

Investigating EFL Teachers Perceptions of the Intersection between the Personality construct Extroversion-Introversion and L2 Strategic Competence in EFL classroom verbal practices in the Tunisian context

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Abstract

Recently, studies in the field of second language (L2) learning have shown that EFL classroom participation is a complex process that goes beyond conventional verbal interaction (Dornyei, 2015). It is claimed that not only cognitive factors are involved in the process but also affective, motivational and personality variables can have an impact on EFL learning, specifically, classroom interaction. These host of factors are labelled Individual Differences (IDs). Thus, even in similar learning environments, students may experience great diversity in EFL classroom interaction (Delea, 2003). It is highlighted that student's unique experiences must be considered in L2 studies since IDs can generate significant effects on human thinking, behavior, and educational achievement (Chen, 2013; Cooper, 2002; Eysenck, 1994; Snow et al, 1994). Hence, the main concern of this paper is exploring EFL teachers' perceptions of the intersection between L2 strategic competence and one aspect of IDs, specifically, the personality variable extroversion-introversion as manifested in EFL verbal interactive communication. A sample of 30 Tunisian EFL was selected. A semi-structured interview was employed to collect data. The current study reveals a significant divergence in teachers' views on the impact of the construct extroversion/ introversion on students' L2 strategic competence in classroom practices.

Keywords: Classroom verbal interaction, Extroversion- introversion, strategic competence.

Introduction

One of the primary objectives of teaching and learning is to develop learners' cognitive traits or repertoires independently of context (Chen, 2013). Therefore, establishing connections between the observed behavior and the underlying constructs is essential. In psychological research, a latent or unobservable construct relevant to the regulation of the human mind is known as metacognition (Bachman, 1997). In L2 research, a similar executive construct is referred to as strategic competence (Bachman, 1997). It is a mental processing mechanism that helps individuals accomplish cognitive tasks. Hence, the purpose of the present study is to examine these mental constructs with respect to the personality variable extroversion-introversion in classroom verbal interaction in order to explain why some L2 learners excel in oral interaction while others are taken aback. It is important to understand the individual learner, his strengths and weaknesses, his needs, and his interests in order to reinforce differentiation instruction. By differentiating their instruction, EFL teachers give themselves the chance to address the students' needs in order to make their learning process successful and meaningful for each student. The current paper examines teachers' perceptions of the link between the personality construct extroversion-introversion and L2 strategic competence as manifested in classroom verbal practices. Four objectives were set for the present paper.

1. Highlight teachers' perceptions of their students' prevalent personality types in terms of extroversion/ introversion.
2. Identify teachers' perceptions of the cognitive and behavioral differences of their introvert/ extrovert students.
3. Identify teachers' perceptions of the impact of Extroversion and introversion on CSs choice in interactional and transactional tasks.
4. Reveal teachers' approaches to introverted and extroverted learners in class.

Five research questions were designed for the present research

1. To what extent do EFL teachers appreciate Individual Differences specifically in terms of Extroversion/ Introversion among their students?
2. Which trait predominates in EFL classroom?
3. Do they think that L2 strategic competence and the personality construct Extroversion/Introversion display a significant relationship?
4. How does either extroversion or introversion influence students' preferences for CSs?
5. To what extent do teachers' views diverge?

Strategic competence

Bachman and Palmer (1996) characterize strategic competence as "a set of metacognitive components, or strategies, which can be thought of as higher-order executive processes that provide a cognitive management function in language use as well as in other cognitive activities (p.70). Bachman's model (1990) of language ability comprises three components: Language competence, strategic competence and psychophysiological mechanisms. Strategic competence is identified as "the mental capacity for implementing the components of language competence in contextualized language use" (Bachman 1990: 84). Accordingly, strategic language use does not relate to the notion of problematicity, rather, it is underlying all language use.

Dornyei (1989) stated that the question of communication strategies (henceforth CSs) definitions and taxonomies “are central to any further development in CSs research” (p.175). However, views diverged considerably with different proposals on the criteria that should be present for a given utterance to be qualified as a CS (Smaoui, 2015). From a cognitive perspective, CSs are not simply, strategies limited to situations where there is a communication breakdown but they are part of any language behavior (Kasper & Kellerman 1997, Bialystok 1990, Backman 1990). Accordingly, the study of CSs strategies should be part of more general cognitive strategies. In the words of Bialystok (1990), “CSs are continuous with ordinary language processing and cannot be severed from it by distinctive features” (p.5).

