EXPLORING AMBIVERTED TUTOR STRATEGIES: A NARRATIVE INQUIRY INTO ENHANCING ENGLISH SPEAKING SKILLS FOR YOUNG LEARNERS

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Abstract

This qualitative research focuses on the strategies applied by ambivert personality tutor to enhance young learners' English-speaking skills. The research is motivated by the complex challenges in teaching speaking, such as language anxiety, heterogeneity of abilities, and low confidence of learners in Indonesia. The participant, an ambivert tutor, was selected purposively to represent reflective yet adaptable teaching characteristics. This research used the narrative inquiry method to explore the experiences of an ambivert tutor in depth. Data were collected through semi-structured interviews, narrative frames, and lesson plans document analysis, then thematically analyzed. The research findings reveal that the participant's philosophy, which focuses on building confidence and joy, is consistently implemented through various communicative strategies. Participant also responsively address the key challenges of ability heterogeneity and classroom energy management through differentiated instruction strategies and positive non-verbal classroom management.

Keywords: Ambiverted Tutor, Narrative Inquiry, Speaking Skills, Teaching Strategy

I   INTRODUCTION

The growing demands of globalization and technological advancements have made mastering English as a lingua franca a key prerequisite in various fields, from education, business, to technology (Dirham, 2022). Amid the four main language skills - listening, speaking, reading and writing - speaking has a central role as it enables learners to communicate effectively. Speaking ability involves not only mastery of grammar and vocabulary, but also pragmatic aspects such as fluency, pronunciation, and confidence (Mckay, 2006). English is taught and learned globally as a second language because language is a means of communication. Through language, we can convey ideas and understand the thoughts of others. Communication happens through conversation, so speaking skills are very important for language learners (Kadamovna, 2021). However, research by Abdullah et al. (2022) shows that the majority of learners in Indonesia still experience language anxiety when it comes to speaking in English, which hinders the development of their communicative competence.

The mastery of English-speaking skills is often hindered by several key factors. First, the lack of practice opportunities in learning environments that do not encourage the active use of English results in a lack of meaningful interaction (Taman et al., 2023). Without opportunities to practice in real communication contexts, learners struggle to develop fluency and pragmatic skills in speaking. Second, low self-confidence is also a significant barrier. Dewi et al. (2021) research reveals that fear of making mistakes and negative self-perception contribute greatly to communication apprehension, which in turn inhibits active participation in conversation. Thirdly, conventional teaching methods that still rely on rote learning and the lack of technology integration in language learning further exacerbate this problem (Uket & Ezeoguine, 2025). Rigid and non-interactive approaches tend not to motivate learners to develop speaking skills naturally. Thus, these three factors are interrelated and need to be addressed holistically to improve learners' speaking competence. However, while previous studies have widely examined methods and anxiety factors, there remains a limited exploration of how a tutor's personality specifically an ambivert's adaptability shapes pedagogical strategies for young learners.

Teacher personality impacts classroom dynamics and student motivation to learn. Teachers with ambivert personalities - who have a balance between extrovert (sociable) and introvert (reflective) - are considered capable of creating adaptive learning environments. A stronger understanding of the language learning strategies of ambiverts could possibly inform the establishment of a more incorporative language learning environment that caters to a broad spectrum of learning styles (Le et al., 2023). Teacher personality flexibility has been identified as an important factor in learning, as indicated by Fitri et al. (2025) finding that such flexibility is positively correlated with increased student engagement. Based on this grounded, this research aims to explore and understand in depth the pedagogical strategies applied by

teachers with ambivert personalities as a manifestation of personality flexibility in an effort to improve students' English language skills.

II   MATERIALS AND METHODS

2.1   SPEAKING SKILLS IN ENGLISH LEARNING

Speaking skill is an essential productive competence in foreign language acquisition, defined as the ability to convey ideas, emotions, and information orally by paying attention to linguistic and contextual aspects (Brown, 1995; Luoma, 2003) The five main components that make up this skill include comprehension, vocabulary acquisition, grammar, pronunciation, and fluency (McKay, 2006). In teaching practice, speaking activities are classified into five types based on their complexity, ranging from imitation, intensive, responsive, interactive, to extensive monologue (Brown, 2004). Konzulin et al. (2003) Vygostky theory of social constructivism and Lantolf & Thorne (2007) concept of Zone of Proximal Development (ZPD) emphasize the importance of social interaction and scaffolding in the learning process, especially for young learners who need a holistic approach based on concrete experiences (Cameron, 2001).

