THE INFLUENCE OF INTROVERSION ON THE ENGLISH ORAL SKILL

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BACHERLOR'S DEGREE IN ENGLISH AND FRENCH

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RESUMEN

En Nariño no existe un conocimiento claro de cómo influye la introversión en el habla de los estudiantes de bachillerato. Con el propósito de contribuir a esta problemática se planteó el presente trabajo de investigación que tuvo por objetivo general analizar la influencia de la introversión en la habilidad oral del inglés en estudiantes de grado noveno de un colegio público, localizado en el sur este de la ciudad de Pasto. Para alcanzar este objetivo se planteó identificar la influencia de la introversión de acuerdo al género de los estudiantes; determinar las percepciones de los profesores de inglés y los estudiantes acerca de este tema y caracterizar las circunstancias contextuales en las cuales la introversión es más evidente en los aprendices. Para lograr los objetivos propuestos se utilizó una metodología fenomenológica basada en el paradigma interpretativo cuyas herramientas para la recolección de datos fueron entrevistas y observaciones. Se espera que este estudio permita obtener un conocimiento real de este asunto y a partir de esto sugerir a los docentes de inglés algunas actividades que pueden ser utilizadas durante las clases para ayudar a estudiantes introvertidos a mejorar su habilidad oral del inglés.

ABSTRACT

In Nariño there is no enough knowledge about how introversion influences in the speaking skill in students of secondary. With the purpose of contributing to this problem, it was necessary to outline this research Project which had as the general objective to analyze the influence of introversion in ninth grade students from a public high school located in the south –east in Pasto. For achieving this objective it was important to identify the influence of introversion according to the gender of students, to determine the perceptions of English teachers and students about this subject, and to characterize contextual circumstances in which introversion is more evident in learners. For getting these objectives, a phenomenological methodology was used which was based on the interpretative paradigm, where the main instruments for collecting data were interviews and observations. It is hoped that this study will allow to obtain a real knowledge of this matter, and based on this to recommend English teachers some activities that can be used during classes for helping introverted students to improve their English oral skill.

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Glossary

Narcissim: excessive interest in or admiration of oneself and one's physical appearance.

Neurotic: If you say that someone is neurotic, you mean that they are always frightened or worried about things that you consider unimportant.

Motivation: Internal and external factors that stimulate desire and energy in people to be continually interested.

Cognitive skills: they are brain-based skills we need to carry out any task from the simplest to the most complex.

Introduction

This study called the influence of introversion on the English oral skill encompasses two key terms. On the one hand, introversion has been defined by two main theories. First, according to Eysenck (1967), it is a state of cerebral equilibrium that is carried out by two processes which are inhibition and excitation, where the first one refers to the state of relaxation in which the brain remains while the excitation takes place when the brain is on alert or awake. Second, Jung (1921), explains introversion from psychoanalysis theory. For him, introversion is the innate state or disposition to perceive and to interact with the world. An introverted person will be always likely to maintain a lonely behavior; which is, avoiding situations in which interpersonal relationships are strictly necessary. On the other hand, according to Madrid & Mclaren (2006), the English oral skill is one of the most difficult skills language learners have to develop. There are many psychological negative factors such us shyness, introversion, nervousness, inhibition and narcissism that English language learners face when they perform in the target language, making it more difficult to develop this skill. Regarding the origin of this research, it was the result of 11 observations of ninth grade English classes in which there were 25 students, girls and boys, carried out in a public high school located in the south –east in Pasto. These observations lasted one month. This report includes three chapters related to the development of the research. The first one approaches topics based on the research problem. The second one presents a theoretical framework grounded on relevant information in this area, and the third chapter refers to methodology.

Research Problem

In order to describe this research problem "What is the influence of introversion on the English oral skill in ninth grade students from a public high school located on the south –east in Pasto?" it is necessary to analyze the following aspects: symptoms, possible causes, and the contribution.

First, this research problem was the result of11 observations of ninth grade English classes carried out in a public high school located on the south –east in Pasto. These observations lasted one month. Through these observations, using checklist and field notes, it was possible to identify the students` interpersonal relationships, their behaviors, personalities, and the environment in which learning took place. In this way, it could be noticed that a large number of students revealed some characteristics such as low participation in class, difficulty to communicate, anxiety, and the low level of sociability that are common in introverts(Jung, 1921). This situation could have affected the English oral skill. For example, from 27 students, only three participated. Also, there were many students who scarcely spoke during the whole class. Similarly, anxiety was evident when certain students started to swear and moved their feet and hands when they were asked (Spielberger, 1983).And, the last characteristic was perceived at the moment when students preferred to work in pairs rather than in large groups.

Second, among the possible causes of this research problem three main ones have been recognized. To start, methodology which involves an approach, method, techniques, and materials, has been taken as a possible cause due to its close relationship between the use of English communicative strategies and the performance of the English oral skill (Ahmadian &; Yadgari ,2011).Family can be another cause since it involves genetics and the familiar environment; this cause is taken into

consideration, for the personality trait develops through genetics (Eynsenk, 1967).

Besides, the context in which a person interacts influences the level of introversion that

he/she develops (Dawson, 2013). And, the cause on which we are going to focus is

introversion that includes low participation, lack of interaction, and nervousness. It has

been considered as a possible cause that stops introverted students´ learning (Tavarez,

2012).

