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5.2 Recommendations

In the light of the study findings, the researcher recommends the following:

- Both internal and external practicum supervisors should study human theories in order to be aware of the different personalities of prospective teachers they encounter with, and how to deal with them.
- The needs of prospective teachers should be the basis of teachers' education program.
- Cooperation should exist between all parties participating in the teaching practicum.
- A strict discipline that regulates the supervisors' duties should be established.
- A guiding book that presents all the roles expected to be performed by prospective teachers in class setting should exist.
- An assessment portfolio should be used for recording the achievements of prospective teachers during practicum.
- A precise protocol for feedback based on prospective teachers' preferences should be held.
- Integration between the dimensions of educational research, curriculum and instruction, and psychology, is required.

5.3 Suggestions for Further Research

Based on the study result, the researcher suggests the following:

- More studies evaluating the teaching practicum in the Egyptian faculties of education are needed to be implemented.
- Survey studies assessing the teaching practicum from prospective teachers' point of view are necessary.
- More research exploring the personal and professional needs of prospective teachers is required so as to consider these needs in teachers' education program.
- Experimental studies measuring the effectiveness of the proposed training model is required.

The model presented in the present study to assess practicum practices was based on the views of prospective teachers. In this way the present study coincides with the studies of Perry, Collie, and Brenner (2011), Naeem (2014), Merc (2015);, Castañeda-Peña, Rodríguez-Urbe, Salazar-Sierra, and Chala-Bejarano (2016), Aboomar, Alhasanat, and Al-Jazi (2018), and Farrell (2019). These studies evaluated the teaching practicum and confirmed that prospective teachers' views about their training should be taken in to account. What differentiates the present study is that it classified the views of prospective teachers according to their personality. In addition, it presented a training model that considers these differences and which observers can adopt to achieve flexibly in practicum training according to the types of personalities they are coaching.

Generally speaking, most educators have a tendency to implement a single and uniform teaching method for instructing. This lack of concern for individual preferences, differences and needs might be taken as part of the explanation for why many problems of the students have gone and continue to go unnoticed on the part of instructors and evaluators. The researcher in the present study hopes to raise awareness of how learners' characteristics and individual differences can affect the learning process. In addition, the researcher provides instructors with ways to diagnose their students' personality.

5 Conclusions, Recommendations, and Suggestions for Further Research

5.1 Conclusions

Introvert, as well as extrovert, prospective teachers have common preferences regarding practicum practices. This result was obtained when the researcher analyzed the data gathered after administering the questionnaire of practicum practices that elicited prospective teachers' views regarding the interactional and organizational procedures applied during practicum. Based on the preferences of prospective teachers, a training model was proposed to help both introvert and extrovert prospective teachers benefit the most from their training and cope with their responsibilities and relations. The presented model is recommended to be used during practicum training in the Egyptian context with different types of trainees.

mentioned as the obtained findings were influenced by the study sample and delimitations.

4.2 Discussion

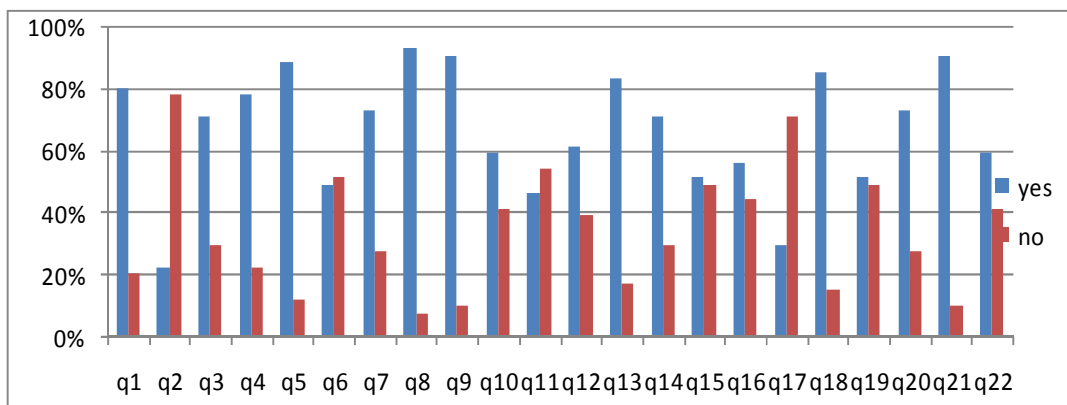
The practicum practices questionnaire results show that there is a relationship between personality type in terms of introversion/extroversion and interactional /organizational preferences during practicum training as there was an agreement about selected practices in each category of prospective teachers. The participants who responded to the questionnaire had one year of experience in school setting. They were able to evaluate practicum from their own perspective and their preferences were analyzed and prioritized.

Introvert prospective teachers highly agreed in thirteen questions about practicum practices included in the questionnaire. They remarkably preferred the following practices: private feedback, competitive practices, self-reflection, individual teaching, group discussion, direct contact with class teachers, no supervision at the beginning of teaching, responsibilities' guidebook, documentation portfolio, no class exchange, the presence of a cooperating teacher, micro-teaching, and colleagues' feedback consideration. The majority of introverts appreciate these practicum practices in order to build their professional experience smoothly and comfortably. So far these preferences make sense as they suit their sensitive, organized, responsible, open- to-learn and non-risk personalities.

Concerning extrovert prospective teachers, they highly agreed in eighteen questions from the twenty two questions about practicum practices. They remarkably preferred the following practices: private feedback, group monitoring, group work, competitive practices, self-reflection, peer teaching, team teaching, group discussion, direct contact with class teachers, reading about school regulations, responsibilities' guidebook, documentation portfolio, participating in school activities, no class exchange, the presence of a cooperating teacher, micro-teaching, and colleagues' feedback consideration, and continuous grading. Extroverts appreciate these beneficial practicum practices and dealt with them with relief. They do not have a problem in interacting with others at any setting. Still, they do not like orders and tough obligations. Paying attention to these preferences is expected to increase the benefits gained from practicum training for all types of prospective teachers.

Table5. Responses of All Participants in a Descending order.

| Question Number | Yes | No |
|-----------------|-----|-----|
| 8 | 93% | 7% |
| 9 | 90% | 10% |
| 21 | 90% | 10% |
| 5 | 88% | 12% |
| 18 | 85% | 15% |
| 13 | 83% | 17% |
| 1 | 80% | 20% |
| 4 | 78% | 22% |
| 7 | 73% | 27% |
| 20 | 73% | 27% |
| 3 | 71% | 29% |
| 14 | 71% | 29% |
| 12 | 61% | 39% |
| 10 | 59% | 41% |
| 22 | 59% | 41% |
| 16 | 56% | 44% |
| 15 | 51% | 49% |
| 19 | 51% | 49% |
| 6 | 49% | 51% |
| 11 | 46% | 54% |
| 17 | 29% | 71% |
| 2 | 22% | 78% |

Figure7. All Participants' Responses Chart:

As for gender differences, five males participated in the study, three extroverts and two introverts which implied that gender did not affect personality type. It should be noted that no generalization could be

