



Understanding the Quiet Learner and Teacher: Do We All Have to Be Active in Class?

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Abstract ;

This paper attempts to understand the quiet learner and the quiet teacher. It is important to gain insight into this area because teachers and learners with quiet voices and unspoken minds are usually either misunderstood or overlooked. The issue is complex as it can be read and interpreted from multiple perspectives. Therefore, this theoretical analysis aspires to delve into quietness in teachers and learners by investigating their characteristics, teaching methods, and learning preferences. Overall, the findings collected through the scanning of existing studies reveal that quietness and introversion in learners and teachers are not rare, yet they are misapprehended and confounded with laziness or lack of interest and engagement in learners, and weakness or lack of competence in teachers.

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1. Introduction

There has been a lot of focus on social-constructivist, active, interactive, and cooperative learning in recent years. Most of the up-to-date instructional approaches, methods, and techniques rely heavily on active participation, talking, and doing in the classroom. Active learning, discussion, interaction, collaboration, kinaesthetic and tactile tasks, as well as group and class activities have become part and parcel of almost every teaching-learning situation as they are widely praised. This is also because learning has been ideally perceived as an active process rather than a passive one. While a good percentage of learners and teachers thrive on active learning and its associated applications, there is a category of teachers and learners that might not necessarily enjoy nor opt for it if given the choice. They would rather do it quietly and softly. They are the quiet learners and teachers. Every teacher would recognize some learners as quiet and calm; the quiet teachers are some of the quiet students becoming teachers. Cain (2012) states that quiet people make up a third to a half of the population. She uses the word 'introverted' to refer to them. She also thinks that schools and public places are mostly designed for extroverts and not adapted for quiet people. This is true in the United States of America where Cain did her research, but also in many other places where extroversion is celebrated.

In the Algerian context, there are not enough studies on quiet learners and teachers. Some studies have been conducted about introverted learners and silence in the classroom, but there are

almost none on introverted teachers, their struggles, and their teaching ways. For instance, Menagguer (2020) investigated introverts' needs in the Algerian educational system and whether they are met or not. She found that introverted learners are not supported through appropriate instructional methodologies and tools within the educational community. There are even negative assumptions like believing introverted learners to be antisocial, shy, or weak. Moreover, the study of Ghaouar (2021) explores introversion in learners to raise Algerian preservice teachers' awareness of it. She describes: "[S]ome students are all the time silent and very attentive; they take notes and maintain eye contact with their teachers while explaining the lessons. However, they prefer not to take part in class discussion and do rarely participate" (Ghaouar, 2021, p. 95). These learners have characteristics that necessitate a different teaching and treating manner. In another work, Djedid (2022) researched silence in the Algerian classroom and suggested that there are intricate factors behind being silent in class such as introversion, embarrassment, shyness, fear, and teachers' behavior. Therefore, being a quiet learner is not always caused by introversion. It could be generated by other reasons.

As a whole, the highlight on active communicative learning has gradually led to losing sight of quiet, introverted, and intrapersonal learners who often prefer to learn through teacher-directed instruction (Lawrence, 2015). Reflective learning and teaching practices that are quietly led by the teacher while the learner reflects seem to have been abandoned or forgotten by

dint of the new pedagogical methods. The latter are hugely in favor of learner-centeredness and active engagement of the learner which compels teachers to be active as well. On another note, Akinbode (2015) goes to the extent of inquiring whether we consider being quiet a “flawed way of being” and whether it is credible to be a quiet teacher given that teaching is a voiced profession in the first place. “Quiet is an aspect of diversity that is given little consideration in society and the education system” (Akinbode, 2015). Talking and “fast talking” are appreciated over quietness, as Lawrence (2015) reflects. The research problem stems from here as the study aims to understand quietness in teachers and learners. Talkative teachers and learners are already encouraged and praised enough, but what about the quiet ones? Do all teachers and learners have to be active in the classroom to be effective? Thus, the main research questions are:

- 1- How are quiet people perceived in class?
- 2- How do quiet learners prefer to learn?
- 3- Can teaching be effective when done softly and quietly?

