

I Want to be Heard: Promoting Communication Skills for Introverted Students

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Master of Arts in Education

By

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Abstract

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Masters of Arts in Education

Saint Mary's College of California, 2016

Luz Casquejo Johnston, Ph.D., Chair

The purpose of this action research study (Cochran-Smith & Lytle, 2009) was to understand how introverted students experience the classroom specifically in group dialogue. The participants in this study were 4 self-identified introverts in a second grade classroom. Each participant was interviewed and engaged in a small group circle. The implementation of the interviews and small group circles were aimed to develop strategies for students to further participate. The research questions that were addressed in this study were: 1) How is the classroom experienced by introverted students? 2) What strategies can be implemented to make introverted students further participate in group dialogue? The research illuminated introverted students in the classroom and the need to create a space that honors their learning style all students.

Dedication

This Master's Thesis is dedicated to my Nanay and Tatay. I am truly blessed for their hard work and unconditional support throughout my entire education. Thank you for instilling in me the value of perseverance and a quality education. In addition, I would like to dedicate this to the students who participated in this study. Most importantly, I would like to thank God for His constant guidance throughout this entire journey.

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Table of Contents

	Page
List of Figures	viii
List of Tables	ix
Chapter	
I. Introduction	1
Statement of the Problem.....	1
Purpose of the Research.....	2
Research Question(s)	3
Limitations	3
Assumptions.....	3
Operational Definition of Terms.....	4
Implications.....	4
Conclusion	5
II. Literature Review	6
Overview of Literature Review	6
Theoretical Rationale.....	7
Review of Related Research	8
Conclusions.....	16
III. Method	17
Setting	18
Participants.....	18
Design	20
Measurements/Instruments	20
Procedure	22
Data Collection	23
Data Analysis	24
IV. Results.....	26
Results.....	26
Outlets of Expression.....	26
The Value of Friendship	28
A Time to Talk	30
Response to strategies.....	34
Summary	35

V. Discussion	37
Major Findings.....	37
Limitations	42
Implications and Recommendations	43
Future Research	45
Conclusion	46
References.....	48
Appendices.....	51
A. Consent Form	51
B. Group Collaboration Survey	52
C. Piloted Introverted Quiz	53
D. Susan Cain Introverted Quiz (2012)	54
E. Participant Profile Observation Sheet	55
F. Accountable Talk Poster.....	56

List of Figures

Figure

1. Student Art	28
2. Dialogue Box 1: Interview with Michael	29
3. Dialogue Box 2: Interview with Participants	33
4. Dialogue Box 3: Interview Questions	34

List of Tables

Table

1. Outlets of Expression Responses	27
2. "I feel comfortable in school" Responses	29
3. Big Group Discussion	31
4. Small Group Discussions	35

Chapter I

The classroom is a highly social environment. “Education by its nature favors the extrovert because you are taking kids and putting them into a big classroom, which is automatically going to be a high-stimulation environment” (Cain, 2012). This quote represents the current gap of accommodating to all learning styles. Students of various learning personalities are placed into an environment expected to learn and participate in the classroom community. However, certain teaching styles and standards do not accommodate all learning styles. In the quotation presented, Cain explained how the classroom is an environment for extroverted students. With this said and the demand for group discussion in the standards, this study focused specifically on introverted students and their experience in the classroom.

Statement of the Problem

The school classroom is a highly active classroom with 30 voices, various learning styles and personalities. Just like the crazy hectic world, a classroom can overwhelm introverted students. Pair share, small group work and large discussion are just a few strategies used in the classroom. These strategies elicit meaningful exchanges of knowledge among the students in a group discussion. In these moments students feed and build off each other’s ideas. The classroom noise level and excitement immediately rise as students get the chance to collaborate with each other to create a new idea or project. However, what can be said of the students who need time to internally process the instructions or have difficulty expressing themselves in a group discussion? In addition, certain learning personalities such as introverted students are left The standards in today’s classroom shifted and required students to be more vocal and know the skills of a group discussion.

The Common Core State Standards have heavily influenced this shift of collaborative learning in the classroom. Common Core is driven to prepare students to enter the real world by, “developing the critical-thinking, problem-solving, and analytical skills [of] students” (Common Core State Standard Initiative, 2016). Although these are all necessary skills for students to develop, the methods to help improve these skills are not designated for all different learning types. The implementation of Common Core Standards and Curriculum in a classroom are developed primarily through group discussions or group work. However, this learning method may not be the best fit for all students. For instance, introverted students may find it difficult to quickly collaborate with classmates. This is because introverted students stimulate and generate more knowledge internally rather than vocally and externally with a partner (Godsey, 2015). (paragraph needed here to offer the “And yet...” And yet to this might be that students have a range of learning styles, aren’t monolithic, etc. You need to use the literature to support the assertion but it needs to fill the “gap”

This study focused on introverted students. Furthermore, this study addressed the gap between introverted students and their needs in the classroom. With the emphasis of vocal participation in a group discussion, introverted students were left to change their learning style or perceived as quiet. This study addressed the needs of introverted students in the classroom in order to further participation and meet the Common Core State Standards. Specifically, this study attempted to fill in the gap between introverted students and the need to meet the Common Core State Standards of Speaking and Listening.

Purpose of the Research

The purpose of this action research study (Cochran-Smith & Lytle, 2009) was to understand how introverted students experience the classroom specifically in group dialogue.

The participants in this study were four self-identified introverts in a second grade classroom. Each participant was interviewed and engaged in a small group circle. The implementation of the interviews and small group circles were aimed to develop strategies for students to meet the Common State Standards of Speaking and Listening in the second grade.

Research Question

The research questions that were addressed in this study were: 1) How is the classroom experienced by introverted students? 2) What strategies can be implemented to support introverted student participation in group dialogue?

Limitations

There were certain limitations that I faced during this research. Since the study took place during my student teaching, the classroom dynamic and schedule were limitations for this study. As a student teacher, I followed the routine and observed the classroom community that had been established since the beginning of the year. In addition, behavior issues were a limitation in this study. The behavior issues limited the time I had with the specific participants. The disruptions affected the dynamic and concentration of the group discussions.

Assumptions

The first assumption of this study was that introverted students were always quiet and desired to be alone during the school day. This was due to the assumptions that surround what it means to be introverted. People who are introverted are portrayed in the media as quiet, timid and loners. Another assumption was that extroverts performed academically higher than introverts. Since they are able to orally express their thoughts immediately, this can be interpreted as a better understanding of the subject matter.

Operational Definition of Terms

Introvert. A person that “reflects an inward orientation in which psychic energy is invested in internal and personal experiences (e.g., preference for spending time alone)” (Darity, 2008). Furthermore, the energy that introverts channel is from within rather than external sources such as their environment.

Cooperative Learning. “The use of small groups so students work together to maximize their own and each other’s learning” (Johnson & Johnson, 1993, p.62).

Participation. “Insightful comments and interesting connections being made by students, and can foster a high level of energy and enthusiasm in the classroom” (The Centre for Teaching Excellence, 2016).

Accountable Talk. Classroom talk that aimed to build the skills in all students to further their knowledge is discussion (Resnick, 1996).

Wait Time. An amount of quiet time after the teacher proposed a question for students to formulate their answers (Rowe, 1974).

Group discussion. “Consists of student comments separated by frequent probes and clarifications by the teacher that facilitate involvement and development of thinking by the whole group” (Lowman, 1995, p. 159).

BICS. Basic Interpersonal Communicative Skills (Cummins, 1983).

CALPS. Cognitive Academic Language Proficiency (Cummins, 1983)

Implications

This study is significant because introverted students are placed into a learning style that does not foster or value their strengths. With the emphasis of group discussion in the Common Core State Standards in the classroom and the idea of participation as a form of success, the

strengths of introverts are diminished. This research specifically focused on providing the skills for introverted students to feel comfortable in a group discussion. Furthermore, the study aims to understand the classroom experience of introverted students and creating an environment of equal opportunity for all students to succeed. With this focus of the introvert experience in the classroom teachers can become aware of how to incorporate their needs into teaching styles. Furthermore, it can encourage more research to be done and expand on previous research by Cain (2012) and Laney (2005). Although I place a great emphasis on introverted students and the needed environment to foster their learning, I hope the knowledge from my research provides the necessities to create the needed environment to stimulate students who are extroverted, introverted or in between the spectrum.

Conclusion

This action research focused on illuminating the experience of introverted students in the classroom. In addition, this project sought to provide an insight about how they feel in the classroom environment and proposed supports that may be helpful in increasing their success in learning environments that increasingly require verbal output. As a basis to understand introversion and student learning styles, I looked to previous research and literature. In Chapter 2, introversion will be viewed through the lens of Vygotsky's sociocultural perspective. The work of analysts and researchers such as Jung, Cain and Johnson will form the foundation of the literature review.

