ELFA
European Law
Faculties Association

Breaking the silence: empirical insights on encouraging quiet students to speak out in law classes

Xiaoren Wang[*]

Abstract

For law students, particularly law undergraduates, actively engaging in class discussions is crucial not only for their learning but also for their future careers. However, research in legal education and my own teaching experiences reveal that a substantial number of law students remain quiet during class discussions. Existing research on why students are quiet primarily focuses on the context of US law schools, which differ from the settings of other regions such as the EU or UK. Using two surveys and one intervention, this research explores the obstacles preventing quiet students from participating in discussions in the context of a Scottish law school and tries to improve their participation in class discussions. The findings reveal that the obstacles preventing quiet students from speaking out differ from those affecting active students. Quiet students are more likely to be hindered by subjective factors such as social anxiety or shyness, whereas active students tend to be influenced by objective factors such as whether they have prepared for class discussions. Additionally, as the semester progresses, the inhibiting effects of these obstacles on quiet students decrease significantly, compared with active students. These findings imply that strategies for encouraging quiet students should differ from those for active students. To encourage quiet students to speak up in law classes, lecturers should focus on alleviating subjective anxiety or shyness and helping them quickly become familiar with the module setting. Finally, the article further discusses the pedagogical value of class discussion for quiet students, despite the fact that this is not their comfort zone.

Keywords: empirical, quiet students, inclusivity.

---

[*] University of Dundee.

Introduction

Over the past few decades, higher education has shifted from teacher-centred to student-centred settings. Class discussions are essential in a student-centred classroom. O'Neill and McMahon noted that one of the key strategies of student-centred learning is a focus on interaction, such as class discussions.[1] First, student participation in class discussions enhances their learning outcomes. In-class discussions significantly improve the student learning experience by developing critical thinking skills.[2] Second, in-class discussions provide self-motivation in the learning process. Marvell et al. pointed out that student-led teaching empowers students to explore knowledge actively.[3] McKee emphasized that classroom discussions transform students into active collaborators, which can substantially motivate their self-learning after class.[4]

For law students, particularly law undergraduates, actively engaging in class discussions is particularly important. Oral skills are crucial for lawyers.[5] A good speaking style indicates confidence and professionalism, which earns the trust of law firm partners and clients. In addition, students who actively participate in law school discussions gain more advantages during their studies.[6] Reference letters from law lecturers are crucial for securing jobs at reputable law firms. It is often easier for outspoken students to receive strong reference letters as they make a memorable impression on their lecturers. Therefore, actively participating in class discussions is particularly important in law school.

---

[1] Geraldine O'Neill and Tim McMahon, 'Student-Centred Learning: What Does It Mean for Students and Lecturers' in G O'Neill, S Moore, and B McMullin (eds), *Emerging Issues in the Practice of University Learning and Teaching I* (AISHE 2005).
[2] Robert Joseph McKee, 'Encouraging Classroom Discussion' (2014) 14 Journal of Social Science Education 66.
[3] Andrew Marvell, David Simm, Rob Schaaf, and Richard Harper, 'Students as Scholars: Evaluating Student-Led Learning and Teaching During Fieldwork' (2013) 37 Journal of Geography in Higher Education 547.
[4] McKee (n 2).
[5] Sarah E Ricks, 'Some Strategies to Teach Reluctant Talkers to Talk about Law' (2004) 54 Journal of Legal Education 570.
[6] Ibid.

However, existing research[7] and my past teaching experience reveal that the same students always engage actively in class, while others remain quiet. This phenomenon has also been observed by my colleagues during their law classes. This is an important issue not only for student-centred learning but also in the sense of developing an inclusive class. An effective in-class discussion should include not just talkative students but also quiet students. All of these points lead to the question to be explored in this article: how to encourage the engagement of quiet students in undergraduate law modules.

Literature review

A significant body of research explores why students are quiet in class. Morris, Quenk, and Medaille and Usinger have mentioned that fixed traits are related to students' willingness to speak out in the classroom, noting that introverts tend to be quieter than extroverts.[8] Briggs, McCroskey and Richmond stated that social anxiety and the fear of being evaluated or judged might be reasons why students remain silent.[9] Neer explained that students tend to avoid participation when they perceive it as an evaluation by lecturers or professors.[10] Hamouda found that the fear of making mistakes significantly influences students' willingness to participate.[11] Rocca; Wade; Smith; and Dallimore et al. emphasized the critical role of lecturers and professors in altering students' confidence, mindset, and perceptions, thereby encouraging greater

---

[7] Stephanie M. Wildman, 'Question of Silence: Techniques to Ensure Full Class Participation' (1988) 38 Journal of Legal Education 147; Mark Wojcik, 'The quiet classroom' (1998) 6 Law Teacher 1; Rachel Spencer, 'Hell is Other People: Rethinking the Socratic Method for Quiet Law Students' (2022) 56 The Law Teacher 90.

[8] Larry Wayne Morris, *Extraversion and Introversion: an Interactional Perspective* (Hemisphere Pub. Corp, 1979); Naomi L. Quenk, *Essentials of Myers-Briggs Type Indicator Assessment* (John Wiley & Sons, 2009); Ann Medaille and Janet Usinger, 'Engaging quiet students in the college classroom' (2019) 67 College Teaching 130.

[9] Stephen R. Briggs, 'Shyness: Introversion or neuroticism?' (1988) 22 Journal of Research in Personality 290; James C. McCroskey and Virginia P. Richmond, 'Understanding the Audience' in Timothy P. Mottet, Virginia P. Richmond, and James. C. McCrosky (eds). *Handbook of Instructional Communication: Rhetorical and Relational Perspectives* (Routledge 2016).

[10] Michael R. Neer, 'The Development of an Instrument to Measure Classroom Apprehension' (1987) 36 Communication Education 154.

[11] Arafat Hamouda, 'An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom' (2013) 1 International Journal of English Language Education 17.

participation.[12] Reda indicated that some students do not know how to speak in an academic voice.[13] Strayhorn pointed out that a feeling of not belonging in department or college may prevent students from speaking.[14]

Further, some researchers have specifically focused on why law students keep quiet. Wojcik pointed out that one reason students remain silent in a law class is fear of looking foolish.[15] This may be particularly common in the legal field because law students or lawyers are often perceived by society as intelligent individuals, and looking foolish could undermine their perceived qualifications as professionals. Wildman noted that female law students in the US tend to be quieter than their male counterparts for cultural and gender-related reasons.[16]

By contrast with previous researchers, Spencer proposed that quiet students are not necessarily disengaged from the class.[17] They tend to learn by listening and thinking quietly. As law lecturers, we should adjust our perceptions of quiet law students and adapt our teaching methods to meet their needs.[18] Sovinee-Dyroff pointed out some class interactions such as the Socratic method in US law schools might harm introvert students.[19]

Nevertheless, to my knowledge, there is no empirical research on the reasons why law students are quiet in the classroom and how to address this issue.

In addition, most of the research discussed above is in the context of US law schools, where the culture and education system differ significantly from those in Europe. These differences may substantially influence student engagement

---

[12] Kelly A. Rocca, 'Participation in the College Classroom: The Impact of Instructor Immediacy and Verbal Aggression' (2008-2009) 43 Journal of Classroom Interaction 22; Rahima C. Wade, 'Teacher education students' views on class discussion: Implications for fostering critical reflection' (1994) 10 Teaching and Teacher Education 231; Elise J., Dallimore, Julie H. Hertenstein, and Marjorie B. Platt, 'Classroom participation and discussion effectiveness: Student-generated strategies' (2004) 53 Communication Education; Daryl G. Smith, 'College classroom interactions and critical thinking' (1977) 69 Journal of Educational Psychology 180.