To reiterate, there is a small body of literature on quiet learners and teachers in general, and particularly, a very small one in the Algerian context. This gap inspired the present study whose objective is to understand quiet teachers and learners and investigate whether all teachers and students have to be active in the classroom. Methodology-wise, this paper is based on the review of existing literature as it is a theoretical analysis. For this, thirty (30) references are scanned to collect data,

analyze the research problem, and discuss the outcomes.

2. Literature Review

In a famous book and TED Talk, Cain (2012) spotlights that several teachers regard the extrovert outspoken learner as exemplary. This has been supported by many studies and observations. Akinbode (2015) confirms that in the United Kingdom and the United States of America, the school system and the classroom are fashioned according to extroverted social learners' needs. These are countries where the trait of extroversion is favored, unlike China and Japan where people advocate quietness, thoughtfulness, and introversion (Akinbode, 2015). For the Algerian society, there is a tendency towards extroversion more than introversion, even within the classroom. Introversion and extroversion are personality types that could justify quietness, but they are not the only factors why a person could be quiet or talkative. Carver and Scheier (2012) define personality as a group of features that reflect what and how people say their words and do their deeds as “a unique stamp on their action”. This leads to the understanding that each person has a personal way that “succeeds better and feels more competent, natural and dynamic” (Behaz & Djoudi, 2012).

Carl Jung, the Swiss psychologist and psychiatrist, put forward six ways in which people differ in his psychological types theory: judgmental functions (feeling and thinking), perceptual functions (sensing and intuition), and attitudes (introversion and extraversion) which describe people's mindset of dealing with others (Medjedel,

2016). These two personality attitudes were originally initiated by Carl Jung who proclaims that introverts charge their energy internally, from inner thoughts and feelings, whereas extroverts gain energy externally, from social interaction, activity, and other outward events (Jung, 2010). An extrovert is outgoing and their energy is rather directed towards others, while the introvert is internally focused and preoccupied with their experiences and feelings instead of social contact with others (Jung, 2010; Medjedel, 2016). Jung's work (2010) proposes that there could be physiological differences between extroverts and introverts who make up each respectively about half of humans. He also says that there is no pure introvert or extrovert as all humans fall within the introvert-extrovert spectrum. Nowadays, there is even a word for having aspects of both introversion and extroversion. Someone who has features from both is called an ambivert. Regardless of the criticism that Jung's work received, Akindobe (2015) contemplates that social conditioning stimulates people to behave in certain ways, usually the socially desired way. This is probably why Cain (2012, p. 4) postulates that: "Extroversion is an enormously appealing personality style but, we've turned it into an oppressive standard to which most of us feel we must conform".

In contrast with extroverts who are often social, active, talkative, and praised, introverted and/or quiet people are often looked at with suspicion or concern. Quiet people often appear to be lazy, unsociable, distant, or even weird and arrogant; it is also assumed that a silent introvert is doing

nothing in a social context, like the classroom, and this is often unappealing (Akinbode, 2015). These assumptions are caused by a lack of understanding and knowledge of introverts' qualities and needs. Quiet introverts have a set of characteristics some of which are listed in what follows:

- Prefer to think and reflect before talking
- Can say a lot when ready, after reflection
- Prefer deep conversation (often with a few persons)
- Prefer and need quiet and silence
- Prefer and need to spend time alone
- Can spend time people-watching and observing quietly (Akinbode, 2015)
- High sensitivity (to physical stimuli such as light and sound and others' moods) (Aaron, 1999)

Concerning this last point, Aaron (1999) estimates that 70% of highly sensitive persons are introverts who can quietly observe, notice, and understand subtle details around and in them. Consequently, it is important to mention that quiet people are mentally active and that having ideas does not equal saying them. Being quiet and/or introverted could mean needing more time to process ideas before sharing them. In the ensuing part, emphasis is put on understanding quiet learning and its needs.