Figure6. Screenshot of All Participants' Responses

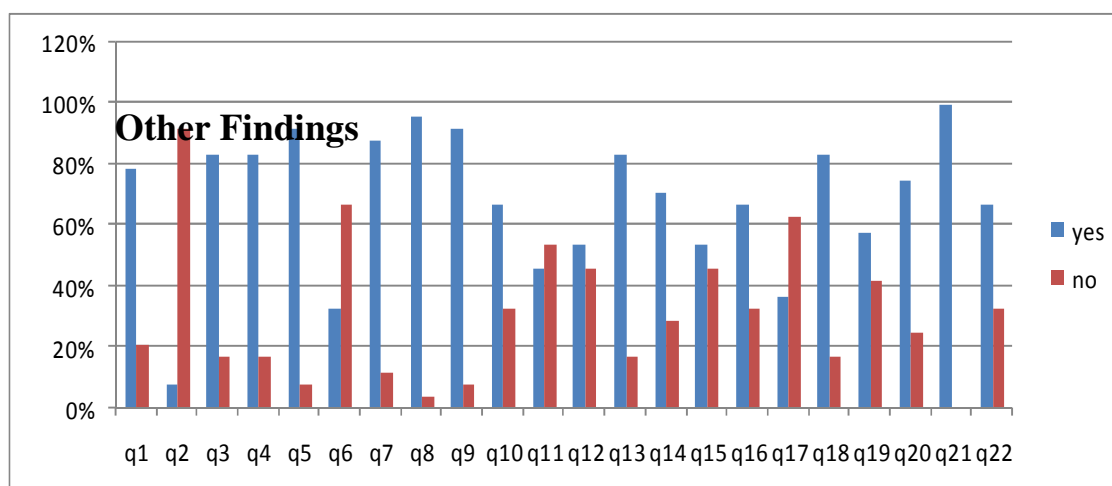
| Question | Introvert/Yes | Introvert/No | Extrovert/Yes | Extrovert/No | Majority of Introverts | Majority of Extroverts |
|---|---------------|--------------|---------------|--------------|------------------------|------------------------|
| 1- Do you prefer private feedback than public one? | 14 | 3 | 19 | 5 | 82%yes | 79%yes |
| 2- Do you have a problem with group monitoring your teaching practice? | 7 | 10 | 2 | 22 | 59%no | 92%no |
| 3- Do you consider group work essential during practicum? | 9 | 8 | 20 | 4 | 53%yes | 83%yes |
| 4- Do competitive practices motivate you? | 12 | 5 | 20 | 4 | 71%yes | 83%yes |
| 5- Do you use self-reflection in assessing your teaching practice? | 14 | 3 | 22 | 2 | 82%yes | 92%yes |
| 6- Do you prefer individual teaching than peer teaching? | 12 | 5 | 8 | 16 | 71%yes | 67%no |
| 7- Do you consider team-teaching useful? | 9 | 8 | 21 | 3 | 53%yes | 88%yes |
| 8- Do you benefit from group discussions? | 15 | 2 | 23 | 1 | 88%yes | 96%yes |
| 9- Do you like direct contact with actual class teachers? | 15 | 2 | 22 | 2 | 88%yes | 92%yes |
| 10- Do you prefer reading about school regulations than being informed by principles? | 8 | 9 | 16 | 8 | 53%no | 67%yes |
| 11- Do you need more than two times of school teachers' observation before teaching? | 8 | 9 | 11 | 13 | 53%no | 54%no |
| 12- Do you recommend beginning your early teaching practice without supervisors' attendance | 12 | 5 | 13 | 11 | 71%yes | 54%yes |
| 13- Do you suggest a guidebook that shows the responsibilities in the teaching practicum | 14 | 3 | 20 | 4 | 82%yes | 83%yes |
| 14- Do you favor a documentation portfolio for recording your work? | 12 | 5 | 17 | 7 | 71%yes | 71%yes |
| 15- Do you prefer writing your problems/complain than discussing them? | 8 | 9 | 13 | 11 | 53%no | 54%yes |
| 16- Do you like participating in school activities in the beginning of practicum? | 7 | 10 | 16 | 8 | 59%no | 67%yes |
| 17- Do you choose to exchange your class after getting acquainted with the students? | 3 | 14 | 9 | 15 | 82%no | 63%no |
| 18- Do you like to have a cooperating teacher? | 15 | 2 | 20 | 4 | 88%yes | 83%yes |
| 19- Do you appreciate online teaching practice? | 7 | 10 | 14 | 10 | 59%no | 58%yes |
| 20- Do you find micro-teaching sessions necessary? | 12 | 5 | 18 | 6 | 71%yes | 75%yes |
| 21- Do you agree to consider colleagues' feedback in your evaluation? | 13 | 4 | 24 | 0 | 76%yes | 100%yes |
| 22- Do you select continuous grading instead of evaluating just your final performance? | 8 | 9 | 16 | 8 | 53%no | 67%yes |

Concerning extroverts (n 24), they highly agreed in 18 questions from the 22 questions included in the questionnaire (question numbers were: 1,2,3,4,5,6,7,8,9,10, 13,14,16,17,18, 20, 21 and 22). However, they had weak agreement in four questions from the 22 questions included in the questionnaire (question numbers were: 11, 12, 15 and 19). Noting that in the present study the average of prospective teachers' agreement from 50% to 60% is considered weak. Based on calculating the average, it appears that extroverts had similar preferences. Results of extroverts' responses are presented in table4 and figure5.

Table4. Extroverts' Results

| Q | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|
| yes | 79% | 8% | 83% | 83% | 92% | 33% | 88% | 96% | 92% | 67% | 46% | 54% | 83% | 71% | 54% | 67% | 37% | 83% | 58% | 75% | 100% | 67% |
| No | 21% | 92% | 17% | 17% | 8% | 67% | 12% | 4% | 8% | 33% | 54% | 46% | 17% | 29% | 46% | 33% | 63% | 17% | 42% | 25% | 0% | 33% |

Figure5. Extroverts' Results Chart



Analyzing all participants' responses also revealed that both introverts and extroverts had similar responses (agreement/disagreement) in 16 questions (73% of the questions) but they presented different responses in 6 questions (27% of the questions) which implied that they did not have differences in the majority of viewpoints or there were certain practices that were preferred from all participants' view point. The following visual displays show this result.

In response to the second research question: "What are the features of a training model based on the preferences of introvert prospective teachers regarding practicum practices?" the researcher reviewed the following resources: literature about both practicum practices and personality types, previous studies concerning each of the study variables, the applied supervisors' survey in which they elaborated the problems of the two categories of prospective teachers, and the descriptive data obtained from the administered practicum practice questionnaire.

In the process of exploring the relationship between personality type and practicum practices preferences, the researcher used descriptive statistics to analyze both introvert and extrovert prospective teachers' responses to the questionnaire questions.

Concerning introverts (n 17), they highly agreed in 13 questions from the 22 questions included in the questionnaire (question numbers were: 1,4,5,6,8,9,12,13,14,17,18,20, and 21). However, they had weak agreement in nine questions from the 22 questions included in the questionnaire (question numbers were: 2,3,7,10,11,15,16,19 and 22). Noting that in the present study the average of prospective teachers' agreement from 50% to 60% is considered weak. Based on calculating the average, it appears that introverts had similar preferences. Results of introverts' responses are presented in table3 and figure4.

Table3. Introverts' Results

| Q | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| yes | 82% | 41% | 53% | 71% | 82% | 71% | 53% | 88% | 88% | 47% | 47% | 71% | 82% | 71% | 47% | 41% | 18% | 88% | 41% | 71% | 76% | 47% |
| No | 18% | 59% | 47% | 29% | 18% | 29% | 47% | 12% | 12% | 53% | 53% | 29% | 18% | 29% | 53% | 59% | 82% | 12% | 59% | 29% | 24% | 53% |

Figure4. Introverts' Results Chart

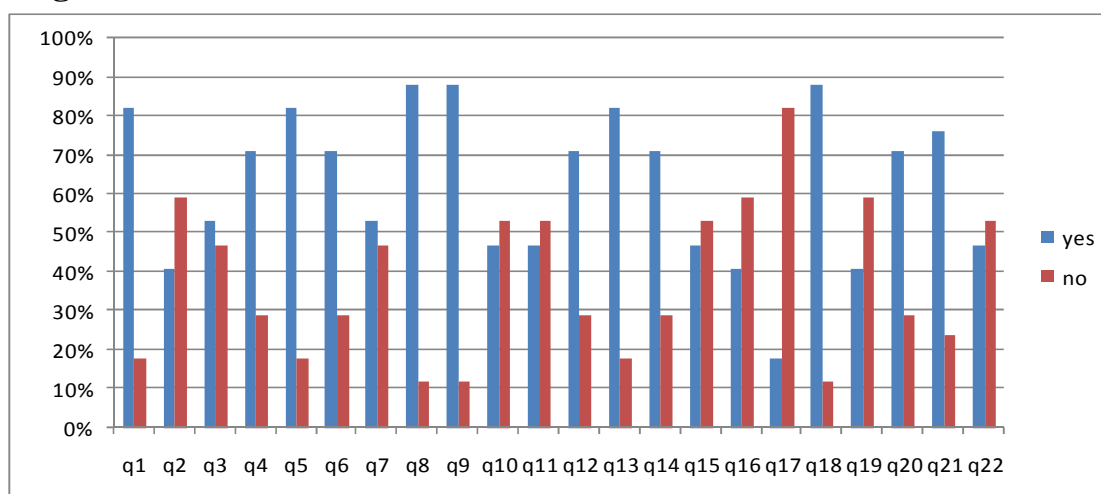


Table2. Model Specifications

| | |
|------------------|--|
| Purpose | Providing a practicum training that includes thoughtful interactional and organizational practices that consider the differences in personality type between prospective teachers and help them improve personally and professionally. |
| Phases | <ol style="list-style-type: none"> 1- Before teaching interactional/organizational practices. 2- During teaching interactional/organizational practices. 3- After teaching interactional/organizational practices. <p>**Practices have reciprocal relations as they are implemented in rotation and affect each other.</p> |
| Steps | <p><u>Preparation</u> including: participants' personality identification, announcing work regulations, familiarizing concepts, informing about school policy, setting training plan, distributing participants in teams, declaring assessment protocol, and other necessary preparations.</p> <p><u>Implementation</u> including: practicing teaching, monitoring teaching, feedback sessions, and all announced practices.</p> <p><u>Assessment</u> including documentation portfolios, colleagues feedback, grading system, and other required practices.</p> |
| executors | Internal supervisor, external supervisor, school principle, and other cooperative parties. |
| Duration | The model is implemented in each training semester (about twelve weeks) with a total of four training semesters through the two years training. |

4 Results and Discussion

4.1 Results of the Practicum Practices Questionnaire

In this section, results will be presented along with a discussion based on the statistical analysis of the collected data as well as the research questions.

