interviewee highlights visual cues, including silence, specific body language such as blushing and nervousness, and a preference for sitting in the back of the class. They prefer to sit quietly and think deeply about the lecture material, rather than participating in group activities or discussions (Varela et al., 2012). These introvert students tend to arrive late and avoid elaborating on topics, further indicating their inclination towards a quieter, less visible presence in the classroom.

The third teacher identifies signs such as reluctance to ask or answer questions, providing brief and superficial responses to extensively researched topics, and limited participation. In his theory of Personality Types, Jung (1921), claims that introverts are often seen as being quiet, reserved and even shy. These observations underscore introverts' tendency to engage less actively in classroom discussions and debates.

In sum, the signs of introversion encompass a range of behavioral and emotional traits, including shyness, anxiety, hesitance in group settings, a preference for one-on-one communication, silence, specific body language, and limited participation in classroom activities. These signs collectively offer glimpses into the unique characteristics of introvert students, which confirm the first hypothesis mentioned in the general introduction, which states that, introvert students are characterized by a more reserved nature, they tend to be self-examining, and energized by solitary activities, often preferring smaller social interactions and quiet environments.

### **4.3. Introvert Students' Challenges in Debate**

The results from the students' questionnaire provide a comprehensive understanding of the levels of comfort and challenges faced by introvert students in debate participation. It is evident that a substantial portion of students, comprising 60% of the participants, acknowledge encountering difficulties when participating in debate or group discussions due to their introverted nature. These challenges manifest in various ways, as highlighted by the students' explanations and the teachers' experience.

One recurring theme is the discomfort associated with being the center of attention in class. This emphasizes that being the center of attention can be mentally and emotionally draining for introvert students. They may feel self-conscious, anxious, or overwhelmed by the attention directed at them. This discomfort could arise from their preference for more solitary or introspective activities and their natural inclination to avoid large social gatherings. In accordance with this, Jung (1921) notes that, introvert individuals may face challenges when it comes to adapting to highly extroverted or social environments, such as schools or workplaces. They may need more time for reflection and may find social interactions draining. That is to say, many introvert students express anxiety about speaking in front of their classmates and the

fear of potential mockery for pronunciation mistakes. This mirrors the assertion made by Bruder and Tillitt (1986, p.20) which suggests that students frequently feel hesitant when it comes to expressing themselves in a foreign language within the classroom. A significant factor contributing to this hesitancy is the fear of making errors. Many students are hesitant to engage in speaking activities due to their self-consciousness and aversion to making mistakes or appearing unintelligent in front of their classmates. Students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes. Some students prefer to work alone and often choose to remain silent in group discussions, feeling that their introversion prevents them from acting normally during debate. In line with this, Jung (1921) argues that in a social atmosphere, the introvert often feels a sense of inner exhaustion as a result of the extroverted world's demands for social interaction. Introverts are inclined to seek solitude and may struggle to assert themselves in more socially oriented settings. Typically, their speech may be interrupted by stuttering and instances of forgetfulness, often stemming from feelings of shyness and anxiety. Indeed, Shyness, anxiety, fear of making mistakes, and a lack of confidence are prevalent challenges that introvert students grapple with, as indicated by their responses.

Moreover, students face difficulties when it comes to expressing themselves in English because they are hesitant, fearful of making errors, reluctant, or lack a sufficient vocabulary (Fauzan, 2014). Previous studies, such as "A Comparative Study Between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru" by Yolla Gustriani (2020), were utilized as a primary reference to investigate significant differences between extrovert and introvert students in terms of their speaking performance. The results indicated that extroverts outperformed introverts, although this performance difference could be attributed to various influencing factors in learning, including motivation, confidence. This

means that, extroverts are generally more comfortable speaking in front of others than introverts.

From the teachers' interview, it becomes evident that shyness is a central challenge faced by introvert students in debate participation, a feeling shared by both Teacher (A) and Teacher (B). However, Teacher (C) adds valuable perspectives by emphasizing that challenges can extend beyond shyness to include other personal factors such as linguistic competence, accents, disinterest in the debate topic, and peer pressure. These factors further contribute to the complexity of introvert students' challenges in debate.

