

A Study on Introverts to Expedite with Communication Techniques for Active presentations exclusively in Engineering classes

Dr. S. Sree Lekha

Assistant Professor

Koneru Lakshmaiah Education Foundation Green Fields, Vaddeswaram.

K. Siva Kishore Babu

BI Developer Hexaware Technologies Pune.

ABSTRACT

Language is the means to share ideas or communicate with one another. Communication would be the yardstick to check how well a person is able to exchange his idea or the thought process to somebody else. In the process of identifying the best presenters with effective language influence and good communicative abilities, it is identified that introverts who are treated as quiet and calm going people proved to be excellent communicators at times of need. This thought boosted to identify how many introverts go in-vain without even identifying their intellectuality. For this, the research was first done to identify the percentage of introverts in a classroom. Later it is identified that whether it is only their inhibition that they feel they are introverts or really, they are. This paved the way to identify introverts with real problems and why they turned to be introverts are analyzed with the reasons. Through this paper I ushered introverts with a technique that helps the true introverts to overcome the communication barrier and lead their best thoughts into process through communication. In order to rig out the idea that introverts are poor with speaking and communicative abilities, I have chosen a questionnaire, survey method and, also observed many discussions which made me identify that they lapse the readiness to communicate but not with the content.

Further findings were also listed. In this paper, the technique to overcome the barrier of communication specialized for introverts is also stated.

Keywords: *introverts, extroverts, dim witters, communication, octopus / Venn diagrams, behavioral changes, cognitive levels*

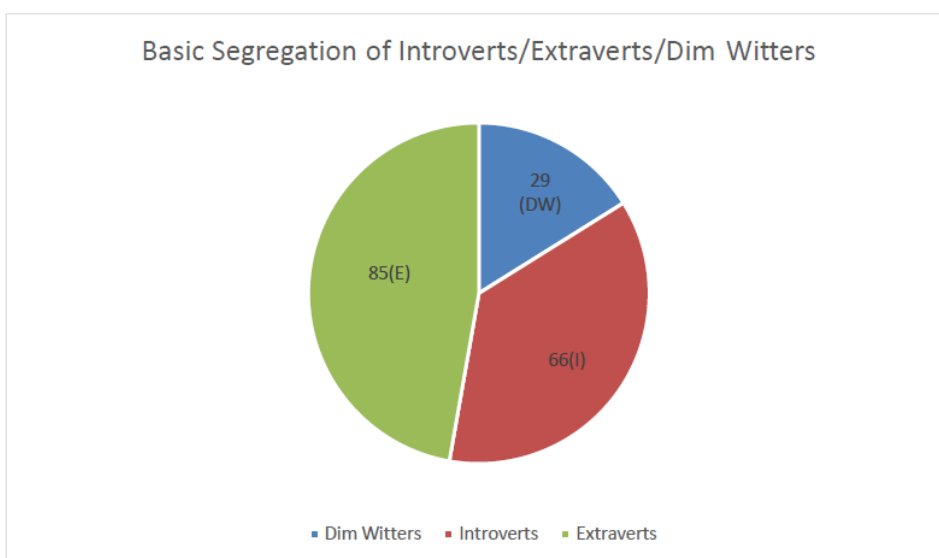
Almost in every class we find a set of students who always keep quiet which leads the tutor to a confusion whether the student is submissive or an introvert or a slow learner. A minute difference always prevails in these three types of students. The crystal-clear difference is that an introvert is different from that of a submissive and a slow learner. An introvert's behavior is entirely different from that of a slow learner and a submissive student because they have challenges with their behavior pattern whereas the submissive and slow learners have problems with their cognitive levels to participate in the events or activities designed for the classroom purpose. This is clearly observed in a classroom situation when introverts do not participate in the tasks designed by the teacher particularly in speaking skill developmental tasks. An observation is made that the introverts do not take part in the activity due to his/her behavioral tendency but not due to the low cognitive levels. The attempt made in this paper focuses on the introverts behavior of the student particularly in the communicative process but not in all the domains. The entire paper reflects only on the communicative capacities of the introverts and extroverts but not to lay focus on the entire characteristic traits of the student.