Dornyei and Scott (1997) proposed an extended CSs taxonomy, which comprises three basic categories of problem-solving strategies: direct, indirect, and interactional strategies. Direct strategies provide an alternative means of getting the meaning across like circumlocution, which compensates for the lack of a word. Indirect strategies are not strictly problem-solving devices; they create conditions for preventing breakdowns and keeping the communication channel open (Dornyei & Scott, 1997). Interactional strategies include an appeal for and grant help, request for or proving clarification. These devices permit the participants to carry out mutual understanding, which is “a function of the successful execution of both pair parts of the exchange” (Dornyei & Scott, 1997: p. 200).

Dornyei and Scott (1997) relate these categories to four types of communication problems: resource deficits, processing time pressure, own performance problems, and other performance problems. The first one is related to three problem-solving mechanisms in the planning and coding of the preverbal message (cf. Levelt 1993). They are:

- a) Lexical problem-solving mechanisms
- b) Grammatical problem-solving mechanisms
- c) Phonological and articulatory problem-solving mechanisms

Table 1: Dornyei and Scott's Taxonomy of Communication Strategies.

Direct strategies	Interactional strategies	Indirect strategies
<p><i>Resource deficit-related strategies</i></p> <ul style="list-style-type: none"> + Message abandonment + Message reduction (topic avoidance) + Message replacement + Circumlocution + Approximation + Use of all-purpose words + Word coinage + Restructuring + Literal translation (transfer) + Foreignizing + Code switching (language switch) + Use of similar sounding words + Mumbling + Omission + Retrieval + Over-explicitness (waffling) + Mime(nonlinguistic/paralinguistic strategies) <p><i>B. Own performance problem-related strategies</i></p> <ul style="list-style-type: none"> + Self-repair + Self-rephrasing <p><i>C. Other-performance problem-related strategies</i></p> <ul style="list-style-type: none"> + Other-repair 	<p><i>A. Resource deficit-related strategies</i></p> <ul style="list-style-type: none"> + Direct appeal for help + Indirect appeal for help <p><i>B. Own-performance problem-related strategies</i></p> <ul style="list-style-type: none"> + Comprehension check + Own-accuracy check <p><i>C. Other-performance problem-related strategies</i></p> <ul style="list-style-type: none"> + Asking for repetition + Asking for clarification + Asking for confirmation + Guessing + Expressing non-understanding + Interpretive summary + Response repeat + Responserepair + Response rephrase + Response expand + Response confirm + Response reject 	<p><i>A. Processing time pressure-related Strategies</i></p> <ul style="list-style-type: none"> + Use of fillers + Self-repetition + Other-repetition <p><i>B. Own-performance problem-related Strategies</i></p> <ul style="list-style-type: none"> + Verbal strategies <p><i>C. Other-performance problem-related strategies</i></p> <ul style="list-style-type: none"> + Feigning understanding

The New Big Five Model of Personality

Recently, research in the personality field has been concerned with seeking accommodation between static trait-centered theories. They describe the structure of personality, in more dynamic models with a focus on situated processes, associated with personality in specific contexts (Dornyei and Ryan, 2015). It is claimed that certain individual characteristics tend to be stable over time and across situations while others are highly dependent on immediate situational demands (Corr, DeYoung, and MacNaughton (2013). Pervin and John (2001) content that “To a certain extent people are the same regardless of context and to a certain extent they also are different depending on the context” (220). Recent trends in personality psychology seek to integrate these two seemingly conflicting perspectives into a unifying framework. Mischel (2000) suggests “Dispositions and processing dynamics are two complementary facets of the same phenomena and the same unitary personality system” (p.56). From an educational perspective, the interest in stable traits extends as far as their interaction with specific learning context and the effect of those interactions on individual learners(Dornyei, 2015).

Similarly, Macadam (2006) maintains that it is possible to form an impression about a person from the observation of his appearance, speech, and actions, which he labelled as “the psychology of the stranger”. However, based on such inferences, one could not claim to really, know that person. Accordingly, there is little benefit, especially, from an educational perspective, for models that describe individuals at “the stranger” level. Instead, personality psychology should offer insights into learners as rounded individuals. That is why MacAdams (2006) proposes a three-tiered personality framework, presented as follows:

- Dispositional traits represent stable and broad dimensions of individual differences such as extroversion, friendliness, depressiveness and neuroticism. Theories of personality such as the Big Five Model tried to capture the essence of this dimension.
- Characteristic adaptations refer to constructs that are highly contextualized in time, place and social role. They include motives, goals, plans, virtues, schemas, self-image, mental representations of significant others and many other aspects of human individuality (MacAdams, 2006).
- Integrative life narratives stand for highly personal organizational framework that helps people to make sense of their lives. MacAdams and Pals (2006) describe this novel personality dimension as “internalized and evolving life stories that reconstruct the past and imagine the future to provide a person’s life with identity, unity and meaning” (p.212).