[13] Mary M. Reda, *Between Speaking and Silence: A Study of Quiet Students* (State University of New York Press 2009).

[14] Terrell L. Strayhorn, College Students' sense of Belonging: A Key to Educational Success for all Students (Routledge 2018).

[15] Wojcik (n 7).

[16] Wildman (n 7).

[17] Spencer (n7).

[18] Ibid.

[19] Chloe Sovinee-Dyroff, 'Introverted Lawyers: Agents of Change in the Legal Profession' (2023) 36 Geo. J. Legal Ethics 111.

in a law class. One difference is that the US law students, Juris Doctor (JD) candidates, are postgraduates whereas a majority of EU or UK law students start learning law as undergraduates. Before entering a US law school, the US JD students have already obtained an undergraduate degree in another major, making them relatively mature in academic experience and often more active and skilled in learning. This leads to the second difference: teaching methodologies differ between the EU/UK and the US law schools. The Socratic method, widely used in US law schools,[20] is not as prevalent in the EU or the UK. The Socratic method involves in-class interaction where the lecturer asks a student to state their opinion on a legal issue and then follows up with a series of further questions to expose the weakness of the student's arguments.[21] Compared with undergraduates, postgraduates with more academic experience and higher resilience to pressure are typically more prepared for the Socratic method. This might explain why the Socratic method is more popular in US law schools. The third difference is cultural. My own experience indicates two distinct engagement styles associated with the two cultures. I received my law school education in the US where the culture encourages students, particularly law students, to assert their opinion, even if the opinion is not perfect. I found this challenging to myself, as an introvert who tries to think deeply before talking. Now teaching in Scotland in the UK, I have observed that class engagement levels are relatively lower. More than one local colleague has told me that Scottish people are of few words and consider speaking out in a group as somewhat 'pushy'. A psychological study conducted by Cambridge University indicates that 'large proportions of residents of these areas (east Scotland) were quiet, reserved, and introverted'.[22] Furthermore, several Scottish blog authors describe Scots as 'polite but reserved',[23] noting that 'Scots are clearly prone to severe emotional restraint and an inclination towards the quiet guy at the back of the class'.[24]

All these differences imply that the US research findings might not apply to Scottish law schools in explaining or addressing the engagement of quiet

---

[20] Spencer (n 17).
[21] Spencer (n 17).
[22] Peter J. Rentfrow, Markus Jokela, and Michael E. Lamb, 'Regional personality differences in Great Britain' (2015) 10 PloS One.
[23] Scottish at Heart, 'About Scottish People' (*Scottish at Heart*) < https://www.scottish-at-heart.com/scottish-people.html?> accessed 24 December 2024.
[24] Neil, 'A Study of the Scots' (*Travels with a Kilt*, 2018) <https://www.travelswithakilt.com/scottish-traits/> accessed 24 December 2024.

students. Empirical research in Scottish law schools is needed to explore this issue.

Therefore, this project is conducted in a Scottish law school -- Dundee Law School. The project has two objectives. First, it uses a survey to explore the obstacles that prevent students from speaking out in an undergraduate law module. It particularly focuses on quiet students in comparison to their active peers. Second, it implements a reflective practice method (action) to improve students' participation and further measures the effectiveness of this intervention through a second survey. The participants are law undergraduates at the third and fourth year enrolled in the Intellectual Property (IP) Law module.

Methodology

Dundee Law School and the Intellectual Property Law module

Before describing the methodology, it is important to provide some background on Dundee Law School and the IP module. Dundee Law School is part of the School of Humanities, Social Sciences and Law at the University of Dundee. It offers three undergraduate programmes: Scots Law (4 years), English Law (3 years) and a Dual programme (4 years). The Scots Law programme prepares students for a career as a solicitor or advocate in Scotland, while the English Law programme focuses on the legal systems of England, Wales and Northern Ireland. The Dual programme covers both jurisdictions. Modules taught in the English Law programme are primarily in the common law system, whereas the Scots Law and Dual programmes incorporate elements of both common law and civil law.

The IP module is an optional module available to third-and fourth-year undergraduates across the three programmes. In the Spring of 2024, 54 undergraduates were enrolled in this module (25 from the Scots Law programme, 15 from the English Law programme, 12 from the Dual programme, and two exchange students from France). Of these, 44 students are in their fourth year, while 10 are in their third year.

The IP module consists of 10 seminars, each lasting two hours and including both lecturing and in-class discussions. The discussions involve group discussions, Socratic recitations, and debates. Group discussions typically involve three or four students in each group, focusing on discussing the judicial

opinions expressed in a case. Recitations consist of a dialogue between a lecturer and a student, where the lecturer asks a question, the student responds, and the lecturer evaluates the response.[25] In this module, recitation is combined with the Socratic method (called 'Socratic recitation' in this article), wherein I ask a student to state their opinion on a legal issue or argument, and then I ask a series of questions designed to challenge their opinions and deepen their understanding of the law. In addition, I also organise spontaneous short debates in class where the students present contrasting opinions on a legal rule or principle.

Method

Surveys are a widely used method for investigating people's opinions, attitudes, preferences, and behaviours.[26] They are also employed to explore reasons and relationships in exploratory research.[27] In particular, surveys have been frequently used in educational research to investigate the reasons behind students' performance[28] and to measure their behavioural changes.[29] This research aims to capture why quiet students avoid class discussions and to assess the improvement in participation (behaviour change) following an intervention. Therefore, surveys are appropriate methods to achieve the two aims.

---

[25] David Backer, 'The Distortion of Discussion' (2018) 27 Teacher Education 3.

[26] Anol Bhattacherjee, 'Chapter 9: Survey research' in Samara Rowling (ed), *Social Science Research: Principles, Methods and Practices* (Revised edition) (University of Southern Queensland, 2019).

[27] Liam Murphy, 'The Questionnaire Surveying Research Method: Pros, Cons and Best Practices ' [2023] ScienceOpen Preprints <https://www.scienceopen.com/hosted-document?doi=10.14293/S2199-1006.1.SOR-.PP3WYS8.v1> accessed 7 August 2025.

[28] Valentin Kassarnig, Enys Mones, Andreas Bjerre-Nielsen, Piotr Sapiezynski, David Dreyer Lassen & Sune Lehmann, 'Academic Performance and Behavioral Patterns' [2018] 7 EPJ Data article 10;
Theresa M Akey, 'Student Context, Student Attitudes and Behavior, and Academic Achievement' (MDRC 2006) <https://www.mdrc.org/work/publications/student-context-student-attitudes-and-behavior-and-academic-achievement> accessed 7 August 2025;
Malena Nygaard and Heather Ormiston, 'An Exploratory Study Examining Student Social, Academic, and Emotional Behavior across School Transitions' (2024) 53 School Psychology Review 310.

[29] Rene Martinez and Mervyn Wighting, 'Teacher-Student Relationships: Impact of Positive Behavioral Interventions and Supports' (2023) 10 Athens Journal of Education 397; Catherine Bradshaw, Mary Mitchell and Philip Leaf, 'Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes' (2010) 12 Journal of Positive Behavior Interventions 133.