In response to the first research question: "Is there a relationship between personality type and practicum practices preferences?" the researcher followed these procedures: applied the personality test, administered the questionnaire of practicum practices, and analyzed the results. The application of the questionnaire revealed that introvert prospective teachers have similar preferences. Also, extrovert prospective teachers tend to choose the same interactional and organizational selections. Thus, the relationship between personality type and practicum practices preferences is constructed.

upon by both introvert and extrovert prospective teachers are listed without highlight. Other practices that both types of learners did not coincide with are highlighted with a remark of the alternative preferred practice. These practices were presented in the light of the obtained findings of the study (discussed in details in the next section). Organizing practices in practicum training and offering alternative ones according to trainees' perspectives are expected to provide prospective teachers with a stress-free learning environment.

There are some considerations that should be pinpointed in the model application as discussed in the following lines:

Basically, in the implementation of interactional practicum practices, EFL prospective teachers interact and discuss professional topics in English. Practicum supervisors should make sure that all trainees are aware of the methodological concepts that are repeatedly used in group discussions. Another consideration is related to supervisors. In the beginning of practicum supervisors should identify prospective teachers' personality to be able to provide them the learning environment they prefer. Also, observers may consider the differences in personality in the distribution of work groups. Furthermore, school policy should be taken into consideration so that no contradictions or conflicts might appear. Clearly, most of the practices are repeated weekly in a flexible rotation in relation to the teaching practice time or the trainees' schedule. Finally, all participants should pay attention to the fact that each trainee is completely a different human being with his/her exclusive personality that should be respected and considered.

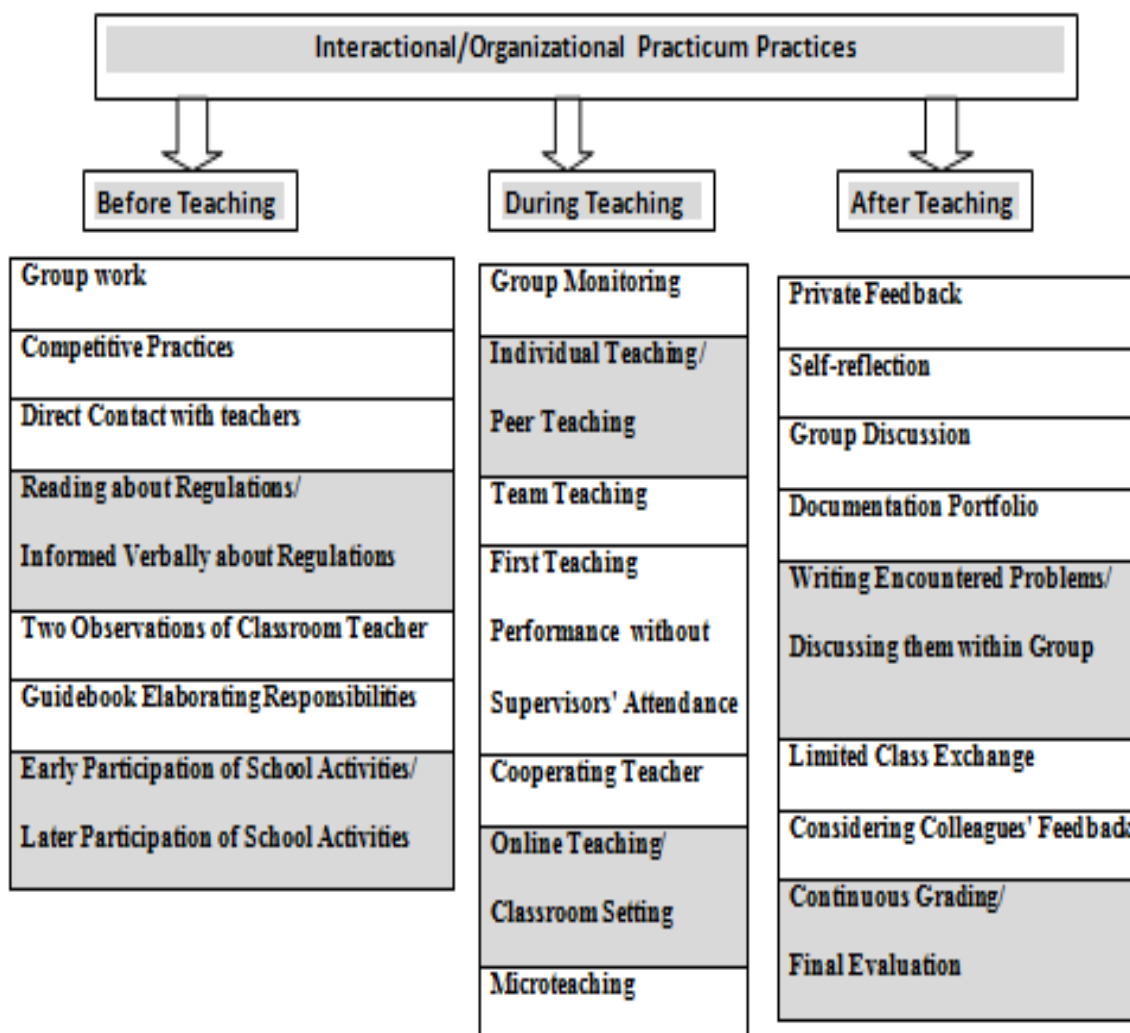
Concerning purpose, phases, application steps, executors, and duration of the model, the following table is a visual summary of these specifications:

study. The data obtained from the questionnaire were analyzed to determine the answer to the research questions.

3.4 The Proposed Training Model

Based on the preferences of introvert/extrovert prospective teachers, a training model is suggested. The following figure is a visual representation of the interactional/organizational practicum practices proposed to consider prospective teachers' personality types:

Figure3. Practicum Training Model



As presented in the previous figure, practicum practices are categorized in three groups: before teaching, during teaching, and after teaching practices. Under each category the practices that were agreed

administrations. First, they responded to the questions included in the Eysenck test of personality types, which was adopted by the researcher in the current study to classify prospective teachers into two types: introverts and extroverts. Then, prospective teachers responded to the questionnaire of practicum practices, which was utilized by the researcher to identify the views and preferences of each category. Participants were confirmed that all data required, including names and personal/professional preferences, were confidential and for scientific research purposes only.

3.3 Instrument of the Study

The Practicum Practices Questionnaire

The instrument of the study included practicum practices questionnaire designed by the researcher to investigate the relationship between prospective teachers' personality types, in terms of introversion/extroversion, and their perspectives in practicum practices. The questions were related to all interactional and organizational practicum practices applied in school setting such as: lesson observation, feedback session, cooperating teacher, peer teacher, supervision policy, communication with other school members, etc. The questionnaire included yes/no questions to precisely examine the relationship between variables and was administered by prospective teachers through Google form.

Twenty-two closed-ended questions were used to elicit the views of prospective teachers about the teaching practicum. Their responses were analyzed to investigate if introverts, as well as extroverts, have common preferences. Moreover, their preferences were used to construct a training model that considers personal perspectives. The researcher confirmed the questionnaire validity by submitting it to a jury of four. Jurors were professors of curriculum and instructions in the Egyptian faculties of education. This is to ensure that the questions included elicit the required responses/views about practicum practices. As for the reliability, the questionnaire elicited straightforward personal preferences. The responses (yes/no) are descriptive which constructs a basis to confirm stability of results.

The present study employed a version of the survey instrument that included only quantitative items, that is why the survey exclusively contained closed-ended questions. The items included in the questionnaire examined the practicum practices in concern of the current

in terms of syntactic complexity. The introverted learners wrote more simple sentences than extroverts did. In contrast, extroverts wrote more complex and compound sentences than introverts did in their written products.

The aforementioned studies revolve around three major purposes: first, exploring the relationship between the personality traits of extroversion/introversion on a variety of learning skills/aspects such as: writing progress, listening ability, syntactic complexity, and reading comprehension. Second, investigating the effectiveness of different independent variables such as instructional video materials, authentic materials, and web- based language learning in developing the skills of introvert/extrovert learners. Third, creating useful tools for assessing personality types. In the present study the purpose coincides with the studies that investigate the relationship between personality traits and learning aspects. More precisely, probing the relationship between prospective teachers' personality types in terms of introversion/extroversion and their perspectives in practicum practices. Moreover, it presents a model based on the perspectives of trainees with different personalities to develop practicum. It seems that, to the researchers' best knowledge, no prior study has yet dealt with the present study variables (practicum practices and introversion/extroversion) in the EFL context.