It is noteworthy that the theory does not reject the classic notion of personality traits and IDs variables. It suggests that individual differences occur at different levels of situatedness (MacAdams, 2006). In addition, the integrative narratives account for a level of the self whereby people organize and understand their experiences and memories in the form of autobiographical stories and thus narrate themselves into what they become (MacAdams ,2006). The quality of personal life stories seems to constitute a crucial aspect of why and how people differ from each other (MacAdams, 2006). MacAdams’ theory of personality (2006) attempts to provide an integrative framework for understanding the person as a whole,

thus, shifting the field away from the modular conceptualization of human personality to a more integrated account for personality (Dornyei and Ryan, 2015).

Eventually, the New Big Five model, proposed by MacAdams and Pal (2006), is an articulation of MacAdams theory of personality (2006). While the new model recognizes the importance of stable personality traits, it situates them within a sociocultural context and a dynamically interacting personality framework (Dornyei and Ryan, 2015). The model is more than a mere taxonomy of personality dimensions as it attempts to outline how personality emerges through interactions with the sociocultural context and in response to specific situational demands (Dornyei and Ryan 2015).

Instead of a simplistic cause-effect relationship between personality and behavior, the New Big Five model offers a more dynamic interplay between the demands of a particular situation, personality dispositions, characteristic adaptation and life narratives underpinning all this, is the biological inheritance of individuals as well as the socio-cultural influence. This integrative theory, which attempts to explain the dynamic development of people in actual contexts, seems to answer several calls from several directions in the field of L2 studies.

Methodology

A Semi-structured interview was deployed to collect data for the present study. In Johnson terms: “semi-structured interviewing seeks deep information and understanding about an individual’ lived experience, values and culture (Johnson, 2001, p. 165). The study sought to gather information about teachers’ perceptions of the effect of the personality variable extroversion- introversion on CSs choice of students in classroom practices. A sample of thirty EFL teachers from different Tunisian establishments was interviewed.

The semi-structured interview allowed the participant teachers to talk openly, elaborate their responses, and provide more information about the issue under investigation. In the words of Kvale (1996), it comprises “a sequence of themes to be covered as well as suggested questions describe a semi-structured interview. Yet at the same time, there is openness to changes of sequences and forms of questions to follow up the answers given” (p. 124). The interview revealed differences and similarities in the informants’ perception of the correlation between EFL oral proficiency and the effect of IDs mainly Ext- Int. The semi-structured interview is made of ten questions:

1. To what extent do you think that personality type can affect EFL learning process and outcome in Tunisian classrooms?
2. What are the prevailing personality types in your classroom?
3. Do you notice your students’ IDs especially in terms of extroversion/ introversion?
4. How does either the trait extroversion/ introversion affect the students’ oral performances?
5. Do you think that communication strategies can be affected by either extroversion or introversion?
6. What is extroverts’ choices for CSs choice?
7. What is introverts’ choice for particular CS choice?
8. Do you think that age variable can be affect the intersection between Ex-In and CSs choice?
9. To what extent does task variable influence the interface between Ex-In and CSs choice?
10. To what extent students’ oral performances are affected by the traits Ex-In?

The informants' responses highlight different orientations towards language teaching and pedagogy in general. To reach a deep understanding of how they perceive oral proficiency, the informant teachers were asked to reflect on their own teaching experience and oral proficiency development of their subjects. Almost, 100% of the informants agreed that speech and interaction are two separate parts of oral proficiency. They asserted that oral proficiency is difficult to pinpoint because it involves different aspects. To uncover what strategic devices each personality type is inclined to use in verbal classroom interaction, the informants were invited to examine Dornyei and Scott CSs taxonomy (1996).

Findings

To answer the question of whether they pay attention to IDs Extroversion/ introversion, in particular, all informants maintained that generally, they encountered students with different personalities. Both types under investigation were almost present in all classes. Of them, 80% insisted that in the area they work most often they found three to five of their subjects were willing to participate all the time to one another or their teachers in different tasks. They expressed their joy and amazement at how competent these students are when they engage in a class project.

Q₁: Some students can speak fluently. You know I often ask them to perform a task. I find myself smiling. They are amazing really.

Q₂: definitely, either extroversion or introversion affects interaction effectiveness, extroverted subjects tend to dominate the interaction, they are willing to work cooperatively.

Q₃: Introversion also can impact students' oral performance, generally, this personality type listen more and try to understand teachers' instructions or messages, they pay more attention to accuracy more than fluency. They are reluctant to work cooperatively.