The method involves three steps, as illustrated in Appendix. Step one, Survey 1 was conducted at the beginning of the module to capture the potential obstacles preventing quiet students from engaging in class discussions, compared with active students. Step two, an intervention was implemented in my teaching to alleviate one of these obstacles captured in Survey 1. Step three, Survey 2 was conducted at the end of the semester. Survey 2 contained the same questions as Survey 1, with certain adjustments. Moreover, by comparing the results of Survey 1 and Survey 2, was able to measure the effectiveness of the reflective intervention: whether it improved quiet students' engagement in class discussion. Ethical approval was obtained from Ethical Approvals Committee, University of Dundee before collecting data. The details of the three steps are illustrated in Appendix and explained below.

<u>Survey 1</u>

Survey 1 includes seven questions (see Questions 2-8 of Survey 1 in Appendix), aiming to address the following issues:

The student's initial level of engaging class discussions (Question 6 of Survey 1 in Appendix). Question 6 asked participants to report how often they participated in class discussions in the past two years, using a 5-point Likert scale: always, often, sometimes, rarely, and never. The main purpose of this question was to capture the students' initial level of engaging class discussions. The same question with a little adjustment was used in Survey 2 (see Question 6, Survey 2, Appendix). By comparing the responses to Question 6 between the two surveys, I was able to capture the effectiveness of the intervention which was a repeated oral statement in class to encourage students engagement. Additionally, Question 6 served to separate quiet students from active students. Participants who chose 'always' or 'often' were considered as active students, while those who selected 'sometimes', 'rarely', or 'never' were regarded as quiet students. In the data analysis, 'quiet students' and 'active students' were compared.

I placed Question 6 near the end of Survey 1 to avoid priming participants' responses to subsequent questions.[30] This question could influence participants' perceptions of themselves as either quiet or talkative, potentially altering their

---

[30] Daniel J. Hopkins and Gary King, 'Improving Anchoring Vignettes: Designing Surveys to Correct Interpersonal Incomparability' (2010) 74 Public Opinion Quarterly 201.

answers to the other questions. Therefore, it was best to place this question at the end.

Obstacles which might prevent students from joining class discussions (Questions 4-5 of Survey 1 in Appendix). Based on the literature review and my own teaching observations, Question 4 addressed five potential obstacles that might prevent students from joining class discussions. Q4 included five sub-questions, each covering one obstacle. These obstacles were:

Question 4.1 Fear of judgement or criticism: As introduced in the literature review, fear of judgement or criticism may prevent students from participating discussion. [31]

Question 4.2 Lack of confidence in speaking abilities: This question was designed to test Reda's opinion that some students do not participate as they do not know how to speak in an academic voice.[32]

Question 4.3 Not feeling well-prepared for the discussion: Ahmad proposed that students who have not completed homework or reading materials may be reluctant to participate in class discussion. [33]

Question 4.4 Social anxiety or shyness: As explained in the literature review, social anxiety and the fear of being evaluated might prevent students from speaking out in class. [34]

Question 4.5 Feeling overshadowed by more vocal classmates: Armstrong and Boud, Weaver and Qi noted that students who fear of appearing inadequate in front of classmates might choose not to participate in discussion.[35] This is also consistent with my own observations in daily teaching that some students were hesitating to speak when the discussion was dominated by one or two talkative students.

---

[31] Wojcik (n 7); Neer (n 10); Hamouda (n 11).
[32] Reda (n 13).
[33] Crizjale V. Ahmad, 'Causes of Students' Reluctance to Participate in Classroom Discussions' (2021) 1 ASEAN Journal of Science and Engineering Education 47.
[34] Briggs (n 9); McCroskey and Richmond (n 9).
[35] Merilyn Armstrong and David Boud, 'Assessing participation in discussion: An exploration of the issues', (1983) 8 Studies in Higher Education 33; Robert Weaver and Jiang Qi, 'Classroom Organization and Participation: College Students' Perceptions' (2005) 76 The Journal of Higher Education 570.

Participants scored the impact of each obstacle on a 5-point scale: extremely likely, likely, neutral, unlikely, and not at all.

The same questions with a small adjustment were used in Survey 2 (see Question 4 of Survey 2 in Appendix). By comparing the responses on this question between the two surveys, I was able to capture the effectiveness of the action.

Question 5 asked students to write down any additional obstacles not listed in Question 4.

Other factors which might indirectly influence student engagement in class discussions (Questions 2-3, Questions 6-7 of Survey 1 in Appendix). The following questions addressed factors that might indirectly influence students' willingness to join class discussions:

Question 2 asked which year of law school the student is in. This question was designed to test Strayhorn's ideas about belonging, which might be more intense in the later years of law school.[36] Therefore, the longer students have been in law school, the stronger their sense of belonging may become, potentially increasing their willingness to participate in class discussions.

Question 3 asked students to identify which types of class discussions are most challenging: group discussions, recitations, debates, or presentations. As introduced above, my IP module includes group discussions, recitations and debates. Despite not used in this IP module, presentations are not unknown to Dundee undergraduate law students: some of my colleagues have frequently included oral presentations in their modules. So, I also included this format of discussion in this question.

Question 6 asked if the participant is a native English speaker, as language skills impact participation in class discussions. Some research indicates that

---

[36] Strayhorn (n 14).

non-English speaking students tend to be passive in discussion in English speaking classes.[37]

Question 7 asked students to evaluate whether they are intrinsic, extrinsic or a mix of both. As discussed in the literature review, traits might also influence classroom activity.[38]

I placed Question 6 and Question 7 at the end of Survey 1 to avoid the priming effect for the reasons mentioned above.

Intervention

Based on the results of Survey 1 (see further 'Results and Analysis'), I implemented an intervention – repeatedly stating in the class, 'There is nothing mistaken or wrong in class discussions. All input in the classroom is helpful for improving teaching and learning.' The intervention focused on reducing the fear of judgement or criticism as this was identified as a significant obstacle in Survey 1 and existing research. Such research indicated that students tend to avoid participation if they perceive class discussions as evaluations,[39] fear making mistakes,[40] or worry about looking silly.[41]

However, research also indicated that lecturers or professors play an important role in changing students' perceptions or mindsets, and thus the negative classroom climate.[42] Additionally, if students feel that their opinions are valued this helps overcome the fear of being judged.[43] Based on this research, I chose the statement above to develop a positive classroom climate, which might overcome the fear of judgment or criticism (see further. 'Results and Analysis').

---

[37] Thi Mai Le, 'An Investigation into Factors that Hinder the Participation of University Students in English Speaking Lessons' (M.A Thesis, Baria Vungtau University 2011); Zhengdong Gan, 'Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong' (2012) 37 Australian Journal of Teacher Education 43.

[38] Morris (n 8); Quenk (n 8); Medaille and Usinger (n 8).

[39] Neer (n 10).

[40] Hamounda (n 11).

[41] Wojcik (n 7).

[42] Rocca (n 12).

[43] Wade (n 12).

<u>Survey 2</u>

After the action, Survey 2 was conducted. It included the same questions as Survey 1 with two changes.

