

ENHANCING SPEAKING AND CREATIVE SKILLS OF 9TH-GRADE LEARNERS THROUGH VISUAL-ORIENTED TASK-BASED LANGUAGE TEACHING

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Annotation

In contemporary second language acquisition, Communicative Language Teaching (CLT) has emerged as the dominant methodological paradigm, prioritizing interactive communication, classroom socialization, and oral fluency. However, because foreign language classrooms are psychologically diverse, individual student personalities profoundly influence how pedagogical methods are received. This research paper provides a comprehensive analysis of the impact of CLT strategies on the speaking skills of introverted versus extroverted language learners, focusing specifically on Pre-Intermediate and Intermediate levels. While extroverted learners naturally thrive within the high-stimulus, interactive, and spontaneous framework of CLT, introverted learners often experience heightened foreign language anxiety, cognitive overload, and verbal marginalization during rapid-fire communicative tasks. This article explores the neurobiological profiles of introversion and extroversion, analyzes how traditional CLT classroom dynamics create an unintentional personality bias, and evaluates specific communicative activities such as role-plays, debates, and group tasks. Finally, the paper introduces actionable, balanced pedagogical frameworks—including structured wait-time, scaffolded pair work, and hybrid digital communication—designed to transform modern language classrooms into equitable spaces where both introverts and extroverts can maximize their oral proficiency and cross-cultural communicative confidence.

Keywords: Communicative Language Teaching (CLT), Introversion, Extroversion, Speaking Skills, Foreign Language Anxiety, Affective Filter, Differentiated Instruction, Classroom Dynamics.

Introduction

For many decades, traditional foreign language education was governed by teacher-centered methodologies that prioritized mechanical mastery over real-world application. Approaches such as the Grammar-Translation Method and the Audio-Lingual Method treated language learning as an academic exercise in decoding text, memorizing grammar paradigms, and executing structural drills. In these settings, a student's success was determined by their silent accuracy, passive reading comprehension, and ability to repeat linguistic patterns on command. However, as global communication expanded, the absolute limitations of these classical approaches became undeniable. Students routinely graduated from years of formal language instruction with an advanced knowledge of theoretical grammar but a total inability to manage a spontaneous, real-world conversation with a foreign speaker.

To address this critical deficiency, language researchers developed Communicative Language Teaching (CLT). This revolutionary approach shifted the primary objective of the classroom from linguistic competence to communicative competence. Rather than focusing exclusively on abstract grammatical structures, CLT emphasizes the functional use of language in authentic social contexts. In a standard CLT classroom, the teacher steps down from the role of an absolute lecturer to become

a supportive facilitator, planner, and manager of classroom interaction. Students are pushed into the spotlight, spending the vast majority of classroom hours working in pairs, negotiating meaning in small groups, resolving information gaps, and engaging in unscripted role-plays. Fluency is intentionally prioritized over perfect grammatical accuracy, and making mistakes is re-framed as a natural, necessary step toward language mastery.

Yet, as CLT spread across global institutions, an important psychological problem emerged. While the shift toward an interactive classroom sounds universally positive in theory, it often fails to account for the diverse psychological profiles of individual learners. Human beings are not uniform blank slates; they enter the language classroom with distinct personality traits that dictate how they process social interaction, manage stress, and absorb cognitive data. The most prominent and influential psychological spectrum affecting classroom performance is the divide between introversion and extroversion.

Because traditional CLT relies heavily on public performance, fast social engagement, and immediate verbal output, it naturally creates a classroom environment that closely mirrors the comfort zone of extroverted individuals. Extroverted students frequently dominate communicative activities, speaking loudly, taking social risks, and utilizing the highly interactive space to rapidly build their conversational fluency. Conversely, introverted students often find the chaotic, fast-paced demand of the CLT classroom overwhelming. They frequently withdraw into silence, experience elevated levels of language anxiety, and are sometimes misjudged by educators as being unmotivated or linguistically weak. This structural mismatch raises an essential question for modern educators: Does Communicative Language Teaching unconsciously favor one personality type over another, and how can pedagogical strategies be adapted to ensure that both introverted and extroverted learners can successfully develop their English speaking skills?