Finally, this research is not intended to offer solutions to this problem, but to

contribute with information from the same students and teachers to understand the

relationship between introversion and the English oral skill development. In this way,

teachers could be aware of the nature of this problem and its consequences for students

who are considered to be introverted, if this characteristic of their personality is not

taken into account.

Problem Delimitations

Conceptual Delimitation: The key concepts are introversion and the oral skill

English Oral Skill.

1.   Oral skill is the capacity to form abstract sentences that are produced and

adapted to the circumstances of the moment (Bygates, 1991).

2.   Oral skill refers to the ability to negotiate meanings between two or more people

who are related to the context in which the conversation occurs (O'Malley& Valdez,

1996).

Introversion.1- Jung (1921) spreads the themes of introversion and extroversion from

psychoanalysis in his work "Psychological Types", defining introversion as an attitude

or innate disposition in the way of perceiving and acting with the outside world. An

introverted person is going to lead his life internally, communicates little of what he does, seeks to not be in social situations, and he / she is seen as a disturbed person who does not change his mind easily (Jung, 1875).

2- For Freud, introversion is a withdrawal of the libido that gives rise to the first phase of neurotic systems and this leads the individual to frustration and aggression (ZurEinführung des Narzissmus, 1914).

Population Delimitation

The target population for this study will be 25 ninth grade students, girls and boys, between the ages of 13 and 14 years old. These students will be in strata 1 and 2, coming from neighborhoods that have a fairly high rate of violence (Diario del sur, 2013).

Geographical Delimitation

The target institution in this project is located in a south-eastern neighborhood in Pasto. Its infrastructure is mainly contemporary. However, the institution is large and has plenty of space for student recreation such as green areas, football, and basketball fields. The teaching staff is formed by 40 teachers for the morning and afternoon shifts. The number of students is approximately 4.000.

Problem Statement

This research problem "What is the influence of introversion on the English oral skill in ninth grade students from a public high school located on the south –east in Pasto ?" arose from some observations carried out in a public high school from which it was possible to perceive some symptoms such as low participation in class, difficulty to communicate, low level of sociability, and lack of interaction, which are related to

introversion (Jung, 1921) when students had to perform English oral activities. Therefore, introversion may be considered a cause of the low level of the English oral skill.

Sub-questions

-What is the influence of introversion on the English oral skill according to the gender of students?

- What are the perceptions of English teachers about the influence of introversion on the students' English oral skill?

-What are the contextual circumstances in which introversion is more evident in students?

Objectives

General objective

To analyze the influence of introversion on the English oral skill in ninth grade students from a public high school located in the south –east in Pasto.

Specific objectives

-To identify the influence of introversion on the English oral skill according to the gender of students.

-To determine the perceptions of English teachers and students about the influence of introversion on the students' English oral skill.

-To characterize contextual circumstances in which introversion is more evident in students.(Activities developed in the classroom such as oral presentations, short debates, discussions etc).

Significance of the study

Introversion in English learning is an important topic to be researched for the following reasons: on the one hand, after an intensive bibliographic review, it was possible to identify that there is no significant progress in the study of introversion in Nariño. Therefore, the development of this research could contribute to broaden knowledge in this field, and also it would serve as a basis for future researchers focused on this topic. Second, introversion is a factor that is likely to affect students who are learning and this research will contribute to provide teachers with tools to help introverted students. According to Burba (2015), these solutions might be: the teacher should give introverted students more time to reflect about what they are going to answer since they need to plan what they are going to say. Also, while extroverted students feel motivated to talk any kind of topic, introverts are more attracted to talk about meaningful and interesting ones, so there is the need of including them in order to promote communication in the classroom (Burba, 2015). Finally, it is necessary to create a supportive and warm atmosphere so that introverted students feel more comfortable to participate in class oral tasks.

Limitations

Taking into account that this study is going to be based on a qualitative approach where the main tools to collect data are interviews and observations, three main limitations could be: first, while carrying out the interviews, the lack of collaboration by both students and teachers might appear; a solution for this possible inconvenience is to give the interviewees the option to choose between being shot by camera or only recorded. The second limitation is related to the answers generated by the participants in the interview which may be influenced by external factors. In order to solve this

possible problem, the interviews will be carried out in a place that provides a comfortable environment for the interviewee. The last limitation that will possibly be present is the little hourly intensity aimed at the English teaching in the high school in which the observations will take place. To counter this, it will be necessary to start with a period of anticipation and to attend all sessions.

Literature Review

Contextual Framework

From the high school where the observations of 11 English classes in one month took place, it was possible to obtain the following information related to its location, infrastructure and the internal organization. To begin, this high school is located in the south-eastern neighborhood in Pasto. This is a 2 stratum neighborhood that is characterized by having a high rate of violence and insecurity. This neighborhood belongs to the 10th commune, being cataloged as a "zona roja" because of the increase of insecurity, where the gangs have been dedicated to theft. Also, due to the lack of employment and education opportunities, many of the adolescents who have completed high school have become part of gangs involved in drug use and robbery (Diario del sur, 2013). In addition, since the high school is in front of an avenue with a lot of traffic, there have been some students' accidents.