3 Method

3.1 Design of the Study

The present study was based on the survey method. The survey method is one of the most important data collection methods in social sciences, and is used extensively to collect information on numerous subjects of research through questionnaires, personal interviews, telephone surveys, or via the Internet. (Nachmias and Nachmias, 2007, p. 225). Therefore, a questionnaire was used for this study to examine the relationships between participants' personality types and training practices during practicum.

3.2 Participants

The participants in this study included forty-one prospective teachers enrolled in fourth year, English department, at Port Said Faculty of Education. Participants experienced practicum training in school setting for one year and were familiar with the procedures followed during practicum. Each of the participants presented responses to two

Another study that concerned with extrovert and introvert EFL learners was that of Isazadeh, Makui, and Ansarian (2016) which probed the effect of instructional video materials vs. authentic video materials on vocabulary learning of extrovert and introvert EFL learners. The Eysenck personality inventory was applied to classify personality type. The findings of the study revealed that both authentic video materials and instructional video materials can have positive effect on vocabulary learning. It was also revealed that introvert EFL learners benefit more from authentic video materials.

Moreover, in the study of Mirzaee and Gharibeh (2016), university students' introvert/extrovert personality types and their perception/ attitudes towards web- based language learning were examined. Quantitative data were collected via the Eysenck Personality Questionnaire (EPQ) and two modified web-based language learning attitude/perception questionnaires. Findings did not indicate significant differences in attitudes between extroverts and introverts.

From another perspective, in the study of Skellett, (2017), the researcher aimed to create a useful tool for assessing personality in the language classroom by testing a newly created personality test and comparing its results to a previously used and well-known tool. Participants in this study were 51 international students enrolled in the English for Academic Purposes program at a Midwestern university. Students took this newly created test, named the Extroversion/Introversion in Language Learning Test (EILLT), and the Myers-Briggs Type Indicator (MBTI) along with an oral language assessment. The researcher compared the results of the three tests looking for correlations. The study showed that the new tool was more effective at assessing personality in the language classroom. It also confirmed that participants scored more introverted when they thought of their personality in the language classroom, than when they thought of their overall personality. The researcher recommends the EILLT be utilized by language teachers.

Furthermore, Ginting (2018) conducted a study to examine the significance of difference between introverted and extroverted learners in terms of syntactic complexity (simple, compound, and complex). Myers Briggs Types Indicator (MBTI) questionnaire was used to identify the personality of participants. It was found that there was a significant difference between introverted and extroverted learners' written product

with extroverts would suggest that they would engage in more talking and social activity (Gass, Behney, and Plonsky, 2013, p.465).

In a scientific explanation of these remarks, Dewaele (2005, p.373) illustrates that extroverts have the advantage over introverts in their short-term memory processing abilities. He explained that levels of dopamine and norepinephrine, which are vital in working memory processes, might exceed optimal levels more easily in introvert than in extrovert L2 users. Such excess could cause an overload and a breakdown in fluency. From a psychological perspective, Moyer (2014, p.432), mentions that there are many possible causes for extroverts interactional and social skills including openness to developing new experiences.

Reviewing previous research about introversion/extroversion shows that a number of studies were carried out to investigate the impact of personality type on learners' progress in different EFL learning domains. Remarkably, these studies obtained different results. In the following lines some of these studies are briefly outlined.

Hajimohammadi and Mukundan (2011) evaluated the impact of personality traits of extroversion/introversion on the writing progress of the pre-intermediate learner. The applied test that was used to identify learners' personality type was Eysenck Personality Questionnaire (EPQ). The obtained results showed that personality type had no significant effect on learners' progress in writing.

As for Alavinia and Sameei (2012), their study investigated the possible relationship between introversion/extroversion and the listening ability of intermediate Iranian EFL learners. Again the Eysenck Personality Questionnaire was used to categorize learners as either introvert or extrovert. Still, it was found that the more introvert the subjects, the better their performance on listening.

In the study of Ahour and Haradasht (2014), the researcher examined the effect of two types of learning, competitive and cooperative, on the reading comprehension of introvert and extrovert EFL learners. The common Eysenck Personality Inventory (EPI) was used to categorize learners into two personality types of introverts and extroverts. The results revealed that extroverts were better in receiving cooperative instruction. As for introverts, they excelled extroverts in the competitive group.

For the identification of personality type in terms of introversion/extroversion, personality tests can be used. Mark Parkinson personality questionnaire, MBTI, Eysenck Personality Questionnaire, and Myers-Briggs Type Indicator are examples of personality tests applied by many researchers (Skellett, 2017, p.16).

The most common personality test is Eysenck Personality Test which consists of twelve yes/no questions to determine introvert/extrovert personality. Eysenck (1999) illustrates that extroverts are generally characterized as outgoing, gregarious and fun-loving, whereas introverts are seen as more quiet, reserved and pensive. In additions, typical introverts are highly sensitive, reacting strongly to relatively mild stimulation, whereas typical extroverts are excitement-seekers, with a much higher endurance for loud noise, strong light, and other forms of external stress.

Concerning interactional ability, as Eysenck elaborates, extroverts are more talkative and their speech seems more fluent than that of introverts. Still, introverted speakers are likely to use a more formal style, characterized by a higher proportion of nouns, adjectives and prepositions, and a lower proportion of pronouns, verbs and adverbs. The reason is that extroverts tend to think as they speak, unlike introverts who are far more likely to think before they speak. In conclusion, although extroverts are more talkative than introverts, introverts are more thoughtful than extroverts.

These conclusions are supported by many researchers (Brook, 2011; Sanjaya , 2015; and Zainuddin, 2016) as they interpret that introverts are more concerned with their own mental life, whereas extroverts prefer to gain gratification from the outside world. Therefore, introverts are less sociable compared to extroverts. However, although extroverts excel in interactional skills, introverts can indeed outperform extroverts in other areas such as descriptive writing and syntax ability.

Many studies that have been done to examine the relationship between personality and language reveal that interactional skills are affected by personality type (Sharp, 2008; Suliman, 2014; and Lestari, Sada, and Suhartono, 2015). Having an introvert learner/trainee implies that he/she will avoid interaction because of being afraid of embarrassment when speaking incorrectly or being unable to speak (Suliman, 2014, p.112). On the other hand, the gregariousness associated

As for Farrell (2019), the researcher reflected on the education of language teachers. Two main inconvenient truths related to how language teachers are educated from their perspective were found: theory/practice gap and lack of contact with qualified teachers. However, rather than just pointing out these problems, the paper suggested possible solutions to enhance teachers' education.

The aforementioned studies are similar to the present study as they investigate the teaching practicum from prospective teachers' perspectives with evaluative and developmental purposes. However, what distinguishes the present study is that it does not only consider the views of prospective teachers, but also accounts the individual differences among them. Regarding personality types can explain the variance of prospective teachers' views. That is to say, why this variation has occurred or why they disagreed in some points. In the following section, personality types in terms of introversion/extroversion are discussed.

2.2 Personality Types: Introverts/Extroverts

Personality refers to the individual differences in characteristic patterns of thinking, feeling and behaving (The American Psychological Association, 2017). Understanding the differences in personality is crucial in the learning environment. Skellett (2017, p.7) stressed that teachers who want to support their students should understand their students' personalities. The language learning environment is no exception. According to Alavinia and Sameei (2012, p.19), among the pivotal issues of considerable concern in EFL, one can refer to the possible linkages between personality characteristics and learning.

There are many categories included in personality types. According to Dornyei (2005, p.26), the personality type that has caught the attention of experts in L2 research area is extroversion/introversion. Similarly, Alavinia and Sameei (2012, p.22) pinpoint that introverts and extroverts are two types of personalities that are closely related to the learning process. Unfortunately, considering a student as an extrovert or introvert would likely affect many teachers' attitudes toward him due to the erroneous stereotype that some teachers have against introverted students (Hajimohammadi and Mukundan, 2011, p.163). With no doubt, diagnosing and handling learners' personality type is a necessity in any learning environment.

In the study of Merc (2015), the researcher aimed to find out whether or not pre-service EFL teachers are satisfied with the way their performance in teaching practice is measured. The researcher developed a questionnaire in order to elicit student teachers' views related to the components of the measurement policies employed in the two practicum courses at Anadolu University English Language Teacher Training program. 117 student teachers answered the questionnaire. 12 of them were interviewed to support the quantitative findings. The results of the analyses showed that majority of the students were satisfied with their grades in teaching practicum.

As for Castañeda-Peña, Rodríguez-Urbe, Salazar-Sierra, and Chala-Bejarano (2016), they reported the experiences of 184 pre-service students in order to identify and characterize different meaningful aspects that pre-service teachers mentioned in their writings derived from their experiences in the teaching practicum. The main conclusions explain that pre-service teachers have a strong relationship with their pedagogical advisor in three main areas: pedagogical, social, and emotional.