Understanding Introversion and Extroversion in Language Acquisition

To build an inclusive language classroom, educators must first move past superficial social stereotypes and understand the scientific, neurobiological foundations of introversion and extroversion. In popular culture, introversion is frequently equated with social shyness or a lack of self-confidence, while extroversion is seen as confidence and social charisma. In the fields of psychology and cognitive neuroscience, however, these traits are recognized as fundamental differences in how human brains process energy, handle external stimuli, and manage neural chemistry.

The Neurobiology of Personality

The differences between introverts and extroverts are deeply rooted in human neurobiology. Psychological research demonstrates that these two personality types possess entirely different baselines of cortical arousal, which directly impacts how they react to the surrounding environment:

Extroverted Learners (Low Basal Cortical Arousal): Extroverted individuals have a naturally lower level of internal brain arousal. Because their internal state is under-stimulated, their brains require constant input from the outside world to achieve optimal cognitive functioning and feel emotionally balanced. In a loud, highly interactive, and fast-moving CLT classroom, an extrovert's brain receives the exact level of stimulation it craves. The social noise and constant chatter act as positive cognitive fuel, helping them feel energized, alert, and fully motivated to speak.

Introverted Learners (High Basal Cortical Arousal): Introverted individuals possess a naturally high baseline of internal brain arousal. Their minds are already highly alert, active, and sensitive to incoming sensory details. Consequently, when an introverted student enters a traditional CLT

classroom filled with multiple loud group conversations, music, and spontaneous oral demands, their brain quickly goes into a state of sensory overload. To protect themselves from psychological exhaustion and cognitive fatigue, introverts instinctively pull back from the environment, using silence as a defensive shield to process information internally. **The Dopamine and Acetylcholine Pathways**

The two personality types also rely on completely different neural pathways and chemical messengers to regulate their behavior. Extroverted individuals are highly responsive to dopamine, a neurotransmitter associated with risk-taking, excitement, and immediate rewards. When an extrovert speaks spontaneously in class, makes a joke, or takes a communicative risk, their brain rewards them with a surge of dopamine. They are willing to make grammatical mistakes because the immediate psychological reward of social connection outweighs the risk of being wrong.

Introverted individuals, on the other hand, are far more sensitive to a different neurotransmitter known as acetylcholine, which is linked to calm reflection, deep concentration, and long-term memory retrieval. Introverts do not seek the external reward of quick social validation; instead, they find satisfaction in internal clarity and cognitive order. When tasked with an oral response, an introvert's brain processes information along a much longer neural pathway that passes through areas responsible for deep planning and memory analysis. Therefore, introverted learners prefer to think through a sentence completely, analyzing its grammatical structure and vocabulary appropriateness, before they feel comfortable speaking it aloud. They are not necessarily "shy"; rather, they have a biological requirement for internal processing time.

The Mechanics of CLT and the Extrovert Advantage

Communicative Language Teaching is built on core principles that seem specifically designed to maximize the natural strengths of the extroverted personality. By analyzing the mechanics of standard CLT tasks, it becomes easy to see why extroverted learners frequently excel and achieve high fluency scores in these environments.

Improvisation and Trial-and-Error Learning

CLT prioritizes immediate meaning over grammatical accuracy. Activities such as unscripted role-plays, open classroom debates, and information-gap tasks require students to produce language rapidly without relying on written scripts or extended preparation times. This demands an improvisational speaking style that fits perfectly with the extrovert's cognitive profile.

Extroverts naturally utilize a "trial-and-error" strategy for language acquisition. They process their thoughts externally, which means they often begin speaking a sentence before they have fully planned how to finish it. If they use the wrong word or create a fractured phrase, they adjust on the fly, using hand gestures, facial expressions, and contextual clues to deliver their point. This high volume of speech output provides them with extensive practice, allowing them to rapidly automate their language production and achieve impressive conversational fluency.

Social Risk-Taking and Resilience

A student's willingness to take linguistic risks is widely considered a primary predictor of success in oral language acquisition. Extroverts possess a high natural resilience against social embarrassment or public failure. If an extroverted learner mispronounces a word or makes an obvious error in front of their peers, they are highly likely to dismiss the mistake and keep talking. This attitude keeps their personal motivation high and ensures they receive a continuous stream of input and corrective feedback from their instructor, creating a positive learning loop that accelerates their speaking confidence.