Chapter II

Literature Review

The purpose of this action research study (Cochran-Smith & Lytle, 2009) was to understand how introverted students experience the classroom specifically in group dialogue. The participants in this study were 4 self-identified introverts in a second grade classroom. Each participant was interviewed and engaged in a small group circle. The implementation of the interviews and small group circles were aimed to develop strategies for students to meet the Common State Standards of Speaking and Listening in the second grade and to feel confident. The research questions that were addressed in this study were: 1) How is the classroom experienced for introverted students? 2) What strategies can be implemented to support introverted student participation in group dialogue?

Overview of the Literature Review

This chapter consists of three sections that all relate to the study's research questions. Furthermore, the three broad areas are supported by the theoretical framework of Vygotsky's sociocultural perspective. In each area there is relevant literature and theories that support this study. In the first section, I define introversion, noting researchers that have analyzed the various characteristics of introversion. The next section transitions into an examination of the Common Core State Standards and popular teaching styles. The final section is the teaching practices that can support introverted students in the classroom. This section emphasizes strategies that researchers have found and practiced that can be implemented in the classroom for all learning style. Together, these studies created the foundation for this action research.

Theoretical Rationale

In this study, the literature, data, methods and analysis are approached through the sociocultural perspective. This specific theoretical framework was credited to Vygotsky. He placed emphasis on social interaction as a part of learning (Vygotsky, 1978). The interaction of the children in the environment with their peers heavily influence their development. Furthermore, Vygotsky stated that, “Signs and words serve children first and foremost as a means of social contact with other people” (Vygotsky, 1978, p.28). Interaction through dialogue is essential for the development of children. Students are exposed to and use signs and words in the classroom setting in order to be an active participant. Language provides the students the means to communicate and exchange ideas with their classmates. Furthermore, language and collaboration are essential components for student learning. The Vygotskian principle emphasized that collaboration with peers deepen students’ knowledge as they interact more with each other. Vygotsky’s sociocultural perspective emphasized the significance of language, interaction and the connection it has to learning in the classroom culture.

This particular theoretical framework of Vygotsky structured the research and the analysis of dialogue of the students. This type of qualitative study aligned with the components of the sociocultural perspective. From the literature to the findings, this study aimed to deepen the understanding of introverted students in the environment of the classroom. A qualitative study of action research allowed me to explore and research the significance of Vygotsky’s sociocultural perspective of language in the classroom. Particularly, focus on the language and interaction of introverted students. The sociocultural theory in this qualitative research also influenced the methods of this study. In order to gain insight of introversion in the classroom, a

case study design was conducted. A case study design (Dyson & Genishi, 2005) contributed to collection of qualitative data of behavior and experience of introverted students in the classroom.

Review of Related Research

The review of the literature was separated into three sections. Each section presents essential research and analysis needed in order to understand introversion and the current gap between introversion and the classroom. With an understanding of what introversion is, an insight to introversion in the classroom can occur.

Introversion

Introverted is one characteristic that can be used to define a person's personality. In this section, the term introversion is defined and explained within the classroom setting. Introversion or introverted was first coined by Jung, a Swiss theorist in the field of psychology and a psychiatrist. He was the first to use the now very popular terms extrovert and introvert to describe people and their personality type. Jung stated that, "Every individual possess both mechanisms-extroversion as well as introversion, and only the relative predominance of the one or the other determines the type" (Jung, 1924). The spectrum of introversion and extroversion is very wide. For this specific study, the focus was primarily on students who are more introverted than extroverted. People who are more on the introverted spectrum reflect inward and internally to gain a sense of energy (Darity, 2008). Furthermore, introverts contemplate their environment or situation and then create an action plan (Jung, 1924). There is a great emphasis of oneself with the characteristic of being introverted.

Cain (2012) explained the numerous definitions and characteristics of introversion. Cain asserted that introverts differ from extroverts in regard to work ethic and social gatherings. In addition, Cain contributed to Jung's definition of introversion by stating, "Introverts recharge

their batteries by being alone; extroverts need to recharge when they don't socialize enough" (Cain, 2012, pg.10). Furthermore, Cain clarified that there is no one set clear definition of introversion. Introversion and extroversion are on a spectrum (Cain, 2012). Although there is no set definition, there are clear characteristics of introversion. Cain described introverts as people who dislike disagreements, are single task oriented, prefer spending time with a close group of friends and others (Cain, 2012). Cain provided insight on introversion from work ethic to preferred environments.

Perception of Introverted students. Researchers defined introvert children as "non-social" (Eysenck & Rachman, 1965) (Fouts & Click, 1973). The introverted characteristics stated by Cain is applied to children as well. For children, a large part of their time is spent in the classroom environment. Introversion in the classroom can be disguised in a variety of ways. Teachers might have labeled introverts as shy, quiet, reserved or who keep to themselves (Cain, 2012). These characteristics in the classroom can be detrimental to how teachers perceive introverted students especially in classroom participation. For instance, Coplan, Hughes, Bosacki and Rose-Krasnor (2011) discussed how teachers acknowledge certain behavior types such as quiet and shy versus enthusiastic students. They emphasize the bias that teachers have towards vocally inclined students and the attitude toward quiet/introverted/ shy students (Coplan, Hughes, Bosacki and Rose-Krasnor, 2011). The main participants in this study were teachers in which they were presented with hypothetical classroom situations with loud and quiet students. Coplan, Hughes, Bosacki and Rose-Krasnor (2011) analyzed the various reactions of the teachers in order to explore the attitudes that teachers have towards certain type of students. Quieter students were "perceived as being the least intelligent and as being most likely to experience negative social and academic consequences" (Coplan, Hughes, Bosacki and Rose-Krasnor, 2011,

p. 945). Academic consequences for introverted/quieter students occurred in times of participation where they needed to vocally express themselves to succeed (Gordon & Thomas, 1967). With participation an essential component of academics, introverted students struggle to have their voices heard and have the confidence to speak in small groups.

Introverts in school. Introverted students in the classroom face numerous limitations yet bear great strengths as well. In the analysis of introverted children of Laney (2005), she provided insight on the introversion in the classroom. According to Laney's analysis of introversion (2005), the classroom is "outside of the [introvert's] comfort zone" (Laney, 2005, p. 185). As the classroom is a social environment, introverted students are rushed into the daily routine of the classroom. Such components of the day that are stressful for introverted students are: timed assignments, working in groups and being interrupted while they are talking (Laney, 2005). Furthermore, with introverted students perceived as the quieter students, they are usually overlooked by the teachers (Laney, 2005).

Aside from the limitations of introverts, Laney (2005) highlighted the strengths of introverts in the classroom. For instance, introverts enjoy and flourish in the creative arts. Laney stated that there are numerous introverts that are artists, musicians, actors and writers (Laney, 2005). The arts in any form offered introverts a way to express themselves. Most importantly art allows introverts to, "take in bits of the world around [them], and rearranges those pieces in [their] own inner world to form something novel" (Laney, 2005). Art is a significant outlet of expression for introverted students. Furthermore, Hallam, Hewitt and Buxton (2014) revealed the importance art has in the classroom experience of students. In their study, they examined the perceptions student have about art through interviews and observations. They discovered how art created a space and time for students to relax and reflect (Hallam,

Hewitt & Buxton, 2014). In addition, introverted students value their friendship. Laney argued that introverts have the characteristics of a loyal friend and maintain long-lasting relationships. Laney's analysis is supported with Cain's presentation of preferences of introverts such as having a smaller group of friends.

The literature and analysis above referred to introverted students and their experience in the classroom. Part of the classroom experience are the teaching styles and standards students have to meet. The demand for students to meet certain standards and partake in certain teaching styles, can alter the classroom experience especially for introverted students.

State Standards and popularized teaching curriculum

There is a current shift in the elementary school curriculum. Districts and schools are now adopting the new Common Core State Standards. Approximately, 46 states in America (Academic Benchmarks, 2015) have adopted these standards. The Common Core State Standards prepare students to be college ready from the earliest stages of education (Rothman, 2012). Readiness is the ultimate purpose of these universal standards. These Common Core State Standards break the traditional norm of classroom curriculum and push the teachers and students to learning in the real world. This new way of education has altered Math curriculum and Language and Literacy curriculum as it set new standards for students to meet.

Speaking and Listening Standards. An emphasis on students acquiring the knowledge and skills to partake in a group discussion is a section of the Common Core State Standard. These standards titled the Speaking and Listening Standards are implemented from kinder to twelfth grade in order for students to properly participate in a group discussion. These new standards are found under the larger category of the English Language Arts Standards. The Common Core website stated under the English Language Arts Standards that in 2nd grade,

students must be able to, “Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups” (Common Core State Standard Initiative, 2016). The State Standards emphasized the need for students to acquire and practice their skills to communicate in order to be college ready. The Speaking and Listening Standards are applied to any context for the specific grade.