Similarly, Aboomar, Alhasanat, and Al-Jazi (2018) evaluated the teaching practicum at the college of educational science at Al-Hussein Bin Talal University from student teachers' viewpoints. A descriptive survey research design was followed. Thirty-five student teachers enrolled in the practicum completed a questionnaire that consisted of 40 items grouped in four scales: the roles of practicum supervisor, the roles of cooperating teacher, the roles of cooperating principal, and professional competencies. The results showed that the participants were satisfied with the practicum course.

Castañeda-Trujillo and Aguirre-Hernández (2018) conducted a study in which they presented the results of a pedagogical experience with a group of pre-service English teachers during their first semester of teaching practicum. The data were collected by means of reflection papers written by them, and then the resulting papers were analyzed under the principles of codification of grounded theory. The results show that pre-service English teachers develop a sense of awareness of the context they work on. The study concluded that pre-service teachers' reflections could contribute to curriculum development, so, it is advisable that language teacher education programs provide the mechanisms to give them a voice.

There is a need to consider the personal factors during prospective teachers' practicum practices. In the Egyptian faculties of education, two supervisors are assigned to guide a group of student teachers during their practice teaching: a specialized external supervisor and a specialized internal supervisor. The external supervisor is undertakes the tasks of checking prospective teachers' weekly attendance at school, revising their lesson plans, giving guidance, maintaining general observation and assessing their performance in the class. The internal supervisor performs the same tasks in addition to handling administrative problems and providing academic counsels. The pre-service teaching course total score is a sum of three evaluation areas assigned by the external and internal supervisors in addition to the school principal in which the student teachers' training takes place. In the Egyptian context, these adopted interactional and evaluative practices should take in to account prospective teachers' personality differences.

Reviewing previous research reveals that a number of studies were carried out to investigate the problems of prospective teachers, specifically in relation to the teaching practicum for improvement purposes. In the following lines some of these studies are pinpointed.

Perry, Collie, and Brenner (2011) studied the factors affecting teachers' motivation for and commitment to teaching, especially early in their careers. The researchers examined the relationships between student teachers' experiences in their teacher education programs and their perceptions of teaching efficacy, engagement in and commitment to teaching, and stress associated with teaching. Afterwards, they established a project to enhance early career motivation and well-being.

Naeem (2014) investigated the problems faced by Egyptian EFL prospective teachers during their first encounter with pre-service teaching. The sample for the study included 135 prospective EFL teachers trained in five preparatory (middle) schools in Kafr El-Sheikh city, Egypt. At the end of their first year training course, prospective teachers were asked to write detailed opinion essays about the problems they faced. The data collected were classified and analyzed qualitatively. Findings concluded that there were a number of professional and administrative problems that entailed a comprehensive review of current policies and procedures adopted in pre-service teaching.

learning climate, communication, professional responsibilities, personal development, and leadership. Also the interpersonal dimension is stressed in the practicum assessment of English Language Teacher Training program at Anadolu University (ELTAU) as confirmed by Merc (2015, p. 46). According to this assessment form, there are six main competency areas: personal and professional development, knowing the student, instructional process, monitoring and evaluating learning, relationships between the school, family and society and curriculum and content knowledge.

Concerning the interactional practices, student teachers during the teaching practicum basically benefit from interpersonal interaction with cooperating teachers, university supervisors, school members, and peer teachers (Gan, 2014). Even the presence of a mentor teacher could be important as Farrell (2001) confirms, since pre-service teachers may need many structured opportunities to talk to mentor teachers about the reasons they have to make the decisions they make, how they solve pupils' problems, and how to design a curriculum.

Interaction is crucial for teachers' education. One of the prominent researchers who studied interactional practices affecting teachers' education is Farrell. Most of the recommendations that were presented in his studies over the years included teachers' interaction with other parties involved in the learning process as the following lines illustrate. According to Farrell (2019, p.7), there are some interactive reflective practices that can improve teachers personally and professionally including: case-based teaching, critical incident analysis, and concept mapping. Moreover, Farrell (2006, p.211) confirms that an appropriate way of preparing novices for the transition from course to classroom reality is for learner teachers to work with cases constructed from the narratives of novice teachers. Similarly, Farrell (2016) notes that it is necessary to prepare novice teachers by inviting learner teachers to anticipate class incidents as one way of bridging the theory-practice gap that exists between teacher education programs and the reality of teaching in real classrooms. In additions, Farrell (2009, p.183) confirms that applying concept mapping is a way of revealing beliefs and concepts formed in previous learning and life experiences. Clearly, the aforementioned suggested practices revolve around personal relations and interactions in the school setting.

In the same concern, Naeem (2014, p. 2) concludes that during their pre-service teaching, prospective teachers are not only supposed to learn new skills and improve the skills they already have, but also to get themselves acquainted with school philosophy, curriculum organization, instructional activities and evaluation techniques. Thus prospective teachers during practicum should be developed personally, socially, and professionally which is very challenging.

As a matter of fact, many researchers consider practicum the most challenging, puzzling, tough, and unsatisfying experience in teacher education (Farrell, 2001; Ferrier-Kerr, 2009; Trent, 2013). There are many reasons behind this stressful challenging atmosphere including the interactional, organizational, and evaluative practices implemented during practicum such as: class observation, feedback sessions, peer-teachers, cooperating teachers, school principals, and university supervisors (Merç, 2011; Coşkun, 2013; and Merc, 2015). Inconvenient practicum practices such as the stressful way of assesment may influence prospective teachers' performance negatively and result in a poor teaching practice (Canh, 2014).

In order for teachers' education to be effective, practicum practices should be unstressful and flexible considering professional as well as personal dimensions. Major practices that received attention of researchers include assessment procedures and school interactions. Considering the personal factors was stressed in the modification of these practices.

As for practicum assessment, researchers confirm that it required revision (Sedumedia and Mundalado, 2012, p. 86). In practicum assessment many considerations, other than in-class practice, should be taken into account. Among these considerations is the interpersonal dimension. According to Eisenberg, Heycox, and Hughes (1996), in the practicum assessment not only the professional standards but also the personal standards are considered. Thus, any successful or unsuccessful practice may be associated to the student teachers' personal development.

The personal factor is confirmed in a common evaluation tool, the Professional Education Personnel Evaluation (PEPE), which according to Good and Weaver (2003), evaluates the following competencies: preparation for instruction, presentation of organized instruction, assessment of student performance, classroom management, positive

Practicum Practices

Practicum refers to all the experiences that teacher trainees have in the school before they take on the full range of responsibilities required for teaching (Recine, 2020, p.1). In the present study, practicum practices refer to all interactional and organizational procedures applied during practicum in the school setting as a part of prospective teachers' preparation program such as: lesson observation, feedback session, cooperating teacher, peer teacher, supervision policy, communication with other school members, etc.

Introverts/ Extroverts

According to Brook (2011), introvert is as a state of being wholly or predominantly concerned with or interested in one's own mental life. However, extrovert is the act of being predominantly concerned with and obtaining gratification from what is outside the self. Similarly, Brown (2000) stated that introversion is an extent to which a person derives a sense of wholeness and fulfillment apart from reflection from other person. In contrast, extroversion is a dimension to which a person has a fundamental need to be presented for self-image improvement, self-esteem, and sense of completeness from other person. In the present study, introvert prospective teachers are those shy, isolated, and self-centered practicum trainees who seek to achieve proficiency in their interactions and performances during practicum. However, extrovert prospective teachers are those talkative, precipitate, and social practicum trainees who seek to achieve proficiency in their interactions and performances during practicum.

2 Review of Literature

In the following section the researcher sheds more light on the concepts of practicum practices and personality types in terms of introverts/extroverts.

2.1 Practicum Practices

Practicum refers to all the experiences that teacher trainees have in the school before they take on the full range of responsibilities required for teaching (Recine, 2020, p.1). These experiences, as described by Rao (2006), are expected to be rich by engaging pre-service teachers in all practices in the educational environment. More specifically, Richards and Farrell (2005) listed four conceptualizations that should be included in the practicum experience: skill learning, cognitive process, personal construction, and reflective practice.

1.3 Purpose of the Study

The purpose of the study was to investigate the relationship between prospective teachers' personality types, in terms of introversion/extroversion, and their perspectives in practicum practices and hence propose a training model according to their points of view.

1.4 Significance of the Study

The significance of the study stemmed from the following considerations:

- The training model presented in the study might be beneficial to the teaching practicum designers, observers, and staff members in the Egyptian faculties of education.
- The study might shed the light on other dimensions that affect the training of prospective teachers that need to be explored.
- The study might provide guidelines upon the kind of assessment needed to develop practicum which is based on the perspectives of prospective teachers.