The Introverted Learner's Dilemma in the CLT Classroom

While extroverted learners surf smoothly through the interactive waves of the CLT classroom, introverted learners often find themselves fighting against a heavy psychological current. Without purposeful pedagogical adjustments from the teacher, a pure CLT environment can create serious barriers for introverted students.

The Misconception of the "Passive Learner"

One of the most widespread and damaging biases in modern language pedagogy is the automatic equation of vocal participation with academic engagement. Because CLT frameworks measure a student's progress by how much they speak during group activities, quiet and reflective students are frequently mischaracterized by teachers. Instructors may view an introverted student's silence as a sign of laziness, a lack of preparation, a deficit in comprehension, or an unmotivated attitude.

This assumption is often factually wrong. In many instances, an introverted student possesses a deeper receptive vocabulary, a more mature understanding of syntax, and a higher level of listening comprehension than their vocal extroverted classmates. Their silence does not indicate an empty mind; it indicates a mind that is busy organizing, analyzing, and self-correcting. When educators continuously praise loud, rapid communication while criticizing or ignoring quiet reflection, they deeply damage the self-esteem of introverted learners, making them feel like outsiders in their own classrooms.

Language Anxiety and the Affective Filter

In his famous Second Language Acquisition theory, researcher Stephen Krashen introduced the Affective Filter Hypothesis. Krashen argued that for language acquisition to happen successfully, a student's emotional and psychological state must be calm, supportive, and low in stress. If a learner experiences high levels of anxiety, self-doubt, or fear, their "affective filter" goes up, acting as a mental block that prevents incoming language input from being processed and blocks outgoing speech production.

The unstructured, fast-paced, and highly public nature of traditional CLT tasks can cause an introverted student's affective filter to rise rapidly. When an introvert is suddenly called upon to provide a spontaneous opinion in front of a large audience without any notice, their nervous system reacts to the stress. Their heart rate goes up, their working memory becomes crowded with panic, and their mind suddenly goes blank. This experience creates a destructive cycle: the forced public speaking task causes intense anxiety, the anxiety paralyzes their speaking skills, the resulting poor performance causes embarrassment, and that embarrassment makes them even more terrified to speak in the future.

Comparative Analysis: Classroom Activities and Personality Impact

To clearly illustrate how different CLT activities affect introverted and extroverted learners across key oral proficiency metrics, we can examine a structured, comparative analysis. The table below outlines standard communicative tasks, detailing how each personality type experiences the activity and the resulting impact on their speaking development. As the data in the table shows, unstructured and public CLT tasks create a wide gap in performance and emotional comfort between the two groups. However, when a task is carefully structured and incorporates deliberate preparation steps—such as the Think-Pair-Share model—the playing field is leveled, allowing both introverts and extroverts to benefit equally.

Conclusion

In our deeply interconnected 21st-century world, developing robust English speaking skills is an absolute necessity for students everywhere. Communicative Language Teaching remains an

incredibly powerful and valid methodology for achieving this goal, but its ultimate success depends entirely on the psychological empathy and instructional flexibility of the teacher. A language classroom must never be treated as a homogenous group where one teaching style fits all; it is a delicate ecosystem made up of diverse human minds.

Introverts and extroverts should never be viewed as competing personality types where one is superior for language acquisition. Instead, they bring beautiful, complementary strengths to the educational environment. Extroverted learners teach their peers how to embrace social risk, navigate spontaneity, and prioritize the rapid flow of communication. Introverted learners show their classmates the deep value of analytical reflection, precise word choice, and deliberate active listening. By intentionally evolving from a rigid CLT model to an inclusive Differentiated Communicative Teaching (DCT) framework, language teachers can ensure that their classrooms become supportive spaces for all students. This balanced approach removes psychological barriers, lowers the affective filter, and empowers every single learner—regardless of where they stand on the personality spectrum—to discover their unique voice and communicate with clarity, confidence, and genuine human eloquence.

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