One change was that the context of Questions 3-6 switched from past experiences to the 'Intellectual Property module' . For example, Question 4 in Survey 1 (Appendix) asked the participants to evaluate the five obstacles' impact on class participation without emphasising the context. However, Survey 1 was conducted at the beginning of the IP module. So, to avoid students answering this question based on their general past experience, Question 4 in Survey 2 (Appendix) added the context of 'in the module of Intellectual Property law'. Therefore, comparing the responses to Question 4 in Survey 1 and Survey 2 can capture whether the action conducted between the two surveys reduces the effect of the obstacles s on student participation in class discussions. Questions 3-6 in Survey 2 had the same adjustment for the same purpose.

The second change was that Survey 2 added one more question than Survey 1. This extra question (see Question 7 of Survey 2 in Appendix) asked participants whether they engaged more in the IP law module compared to their past experiences ('Which statement best describes your engagement in class discussions within the Intellectual Property Law module?'). The participants chose among 'I'm more involved in class discussions now compared to the past', 'My participation hasn't significantly changed from the past', 'I'm participating less in class discussions than before' and 'I'm not sure/I don't know'. The purpose of this question was to directly measure, through self-report, whether the intervention improved students' engagement in class discussions.

Limitations of the method

The surveys conducted in this research have certain limitations. First, it was not possible to compare the responses of the same participants in Survey 1 and Survey 2. Both surveys were anonymous. Participation of both surveys was voluntary, meaning that there was no guarantee that the participants who completed Survey 1 would also do Survey 2. Consequently, a within-group analysis, which precisely tracks and compares the same group's change

between two time points, was not possible.[44] Instead, the project conducted a causal comparison between the two surveys, in which participation might partially overlap. Therefore, the comparison is merely a causal descriptor of the effects of the intervention (the action).

Second, the research relies solely on surveys to explore the obstacles preventing quiet students from speaking out in class. Ideally, follow-up interviews could have been conducted, providing additional insights to the surveys.[45] However, due to the time constraints and difficulties in recruiting volunteers from the IP module, follow-up interviews were not conducted. Therefore, this research presents only preliminary findings on the topic, and future studies should include follow-up semi-structured interviews to deepen the investigation.

Third, the obstacles listed in Question 4 did not include cultural obstacles (speaking out in a group is considered as 'pushy' in Scotland). The omission is due to that it might partially overlap with other two obstacles 'fear of judgement or criticism' (Question 4.1) and 'social anxiety or shyness' (Question 4.4). In addition, Question 5 was an open question which invited participants to add any obstacles not listed in Question 4. Question 5 was designed to capture the cultural obstacle if it was identified as a factor. However, only one participant in Survey 2 responded to Question 5, adding new reasons which prevented them from speaking out. So, this survey obtained no substantive data on this cultural factor. To address this drawback, future empirical research should explicitly include cultural factors relevant to the Scottish context. In particular, researchers could list 'not wanting to be pushy' as an obstacle in the questionnaires.

Last, the sample size is limited. Therefore, its findings are not representative of Scottish law undergraduates as a whole. They do, however, provide a

---

[44] Erich C. Fein, John Gilmour, Tanya Machin and Liam Hendry, *Statistics for Research Students: An Open Access Resource with Self-Tests and Illustrative Examples* (University of Southern Queensland 2022), <https://usq.pressbooks.pub/statisticsforresearchstudents/> accessed 29th July 2024.

[45] This research is an exploratory study, in which the factors' impacts in a situation are unknown. In this kind of research, merely using surveys with pre-designed questions offers no chances to ask immediate probing questions which might reveal hidden factors in an unexpected situation. Therefore, a following-up interview with probing questions would supplement this drawback of surveys. See Neha Jain, 'Survey Versus Interviews: Comparing Data Collection Tools for Exploratory Research' (2021) 26 The Qualitative Report 541.

preliminary empirical exploration rather than a complete picture of the topic of quiet student engagement in class discussions in legal education contexts.

Results and analysis:

Of the 54 students enrolled in the IP module, 26 completed Survey 1, and 13 completed Survey 2. As the semester drew to a close, students had heavier studying loads and higher pressures. This might have reduced the participant numbers of Survey 2.

Survey 1

The proportion of quiet/active students in Survey 1 (Question 6)

As discussed in 'Methodology', Question 6 ('In the past two years, on average, how often did you participate in class discussion') aimed to capture the initial level of student engagement in class discussions. The results show that 50% of the participants chose 'sometimes,' 'rarely,' or 'never' in Question 6 (defined as 'quiet students'), and the remaining 50% chose 'always' or 'often' (defined as 'active students'). In the following analysis, quiet students were compared with active students.

The impacts of obstacles in Survey 1 (Questions 4-5)

This section reports the obstacles preventing class participation, based on the responses to Question 4 which included five obstacles. I calculated the proportion of students who chose 'likely' and 'extremely likely' to each obstacle and ranked the obstacles according to this proportion.

The Impacts of Five Obstacles on Quiet Students in Survey 1. Tracking quiet students' choices in Question 4 reveals the impacts of five obstacles on their participation in class discussions.
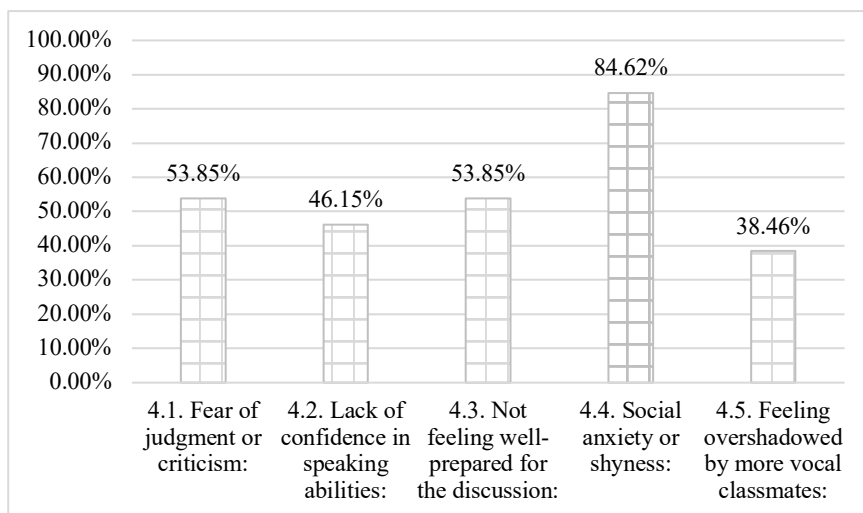
Figure 1: Survey 1: Quiet Students-5 Obstacles

Figure 1 illustrates the impact of each of the five obstacles on quiet students. For quiet students, the most influential obstacle was 'social anxiety or shyness' (84%), followed by 'fear of judgement or criticism' (53.85%) and 'not feeling well-prepared for the discussion' (53.85%). 'Lack of confidence in speaking abilities' ranked fourth (46.15%), followed by 'feeling overshadowed by more vocal classmates' (38.46%).

Though 'not feeling well-prepared for the discussion' and 'fear of judgement or criticism' appeared equally significant, a closer look revealed a difference. For 'not feeling well-prepared for the discussion,' all 53.85% chose 'likely.' For 'fear of judgment or criticism,' the 53.85% included 7.69% who selected 'extremely likely' and 46.15% who selected 'likely.' Thus, the effect of 'fear of judgment or criticism' was slightly greater than that of 'not feeling well-prepared for the discussion'.