Next, the infrastructure of this institution is mainly modern since it is possible to observe that even if it is large and has plenty of space for student recreation, it does not possess technology or modern tools for teaching as other few institutions do in Pasto. Three main aspects of its infrastructure can be highlighted. First of all, the space aimed for recreation; there are a lot of green areas, football, basketball, and volleyball fields, and these constitute a big part of the high school. Second, the little old fashioned

materials in the construction. The classrooms have old clay roof tiles that cause noise when it rains and a lot of warmth when it is sunny. Moreover, floor tiles are ones which were used the last century. Nowadays, this kind of tiles are not usually used since there are other more modern materials; for example, ceramic floor tiles. Finally, the darkness caused by the small classrooms and windows. In each classroom, there are only one or two small windows which do not provide enough light for a good class development. And, it is possible to notice that the classrooms are quite small because with just 20 students in there, a classroom is full.

Similarly, the classroom in which the observations took place had the following characteristics: it was small, had two small windows that made a dark classroom, the desks were in good condition, and there was a vivid decoration providing a good atmosphere.

Finally, the following aspects can be highlighted with regards of the internal organization: First, there are many students. Since its creation, it has had a school population of more than 4,000 students belonging to 1 and 2 strata of both genders between the ages 5 to 20 years old, enrolled in preschool, basic and average levels. Second, in the school day, students can attend classes in the morning, afternoon, or evening. Third, the institution staff is formed by managers, administrative and support staff. And, for the three school sessions, there are 40 teachers who are in charge of teaching the different subject matters according to the curriculum and lesson plans provided by the institution.

To carry out this study, the target students will 25 ninth graders of both genders between the ages of 13 and 14 years old. The students to be studied will be in strata 1

and 2, coming from neighborhoods that have a fairly high rate of violence (Diario del sur, 2013).

Antecedents

As it was stated before, the interest in studying the influence of introversion on the English oral skill arose from 11 observations of English classes made in seventh grade in high school where it was possible to observe some characteristics such as little participation, lack of sociability, etc.; which are related to Introversion (Jung, 1921). These may negatively influence students' oral performance. Even though introversion has been studied at international level because of the effect that it has on the classroom, there is not much information about this topic in Nariño. In order to broaden the knowledge about this topic, both quantitative and qualitative studies have been conducted generating different results through certain methodologies, yet in these studies there have been two tendencies, the first one is the emphasis on using quantitative approach, and the second one is that most of the authors conclude in their studies that introversion is a personality trait that may affect negatively the learning of foreign languages.

On one hand, in quantitative studies instruments such as tests, surveys, questionnaires, and scales were implemented, and they generated the following results. To begin with, "Motivation, Performance, and Personality in the Language Classroom" was developed with a test based on 12 personality traits, related to both introversion and extroversion. It concluded that the more shyness the less motivation and academic performance (Madrid, Gallego, & Leyva, 1993). In the same line, "Extraversion-introversion and the oral performance of Koya university EFL students" counted with 4th year college students studying in an English language and literature class. The

instruments were a questionnaire of an extraversion scale, which measured degree of extraversion-introversion, and the "English Pronunciation Accuracy" instrument used by Hassan (2001).The final result of this research was:"students' personality types have no relationship with their oral L2 performance"(Rebin, 2010). Also, "The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication" was conducted using three tools: The Michigan test used to test homogeneity of performance in English, the EPQ (instrument) to measure introversion / extroversion, and communicative tasks to gain strategic competence. This study revealed that introverted students did not have a good performance in the English oral communication (Ahmadian &Yadgar, 2011). Likewise, "Introversion/Extroversion and Teachers' Perception on Dominican EFL College Students' Performance" was carried out conducting a survey in order to know the different opinions of teachers about what the effect of introversion and extroversion on the English performance of learners was. This research proved that introversion is a negative factor that prevents introverted students from learning (Tavarez, 2012). Similarly, "The impact of extroversion and introversion on language learning in an input-based EFL setting" used as research instruments the Oxford Online Placement Test (OOPT) and Myers-Briggs Type Indicator (MBTI) in an input-based instruction setting where there were 56 Turkish university students. This research generated this conclusion: "input-based instruction benefits introverts more than extroverts in overall language performance" (Altunel, 2015). Besides, "Personality types as predictors of oral fluency" had the participation of 36 fourth year EFL undergraduates. All participants responded to Eynsenck personality Questionnaire which contained 33 items to measure the degree of extroversion-introversion. Also, rating scales used to measure amount of talk and rate of speech. It proved that extroverted students are more effective than introverts in using the

communication strategies (Sheir & Abdallah, 2015). Finally, a study developed with adult Bangladeshi students reveals that students dealing with shyness and lack of confidence in their English oral communication hardly believe in taking any risk of speaking because of the fear their expressions might sound funny and wrong and that as a result, peers will laugh at them. Also, they sometimes doubt whether their words actually reflect their ideas and fear the public impression and criticism (Wahid, 2002, p. 13).