Half of the informants described their extrovert subjects as able to respond to their interlocutor in no time. Nearly, 40% of them maintained that their extrovert subject show assertiveness through communication. About 80% of them agreed that extrovert subjects often dominate the interaction. They were able to engage in any task and manage communication breakdowns through the use of different communication strategies. They were also described as willing to help their partners out. Approximately 70% of the informant teachers think that extroverts' verbal interaction was most of the time effective despite the lack of accuracy. The figure below shows the discrepancy in the respondents' perceptions of the effect of the trait extroversion on the students' verbal interaction.

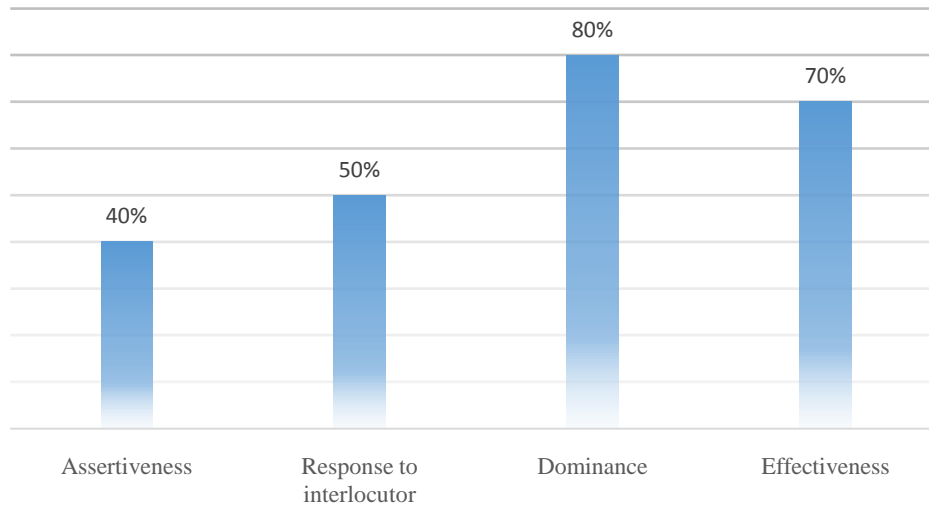


Figure 1: Teachers' perceptions of behavioral and cognitive differences between extroverted and introverted students.

As far as introverted subjects are concerned, a third of the informants perceived them as unwilling to engage in classroom interaction. They were described as not confident enough to speak English in classroom discussions, dialogues, or presentations. Nearly, 20% of the respondents argued that it is difficult to inspire introverted students to communicate in English. They found it difficult to prompt them to speak English in front of the class or even in smaller groups. Approximately, 80% of the informants maintained that the only opportunity for introvert students to demonstrate their proficiency is oral tests because they are too inhibited to engage in ordinary classroom interaction. Almost 90% of the respondents spend more time listening rather than interacting. In addition, they are reluctant to indulge in teamwork activities. About 10% of them described their introverted students as able to respond to their teachers' messages and build on their interlocutors' ideas.

Q4: well they are often unwilling to communicate in front of the class. Personally, I found it really hard to make them speak or express their ideas.

Q5: I have many introverted students in my classes, and find them willing to respond to the teachers instructions. They listen more and pay attention to the correctness of their utterances.

Q2: I think that the trait introversion affects the students' verbal interaction. They are inhibited to take part in classroom verbal interaction.

Generally, there is a discrepancy in the respondents' perceptions. The following figure reveals the informants' responses to the effect of introversion on the students' verbal interaction.

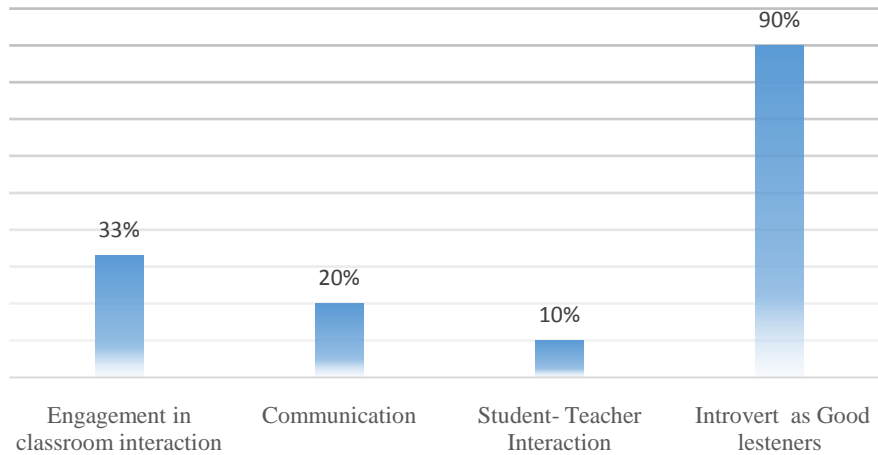


Figure2: Teachers perceptions of the impact of Ex-In on verbal classroom interaction