The Impacts of Five Obstacles: Quiet Students vs. Active Students. With the same method, I also identified the impacts of the five obstacles on active students. To be efficient, the results of the quiet and active students are combined (Figure 2) to make a comparison. The obstacles which substantially inhibit quiet students and active students are different.
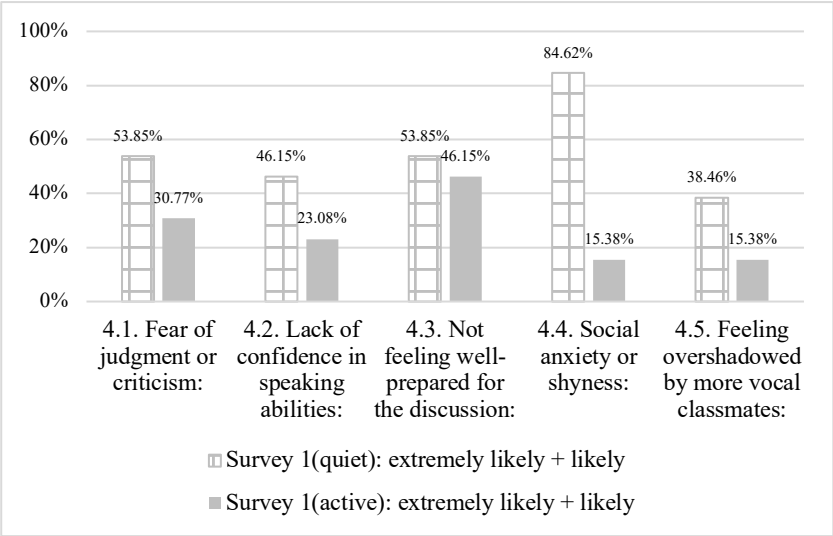
Figure 2: Survey 1: Impacts of 5 Obstacles: Quiet Students vs. Active Students

Figure 2 reveals that 'social anxiety or shyness' was the most influential obstacle for quiet students but the least influential for active students. This suggests that quiet students are more likely to be influenced by factors related to subjective aspects such as social anxiety or shyness, while active students are more influenced by factors which are relatively objective such as whether they have prepared for the discussion.

Figure 2 also shows that 'fear of judgement or criticism', 'feeling overshadowed by more vocal classmates' and 'lack of confidence in speaking abilities' had a greater impact on quiet students compared to active students: to each of the three obstacles, the percentage was around 20% higher in the quiet group than that in the active group. This further implies that, for those subjective aspect factors impacting both groups, the impacts are substantially greater on quiet students than on active students.

In Figure 2 the obstacle of 'not feeling well-prepared for the discussion' affected both groups without significant differences. In addition, 'Not feeling well-prepared for the discussion' was the most influential obstacle for active students but only the second for quiet students. This implies that the preparation for discussion impacts both quiet and active students, but for quiet students, the inhibition of this obstacle is surpassed by social anxiety and shyness.

Therefore, strategies to increase quiet students' participation in class discussions should focus on students' subjective aspects, such as anxiety or shyness rather than objective aspects (see further 'Discussions and Conclusions). This finding is consistent with the existing research of Briggs, McCrosky and Richmond, which reveals that students might be reluctant to speak out due to anxiety.[46]

In Question 5, no participants provided additional reasons or obstacles not listed in Question 4.

Intervention

Based on these results in Survey 1, I chose an action aimed at reducing the 'fear of judgement or criticism'. I did not address the most influential obstacle, 'social anxiety or shyness,' as it is related to internal traits that are difficult to change within a short period—a semester. Therefore, the action targeted the second most influential obstacle for quiet students.

The action is a repeated statement in class: 'There is nothing mistaken or wrong in class discussion. All input in the classroom is helpful to improve teaching and learning.' I emphasised this statement several times in classes to create a mistake-friendly environment, expecting to reduce the fear of being judged or criticised and therefore encourage students, particularly the quite students, to engage more in class discussion. This statement was designed based on studies highlighting the significant role of lecturers in changing students' mindsets and, consequently, their participation.[47] Participation is likely to increase when students realise that the purpose of in-class discussions is to facilitate learning rather than serve as an evaluation. In addition, lecturers' affirmation of students' contributions and ideas can enhance engagement.[48] Therefore, this statement was crafted to clarify the purpose of discussions ('to improve teaching and learning'), affirm the value of students' participation ('all input is helpful'), and guarantee a non-judgmental climate ('nothing mistaken or wrong'). To reinforce its impact, I repeated this statement multiple times, expecting this action to have a good chance of overcoming the fear of criticism and judgement.

---

[46] Briggs (n 9); McCroskey & Richmond (n 9).
[47] Rocca (n 12); Wade (n 12); Dallimore, Hertenstein, and Platt (n 12); Smith (n 12).
[48] Dallimore, Hertenstein, and Platt (n 12); Smith (n 12).

Unfortunately, the action did not achieve this purpose. This conclusion is primarily drawn from the comparison between Survey 1 and Survey 2. Further details and analysis will be provided in 'Survey 2 Results and Comparison between Survey 1 and Survey 2.

However, I observed one student in this module significantly increased her engagement in class discussions following the action. This student is an exchange student from France, with a civil law education background. She was keeping quiet for the first half of the IP module, but engaged once or twice in the last three classes after the action was implemented. However, this change is too minor to prove the quantitative effect of the action.

Survey 2 Results and Comparison between Survey 1 and Survey 2

The purpose of Survey 2 was, through comparing Survey 1 and Survey 2, to capture whether the action improved quiet students' participation in class discussions compared to active students. To streamline this discussion, I present the findings of Survey 2 alongside those of Survey 1 in the following paragraphs, allowing for a direct comparison between the two surveys.

Comparison of the proportion of quiet/active students between Survey 1 and Survey 2

As mentioned, the action did not improve student engagement in class discussions. Figure 3 below combines the proportion of quiet and active students in both surveys. It indicates that the proportion of participants selecting 'sometimes', 'rarely' or 'never' in Question 6 (quiet students) increased from 50% in Survey 1 to 61.54% in Survey 2, while the proportion of participants choosing 'often' or 'always' in Question 6 (active students) decreased from 50% in Survey 1 to 38.46% in Survey 2.
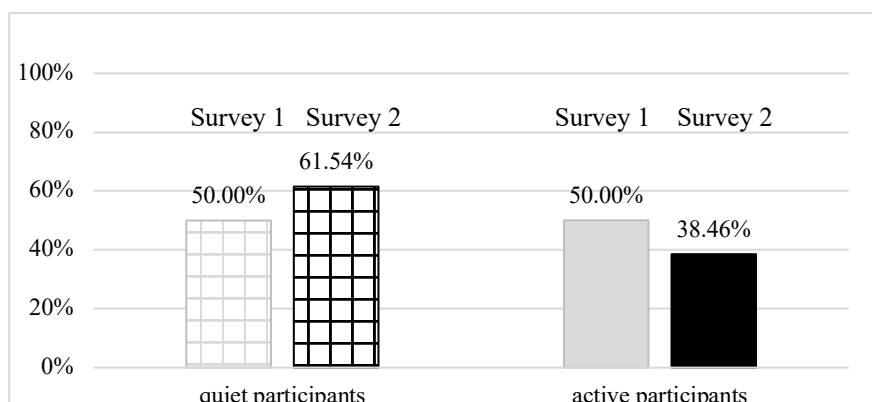
Figure 3: Survey 1 and Survey 2: proportion of quiet/active students

This result indicates that participation in class discussions did not increase but rather decreased following the intervention. However, this reduction is not statistically significant (p-value = 0.495628), suggesting that the intervention was not significantly associated with participation on overall class discussion.