On the other hand, other studies were based on qualitative research using questionnaires, interviews, and observations. First of all, "The extroverted vs the introverted personality and second language" was developed through a contrast between the most outstanding research carried out by different authors about the effects of extroversion when learning a second language. It was concluded that the results of the effect of introversion can vary depending on the research methodology and the classroom structure (Kezwer, 1987). Next, the project "Beliefs and representations of foreign languages teachers about the influence of motivational and emotional factors among them introversion on both genders of students" applied a questionnaire to ninety Spanish teachers who taught languages in primary, secondary and university (the three most common languages: English, French and German). This project showed that there are significant differences between both genders in terms of motivation and learning a language (Rodríguez, 2013). Also, "A study on the English oral production" research was carried out making use of both observations and interviews that aimed to identify the methodology used in the classroom to promote the oral communication. On the one hand, the interview was designed to collect information about situations that likely affect the oral communication. On the other hand, observations intended to analyze types of activities, class organization, and materials used in the development of tasks;

this research proved both that teachers use few English activities that promote the development of the oral skill and that grammatical activities do not help introverted students to develop it. Finally, a research study "How to improve language classes for introverted students" was developed through observations taking place at the Polytechnic University of the State of California where introverted and extroverted students in beginning and intermediate level language grades attended classes. It also analyzed the most effective activities for introverted students and created a solution that includes programs, activities, and an environment that help both types of students. This research result was: "Most activities used in the English classes do not benefit introverts" (Burba, 2015).

Regarding the development of this research, since knowing the reality of this problem, it could be necessary to look for the students' and teachers' personal opinions, this study is going to be guided by the interpretative paradigm and its appropriate methodology because there has been a tendency to use the positivist paradigm. This research differs from the previous ones in the following aspects: first, the context in the south-eastern part of Nariño, Colombia. Second, the instruments of collecting data are interviews and observations. Third, the age of students is 14 and 15 years old. Forth, the high school grade is the 9th grade. Finally, the time in which the research will be developed is 2017.

Theoretical Framework

English Oral Skill

The English oral skill is generally thought to be the most important of the four skills. In fact, one frustration commonly stated by learners is that they have spent years

studying English, but still they cannot communicate orally in this language. According to Madrid and Mclaren (2006):

The oral skill is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (p. 321).

Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. Besides, Scrivener (1994) indicates that using a language is more important than just knowing about it because there is no point in knowing a lot about language if you cannot use it.

Oral Language Acquisition.

In children, the acquisition of the oral skill occurs in a natural way, and it appears almost without effort. The ability to speak grows with age, and for speaking in a more effective way, it is necessary constant practice (Zhang, Alex, & Kortner, 1995). To get fluency in this ability, it is essential a high exposure to second language (L2) input (Al-Sibai, 2004). Input means the language data which the learner is exposed to (Zhang, 2009). Even though input is seen as a vital part for language acquisition, it is not sufficient if not complemented with interaction and output (the language produced by the learner). When input is negotiated and learners produce output in interaction, they selectively take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced (Swain, 1985).

Oral Language Learning.

Exposure, opportunities to use the language, motivation, and instruction are the four conditions that should exist for language learning to take place. Learners need chances to say what they think or feel in a supportive atmosphere using language they have heard or seen without feeling threatened‖ (Willis, 1996). Something that is highlighted by second language research is that progress does not take place when people make a conscious effort to learn.

Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language (Littlewood, 1984). Harmer (1982) argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than on the form.

Difficulties to Develop the English oral skill.

Several difficulties when learning the English oral skill have been found by some authors; for instance, Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Also, based on Ur (1996), there are many factors that cause difficulty in speaking, and they are the following ones:

1.   **Inhibition.** Students are worried about making mistakes, fearful of criticism, or simply they are shy.

2.   **Nothing to say.** Students have no motive to express themselves.

3.   Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4.   Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Likewise, Rababa'h (2005) claimed that there are many factors that cause difficulties in speaking English among EFL learners. The first factor is learners´ characteristics; for example, some learners lack the motivation to speak English because they do not see a real need to learn or speak English. However, the development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). The second one is teaching strategies contributing to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. The third one is the methodology used by teacher, which tends to be mainly based on grammar rather than communication. And, the final one is the lack of a target language environment that provokes the insufficient exposure to real-life situations in which the English language is used.

Finally, according to Khan (2007), there are some psychological negative factors such us shyness, introversion, nervousness, inhibition and narcissism that English language learners face when they speak in the target language. These normally cause in students behaviors such as scratching head, unnatural facial expression, repetition, fumbling, pauses, false start, avoiding eye contact, losing normal color of skin, shaking

hands and legs, sweating, feeling thirsty, showing unusual gestures, and finishing a description briefly.

Teaching of the English oral skill.

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we live at a time where the ability to speak English fluently has become a must, especially for those who want to advance in certain fields of human endeavor (Al-Sibai,2004, p.3).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney, 1998).

According to Ellis (2003), teachers should involve learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. Similarly, for Littlewood (1984), these tasks seek to develop language proficiency through communication in which learners can integrate separate structures into a creative system for expressing meaning.

As with the other skills, Speaking has its own way of assessment. The Common European Framework describes the students' levels of the English oral skill in the following way:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 1. Common Reference Levels

Introversion

After an intensive literature review in order to find a fully developed theory about introversion, it was identified two fully developed theories from different disciplines. On the one hand, Jung (1921) explains the introversion from psychoanalysis. And, on the other hand, Eysenck (1967) defines introversion from genetics.