This gave rise to the idea of conducting research on the number of introverts in a classroom who are not identified by the teacher as super kids for their intellectual power. Sometimes they go in-vain without even having an identity in the intellectual group. The disgusting point was the student too believes that he is just an ordinary student. Many times, these students are under estimated as slow learners because they do not come out of their shell to be bold during the class interactions. Later, the research led to find a solution for the introverts that they also have a scope to prove that they are introverts but not with the challenge of low cognitive levels or submissive brains. To sort the introverts from the cluster of divergent behaviors, a questionnaire is planned based on the attitude and behavioral pattern in a communicative classroom, etc.

Rather the questionnaire preparation was made to identify introverts in communication but not in general nature or not all the aspects of psychology of an introvert is taken. At this juncture the finding is, no person can be completely introvert or completely extrovert. Hence one can state that everyone has the ambivert nature. But for the observations made in the English classes based on their ability to speak and attitude to mingle in the group, proposes a new term as introverts in communication excellency. The classification was grouped on the basis of introverts, extroverts and others but not ambiverts. All this is done on the basis of communicative excellency.

A questionnaire was set only to find out the introverts in the classroom particularly on the students who are struggling to communicate in English classrooms. The hair-line difference between the submissive student, slow learners and introverted students is segregated in the first stance. The segregation was done with some verbal questions just to check the submissive learners in the class. The questions are closed questions like 'true or false' or 'yes or no'. A little initiation is given to the set of the experimental group to participate in answering the questions. With the help of an observer the first segregation was done about the submissive candidates in the class. And they were under continuous observation even in the next questions by the observer. The other group was with the quick response students or the extrovert nature in communication students. This set of students has continuously proved that they are always fast to respond and sharing and growing with ideas or communicating with their fellow mates.

The basic questions framed to segregate the introverts and extroverts in communication are arranged chronologically which enabled for an easy segregation. The questions framed are to find out how the students respond to the questions which enables them to easily make out students with extrovert communication in nature. The students who give the answer as no or false are subjected to be introverts in communication in nature. Each question in the questionnaire helps to understand the nature of the student because the framework is based on the understanding of the nature of the behavior as well as the introverts and extroverts communication in nature. The questions are not only framed to observe the extrovert's behavioral tendency among students but simultaneously reflecting the introvert's nature of behavioral attitude of the introverts. The results after the segregation can be observed in the pie chart.



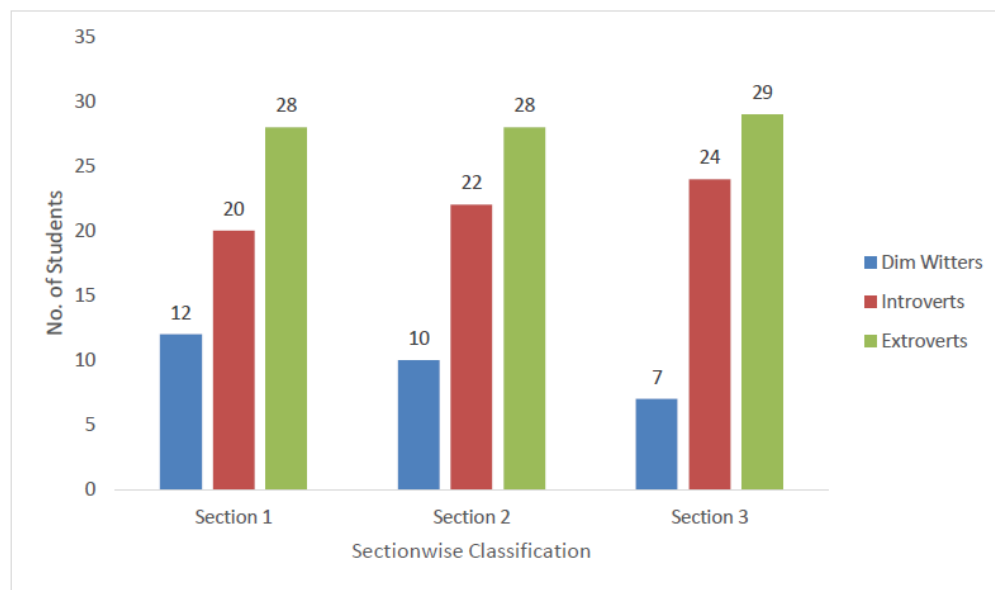
Therefore, out of 100% class 50 % have resulted in extroverts, and 44% to behave with introvertist nature and finally the ignored 6% to be the students who do not care to accomplish the task or take the zeal of making it. To find out this, initial research is conducted to know how many are introverts by default in communicative skills. When the mapping is done the result was astonishing that half of the class stands as introverts in speaking aspects as stated This is one reason where students did not respond and English classes appeared quiet in the language labs. As a result, there is every need to develop the urge to increase the rate of result in language speaking class.