Discussion and Participation. Billings and Roberts (2013), incorporated the Speaking and Listening Standards in seminar discussion in order to promote reading, writing and thinking for their students. In their study, they examined students using seminar discussion with a certain text. Through seminar discussion, students deeply analyzed the text, joined in the discussion and practiced the skills needed to meet the standards (Billings & Roberts, 2013). Furthermore, students were required to refer to the text when making a claim (Billings & Roberts, 2013). Students vocalized their responses as a sign of their understanding of the text as teachers noted the participation level. The presence of seminar discussion in the classroom challenged the students practice critical thinking and expanding their perspectives with their peers. In addition, seminar discussions emphasized the Common Core’s goal of Language Development. Rothman argued that as a part of the Common Core Speaking and Listening Standard, students are expected “to participate actively in discussions and express their own points of view. Students should expect to speak as well as listen” (2013, p. 112). In seminar discussions, a high level of participation especially vocally, is essential for students to demonstrate in order to academically succeed (Rothman, 2013).

The incorporation of the Common Core Standards in classrooms placed a great emphasis on student participation. The classroom has become a more social experience as students actively listen to their peers and exchange insight. Classroom participation is defined as

“insightful comments and interesting connections being made by students, and can foster a high level of energy and enthusiasm in the classroom...” (The Centre for Teaching Excellence, 2016). Participation in a discussion is seen as students actively contributing to the conversation mainly through articulating their opinion. Gambrell (1996) claimed how discussion provokes participation because it is a combination of thinking, listening and speaking in order to create engagement of the entire class.

With class discussion and classroom participation as new concepts emphasized, group interaction is a related concept. Group interactions in the classroom allow children to practice for real world experiences. This strategy used in the classroom can be seen as pair share, elbow partners or pods and is a social interaction between students. Webb and Cullian (1981) reported how group interaction increased achievement in the classroom. The focus of this research was on the behavior of the students and the amount of achievement. Group interaction and success among the students involved, giving help, receiving help, not giving help and explaining their reasoning (Webb & Cullian, 1981). This criterion was based on students expressing themselves solely through oral language. Peer interaction allowed students to widen their perspective and academically improve (Webb & Cullian, 1981). Collaboration provided the space for students to engage in dialogue.

In addition to the Common Core, cooperative learning is a popularized teaching style. Coined by Johnson and Johnson, cooperative learning is, “the use of small groups so students work together to maximize their own and each other’s learning” (Johnson & Johnson, 1993, p.62). cooperative learning honored group work over individual work in the classroom. The components of cooperative learning are: Positive Interdependence, Face-to-face promotive interaction, Individual accountability, social skills and group processing (Johnson & Johnson,

1993). These components are all geared to students working as a team. Students must be taught and inclined to these skills in order to succeed. Johnson and Johnson indicated that the goal of cooperative learning was for students to work together to ultimately perform better as an individual (Johnson & Johnson, 1993). In essence, the process of working in a group was what increased the performance of a student in cooperative learning. High involvement and participation was essential for students to truly benefit from this teaching style which may not cater to all learning styles and personalities of the students.

Teaching practices for all learning styles

There is a clear disparity between introverted students and classroom expectations. The two sections of literature and analysis revealed the lack of support there is for introverted students in a social environment such as a classroom. Each student in the classroom has a different learning style and some students might be introverts. According to the research of Schmeck and Lockhart (1983), introverted students required a different learning environment from extroverted students. The particular environment for introverted students consisted of a quieter space, individual work time and low stimulation (Schmeck & Lockhart, 1983). Furthermore, these researchers stressed the importance of creating a nonbiased classroom that supports all learners. A balance must be created in order to honor both students of introversion and extroversion in order support overall student achievement in the classroom regardless of curriculum.

Accountable Talk. Strategies can be implemented in order to create a balanced classroom. Accountable talk is a program developed by the University of Pittsburgh in 2010. This specific program redirects classroom and student talk to something more meaningful and educational. Accountable talk is aimed to build the skills in all students to further their

knowledge is discussion (Resnick, 1999). A classroom that implements accountable talk has students that are attentively listening to their peers in order to further the conversation (Michaels, O'Connor, Resnick & Williams 2010). In order to get to this point, students of all personalities and learning styles must be taught. A large component of setting up accountable talk in the classroom is having the teacher model for the students and plan in advance (Richardson, 2010). The process of accountable talk is very thoughtful. This process requires the teacher to set clear academic goals, an instructional task, and then think of, "what kind of talk format is most appropriate for this instructional task" (Michaels, O'Connor, Resnick & Williams 2010, pg. 12). It is essential for the teacher to be cognizant of the type of discussion she will have with her students. Once the teacher has set the discussion format for her students, the discussion can begin. In order for the discussion to have accountable talk, students must build off of each other's idea and ask probing (Michaels, O'Connor, Resnick & Williams 2010). According to Richardson 2010), the implementation of accountable talk in her fifth grade classroom was an effective strategy for her students to freely discuss. From Richardson's (2010) observations, accountable talk was a beneficial strategy for all her students as she stated:

Accountable talk works for many students, regardless of their personalities, learning styles, or academic abilities. Reluctant writers come forth and shine around the accountable talk table, and more cautious students learn to be confident in their observations. High-energy talkers learn to wait their turn and quiet students are assured a safe forum to explore and speak. (p.87)

Accountable talk provided the skills for all students to deepen their knowledge and to be involved in the discussion in a variety of ways.

Wait-time. The strategy of wait-time is another effective method for honoring introverted students and also deepening discussion. Wait-time was discovered by Mary Budd Rowe (1974). Through her research, Rowe realized the time students needed after a question is

given. The extra 3 to 5 seconds given displayed improvement as students' responses were elaborate and student participation increased (Rowe, 1974). Furthermore, Rowe stressed how the increase of wait-time decreases the frequency of teachers questioning. Wait-time allowed students of all learning styles, to process the question and formulate their thoughts. The implementation of this strategy benefitted the students and the overall participation of the class.

Mixed Grouping. Hamm and Adams (2002) researched methods of how to incorporate all learning styles in group work. They suggested “putting [students] in small mixed-ability groups in which they take responsibility for themselves and for one another” (Hamm & Adams, 2002). This method can be applied to personality types of students who are introverts and extroverts. By mixing up the groups, a sense of teamwork and partnership are created. Furthermore, students gain a better understanding of each other's learning style thus building a stronger sense of an inclusive community within the classroom. After placing students in mixed groups, assigning roles within the group allows students especially of introversion to specifically focus in their piece first and then join the larger group (Hamm & Adams, 2002).

Conclusion

The contribution of these authors in the dialogue of introversion, curriculum and teaching practices, have provided the foundation for me to enter the conversation with my own research question. With such a broad term as introversion, I was able to apply it to the classroom setting through the studies provided. Furthermore, I continued my thread of introversion through today's curriculum which revealed a disparity that must be addressed. Lastly, I found research that displayed how this disparity of introverts in the classroom can be addressed. Through the literature, I was able to strengthen and form the structure and analysis of my research.

Chapter III

Method

The implementation of Common Core Standards and certain teachings styles in a classroom are developed primarily through group discussions or group work. However, this learning method may not be the best fit for all students. There is a gap between introverted students and the emphasis of group dialogue in the classroom. Introverted students are placed outside of their comfort zone in situations where their vocal participation is needed.

The purpose of this action research study (Cochran-Smith & Lytle, 2009) was to understand how introverted students experience the classroom specifically in group dialogue. The participants in this study were four self-identified introverts in a second grade classroom. Each participant was interviewed and engaged in a small group circle. The implementation of the interviews and small group circles were aimed to develop strategies for students to meet the Common State Standards of Speaking and Listening in the second grade. The research questions that were addressed in this study were: 1) How is the classroom experienced by introverted students? 2) What strategies can be implemented to support introverted student participation in group dialogue?

Overview of Methods

The intention of this chapter is to display and explain the methods and arrangement of this study. Furthermore, this chapter provides background of each participant and the tools used in order to collect the data. This qualitative study incorporated various instruments and design to gain a wider insight on introverts and their experience in the classroom.

Setting

My study took place in a second grade classroom located in a midsize suburban city in Northern California. This specific school is Kindergarten through Fifth grade with 3 classes of each grade. There are approximately 530 students enrolled with a class size of around 24 students in each class. Of the 530 students, 51% are English Learners. The prominent demographics in this school are Hispanic or Latino followed by White and Asians. According to the school's School Accountability Report Card from 2012-2103, 75% of the students are socioeconomically disadvantaged. What defines a student as socioeconomically disadvantaged is if, "neither of the student's parents has received a high school diploma or the student is eligible for the free or reduced-price lunch program" (California Department of Education, 2015). With a large percentage of students titled socioeconomically disadvantage, the school received extra funding from the government, making the school a Title I school. Furthermore, during the study, I was a student teacher. I entered the second grade classroom in February and was in the class four to five days a week. As a student teacher, I led morning routine, facilitated small group discussions and took over the classroom for two weeks. In that two week take over, I implemented my own lesson plans as if I was the head teacher.