Importantly, the teachers highlight their role in facilitating in-class interactions and motivating students to overcome these challenges. The Self-Determination theory (SDT) posits that motivation is influenced by three basic psychological needs: autonomy, competence, and relatedness. When these needs are met, individuals are more likely to be intrinsically motivated, meaning that they are motivated by the satisfaction of engaging in an activity. To put it another way, inadequate motivation can lead to reduced participation among introvert students, impacting their oral performance in debates.

Lastly, the findings from both the students' questionnaire and the teachers' interview, provide a comprehensive view of the challenges faced by introvert students in debate participation.

#### **4.3.1. The Benefits of In-class Debate for Improving Introvert Students' Speaking Skill**

The students' questionnaire revealed a noteworthy trend, with a majority of students 66.66% reporting that their teachers "Always" use debate in the classroom, and none indicating that debate is "Never" employed. This highlights the widespread adoption of debate as a teaching methodology, suggesting its relevance and applicability in the classroom setting.

Additionally, 23.33% of the students, mention that debate is used "Sometimes," while a smaller portion 10% note its "Rare" usage, indicating the presence of variation in its implementation .

The responses of the students regarding the use of debate in the classroom as a teaching technique show that, a large majority 86.66% of them, believe that classroom debate should be practiced as a learning technique. Only a small minority 13.33% disagree . This suggests that classroom debate is widely seen as a valuable pedagogical tool. It is likely that, this is because debate offers a number of benefits for students.

The teachers' interview provides perspectives into the advantages of in-class debate for introvert students. Teacher (A) fo instance, stresses that debate creates a comfortable and motivating environment for introvert students, fostering an increase in their confidence and speaking abilities. Furthermore, this debate contributes to improved pronunciation and collaborative learning, enhancing both language skills and teamwork. As stated by Ebada (2009):

When learning a new language for global communication, students are required to confidently express their thoughts. In order for students to be vocal, critical thinking skills are essential. The use of debate has been an effective technique for strengthening my students' speaking and critical thinking abilities. (p. 35)

What this means is that, debate helps students to speak confidently and think critically.

Teacher (B) shared the feeling that debate is instrumental in helping introverts overcome shyness, and providing a platform for them to showcase their capabilities. This speaks to the transformative potential of debate, enabling students to develop vital communication skills and be motivated. As per Bonwell and Eison (1991, p.183), students will improve their speaking

through the use of debate, because they will feel motivated and engaged to learn and master the English language.

Teacher (C) emphasizes the importance of maintaining a controlled classroom environment during debate. This ensures that introvert students are given equal opportunities to participate, as overly enthusiastic students may otherwise dominate the discussion. By managing the class effectively, teachers can harness the power of debate as an inclusive tool, allowing all students, including introverts, to actively contribute to the learning process.

In sum, the combination of students' and teachers' responses highlight the multifaceted benefits of in-class debate, in the context of improving introvert students' speaking skills. These benefits encompass enhanced confidence, improved pronunciation, collaborative learning, overcoming shyness, and the promotion of an inclusive learning environment. These findings underscore the pedagogical significance of integrating debate as an effective tool for facilitating the holistic development of students, regardless of their introverted tendencies.

#### **4.4. Teachers' Strategies for Empowering Introvert Students in Debate**

Understanding the unique challenges that introvert students face in oral debate is crucial. The results from the students' questionnaire emphasize the preferences and concerns of these students, while the teachers' interview shed light on the techniques they employ. In this section, we will delve into strategies used by teachers, that have the potential to enhance the oral performance of introverts. The findings from the students' questionnaire offer a valuable starting point for understanding the preferences and needs of introvert students in the context of debate. These preferences resonate with the strategies employed by experienced EFL teachers, creating a promising alignment between student perspectives and teacher practices.