Although, the notion of interaction was emphasized as a criterion of oral proficiency by all the informant teachers, the concept ‘communication strategies were found to be rarely used by them. Nonetheless, the researcher found them familiar with set of techniques (verbal or non-verbal) that the speaker resorts to whenever he/ she encounters a communication breakdown to keep the conversation channel open between the interlocutors. About 80% of the informants express their concern to engage their subjects in classroom interaction. They often tried to create authentic situations for the exchange and negotiation of meaning. Nearly, 30% of the informants were aware of the CSs preferences for either extroverted or introverted subjects. They mentioned language switch and cooperative strategies as the most dominant CSs in Extroverted oral verbal interaction while stalling and own self-rephrasing and self-correction as the CSs that best characterized the introverted speech.

Concerning L2 Based-resource deficit strategies, which include topic avoidance, reduction and use of all-purpose words. Nearly, 45% of the informant teachers maintained that this set of strategies is mostly associated with introverted subjects. The latter was thought to be reluctant to engage in-class discussion and storytelling. One of the informants said:

Q7: I have introverted students in my class. I found it difficult to make them relate a personal experience. They are inhibited to speak in front of all the class. Sometimes I insisted, they simply say ‘yes’, ‘No’ ‘sometimes’ ‘all’

Nonetheless, 15% of the respondents rejected the assumption that the trait extroversion/ introversion could be a decisive factor in the students’ CSs preferences. They argued both personality types resort to L2-based resource strategies when they did not understand the topic or find the appropriate lexical items to express their ideas.

Q8: No, I do not think any relation between the traits of extroversion/ introversion and the students’ CSs choice in classroom verbal interaction. All depends on their understanding of the task and their readiness to engage in classroom interaction.

Still 40% of the participants maintained that both the personality construct extroversion/ introversion and the nature of the task could influence the students’ CSs choice in classroom verbal interaction.

Q7: I see that many factors intervene during classroom verbal interaction; the personality trait, as well as task type, can influence the students’ CSs choice of L2-based- resource deficit strategies.

Concerning L1-based resource deficit strategies, which consists of literal translation, code switch and foreignizing, the participants were found to be familiar with these strategies. Again, teachers' perceptions diverged. Almost, 75% agree that both extroverted and introverted subjects employ L1-based resource deficit strategy mostly code switch and literal translation in classroom verbal interaction to manage conversation or overcome any communication breakdown. One of them mentioned the following:

Q₈: I think that this set of strategies appeals to both extroverted and introverted students. Both types often resort to code switch and or transliteration to manage classroom interaction.

Approximately, 25% of the participants insisted that extroverted students frequently resort to code-switching or foreignizing to overcome communication breakdown. They found L1-based resource strategies more typical to extroversion than introversion.

Q₇: I notice that extroverted students frequently resort to code switch, literal translation or foreignizing whenever they face problems. I remember one of my extroverted students said "I terminated madam"

Own- performance-related strategies, comprises self-correction, self-rephrasing, and paralinguistic strategies such as mime and gesture. At this level, the informants slightly differ. Of them, 70% admitted that both types employ this set of strategies in order to compensate for lack of linguistic resources.

Q₉: Definitely, all students, though they have different personality types, they often employ own performance-related strategies such as self-correction, mime, and gesture to express their ideas.

However, 25% of the informants argued that their introverted subjects mostly use this set of strategies. They are more concerned with accuracy than fluency which is why they spend much time in self-correction and self-rephrasing.

Still 5% of the respondents held the view that extroverted students resort to paralinguistic strategies often more than their extrovert counterparts.

Q₁₀: Both extroverted and introverted subjects resort to own performance-related strategies. While Extroverts tend toward mime and gesture in are more for self-correction and self-rephrasing. In addition, asking for clarification.

Similarly, the informants' perceptions diverge considerably as far as the Cooperative strategies that comprise appeal for help, comprehension check and seeking. About 45% argued that both extroverts and introverts employ cooperative strategies, especially in-class discussion and storytelling in order to avoid misapprehension.

Q₉: Well, all my students resort to cooperative strategies to handle most of the problems they face during their interaction

Q₁₀: During classroom interaction all, the participants, regardless to personality traits, are likely to use cooperative strategies such as appeal for help, asking for clarification and comprehension checks.

However, approximately, 40% of the participants maintained that this set of strategies appeals mostly to extroverted students. Their tendency to manage and dominate classroom interaction made them face constant problems, which cause a communication breakdown. They often resort to these cooperative strategies to keep the communication channel open.

Q₉: Extroverted students often use comprehension checks and appeal for help because they tend to manage any classroom interaction.