Question 7 in Survey 2, which directly measured changes in class participation through participants' self-report, was consistent with the finding above: Out of 13 participants, 11 (85%) indicated that their participation had not significantly changed, or they were unsure if it had changed. This means the action did not affect the participants' engagement for either active or quiet students.

Looking at the quiet students, of the eight quiet students in Survey 2, seven reported that their participation had not significantly changed, had decreased, or they were unsure. It suggests that the action did not significantly influence the engagement of quiet students.

Some hidden factors might explain the failure of the action. One potential factor might be the tighter schedule in the latter half of the semester, when students needed to prepare for exams, final assignments, or dissertations. The increased pressure may significantly prevent students from actively engaging in class discussions and counteract any positive effects the action might have had.

The Change of the Impacts of Five Obstacles to quiet students from Survey 1 to Survey 2

This part focuses on quiet students. Figure 4 combines the results of Survey 1 and Survey 2, illustrating the change of the impacts of the five obstacles on quiet students before and after the action. The grey grid bars represent the results from Survey 1, and the black grid bars represent the results from Survey 2. It shows that the intervention-targeted obstacle 'fear of judgement or criticism' and other three obstacles ('social anxiety or shyness', 'feeling overshadowed by more vocal classmates' and 'not feeling well-prepared for the discussion') had large reductions in their inhibiting effect. But the obstacle 'lack of confidence in speaking abilities' shows no significant change between Survey 1 and Survey 2.
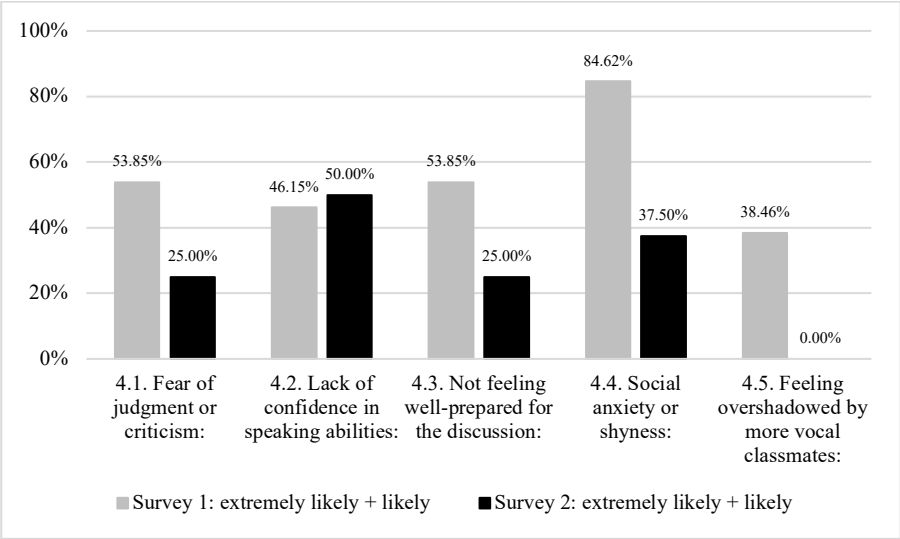

Figure 4: Survey 1 and Survey 2: Quiet Students-5 Obstacles

I explain the five obstacles' impact change one by one as below:

'Social anxiety or shyness' reduced from 84.62% to 37.50% for quiet students, which is surprising because this obstacle, as an internal trait, is unlikely to be reduced in a short time. One potential explanation is that participants might misidentify their temporary nervousness as a stable trait described in this obstacle. This temporary feeling of nervousness could decrease when circumstance changes. At the beginning of the module, students might feel

nervous because they were not familiar with the module. As the semester progressed and students got used to the lecturer and the module setting, their nervousness decreased. Hence, the significant reduction was actually a reduction in temporary nervousness. In addition, the action targeting the obstacle of 'fear of judgement or criticism' might have unintentionally reduced the temporary nervousness, which explains the large reduction in 'social anxiety or shyness'.

'Feeling overshadowed by more vocal classmates' also decreased significantly for quiet students from 38.46% in Survey 1 to 0% in Survey 2. The explanation is similar: as the semester progressed, students became more familiar with their classmates. Therefore, fewer quiet students felt overshadowed by vocal classmates compared to the beginning of the semester, leading to a significant decrease in this obstacle's effect.

The effect of 'fear of judgement or criticism' on quiet students decreased from 53.85% in Survey 1 (before the intervention) to 25% in Survey 2 (after the intervention). This obstacle is the one which the action targeted, and it seems that the action might contribute to the reduction of this obstacle. However, it is difficult to attribute this reduction solely to the action, as Figure 4 shows some other obstacles also largely reduced in effect. This implies that other hidden factors, such as increased familiarity with the module, might change the inhibiting nature of this and other obstacles together.

The effect of 'not feeling well-prepared for the discussion' on quiet students decreased from 53.85% in Survey 1 to 25% in Survey 2, indicating the same reduction as 'fear of judgement or criticism.' A potential explanation is that the pre-class reading materials in the second half of the semester were fewer than those in the first half. In addition, later in the semester, students might be better versed in the topic overall and could draw on knowledge gained throughout the semester, which means they might feel more prepared for class discussions. These changes might reduce the impact of 'not feeling well-prepared for the discussion' on participation, even though the action did not target this obstacle.

The 'lack of confidence in speaking abilities' showed no significant change between Survey 1 and Survey 2. This is reasonable as speaking abilities are not likely to change in a short term, nor is confidence in these abilities.

Overall, the impacts of the five obstacles on quiet students were reduced from Survey 1 to Survey 2, except for 'lack of confidence in speaking abilities,' which showed no significant change.

Contrasting with the reduction of these obstacles, the quiet students' participation in class discussions was not increased as revealed previously. The decline in these obstacles' inhibiting nature does not necessarily mean that quiet students engaged more in class discussions. As mentioned, other hidden factors might have prevented students from joining class discussions, offsetting the decline in these obstacles as inhibiting factors. For instance, one hidden factor could be the tighter schedule in the second half of the semester.