The results from the students' questionnaire indicate that the majority 83% of students prefer collaborative approaches, such as allowing students to collaborate in pairs or small

groups before participating in whole-class debate. Based on the Self-Determination theory, Deci and Ryan (2000) assert that, when people feel that they are part of a community and that their contributions are valued, they are more likely to feel a sense of relatedness, which is essential for intrinsic motivation. In other words, in collaborative learning environments, introvert students have the opportunity to work together, share ideas, and support each other . As a result, they are more likely to feel motivated to participate and to learn. In keeping with this, this preference corresponds with the strategies reported by Teacher (B) during the interview, who emphasizes the importance of group or pair-based approaches to foster collaborative learning among introvert students. In Hakim's (2015) research study focusing on "Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students," the investigation revealed that cooperative learning emerged as a notable solution to address the challenges associated with teaching speaking skills to introvert students. Fostering a sense of relatedness through cooperative and supportive small group discussions can empower introvert students, enabling them to feel more comfortable and confident in debate situations. This connection with peers can enhance their motivation and self-determination before engaging in debates.

Additionally, 76,66% of students favor allowing extra preparation time for introverts, a strategy endorsed by all interviewed teachers. This strategy, respects the student need for autonomy. Hence, Deci and Ryan (2000) confirm that, autonomy is a basic human need for optimal motivation. When students have a sense of autonomy, they are more likely to be engaged in learning and to take ownership of their learning, students are autonomous when they willingly devote time and energy to their studies. As a result, giving introvert students time to prepare for discussions allows them to think about their own ideas, and to gather evidence to support their arguments. In the same line to this, introvert students, as individuals, require personal time to recharge; they do not primarily derive their energy from external engagements,

and typically prefer taking a moment to contemplate before expressing themselves verbally. As Jung (1921) claims that introvert individuals often value taking time for contemplation before engaging in verbal expression. They may need time to gather their thoughts and organize their ideas before they feel comfortable expressing them; they prefer to process information internally. As a result, they may not be as quick to respond as extroverts, who are more likely to think out loud.

As a strategy to overcome introversion, the questionnaire results show that the vast majority of students 93.33% believe that EFL teachers should be responsible for managing anxiety and overwhelm in introvert students during debate. As mentioned in the Literature Review chapter, the teacher's primary responsibility is to support students in enhancing their English speaking proficiency. The SDT highlights the importance of meeting the basic psychological needs of autonomy, competence, and relatedness for fostering intrinsic motivation. When teachers are able to create a classroom environment where students feel autonomous, competent, and related, students are more likely to be intrinsically motivated to learn. This can lead to a reduced anxiety and overwhelm, as students are more likely to feel confident in their ability to succeed. Teachers hold a pivotal role in assisting students in becoming more adept and self-assured communicators in English.

This viewpoint aligns with the teachers' role in creating a supportive and inclusive learning environment, as highlighted during their interviews. The teachers employ strategies such as selecting comfortable debate topics and allowing students to choose discussion topics of interest to them, both of which contribute to reducing anxiety and enhancing participation. The findings align with what Deci and Ryan (2000) observed, demonstrating that when students are permitted to make choices related to their learning, such as selecting topics they are passionate about or having a say in how they learn, it significantly impacts their sense of autonomy. The study underscores that granting autonomy not only boosts the intrinsic motivation of introvert

students in debates, but also creates a more comfortable atmosphere for them. When people are allowed to choose their own goals and activities, they are more likely to be intrinsically motivated and to experience a sense of autonomy, competence, and relatedness (Deci & Ryan, 2000). In short, selecting topics that are pertinent and engaging for students will enhance their ability to speak fluently.

Furthermore, in the students' questionnaire, 67% of students, express support for encouraging all students to participate equally. According to Deci and Ryan's Self-Determination Theory, intrinsic motivation is more likely to arise when individuals feel they have an equal opportunity to participate, since it fosters a sense of competence. In other terms, this offers an effective method to maintain the engagement of reserved students, just as it does for the more extrovert ones. This accords with the teachers' emphasis on group and pair-based activities, which ensure that all students have the opportunity to engage in discussions without feeling overwhelmed. As noted by Ancowitz (2009), it is a misconception to think that extrovert students are inherently better or more successful than introvert ones or vice versa, since each one could fit in certain situations and tasks. This emphasizes that equality should be the guiding principle when considering the success of students, whether they are introvert or extrovert. Thus, recognizing the equal competence of both introverts and extroverts encourages the introvert ones to excel in debate by valuing their abilities and fostering their success. Properly, when all students have the opportunity to engage actively and contribute their ideas, it helps build their confidence and competence in expressing themselves effectively in a debate setting.

