Investigating Introvert and Extrovert University Students' Perception of the Use of Interactive Digital Tools in a Face-To-Face ESP Class

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Abstract : The main focus of this study is investigating introvert and extrovert university students' perception of the use of interactive digital tools (such as Padlet and Mentimeter) in a face-to-face English for Specific Purposes (ESP) class after all classes in the university had been switched to online mode for three semesters. The subjects of the study were business students from three ESP classes at The Hong Kong University of Science and Technology. The basic tool for data collection was an anonymous online survey, which included 3 required multiple-choice questions and 3 open questions (2 required; 1 optional) about the effects of interactive digital tools on their amount of contribution to the class discussions, their perception of the role of interactive digital tools to the sharing of ideas and whether the students considered themselves introvert or extrovert. The online survey will be emailed to all 54 students in the three ESP classes and subjected to a three-week data collection period. The survey results will then be analyzed qualitatively, particularly on the effect the use of interactive digital tools had on the amount of contribution to the class among introvert and extrovert students, their perception of a language class with and without digital tools and most importantly, the implication to educators about how interactive digital tools can be used (or not) to cater for the needs of the introvert and extrovert students. The pandemic has given educators various opportunities to use interactive digital tools in class, especially in an online environment. It is interesting for educators to explore the potential of such tools when classes are back face-to-face. This research thus offers the students' perspective on using interactive digital tools in a face-to-face classroom. While a lot has been said about introverted students responding positively to digital learning online, the student's perception of their own personality collected in the survey and the digital impact tools have on their contribution to class may shed some light on the potential of interactive digital tools in a post-pandemic era.

Keywords : psychology for language learning, interactive digital tools, personality-based investigation, ESP

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