2.2   CHALLENGES IN TEACHING SPEAKING SKILLS

Teaching speaking skills in the context of language education faces a complexity of multidimensional challenges, which can be categorized into internal and external factors. Internally, teachers' pedagogical capacity is a critical point, which is reflected in their limited technical competence in designing contextualized and integrative speaking learning scenarios. This is often exacerbated by difficulties in classroom management, where teachers are unable to create a learning ecology conducive to participatory and egalitarian speaking practices. Furthermore, teachers' low level of self-efficacy in their own domain of foreign language proficiency significantly hampers the dynamics and quality of interaction in the classroom (Sukmojati et al., 2023). On the external side, the learning environment is characterized by student discipline problems that interfere with the focus of learning, as well as low intrinsic learning motivation that causes a lack of active participation (engagement). This constellation of problems is further crystallized by the limited supporting facilities, such as access to audiovisual media and adequate authentic learning resources, making it difficult to simulate authentic communicative situations (Wiramarta, 2021).

Complementing this analysis, Woolfolk (2016) underlines the psychological dimension by highlighting the phenomenon of language anxiety that can trigger mental blocks in learners, as well as the variety of cognitive characteristics in young learners that demand a highly differentiated pedagogical approach. This situation is further complicated by the dichotomy between theory and practice, especially in non-formal education settings. In this space, the demands for methodological adaptation become more complex and pragmatic, often having to accommodate specific needs-based and temporal constraints without standardized curriculum guidelines, potentially compromising the principles of evidence-based practice (Dewaele & Li, 2021). The accumulation of all these factors creates a landscape of speaking skills learning that is fraught with systematic barriers, requiring holistic and systemic interventions.

2.3   EFFECTIVE SPEAKING TEACHING STRATEGIES

In response to the complexity of the challenges of teaching speaking skills, various strategic approaches have been developed that are multidimensional in nature. Methodologically, the implementation of contextualized topic-based learning serves to create a meaningful communicative framework, so that the learning process focuses not only on linguistic accuracy but also on pragmatic feasibility in real contexts. This approach is often reinforced by the integration of multimodal media, such as digital videos, podcasts and online collaborative platforms, which play a role in stimulating multi-sensory channels and maintaining learners' motivation levels. At the micro-linguistic level, the application of chunking language techniques - i.e. presenting language units in the form of phrases or collocations - has been empirically proven to facilitate vocabulary acquisition and improve fluency by reducing cognitive load during speech production (Mulyadi, 2021). In terms of interaction, interactive methods such as small-group discussions, educational games, and conversation simulations are recognized for their effectiveness in creating a safe space for students to take language risk-taking, which in turn encourages an increase in their active participation and communicative competence (Mutabiah et al., 2021). Furthermore, the successful implementation of these strategies relies heavily on the transformative role of the tutor. Tutors do not only act as knowledge transmitters, but also as facilitators who guide the inquiry

process, motivators who build a supportive psychological climate, and formative evaluators who provide constructive and continuous feedback to encourage iterative improvement (Amalia et al., 2023). To ensure the sustainability and improvement of teaching quality, self-reflective practice carried out systematically and periodically by tutors is a crucial component. This reflection allows tutors to analyze the effectiveness of their learning strategies, identify areas of development, and plan corrective actions, which is essentially the core cycle of continuous professional development (Lestari, 2024). Thus, the synergy between methodological innovation, interactive classroom dynamics, multifaceted tutor roles, and commitment to critical reflection forms a holistic and adaptive framework for optimizing the teaching of speaking skills.

2.4 CHARACTERISTICS OF YOUNG LEARNERS IN LANGUAGE LEARNING

Young learners, particularly those in the age range of 6 to 12 years, display a number of unique cognitive and affective characteristics that are imperative to consider in the pedagogical design of language learning. From a cognitive perspective, they generally operate at the concrete operational stage, which results in their understanding relying heavily on tangible and observable objects, images and situations. A direct implication of this developmental condition is a relatively short attention span, usually ranging from 5 to 10 minutes for one type of activity, thus demanding a variety of dynamic teaching strategies. Naturally, this age group also shows a strong tendency to be multimodal learners; they rely on and more easily digest information through the integration of various visual, auditory and kinesthetics stimuli (Harmer, 2007; Scott & Ytreberg, 1990). Therefore, instructional approaches that utilize educational games, story-based activities, and role-play simulations have proven to be more effective in maintaining engagement and facilitating long-term memory retention.