Additionally, 33% of the students emphasized the importance of positive feedback. This suggests that positive feedback can be a powerful motivator for students, especially introverts. Also, teachers reported that negative feedback can discourage introvert students from participating in debate. This is because they may be more sensitive to criticism and may feel

ashamed or hesitant to share their opinions if they receive negative feedback. As per Deci and Ryan (2000), negative feedback that makes someone feel inadequate can reduce their inner drive, whereas positive feedback that makes them feel competent can boost their inner motivation. Also, the study by Vallerand and Reid (1984) confirms that positive and negative feedback affect the perception of competence, and in turn, influence the intrinsic motivation. This implies that, feedback serves as a motivator for learners, reinforcing their belief in their ability to achieve their goals and boosting their confidence in working towards their objectives effectively.

Moreover, 70% of students stress the significance of encouraging turn-taking and active listening, which resonates with the idea of scaffolding questions mentioned by the teachers during their interviews. As per, Deci and Ryan (2000), when people feel respected and listened to, they are more likely to feel a sense of relatedness, which is essential for intrinsic motivation. In a debate, fostering a culture of turn-taking and active listening can cultivate a more supportive and inclusive atmosphere. This can instill in introvert students a greater sense of comfort in actively participating and expressing their viewpoints. This approach helps them build upon their initial responses, thereby increasing their confidence and participation. Indeed, effective participation in social interactions for individuals learning English relies on their ability to engage in turn-taking. Failure to do so may result in interruptions or passive listening, hindering effective communication (Tyas & Pratama, 2022).

Besides, 13.33% of the students, recommended the use of visual aids to supplement oral arguments, a strategy that can provide additional support to introverts. During the interview, Teacher (A) emphasized the use of audio-visual aids to assist introvert students in finding words and expressing themselves. This strategy can be especially beneficial for students who may struggle with vocabulary or articulation. Incorporating multimedia elements can provide valuable support and enhance their oral performance in debate. According to Koç (2005),

incorporating technology into the curriculum involves utilizing it as a means to instruct academic subjects and foster the development of advanced cognitive skills among students. The utilization of audio-visual materials demands increased attention due to its capacity to facilitate meaningful interaction between EFL instructors and learners.

Last but not least, while the questionnaire responses provide a valuable foundation, the teachers' interview offers further depth and nuance to the strategies employed to enhance the oral performance of introvert students in debate. Teacher (A) emphasized the inductive method, which involves starting discussions with questions that provide hints and context. This approach prepares students, including introverts, for the topic and encourages participation.

As we progress in the interview, teachers also offered valuable advices to their peers who wish to support and enhance the oral performance of introvert students in debates. Key recommendations included providing constructive feedback privately rather than in front of classmates, treating all students equally to foster a comfortable environment, and approaching mistakes with gentleness and a focus on explanation and correction. It was emphasized that acknowledging the uniqueness of each student's learning style and providing positivity and motivation are essential aspects of effective teaching. Indeed, students and teachers have differing beliefs on language learning and teaching approaches. Examining these variances is crucial as they can impact classroom effectiveness.

In summary, the correspondence between the students' questionnaire responses and the strategies discussed by experienced EFL teachers provides valuable insights into effective approaches for enhancing the oral performance of introvert students in debate. Collaborative preparation, encouraging turn-taking and promoting active listening, avoiding embarrassment, offering dedicated preparation time, fostering an inclusive environment, and the use of visual-aids to supplement oral arguments, all emerge as key strategies that bridge the perspectives of

students and teachers. This confirms the second hypothesis advanced in the first chapter General Introduction, which posits that EFL teachers employ specific strategies, such as creating smaller debate groups, providing structured guidelines for participation, and offering ample preparation time to create a supportive classroom environment for introvert students during debate activities.