2.1 Quiet Learning

The terms introversion and extraversion have gained traction in the past decade, but quiet learners have always been there. Quietness is not caused only by introversion. However, introversion has

been stigmatized as vocal and talkative people are often considered more intelligent (Cain, 2012; Lawrence, 2015). Cain (2012) upholds that some of the smartest ideas and inventions are issued by quiet people. Being creative, cerebral, and/or mentally proactive is not the opposite of being introverted and/or quiet. Cain (2012) further maintains that there is almost no correlation between having the best thoughts and saying them or being a good talker. What is more, being quiet and/or introverted does not mean being anti-social or anti-groupwork; rather, it requires quiet thinking and less stimulation before feeling ready to speak one's mind and contribute to the group or class (Godsey, 2016).

Quiet individuals are energized by quietness, introspection, observation, and deep connection and are usually drained by social interaction and external events which, for extroverts, are an energizer (Godsey, 2016). For quiet learners, sitting quietly in the classroom is their method of learning. They listen, observe, watch, feel, think, analyze, and reflect on what is being said and done around them, and they learn this way. In his renowned work on experiential learning, American psychologist David Kolb (1984) listed four major learning styles based on two continuums: the perception continuum (thinking/feeling) and the processing continuum (watching/doing). Four learning styles emerged: accommodating (learners who learn by feeling and doing), diverging (learners who learn by feeling and watching), assimilating (learners who learn by thinking and watching), and converging (learners who learn by thinking and doing)

(Kolb & Kolb, 2007). Two of these demonstrate that there are learners who learn quietly, by feeling and watching (diverging) or by thinking and watching (assimilating). Kolb and Kolb (2007) pinpoint that these two learning styles go hand in hand with the introverted personality type (Table 1).

Table 1. Kolb's Learning Styles and Their Characteristics

Behavior level	Diverging	Assimilating	Converging	Accommodating
Personality types	Introverted Feeling	Introverted Intuition	Extraverted Thinking	Extraverted Sensation
Educational specialization	Arts, English History Psychology	Mathematics Physical Science	Engineering Medicine	Education Communication Nursing
Professional career	Social service Arts	Sciences Research Information	Engineering Medicine Technology	Sales Social service Education
Current jobs	Personal jobs	Information jobs	Technical jobs	Executive jobs
Adaptive competencies	Valuing skills	Thinking skills	Decision skills	Action skills

Source: (Kolb & Kolb, 2007, p. 10)

According to Kolb (1984), diverging and assimilating students can withdraw from classes that require a converging or accommodating learning style. While teachers might think that picking a quiet student to speak or answer in class is a form of engaging them, it can make the learner feel very uncomfortable and alienated. Teachers tend to misinterpret students' silence and quietness as laziness (Akinbode, 2015), lack of competence and/or self-confidence, shyness, lack of engagement, or introversion, but there is a form of classroom participation called "silent engagement" (Djedid, 2022). If

students are not vocalizing their thoughts, it does not necessarily mean they are not learning or thinking about it (Lawrence, 2015). Learners can be fully engaged and attentive even when they are quiet and non-vocal. Positively, their quietness helps them to focus better, pay more attention, and engage deeply. Indeed, motivation, engagement, and attention are more often invisible than not. They cannot always be measured by how much the person is active and talkative. The quietest of learners could be the most engaged and attentive. For proof, a study by Jónasson and Óskarsdóttir (2015) demonstrates that “the less talkative the pupils were in the discussion the more they gained from the teaching” and indicates that participation in classroom discussion is not a rudimentary condition for learning.