Furthermore, Pinter in Andrea (2024) underlines that the development of speaking skills in this group is progressive and non-linear. This development takes place through a series of stages, starting from the production of single words and holistic phrases, then gradually progressing towards the construction of simple sentences. In this phase of development, psycho-affective aspects often trump linguistic-formal considerations. The main focus should be placed on building expressive confidence and communicative fluency, rather than on the rigid pursuit of grammatical accuracy. This pedagogical principle finds its theoretical foundation in Krashen's (1982) monitor hypothesis, which emphasizes the important role of a low-anxiety learning environment. According to (Krashen & Terrell, 1998), a fun, supportive and immersive atmosphere is a fundamental prerequisite to ensure that language acquisition - as a subconscious and natural process - can take place optimally, in contrast to language learning which is conscious and structured. Thus, teaching approaches for young learners should be holistic, embracing not only cognitive aspects but also prioritizing their psychological well-being and intrinsic motivation as the main foundation for long-term success.

2.5 AMBIVERT PERSONALITY AND PEDAGOGICAL IMPLICATIONS

The ambivert personality configuration, which is a dynamic synthesis between reflective introvert and social extrovert tendencies, offers significant adaptive advantages in the language teaching ecosystem, particularly in the context of learning speaking skills. As identified in Grant (2013) research, tutors on this personality spectrum have the capacity to navigate behavioral flexibility between participatory-expressive and reflective-analytical approaches. This psychological flexibility allows them to customize pedagogical interactions based on each student's learning profile, pace, and affective needs. Furthermore, this ability to switch roles situationally is the foundation for creating an inclusive and differentiated learning environment, a space where both reluctant speakers and naturally active and dominant participants can feel accommodated, encouraged and empowered to optimize their communicative potential (Sarassang Layuk & Rahman, 2023).

More operationally, explorative research by Fitri et al. (2022) successfully mapped seven main characteristics inherent in ambivert personalities, all of which are synergistic in supporting teaching effectiveness. Among these seven characteristics, active listening, high empathy capacity and situational adaptability stand out as competencies that directly transcend the individual-psychological realm into pedagogical practice. In the context of teaching speaking to young students, active listening facilitates the provision of responsive and meaningful feedback. High empathy enables tutors to diagnose and respond to language anxiety and other psychological barriers. Meanwhile, situational adaptability is a catalyst that allows tutors to intuitively shift from direct instruction to a game-based approach or reflective discussion, according to the fluctuating dynamics of energy and engagement in the classroom. Thus, the convergence of these characteristics not only makes the ambivert tutor an effective facilitator, but also an architect of a socio-emotional environment conducive to natural, student-centered language acquisition.

2.6 NARRATIVE INQUIRY AS A RESEARCH APPROACH

The narrative inquiry method was chosen in this study as a qualitative research paradigm that serves to explore in depth and holistically the subjective experiences of tutor in teaching speaking skills. This approach is based on the three-dimensional philosophical framework proposed by Connelly & Clandinin (1990), namely temporality, sociality, and place. The temporality dimension allows for the investigation of the development and evolution of tutors' pedagogical strategies within a time continuum, capturing how past experiences shape present practice and anticipation of the future. The sociality dimension focuses on analyzing the relational dynamics and negotiation of meaning in tutor-student interactions and their influence on learning. Meanwhile, the spatial dimension emphasizes the importance of the physical and socio-cultural context in which the narrative of experience is lived and meaningful, such as in a specific non-formal education setting.

This research adopts narrative inquiry as its core methodology, not just because of its ability to collect stories, but because of its philosophical commitment to explore the process of meaning-making by individuals (Barkhuizen et al., 2014). That is, the focus is not on what events happened, but on how a tutor interprets, interprets and reorganizes his or her teaching experience into a coherent narrative. Through this re-storying process, fragmented experiences are organized into a logical storyline, which ultimately reveals the hidden epistemological underpinnings-such as beliefs, personal values, and practical knowledge-that underlie each tutor's pedagogical actions in the classroom.