## **Conclusion**

In this chapter, the findings drawn from the comprehensive analysis of both the students' questionnaire and the insights gained from the teachers' interview, shed valuable light on the strategies that EFL teachers employ to effectively enhance the oral performance of introvert students in debate settings. The combination of quantitative and qualitative data has highlighted several key themes, such as the significance of creating a supportive and inclusive classroom environment, tailoring instructional methods to individual learning preferences, fostering small group interactions, and promoting self-confidence through constructive feedback. These findings collectively underscore the importance of considering the unique characteristics of introvert learners and recognize the pivotal role of teachers in facilitating their active participation and growth in oral debates.

# *General Conclusion*

This dissertation has explored and analyzed the strategies employed by EFL teachers when working with introvert students to enhance their oral performance in debate. It has also explored EFL teachers' feedback and experiences in teaching introverts students, as well as the challenges and experiences of these students in classroom debate, with a specific focus on third year students in the Department of English at Mouloud Mammeri University of Tizi Ouzou. To begin with, our first research question aimed to identify the major characteristics and traits that define introvert students. Second, the research examined the experiences and challenges faced by introvert students during classroom debate. Third, it has focused on identifying the major strategies that teachers use in assisting them. This work is worth conducting as it addresses the specific needs of introverts in the EFL classroom, providing valuable insights into effective teaching strategies that can enhance their oral communication skills in debate. It contributes to more inclusive and effective language education practices, benefiting both teachers and introvert students.

In order to answer the research questions, and verify the hypotheses advanced in this study, we have adopted the mixed-methods approach, which combines the quantitative and qualitative methods, for both data collection and data analysis. The research data are gathered using two collection tools which are a questionnaire administrated to thirty (30) third year students, and an interview with three (03) teachers in oral classes in the department of English at Mouloud Mammeri University of Tizi-Ouzou. The quantitative method has been used to analyze the findings obtained from the closed-ended questions of the questionnaire using the Quantitative Content Analysis, and the Qualitative Content Analysis has been used to analyze and interpret the findings obtained from the interview and the open-ended questions of the questionnaire. This methodological approach allowed us to substantiate the hypotheses, and provided us with a deeper understanding of the phenomenon under this study

Our work has adopted both Carl Jung's theory of personality types and the Ryan and Deci's Self-Determination theory. In 1921, Carl Jung introduced his theory of personality in his book "*Psychological Types*." This ground breaking work delved into the concept of introversion as a fundamental component of his theory. Also, the Self-Determination theory, which posits that individuals have innate psychological needs that are essential for their motivation and well-being, this theory offers a compelling lens through which we can examine and understand the strategies employed by English as a Foreign Language teachers in enhancing the oral performance of introvert students within classroom debates.

Relying on the results obtained in this dissertation from both the questionnaire and interview, we have concluded that the presence of introvert students in EFL classes is prevalent. It became evident that the responses to our research question related to the signs that characterize introvert students, align with the traits we observed. These characteristics encompass shyness, introspection and a preference for solitary activities which are confirmed by Carl Jung's theory of Personality Types in which he describes introvert individuals as being reserved, reflective, and introspective, This validation confirms the first hypothesis advanced in the General Introduction. Moving forward, we explored the strategies implemented by EFL teachers to support introvert students in speaking during debates, ensuring that they align with the basic psychological needs of autonomy, competence, and relatedness according to Deci and Ryan's Self-Determination theory. These strategies, which include creating smaller debate groups, providing structured guidelines for participation, delivering positive reinforcement, and offering ample preparation time, are in line with Self-Determination theory. This correspondence significantly confirms the second hypothesis.

Significantly, this research offers valuable insights into a previously underexplored area of EFL teaching. By providing effective strategies for teachers to engage introvert students in

debate, this research contributes to creating more inclusive and successful language education practices. Moreover, it addresses a specific need in the classroom and offers practical tools for both educators and students.

Despite the knowledge gained from this research, it is important to acknowledge the limitations of this study. These limitations include the study's restricted scope within a single university, a relatively small sample size, and the fact that respondents, both students and teachers, are exclusively from the Department of English at MMUTO.