Participants

The participants in this study were in the second grade and 7 to 8 years old. While the classroom had 24 students, 4 focal students were selected that identified themselves as introverted and I identified as introverted. 3 of the participants were girls and one was a boy. The students that participated in this study lived within the attendance zone of the school. For this research, each student was given a pseudonym.

Focus student: Michael. The first participant was Michael. Michael was the only male student among the group. He was a third generation Filipino and primarily spoke English at home. Academically, he exceeded the benchmark of the second grade level for both math and reading. Out in the school yard, Michael enjoyed playing basketball and tag.

Focus student: Julia. Julia was the second participant in my study. Julia was of Vietnamese and Chinese decent. At home, she primarily spoke Vietnamese. In the start of second grade she was classified as a Beginning English Language Learner and then later moved to Intermediate based on her California English Language Development Test (CELDT) scores. In addition, Julia was at the benchmark of reading and math in the second grade standards. She particularly enjoys playing tetherball and expressing herself through various mediums of art.

Focus student: Evelyn. Evelyn was an English learner. At home, her parents primarily spoke and read to her in Spanish. Evelyn had difficulty in reading and in math. Academically, Evelyn was at a high first grade level and continued to reach the second grade benchmark. As an English Language Learner, she was classified as Intermediate based off of her CELDT scores. Outside of the classroom setting, she loved to read.

Focus student: April. My last participant was April who is Filipina. Her family moved from the Philippines to California this past year. April is at the second grade benchmark of math and reading but demonstrated difficulty in comprehension. According to her CELDT scores she identified as a Beginning/ Early Intermediate English Language Learner. This was her first year in an all English classroom. April was friendly, enjoyed playing on the monkey bars at recess and writing stories.

Design

This type of study was a qualitative action research study (Cochran-Smith & Lytle, 2009). Since the purpose of this research is focused on introverted students and ways to incorporate their learning styles in the curriculum, I researched and developed strategies to do so. According to Cochran-Smith and Lytle, “the efforts of action researchers center on altering curriculum, challenging common school practices, and working for social change” (pg. 40, 2009). In doing so, I define teacher research as work rooted in, “social justice by using inquiry to ensure educational opportunity, access, and equity for all students” (pg. 40, 2009). Towards that end, I aim to discover strategies for working with introverted students in order to provide an equitable learning experience for all students.

This study also utilized a case study design (Dyson & Genishi, 2005). I followed the procedure of observing the overall setting and interactions of the classroom first. From there, I analyzed my field notes and started to generate my questions. With the setting in place, I observed the participants throughout the certain times of school day to gain an understanding of their reactions and behaviors. Each participant was observed during free time, group work and journal time as a part of my research design.

Measurements/Instruments

There were numerous instruments to measure Introversion and Extroversion found in studies and online. Introversion and Extroversion quizzes have become popularized in order to determine personality. For this particular study, there were a variety of instruments used to gather such data.

Piloted Survey. There were two piloted surveys in this study. Both surveys were administered to the entire class to determine the participants in the study. The participants were

chosen based on how much they displayed introversion qualities in the surveys. The first survey consisted of three faces: a happy, an indifferent face and a sad face (Appendix B). Students had to circle one face based on how they felt working alone. This particular survey was administered in the beginning of the study to get an initial impression of the students.

The second survey (Appendix C) narrowed down the participants in this study. This survey was more specific to Introversion characteristics and preferences. All students had to circle either yes or no after each statement was read. The statements for this survey was based off Eysenck and Wilson's Research Questionnaire to discovering a person's personality (1976). I selected 10 questions from Eysenck and Wilson and added an additional question of my own. In order for students to comprehend the statements, I changed the language. This particular quiz was a preliminary quiz to determine my introverted students for this study.

Participant Profile Observation Sheet. From the results of the surveys, I consulted with the Master Teacher and confirmed the participants of the study. We both looked into the characteristics of introverted students to see if the students truly matched the qualities. The basis of the introverted characteristics that were used came from Introversion/ Extroversion Quiz from Cain's *Quiet* (2012) and Laney (2005) (Appendix D). The characteristics of Introversion from Cain and Laney were also adapted into an observation sheet for each participant. As seen in Appendix E, characteristics or preferences are listed with space below for notes. This particular sheet was used to observe each participant and to take down specific times the student demonstrated a certain characteristic. This instrument was used to observe the participants during free time, group work and journal time.

Procedure

The procedure for this study was sectioned into three phases. The first phase of this study was administering the surveys. These surveys were instruments to determine the students that were more introverted than the other students. These tools were adapted from Eysenck and Wilson (1976). The piloted surveys (Appendix B & C) were administered to the entire class in the beginning of the study. Students sat in their desk with partition folders as they completed each survey. The first survey (Appendix B) was given first to the students as more of an informal survey. The second survey (Appendix C) was focused more on introverted characteristics and administered a week after the first survey. From the surveys, I was able to determine the specific students for the study.

The second phase of this study was a period of observation. Participants were observed for 2 weeks with a Participant Profile Observation Sheet (Appendix E). Within the 2 weeks, participants took part of the normal classroom routine. However, for this study, participants were observed specifically during free time, group work and journal time. From the observations, I was able to build a strong profile of each participant.

The last phase of the study focused on the skill of talking. The objectives of this phase were to understand how the participants felt in a group discussion and what tools can be used to help introverted students. This phase consisted of three group meetings. The small circle group consisted of the 4 participants and myself. During the group meetings, there was an introduction to Accountable Talk. This curriculum was established by the Institute of Learning at the University of Pittsburgh. For this study, the Agreement and Disagreement section of Accountable talk was used in the three group meetings. The particular statements that were used for this sessions were, "I agree with ____ because" and "I disagree with ____ because." The

objective of the Accountable Talk lessons was to teach the necessary skills for the introverted students to feel confident in participating in a large group discussion.

The first meeting was an introduction of group discussion. Participants expressed what they knew and their experience in group discussion. Furthermore, as a group we discussed the ways how to agree and disagree with others in a discussion. During this lesson, I introduced the the accountable talk statements. As a group we reviewed the meaning of the statements and then practiced them. Participants had the opportunity to practice the statements in a hypothetical situation.

The second and third group meetings incorporated the Accountable Talk after a group Read-a-loud. In the beginning of the second group meeting, we reviewed the specific Accountable Talk statements that were being used. From there, I read part of the book, *But It's Not My Fault! (Responsible Me!)* by Julia Cook. The third group meeting began with the continuation of the book and then a discussion about the book. Before the discussion, I reminded the students about the statements that we were focusing on. Participants engaged in the group discussion using the terms and explaining their reasoning.

Data Collection

In this study, notes, interviews and student work were used to collect data (Mills, 2013). Each data collection tool offered an aspect of insight on their learning style and introversion of each participants. These tools allow me to understand my focus students on a greater level.

Field Notes. For this study, I constantly observed my participants and used the prompts in Susan Cain's quiz as a checkpoint of introversion. I used the Participant Profile Observation Sheet (Appendix E) to take down all my field notes. I specifically wanted to highlight

introversion moments of my participants. Field notes were taken specifically during free time, group work and journal time of the school day.

Interviews. The one-on-one interviews took place after the three group meetings. With each student, I debriefed with them their experience in the small group circles. Each interview was recorded and then later transcribed. In addition to the discussion about the group meetings, I asked each of them their learning preferences. These questions ranged from the type of environment they need to learn to other forms of expression they enjoy.

A group interview was conducted after the three group meetings as well. The group interview consisted of questions regarding adding more people to the small group discussion. Furthermore, we discussed strategies to that would help them feel comfortable talking in a large group. Similar to the one-on-one interviews, this was recorded and later transcribed.

Student Work. A majority of the student work that was used for collecting data was the participants' journal entries. Each journal entry consisted a space for the student to draw and write. For each journal entry, there was a prompt and designated amount of time for the students to write. Approximately 15 to 20 minutes was designated for the the students to continuously write and draw.

Data Analysis

In my data analysis, I looked for common themes and characteristics that all my participants demonstrated or expressed. To do so, I read my data numerous times and noted any reoccurrences and surprises (Mills, 2013). I examined all data from all instruments in order to gain a varied perspective. From there, data was then grouped into themes that helped me answer my research questions (Dana, 2013). Next, data was coded into three themes which were: Forms of expression, the Value of friendship and A space to talk. In order to highlight each theme, I

presented a quote or field note from each participant. A data chart was created in order to display such findings. Once the data were grouped into themes, I connected it back to the literature to explain and analyze the data in depth.