1.5 Delimitations of the Study

This study was restricted to:

- The Eysenck test of personality types (introverts and extroverts), applied through Google form, to classify prospective teachers according to the two types.
- A closed-ended questionnaire designed by the researcher and applied through Google form to investigate the relationship between prospective teachers' personality types, in terms of introversion/extroversion, and their perspectives in practicum practices.
- A sample of forty-one prospective teachers enrolled in fourth year, English department, at Port Said Faculty of Education (some participants were excluded for the following reasons: they did not respond to all the survey questions, they did not write their names on both questionnaires, or they felt shy to take the personality test).

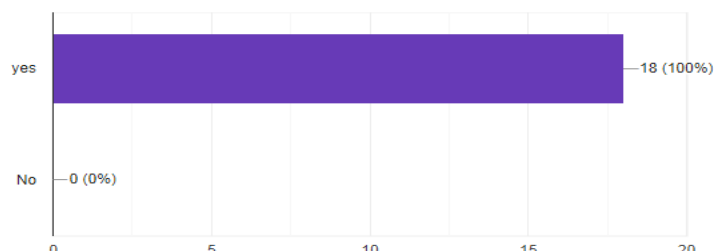
1.6 Definition of Terms

Some terms were repeatedly used in the present study. The following are definitions of these terms:

Figure2. Screenshot of Online Survey Responses to Question Four

4- Do you appreciate the presence of a guidebook to help you train different types of personalities?

18 responses



The aforementioned results stress that there are different personality types of prospective teachers that experts noticed. These differences affect the proficiency of prospective teachers during practicum training because of the recorded problems of each personality type. Thus, the present study was an attempt to probe the relationship between prospective teachers' personality types, in terms of introversion/extroversion, and their perspectives in practicum practices and additionally propose a model that considers their perspectives.

Statement of the Problem

The problem of the study thus can be identified as follows: lack of consideration of personality type in practicum training as practicum practices are implemented in the same protocol for all prospective teachers. Those trainees are rarely provided an opportunity to evaluate practicum from their viewpoints. If practicum training considers the perspectives of prospective teachers, they are expected to progress remarkably. Hence, this study sought to find answers to the following questions:

- 1- Is there a relationship between personality type and practicum practices preferences?
- 2- What are the features of a training model that considers the preferences of introvert and extrovert prospective teachers regarding practicum practices?

1.2 Hypothesis of the Study

The present study tested the following main hypothesis:

There is a significant relation between prospective teachers' personality types, in terms of introversion/extroversion, and their perspectives in practicum practices.

Figure1. Screenshot of Online Survey Responses to Question one

1- Did you encounter with the two types of personalities when you trained prospective teachers?

18 responses

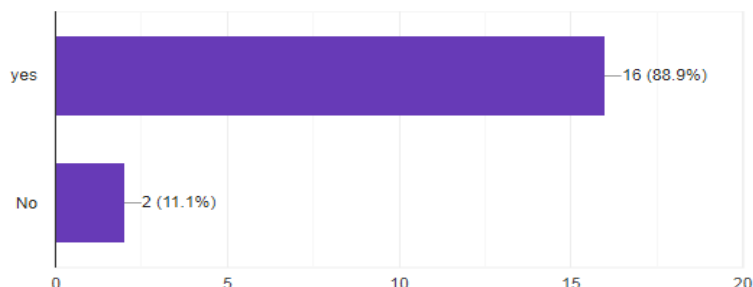


Table1. Online Survey Responses to Question Two and Three

| Problems of Introvert Prospective Teachers | Problems of Extrovert Prospective Teachers |
|---|---|
| <ul style="list-style-type: none"> -Introverts tend to feel more isolated and disconnected. -They're very quiet. Their low voice brings a lot of problems in the classroom. They can make a long side discussion with one student who makes a mistake or does not understand a particular point while leaving the other students in complete chaos. -They didn't show any participation. -They couldn't express themselves well. As a result, this could affect their proficiency. -Poor class management and control because their voices were low. - They were too shy to deal with others. -They need more time and prefer indirect communication. -Self-confidence is not enough in some introverts. -They are often uncooperative. -They have fear of speaking. -They can't speak fluently. | <ul style="list-style-type: none"> -They may lack independence. -They want their colleagues to have the same level of enthusiasm when working in groups. -They always take much time in expressing their opinion as they can't stop themselves from making any comment when anyone speaks. -They could lose their respective personality. -Assessment for learning. -Teacher talking time. -Class groupings. -Concentration. -They were too friendly with students and sometimes they failed in controlling the class which led to a messy one. -They are talking and revealing too much -they do not listen to advice. -They want to be the only one who shares. -They sometimes cause chaos during practicum. -Speaking outside the main topic. |
| <p>In this table: 1-responses were quoted. 2-repeated answers were deleted.</p> | |

1.1 Context of the Problem

The researcher has come across a problem regarding prospective teachers' progress during practicum training. Some trainees handle relationships and fulfill without stress their responsibilities in the school where the practicum is held while others face tremendous difficulties doing so. On the contrary, some trainees take rapid decisions and do not provide comprehensive lesson plans or reflections while other types of trainees can. There are individual differences among prospective teachers such as the difference in personality type in relation to introversion/extroversion perspective. In the process of constructing experience during practicum, the two types of prospective teachers have specific needs. Still, they are trained in the same way in relation to all organizational and interactional practices during practicum. If there is flexibility in the training model, by considering personality type, all trainees are expected to progress equally. It is actually not different from considering the individual differences among learners in the classroom. In practicum, prospective teachers are learners and the school setting is their classroom.

The researcher, being a practicum observer for more than fifteen years, noticed this problem: lack of consideration of personality type in practicum training as practicum practices are implemented in the same protocol for all prospective teachers. Those trainees are rarely provided an opportunity to evaluate practicum from their viewpoints.

Furthermore, the researcher conducted a pilot study, a survey for internal/external practicum supervisors in which they were asked four questions: "Did you encounter with the two types of personalities when you trained prospective teachers?", "What was the problem introvert trainees faced during practicum?", "What was the problem extrovert trainees faced during practicum?" and "Do you appreciate the presence of a guidebook to help you train different types of personalities?". Results revealed that internal supervisors encountered with and remarkably differentiated between the problems of the two types of trainees. They support the need for a guidebook introducing distinguished practicum practices for each category. The survey was applied through a Google form on 18 EFL supervisors at the end of the academic year 2020/2021. Following are visual representations of the pilot study results:

match their learners' preferences and any mismatching ought to be treated with caution because it could cause dropouts. Introverts can participate as much as extroverts in class practices by assigning roles by the teachers' guidance and help (Celce-Murcia, 2004).

The considerations of personality differences during practicum could foster the achievement of the aims of teachers education program (TEP). In the Egyptian context, practicum is a crucial part of TEP where in prospective teachers are provided with a general and professional education with an area of specialization. Cultural, educational, and academic courses in the program provide the theoretical knowledge. However, the actual practice of teaching in school setting during practicum is what provides the opportunity for application. Major aims of TEP that are considered by cognitive and practical training are: demonstrating depth of knowledge in the content area studied, implementing effective pedagogies and following accredited standards, demonstrating professional attitudes in the relationships with students and school members, fostering an engaging classroom environment, and demonstrating teaching skills effectively to complete a successful practice. Thus, TEP courses and practicum guarantee the acquisition of subject-matter knowledge, pedagogic skills, child psychology principles, teaching fundamentals, instructional facilities use, and professional relationships management.

Although there have been several studies concerning practicum teaching practice as many researchers noted (Perry, Collie, and Brenner , 2011 ; Naeem, 2014; Merc, 2015; Castañeda-Peña, Rodríguez-Uribe, Salazar-Sierra, and Chala-Bejarano, 2016; Aboomar, Alhasanat, and Al-Jazi, 2018; and Farrell, 2019) , research related to the practicum organizational and interactional practices has been limited in number. The interpersonal factors affecting practicum practices are not well-grounded. Accordingly, the researcher in the present study shed the light on the personality factors affecting practicum from the views of prospective teachers.

On the grounds of these reasons, the present study sought to examine the relationship between prospective teachers' personality types, in terms of introversion/extroversion, and their perspectives in practicum practices. Moreover, it sought to offer insights into the implementation of a training model that considers personality types in teachers' education program.

Introduction

Practicum is a golden opportunity for prospective teachers to practice their future profession. Still, it is one of the most crucial and influential stages in teacher education (Trent, 2013, p. 426). Practicum refers to all the experiences that teacher trainees have in the school before they take on the full range of responsibilities required for teaching (Recine, 2020, p.1). Practicum involves three types of practices including the interactional/organizational dimension. According to Castañeda-Trujillo and Aguirre-Hernández (2018, p.161), there are three learning experiences pre-service English language teachers need to be competent teachers: pre-service English language teachers' reflection on their relationship with pupils in their own classroom, pre-service English language teachers' learning from their mentor teacher, and pre-service English language teachers' evaluation of their language teaching.