The epistemological strength of this approach lies in its ability to reach the realm of lived experience. While quantitative approaches excel at identifying common patterns and statistical correlations, narrative inquiry is designed to interpret the dynamic, unique and contextual complexities that are often lost or "flattened" in averages. In the context of this study, these strengths were utilized to dissect the fluid and reciprocal dialectical relationship between three key elements: (1) tutors' personalities and professional identities, (2) the adaptive and spontaneous pedagogical strategy choices they make in moments of instruction, and (3) the cumulative impact of these interactions on the development of students' speaking competence over time.

These personal (related to individual character), idiosyncratic (distinctive and unique), and processive (dynamically evolving) aspects of teaching are, by their very nature, resistant to reduction to isolated and measurable variables (Polkinghorne, 1995). Therefore, in deep consideration of the nature of the phenomenon under study - that is, language teaching which is essentially a complex, contextual and human phenomenon - the application of narrative inquiry is not only appropriate, but the most imperative methodological choice to capture the essence and nuances that form the core of the teaching practice.

2.7 METHOD

This research used a qualitative approach with the narrative inquiry method Connelly & Clandinin (1990) to investigate the strategies of ambivert tutor in improving young learners' English speaking skills. The selection of a single participant in this research is a direct implication of the application of strict selection criteria within a purposive sampling (Creswell & Creswell, 2018). The participant recruitment process began with a psychometric assessment of five tutor candidates who met the basic requirements of having experience teaching English to young children and a minimum of two years of service. Of the five candidates who met the two initial criteria, ambivert personality as the main inclusion criterion could not be ascertained. To measure this personality variable, the researcher administered the Myers-Briggs Type Indicator (MBTI) instrument (Jung, 2017) through a standardized psychometric platform. In the recruitment process, practical considerations such as cost efficiency, time, and accessibility influence the selection of measurement tools. The standardized MBTI website was chosen because it offers a feasible solution for both researchers and candidates, without compromising the necessary psychometric foundation. This website allows all candidates to undergo identical assessments under controlled conditions, thus minimizing bias. For the specific purpose of this narrative inquiry research-which focuses more on exploring the experiences of subjects who have been identified with a characteristic-the accuracy of the measurement tool in providing an initial personality classification was deemed sufficient. The assessment results revealed the following distribution of personality profiles: three candidates showed extroverted tendencies, one candidate introverted, and one female candidate showed an ambivert profile. Based on these findings, it was decided that the one candidate with an ambivert profile exclusively met all the inclusion criteria. The selected participant was a 25-year-old female tutor. This single-participant configuration aligns with the adopted narrative inquiry paradigm, which prioritizes in-depth exploration of unique and contextualized individual experiences. In this paradigm, narrative richness and depth of analysis are valued over broad sample coverage aimed at statistical generalization.

Primary data sources were obtained through semi-structured interviews (Patton, 2015) that were recorded and transcribed, as well as narrative frames (Hiratsuka, 2018) that were adapted to explore the participant experiences. Secondary data were obtained from documentation (Creswell & Poth, 2018) such as lesson plans, photos, and student work for triangulation purposes. The data were analyzed using Barkhuizen et al (2014) thematic analysis model through three stages: (1) Repeated reading to familiarize oneself with the data, (2) Coding and categorization to identify and group codes, and (3) Reorganizing data under specific themes to compile the main themes. This three-stage framework provides a clear structure without sacrificing the flexibility required in qualitative analysis. Its iterative nature, where the researcher can go back and forth between data, codes and themes - ensures that the themes that emerge are truly rooted in the data and are not mere researcher constructs. The iterative reading process facilitates deep and contextual understanding, while the coding and categorization stages ensure a comprehensive and well-documented analysis. Throughout the analysis, the researcher engaged in reflexive journaling to trace personal interpretations and ensure that the participant's voice remained central in the narrative construction.

Data validity (trustworthiness) was maintained through triangulation of data sources, member checking (Lincoln & Guba, 1985). Data validity assurance in this research was carried out through the application of data source triangulation techniques. This technique is operationalized by collecting and comparing evidence from three types of data sources that are complementary, thus forming a solid network of evidence to validate the findings. The data sources include, first, semi-structured interviews, which serve to reveal the subjective perspectives, pedagogical philosophies, and rationales behind participants' actions. Second, narrative frames, which provided written and structured narrative data to explore and confirm the stability of themes that emerged from the interviews. Third, is documentation, which includes lesson plans, photographs, and student work. These documents act as empirical evidence that represents the real implementation of the strategies claimed by the participants, from the planning level (lesson plans), non-verbal practices in the classroom (photos), to the impact on students (works). The convergence of findings from these three data sources covering declarative, reflective and operational dimensions significantly enhanced the credibility, dependability and confirmability of the resulting narrative constructs, thus ensuring that the research findings are reliable and trustworthy representations of the phenomenon under research.