Chapter IV

Results

The purpose of this action research study (Cochran-Smith & Lytle, 2009) was to understand how introverted students experience the classroom specifically in group dialogue. The participants in this study were 4 self-identified introverts in a second grade classroom. Each participant was interviewed and engaged in a small group circle. The implementation of the interviews and small group circles were aimed to develop strategies for students to meet the Common State Standards of Speaking and Listening in the second grade. The research questions that were addressed in this study were: 1) How is the classroom experienced by introverted students? 2) What strategies can be implemented to support introverted student participation in group dialogue?

There were numerous instruments used to collect the data for this qualitative study. The four participants completed surveys, quizzes and participated in small group discussions. Furthermore, each participant was interviewed and closely observed for field notes. With this, the data was transcribed and closely analyzed. The data revealed common themes and patterns across all four participants. Results of this study were categorized in themes in order to display the experience and need of introverted students in the classroom.

Outlets of Expression

Throughout this study, students were given the opportunity to write in their journal. Furthermore, the participants were interviewed, where they answered questions about their learning style and preference and observed during independent time. From these instruments, the data revealed the various outlets of expression introverted students preferred. Drawing and writing were the forms of expression that the students favored. Below is a table that highlighted

how the participants felt about writing and drawing. The participants Julia and Michael expressed their interest in drawing and writing when they were asked, “What helps you express yourself?” While the other participants April, wrote her response in a Journal Entry and Evelyn demonstrated her concentration on journaling in my field notes.

Table 1

Outlets of Expression Responses

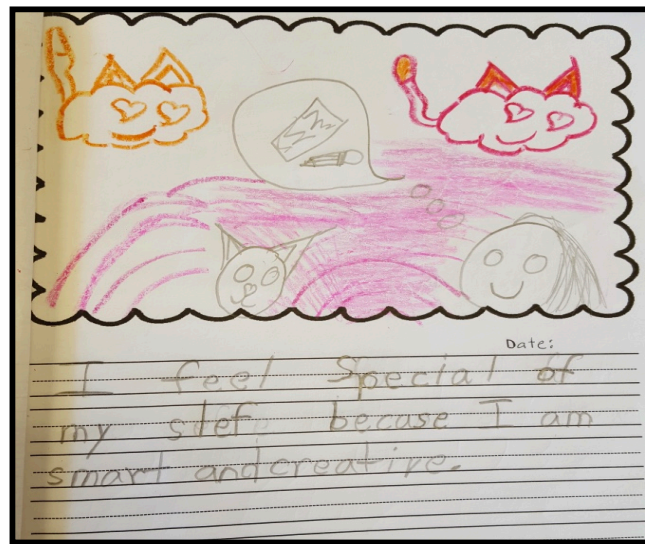
<u>Students</u>	<u>Responses</u>
Julia	“Yes, drawing more thinking, and more time to myself.”
Michael	“Drawing, mostly I draw. Writing helps me”
April*	“I feel comfortable in school when we write a jurnal.”
Evelyn**	Continually writes in journal during Journal Time

*Note: *April’s response was taken from her journal entry.*

***Evelyn’s response was an observation from the field notes.*

The participants not only expressed their preference for being creative but also displayed their creativity as I observed them. In my field notes, the participants on numerous occasions were drawing and writing during independent time. Rather than interacting with groups of classmates to play a game, participants engaged in their art or writing and partner discussion. Participants were focused and appeared to have a sense of enjoyment during their writing or drawing. Below is a free write journal and illustration entry from Julia. This participant chose to write about herself and her creativity.

Figure 1. Student Art



The data displayed the importance of creativity to introverts. Drawing and writing were outlets for the participants to reflect and express themselves in the classroom. Introverted students saw their independent time as a moment to themselves from the social environment of the classroom. This particular theme connected to the research question of how introverted student feel in the classroom. Through nonverbal responses, the participants felt less intimidated to express themselves in the classroom setting. Furthermore, this theme illuminated a strategy to answer the second research question. Drawing and writing, or any form of art can be a gateway for students to feel comfortable in the classroom and for them to start vocalizing their work. Teachers can incorporate such outlets within dialogue to gain further participation from all students.

The Value of Friendship

Friendship was mentioned frequently in the data. Through journal entries and observations, the data revealed how much the participants talked about their friends and

demonstrated their friendship. In this specific journal entry in the table below, participants completed the sentence, “I feel comfortable in school.... because. Participants wrote their response and then drew an illustration. Below is a table of the participants’ responses.

Table 2

“I feel comfortable in school” Responses

<u>Students</u>	<u>Responses</u>
Julia	I feel comfortable in school when I paly with my firends because my friends cheer me up when I am sad.
Michael	I feel comfortable in school when I play basketball because nobody desturbs me. It’s like I’m exercising.
April	I feel comfortable in school when I have friends and we rite a jurnal because I want a friends so we can have some fun.
Evelyn	I feel comfortable in school when I talk with my friends because we all have so much fun.

From the responses of the participants it revealed that 3 of the 4 participants stated how their friends contributed to their mood and aspect of having fun. Michael, was the only participant that did not express or mention friends in his depiction. However, in an interview Michael did state how his friends are important. Below is a transcript of part of the interview.

Figure 2. Dialogue box

Teacher: Who would you add to our group?
 Michael: Listed 4 students.
 Teacher: Would you feel confident in speaking in a group of 8 people?
 Michael: Yes, because my friends are there and I won’t be shy. And I’m not the only boy.

The theme of friendship related to the first research question. It exposed the experience of introverts in the classroom. The participants expressed the significance of their friends in the classroom. With their friends, the introverted students felt comfortable and at ease throughout the school day. They relied upon their close friends on a daily basis for a variety of matters. For instance, students engaged with their close friends to seek advice, make small talk or to play on the school yard. Each participant consistently had one to two friends that they were always seen with or talking with. The camaraderie between each participant and their friends indicated the importance of friendship. Furthermore, the actions of the participants demonstrated loyalty, compassion and a sense of ease with their close friends. The presence of the participants' close friends greatly impacted the experience of the introverted students in the classroom. Their relationship allowed the participants to be their true selves without going beyond their introverted characteristics.

The close relation of friendship demonstrated by the participants illuminated the answer to the second research question as well. Participants in this study had around one to two close friends that they consistently spent their time with. Through observations, the groups were never larger than 4 children. Introverted students felt themselves with a smaller group. From this data, the introvert's value of friendship can be taken into consideration during group work. The implementation of small groups honors the introverted students and further participation of all members during the dialogue.

A time to talk

A main component of this study was group dialogue. Participants engaged in a group discussion examining their experience of being a part of a large group. Through the small group discussions and interviews, participants frequently mentioned how they would not have the

chance to talk in a larger group. The participants answered the hypothetical question, “How would you feel if we added 4 more people to our group?” The table below displays the

Table 3

Big Group Discussions

<u>Students</u>	<u>Responses</u>
Julia	Noisy, can't even hear people, annoying, people giving pressure. I think it might be awkward for me a little because there's a lot of people and we're not able to, if we shout out its going to be loud and stuff. I would feel like nobody is paying attention to me but I will feel good that we invite them to our group but bad in the same time that we can't talk a lot. Sad because people might not let me talk.
Michael	A lot of people, loud? Not good.
April	I feel sad because it's too noisy and somebody is talking out loud. There's a lot of people and won't be able to talk.
Evelyn	The small group because in the big group they are going to talk a lot more. If it's a big group, people are just going to interrupt me.

Note: These responses are from numerous interviews conducted with the participants.

responses of students in regard to talking with a larger group.

The participants in this study were cognizant of the little opportunity they would have to talk in a larger group discussion. The more students and voices in the group, participants felt their voice and opinion diminishing. They were self-aware that the new students in the group

would dominate the discussion. Most importantly, participants expressed a desire to be heard. Furthermore, participants acknowledged the possible increase of noise with more students. Noise level seemed to be a factor that greatly impacted the introverted students' experience in the classroom. From their responses, I was able to conclude that the participants were sensitive to sound, particularly the increase of sound. For example, participants, Julia and Michael voiced how the effect of volume influenced their experience. The increase of volume in the classroom clashed with the quieter environment that introverted students preferred. All these factors of noise and the presence of more students, overwhelmed the introverted students.