Jung (1921) defined introversion from psychoanalysis; he established the difference between these two personality traits. First, introversion was taken as the innate state or disposition to perceive and to interact with the world. An introverted person will always be likely to maintain an isolated behavior; that is, avoiding social situations. This kind of person will always take as a first option to be alone. Finally, he/she tends not to be receptive to other opinions and to believe that he/she is always right even when he/she is not. The most outstanding aspects of this type of personality are visible when the person manifests calm, insecure, sometimes disturbed, pessimistic, reserved, distant,

reliable, serious, organized, and he/she does not lose control easily giving value to ethical criteria. In contrast to this concept, extroversion represents the opposite. Extroversion is mainly related to sociability and the ease of a person to actively interact with his environment. Among the most outstanding qualities that extroverted people have are: the willingness to be happy at any time, the ability to establish interpersonal relationships, good teamwork, optimism, good humor, little intolerance, and the expression of their feelings with little reflection. An extroverted person likes strong emotions, making decisions without premeditation, taking risks, and constant change in relation to his/her daily life.

The two terms introversion and extroversion were coined in Jung's theory of personality types in which he divides the world between introverts and extroverts. For him, introverts withdraw from the company and direct their attention, "libido" (energy), and thoughts to their internal states. But, extroverts like to socialize and direct their energy towards people and experiences around them.

Additional Differences between Introverts and Extroverts.

Jung (1921)states certain differences between people possessing these traits of personality in terms of thoughts, feelings, sensations, and intuitions.

Introvert´s thought.

An introverted person is more interested in ideas and inner reality rather than facts and people. Also, introverts are stubborn to defend and carry out their ideas, and they do not take into account people's points of view because of the little relevance they give to the external world.

Extrovert´s thought.

An extroverted person gives more relevance to the facts since those represent the real world. He represses emotion and feelings, neglects friends and his relationships, and is likely to think that everybody should make decisions without much reflection in the same way he does

Introvert´s feelings.

An introverted person is a slightly reserved one, but he/she is sympathetic with close friends or others who need him/her. He/she loves them, yet does not demonstrate it. He/she is perceived quiet, inaccessible, difficult to understand, and melancholic.

Extrovert´s feelings.

Extroverts are very interested in human relationships; their intellectual activity is restricted to what they feel.

Introvert´s sensation.

They emphasize in subjective experience, rather than the facts themselves. They are nourished by their sensory impressions and live immersed in their inner sensations. It is a typical profile of musicians and artists.

Extrovert´s sensation.

They focus their perceptions on tangible realities where they have the tendency to seek a high state of satisfaction. They constantly need to change stimuli and attribute an even magical value to objects unconsciously.

Introvert´s Intuition.

Introverts are well-known because of their interest in future events rather than situations which are taking place at the very moment. Without being aware, they are frequently in contact with their unconscious. They are usually referred as dreamers.
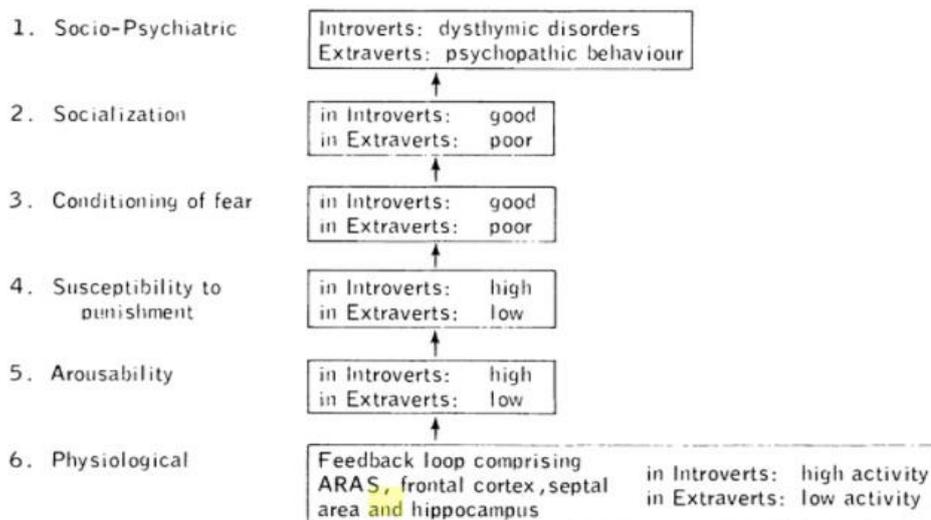
Extrovert´s Intuition.

Extroverted people are adventurous. They keep on working hard in a project until they achieve the goal, then start to look for other perspectives. They also tend to involve and excite others in their projects.

Since our research topic arose from the observations made in the high school where some students presented certain characteristics related to the definition of introversion described in Jung's psychoanalytic theory, we decided to take it as a reference, for it mentions a large number of behaviors and attitudes manifested by introverted students who are probably affected in their English oral skill.

The theory of Hans Eysenck.

Eysenck (1967) studied introversion and extroversion from a psychological / genetic approach. Introversion is a state of cerebral equilibrium that is carried out by two processes which are inhibition and excitation, where the inhibition refers to the state of relaxation in which the brain remains, while the excitation takes place when the brain is on alert or awake, in this sense, an introverted person has a weak inhibition since in traumatic situations like an accident, he/she is going to be extremely sensitive to the point of getting possible traumas. According to the same author (1967), a person can be considered introverted when he prefers quiet activities, avoids stimulation, is little impulsive, and keeps attention on things for a longer time. He/she has a more reserved behavior and prefers activities that can be done alone such as reading and listening to relaxing music, while introverts constantly seek stimulation through

activities such as parties, meetings with people, and group activities. They also like to feel awoken, and have a tendency to the boredom. The reason why extroverts need more stimulation is due to the activity of the ascending reticular activating system (ARAS). The mechanism by which it works is that when we get stimulation to the brain, the information is distributed by the brain and it awakes becoming more active. This level of activation is called arousal by which extroverts have the feeling of being conscious or mentally awake. Extroverts have a cortical under activation; that is, their arousal level is very low, this is the reason why they constantly need stimulation (sometimes very intense). On the opposite side, introverts have an over - activation, and therefore the arousal level is very high. They tend to feel energized, so they really do not want to be stimulated anymore and avoid as much as possible the new stimulation.