Within this misunderstanding of introversion and quietness, the current mainstream educational theory underscores and benefits mainly one type of personality and learning, that of the extroverted interpersonal learner (Lawrence, 2015). Recognizing different personality types implies the distinction of a variety of learning preferences and styles. Therefore, the pedagogies of collaborative, social, and active learning that require real-time reactions and interactive responses do not serve all learners, especially the quiet reflective ones (Lawrence, 2015). This being said, it is salient to consider quiet learners’ preferences while planning instruction. Classroom discussion and interaction are invaluable; however, it should not be forgotten that they may present difficulties for many learners either in how they learn or how they feel in class

(Lawrence, 2015). Furthermore, quiet learners need the time to think and the space to speak and to be heard (Akinbode, 2015), and they learn best through observation and reflection.

Other reasons why some students remain silent in class besides personality traits are situational factors and learned behaviors (Medaille & Usinger, 2019). Medaille and Usinger (2019) published an article in which they delineate how quiet learners are perceived in class and review some instructional strategies that help meet their needs. They substantiate that quiet intrapersonal learners are usually quite engaged in their learning process; regardless, they require space and room that allows for their quiet learning tendencies. Additionally, Moran (2016) has a study that shows how different personality types function in different ways in the classroom and how they learn distinctively in group settings. This paved the way to questioning the implementation of cooperative learning as some learners manifested frustration due to classmates’ dominating behavior in group work, high noise, and arguing. Moran (2016) clarifies that quiet students may even feel stressed when being expected to process and respond rapidly in groups. This is why they opt for working individually or with selected familiar classmates. Moran’s research asserts the value of listening to students, understanding their diversity, and respecting their preferences and needs.

Quiet learners favor independent learning over collaboration as they find it challenging. In another study, Medaille and Usinger (2020) interviewed 10 quiet learners as they took part in collaborative

learning in order to explore their feelings, thoughts, and perceptions of it. Their study concluded that quiet students express negative emotions towards social learning and feel reluctant to take part in it as they experience numerous tensions during collaborative and communicative work such as tensions between “speaking and silence, engaging and disengaging and belonging and isolation” (Medaille & Usinger, 2020). They may not know when to speak or when to be silent, when to engage or disengage, and how to belong or isolate from a group that is unfamiliar to them. It is also not easy to assess these learners when the measures revolve around verbal and physical participation instead of real engagement and understanding. Kustritz (2024) alludes to this in a study that shows that quiet learners can enjoy small group work during class but not cold calling. The latter makes them very uncomfortable and anxious. The study also exhibits that some of the primary factors why students do not verbally participate in class are fear of being mistaken, fear of judgment by classmates or teachers, or simply not knowing what to say (the answer). The study advocates giving all students time to build an answer and “using methods that minimize singling out of students” (Kustritz, 2024). We can add abstaining from judging and picking on students’ mistakes and errors.

All things considered, several teachers try to incorporate strategies that can get learners, mainly the quiet intrapersonal ones, to participate. Zakrajsek (2017) recounts that when doing it, he thought he was successful when getting the quiet learners to speak, yet he came to realize

that not all those who are quiet in class are introverted and that teachers repeatedly consider them as needy of help as if being quiet or introverted is a problem. Lack of engagement is a problem that requires the teacher to take action, but lack of participation is not as long as the learner is focused, engaged, and learning in class.

2.2 The Quiet Teacher

Scanning the literature on quiet teaching, it became obvious that there is more interest and exploration of quiet learning and learners than about quiet teachers. Nevertheless, there is a significant portion of teachers who are quiet and/or introverted. Describing a teacher as quiet might seem incompatible because teaching is often perceived as a social, active, vocal, and interactive practice. For extroverted teachers, these characteristics are suitable; nonetheless, when teachers have a quiet style and/or an introverted personality, they will have to make extra efforts to adapt to the extroverted nature of teaching. Teachers’ personalities affect the way they teach. By teaching quietly, introverted teachers attempt to decrease the stimulation and avoid burning out. What is more, many introverted teachers have to act as extroverted ones due to the requirements of the profession. When they do not, they could be seen as less competent, lazy, and traditional teachers. Godsey (2016) refers to this stating that a focused calm teacher can be accused of underworking. A teacher with reserved behavior can be a very effective teacher as long as they play the dynamics of teaching properly. Their inward thinking, observation, and reflective nature are their superpowers, allowing them to understand their learners’

needs well. This coincides with what Collins and Ting (2010) found; they corroborate that quiet teachers have some strengths like moving around the classroom and working successfully with learners in small groups instead of relying solely on whole class or large-group performance.