In response to these statements from the participants, I asked them what strategies would help them further participate in dialogue. Their responses reflected what they were familiar with, which was their routine from circle time. This particular classroom held circle time every Wednesday. The purpose of circle time was for students to build a sense of community and learn something new about their classmates. From my observations, during circle time, students would sit in a circle and the teacher would present a prompt such as, "My favorite ice cream flavor is...." To respond, students would go in order and pass a teddy bear. The teddy bear during circle time allowed the student to share their answer. Students quietly listened to whoever had the bear. With this system, circle time was more of a share time than a conversation. Furthermore, this strategy granted every child a chance to talk. From my observations of circle time and interviews, I understood why the participants favored this particular system. Going in order granted the participants the chance to share their idea and be heard even in a large group. Below is a dialogue between the participants and I about strategies that can help them in discussion.

Figure 3. Dialogue Box

Teacher: What can we do to not feel scared to talk and make our voices feel heard?
Evelyn: We can say it's my turn now.
Julia: Can you please be quiet? We can take turns talking to not waste our time so we can do work.
Michael: We can go in order.
April: Take turns if you're done talking. You can pass the bear to somebody else.

The data and statements of the participants in this particular theme connected to the first research question. From the participants' perspective, they expressed their experience in the classroom. Furthermore, they articulated how their voices would not be heard in a large group discussion. The setting of a group discussion placed introverted students outside of their comfort zone which affected their involvement. What was intriguing in this study was how the participants were conscious of themselves and the impact of others in a group discussion. Participants recalled their past experience and feelings in order to answer the hypothetical question of, "How would you feel if we added 4 more people to our group?" The statements from Table 3 provided insight and the reality of what introverted students felt in group discussion. It was unfortunate and eye-opening to hear such profound statements coming from the participants.

The major finding of the participants expressing their need to talk, emphasized the need to answer the second research question. The data did not reveal immediate strategies to help introverted students but revealed the gap in strategies to do so. Participants shared their ideas of a strategy that could be helpful in Dialogue Box 2. However, the strategy that they did state from circle time did not promote their continuous involvement in a group discussion. Participants

voiced a need to be heard and most importantly the necessary skills to be heard. Based on the observations during Circle Time, students were engaged because of their guaranteed time to talk in the circle. With the teddy bear strategy, participants knew that their peers would be listening to what they had to say.

Response to Strategies

The final phase of this study was to practice the skill of talking in group discussion. The intention of this phase was to understand how the participants felt in a group discussion and what tools can be used to help them. With three group meetings, the participants and I engaged in small group discussions about dialogue. From each meeting, I observed and noted the participants' actions and behavior. The small group meetings with the participants provided insight on their behavior in actual group dialogue. They responded well to every meeting and were excited to see what we would be discussing. Although participants were hesitant to speak at first and wanted to raise their hands, soon enough they demonstrated the beginning skills of participating in a larger group conversation.

The meetings with the participants included the implementation of accountable talk. In our first meeting, I presented the participants with the questions below.

Figure 4. Dialogue Box

Question 1: What was it like to be a part of a group discussion?
Question 2: What happens when you disagree/ agree with somebody? How do you feel?
Question 3: What can you say when somebody agrees/disagrees with you?

The questions presented above were used to introduce the strategy of accountable talk, specifically on how to agree and disagree. Accountable talk was an approach to provide the

skills for introverted students to further participation. I displayed two posters (Appendix F) that consisted accountable talk statements. The first poster stated, “I agree with _____ because _____” and the second poster stated, “I disagree with _____ because _____.” These posters were visible throughout our meetings as a reminder for the participants to use.

Response to accountable talk. Participants demonstrated their knowledge of the 2 accountable talk statements throughout the meetings. For instance, after we read the book, *But It's Not My Fault! (Responsible Me!)* by Julia Cook we engaged in a group discussion. Participants used the two statements in our discussion and built off of each other. At the end of the session, I asked students to reflect on our discussion and how they felt. Displayed below are what the students wrote.

Table 4

Small Group Discussions

<u>Students</u>	<u>Responses</u>
Julia	I felt nornth (nothing). I like being in a crowd.
Michael	I felt comperful (comfortable) because it wasn't loud. I get to read a new book.
April	I felt happy in the cercle (circle) because there talking about good book in the story. I liked the book because the story is a responsible book.
Evelyn	I felt nice and good because we work together. I liked that we are lesning (listening).

The participants responded positively to the introduction of accountable talk. Participants conversed in an environment that they preferred with the tools that helped them express their

opinion and listen to their peers. By implementing a few of the accountable talk statements, I understood what introverted students needed in order to further participation in dialogue.

Summary

Overall, the data revealed the classroom experience of introverted students in this study. A large aspect of the data highlighted the preferences of the participants such as art, close friends, and a quiet environment. A significant finding from this study was the awareness that the participants had about their role in a group discussion. Their awareness emphasizes the need to create a space for introverted students to feel comfortable to further participate. Furthermore, the data revealed the need for more strategies to promote continuous conversation among all students. Through the trial of accountable talk, I found how useful it was for the participants to contribute and expand the discussion. These preferences of introverted students illuminated possible strategies to not only further participation but to honor all learning styles in the classroom.

Chapter V

Discussion

The purpose of this action research study (Cochran-Smith & Lytle, 2009) was to understand how introverted students experience the classroom specifically in group dialogue. The research questions that were addressed in this study were: 1) How is the classroom experienced by introverted students? 2) What strategies can be implemented to support introverted student participation in group dialogue?

In this study there were 4 self-identified introverts in a second grade classroom. Each participant was interviewed and engaged in a small group circle. Furthermore, participants were observed throughout the study for introverted characteristic. The implementation of the interviews and small group circles were aimed to develop strategies for students to meet the Common State Standards of Speaking and Listening in the second grade.

Major Findings

Overall, there were a variety of findings that illuminated the experience of introverted students and their needs in the classroom. The data was categorized into three themes in order to emphasize the major findings. Moreover, the data aimed to answer both research questions of this study. From creative arts as an outlet of expression to the value in close friends, introverted students shared the necessity of these in the classroom. In addition, participants revealed their awareness of themselves and their peers in the group discussion. This finding exposed how they felt and the necessary skills to help the participants further involvement in group discussion. The major findings of this study called attention to introverted students in the classroom and methods to promote communication skills.

In relation to the theoretical framework, the major findings revealed how it aligned with the sociocultural perspective of Vygotsky. For instance, Vygotsky emphasized the need of collaboration among students in order to deepen student learning. Participants did demonstrate their need for collaboration but on a smaller scale. In the major finding related to friendship, participants voiced how they benefit from their close friends in the classroom setting. In regard to Vygotsky's emphasis on language, the participants expressed various ways of communicating their ideas and views. Participants used creative arts as their language in the classroom because they found it difficult to verbally communicate with their peers in larger groups. Although participants expressed the importance of language, they voiced a time and space for them to do so. Each major finding revealed the influence and impact of Vygotsky's sociocultural perspective.

Outlets of Expression. The data revealed frequent occurrences of participants using creative arts as a form of expression. Through drawing and writing participants displayed their creativity and reflection of the world around them. As discussed in Chapter 2, art was a critical component for introverted students. Creative arts were a method for the students to participate in the classroom without using their voices. Furthermore, drawing and writing allowed introverted students to recharge from the stimulation of the classroom (Laney, 2005). From the data, participants found joy and relaxation during writing and drawing. There was no pressure for the participants during this time. This finding connected to the research of Hallam, Hewitt and Buxton (2014). Through their research they discovered how the arts created an, "informal atmosphere that provides the space to relax and unwind" (Hallam, Hewitt, & Buxton, 2014, p. 200). All forms of creative arts influenced the experience of students in the classroom.

The use of art and writing as an outlet of expression was a frequent pattern in the data. A large factor that contributed to this finding was the time and space provided for the students to do so. In this study, all of the students participated in journal time. During journal time, students wrote and created an illustration for a designated amount of time without any interruption. Furthermore, during the interview process with the participants, a majority of them voiced their enjoyment of writing and drawing. Participants were also observed drawing or writing during independent time. Various forms of expression through creative arts were a necessity for introverted students in the classroom.

The Value of Friendship. Participants demonstrated their value in their small group of friends. From the observations, it was evident that participants spent a majority of the school day interacting with one or two of their friends. Furthermore, participants rarely engaged in large group activities unless it was teacher initiated. The relationship between small group work and a close friend group are related because of the amount of stimulation introverted students receive. The preference for working in a small group and having a close group of friends was supported by Cain (2012) in Chapter 2. These two preferences of work ethic and companionship, are components of introversion. This data confirmed the preferences of introverts in this study. The less stimulation in the environment of an introvert, the more time introverts can reflect inward (Darity, 2008). Social interaction was a component in the environment that can overwhelm introverted students. Thus, the amount of social interaction introverted students prefer is on the smaller scale.