<u>The comparison of five obstacles' impacts on quiet/active students in Survey 1 and Survey 2</u>

This part includes both quiet and active students. It involves comparing the quiet and active students' difference in the change of the obstacles' significance as inhibitions from Survey 1 to Survey 2. Figure 5 illustrates this comparison. The two dashed lines represent quiet students: the grey dashed line represents quiet students in Survey 1 while the black dashed line denotes quiet students in Survey 2. The two solid lines represent active students: the grey solid line represents the active students in Survey 1 while the black solid line denotes active students in Survey 2.
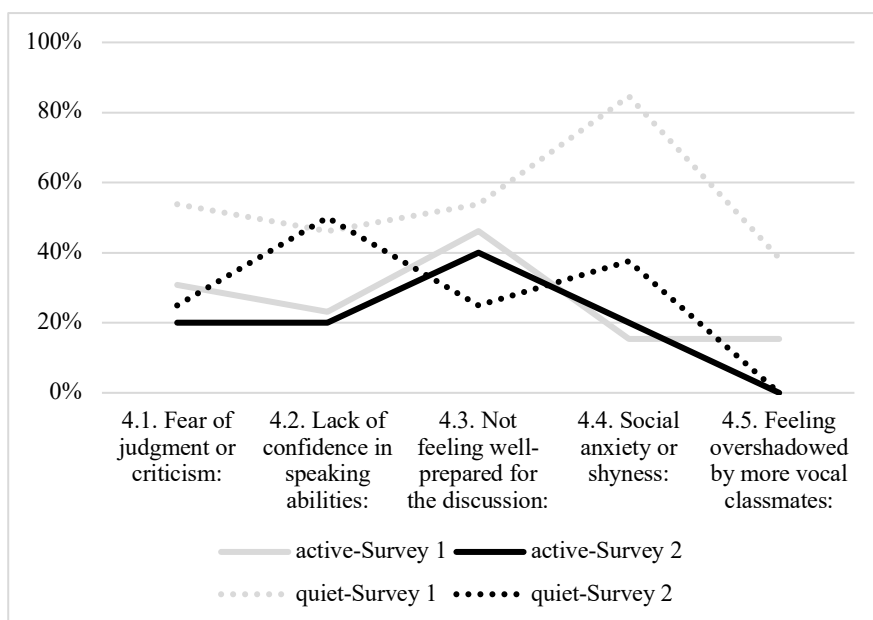
Figure 5: Change between Survey 1 and Survey 2 on 5 Obstacles: Quiet Students vs. Active Students.

Figure 5 shows that for quiet students (dashed lines), the inhibiting nature of the five obstacles decreased largely from Survey 1 to Survey 2, except for 'lack of confidence in speaking abilities'. In contrast, for active students (solid lines), the impact of the five obstacles remained largely unchanged between the two surveys. It suggests that active students remain more consistent in their responses to the five obstacles throughout the semester, while quiet students are initially more affected by these obstacles. However, the impact on quiet students decreases significantly as the semester progresses.

This result implies that with the increased familiarity with the module, there is much space for improving quiet students' engagement. This finding also suggests that the strategies to encourage quiet students to participate in class discussions should be different from those for active students. This is discussed further in 'Discussions and Conclusions'.

A statement from an active student:

Another extra finding in Survey 2 is that one student described a new obstacle in Question 5: 'Not wanting to be the only person participating', in addition to

the five obstacles in Question 4. This student, classified as active based on their response to Question 6, raises two potential insights. First, active students might participate less when other students' engagement decreases. Second, it points to the possible influence of Scottish cultural norms. As mentioned, Scots may regard speaking out in a group as somewhat 'pushy,' and this norm could affect student engagement. Since only one student mentioned this obstacle, its implication should be considered cautiously. Nevertheless, this finding indicates a potential area for further research into the influence of Scottish culture on class participation.

Other indirect factors

This section discusses other factors that might have influenced quiet participants' engagement in class discussions.

Discussion format

Quiet students demonstrate a greater aversion to 'debates' compared to active students. Table 1 includes the numbers of participants who chose a specific discussion format as the most challenging activity in Survey 1 and Survey 2. It shows that in both surveys, a significantly higher number (9. 56% and 4. 50%) of quiet students identified 'debates' as most challenging to them. Conversely, the numbers of active students who chose any discussion format are approximately even.

	Debates		Presentations		Group discussions		Recitations	
Survey 1(active)	3	18.0%	4	24.0%	5	29.0%	5	29.0%
Survey 2(active)	1	20.0%	1	20.0%	1	20.0%	2	40.0%
Survey 1(quiet)	9	56.0%	4	25.0%	3	19.0%	0	0.0%
Survey 2(quiet)	4	50.0%	1	12.5%	2	25.0%	1	12.5%

Table 1: Discussion Formats

Personality traits

Table 2 shows that the 'mixed' trait type was the most common among both active and quiet students in both surveys. In Survey 1, more extroverts (38%) than introverts (8%) are active, while that more introverts (30.8%) than

extroverts (7.7%) were quiet. In Survey 2, however, equal numbers of introverts and extroverts are active, and similar numbers of extroverts and introverts are quiet. One possible explanation is that, as the module progressed, some extroverts became less active in class due to heavier study loads toward the end of the semester, while some introverts became more active as they grew more familiar with the module and their classmates. Alternatively, the change may simply reflect random variation, given the small sample size.

	Introvert		Extrovert		Mixed	
Survey 1(active)	1	8.0%	5	38.0%	7	54.0%
Survey 2(active)	2	40.0%	2	40.0%	1	20.0%
Survey 1(quiet)	4	30.8%	1	7.7%	8	61.5%
Survey 2(quiet)	1	12.5%	2	25.0%	5	62.5%

Table 2: Personality Traits

Academic level

The distribution of academic levels (third and fourth year) is even between active and quiet students in both surveys. The length of time spent in law school does not significantly influence students' participation in class discussions.

	The third year		The fourth year	
Survey 1(active)	6	46.0%	7	54.0%
Survey 2(active)	3	60.0%	2	40.0%
Survey 1(quiet)	6	46.0%	7	54.0%
Survey 2(quiet)	4	50.0%	4	50.0%

Table 3: Academic Levels

Native language

All participants in Survey 1 were native English speakers, and only two participants in Survey 2 were non-native English speakers. The small number of non-native English speakers in Survey 2 makes it difficult to draw any conclusive insights about the impact of language on class participation.

Discussions and conclusions

The main obstacles preventing quiet students from joining in class discussions

The research indicates that the obstacles preventing quiet students from speaking out in class differ from those preventing active students. Quiet students are more impacted by obstacles related to subjective aspects. For quiet students, the most influential obstacle is 'social anxiety or shyness'. In contract, this obstacle is least influential for active students. Active students are most affected by objective aspects such as 'not feeling well-prepared for this discussion', which is only secondary for quiet students.

This comparison emphasise that lecturers should distinguish their engagement strategies for quiet students from those for active students. For active students, improving preparation for discussions may enhance their participation. While for quiet students, the most efficient strategy might be helping them overcome the feeling of social anxiety or shyness. For example, lecturers might create a relaxed classroom environment to reduce quiet students' feeling of social anxiety or shyness. In addition, lecturers might also use tools like Menti or Padlet where students can post (anonymously) answers to questions. This might reduce the anxiety in speaking out loud in classroom.[49]

The change of the obstacles' significance as inhibitions to quiet students during a semester

The research also reveals that the significance of the main obstacles as inhibiting factors decreases significantly for quiet students as the semester progresses, compared with active students. Particularly, the obstacles 'fear of judgement or criticism', 'not feeling well-prepared for the discussion', 'social anxiety or shyness' and 'feeling overshadowed by more vocal classmates' become substantially less inhibiting for quiet students over time. This may be due to the increased familiarity with the module and classmates. When accumulating more knowledge in the module, students also feel more confidence to join in class discussions. All of these reduce the inhibiting nature of these obstacles existing at the beginning of the semester.

---

[49] Natasha Pushkarna, Angela Daly and Angel Fan, 'Teaching Digital and Global Law For Digital And Global Students: Creating Students As Producers In A Hong Kong Internet Law Class' (2022) 56 The Law Teacher 404.

Conversely, active students experience little change in the impact of these obstacles throughout the semester. This lack of significant change indicates these obstacles do not heavily impact active students regardless of the semester's progression.