It is a matter of fact that teaching practicum has a stressful, anxiety-provoking atmosphere and during prospective teachers' administration of practicum practices, observations of training experts reveal that trainees do not all respond and interact in the same manner. Individual differences distinguish prospective teachers in their preferences, attitudes, and even problems. One major difference, that can affect the learning process, is prospective teacher's personality type in terms of introversion/extroversion. According to Dornyei (2005), among the number of personalities, personality trait extroversion/introversion has been the most studied in language competence and performance because extrovert and introvert personalities are more to the behavior and action of the learners' expression in using the language. Introverts tend to be shy. So, they are expected to face difficulty handling relationships and fulfilling without stress their responsibilities in the school. However, extroverts tend to be precipitate. So, they are expected to take rapid decisions and provide incomprehensive lesson plans and reflections.

Since prospective teachers include the two types of personalities, there should be consideration of personality differences in their training model. Thus, many benefits could be achieved such as more interaction, learning, performance progress, saving time, stress-free learning, etc. In this concern, Isazadeh, Makui, and Ansarian (2016, p.2) stress that understanding learning styles helps instructors to design lesson plans that

نموذج مقترح قائم على منظور الطلاب معلمي اللغة الإنجليزية الانطوائيين / المنفتحين لتطوير ممارسات التدريب العملي

ملخص

تحققت هذه الدراسة من العلاقة بين أنماط شخصية الطلاب المعلمين من حيث الانطوائية/ الانفتاح ووجهات نظرهم في ممارسات التدريب العملي، ومن ثم اقترحت نموذج تدريبي وفقاً لمنظورهم. تكونت عينة الدراسة من واحد وأربعين طالب معلم ملتحق بالسنة الرابعة بقسم اللغة الإنجليزية بكلية التربية ببورسعيد. ولتحقيق الهدف من هذه الدراسة اتبعت الباحثة طريقة البحث المسحي وطبقت إجراءات رئيسين: أولاً، طبقت الباحثة اختبار أيسنك لأنماط الشخصية لتصنيف الطلاب المعلمين إلى أحد النمطين: الانطوائي والمنفتح. وبعد ذلك صممت و استخدمت الباحثة استبيان ممارسات التدريب العملي لتحديد وجهات نظر كل فئة. تضمنت الممارسات العملية جميع الإجراءات التفاعلية والتنظيمية المطبقة أثناء التدريب العملي داخل المدرسة مثل: ملاحظة الدرس، وجلسة التغذية الراجعة، والمعلم المعاون، والمعلمين الأقران، وسياسة الإشراف، والتواصل مع أعضاء المدرسة الآخرين، وغيرها من الممارسات الأخرى. أظهرت نتائج تحليل البيانات التي تم تجميعها عن طريق الاستبيان أن الطلاب المعلمين الانطوائيين لديهم آراء مشتركة، كذلك أيضاً الطلاب المعلمين المنفتحين لديهم منظور مشترك فيما يخص ممارسات التدريب العملي. قدمت الدراسة نموذج لممارسات التدريب العملي بناء على نتائج الاستبيان. وقد أوصت الدراسة باستخدام النموذج التدريبي المقترح أثناء التدريب العملي للطلاب المعلمين في كليات التربية بمصر لأنه مبني على تحليل آراء الطلاب المعلمين ذوي الشخصيات المختلفة. وقدمت اقتراحات إضافية لمشرفي الجامعات والطلاب المعلمين والأطراف الأخرى ذات الصلة بالتدريب العملي.

الكلمات المفتاحية: التدريب العملي، برنامج إعداد المعلم، أنماط الشخصية.

***A Proposed Model Based on Introvert/Extrovert Perspectives
to Develop Practicum Practices of
EFL Prospective Teachers***

Abstract

This study investigated the relationship between prospective teachers' personality types, in terms of introversion/extroversion, and their perspectives in practicum practices and hence proposed a related model that considered their points of view. The participants included forty-one prospective teachers enrolled in fourth year, English department, at Port Said Faculty of Education. In order to perform this investigation, the researcher followed the survey method and applied two main procedures. First, the researcher applied the Eysenck test of personality types to classify prospective teachers into two types: introverts and extroverts. Then, the researcher utilized a questionnaire of practicum practices to identify the views of each category. Practicum practices included all interactional and organizational procedures applied during practicum in school setting such as: lesson observation, feedback session, cooperating teacher, peer teacher, supervision policy, communication with other school members, etc. The data obtained from the questionnaire were analyzed to ascertain the answers to the research questions. In general, the findings showed that introvert prospective teachers had common perspectives. Similarly, extrovert prospective teachers had similar viewpoints. The views of prospective teachers comprised the proposed model of practicum practices. The study recommended the practicum practices model to be used during practicum training in the Egyptian context as it was based on analyzing and prioritizing the views of prospective teachers with different personality types. Other suggestions for university supervisors, prospective teachers, and other parties related to practicum were also provided.

Keywords: practicum, teacher education program, personality types.



**A Proposed Model Based on Introvert/Extrovert
Perspectives to Develop Practicum Practices of
EFL Prospective Teachers**

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رقم الإيداع بدار الكتب ٢٠١٣/١٨٦٦٩

الترقيم الدولي الموحد

Print : (ISSN 1110-2411)

Online : (ISSN 2682 -3373)

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* رابط صفحة مجلة الكلية على بنك المعرفة

jfeb.journals.ekb.eg

* رابط صفحة مجلة الكلية على بوابة

<http://fedu.bu.edu.eg/fedu/magazine> الكلية

* دار المنظومة وموقعها الإلكتروني

(DAR ALMANDUMAH)

* شركة المنهل وموقعها الإلكتروني

(<http://www.almanhal.com>)

* بنك المعلومات العربي أسك زاد وموقعها الإلكتروني

(www.askzad.com)



رقم الإيداع (٢٠١٣/١٨٦٦٩)

ترقيم دولي (ISSN 1)



كلية التربية

مجلة الكلية

تتشرف مجلة كلية التربية بنها بإحاطة الباحثين وراغبى النشر فيها بأن المجلة تم إدراجها ضمن تصنيف شركة كلاريفيت وبيانات شجرة العلوم بين بنك المعرفة المصري وشركة كلاريفيت (WOS) وتقع ضمن المجلات الجارية إدراجها في (SCOPUS).



الإدارة المركزية لشئون الجامعات المصرية التأسيسية
وتجان فئات التعليم الجامعي والدراسات الثقافية
الإدارة العامة للشؤون الفنية بالمجلس

السيد الأستاذ الدكتور /

رئيس جامعة

تدعية طيبة وبسط ،،،

أتشرف بالاقادة أن المجلس الأعلى للجامعات أحيط علماً بولسته المتخذة بتاريخ ٢٠١٣/٧/١٠ بتقرير بشأن تطوير المجلات العلمية بالجامعات المصرية والذي أدى إلى إدراج العديد من هذه المجلات في بيانات شجرة العلوم (WOS) والمجلات الجارية إدراجها في سكوس (Scopus).

وتفضلوا بقبول فائق الاحترام،

أمين المجلس الأعلى للجامعات

(أ.د/ محمد مصطفى لطيف)

| | | |
|------------------------------------|--------------------|--|
| جامعة بنها - كلية الآداب | 1687-2525 | مجلة كلية الآداب - بنها |
| جامعة بنها - كلية التربية | 1110-2411 | مجلة كلية التربية - بنها |
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| جامعة بنها - كلية التربية النوعية | 2536-975X | المجلة العلمية للدراسات والبحوث التربوية و النوعية |

مجلس إدارة المجلة

رئيس مجلس الإدارة
(عميد الكلية)

أ.د/ إيمان محمد عبد الحق

نائب رئيس مجلس الإدارة ومدير التحرير
(وكيل الكلية للدراسات العليا)