As said earlier the questionnaire is prepared to know how many students exist in a classroom who are introverts and face communication problems, the questionnaire framed is to know how many students in an ideal classroom have the psychological readiness to take part in the group discussions, to initiate in a conversation, to communicate ideas well in a group and take a lead role to explain things and maintain consistency till the end of discussions. The report shows that it is introverts who did not respond to these

questions initially but later have taken an active role and disclosed a greater communicative ability. Therefore, the report states that introverts sophisticatedly do not come out of the shell but are prone to conduct an activity they can prove their work meticulously.

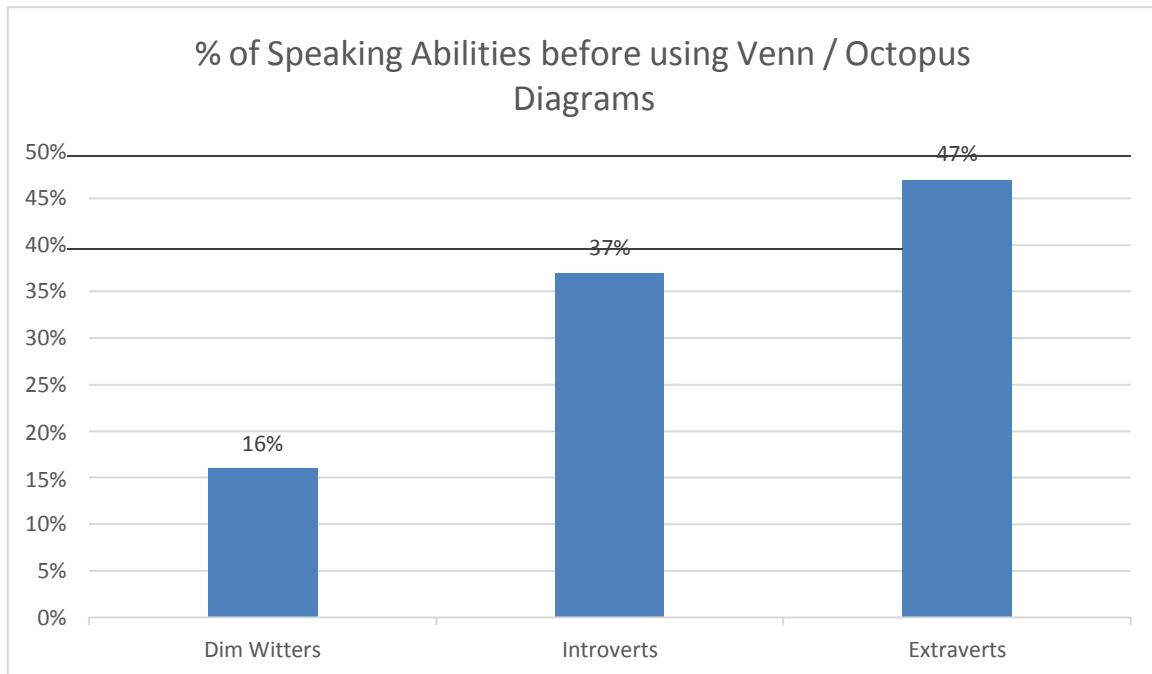
On the other hand, the result showed that for every 10 students 5 students are introverts. In an observation, it is revealed that many claimed to be introverts but only after a thorough research has taken place it is quite a good surprise that students are almost equal as that of extroverts in a class. Only few students are reluctant towards class or with attitudinal problems etc. which bother their interactive communication and can be termed as Dim witters.

The ratio of the introverts in a classroom is observed to be almost equivalent to the extroverts in the room. The ratio of the submissive and slow learners also made a partial space in the classroom. This creates every need to conduct research on the introverted students. The results also prove that this is the reason the classroom appears silent even in the interactive communication classes. The majority is occupied by the introverts and slow learners which is actually making a greater part. Taking majority for consideration the remaining students who are active enough to answer will also pay a deaf ear to the content follow up. This is one of the main causes for the English classrooms to fail in interactive classes. The below table helps to understand the ratio of students under these three categories. The experiment is conducted in three classes and the observations were made.