III RESULTS AND DISCUSSION

Table 1 below presents the condensed thematic analysis based on the interview, narrative frame, and lesson plan data.

Description:

I = Interview

NF = Narrative Frame

LP = Lesson Plan

Table 1 Coding Result from Interview, Narrative Frame, and Lesson Plan.

Code	Data Quote	Category	Interpretation
[I-5]	"...They not only memorized the word, but they 'became' the lion... learning the language became a fun and unforgettable experience."	Meaningful Learning Experience	Learners engage affectively through embodied experiences.
[I-6]	"Young Learners are about 'feel' and 'fun', while adults are more about 'form' and 'function'."	Teaching Philosophy: Fun vs. Form	The teacher possesses a nuanced understanding that pedagogical strategies must be adapted to the distinct affective and cognitive needs of different age groups.

Code	Data Quote	Category	Interpretation
[I-7]	"I want them to enjoy themselves first, and their confidence is the most important."	Main Objective: Confidence & Enjoyment	Affective engagement and confidence are prioritized over accuracy.
[I-14]	"I choose this method because it's more humane, more fun, and more effective in getting them to speak up."	Method Reason: Humanistic & Effective	Pedagogical choices are driven by emotional well-being and effectiveness.
[NF-1]	"I believe childhood is the golden period... I want them to be confident speakers, not just good at grammar...]"	Golden Period Philosophy	Childhood is seen as a formative phase for confidence and identity.
[NF-7]	"patience and creating a safe, fun environment are more important than perfect grammar."	Confidence: Environment over Accuracy	Low-anxiety environment facilitates acquisition (Krashen, 1982).
[LP-1]	"Learning Objective: Students feel happy, comfortable, and enthusiastic to learn English."	Affective Objectives in Lesson Design	Lesson planning targets emotional safety as a pedagogical goal.
[LP-5]	"Key: Today is about speaking courage, not perfect accuracy. Create a safe environment to try and make mistakes"	Practical Evidence: Focus on Courage	Instructional focus is deliberately shifted from formal correctness to fostering psychological safety and willingness to communicate (WTC).
[I-16]	"The most annoying thing is the different abilities... And then there's overcoming their shyness."	Challenge: Heterogeneity & Shame	Mixed proficiency and anxiety require adaptive strategies.
[I-21]	"...managing [noise] without damaging their motivation... I have to constantly read the room..."	Challenge: Classroom Energy Management	Empathetic monitoring sustains motivation and control.
[LP-2]	"Differentiation: For Fast Students: Challenge them... For Shy/Struggling Students: Give more support..."	Strategy: Differentiated Instruction	Tasks are tailored to individual needs to promote inclusivity.
[I-27]	"I use gestures, like leering or pointing to the rule poster with a smile."	Strategy: Management Non-Verbal Class	The teacher uses subtle, non-confrontational visual cues to guide behavior and reinforce rules, maintaining a positive and respectful classroom climate.
[LP-1]	"Activity: Game: 'The Name Chain Game'... The goal is participation, not perfection."	Strategy: Game-Based Learning	Games are utilized as a low-stakes, high-engagement strategy to maximize participation and

Code	Data Quote	Category	Interpretation
			practice, explicitly divorcing it from pressure for perfection.
[LP-9]	"Activity: Final Project - English Video Planning and Preparation"	Strategy: Project-Based Learning	Authentic projects encourage collaboration and real-life application.
[NF-15]	"[how the active student encouraged the quiet one... They both learned from each other.]"	Strategy: Peer Learning & Collaboration	The classroom culture is designed to leverage social interaction, where students act as scaffolds for one another, co-constructing knowledge and confidence.
[LP-1 to LP-9]	Rangkaian kegiatan dari greetings -> vocabulary -> sentences -> storytelling -> video project.	Structure: Scaffolding	Learning is structured as a progressive sequence where simpler skills are built upon to achieve complex, integrated performance, ensuring student readiness at each stage.
[NF-22]	"continue to learn new teaching methods and never lose my patience and creativity"	Reflection: Commitment to Development	The teacher demonstrates a commitment to professional lifelong learning, viewing patience and creativity as essential, developable components of their practice.