Looking forward, we recommend several steps for further exploration in this area. Future studies should aim to replicate this research on a broader scale, involving multiple institutions and diverse student populations, to validate the findings and assess the generalizability of these strategies. Furthermore, investigations into the effectiveness of specific teaching techniques within the self-determination framework may provide a deeper understanding of how teachers can enhance the learning experiences of introvert students.

It is hoped that this modest work has contributed to provide considerable understanding on the topic of EFL teachers' strategies with introvert students to enhance their oral performance in debate.

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# *Appendices*

## Students' Questionnaire

This questionnaire is a part of our research on EFL Teachers' Strategies with Introvert Students to Enhance their Oral Performance in Debate, in the Department of English at MMUTO.

Dear student, your participation is kindly requested to answer the following questions, aimed at investigating effective strategies to motivate introvert students and improve their oral skills in classroom discussions. The questionnaire responses will be used only for academic purposes.

### 1. Section One : Students's profile

**Q1.** Specify your gender :

a) Female

b) Male

**Q2.** Age :

a) 19 to 30

b) 30 to 40

c) More than 40

**Q3.** How would you describe yourself ?

a) Introvert

b) Extrovert

### 2. Section Two : Introvert students' experience in classroom debates

**Q4.** How often does your teacher use debates in the classroom ?

Always

Sometimes

Rarely

Never

**Q5.** Do you think that classroom debate should be practiced as a learning technique ?

Yes

No

**Q6.** Have you ever faced challenges or difficulties when participating in debates or group discussions because of being introvert ?

Yes

No

If yes, please explain :

.....  
.....  
.....

**Q7.** How do you typically feel before participating in a debate or group discussion?

.....  
.....  
.....

**Q8.** In your opinion, how do you think being introvert affects a student's oral performance in debate ?

.....  
.....  
.....

**Q9.** Do you feel like you have unequal opportunity to participate in debates

Yes

No

If yes, what could be done to make you feel more comfortable participating?

.....

.....

### 3. Section Three : Strategies to Enhance the Oral Performance in Debates

#### a. Pre-debate :

**Q10.** Do you feel that having the opportunity to collaborate in pairs or in small groups before participating in the whole-class debate enhances your motivation ?

a) Yes

b) No

**Q11.** Would you benefit from having dedicated quiet spaces or private time to gather your thoughts and ideas before the debate ?

Yes, preparation time helps me perform better

No, preparation time stresses me more

#### b. During debate :

**Q12.** Do you think EFL teachers should handle situations where introvert students feel overwhelmed or anxious about participating in a debate ?

Yes

No

**Q13.** How does your EFL teacher create a supportive environment during the debate to make you feel comfortable expressing your ideas?

a) Encouraging all students to participate equally

b) Providing positive feedback during the debate

**Q14.** What strategies do you think would motivate you participate in the debate ?

a) Encouraging turn-taking and active listening among students

b) Using visual aids to supplement oral arguments

c) Avoid embarrassing introverts in front of others

**c. Post-debate :**

**Q15.** Have you ever noticed a positive change in your oral performance or confidence in debates due to the strategies implemented by your EFL teacher ?

Yes

No

If yes, please elaborate :

.....

.....

.....

**Thank you for your contribution !**

## **Teachers' Interview**

This interview is part of our research on EFL Teachers' Strategies with Introvert Students to Enhance their Oral Performance in Debate in the Department of English at MMUTO. Dear teacher, your participation is kindly requested to answer the following questions, aimed at investigating effective strategies to motivate introvert students and improve their oral skills in classroom debates.

- 1.** Can you briefly describe your experience and background as an EFL teacher ? How long have you been teaching oral expression ?
- 2.** Have you encountered introvert students in your EFL classes who struggle with oral performance in debates? If so, what are the major signs that characterize them?
- 3.** What are the benefits of in-class debates for improving introverted students' speaking skills?
- 4.** In your opinion, what are some common challenges that introvert students face when it comes to participating in debates? How does the teachers' negative feedback affect the participation of introvert students in debates?
- 5.** How do you currently approach teaching oral skills to introvert students in your classes? Are there any specific strategies or techniques you employ?
- 6.** What advice would you give to other EFL teachers who want to support and enhance the oral performance of introvert students in debates?

**Thank you !**