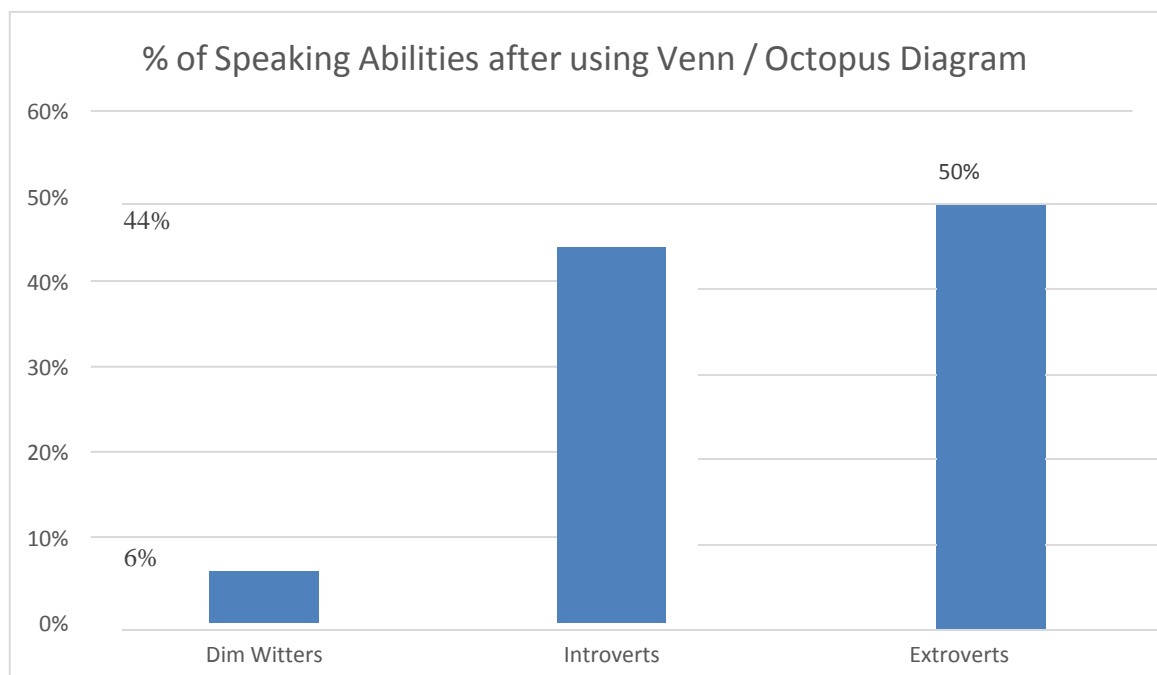
The second segregation was on the basis of teaming up the slow learners and introverts into categories. Another questionnaire comprising ten questions around is framed to confirm communicative behavior in the introverted students. Then a complete observation is made on this set to identify exactly who are slow learners and the other set which are introverted by nature in communication.

A simple task is given to these students who were given some inputs and were asked to work out on it. The viability of their results is checked within 10 -15 min. Hence all those who are able to understand the task and make an attempt regarding the task delivery are identified as introverts and those who failed to do the work are subjected under the heading as Dim witters. Therefore, with two questionnaires and a simple task enabled to segregate the students into three categories.