The data quotations in the table are derived from raw data systematically collected from various sources to build a comprehensive and valid understanding of the phenomenon under study. Interpretation in this research is not the result of cherry-picking from a list, but rather a rigorous analytical construction. These constructions are born from deep reading informed by theory, and most importantly, guided by a commitment to representing the internal logic and subjective meaning of the participants' own experiences, which is the soul of narrative inquiry.

Based on the thematic analysis, it can be concluded that participant is a tutor whose philosophy and practice are strongly aligned. The teaching philosophy emphasizes that language learning for young learners should focus on building confidence and joy. The participant demonstrated remarkable adaptability in facing classroom challenges. Participant identified "*the different abilities*" and "*overcoming their shyness*" as her primary concerns (Interview Transcript). In practice, this meant constantly "*managing [noise] without damaging their motivation,*" *a task she described as requiring her to* "*constantly read the room*" (Interview Transcript). We observed that the participant ambivert traits her balance between sociability and introspection enabled her to sustain class enthusiasm while maintaining control. This duality shaped the rhythm of interaction in ways that purely extroverted or introverted approaches might not achieve. Additionally, we interpreted this balancing act as a direct manifestation of her ambivert traits. Rather than using punitive measures, participant relied on positive non-verbal cues, noting, *"I use gestures, like leering or pointing to the rule poster with a smile"* (Source: Interview Transcript). This approach aligns with Grant's (2013) concept of the "ambivert advantage," where the flexibility to shift between energetic engagement and calm observation creates an inclusive learning environment for all student types.

The participant emphasized *"I want them to enjoy themselves first, and their confidence is the most important."* (Source: Interview Transcript). This finding affirms the application of affective-based learning principles in tutoring practice. By placing positive emotional engagement (enjoyment) and confidence building above linguistic accuracy, this approach directly translates Krashen's low-anxiety hypothesis into action. This strategy recognizes that effective language acquisition first requires a strong psychological foundation, where a sense of security and intrinsic motivation can lower the learner's affective filter, thus facilitating the internalization of language rules in a more natural and less stressful manner.

In the narrative frame, participants gave statements *"I believe childhood is the golden period... I want them to be confident speakers, not just good at grammar..."* (Source: Narrative Frame). The findings reveal that participants not only teach language, but also build positive linguistic identity in learners. The belief that childhood is the "golden period" is translated into practice by creating empowering learning experiences, where confidence in communication becomes the foundation upon which grammatical competence can be gradually and sustainably built. This approach strategically prioritizes fluency as a pathway to accuracy, which ultimately aims to produce resilient and communicative language learners.

In interview session, the participant said *"I choose this method because it's more humane, more fun, and more effective in getting them to speak up."* The participant's statement represents a sophisticated pedagogical awareness, where the selection of instructional methods is based on integrated philosophical, affective, and pragmatic considerations. The trilogy of reasons- "more humane," "more fun," and "more effective"-is not just an intuitive choice, but a framework firmly rooted in modern language teaching principles.

The participant's statement in narrative frame *"creating a safe, fun environment are more important than perfect grammar."* Reflects a pedagogical approach that strategically prioritizes the affective domain. The emphasis on a "safe" and "fun" environment directly seeks to minimize affective filters (Krashen, 1982), thus creating optimal conditions for language acquisition. By deliberately de-emphasizing "perfect grammar," participants adhere to the principles of Communicative Language Teaching (CLT) which prioritizes communicative competence and fluency. Thus, a positive affective environment is not just a supplement, but a necessary psychological foundation for building willingness to communicate and self-confidence, which ultimately facilitates more natural and sustainable language acquisition.

Participant applies a variety of communicative and meaningful strategies (such as games, projects and role-play) within a well-planned scaffolding framework that gradually guides students from simple to more complex speaking skills. Participant is well aware of the challenges in her classroom, especially the heterogeneity of students' abilities and energy management, and responds with differentiated instruction strategies and positive classroom management instead of punishment. This is in line with what was conveyed during the interview, *"but they 'became' the lion... learning the language became a fun and unforgettable experience."*

In the quotes, *"The most annoying thing is the different abilities... And then there's overcoming their shyness." "...managing (noise) without damaging their motivation... I have to constantly read the room..."* (Source: Interview Transcript). From this quote, it is clearly illustrated that participant is well aware of the challenges in his class, especially the heterogeneity of students' abilities and energy management, and responds to them with differentiated instruction strategies and positive classroom management, instead of punishment.