1. Socio-Psychiatric	Introverts: dysthymic disorders Extraverts: psychopathic behaviour
2. Socialization	in Introverts: good in Extraverts: poor
3. Conditioning of fear	in Introverts: good in Extraverts: poor
4. Susceptibility to punishment	in Introverts: high in Extraverts: low
5. Arousability	in Introverts: high in Extraverts: low
6. Physiological	Feedback loop comprising ARAS, frontal cortex, septal area and hippocampus	in Introverts: high activity in Extraverts: low activity

Fig 1. Proposed modification of Eysenck`s theory of introversion-extraversion.

Eysenck in his theory provides a test in order to identify an introverted and an extroverted person. The Eysenck personality inventory (EPI) (1985) measures two pervasive, independent dimensions of personality, Extraversion-Introversion and

Neuroticism-Stability through 57 "Yes- No" items with no repetition of items.(EPI) test

is based on the following aspects:
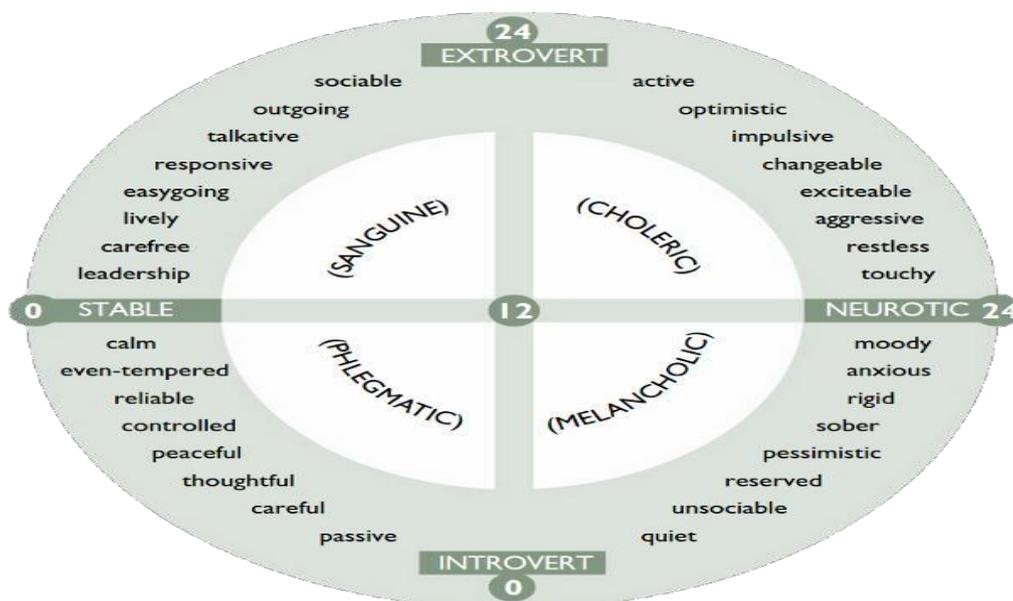
Fig 2. The Eysenck personality inventory (EPI) (1985)

Taking into consideration that one of the factors that Eysenck takes into account to

measure the level of introversion is the anxiety, and foreign language anxiety is an

important factor that influences one's level of achievement in foreign language learning

(Dordinejad & Ahmadabad, 2014),it is necessary to approach briefly this concept.

Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry

associated with an arousal of the autonomic nervous system (Spielberger, 1983). Also, it

is known as a physical and mental health disorder because those with anxiety often find

themselves with compulsive worrying, irrational fears, trouble brunching out socially,

and more. Some of the symptoms of anxiety are: weakness in the limbs and muscle

tension, rapid heart breath (heart palpitations), excessive trembling and sweating,

nausea, dizziness, chest pain, headaches, and hands and feet movements.

Language anxiety.

Language anxiety is the feeling of tension specifically associated with second language contexts, including speaking, listening, and learning and prevents foreign language learners from successful performance in the target language (Maclntyre & Gardner,1994;Hashemi & Abbasi, 2013). Given that learners with high anxiety often perform at lower levels than those with lower anxiety (Cui, 2011).

Classification of the foreign language anxiety.

According to Horwitz, Hortwitz & Cope (1986), the foreign language anxiety is classified into three components as:

1-   Communication apprehension that is the inability of learners to express incoherent thoughts and ideas.

2-   Fear of negative social evaluation that is the need of making a positive impression on others.

3-   Test anxiety that refers to the fear that students experience when they are expected to communicate in the target language.