Although the literature about introversion revealed individuals inwardly looking or preferring individual time, the data exposed surprising information. The data revealed how much participants enjoyed the company of their friends. Furthermore, they expressed the comfort

they felt when working in smaller groups than in large groups. This finding surprisingly aligned with a few of the ideas of cooperative learning (Johnson and Johnson, 1993) specifically working ultimately to be a better individual student through the collaboration of others.

A time to talk. Participants were cognizant of the events that occurred during a large group discussion. They expressed how their voices faded in the background compared to their other peers. It was unfortunate and the reality of how these students feel during a moment of learning and collaborating with their classmates. Instances such as group discussion affected the classroom experience of these introverted students. Furthermore, their awareness exposed a gap in the literature in regard to the Common Core State Standards of Speaking and Listening. With the mentality and expectation of not having time to talk, students like the participants in the study would have a difficult time meeting those standards. The literature emphasized the significance of discussion and participation in order to deepen critical thinking in areas such as reading and literature (Billings & Roberts, 2013). However, without the proper tools and skills, introverted students would have difficulty participating in the discussion. There is a need for strategies to help introverted student feel confident in participating in group dialogue.

A phase of this study was the small circle group with the participants. During this phase, certain strategies were implemented in order to determine what skills were helpful for these introverted students. Due to time constraint, a section of how to agree and disagree from accountable talk were introduced during the small session. There was a positive response from the participants in regard to having a small group discussion. However, implementation of accountable talk received mixed reviews from the participants. Although participants demonstrated the statements during discussion, they stated how the statements were helpful but confusing to use at times. The reason for this was because participants were concentrated on

participating and discussing that another element added to the discussion shifted their concentration. The discussion consisted of multiple tasks and introverted students are wired to handle one task at a time (Cain, 2012).

Overall, the major findings of this study contributed to the literature. In many aspects, the findings confirmed the characteristics of introversion that analysts Cain (2012) and Laney (2005) stated. For instance, participants from this study demonstrated their preference to work alone or in a smaller group. This particular finding aligned with the identity of introverts as working within a smaller group falls within their comfort zone. Furthermore, the participants' preference for creative arts in the classroom aligned specifically with researchers Hallam, Hewitt and Buxton (2014) and Laney (2005). With the presence of creative arts in the classroom participants were able to reflect and express themselves in a calm and relaxing environment. These findings offered an insight to the introvert classroom experience which added to the research of Schmeck and Lockhart (1983) as they emphasized the different environments for introverted and extroverted students. The study illuminated the characteristic of introversion in the classroom setting.

As much as the findings aligned and confirmed the identity and preferences of introversion, they revealed a conflict with the literature about the Common Core State Standards and certain teaching strategies. The literature about the Common Core and certain teaching practices emphasized an increase in student participation and group dialogue. According to the Common Core State Standard Initiative, students in the 2nd grade students must be able to, "Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups" (2016). In addition, the literature in this section placed great significance on the importance of students being able to vocalize their ideas

in a group discussion. However, compared to the data the participants revealed their discomfort in group discussion. The juxtaposition of the findings and this literature did not conflict with one another, but rather uncovered the gap between introverted students and the skills they need to succeed in group discussion.

Limitations

The purpose of this action research study was to gain perspective on the introverted student's experience in the classroom. Furthermore, to discover and implement strategies in the classroom for students to further participate and meet the Speaking and Listening Standards. This action research was conducted in a second grade classroom, specifically focusing on the 4 participants. The data collected reflected the experience of these particular introverted students within their classroom environment. The sample size of 4 students limited the study to a smaller perspective of the introverted experience in the classroom.

Time was another limitation of this study. Due to time constraints, I was unable to investigate and implement more communication strategies for introverted students. Even with the strategy that was implemented of accountable talk, I was unable to set clear expectations and allow participants to fully practice using the statements. The role of time also affected the amount of times I was able to conduct the small group circle with the participants. The sessions with the participants were 20 to 30 minutes long and consisted a variety of objectives. In addition, the length of time of this study did not permit an in depth case study on each of the participants.

With 3 of the 4 participants being English Language Learners it was difficult to identify if they were introverted or lacked the academic language. This was a limitation to my study since participants were already chosen. The 3 participants were either identified as Beginning,

Early Intermediate or Intermediate. From the observations of the participants, they socialized on the playground. Furthermore, they engaged in conversation with their peers during recess. What was surprising was the difference once the participants were inside the classroom. Participants were not as vocal as they were on the schoolyard during recess. From this analysis, participants demonstrated their strength in Basic Interpersonal Communicative Skills (BICS) (Cummins, 1983). Though students were comfortable using BICS Language during recess, participants struggled to incorporate Cognitive Academic Language Proficiency (CALPS) (Cummins, 1983) in the classroom. As English Language Learners, the participants did not demonstrate their CALPS or have not acquired it. With this study focused on group discussion in the classroom, CALPS was an essential component. However, it became difficult to differentiate whether the participants, who were identified as introverts, actually introverted or were not comfortable practicing academic language in group discussion.

Implications and Recommendations

The study aimed to illuminate how introverted students feel in the classroom and what strategies can be implemented to further participation in group dialogue. From the literature and data, it was evident that introverted students experienced the classroom differently. For instance, teachers can be aware of how they perceive introverted students than rather stereotype these students as the nonsocial, quiet, and aloof child (Coplan, Hughes, Bosacki and Rose-Krasnor, 2011). In addition, the data revealed the need for teachers to create an environment that fits the needs of introverted students and for extroverted students as well. This aligned with researchers Schmeck and Lockhart (1983), who clarified the different components introverts and extroverts need in their environment to learn.

The data from this study revealed certain components that positively affected the experience of introverts in the classroom. Educators can use the data and findings to apply to their introverted students and in creating a space for all learners. For instance, this study emphasized the need of creative arts as an outlet of expression. The incorporation of creative arts does not only create that time for introverted students to reflect but offers that time as well for the class to unwind and relax (Hallam, Hewitt, & Buxton, 2014). Through creative arts teachers can gain an insight of what introverted students are observing and reflecting. Drawing and writing can be mediums for introverted students and all students to demonstrate their knowledge without the pressure of verbalizing their ideas.

The presence of creative arts in the classroom allows introverted students time to themselves to reflect and recharge. However, group work and group discussion are essential aspects of learning in the classroom. Moreover, there is a push for students to meet the Common Core State Standards of Speaking and Listening. Students in the second grade must know how to collaborate with their peers in discussion and build off ideas in order to be college ready (Common Core State Standard Initiative, 2016). The juxtaposition of the literature and the data reveal that there is a need to help introverted students meet these standards. Educators can use strategies such as cooperative learning combined with accountable talk to strengthen the communication skills of students in the classroom. With the implementation of cooperative learning and accountable talk, introverted students can learn how to collaborate with their peers and gain the skills to communicate in a group dialogue.

Application Recommendations. There are a few recommendations for applying the findings of this study to a classroom. For instance, the results imply that educators slowly introduce teaching styles such as cooperative learning and accountable talk to introverted

students. The findings revealed that in order for the participants to fully grasp new strategies, students need time to understand the concept, practice it and apply it. Specifically, allotting a certain period for students to practice within a small group before participating in a larger group discussion. This related to the characteristic of introverts as single task oriented (Cain, 2012). With the implementation of one teaching style, introverted students can direct all their focus and energy into mastering that one skill. The application of the teaching strategies such as accountable talk and cooperative learning, on a smaller scale will benefit introverted students as they gradually become knowledgeable and confident to use them in a larger group.

Methodological Recommendations. Certain changes are suggested in regard to the replication of this study. For example, a longer period of time would impact the amount of data collected of the participants. With the extension of time, educators can thoroughly conduct more small group sessions and interviews of the students. In addition, the results of this study suggest a need for a better instrument to determine introverts and extroverts in the classroom. With a tested instrument, a clearer understanding and analysis of the introverted students is possible.

Future Research

The purpose of this study was to acknowledge introverted students and their need in the classroom. For future research, I would continue to gain more perspective of introversion in the classroom and determine strategies to further the participation of introverts in discussion. In addition, I would expand the research length in which allowed a 3-month period of observation of participants and then a 5-month period of practicing and implementing communication skills for introverted students. Following the study and analysis of introverts in the classroom, I would shift the research to the study of extroverts. The action research of extroverts, would provide insight on their experience and their need in the classroom as well. The emphasis of both studies

would be to gain awareness that leads to action. With the results of both introverts and extroverts, I would use the data to create a balanced environment for both learning personalities. The ultimate goal of both studies would be to create a space where student learning styles are recognized and honored.

Conclusions

The classroom is a social environment. Students interact with each other throughout the school day. Group work, recess and friendly conversations are just a few instances where students communicate. With the classroom as a social environment, students must use their voice in order to be a part of the classroom dynamic. This action research focused on introverted students. Furthermore, the purpose of this study was to understand the experience of introverted students in the classroom and to discover strategies to help introverted students further participate in large group discussion. The term of introversion used in this study was established by Jung (1920) and Cain (2012). Their definition determined the framework of the study that also influenced the methods used to obtain the data.