Based on the evidence of participants' narratives of "continue to learn new teaching methods and never lose my patience and creativity", we found that what stands out most is participants' reflective attitude and desire to continue to develop as educators. Participants were not satisfied with what they had done, but continued to experiment, reflect on successes and failures, and strive to be better. Thus, the participant's profile depicts a reflective practitioner who intentionally and compassionately creates a safe, fun, and effective learning environment to shape confident English speakers.

Reflecting on this narrative, we realized that teaching young learners is not only about linguistic outcomes but about nurturing emotional courage. As the participant stated, *"Teaching speaking to young learners is not just about language; it's about building confidence and joy."* This personal insight highlights the transformative link between personality, pedagogy, and learner well-being.

Table 2 presents the extracted codes from the lesson plans, linking classroom activities with the major research findings.

Table 2 Lesson Plan Analysis Related to Research Findings

Code (Source)	Learning Objectives	Key Activities	Affective Focus	Relevance to Findings
[LP-1]	**Cognitive:** Respond to greetings and introduce oneself.**Affective:** Students feel happy, comfortable, and enthusiastic.	1. Greeting song with movement 2. Ice-breaker "Roll the Ball" 3. Game "The Name Chain" 4. Creative name-tag making	Participation over perfection; praise and stickers as appreciation; fun through songs and games.	Direct evidence of creating a safe and fun environment (NF-7) and fostering confidence (I-7).
[LP-5]	Encourage "speaking courage," not perfection.	Talk-show role-play and peer dialogue practice.	Build willingness to communicate and reduce fear of errors.	Supports Krashen's low-filter principle and confidence-based fluency development.
[LP-9]	Integrate skills through final video project.	Group planning, recording, presentation.	Team collaboration and ownership of learning.	Demonstrates project-based learning and self-reflection on progress.

Based on the table, researchers found that the participant's lesson plans further demonstrated her affective focus, with objectives such as "students feel happy, comfortable, and enthusiastic to learn English," confirming that emotional safety was a deliberate pedagogical goal.

Overall, the findings of this research reveal a strong synergy between theory and practice. The profile of the participant depicted is that of a reflective practitioner (Grant, 2013) who mindfully creates a low-filter affective environment (Krashen, 1982) to build a positive and confident linguistic identity (Barkhuizen, 2014). These three theories complement each other in explaining why participatory approaches are effective: Teacher agency and reflexivity create pedagogical conditions that minimize affective filters, which in turn facilitate the formation of an identity as a confident speaker. Thus, this research not only proves the relevance of these theories in the Indonesian tutoring context, but also shows how they interact in successful student-centered teaching practices.

IV   CONCLUSION

Leaning on all the findings and analysis that have been described, it can be inferred that this research successfully revealed the complexity of strategies applied by ambivert tutor in enhancing young learners' speaking skills. First, the participant pedagogical philosophy centered on building confidence and joy is not only revealed in the interview narratives but also implemented concretely and systematically in the lesson planning and practice. This is reflected in the setting of affective goals, the selection of humanist and fun methods, and the creation of a safe learning environment to dare to try without fear of being wrong.

Furthermore, participant implemented a diverse range of communicative and meaningful strategies - such as game-based learning, project-based learning, and role-play - organized within a structured scaffolding framework. These strategies are effective in guiding learners gradually from simple to more complex speaking skills. On the other hand, the participant also showed high awareness and responsiveness in addressing the main classroom challenges, namely the heterogeneity of students' abilities and energy management, through differentiated instruction strategies and positive non-verbal classroom management.

Finally, and most crucially, the participant reflective attitude and commitment to continuous professional development are the main driving factors that ensure the sustainability and improvement of the quality of his learning practice. Thus, the participant profile in this study represents a reflective practitioner who intentionally and adaptively creates an inclusive, engaging, and effective learning ecosystem to cultivate confident English speakers.

The findings add to the richness of language education by providing empirical evidence on how the convergence of ambivert personality, student-centered teaching philosophy, and reflective strategy implementation can holistically address the challenges of learning speaking, especially in the context of

young learners in Indonesia. This research suggests that teacher training programs should incorporate self-awareness of personality as part of pedagogical competence. Future research may expand to multi-case narratives of different personality types to explore broader classroom dynamics.

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