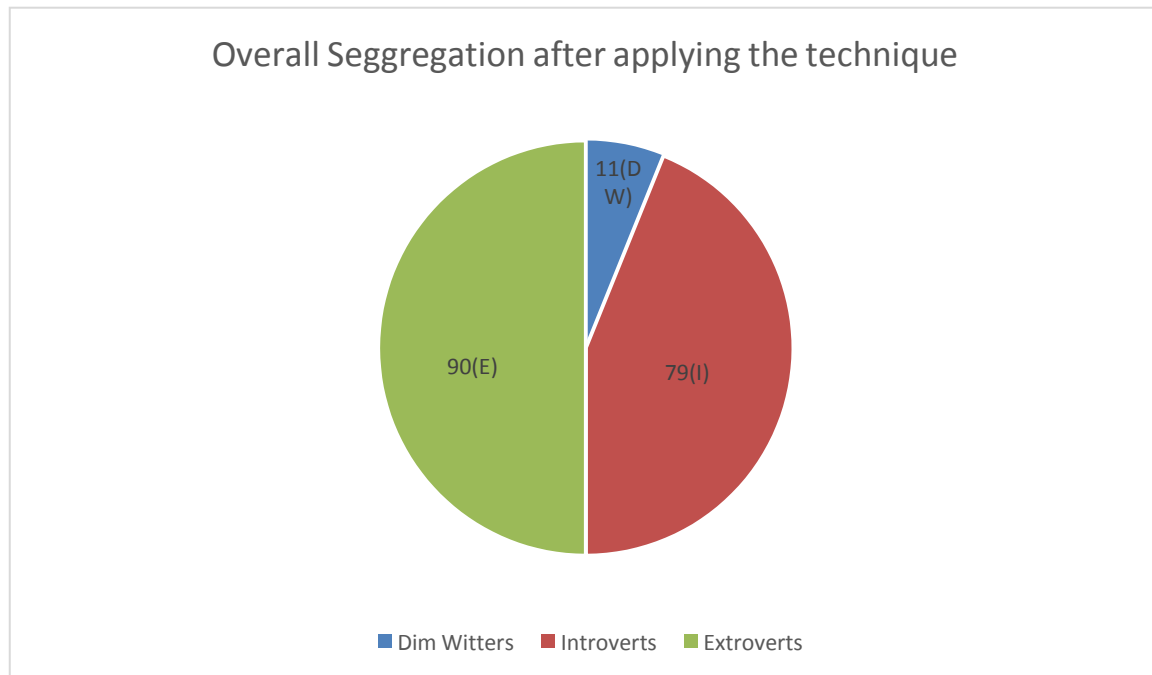
Initially, the percentage of extroverts who are participating in interactions is more when compared to introverts and dim witters. It is due to a number of behavioral tendencies or readiness to interactions is missing. It is through the implementation of the technique of Venn / Octopus, the students are able to gear up their interactive levels. When all the three section students are clubbed under the titles of extroverts, introverts and dim witters, the percentages of students is viz 47%, 37% and 16%.

The results after implementing the technique by the students.



The speaking abilities of the students are observed that introverts showed a good level of increase in their presentation levels when compared to the extroverts. Even though the graph shows there was a raise in the extroverts levels from 47% to 50%, the change observed in introverts from 37% to 44% is highly notable. This cycle enabled even the Dim Witters to take part in the interactions and presentations which resulted them to join

in the group of introverts. These Dim witters who joined in the Introverts section are clubbed under the heading of introverts because the behavioral change they exhibited. They spoke only when they have to make a point and also the technique is applied by the dim witters that on which aspects, they have to raise a question or speak upon is only when they have content to speak.



The experimentation was conducted in the introvert group of students where there is a comparative study between the introverts and Dim witters. The experimentation is, a task is assigned to the extroverts, introverts and also to the Dim witters group. The task includes a topic where each one has to speak about the topic for about five minutes. In the pre phase, extroverts proved that they can speak about the given topic as per the stipulated or prescribed time limit. The introverts resulted in no response to the given topic even though they have apoint to make, it is because of their behavioral tendency they all kept quiet.

In the next phase, the introverts and slow learners are subjected to another topic where the parameters to speak for 5 min is the same. This time the technique of using octopus or Venn diagrams is taken. The students were trained to make three relevant points from different angles according to the context in the form of Venn diagrams. To a great surprise, it is observed that the introverts are able to draw the points in the form of Venn diagrams and are also able to extend each Venn diagram with three more points.

The students were given time to develop the causes and reasons for the statements they made. They were trained to observe and speak on the analytical part and application zones also.

Here the research is made to observe the tendency of introverts in communication and extroverts in communication. Of course, the technique of Venn diagrams helped the introverts to give a presentation as per the time fixed. An observation is made that due to introverts having more keen observation and deep-thinking skills, they are able to make much and more of the presentation when compared to that of extroverts. A few introverts have proliferated their excellency in speaking on the given topic where the observations resulted in mind mapping technique.

Extroverts exhibited their skill and developed it in their presentations. Whereas in the introverts section it is observed that the number of conclusions or ideas are also more than that of the extrovert's section. Because there was the same point which was beating the bush, very few points were jotted from the extrovert's section.