The Role of Introversion in the Development of English oral skill

Through the information collected in the theoretical framework, important data related to the relation between introversion and the English oral skill arose. First, in "The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication", Ahmadian and Yadgar (2011) claim that "introverted students do not have a good performance in the English oral communication". Similarly, a study in "Introversion/Extroversion and Teachers' Perception on Dominican EFL College Students' Performance" by Tavarez (2012),

reveals that introversion is a negative factor that prevents introverted students from learning. Finally, in "Personality types as predictors of oral fluency" Sheir and Abdallah, (2015), report that "extroverted students are better than introverts in using the communication strategies". Regarding the previous research conclusions, it is possible to see in a clear way that introversion is a personality trait that might have an important role in the development of the English oral skill.

Methodology

Research Paradigm, Methodology, and Techniques

Research Paradigm

For Calvache (2005), the interpretative paradigm is characterized for being holistic, environmental or contextual, pluralistic or relative, inductive or dialectical. Moreover, since this paradigm includes fieldwork, the researcher can both be in contact with the natural setting to be studied and observed and record the behavior easily. Its main objective is to comprehend the human actions through the subjective interpretation of the researcher. In other words, it does not intend to establish general laws but to comprehend the social reality. From this point of view of reality, four main characteristics can be stated. To begin, the hypotheses will be built afterwards as part of the research process. Next, it is given more priority to the process more that to the results. On the other hand, the natural situations are the direct source to collect data. Finally, the researcher is the most relevant tool in this paradigm. Some of the reasons for which we have selected this paradigm are: first of all, in our research it is important to comprehend how introversion affects students on their English oral skill. Also, in the data analysis our interpretations as researchers will be visible. Finally, it is necessary to

describe the circumstances in which introverted students are more likely to be affected in their English oral skill.

Methodology

For Yin (1994), a case study is an empirical inquiry that is used to research a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident. The main objective of this kind of methodology is to get an intensive, holistic description, and analysis of a single instance, phenomenon or social unit (Merriam, 1988). This study is characterized by the following aspects: first of all, it is particularistic since it focuses on a particular situation or event. Moreover, this study will be conducted with several participants who have to be selected very carefully since they have to experience the target phenomenon. Also, the main tools to collect data in this methodology are interviews and observations. Finally, it is heuristic because the cases studied illuminate the reader`s understanding of the case under study. Taking into consideration the previous information, the case study has been selected for the next reasons. To begin with, this type of methodology enables the researcher to describe, to interpret, and to evaluate a phenomenon.

Besides, this research will be developed with a group of students in which there will be a certain number of them possessing behaviors related to introversion (the case). Finally, for the data collection it is necessary to carry out both interviews and observations which are the main tools of this type of methodology.

Instruments

The instruments and techniques used to collect data within the interpretative paradigm are observations, interviews, discussion groups, archival records, questionnaires, documents, and physical artifacts. These instruments are known for not

being structured as those in the positivism are. For this research, taking into account that the phenomenological methodology has been chosen, interviews will be carried out, and as a second tool observations.

Interviews.

Calvache (2005) suggests that the interview is another fundamental instrument to achieve the objectives of qualitative research because it serves as a means to gather relevant information through the different opinions that the participants interviewed provide. Its objective is to let researchers to gather information about the research topic and specific situations and also to get the interpretation provided by the interviewees.

This technique is characterized by the following aspects: First of all, the interview has to begin with simple and easy questions so that the interviewee can feel comfortable. Second, an interview can contain both open and ended questions and yes/no ones. Finally, an interview can be carried out collectively and individually. For our study, a non-structured interview has been chosen due to the fact that it will be developed in an individual way following a pre-established questions that can be formulated in a different order. This kind of interview is important, for it offers a good atmosphere between the interviewer and the interviewee facilitating the conversation.

Observations.

According to Calvache (2005), the indirect and collaborative class observation is the most propitious tool to describe and to check the real learning environment, the relationship between both teacher-learner and learner-learner, and the level of consideration of the affective side of learners in the learning process of English as a foreign language. Its objective is to enable the collection and identification of information taking place in the immediate reality through the sense organs mainly

vision and hearing. There are three main features of this technique. First, it is based on the perception of natural events that occur in the external world. Second, it is the active process of knowing the truth. Knowledge through observation is always active. Finally, the data collected are accurate in nature and reliable. This technique has been selected because it allows the researcher to be involved in the language learning / language teaching process of English from the participants during the development of the study. Moreover, it can be noticed some important aspects such as behaviors, attitude, etc, experienced in the classroom.

Participants and Setting

Participants

The target population for this study is 25 ninth grade female and male students between the ages of 13 and 14. The students will be in strata 1 and 2, coming from neighborhoods that have a fairly high rate of violence.

Setting

The institution with which we will work is located in a south-eastern neighborhood in Pasto. Its infrastructure is mainly contemporary. However, the institution is large and has plenty of space for student recreation such as green areas, football, and basketball fields. The teaching staff is formed by 40 teachers for the morning and afternoon shifts. The number of students is approximately 4.000.

Procedure

In order to carry out this research about the role of introversion on the English oral skill at a public high school in Pasto, the following steps will be implemented. First of all, through a letter, the principal and English teachers will be asked for permission and

collaboration to develop our research project in their institution. Then, to conduct the interviews, a sample of ten students from the ninth grade will be selected at random. Later, both English teachers (4) belonging to the two school shifts (morning and afternoon) and learners will be explained in a general way on what the project consists in and what their role will be for its development. Moreover, they will be asked for their collaboration stating that in the interviews, there are no correct answers, and the most important thing is that they answer the different questions sincerely in order to get reliable results. It is necessary to clarify that for the observations, both the students who will participate in the interview and the rest of the class will be observed. Finally, after having finished the study, a meeting with all the participants will be conducted with the aim of providing a detailed report stating the conducted procedure, the conclusions, and the three suggested activities claiming the moments in which those can be applied during the class so that English teachers can help introverted students to improve their English oral skill.