This 3- month study helped answer the research questions. The data strongly supports the use of small group work and art as means of communication. Students identified as introverts shared a common opinion that art helps them reflect and think to themselves. Thus, the incorporation of creative arts whether drawing or writing help foster introverted students in the classroom. Furthermore, participants' awareness of their role in a group discussion points to the need of strategies to help them voice their opinion. For instances, accountable talk is just an example of a strategy that was implemented during the study. These findings contribute to the previous studies in the literature review. The literature and result of this study, bring awareness to introversion in the classroom.

The study revealed that introversion was not an aspect or learning style incorporated into the classroom environment. In order to lesson that gap, an increase in research must be done in order to bring awareness of introversion in the classroom. To advance research, a system must be created that identifies introverted students. The process of this study revealed that there was not a universal instrument to identify specifically introverted and extroverted students in the classroom. The development of a universal test for students would benefit the research process, teaching practices and students of all learning styles. In addition, longer case studies of introverted students throughout their education would help advance research and gain a deeper insight on their classroom experience. Adjustments to the study would close the gap and bring forward the aspect of introversion in the classroom.

This study reveals the perspective of introversion in the classroom in order to change the perception that teachers and students have of introverted students. Ultimately the goal of this study is to promote skills and the confidence for introverted students in the classroom. The awareness of introversion in the classroom can influence teachers in creating space that honors all learning personalities. Through strategies such as accountable talk and creative arts in the classroom, introverted students can have a voice and a classroom that they feel comfortable in. Thus, shifting that high stimulated environment Cain (2012) stated into an environment where introverted students and all can be heard.

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Appendix A

Dear parent or guardian,

My name is _____ and I am a student teacher in ___ (teacher's name) _____ classroom, completing my Master's Degree As a part of my Master's studies, I am conducting a teacher research study and am asking your permission for ____ (child's name) to participate in my teacher research study. Teacher research involves systemically studying my everyday teaching.

The purpose of my research (student will describe study using concise, non-bias and non-jargon language that will be approved by the course instructor and/or chair before being sent to parents and guardians). The research will not at any time interrupt or interfere with your child's daily instruction. In others words, all activities represent normal educational practices that meet the curricular standards.

Risks and Benefits:

There are no known risks associated with this work and inclusion in the study is voluntary.

Participation in this study will not require any additional time, beyond the daily routines of (name of child)'s classroom. All student work will use pseudonyms and no personal information will be included in the final thesis document. In addition, no identifiable photographs or images will be used in the thesis document.

Please feel free to reach me at _____ if you have additional questions.

Thank you,

Name here

_____ My child has permission to participate in (name of student here)'s teacher research study.

_____ My child DOES NOT permission to participate in (name of student here)'s teacher research study.

Appendix B

Circle One.

How did you feel working in a group?



I liked it.

It was okay.

I didn't like it

How did you feel working by yourself?



I liked it.

It was okay.

I didn't like it

Appendix C

1. Do you like going out a lot?
2. When you are sad, do you need your friends to cheer you up?
3. Do you like spending a lot of time by yourself?
4. Do you get nervous meeting people you do not know?
5. Do you enjoy making people laugh?
6. Do you make decisions quickly?
7. Do you need time to think to yourself?
8. Do you spend a lot of time reading?
9. Do you get angry fast?
10. Do you remain calm in an emergency?
11. Do you like working in by yourself more than in a group?

Appendix D

Susan Cain's Introverted quiz from *Quiet: The power of introverts in a world that can't stop talking* (2012)

The following statements generally apply to me:

- I am seen as "reflective" or "reserved."
- I feel comfortable being alone and like things I can do on my own.
- I prefer to know just a few people well.
- I sometimes spend too much time reflecting and don't move into action quickly enough.
- I sometimes forget to check with the outside world to see if my ideas really fit the experience.

Appendix E

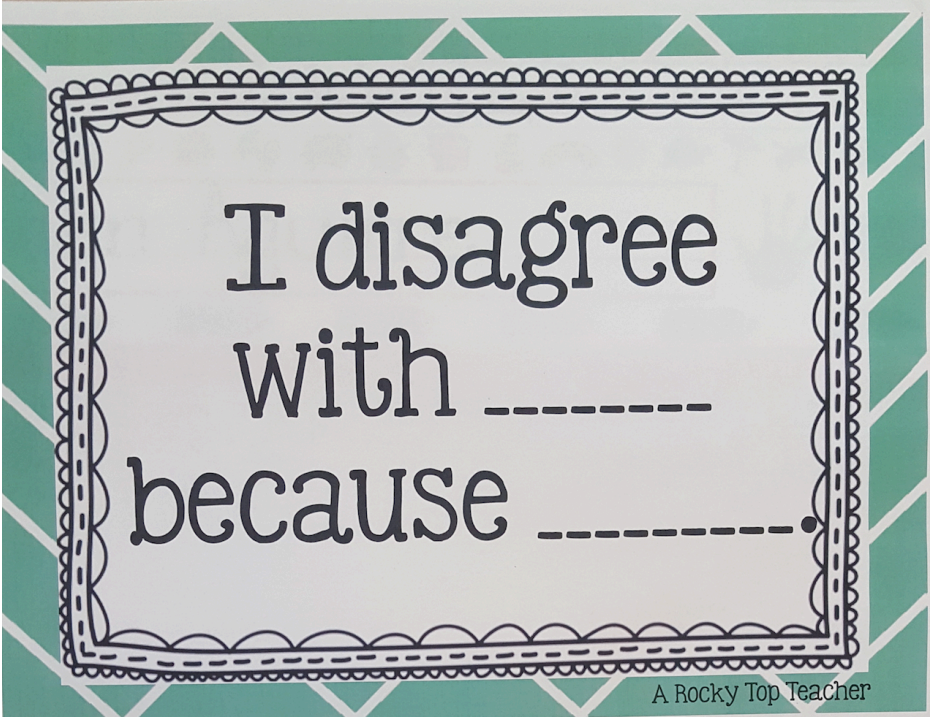
Participant's Profile

Date:

1. One-on-one conversations to group activities
2. Express themselves in writing
3. Enjoys solitude
4. Good listener
5. "Soft-spoken" or "mellow"

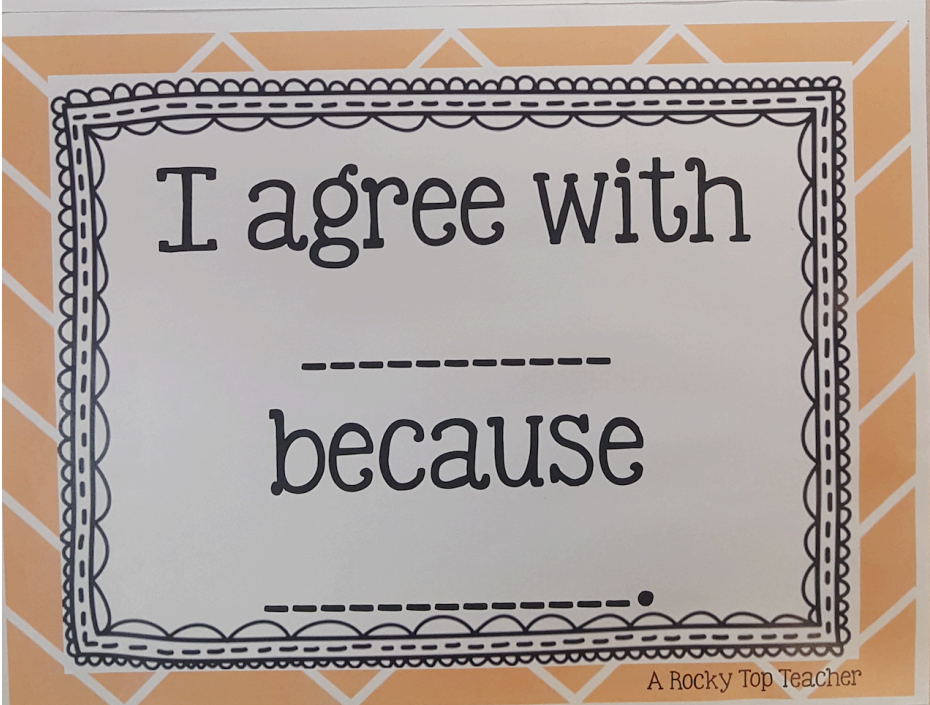
1.
2.
3.
4.
5.

Appendix F



I disagree
with _____
because _____.

A Rocky Top Teacher



I agree with

because _____.

A Rocky Top Teacher