In the recent observations made, the point which came into limelight is that many great CEO's, orators, and big shots, motivational speakers are introverts by nature. But it is observed that when they have to make a seminar they have resulted with great experienced oration. It is due to the fact that they have the content to deliver rather than the courage or the enthusiasm to take part in the seminar. Keeping this as the research idea, the linguist has given a thorough inputs for the students and observed how the changes were after the technique is applied.

The technique is preparing a venn diagram or an Octopus diagram which in some cases led to mind mapping. According to this technique, the students with introverted communicative nature are made to participate in a group discussion. Initially the student would not have participated in the group discussion but it

is observed that by applying the technique of creating Venn diagrams, each student is asked to think of three points to think related to the technique. The logic is that introverts have the tendency to think divergently in solitude, so it will be easy for them to think for three divergent points on the given topic. Later they have to develop a detail for each mind map point. When the student gets ready to give a detailed point, the conversation elaborates and 80% chance for the other person to participate even in the conversation. In this matter the details are added to each Venn or Octopus diagram which further leads to mind mapping. Detail after detail will signify the participants command over the topic as well as the presentation also turns out to be fruitful.

The technique likely to be implemented further as mind-mapping. Mind mapping is nothing but the technique of applying the words in a strategic order. Mind mapping elates students to collar up their thought process and think in divergent ways. On a given topic when the student finds to strive hard to get three relevant points the 50% of the work is done. The point is 1st key point to be thought of and made as a part of Venn Diagram technique. The development of the tendency to add a detail to each key point. Will be elaborate and extensively done by the candidate later. As introverts prove to be very smart in nature, they can mind map and create three or more relevant points. As decided, on every point they should be able to give relevant ideas and explanations added with detail. Details are nothing but an extra statement where it hangs directly or indirectly to the core point as thought to be the key point in the given topic. Likewise, when every point is explained with a detail will give rise to the content explanation or otherwise content demonstration.

When this strategy is implemented as a peer group study, students will observe their peer thinking. Initially they substitute the three key points but later understand the strategy of implementing the detail point addition in improvisation of speaking skill. Thus, I would conclude this paper with the following limitations and findings observed.

Limitations as per the experiment conducted.

- The students were not instigated with a stipulated time limit but were allotted 15 to 20 min for preparation. The fact is not disclosed as the students may feel the time factor as an obstacle.
- All the students are subjected to a team of five to six members and the experiment is conducted as a peer group study.
- Watch words like um... aah... Aaa... are not considered as an obstacle for fluent speaking.
- The classification is extroverts made their own groups and introverts too.

Findings:

- Introverts showed a strong version of presentation in their words.
- Initially there were a few watch-words usage but slowly it demolished when they have seen a practice groups performance.
- For the experiments conducted second and third time, students estimated the time limit but the performance was good resulting great presentations.
- Students developed strength to give presentations on any aspect irrespective they are subjected in an introvert or extrovert group.
- Another important finding is that the number of dim attitude students decreased by the end and there is also a slight up bent observed showing the increase of introverted students.
- The rise in the introverts enthusiasm level of presentation increased than that of the extroverts.

References:

- [1]. McCroskey, J. C., & Teven, J. J. (1999). Goodwill: A reexamination of the construct and its measurement. *Communication Monographs*, 66, 90. [Taylor & Francis Online], [Web of Science @], [Google Scholar]
- [2]. Zullo, H. M., & Seligman, M. E. (1990). Pessimistic rumination predicts defeat of presidential candidates, 1900 to 1984: Response. *Psychological Inquiry*, 1, 80–85. [Taylor & Francis Online], [Google Scholar]
- [3]. Bong, M. & Clark (1993), "Educational Psychologist", Vol. 34(3), p.139-153.
- [4]. Deci & Ryan (1987), "The support of autonomy and the control of behavior". *Journal of Personality and Social Psychology*, Vol. 53(6), p. 1024-1037.
- [5]. Dornyei, Zoltan (2000), "Motivation in action: Towards a process-oriented conceptualization of student motivation". *British Journal of Educational Psychology*, vol. 70, p. 519-538. Dweck & Leggett (1988).
- [6]. "A social-cognitive approach to motivation and personality", *Psychology Review*, Vol. 95(2), p. 256-273
- [7]. Mandler, G. & Sarason, S.B. (1972), "A study of anxiety and learning. *Journal of Social Psychology*, 47, pg 166-173.
- [8]. Dweck & Leggett (1988), "A social-cognitive approach to motivation and personality". *Psychology Review*, Vol. 95(2), p. 256-273.