Still 15% deny any correlation between extroversion/ introversion and the use of cooperative strategies. The following figure demonstrates the informants' attitudes about Extroverts and introverts use of cooperative strategies.

Lastly, gaining time devices involves two strategies repetition and use of fillers both empty and vocalized. About 55% of the respondents argued that most of their students resort to stalling strategies during classroom verbal interaction regardless of their personality type.

Q10: I do not think that the trait extroversion/ introversion has any effect on the verbal interaction of the students.

Nearly, 40% of the informants maintained that the construct extroversion/ introversion affects the students' choice of stalling strategies. It was claimed that introverted subjects tended more toward stalling strategies since they are concerned with accuracy more than extroverted subjects are.

Q10: I often notice that introverted students tend to use repetition and fillers in their oral performances more the other students, maybe because they prefer to think, to retrieve ideas before producing.

Only 5% of the informants argued that extroverted subjects are more likely to employ stalling strategies because they are engaged more in classroom verbal interaction while their introverted students show a great inhibition. They were reluctant to be involved in classroom verbal activities.

Q10: Honestly, I find extroverted students more engaged in all classroom verbal activities. They employ stalling strategies more than others do.

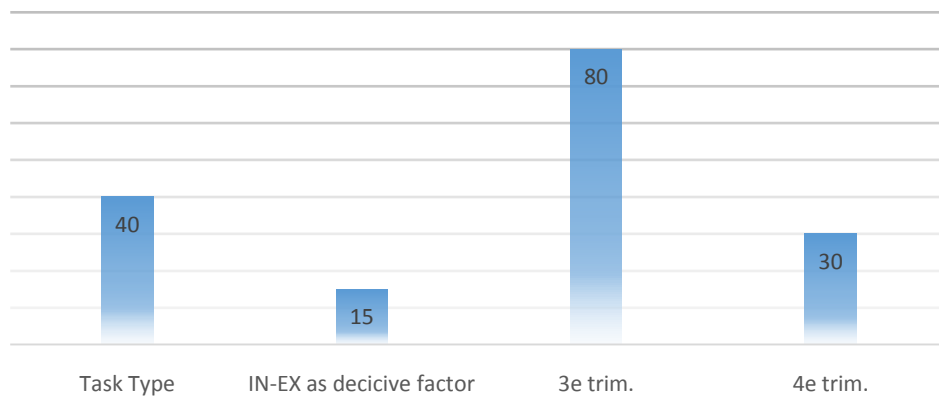


Figure 3: teachers perceptions of the effect of Ex/ In on students CSs preferences.

Discussion

The present study reveals that Teachers' views diverge considerably concerning the effect of the personality construct extroversion- introversion. Some teachers perceive a significant relationship between the two variables while others hardly find any correlation between extroversion/ introversion and CSs preferences in classroom verbal interaction. It is worth mentioning that early studies of CSs were primarily concerned with matters such as definitions, classifications, and identification (Kasper and Kellerman, 1997). Recently, most of the relevant literature attempts to integrate CSs research into pedagogy. Some of the respondents' perceptions in the present research are in line with Faerch and Kasper, 1989 and

Faucett, 2001 who maintain that the only CSs that helpful for learners are those that motivate learners to motivate to produce language not avoiding it. Therefore, the recommended strategies to teach are achievement strategies.

In other terms, the respondents maintain that EFL learners mostly resort to two types of communication strategies. They tend to overcome communication breakdowns through either avoidance or achievement behavior. The first type occurs when the learner avoids the problem. For instance, he avoids saying long utterances and employs words, which are easy to pronounce for example the word “funny” instead of “hilarious” or “bad” instead of “mischievous”. The second type takes place when the learner attempts to solve the problem by seeking another plan.

The learner may talk around or describe the word he does not know to send their message through. The interviewed teachers agree that most extrovert learners fall under the category of achievement behavior while introvert subjects are more likely to show avoidance behavior. According to Faerch and Kasper (1983), reduction strategies, which are governed by “avoidance behavior”, and achievement strategies, which are governed by “achievement behavior”, are classified as the two major strategies employed by L2 learners. On the one hand, introverted learners communicate using a reduced system to avoid producing incorrect utterances. On the other hand, extroverted learners try to overcome communication breakdown by expanding the communicative resources available to them.

Some of the participants mention that learners experience frustration when they cannot send their message at the same time they feel obliged to keep the channel of communication open. They just up since they find it too frustrating to continue the conversation. They stated that throughout their teaching experience, they encounter students who feel disappointed when they realized that they are unable to communicate effectively. The participant teachers highlight the importance of interaction between the interlocutors. They maintain that it is important to encourage negotiating meaning when the students are unable to give the meaning across. They can employ a variety of questions, clarification strategies, and comprehension checks.