This observation suggests that strategies to encourage quiet students should account for the natural reduction in obstacles due to increased familiarity. For example, lecturers might help quiet students quickly adapt to the module and classmates. The familiarity will naturally counterbalance the resistance of joining in class discussions.

The failure of the action and lessons to learn

Unfortunately, the action did not increase the participation of quiet students in class discussions. One possible reason for this failure is the increased workload and tighter schedule in the latter half of the semester, which may have counteracted the intended effects of the action. Nevertheless, valuable insights and lessons can be drawn:

Strengthening the effectiveness of the action in research

Considering the counteracting factors, future research should aim to enhance the effectiveness of interventions against the fear of judgement and criticism. The mistake-friendly oral statement could be combined with immediate positive responses to each student's input. Additionally, lecturers should use positive language when correcting students in oral discussions and assessments. Together, these approaches reaffirm a non-judgemental climate and will strengthen the action's effectiveness in reducing the fear of being criticized or judged.

Complexity of influencing factors and multi-strategies in teaching practice

Due to the complexity of influencing factors, no single strategy can address the challenges lecturers face when striving to engage quiet students. Lecturers should target several substantial obstacles and adopt multiple strategies to increase participation. To overcome the fear of judgement or criticism, lecturers can clarify the non-evaluative purpose of class participation, provide immediate positive feedback to each input, and use positive language when correcting students. To address the fear of shyness or anxiety, lecturers might develop introvert-friendly teaching strategies such as posting questions before

class discussions, allowing longer thinking time before answering questions, and changing the classroom seating arrangement from a traditional lecture setup to a roundtable setting. To address the feeling of being unprepared, lecturers can tailor pre-class reading materials and mix questions that do not rely solely on pre-class readings with those that do.

Hidden factors, such as heavier workloads and tighter schedules, can negate the positive effects of interventions. Lecturers should be mindful of these counteracting factors and provide additional support to maintain student engagement during peak periods. They might strategically frontload the study materials to alleviate pressure during peak times. Lecturers can also utilize casual engagement outside the classroom to help quiet students become more familiar with the module.

In addition, a single intervention in one module is insufficient to change the non-participation habit among quite students in law school. Similar interventions should be repeated across modules at the programme or school level to establish a default participation culture in law school, counteracting the habit of non-participation.

Impact of discussion formats:

The format of class discussions might also discourage quiet students' participation. Debates were particularly challenging for quiet students and could have discouraged their engagement. Future approaches should incorporate a diverse range of discussion formats to maintain engagement. As mentioned, the anonymous non-oral discussions should be considered.

A broader discussion

This article aims to find out the obstacles which prevent quiet law students from participating in class discussions and tries to encourage their oral engagement in class. However, it does not assert that 'speaking out' is the only or the most effective means for quiet students to learn. As Spencer has observed, many quiet students, despite their reluctance to speak, are deeply engaged through non-oral ways--such as through reading, listening, and reflective writing.[50] Their written work often demonstrates strong comprehension and insight, highlighting that quiet students can learn

---

[50] Spencer (n 17).

effectively in non-oral, non-demonstrative ways.[51] Moreover, Sovinee-Dyroff noted some oral interactions, such as the Socratic method, may not be conductive to, and can even be detrimental for, introverted students.[52]

Given this understanding, should we still care whether quiet students engage in oral discussions in law classes? Should we encourage quiet students to speak out, even if this may not be their preferred learning style? My position is affirmative, but with certain conditions.

First, oral communication remains a crucial aspect of a lawyer's work. In addition to advocacy in court, oral communication is very important in consultations and negotiations. While participating in oral discussion in law classes might initially be uncomfortable for quiet students, it offers valuable preparation for their future legal careers. Even for those who do not plan to enter the legal profession, oral communication remains an important skill for success in other careers.

Second, about the question is not whether we should encourage quiet students to talk but rather about finding out the obstacles they face and fostering a classroom environment where they feel safe and comfortable to express them. It is important to move away from the assumption that students are silent simply because they do not want to speak, or they have nothing to share. Seligman said that connection with others is the meaning of life.[53] Cain pointed out quietness has different reasons.[54] Some quiet students prefer to speak after deep thinking and dislike spontaneous and shallow talk.[55] - Others might have an inherent fear of negative judgement so that they avoid talking.[56] Law lecturers should focus on identifying and alleviating these obstacles, rather than abandoning oral discussions for quiet students altogether. We can develop an inclusive class environment where students with different personalities feel comfortable sharing their opinions. For example, allowing a few minutes for

---

[51] Ibid.
[52] Sovinee-Dyroff (n 19).
[53] Martin EP. Seligman, Flourish: A Visionary New Understanding of Happiness and Well-Being (Simon and Schuster, 2011)
[54] Susan Cain, Quiet Power: Growing Up as An Introvert In A World That Can't Stop Talking (Penguin UK, 2016).
[55] Ibid.
[56] Ibid.

students to reflect and write before discussions can help quiet students prepare to speak.

Third but not the last, recognising that quiet students might engage with the class differently from talkative peers, law lecturers should strive to balance between oral engagement and non-oral engagement. Group discussions or recitations can encourage quiet students to go out of their comfort zone, while incorporating 10-15 minutes of reflective writing in class can allow them to return to their comfort zone. This approach not only prevents quiet students from feeling overwhelmed but also provides active students an opportunity of deep reflection in addition to spontaneous oral interactions. An inclusive approach should be a good combination of different methods fitting with different kinds of students.

Appendix

Survey 1

Q1. Participant Consent
Q2. What is your grade level?
Q3. According to your experience, what types of class discussions do you find most challenging to participate in? (Choose all that apply)
Q4. Rate the following factors on a scale of 1 to 5 (1 being not at all, 5 being extremely) in terms of their impact on your participation in class discussions:
- 4.1. Fear of judgment or criticism
- 4.2. Lack of confidence in speaking abilities
- 4.3. Not feeling well-prepared for the discussion
- 4.4. Social anxiety or shyness
- 4.5. Feeling overshadowed by more vocal classmates

Q5. Please write down if there is other reason(s) besides those in question 4 impact your participation in in-class discussion.
Q6. In the past two years, on average, how often did you participate in class discussion?
Q7. Is English your mother language?
Q8. Do you consider yourself as an introvert/extrovert person?

INTERVENTION

Survey 2

Q1. Participant Consent
Q2. What is your grade level?
Q3. In the module of Intellectual Property Law, what types of class discussions do you find most challenging to participate in (Choose all that apply)?
Q4. Rate the following factors on a scale of 1 to 5 (1 being not at all, 5 being extremely) in terms of their impact on your participation in class discussions in the module of Intellectual Property Law:
- 4.1. Fear of judgment or criticism
- 4.2. Lack of confidence in speaking abilities
- 4.3. Not feeling well-prepared for the discussion
- 4.4. Social anxiety or shyness
- 4.5. Feeling overshadowed by more vocal classmates

Q5. Please write down if there is other reason(s) besides those in question 4 impact your participation in in-class discussion in the module of Intellectual Property Law.
Q6. In the module of Intellectual Property Law, on average, how often did you participate in class discussion?
Q7. **Which statement best describes your engagement in class discussions within the Intellectual Property Law module?**
Q8. Is English your mother language?
Q9. Do you consider yourself as an introvert/extrovert person?