In a qualitative phenomenological study, Chuhuran (2020) interviewed introverted teachers to determine their effectiveness in terms of planning and preparation, instruction, classroom environment, and professional duties. The provided findings are very insightful as they show introverted teachers' unique needs and challenges besides some of the strategies that they apply to attain effectiveness and leverage their personality traits. Chuhuran (2020) notes that the respondents reported their vigorous need to feel ready and prepared for their teaching and professional responsibilities. They also chronicled their experience of the "extrovert ideal" in the job and how they manage it by understanding their needs and powers as quiet introverts, and by avoiding, when possible, extrovert actions (Chuhuran, 2020). The participants recognize the essentiality of extroverted behaviors in their teaching as they undertake them to be effective even though they frequently end up feeling exhausted and overwhelmed due to the nature of the profession and its responsibilities. Furthermore, they outlined how they need to go contrary to their introverted personality to form relationships and engage in other tasks, but that the bonds with learners are pivotal to them. Notably, research proved that introverted teachers can have difficulties in the classroom as much as their introverted

learners do, especially teachers who "may have falsely envisioned teaching as a career involving calm lectures, one-on-one interactions, and grading papers quietly with a cup of tea" (Godsey, 2016). These teachers, comments Godsey (2016), are exposed to exhaustion, burnout, dissatisfaction, early retirement, and teacher attrition, that is, leaving the job for a different career. The call for highly social and collaborative learning environments in this time and age is pushing some teachers to leave the profession (Godsey, 2016). Quiet space and time are essential for the quiet teachers to reflect, decompress, and recharge. One teacher discloses, as reported by Godsey (2016): "The endless barrage of 'professional learning community' meetings left me little energy for meaningful interaction with my kids". Teachers need the time, space, and opportunity to recharge; they need "restorative activities" (Godsey, 2016) like protracted reflection and alone time.

The trend of collaborative interactive classroom work and other modern pedagogies are not congruent with some personality types and inclinations like introversion and quietness. This fact makes many teachers actors instead of act-ers as they approach teaching by acting how they believe a teacher must be or act; that is, instead of teaching, they "play the role" of a teacher (Collins & Ting, 2010). Teaching does not come out as a genuine action, but as a play or an act they have to fulfill. Collins and Ting (2012) illustrate that this distinction between actors and act-ers helps in clarifying how teachers' personalities are assumed and, thus, finding ways to accept other personality types in the profession,

besides the social, active, and interpersonal ones. Learning to teach authentically can be pursued by different personality types, each relying on their strengths to become teacher act-ers. Naturally, each may have a different classroom management style and method. Classroom management usually presents many challenges for all teachers, such as “class sizes, different learning levels of students, personality clashes, student responsibility, and time constraints” (Serrano, 2019). As a potential solution, Serrano (2019) contemplates quiet leadership as an enabler in the process of handling classroom management challenges and teaching effectively. Collins and Ting (2010) also accentuate enabling student-teachers to develop their own teaching and classroom management styles.

Less-extroverted teachers can be accommodated in many ways such as being offered some alternatives when it comes to collaborative tasks and counting their personal learning efforts as professional development (PD) (Godsey, 2016) instead of obliging them to attend regular PD meetings or groups. These accommodation options are important in the sense that they help quiet teachers reduce burnout, exhaustion, attrition, and generally feel better as teachers and persons. They also “foster an educational environment that encourages and cherishes introspective reflection within the students themselves” (Godsey, 2016). On another paradigm, quiet teaching should not be confused with quiet quitting in teachers. The phenomenon of quiet quitting is present in all professions. It consists of doing the minimum professional requirements