Data Analysis

Bastidas (2002) states that the analysis of qualitative data constitutes the search of generalizations about the relations among the resulting categories from the data; that is, the data analysis is a process of comprehension, interpretation, and generation of hypothesis or theories by means of the information collected in the target field. In order to carry out a qualitative data analysis, he proposes seven steps that will be followed for the data analysis of this study.

The first one is the organization in virtual folders of the data that will be done through transcription of the gotten information in the recordings, videos, and handwriting notes. The second one is the identification of the preliminary ideas. For

this, it will be made an additional copy of the collected data so that the original one can be kept. The third one is generating categories, themes, or patterns by means of nominalization, which is a procedure, proposed in the Grounded theory (Strauss & Corbin, 1990). The forth one is the categorization referring to a more abstract level of organization. Once gotten an appropriate quantity of categories and subcategories, those will be organized alphabetically and later interpreted through visual aids such as diagrams, graphics, charts, and mind maps. The fifth one is to verify the previous established hypothesis. The main objective of this step is to evaluate the data taking into account the adequacy, credibility, usefulness and centrality criteria. The sixth one is the interpretation of data referring to the search of their meanings and the core of both researcher´s participant's experience. The final step is the written report of results where both the researcher´s perceptions and the participants´ perspectives, which constitute the structural framework of the report, will be reflected (Taylor & Bogdan, 1984).

Ethics of Research

For the development of this research, the following ethical issues will be taken into consideration. First of all, a letter will be sent to the target educational institution located on the south-east in Pasto city. The letter will be addressed to the principal, administrators, and English teachers of ninth grade with the aim of asking for permission and collaboration to conduct this study. Next, the participants will be ensured that taking part in this investigation process will not have negative consequences for them. Similarly, confidentiality principles will be taken into account in order to protect both the participants' identity and the name of the institution so that its prestige cannot be affected. On the other hand, after having concluded the project, a

meeting will be scheduled with all people who will participate voluntarily in order to report the process of the research and its final results. Finally, gratefulness will be stated to the high-school to have allowed to carry out this study there; in the same way to students for having collaborated voluntarily.

Conclusions

After a careful review of the literature related to this topic and some observations carried out in English classes some conclusions can be drawn. They are as follows:

First, the interest in studying the influence of introversion on the English oral skill arose from observations of English classes made in a high school where it was possible to observe some characteristics related to introversion which influence in speaking

Second, introversion in English learning is an important topic to be researched because there is no a significant progress in the study of introversion in Nariño and because introversion is a factor it is likely to affect students who are learning a language.

Finally, this research is not intended to offer solutions to this problem, but to make teachers aware of the nature of this problem and its consequences for students who are considered introverted, if this characteristic of their personality is not taken into account

Recommendations

It is recommended to look for financing for carrying out this important project and to achieve the objectives in order to contribute to the solution of this common problem which is likely present especially in our community.

For the researchers who want to develop this Project it is recommended to investigate about other personality traits that can influence in the acquisition and development of the English oral skill in order to avoid confusions with the influence of introversion.

If researchers wish to continue working with this study it would be advisable to implement one more instrument to collect data in order to get triangulation in the information and to facilitate the validation of results.

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Appendix A. Student Interview

Number of interview: _____   Gender: F ___   M ___

Age: ___   Grade: ____   Date:_____

1.   Do you like English? Why?

2.   Do you prefer to participate when there are a lot of people or a few ones?

3.   Do you participate in the English class? How often? If not, why?

4.   What are the situations in which you feel more comfortable to participate?

5.   In your opinion, who participates more, girls or boys?

6.   Is the English class developed through both written and oral activities?

7.   Do you prefer group activities or individual ones? Why?

8.   When you do an oral presentation or short dialogue in front of the class do you feel comfortable? Why?

9.   When you work on written activities do you feel comfortable? Why?

10.   Do you have better grades in oral activities rather than written ones, or vice versa?

11.   (after a brief explanation about the terms of introversion and extroversion) Do you consider yourself as an introverted or extroverted person?

Appendix B. Teacher Interview

Number of interview: _____   Age:_____

Grade:_____   Date: _____

1.   For how long have you been working as an English teacher?

2.   In your opinion, does the student´s personality affect the development of the

English oral skill?

3.   During the development of your class do you use both oral and written

activities? Which oral activities?

4.   How often do students participate, and in which activities is there more

participation?

5.   Who participates more, girls or boys?

6.   In what situations (for example, to be in front of the class, to talk with the

teacher and classmates, and so on) do learners feel more comfortable and

uncomfortable?

7.   Do students prefer group or individual work? What do you think the reason is?

8.   In general terms, who has better grades in oral activities, boys or girls?

9.   In your opinion, who has better performance in the English oral skill, extroverts

or introverts?

10.   (After a brief explanation about the terms of introversion and extroversion)

through your experience teaching English, what do you think is the role of introversion

in the development of the English oral skill?

11.   Do you prefer to work with introverted or extroverted students? Why?