It has been maintained that these techniques can make students effective communicators even if they do not have a complete range of vocabulary to express themselves. This interactional perspective is reflected in Tarone’s (1983) definition. Another issue raised by the interviewed teachers is context interaction. In response to the question of what your student always do when they face communication breakdown, one of the interviewed teachers highlights the importance of context. In other words, it depends on the context of interaction. If students were engaged in group work activities they would ask each other about the meaning. If the students work individually, they interact with the teacher. One of the participants mentions that he frequently asks his students to work in groups when one group looks at the words and tries to explain their meanings. This can help develop the students’ communication strategies as they learn different ways to describe the word they do not know. The participants insist on encouraging their students to repeat themselves or ask for clarification when they face some gaps in their linguistic range because they need to maintain the conversation with other students.

Some respondents mention that they often encourage their students to communicate a certain meaning albeit grammatically incorrect. In other terms, emphasis should be put on

communicating the meaning rather than on the grammatical accuracy. A similar view by Lee's (2005) highlights that students' ability to communicate the meaning is an indicator that they are experiencing with a new language as they are showing they thinking and processing the language. Lee (2005) also states, "excessive attention to errors may prove frustrating for students and exhausting for teachers. When teachers treat errors comprehensively, the onus for error correction is inevitably on themselves, which makes students reliant on their teachers (p.2). One of the participant teachers reported an important point if the teacher focuses on accuracy, students especially those with introverted personalities can easily be inhibited and lose their self-confidence to learn a new language. It is demoralizing to tell someone that he is wrong all the time.

Transfer of the first language strategies is another point highlighted by the respondents. They state that L1- based resource deficit strategies are adopted unconsciously. In other terms, learners are not aware of the strategies they use in their first language to handle communication breakdown. In the same context, Ellis (1997) maintains that a learner's first language may influence L2 learning. Ellis (1997) distinguishes between two types of transfer. The first one is positive transfer, which is described also as successful and appropriate when it helps in learning an L2. The second one is negative transfer, which occurs when some errors result because of the inappropriate transfer between the two languages. To wrap up, learning a second language is different from L1 acquisition. Things that students did when learning their first language will not automatically be transferrable to the process of L2 learning. Since learning an L2 is similar to the learning of any other skill, one should be conscious about what he is doing, teachers, have to be aware of IDs differences, in particular, extroversion and introversion to design suitable communicative tasks.

Another point highlighted by the participants is communications strategies a contributing factor to learners' motivation. Throughout my reading of the relevant literature and the interpretation of the participants' voices, it has been stated that there is a relationship between CSs use and motivation. In Dornyei and Ushioda (2011), motivation refers to "what moves a person to make a certain choice, to engage in actions, to expand the effort and persist in action. Therefore, it is interesting to insert the idea that learners' motivation is a crucial aspect in CSs use and a significant milestone in learning an L2. In this respect, Dornyei (1998) states, "motivation provides the primary impetus to initiate learning an L2 and later the driving force to sustain the long and often tedious learning process" (p.117).

The participants agreed that students often show high interest and are willing to communicate and sent their messages across when they are motivated. One of the respondents stated that the only thing that L2 teachers need is a student who has the desire to learn. When students feel comfortable and enthusiastic they can find alternative ways to deliver their ideas. Hence, one of the great challenges for any EFL teacher is how to make students active participants in regular classroom activities. In they lack motivation, students feel bored and reluctant to involve themselves in classroom activities, which negatively affects their language development. Nikitina (2010) supports the relationship between CSs and motivation. He conducted a study to explore the link between CSs use and the development of L2 proficiency. It has been highlighted that those learners who were trained to use communication strategies develop their communication to interact in the English language. In

the same vein, Rabab'ah (2005) mentions that “motivation plays an important role in improving and developing learners' communicative abilities.

Learners' willingness to communicate is an important issue, stressed by the participants. It is defined as “the readiness to speak in the L2 at a particular moment with a specific person and as such, it is the final psychological step to the initiation of L2 communication” Macintyre and Doucette, 2010, p. 162). While Yashima stresses the idea that willingness to communicate is a personality trait that seems to be stable among individuals and across time, Macintyre (2010) maintains that many learners have noticed that the learners' willingness to communicate varies considerably over time and across situations (p.541). Factors like group size, familiarity with interlocutors, and self-confidence are very influential on the learners' willingness to communicate.