without going the extra mile or giving it more time and effort than basic (Varias & Conway, 2024). It is often provoked by excessive workload, unfair treatment (Varias & Conway, 2024), strenuous work conditions, or other reasons. By consequence, teachers quiet-quit through minimizing their teaching quality and meeting the bare minimum of their job requirements, which often leads to regret and worry about their performance and competence (Varias & Conway, 2024). Quiet teaching is different from that as it reflects the teacher’s style and personality rather than their commitment to the job. Quiet teachers can be competent and effective despite that they do it differently from what is common in the field. Their difference is to be accepted, respected, and encouraged to enable them to thrive as act-ers in teaching, even if quietly and softly.

3. Discussion and Implications

In light of the research questions and the literature review, this part discusses the value of quiet learners and teachers in the classroom, how they are perceived, some learning and teaching strategies, and other pedagogical implications. To begin with the first question, “How are quiet people perceived in class?”, it is crucial to consider that while active extroverted learners bloom in the presence of stimulation and interaction, quiet learners prefer quietness and solo work. These students are quiet in class due to some factors, such as introversion, shyness, social anxiety, fear of failure, fear of judgment, lack of self-confidence, lack of interest, motivation, and/or engagement, previous bad and intimidating experiences, peer pressure, cultural differences, lack of knowledge or

uncertainty of the teacher's cues, and/or insufficiency of language command (Medaille & Usinger, 2019; Zakrajsek, 2017). Thereby, quiet learners should not be perceived necessarily as introverted, shy, disengaged, or uninterested. There could be several reasons why a learner is quiet or not vocally participating. It is important to comprehend that when a learner is quiet, it does not mean they are disengaged. Learner engagement is not just physical and vocal as the learner could be physically still and silent, but mentally, emotionally, and intellectually actively engaged. Motivation and engagement are not necessarily seen in action and motion, they could be quiet and silent. Point in fact, research demonstrates that quiet learners get better marks and are better achievers (Cain, 2012). This could be questioned as it is not always the case. With that being said, the value of classroom verbal participation is not to be denied. It largely benefits learning outcomes and effective learner engagement, allowing learners to demonstrate what they learned (Tenglet, 2023) and remedy what they did not. Generally speaking, Tenglet (2023) agrees that quietness, non-responsiveness, and/or low verbal participation in the classroom are oftentimes deemed problematic. That is why quiet learners need to be further understood as much as their verbal participation needs to be deeply probed to be able to scaffold and support these learners in their learning journeys (Tenglet, 2023).

In relation to the second research question "How do quiet learners prefer to learn?", teacher-led instruction and individual/independent study are

appropriate for their preferences and needs. Medaille and Usinger (2019) opine that other ways than class speech must be found to engage quiet learners. They itemize:

- Using lectures when possible, according to course content
- Assigning class projects and presentations when appropriate
- Asking questions that foster creativity and critical thinking
- Asking reflective discussion questions and giving learners the time to prepare their answers before speaking
- Counting in other ways of class participation except speaking to the whole class
- Allowing learners to share their responses and thoughts through written words, not just orally
- Employing technology to redefine and promote class participation
- Inviting students to interact with teachers at an individual level instead of whole-class level

By the same token, self-regulation and independent learning could be prominent enablers for learners. Barnard-Brak et al. (2010) ascertain that self-regulated learners with performance control, self-reflection, and efficient forethought/planning perform remarkably better than learners with less self-regulation, self-reflection, and planning. Thus, teaching skills of self-regulation, planning, organization, self-reflection, and performance control to all learners is as momentous as teaching cooperation, communication, and discussion skills in order not to punish quiet learners for being less active or even quieter than others through an evaluation

system that often favors interaction, discussion, activity, and action. Learners' diversity entails diversity in teaching and evaluation methods to assure fairness and non-bias.