أ.د/ جمال سليمان عطيه سليمان

مجلس الإدارة

أ.د/ صلاح الدين محمد توفيقاً.د/ علي جوده محمد عبد الوهاب

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أ.د/ أمال إبراهيم الفقي

هيئة التحرير

أ.د/ مني سالم زعزع أ.م.د/ إيمان جمعه فهمي

د/ سهام حسن سعد د/ وفاء عبد الفتاح محمود

د/ سمر مصطفى محمد

سكرتير مالي وإداري المجلة

أ/ حنان حمدي السيد

أ/ محمد العربي مسلم

قواعد النشر بالمجلة

- ١) تصدر كلية التربية جامعة بنها مجلة علمية متخصصة محكمة باسم "مجلة كلية التربية - جامعة بنها" وذلك بصفة دورية كل ثلاثة شهور (يناير- إبريل- يوليو- أكتوبر) وتهتم المجلة بنشر الأبحاث والدراسات المتعلقة بالقضايا التربوية والنفسية باللغتين العربية والإنجليزية.
- ٢) تنشر المجلة مراجعة وعرض الكتب الحديثة ومقالات الأساتذة في مجالات اهتمامات المجلة والتقارير العلمية عن المؤتمرات والندوات والحلقات النقاشية وورش العمل، ويتم النشر في هذه الحالات مجاناً بشرط ألا يزيد عدد الصفحات عن خمسة عشر صفحة.
- ٣) تنشر المجلة البحوث المقدمة من المعيدين والمدرسين المساعدين وكذلك العاملين بالكلية من طلاب الماجستير والدكتوراه مجاناً وبحد أقصى (٣٠ صفحة) وما يزيد عن ذلك تحسب الصفحة ب(٢٥) جنيهاً . و يتم تحكيمها من خلال اثنين من المحكمين في ذات التخصص، ودفع رسوم التحكيم وقدرها (٦٠٠) ستمائة جنيهاً.
- ٤) تنشر المجلة بحثين مجاناً لكل عضو هيئة تدريس بالكلية للترقية أحدهما لدرجة أستاذ مساعد والآخر لدرجة أستاذ.
- ٥) يقدم الباحث عدد (٢) اثنين نسخة من البحث بالإضافة إلى مبلغ (٦٠٠) ستمائة جنيهاً مصرياً للتحكيم العلمي.
- ٦) تخضع الأبحاث والدراسات المقدمة للمجلة للتحكيم العلمي من قبل نخبة من الأساتذة المتخصصين من داخل الكلية أو خارجها.
- ٧) بعد التحكيم وقبول البحث للنشر يقدم الباحث نسخة إلكترونية للبحث.
- ٨) يُهدى الباحث نسختين من المجلة وعدد (١٠) مستلات من بحثه.
- ٩) يؤكد مجلس إدارة وهيئة تحرير المجلة أن الآراء الواردة في البحوث والدراسات والمقالات المنشورة تعبر عن رأي كاتبها، ولا تعبر عن رأي الكلية أو الجامعة.
- ١٠) ترتب البحوث والدراسات في المجلة وفق اعتبارات تنظيمية خاصة ولا علاقة لها بمكان البحث والباحث.
- ١١) لا تلتزم المجلة برد البحوث والدراسات التي يكون القرار بشأنها أنها غير مقبولة للنشر.
- ١٢) يتحمل الباحث رسوم تحكيم البحث ونشره وطباعته بالمجلة والمصروفات البريدية، وذلك على النحو التالي:-
 - أ) رسوم التحكيم للباحث المصري قدرها (٦٠٠) ستمائة جنيهاً لعدد اثنين من المحكمين في مجال التخصص.
 - ب) تكلفة نشر البحث للباحث المصري: (٦٠٠) ستمائة جنيهاً بحد أقصى (٣٠) صفحة وما يزيد على ذلك تحسب الصفحة ب (٢٥) جنيهاً تسدد بإيصال رسمي.
 - ج) رسوم التحكيم للأبحاث الواردة من خارج جمهورية مصر العربية (٦٠٠) جنيهاً مصري أو ما يعادلها بالدولار.
 - د) تكلفة النشر للبحوث الواردة من خارج جمهورية مصر العربية (٢٥٠) دولار) مائتان وخمسون دولار أو ما يعادلها بالجنيه المصري و بحد أقصى (٣٠) صفحة وما يزيد على ذلك تحسب الصفحة ب (١٠) دولار أو ما يعادلها بالجنيه المصري على أن تورد في الحساب البنكي للمجلة.
 - هـ) بالنسبة للبحوث التي ترد من أعضاء هيئة التدريس المصريين وتنشر باسم جامعة غير مصرية يعامل معاملة الباحث من الخارج (غير المصري) .

الشروط الفنية للنشر بالمجلة

عزري الباسم...

- يجب مراعاة الشروط التالية بدقة تامة عند كتابة النسخة النهائية من البحث المراد نشره بالمجلة، وتؤكد هيئة تحرير المجلة إلى أنه لن ينشر البحث بالمجلة إلا بعد التأكد من مراعاتها:
- (١) تنشر المجلة البحوث والدراسات العلمية في مجال الدراسات التربوية والنفسية التي يجريها أو يشترك في إجرائها أعضاء هيئات التدريس أو الباحثين في الجامعات والمعاهد العلمية ومراكز وهيئات البحوث.
 - (٢) تقدم البحوث بإحدى اللغتين: العربية أو الإنجليزية، على أن يصاحب كل بحث ملخصين أحدهما باللغة العربية والآخر باللغة الإنجليزية ويراعى أن يوضح من خلالها الباحث عنوان البحث وأهدافه ومنهجه وأدواته وأهم نتائجه والكلمات المفتاحية الرئيسية للبحث فيما لا يزيد كل منهما عن صفحة واحدة.
 - (٣) تنشر البحوث في المجلة بحسب تاريخ خطاب القبول.
 - (٤) يقوم الباحث بإجراء فحص الانتحال قبل تقديم البحث للتحكيم.
 - (٥) يقدم الباحث نسختان ورقيتان من البحث إلى سكرتير تحرير المجلة للتحكيم وذلك بعد تسديد رسوم التحكيم. وبعد موافقة هيئة التحكيم على قبول البحث بدون تعديلات، وفي حالة وجود تعديلات على البحث، يعاد البحث للباحث لإجرائها، وتسليم النسخ الأصلية والنسخ المعدلة إلى سكرتير تحرير المجلة تمهيداً لتسليم النسخة النهائية إلكترونياً (cd). وفي تلك الحالتين تحسب رسوم النشر ويتم دفعها إلكترونياً على أرقام الحساب المنشورة على موقع المجلة، مع تقديم ما يثبت دفعها إلكترونياً إلى سكرتير تحرير المجلة.
 - (٦) أن تكون الكتابة على ورقة ١٧ × ٢٤ سم.
 - (٧) يترك هامش ٢ سم من الجانبين (يميناً ويساراً)، و٢.٥ سم من أعلى وأسفل الصفحة.
 - (٨) تشغل المساحة المكتوبة داخل الصفحة ١٣ × ٩ سم بعد ترك الهوامش المناسبة من جميع الجوانب.
 - (٩) أن تكون الكتابة بخط Simplified Arabic وحجم الخط (١٤) لمتن البحث و(١٦) بولد للعناوين الرئيسية و(١٤) بولد للعناوين الفرعية للبحث.
 - (١٠) يكتب البحث على وجه واحد فقط حتى يسهل تحكيمة وطباعته.
 - (١١) يكون تباعد الأسطر أثناء الكتابة "مفرد" ويترك سطر بين كل فقرة والفقرة التالية له.
 - (١٢) يكتب عنوان البحث على شكل هرم مقلوب رأسه إلى أسفل في صفحة مستقلة وحجم الخط (١٨) مع ترك سطر مفرد بين أسطر العنوان ويلى العنوان اسم الباحث وتخصصه وكنيته بالتوالي في منتصف السطر.
 - (١٣) يراعى في كتابة البحث الاطار العام المعتمد للبحث من حيث (المقدمة، الاطار النظري، الإجراءات، النتائج، المناقشة، الخلاصة، المراجع).
 - (١٤) لا تستعمل الحواشي في نهاية الصفحات.
 - (١٥) تكتب المراجع في نهاية البحث مرتبة أبجدياً حسب الأسلوب التالي:
(أ) الكتب: اسم المؤلف - تاريخ النشر - عنوان الكتاب - مكان النشر - دار النشر.
(ب) البحوث: اسم الباحث - تاريخ النشر - عنوان البحث - عنوان المجلة - رقم العدد - صفحات النشر.
(ج) الرسائل: اسم صاحب الرسالة - التاريخ - عنوان الرسالة (ماجستير - دكتوراه) - اسم الكلية - اسم الجامعة.
(١٦) يراجع البحث بمعرفة الباحث بحيث يكون منضبطاً لغوياً وكتائياً مستخدماً علامات الترقيم.
(١٧) يصاحب البحث إقرار من الباحث بأنه لم يسبق نشره في أي جهة أخرى وأنه غير مستل من أي دراسة أياً كان نوعها.

ترسل الأبحاث والدراسات إلى:

السيد الأستاذ الدكتور/ مدير تحرير مجلة كلية التربية - جامعة بنها

على العنوان التالي:

كلية التربية بطريق كفر سعد - جامعة بنها - محافظة القليوبية - جمهورية مصر العربية

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☎ فاكس: ٠١٣/٣١٨٨٧٨١

موبايل: ٠١٢٢٠٤٣٢١٢١ & ٠١٠٥٣٣٦٠٧٩

☎: ٠١٣/٣١٨٨٧٨٣