To wrap up, Learners who attempt to find alternative techniques to overcome communicative breakdown feel more confident about themselves to use the target language. Dornyei and Thurrell (1994) highlight that the ability to compensate for linguistic gaps helps learners increase their communicative confidence. In addition, the use of communication strategies has a positive on learning because successful learning is easily stored in memory (Mariani, 2010). Teachers often encounter learners who differ in their learning styles and strategies. Learners with poor communicative strategies easily give up when they face communicative difficulties and they rely on their friends to help them express what they want to say. Learners who are not confident enough about their communicative abilities tend to use no strategies to compensate for the words they do not know in real-life conversation. They often tend to cut off the channel of communication before achieving their communicative goals. This is in line with Masakatsu (1998) who stresses that by “expressing this kind of situations several times, the students gradually lose interest in learning English and finally becomes disappointed” (p.32). Eventually, being unable to express thoughts may result in frustrated students who have the potential to feel alienated from the people around them.

Pedagogical implications

Introverts and extroverts are mainly differentiated by one factor, the way they draw energy. While introverts draw energy from within and spend it through stimulation, extroverts draw energy from stimulation, which is an external engagement. The school provides an outlet for social interaction whereby overstimulation, which is likely to cause freezes in introverts' linear thinking. Hence, teachers must create an equitable environment for both extroverts, introverts, and opt for differentiated instruction in both content and assessment: how students are going to learn, how they will get access to the information, and what type of activities they perform. An EFL teacher should appreciate the way of extroverts and introverts perceive the world. In the words of Papadoulous (1992), “introverts try to understand the world before experiencing it and extroverts need to experience the world before experiencing it”.

Nonetheless, with idealized traits seen in extroversion preferred in today's culture, some teachers tend to discriminate introversion qualities as unattractive and weak (MacDowell, 2012). Others may see them as pupils with problems and attempt to get them talkative and interactive. Introverts often think that there is something wrong with them and they should try to pass as extroverts (MacDowell's, 2012). However, teachers' attempt, for example, to fix introverts by placing them in high interaction areas is likely to cause introverts to feel

threatened and having trouble concentrating (Cain, 2013). Thus, overstimulation of excess socializing in class and hands-on learning approaches may lead introverts to detach themselves mentally from their physical surroundings. This coping mechanism is likely to make introverted students perceived as aloof and disinterested. Teachers who tend to move quickly from one student to another often leave introverted students feeling overwhelmed and neglected.

For further inclusion of students with both extrovert and introvert traits in diverse classroom activities, the notion of participation should involve online and written participation as well as subtle skills such as being a good listener. This could address differentiation instruction in process, assessment, and environment. Therefore, students who have deeply reflective comments should be appreciated as well. They are as important as pupils who are always raising their hands. Yet, by being labelled unsocial, introverted students sometimes risk their academic opportunities because they accept detrimental assertions of self-worth. Conversely, extroverted students are described as smarter and more appealing than introverted students because fast talkers with volume and velocity of speech are more likable than slow speakers, even though research reveals that there is no correlation between loquaciousness and good ideas (Swann and Renfrew, 2001).

Furthermore, the sample pointed out the difference between shyness and quiet to adjust learning and involve more on- discussions and more independent work on projects that each student is passionate about. Third, recognize that introversion should not be perceived as a defect that needs to be cured. Without the basic understanding that some children are naturally quiet and not socially defective, teachers run the risk of putting in an uncomfortable position. Therefore, shyness should be reframed by depicting the child's preference for quiet observation and contemplation. Yet, an EFL teacher often wonders how an EFL teacher can identify the boundaries between shyness and introversion. Extroverted students may also face anxiety and shyness as many introverted ones. Teachers have to be familiar enough with their students to decide which students are content sitting in the sidelines and which are simply too anxious to join. While introverts are more likely to stay watching contentedly from the sidelines then interact in a one-on-one setting, the socially anxious students may try to join the group but they may not be able to react well, they may even lose confidence and opt for the withdrawal.

To wrap up, one of the teachers' roles is to adjust learning to involve more one- on one discussions and more independent works on projects that each student is passionate about. This recommendation does not take away any merit from large class discussions and group work. Learning in-group is fundamental for teaching social development and teamwork. Nonetheless, group dynamics often present unavoidable impediments to creative thinking for introverts. Eventually, more autonomy and privacy are needed at school to help students build trust and self-confidence. Think-pair share techniques enhance students' participation. It is important to train students how to work cooperatively, but also it is essential to make them learn how to work on their own because that is where deep thought comes from.

To conclude, it is highly recommended to avoid dealing with introversion as an impediment that needed a remedy. An introverted learner may need help with social skills just as an extroverted student needs help in Maths or Arabic. So extra attention or training outside the classroom is recommended. Participating and working in teams might be helpful to discover

students' passions and exploit it to develop these engaging skills. To further introverts' success more genuinely, it is important to allow them to be their authentic selves. Thus, accepting different personality traits is supposed to lead to the promotion and the advance of L2 learning for both introverted and extroverted students.

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