Determining quiet learners' attributes before any classroom practice could be of service to both teachers and students. As seen previously, a noisy crowded classroom makes these learners, mainly when they are introverted and highly sensitive, feel overwhelmed and drained. To reformulate, thoughtfulness and thinking before interaction and action, active listening, good observation, noticing what others miss, and quiet leadership are some of the quiet strengths they possess (Akinbode, 2015). Teachers are advised to consider these traits when dealing with quiet learners, to avoid cold calling, and to give them time to think before answering so they do not lose face or get intimidated. Likewise, it is critical to take into account the impact of collaborative work on them. Many learners enjoy and achieve better in cooperative groups where they chat and share learning tasks, but not all students do (Moran, 2016). This denotes that while it is a facilitating means for some, cooperative and collaborative work could be a barrier for other learners, especially under some conditions. Research by Medaille (2018) points to quiet learners' collaborative learning attempts and how they are shaped by the academic context. It sets four themes about quiet students' class participation:

- They deliberately choose how to maneuver through the social academic context

- They find difficulties in responding to the instructors' prospects of speaking aloud in class
- They sway between two straining assumptions: disengagement and their feelings of engagement
- They learn in different ways as their academic experiences reveal special features

Moreover, four other themes are established about their collaborative learning experiences. They are: "(a) quiet students often engaged in a performance of sociality that could be anxiety inducing, (b) they experienced tensions between speaking and silence when communicating in groups, (c) they experienced negative emotions in groups that often interfered with their learning, and (d) they learned with others in specific types of collaborative scenarios" (Medaille, 2018). To synopsise, Medaille's study confirms that quiet learners appreciate reflection, control, preparation, discovery, and independent thought and work. These are principles that, according to quiet students, are not praised nor backed enough in modern collaborative learning environments; on that account, classroom participation and group learning situations can be reassessed and revised to improve these learners' academic and learning experiences (Medaille, 2018).

The last research question "Can teaching be effective when done softly and quietly?" can be addressed from multifaceted angles. First and foremost, "No one would advocate one method of teaching all of the time, but one must wonder how many methods we adopt without thinking about how the student feels" (Lawrence, 2015)

and how the teacher feels. Differentiating instruction, varying methods, using both methodologies (quiet and active), and not compelling teachers to teach actively all the time are all recommended not just to meet learners' needs but also to accommodate different teachers. Social skills are important to teach and learn; communication, working collaboratively, and exchanging ideas are crucial, but so are autonomy, reflection, and reflective individual practice. Cain (2012) commands: "Stop the madness for group work". Even Islamically, quietness is encouraged as Muslims are asked to watch over their tongues and words, speak less, talk when necessary, reflect before, and reflect more. Thereafter, acclimating schools and classrooms in ways that suit both quiet teachers and learners cannot be stressed enough. There are techniques that, if adopted and allowed, can integrate all types of learners and teachers including the diversification of instructional methods and plans.

Quiet teachers can teach quiet learners which would be, if possible, ideal for both in terms of methods and preferences and likewise for active extroverted teachers and learners. It would require needs analysis and personality testing before the instructional process starts to categorize teachers and group learners. It is not necessary, though, as quiet teachers and learners often learn to cater to the extroverted routine of the educational operation. They learn how to survive in the classroom. By and large, the practice of teaching is an intensive training on extroversion and so is the case of school which is a social place where individuals

learn much about society, socialization, and personality types. They learn how to deal with others, how to communicate with them, or how to avoid them. In the main, it is better for teachers, and even learners, to know their personality types and inclinations and those of their learners (Akinbode, 2015). Being mindful of these insinuates the meticulous choice of teaching approaches and techniques that guarantee the effective assistance and treatment of learners. Put otherwise, "In a society that values extroversion, the needs of the quiet learner and the strengths of the quiet teacher need to be acknowledged" (Akinbode, 2015). Building a class/school community where quiet students and teachers can feel trust, comfort, and belonging is paramount. This can be achieved by underpinning and boosting their strengths instead of comparing them to other categories of learners and teachers.

Quiet teaching can be effective when teachers use their quiet qualities to direct their mission, such as the quality of active listening which is vital in efficient communication. A quiet teacher is perhaps a dream for active talkative learners because s/he listens to them, and so is the quiet learner for the dynamic classmates. Imagining that all students were active and lively, teachers would not probably have the time, energy, and resources to deal with all of them. That is why quiet learners are a blessing, a supporting hand, and a resource in class. For teachers who prefer and esteem dialog as an indispensable component of their practice, classroom silence could be disturbing, and quiet learners can become a source of unsettlement and discomfort (Medaille &

Usinger, 2019). Freire (1968/2005), the Brazilian educator, treasures dialog as a fundamental ingredient in education. He judges it as a medium of transformation, critical analysis and thinking, and social help. That is why he advocates its use in teaching-learning to empower learners and ameliorate the educational and social realities. Even so, dialog is not to be utilized excessively in class to leave space for other teaching and learning means. Teachers' and students' voices and silence are both almost equally salient in the classroom. To recapitulate, varying classroom interaction methods and teaching patterns is exhorted to personalize and meet all needs including those of quiet learners.

The silence of learners who learn quietly is often complex as it may reveal a whole identity, what Djedid (2022) calls the silent learner identity. Teachers' quietness is equally complex, and acknowledging the existence of the quiet teacher identity incites the adoption of an inclusive pedagogical approach. A corresponding instance of the necessity of inclusiveness can be found in the study of Coplan et al. (2011) who examined teachers' strategies and attitudes toward exuberant (very talkative), shy (quiet), and typical (average) young learners. Teachers' shyness (quietness) was also investigated through a self-report measure with elementary school teachers. Teachers' shyness moderated their thoughts of learners. Briefly, the results display that: "teachers were more likely to respond to exuberant/talkative children with high-powered and social learning strategies and to employ peer-focused and indirect

strategies for shy/quiet children" (Coplan et al., 2011, p. 939). It is indeed an individual undertaking of the teacher, but each teacher and learner should have a place in the classroom, with their identity (who they are) being respected and valued.

This research can have many other implications, some of which can be drawn to teacher training. The preservice teacher training provided to student-teachers can involve training on this quietness in teachers and learners, teaching them how to safely deal with the quiet learners and coaching the quiet persons on how to become effective quiet teachers besides the convenient teaching methods to them. These aspects could be part of the psychological preparation preservice teachers receive or part of their training on classroom management, teacher-learner interaction, lesson presentation, teacher performance, and cooperative learning, which Ghaouar (2021) found to be very promising in her experiment. She proved that introverted student-teachers can engage in classroom dialog and participation and ameliorate their self-confidence in public speaking. Reforming teacher training signifies improving teaching-learning. What can help improve the school experience for quiet people besides rethinking initial teacher training are professional development, action research and implicating teachers in research, collaborative inquiry, and the professionalization of teaching (Darling-Hammond, 1996). These topics serve as interesting future research directions in association with quietness in teachers and learners. Studying the topic through an exploratory or comparative study

following either a qualitative or quantitative research method is also viable. Reproducing the same research idea with the use of a case study is another recommendation for future investigations. Last but not least, exploring potential conditions and options that can foster the well-being and inclusion of quiet teachers and learners in the classroom is key.

4. Conclusion

This paper documents the situation of quiet learners and teachers in an educational system that increasingly seeks active learning and instruction. It could be a sliver of a wider image of the field of education that is already nesting many issues. As parting thoughts, understanding how quiet learners navigate learning and how quiet teachers manage teaching cannot be all-encompassed in one research paper. The way quiet people handle the social classroom environment needs to be deeply understood through more focused studies. Do all teachers and learners have to be active in the classroom? A short answer is no, but more research is needed to embark on this question profoundly. The research topic has serious implications for classroom practice in terms of methodologies, aspects, preferences, diversification, lesson planning, educational psychology, and more. In short, the humanization of education urges us to seek a rigorous understanding of the diverse types of teachers and learners that the instructional body comprises, which future research can tackle using other research methods and tools.

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